

**2013 AP<sup>®</sup> EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

**EUROPEAN HISTORY  
SECTION II**

**Part C**

**(Suggested planning and writing time—35 minutes)**

**Percent of Section II score—27 1/2**

**Directions:** You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
  - Addresses all parts of the question.
  - Supports thesis with specific evidence.
  - Is well organized.
5. Analyze the factors that led to the expansion of women’s participation in the paid workforce in Europe over the course of the twentieth century.
6. Analyze the factors that led to the expansion of the welfare state in Western Europe in the mid-twentieth century.
7. Analyze the factors that led to the rise of right-wing authoritarian regimes in continental Europe in the interwar period (1919 to 1939).

**STOP**

**END OF EXAM**

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## **2013 SCORING GUIDELINES**

### **Question 7**

**Analyze the factors that led to the rise of right-wing authoritarian regimes in continental Europe in the interwar period (1919–1939).**

#### **9-8 Points**

- Thesis is explicit and fully responsive to the question.
- Organization is clear, consistently followed and effective, addressing multiple factors clearly linked to rise of regimes.
- Essay is well balanced; all major topics suggested by the prompt are covered, although essay may contain more specific evidence from one regime than another or may treat right-wing regimes as a category with strong emphasis on developing the factors and links.
- All major assertions in the essay are supported by multiple pieces of relevant evidence.
- May contain errors that do not detract from the argument; identifying the USSR as a right-wing regime detracts from the argument, for example.

#### **7-6 Points**

- Thesis is explicit and responsive to the question.
- Organization is clear and effective; it must clearly link factors to the rise of regimes.
- Essay is balanced; essay may address one regime significantly less than another if factors and linkage to rise of regimes are well balanced.
- All major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain an error that detracts from the argument; identifying the USSR as a right-wing regime can be ignored if this is the only major error.

#### **5-4 Points**

- Thesis is explicit, but not fully responsive to the question, or it is weakly developed.
- Organization is clear and effective; may focus more on causes or responses and may have somewhat rudimentary analysis.
- Essay shows some imbalance:
  - Strong discussion of only one regime that clearly links factors to rise of regime
  - More focus on conditions or regime building
  - Emphasizes time period after rise to power more than rise to power.
- Most of the major assertions in the essay are supported by least one piece of relevant evidence; essay needs to do more than assert that conditions after WWI were poor.
- May contain a few errors that detract from the argument.

#### **3-2 Points**

- No explicit thesis or has a thesis that merely repeats or paraphrases the prompt or is poorly developed.
- Organization is unclear and ineffective.
- Essay shows serious imbalance; may have some information on one regime, information may be very generic, or essay may not support the thesis.
- Only one or two major assertions are supported by relevant evidence; these essays are less specific and may describe generally poor conditions.
- May contain several errors that detract from the argument.

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## **Question 7 (continued)**

### **1-0 Points**

- No discernible attempt at a thesis or has a thesis that is wholly undeveloped.
- No discernible organization.
- Only one or none of the major topics suggested is mentioned or topics are undeveloped.
- Little or no relevant supporting evidence used.

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## 2013 SCORING GUIDELINES

### Question 7 (continued)

#### Eastern Europe

- Political Factors: new democracies very fragile, little or no experience ruling themselves (multiple parties span political spectrum, rise of radical agrarian parties, legacies from different empires, clash of old and new elites); peace treaties (all countries felt their territorial claims had been violated, large populations of national minorities); had to build administration and rebuild from war; fears of communism.
- Social and economic factors: high illiteracy rates; small middle class; agriculture depressed by grain imports; economies hampered by national tariffs that impeded prewar flow of goods; only Austria and Czechoslovakia had advanced industries; lack of infrastructure; growing/displaced populations; economic and social conflicts reinforced by ethnic and religious differences.
- By 1939, right-wing authoritarian regimes in Poland (1926), Lithuania (1926), Albania (1928), Yugoslavia (1929), Hungary (1932), Austria (1933), Estonia (1934), Latvia (1934), Bulgaria (1935), Greece (1936), and Romania (1938).

#### General Issues

- Political Factors: fear of communism; old elites lost power and prestige after World War I; contested boundaries in many areas led to nationalism competing with new democracies; mass mobilization techniques used by parties; revolutionary new political movements on right and left; parliamentary governments seem unable to deal with crises so dictator looks more attractive; nationalism growing.
- Social and economic factors: changed economic conditions as result of war and depression (war debt, inflation, increased government regulation of economy, beginnings of welfare states, rise of corporatism, increasingly militant working class); cultural change causes uncertainty, right-wing promises return to roots; middle class loses savings and security in economic crises and fear the left.
- Fascist ideology
  - Mass mobilization but not political participation; hierarchical structure; rejection of parliamentary rule
  - Borrowed from other ideologies: conservative values of hierarchy and order and contempt for parliamentary ineffectiveness; popular racist doctrines; corporatism (unity over class warfare); Christian images of blood and martyrdom
  - New social and political order based on the nation; national identity overrides all others (rejection of class distinction); usually expansionist (not Spain or Portugal)
- Fascism's Appeal:
  - Spoke to many groups: World War I vets renew "camaraderie of the trenches" and patriotism; rural society threatened by urbanization; small businesses threatened by large corporations; businessmen threatened by workers; middle class threatened by socialism; old elites threatened by democracy; unemployed threatened by depression; religious way of life threatened by secularism; all fear communism.
  - Notion of service to the nation attractive; emphasizes unity over individualism; uniforms (shirts of one color that anyone can afford); paramilitary organization; decisive action to remake society through discipline and force; street drama, symbols, propaganda; violence; technology and modernization; seen as outside of corrupting politics of democracy; patriotism of World War I; holds "enemies" responsible for poor economy and bad governments (liberal politicians, Jews, Marxists, foreigners); fascism promises orderly, united and prosperous state.