

## **2019 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS**

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
  - Describe a broader historical context relevant to the prompt.
  - Support an argument in response to the prompt using specific and relevant examples of evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. Evaluate the most significant effect of state centralization by European monarchs during the period 1450–1648.
3. Evaluate the most significant effect of population growth in Europe within the period 1700–1800.
4. Evaluate the most significant effect of the Great Depression in Europe during the period 1929–1950.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**STOP**

**END OF EXAM**

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**Question 4 — Long Essay Question**

“Evaluate the most significant effect of the Great Depression in Europe during the period 1929–1950.”

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim  (0–1)	<p><b>Thesis/Claim:</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis statement must make a historically defensible claim about the most significant effect of the Great Depression in Europe during the period 1929–1950, with some indication of the reasoning for making that claim.</p> <ul style="list-style-type: none"><li>“Although most countries recovered from the effects of the Great Depression, the most significant effect included the economic devastations countries faced because it damaged the living conditions and caused political unrest, leading to World War Two.”</li><li>“The most significant effect of the Great Depression in Europe from 1929 to 1950 was causing rising political extremism due to uncertain circumstances in the lives of all Europeans, and especially embracing larger governments and more government controlled economies.”</li></ul>
B: Contextualization  (0–1)	<p><b>Contextualization:</b> Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the essay must accurately describe a context relevant to the Great Depression in Europe during the period 1929–1950.</p> <p><i>Examples of context might discuss the following topics, with appropriate elaboration:</i></p> <ul style="list-style-type: none"><li>• World War I (in general)</li><li>• Treaty of Versailles/German reparations</li><li>• Weimar Republic (weakness/instability)</li><li>• United States loans and investments in Europe (Dawes/Young Plan)</li><li>• 1929 stock market crash</li><li>• Age of Anxiety/Roaring 20s</li><li>• New Deal/U.S. policies and other responses to the Great Depression</li><li>• League of Nations (weakness of)</li><li>• Pre-1929 Hitler/Nazi Party/<i>Mein Kampf</i></li></ul>

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**Question 4 — Long Essay Question (continued)**

<b>C: Evidence (0–2)</b>	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt. (1 point)</p> <p><b>OR</b></p> <p><b>Supports an Argument:</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence. (2 points)</p>	<p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the Great Depression in Europe during the period 1929–1950.</i></p> <p><b>OR</b></p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p> <p><i>Evidence used might include:</i></p> <ul style="list-style-type: none"> <li>• Hitler's rise to power (legal means/Reichstag fire/Enabling Act)</li> <li>• World War II and Holocaust</li> <li>• Mussolini and Fascist Italy's policies post 1929</li> <li>• Communism as alternative to capitalism in Germany</li> <li>• Creation of the welfare state and various welfare state policies</li> <li>• Stalin's Five-Year Plan</li> <li>• Appeasement policy as a consequence of the Great Depression</li> <li>• Various anti-Semitic policies such as the Nuremberg Laws</li> </ul>
<b>D: Analysis and Reasoning (0–2)</b>	<p><b>Historical Reasoning:</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument about the effects of the Great Depression in Europe, although the reasoning might be uneven, imbalanced, or inconsistent.</i></p>	<p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> <li>• Establishing a causal relationship between the Great Depression and an effect of the Depression, such as the rise of Hitler or the creation of the welfare state, and explaining the connections between the cause and the effect</li> <li>• Identifying a general effect of the Depression, such as political radicalization, and then discussing examples, such as Nazism in Germany or fascism in Italy, compared with more interventionist governments in Great Britain and France, in order to support a broader argument regarding the most significant effect</li> <li>• Describing continuity or change over time, by arguing that Germany was economically suffering from World War I but that this was intensified by the Great Depression</li> </ul>

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**Question 4 — Long Essay Question (continued)**

<p><b>OR</b></p> <p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the prompt. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding of the effects of the Great Depression.</i></p>	<p><b>OR</b></p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none"><li>• Explaining the most significant effect of the Great Depression, such as the rise of Hitler or World War II, while noting that other effects such as increased government intervention were also significant and interrelated</li><li>• Explaining how multiple countries underwent different changes or were variously impacted as a result of the Depression</li><li>• Explaining relevant and insightful connections across time by discussing economic crises in other periods, such as the 2008 Great Recession or the financial crises of the 20<sup>th</sup> century</li><li>• Qualifying or modifying an argument by considering evidence that supports an alternate position, such as suggesting that fascism would have developed independently as a result of German dissatisfaction with the Treaty of Versailles</li><li>• Developing an extended analysis of various economic systems and theories, such as laissez-faire capitalism or the Soviet command economy</li></ul> <p><i>This demonstration of complex understanding must be part of an argument, not merely a phrase or reference. Complexity should emerge from the essay's argumentation and use of evidence, and while it does not have to be present throughout the essay, the complexity point should consist of substantial elaboration.</i></p>
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If response is completely blank, enter -- for all four score categories: A, B, C, and D.

