
AP[®] World History

Sample Student Responses and Scoring Commentary

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AP[®] WORLD HISTORY

2019 SCORING GUIDELINES

Question 4 — Long Essay Question

“In the period after 1900, the role of the state in the economy varied, with many states adopting policies to control or manage their economies.

Develop an argument that evaluates the extent to which one or more states controlled their economies in this time period.”

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 extent to which one or more states controlled their economies in the period after 1900, with some indication of the reasoning for making that claim.</p> <p><i>The thesis is <u>not</u> required to encompass the entire period, but it must identify a relevant development or developments in the period.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • “The twentieth century included several examples of states controlling their economies, the most famous being that of the Soviet Union, which used Marxist ideology to justify its nationalization of industry and introduction of centralized economic planning.” (<i>Responds to the prompt with an evaluative claim that establishes a line of reasoning.</i>) • “In recent years, many countries rejected the idea of trying to control their economies and embraced free market capitalism.” (<i>Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.</i>)
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 development of states and economic policy in the period after 1900.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • “World War I upset the global political and economic order and led to the establishment of new totalitarian states.” (<i>Relates broader events and developments to the topic.</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 style="text-align: center;">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>To earn the first point, the response must identify at least two specific historical examples relevant to the extent of states’ control of their economies in the period after 1900.</p> <p><i>Example (acceptable):</i></p> <ul style="list-style-type: none"> “Mao Zedong’s Great Leap Forward is one of the best examples of communist states controlling their economies.” <i>(Counts toward earning the point because there is a specific historical example relevant to the prompt.)</i> <p><i>Example (unacceptable):</i></p> <ul style="list-style-type: none"> “In the period after 1900, different states took different approaches to economic policy, with some states attempting to control while other states merely seeking to manage their national economies.” <i>(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.)</i> <p>OR</p> <p><i>To earn the second point, the response must <u>use at least two specific historical examples to support an argument</u> in response to the prompt.</i></p> <p><i>If a response has a multipart argument (e.g., some states make little or no effort to control their economies, while other states try to impose considerable or full control of the economy), then the response can earn the second evidence point by using only one specific historical example for <u>each</u> part of the multipart argument (but the total number of examples used must still be at least two).</i></p> <p><i>Evidence used to support an argument might include:</i></p> <ul style="list-style-type: none"> Communist states such as the Soviet Union and China exercised great control over their economies by collectivizing agriculture and Five-Year Plans. Fascist states (including Japan) in the interwar period developed corporatist economic policies where state officials and representatives of big business cooperated in guiding economic policy and setting production targets in some economic sectors, while preserving the basic structure of a capitalist economy.
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Question 4 — Long Essay Question (continued)

		<ul style="list-style-type: none"> • Partly in response to the two world wars and the Great Depression, many Western states also increased their level of intervention in the economy, by more actively promoting economic development projects, adopting some level of economic planning, and launching social welfare programs. • Beginning in the 1980s, the growing emphasis on neoliberal, free market economic policies led some countries, notably the United States and Great Britain, to return to less interventionist economic policies. • After decolonization, many newly independent states in Asia, Africa, and the Americas pursued interventionist (sometimes socialist) economic policies and attempted to guide their countries' economic development. <p>Especially in the last decades of the twentieth century, international economic organizations such as the IMF and World Bank restricted some governments' ability to control their economies by imposing Western economic practices.</p>
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 extent to which one or more states controlled their economies in the period after 1900.</i></p>	<p><i>Essays must use historical reasoning to explain the extent to which one or more states controlled their economies in the period after 1900.</i></p> <p><i>Examples of using historical reasoning might include:</i></p> <ul style="list-style-type: none"> • Explaining the role of ideologies and economic theories, such as Marxism, neoliberalism, or Keynesian economics, in informing states' economic policies in the twentieth century • Explaining the role of new technologies, such as mass media or the Internet, on states' ability to control or direct their economies • Explaining the role of economic cycles in increasing or lowering the appeal of ideas and policies of government economic regulations • Explaining the role of wars and wartime resource mobilization on governments' ability and/or willingness to regulate the national economy

