
AP[®] European History

Sample Student Responses and Scoring Commentary

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AP[®] EUROPEAN HISTORY 2019 SCORING GUIDELINES

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>Thesis/Claim: 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"> • “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.” • “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.”
B: Contextualization (0–1)	<p>Contextualization: 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"> • 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/<i>Mein Kampf</i>

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Question 4 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p>OR</p> <p>Supports an Argument: Supports an argument 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>OR</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"> • 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
D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: 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"> • <i>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</i> • <i>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</i> • <i>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</i>

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Question 4 — Long Essay Question (continued)

<p>OR</p> <p>Complexity: 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>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• 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 20th 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 <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>
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>	

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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 led 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 (Furor) 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 Depressions 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 Aushwitz 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 Keysian 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 20th 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.

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3 or (4)

4 A 104

Following World War I (WWI), the global economy was able to survive despite the ~~so~~ damaged sustained by European infrastructure. The Dawes Plan involved the US sending money to ~~get~~ Germany, which they paid to Britain and France, who paid it back to the US. This cycle was created by war debt and reparations, and made the US extremely wealthy, while sustaining economy in Europe. However this would all fall apart when the US economy collapsed in 1929 and the Great Depression ~~hit~~ (GD) hit everyone. The ~~the~~ most significant effect of ~~the~~ the depression was ~~for~~ the ~~the~~ opportunity created for the ~~spread~~ and emergence and growth of authoritarianism.

During the time of reasonable economic success and infrastructural rebound in ~~the~~ Germany, the Weimar Republic was able to maintain the support of the population. However, once the economy collapsed people soon lost faith in their leadership. Adolf Hitler and the Nazi party represented the solution to Germany's problem as they promised to restore former glory. ~~With~~ With the Depression destroying the Weimar Republic's credibility, the

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
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4A 2 of 4

11 Nazis were able to win control in the following election. Furthermore, Hitler was able to play on economic struggle by stating the only way he could ~~fix~~ fix the situation ~~is~~ was with total power. Hitler and Nazism rose to power due to the Great Depression's effect on the German people.

The economic hardships of the GD also played a major role in allowing Hitler to expand his ~~control~~ territorial control.

WWI revealed the cost of a war on a country's people and its economy, so leaders of France, Britain, America, etc. were not eager to engage in another conflict with Germany. France and Britain also did not have the funds to advance their militaries, so instead the allies tried the strategy of appeasement. When Germany started to rearm, and when it merged with Austria, the allies ~~allow~~ did not intervene, hoping Germany would be satisfied. They even granted Germany the Sudetenland in Czechoslovakia. Unfortunately, this strategy of appeasement did not work and ~~of~~ Germany ~~initiated~~ took all of Czechoslovakia and invaded the Polish corridor. When the allies finally tried

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3 or 4

4 A 3 of 4

to intervene, France was still so affected by the GD they were easily taken over by Germany. The GD and its influence led the Authoritarian Nazis to dominate continental Europe.

The GD did not only aid authoritarianism in the case of the Nazis. Its effects also made ~~Russia~~ the USSR's ~~pot~~ communist ideology look more appealing. Following the ally victory of WWII, countries had to ~~decide~~ decide between the west and the Soviet Bloc. While capitalism was more ~~lucrative~~ lucrative, communism had one major bright spot. Due to the USSR being cut off from world economy after their WWI exit, they did not experience the great depression. With political ideologies being so closely tied to economic ones, the success of the communist economy while the rest of the world was collapsing attracted some countries following WWII.

While the Great Depression created many direct and everyday hardships for people in Europe, its most significant effect took place on a greater scale. Adolf Hitler and the Nazis gained support for their promises of a return to glory as other European

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Mandatory 1	Circle one 2 or 3 or ④
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4A 4 of 4

Countries were forced to sit idle due to lack of funds, and ~~Russia's~~ Russia's economic isolation made communism ~~the~~ look much more appealing as they avoided the Depression altogether. Ultimately, the Great Depression was at the root of the rise of all authoritarianism in Europe.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
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4B 1q2

In the United States, which has a capitalist economy, companies are owned by groups of people, instead of just a singular person. These are called joint-stock companies. Leading up to 1929, the prices of these stocks became too high and crashed, causing the Great Depression. This caused the Great Depression to begin in 1929 and it spread throughout the world. The most significant effect of the Great Depression in Europe during the period 1929-1930 was the rise of dictators.

Germany was hit extremely hard by the Great Depression because they were forced to take on war debts by the Treaty of Versailles. In times of economic crisis, people tend to look to strong leaders, often dictators.

In this case, the dictator was Adolf Hitler. Hitler was appointed the chancellor of the Weimar Republic in 1933.

Germany was poor and, when appointed chancellor, Hitler promised to restore Germany to its previous glory. The people of Germany were desperate due to high unemployment rates. Hitler began militarizing Germany and focused on the industrialization of weaponry. This mostly solved unemployment in Germany.

Because Hitler brought Germany out of the Great Depression, he remained as the dictator until the end of World War II, when he committed suicide on April 30, 1945.