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## Question 4 — Long Essay Question (continued)

### Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts, and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

**Note: Student samples are quoted verbatim and may contain grammatical errors.**

### A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis or claim about the most significant effect of the Great Depression in Europe during the period 1929–1950, with some indication of the reasoning for making that claim.

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion, which does not have to be contained in the first or last paragraph.

The thesis is not required to encompass the entirety of the period, but it must identify a relevant development or developments within the period.

#### Examples of acceptable theses:

- “The Great Depression lead to the suffering of people, and therefore became the jump spring for extreme ideologies. The most significant effect of the Great Depression is aiding the growth of nationalism in Germany and further leading to the World War II.” (*The response makes a clear and historically defensible claim that the Great Depression led to enormous suffering, while also establishing a line of reasoning that this resulted in the rise of nationalism and thus World War II.*)
- “The most significant effect of the Great Depression from 1929 to 1950 was World War II as the Great Depression created the conditions for fascist dictators like Mussolini (Il Duce) and Hitler (Furer) to rise to power.” (*The response clearly identifies the most significant effect of the Great Depression as World War II, which was made possible by the rise of authoritarian leaders after 1929, thus demonstrating an explicit line of reasoning.*)

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## **Question 4 — Long Essay Question (continued)**

### **Examples of unacceptable theses:**

- “The most significant effect of the Great Depression in Europe was the inflation rate and how poorly it caused the economy to become.” (*This response makes a evaluative claim that the most significant effect of the Great Depression was inflation and a poor economy, but this is cyclical and descriptive.*)
- “The Great Depression brought along several negative factors such as economical problems, famine, a limitation in resources, and finally a decrease in population.” (*Although this response makes a potentially historically defensible claim, it does not offer an evaluative component specifying which effect is most significant.*)

### **B. Contextualization (0–1 point)**

Responses earn 1 point by describing a broader historical context relevant to the prompt. To earn this point the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before or during or continued after the time frame of 1929 to 1950. This point is not awarded for merely a phrase or a reference.

To earn the point the essay must accurately describe a context relevant to the effects of the Great Depression in the period from 1929 to 1950.

### **Examples might include the following, with appropriate elaboration:**

- World War I (in general)
- Treaty of Versailles/German reparations
- Weimar Republic (weakness/instability)
- United States loans and investments in Europe (Dawes/Young Plan)
- 1929 stock market crash
- Age of Anxiety/Roaring 20s
- New Deal/U.S. policies and other responses to the Great Depression
- League of Nations (weakness of)
- Pre-1929 Hitler/Nazi Party/*Mein Kampf*

### **Examples of acceptable contextualization:**

- “World War I left Europe in tatters geographically, socially, and economically. The combination of new military techniques and Napoleonic tactics led to devastating losses, and the war guilt clause put a tremendous economic burden on Germany, which would plunge it into destitution that would only deepen with Global downturn of the economy in the Great Depression.” (*The response begins by describing a broader historical context relevant to the prompt by discussing the impact of World War I on Europe and the consequences of the Treaty of Versailles especially.*)
- “Europe prior to the Great Depression of 1929 was left in ruins after the carnage of First World War. The war had sapped the economies of Europe, and left economic turmoil in their wake. The Treaty of Versailles left the fledgling Weimar Republic crippled. The Great Depression served to further exacerbate such problems.” (*By connecting the Great Depression to the devastation of World War I, the Treaty of Versailles, and the Weimar Republic, the response describes a broader historical context to the prompt.*)

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## Question 4 — Long Essay Question (continued)

- “The Great Depression hit Europe during the Interwar Years following the US Great Depression. When the US pulled out of European stocks it put Europe in a tight spot where inflation occurred and widespread Depression struck Europe.” (*The response provides a broader historical context by describing the connections between developments in Europe and the United States.*)

*Note: In order to earn this point the response should clearly connect the relevant contextual information to the topic. A mere passing reference to another event or time period does not suffice for this point.*

### Examples of unacceptable contextualization:

- “Post World War I Europe was a testament to human destruction, both economic, human, and landscape. A Great Depression wrecked the continent from 1929-1950 creating political turbulence in many nations.” (*The response attempts to provide immediate context by referencing the devastation seen in Europe after 1918; however, this is not developed and is a passing reference.*)
- “The Great Depression was a worldwide effect that had detrimental repercussions all over. It caused a lack of money throughout the world, and in turn, caused many people to not have bare necessities.” (*The response describes the impact of the Great Depression in generalized terms but does not provide a specific discussion of developments in Europe.*)

## C. Evidence (0–2 points)

### Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the **topic** of the prompt. Responses can earn this point without earning the point for a thesis statement. To earn this point the response must identify specific historical examples of evidence relevant to the topic of the effects of the Great Depression in the period from 1929 to 1950. These examples of evidence must be different from the information used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument, or a significant portion of it, in a broader context. Statements credited as **evidence** will typically be more specific information.