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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 extent to which one or more states controlled their economies in the period after 1900.</i></p>	<p>OR</p> <p><i>Demonstrating complex understanding might include:</i></p> <ul style="list-style-type: none">• Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as <u>constructing an argument</u> that discusses how economic globalization and the increasingly international nature of economic production and consumption is diminishing the importance of the nation state as an economic actor.• Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as <u>constructing an argument</u> that even states that attempted to control their economies completely sometimes relaxed their control and allowed some measure of private economic initiative (as seen in the examples of the NEP and <i>perestroika</i> policies in the Soviet Union or in China following the liberalization policies of Deng Xiaoping). Alternatively, even states that subscribe to free market economic principles sometimes adopt aspects of economic control (as seen in the examples of various wartime planning boards and the nationalization of many pension and medical insurance schemes in Western countries).• Explaining relevant and insightful connections across time and space, such as <u>explaining why</u> the economic policies of the nineteenth centuries became discredited in the early twentieth century and then partly returned to favor in the late twentieth century. <p><i>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</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, essays 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 essays 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 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.

The thesis must take a position on the extent to which one or more states controlled their economies in the period after 1900.

The thesis does not need to encompass the entire period but must identify a relevant development or developments that originated in the period.

Examples of acceptable theses (hypothetical):

- “The twentieth century included several examples of states controlling their economies, the most famous being that of the Soviet Union, which used Marxist ideology to justify its nationalization of industry and introduction of centralized economic planning.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- While some states after 1900, such as communist Russia and China, exercised great control over their economies, the United States and many Western European believed in implementing more free-market policies. (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “In recent years, many countries rejected the idea of trying to control their economies and embraced free market capitalism.” (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)
- Communist countries fully regulated their economies. (*Responds to the prompt with a minimally acceptable claim that establishes a line of reasoning.*)

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Question 4 — Long Essay Question (continued)

Examples of unacceptable theses (hypothetical):

- In the period since 1900, many states have attempted to control their economies, to one extent or another.” (*Offers a historically defensible claim but includes no additional information beyond what is provided in the introductory statement and no indication of a line of reasoning.*)
- “Economic policy in the period after 1900 has been dominated by the debate over mercantilism versus free trade.” (*Not a historically defensible claim.*)
- “The global nature of financial markets and the emergence of multinational corporations in the late twentieth century led to staggering economic inequalities between the haves and the have-nots.” (*Potentially relevant to the prompt, but it does not reference specific state economic policy relevant to economic control.*)
- “The economies of Russia and China were communist.” (*Potentially relevant to the prompt, but it does not reference specific state economic policy relevant to economic control.*)
- “Many countries in this period fully controlled their economies.” (*Potentially relevant to the prompt but does not reference a specific country or policy.*)

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, during, or continued after the time frame after 1900. 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 development of states and economic policy in the period after 1900.

Examples of acceptable contextualization (hypothetical):

- “As shown by the experiences of the 1800s, unregulated capitalism could lead to periodic economic crises and create persistent social problems having to do with poverty, crime, and urban sprawl. Many economists and politicians came to believe that some form of government economic regulation was needed to manage or prevent such problems.” (*Relates broader events and developments to the topic.*)
- “The Great Depression convinced many economists and politicians, as well as the general population of many countries, that the free market could not be relied upon to self-correct or always deliver economic prosperity.” (*Relates broader events and developments to the topic.*)

Examples of unacceptable contextualization (hypothetical):

- “Hitler never forgot Germany’s harrowing experience with hyperinflation.” (*Potentially relevant but is merely a reference and does not meet the requirement of “describe.”*)
- The carnage of World War I showed colonized people everywhere that Europe had lost the moral claim to be a world leader.” (*Potentially relevant but has no clear link to economic policies or economic changes.*)

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Question 4 — Long Essay Question (continued)

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 extent of states control of their economies in the period after 1900. 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.

Example of a statement that counts toward earning 1 point for evidence (hypothetical):

- “Mao Zedong’s Great Leap Forward is one of the best examples of communist states controlling their economies.” *(Counts toward earning the point because there is a specific historical example relevant to the prompt.)*

Example of a statement that does not count toward earning 1 point for evidence (hypothetical):

- “In the period after 1900, different states took different approaches to economic policy, with some states attempting to control while other states merely seeking to manage their national economies.” *(Does not count toward earning the point because there is no specific information beyond what is provided in the introductory statement.)*

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 extent to which one or more states controlled their economies in the period after 1900.