Along with Germany, Russia also had a very weak

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Mandatory 1	Circle one 2 or 3 or 4
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4B 2012

economy during the Great Depression. Although communism had already been established under Lenin and he had provided peace, land, and ~~bread~~ food for the people, poverty rates were still extremely high. Because of this poverty, the citizens of Russia looked to Stalin after Lenin's death. Stalin implemented Five Year Plans in order to rapidly industrialize what was by then known as the Soviet Union. These plans were effective and strengthened the Soviet Union's economy. This During his time of rapid industrialization, Stalin had established himself as the dictator of the Soviet Union. When the economy was no longer in crisis, he was too powerful to step down from his dictatorship.

~~Marky Mark~~

To conclude, the most significant effect of the Great Depression in Europe during the period 1929-1950 was the rise of dictators such as Hitler and Stalin.

Circle the question number that you are answering on this page

Mandatory 1	Circle one 2 or 3 or 4
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4C 192

The Great Depression was one of the darkest times in European history, many people suffered because of it and it greatly affected the social, political and military ~~aspects~~ aspects of society during this time. One major event that occurred throughout Europe after the Great Depression was World War II, and European's eagerness to go to war directly ~~correlates~~ correlates with the impact that the Great Depression had during this time. After getting out of such a dark time Europeans were eager to ~~chance~~ defeat the powers that were looking to again corrupt their countries, specifically Hitler. Hitler was responsible for the maltreatment of millions of Jews and was looking to keep continuing his reign. European's country leaders had just gotten out of a very hard economic time and did not want another leader like Hitler to take away what little they had left.

Europeans were also very eager to remain peaceful and not be burdened by any more restrictions, economically or socially. This presented an issue when it came to the spread of communism, many European's countries were at risk of falling to communism, referred to in the United States as "The Domino Effect". European leaders were not looking to be controlled by communism so they were eager to destroy the chance of ~~the~~ it spreading. If not for the Great Depression Europeans would have not been as interested in fighting to defend both Hitler and communism as they were both a major threat to smaller European countries

~~The~~ One of the major causes of World War I was

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
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4 C 2 of 2

nationality, although one of direct causes was the assassination of Archduke Frances Ferdinand, nationality played a major role in WWI. This was not the cause of World War II however, the attitudes of European people following the Great Depression during the Period 1929-1950 greatly contributed to the start of World War II in 1939.

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Question 4 — Long Essay Question

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

Overview

The LEQ asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2019 each LEQ asked students to determine the most significant effects of historical events or processes in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 4, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant effect of the Great Depression in Europe during the period 1929–1950 (Key Concept 4.2.III). Students were expected to identify a single most important effect of the Great Depression and provide a line of reasoning as to why this was the most significant effect. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of the Great Depression and to use this specific historical evidence to support an argument in response to the prompt. Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addresses the prompt, and, although the prompt directed students toward the historical reasoning skill of causation, responses could also frame their arguments around other types of historical reasoning (comparison, continuity and change over time). Responses were expected to demonstrate a complex understanding of the most significant effect of the Great Depression during the period 1929–1950. This could be achieved in various ways, including by 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, or by explaining relevant and insightful connections across time by discussing economic crises in other periods, such as the 2008 Great Recession or financial crises of the 20th century. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

Sample: 4A

Score: 6

The response earned 1 point for the thesis, which appears in the final paragraph. It identifies the most significant factor as the rise of authoritarianism and offers a line of reasoning as to how these leaders exploited the weaknesses created by the Great Depression. The response earned 1 point for contextualization because it develops an argument about the impact of the Dawes Plan in linking the American and European Depressions, which appears in the introductory paragraph. The response earned 2 points for evidence. It provides numerous pieces of evidence in the second and third paragraphs. It links a discussion of Hitler's rise to power with the Weimar Republic's political instability and credibility problems as caused by the Depression. Pointing to the Nazi invasion and occupation of France during World War II, it argues that the economic conditions caused by the Great Depression shaped the French and British policies of appeasement toward Hitler. The response earned 2 points for historical reasoning. It establishes a clear causal structure between the East–West division of Europe following World War II, and it demonstrates a complex understanding by discussing how multiple countries, specifically Britain and France, experienced the Depression.

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Sample: 4B

Score: 4

The response did not earn the point for the thesis. Although it identifies the most significant effect of the Great Depression as the rise of dictators, it does not provide a line of reasoning. The response earned 1 point for contextualization. The introductory paragraph provides a reference to the broader historical context of the Great Depression by including the significance of American corporations in causing the conditions for the Great Depression to impact Europe. The response earned 2 points for evidence because it links a discussion of Hitler and the Weimar Republic to his later chancellorship and his desire to return Germany to its former glory. It then links Stalin's Five-Year Plans to the effective restructuring of the Soviet economy. The response earned 1 point for historical reasoning by structurally linking poverty to the rise of different authoritarian leaders (Hitler and Stalin). It did not earn the second point for complexity because it does not extend the argument in a new direction.

Sample: 4C

Score: 1

The response did not earn the point for the thesis. It attempts a thesis in the very last sentence of the response by suggesting that attitudes of European peoples greatly contributed to World War II. It does not identify a particular effect of the Great Depression, nor does it provide a line of reasoning. The response did not earn the point for contextualization because it does not discuss any broader historical developments before, during, or after the topic of the prompt. The response earned 1 point for evidence by providing two correct pieces of evidence: Adolf Hitler and his mistreatment of Jews. However, the response does not link this evidence to any argument, and so it did not earn the second evidence point. The response did not earn either point for historical reasoning because it lacks inherent structure and does not move beyond simple narrative; therefore, it did not earn the point for complexity.