### Examples of evidence used might include:

- Hitler’s rise to power (legal means/Reichstag fire/Enabling Act)
- World War II and Holocaust
- Mussolini and Fascist Italy’s policies post 1929
- Communism as alternative to capitalism in Germany
- Creation of the welfare state and various welfare state policies
- Stalin’s Five-Year Plan
- Appeasement policy as a consequence of the Great Depression
- Various anti-Semitic policies such as the Nuremberg Laws

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## Question 4 — Long Essay Question (continued)

### Examples of successful use of evidence:

- “He [Hitler] also was responsible for the mass killings of European Jews in concentration camps such as Auschwitz and massacres, with estimate of 6 million victims, and many more displaced during the Holocaust.” (*Response provides accurate evidence relevant to the topic of the prompt.*)
- “The invasion of Poland in 1939 marked the beginning of WW2.” (*Response provides one piece of accurate evidence relevant to the topic of the prompt.*)

*Note: These statements could be credited as evidence supporting an argument if their placement in the essay or additional connective language made it clear that they were being offered in support of a particular point.*

**OR**

### Supports an Argument

Responses earn 2 points if they support an **argument** in response to the prompt using specific and relevant examples of evidence. To earn the second point, the response must use specific historical evidence to support an argument regarding the effects of the Great Depression in the period from 1929 to 1950.

### Examples of successfully supporting an argument with evidence:

- “After the first World War, victorious powers crippled the German economy with harsh reparations and land seizures, inevitably make Germany more susceptible to the Great Depression. With unemployment at record highs, the German people were demoralized and highly receptive to the nationalist sentiments of Hitler’s Nazi campaign. Once Hitler took power, he increased industrial production and dropped unemployment rates, which caused him to be heavily supported by the German people.” (*The response clearly connects Germany’s economic burdens from World War I and the Great Depression to an argument about Hitler’s political messaging and rise to power.*)
- “Throughout Europe and the world, the influence of government in the economy increased as more countries began to apply Keynesian economics. This model, developed by Keynes, said that governments ought to borrow money and support works that would help the economy recover during depressions. The British added support to their economy by adding cradle to grave insurance. This stabilized the economy and allowed for greater spending because less money needed to be saved for health care by citizens. It also increased the influence of parliament in healthcare.” (*This response uses multiple examples in order to support an argument that British thinkers and politicians implemented interventionist policies in response to the Great Depression.*)

### D. Analysis and Reasoning (0–2 points)

#### Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument concerning the most significant effect of the Great Depression in the period from 1929 to 1950. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven, imbalanced, or inconsistent.

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## **Question 4 — Long Essay Question (continued)**

### **Examples of using historical reasoning skills:**

- Establishing a causal relationship between the Great Depression and an effect of the Depression, such as the rise of Hitler or the creation of the welfare state, and explaining the connections between the cause and the effect
- Identifying a general effect of the Depression, such as political radicalization, and then discussing examples, such as Nazism in Germany or fascism in Italy compared with more interventionist governments in Great Britain and France, in order to support a broader argument regarding the most significant effect
- Describing continuity or change over time, by arguing that Germany was economically suffering from World War I but that this was intensified by the Great Depression

**OR**

### **Complexity**

Responses earn 2 points by demonstrating a complex understanding of the effects of the Great Depression in the period from 1929 to 1950.

### **Demonstrating complex understanding might include:**

- Explaining the most significant effect of the Great Depression, such as the rise of Hitler or World War II, while noting that other effects such as increased government intervention were also significant and interrelated
- Explaining how multiple countries underwent different changes or were variously impacted as a result of the Depression
- Explaining relevant and insightful connections across time by discussing economic crises in other periods, such as the 2008 Great Recession or the financial crises of the 20<sup>th</sup> century
- Qualifying or modifying an argument by considering evidence that supports an alternate position, such as suggesting that fascism would have developed independently as a result of German dissatisfaction with the Treaty of Versailles
- Developing an extended analysis of various economic systems and theories, such as laissez-faire capitalism or the Soviet command economy

*Note: This demonstration of complex understanding must be part of an argument, not merely a phrase or reference. Complexity should emerge from the essay's argumentation and use of evidence, and while it does not have to be present throughout the essay, the complexity point should consist of substantial elaboration.*

### **Examples demonstrating complexity:**

- The response draws insightful connections across time periods by comparing nationalism that developed in Germany in response to the Treaty of Versailles with nationalism fostered by Bismarck as a part of his Realpolitik policy, and more broadly, the role nationalism had in sparking governmental change.
- The response develops a nuanced and extended analysis of the changes in economic theory and application by governments following the onset of the Great Depression. It specifically addresses the loss of faith in laissez-faire economics, a new interest in Keynesian economics, and various implementations thereof.