Example of successfully supporting an argument with evidence (hypothetical):

- “In early-twentieth-century Japan, the state attempted to control the economy indirectly, by supporting and partnering with large private companies called *zaibatsu* which were given favorable tax rates and tariff protection in exchange for developing heavy industry, which the state needed for its military expansion. In Nazi Germany too, the government used indirect measures to control and direct the economy, The Nazis established close ties with leading German manufacturers and banks many of whom had lucrative government military contracts. In exchange for their cooperation, these companies and banks were given a free hand to deal with labor unions workers’ demands.” *(Uses multiple, specific pieces of evidence in accurate support of an argument that addresses the prompt.)*

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Question 4 — Long Essay Question (continued)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using a historical reasoning skill to frame or structure an argument about the extent to which one or more states controlled their economies in the period after 1900. 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.

Examples of using historical reasoning might include:

- Explaining the role of ideologies and economic theories, such as Marxism, neoliberalism, or Keynesian economics, in informing states' economic policies in the twentieth century
- Explaining the role of new technologies, such as mass media or the Internet, on states' ability to control or direct their economies
- Explaining the role of economic cycles in increasing or lowering the appeal of ideas and policies of government economic regulations
- Explaining the role of wars and wartime resource mobilization on governments' ability and/or willingness to regulate the national economy

OR

Complexity

Responses earn 2 points by demonstrating a complex understanding of the extent to which states controlled their economies in the period after 1900, by using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument that discusses how economic globalization and the increasingly international nature of economic production and consumption is diminishing the importance of the nation-state as an economic actor.
- Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that even states that attempted to control their economies completely sometimes relaxed their control and allowed some measure of private economic initiative (as seen in the examples of the NEP and *perestroika* policies in the Soviet Union or in China following the liberalization policies of Deng Xiaoping). Alternatively, even states that subscribe to free-market economic principles sometimes adopt aspects of economic control (as seen in the examples of various wartime planning boards and the nationalization of many pension and medical insurance schemes in Western countries).
- Explaining relevant and insightful connections across time and space, such as explaining why the economic policies of the nineteenth centuries became discredited in the early twentieth century and then partly returned to favor in the late twentieth century

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
1 OF 3

In the United States, the ~~the~~ government in the 1930s used the New Deal Program to control the economy in order to help the people during the Great Depression. After World War I, the economies of Germany (a leading industrial power) and western Europe were ravaged by the impact of world War I. As a result, ~~the~~ ~~interdependence~~ dependence on trade for the ~~the~~ nations was weakened because of the effects that the ~~the~~ Great War had on ~~the~~ Europe which affected the global economy. This caused nations such as Germany, ~~the~~ the U.S., ~~and~~ and the Russians to implement state controlled economies. With the New Deal in ~~the~~ the U.S., the ~~the~~ collectivization of farms in Russia, and the Fascism state of Germany (which ~~used~~ ^{used the} total war economy), multiple states controlled their economies in the time period after 1900.

Initially, the United States ~~the~~ New Deal program saw the immense involvement of the government ~~with~~ with Franklin D. Roosevelt as ~~President~~ President. ~~FDR~~ FDR ~~in~~ in the first 100 days used the outbreak of the Depression to dramatically take control of the economy. He installed his ~~alphabet~~ alphabet soup ~~programs~~ programs ~~such as AAA, TWA, PWA, and NRA~~ and acts, such as the AAA, TWA, PWA, ~~and~~ NRA, Social Security Act, etc. The state controlled economy ~~was~~ even used Keynesian economics to try to help the U.S. get out of the depression. Even though the New Deal had its failures, the effects of the program on the banking system are still seen to this day. The control of the government in the U.S. can be seen as "too much" because AAA was actually ~~not~~ ^{not} proved to be unconstitutional by the Supreme Court. This demonstrates the government's pervasive involvement in ~~the~~ ^{the} economy of the United States.

Furthermore, the ~~the~~ economy of Russia was dramatically

Circle the question number that you are answering on this page. 4 A

Mandatory

1

Circle one

2 or 3 or ④

2 OF 3

affected through multiple leaders throughout its history. For instance, after the Bolshevik Revolution in 1917, Lenin came to power and ~~implemented~~ implemented the New Economic Policy that dramatically affected the economy. In addition, the collectivization of farms under Stalin ~~and~~ in the totalitarian regime further supports the government's involvement in the economy after 1900. Stalin even used state-sponsored ~~industrialization~~ industrialization of the industry to further change the economy. Russia, later the Soviet Union, used ~~its~~ ^{its} control of ~~the~~ industry during the Cold War to build new technology (such as the launch of Sputnik 1 ~~in~~ in to space) ~~to~~ to compete against the U.S. in the arms race and space race.

In addition, Germany prior to World War 2 (during the Great Depression) used ~~its~~ its extreme nationalism to allow the Nazi Party to implement state control industry by the country (being involved in total war tactics). For instance, Hitler helped the economy grow by controlling the production of the economy. He made the factories ~~produce~~ produce airplanes, missiles, tanks, etc. This government-controlled economy caused the ~~rebirth~~ rebirth of the German economy ~~which~~ which ~~allowed~~ allowed Germany to develop into the power it was during world War 2.

To conclude, multiple states ~~controlled~~ ~~the~~ immensely controlled their economies following 1900. With the devastation and effort during World War 1 and World War 2, the countries' participation in the ^{caused} war ~~caused~~ the government to implement total war tactics (which dramatically controlled the economy). The effect of the government's control over the economy is still in use today to a certain extent. One of

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 A
3 of 3

The main themes taken away from the government's involvement in the ~~market~~ ~~is the~~ ~~cross~~ economy is ~~the~~ ~~cross~~ that the person's liberties are ~~less~~ lessened during times of war and this is shown in the United States internment of Japanese citizens or the passage of the Alien and Sedition Acts. Additionally, the government controlled economies after World War 2 lead to the World Trade Organization and the International ~~Monetary~~ Monetary Fund which dramatically affect the economy of ~~the~~ nations of today's world.

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
1 of 3

After 1900 many states have to deal with the "Great Depression" and other great debts from various wars that leads to some governments trying to take control. Although some countries such as the United States dealt with this in reasonable ways and slight changes, other countries completely changed their government and allowed the government to control more, such as the U.S.S.R.

As a result of World War I, the United States fell into the Great Depression due to banks shutting down and citizens losing jobs to cope for the loss of profit across businesses. In order to account for this one thing the United States did was that they temporarily switched off the "Gold Standard." This allowed the United States treasury to temporarily control the value of the US dollar, but never took anything away from its citizens. This did accomplish its goals of countering ~~the~~ rapid and uncontrollable inflation, however, it did not permanently help. Another step the U.S. took to control the economy was due to the growing number of people growing jobless and soon homeless. This was all the public service projects. The government laid out a lot of housing for a much lower cost due to it being mass produced which enabled more citizens to get ~~an~~ affordable place to live, but in addition to housing the government also provided jobs. These jobs were

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

2 of 3

A majority managed labor, but still allowed citizens around the United States to work for the government and make a small salary which was better than none. This was all done for the sake of the citizens, and although the government was in control, ^{of the economy} they never took anything away from their citizens, they only tried to provide.

Contrastingly however, there is the U.S.S.R. who used communistic policies in an attempt to solve the issues present and try to control their economy. One major task the USSR tried to complete was collectivization. In this process they took property owned previously by their own citizens and claimed it all as their own to be redistributed and worked on how the government wished it to be worked on. In this situation the government has taken complete control of the country and stripped citizens of some basic rights. That is not all though, in order to save money and cost the USSR wished to control their population by limiting their citizens, they did this through labor camps and killing ~~innocent pe~~ ~~sending~~ people who opposed government views.

Everything that the USSR did opposes basic natural rights and takes complete control over the country, much more than the United States did.

In comparison to each other, the United States had completely justifiable means of trying to control

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Mandatory 1	Circle one 2 or 3 or ④
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4B

3 of 3

the economy whereas the USSR was completely unjustifiable
in their means of controlling their country and took
complete control over both their people and their
law system with no approval of their population.

Mandatory 1	Circle one 2 or 3 or (4)
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4C
1 OF 3

In the period after 1900, the role of the state in the economy varied. Many states adopted policies to control or manage their economies. Some examples of this was the United States adopted capitalism and different countries like Germany and Russia adopted communism.

The United States began using capitalism because the idea of a democracy, stemming from Athens, created a united society. It gave people rights and laws that tied in the economy. Although during the 1900s many movements were made to adjust these laws to fit into society's new regime. Feminist movement became a huge subject worldwide. Women began standing up for their rights. There were also racially motivated movements such as the Black Rights Movement. A major person in this movement was Martin Luther King Jr. who spoke up for many people. Cesar E Chavez also led the Mexican rights movement demanding higher wages for people working in agricultural fields. The United States economy constituted this because people are allowed the freedom of speech and peaceful protests. Unlike many other countries who forbid practices like these. Eventually many new laws were formed regarding all the different movements and people began more

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2 or 3 or ④

4C

dot 3

specific protests asking for specific things. After World War II the United States adopted a policy saying that if any other world wars broke out they didn't want any part in it. The wars took a major toll on the U.S. economy. After World War I we had the Great Depression which later turned into a global crisis.

Places like Germany and Russia adopted the idea of communism. This was almost like a dictatorship. People were under complete control from the government. The Soviet Union was one of the first to take communism and make it into what it is now. Communists believe they are the superior and that everyone should listen to them. This created a lot of tension between communists and capitalists. Both world wars were fueled by many problems between the two helping fighting countries. And eventually after both world wars they had their own war called the Cold War. This was communism vs. capitalism. Starting with the proxy wars such as the Vietnam War and the Korean War, the countries began to use other countries or provinces as fighting grounds. While JFK was president the United States began to have a missile fight with Russia. The Russians had missiles in Cuba pointed at

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

the United States and the United States had the same thing pointed at Russia. No one wanted to fire but neither was going to back down first. Eventually Russia said that if the United States put their missiles away so would they. Their economy had also previously crashed and took longer to regain control due to poor government choices. Although later they began rebuilding.

In conclusion economies in the 1900s went through a crisis in the early 1940s due to the stock market crash and loss of jobs. New forms of technology helped aid this crisis by employing more people and creating new jobs.

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2019 SCORING COMMENTARY

Question 4 — Long Essay Question

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

Overview

Responses were expected to demonstrate students' knowledge of the extent to which states in the twentieth and early twenty-first century controlled their economies. The question primarily addressed Key Concept 6.3.I ("The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century"). The question provided opportunities for students to demonstrate two distinct sets of historical thinking: lower-order (recall) and higher-order skills (analysis and argumentation). In addition, the question tested students' mastery of the historical reasoning skills of Causation and Contextualization and the history disciplinary practice of Argument Development. Although the prompt did not explicitly target the historical thinking skill of Continuity and Change over Time, it offered students ample opportunities to address fundamental shifts in state-directed economic policy as motivated by such key events as the World Wars, the Great Depression, the Cold War, the development of international capitalism/neoliberalism, and the rise and fall of communism and fascism, as well as more recent developments such as economic globalization and the development of international organizations and blocs. Although responses were mostly expected to address twentieth-century developments, the prompt's wording allowed coverage of content from the period after 2000 as well. Responses could develop an argument by demonstrating knowledge of a wide variety of economic models and theories, including communist central planning, laissez-faire capitalism, Keynesian economics, corporatist economic approaches in fascist states, etc. The question also provided opportunities for (though it did not require) responses to engage in comparing the effects of various types of economic policies pursued by states since 1900.

Sample: 4A

Score: 6

The response earned 1 point for thesis/claim because the first paragraph presents a historically defensible claim and line of reasoning (the disruptions of World War I and the Great Depression caused "nations such as Germany, the U.S., and the Russians to implement state controlled economies," as shown in the New Deal, Soviet collectivization and the economic policies of Germany's "fascism state"). The response also earned 1 point for Contextualization because the discussion (also in the first paragraph) about the impact of World War I and the Great Depression and the resultant weakening of nations "dependence on trade" within the global economy successfully describes a broader historical context relevant to the development of states and economic policy in the period after 1900.

The response earned 2 points for evidence. There are multiple examples of specific historical evidence mentioned and, in most cases, clearly and explicitly used to support claims or arguments about the prompt throughout the essay. Examples include the discussion of such legislative acts as the AAA, TWA, PWA, NRA, and the Social Security Act; Lenin's implementation of the New Economic Policy; Stalin's use of collectivized farms; and the Sputnik program. Most of the evidence is effectively used in support of claims or arguments relevant to the prompt. Examples include the use of New Deal programs to support the claim that the United States used "Keynesian economics" to get out of the Great Depression or the statement that "the collectivization of farms under Stalin in the totalitarian regime further supports the government's involvement in the economy after 1900." Some of the evidence offered, notably the discussion (in the fourth paragraph) of Germany's use of extreme nationalism and total war to "implement state control," is not specific to states' control of the economy and was not counted toward the earning of the evidence points. But the response contains plenty of other, on-topic evidence that earned credit.

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Question 4 — Long Essay Question (continued)

The response earned 1 point for historical reasoning by explaining how some states' control of their economies changed over time. This is evident in the second paragraph, where the essay offers a brief evaluation of the long-term impact of the United States New Deal up through the present day, stating that “[e]ven though the New Deal had its failures, the effects of the program on the banking system are still seen to this day. The control of the government in the U.S. can be seen as ‘too much’.” The use of the historical reasoning process of Continuity and Change Over Time is also evident in the conclusion: “The effect of the governments’ control over the economy is still in use today to a certain extent. One of the main themes taken away from the government’s involvement in the economy is that the person’s liberties are lessened during times of war and this is shown in the United States internment of Japanese citizens or the passage of the Alien and Sedition Acts. Additionally, the government controlled economies after World War 2 lead to the World Trade Organization and the International Monetary Fund which dramatically affect the economy of nations of today’s world.”

The response earned 1 point for complexity due to the presence of nuanced arguments throughout, including complex arguments and multiple examples of supporting evidence to qualify its many claims.

Sample: 4B

Score: 5

The response earned 1 point for thesis/claim because the statement (in the first paragraph) that “some countries such as the United States dealt with [economic problems in the period after 1900] in reasonable laws and slight changes, [while] other countries completely changed their government and allowed the government to control more, such as the U.S.S.R.” establishes a historically defensible claim and a line of reasoning that is developed throughout the rest of the essay. The response also earned 1 point for contextualization. The first and second paragraphs contain a limited but sufficient amount of detail concerning the cause and events of the Great Depression (war debts, banks shutting down, citizens losing jobs, businesses losing profits) to contextualize the argument about the need for governments to assume economic control.

The response earned 2 points for evidence for its multiple uses of specific evidence relevant to the extent of states control of their economy in the period after 1900, including the use of public service projects by the government of the United States and collectivization efforts in the USSR. The evidence is typically used in support of arguments or claims relevant to the prompt. For example, in the second paragraph, the fact that the United States abandoned the gold standard is explicitly used to support the argument that the “United States treasury” was seeking to “temporarily control the value of the US dollar.” Similarly, (in the third paragraph) the Soviet collectivization policies are used explicitly in support of the claim that, in the Soviet case, “the government has taken complete control of the country and stripped citizens of some basic rights.” Some of the evidence offered (for example, in the discussion of Soviet repressive policies against its own people in the third paragraph) is not directly relevant to state economic control and was not credited toward the earning of the evidence points.

AP[®] WORLD HISTORY

2019 SCORING COMMENTARY

Question 4 — Long Essay Question (continued)

The response earned 1 point for historical reasoning because it repeatedly demonstrates successful use of Historical Reasoning processes (typically causation and continuity and change over time) to explain various aspects of states' efforts to control their economies in the twentieth century. This is demonstrated especially clearly in the second paragraph, where the response offered a multilayered, causally connected chain of developments detailing both the cases and the effects of the United States government's policies in response to the Great Depression.

The response did not earn the point for complexity because, while it offers a solid thesis that is well supported with evidence, it does not develop that into a complex, multifactor argument showing awareness of nuance, contradiction, or historical complexity.

Sample: 4C

Score: 2

The response earned 1 point for thesis/claim. The statement (in the first paragraph) that “[m]any states adopted policies to control or manage their economies. Some examples of this was the United States adopted capitalism and different countries like Germany and Russia adopted communism” provided a reductionist but nonetheless minimally acceptable historically defensible claim that is developed in the rest of the essay. The thesis statement's line of reasoning, though not clearly stated, is taken to be that some economic systems are used to “control” while others merely to “manage” countries' economies.

The response also earned 1 point for contextualization. The contextual information is scattered through the essay, with some of it appearing near the top of page 2 (“After World War I we had the Great Depression which later turned into a global crisis”) and some of it appearing in the concluding paragraph (“economies in the 1900s went through a crisis in the early 1940s [*sic*] due to the stock market crash and loss of jobs”). Despite being imprecise with details and not very accurate chronologically, this information is nonetheless deemed minimally sufficient to earn the point.

The response did not earn either of the two evidence points. Virtually all the material presented as evidence is either too general (for example, the United States “using capitalism” or the Soviet Union being “one of the first to take communism and make it into what it is now”) or off-topic (does not address states economic policies). Examples include the discussion of the feminist movement, Cesar E. Chavez, JFK, and the Cuban Missile Crisis, etc.

The response did not earn the point for historical reasoning because the dearth of relevant evidence and the generally political, rather than economic, tenor of the claims make it difficult to discern any attempts to deploy historical reasoning relevant to the prompt. The response did not earn the point for complexity for the same reasons.