
AP[®] European History

Sample Student Responses and Scoring Commentary

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Question 4: Short Answer No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A) Describe one specific example of a change in the role of the state in European daily life during the period 1900 to 1945. **1 point**

Examples that earn this point include the following:

- Especially during wartime, governments directly or indirectly controlled many aspects of the economy (rationing, wage controls, labor drafts).
 - States drafted large numbers of citizens into the armed forces, encouraged women to participate in the labor force.
 - Some states actively denied minorities citizenship or civil rights.
 - States engaged in extensive information and propaganda campaigns to influence public opinion and gain support for government policies.
 - States enacted broad censorship of mass media and communications to control dissent and unrest.
 - Some states increased protections for organized labor, allowing unions a role in dictating working conditions.
 - In the interwar period, some states attempted various mechanisms for encouraging women to have more children.
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- (B)** Describe one specific example of a change in the role of the state in daily life in Western Europe during the period 1945 to 2000. **1 point**

Examples that earn this point include the following:

- States initiated or significantly increased welfare protections (retiree and disabled pensions, unemployment and health insurance, income support) for citizens.
- States directed increased resources to health and medical improvements for their citizens.
- States began to undertake programs to protect the environment.
- Many states nationalized industries and governed working conditions directly.
- Many states invested heavily in education systems, both at the primary and secondary level.

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- (C)** Using a specific example from the period 1945 to 2000, explain how Eastern European states attempted to limit individual rights. **1 point**

Examples that earn this point include the following:

- State security authorities could execute or imprison people with no effective restraint on their power.
- Elections in communist countries usually did not involve a free choice among multiple candidates.
- States maintained prison camps and other institutions for those seen as danger to the regime.
- State control of the economy allowed governments to deprive people of their positions or livelihoods.
- Communist parties in Eastern Europe maintained tight control on all forms of communication and employed extensive censorship.
- Communist states routinely spied on their own citizens.
- Court systems and legal processes in Eastern European countries were generally controlled by the Communist party, which could dictate legal results.
- Dissidents were sometimes confined to psychological and mental health facilities.
- State controlled freedom of movement, specifically the right to emigrate.

Total for question 4 3 points

SAQ4 A

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3 or 4** on this page only. Do **NOT** write outside the box. Do not skip lines.

- a. One example of a change in the role of the state in European life was the implementation of propaganda on all sides during both World Wars. The need to have the ~~public~~ public believe your winning became essential in both wars leading to all sides creating massive propaganda campaigns. In Germany, the public was still being told they were about to win in 1918 when Germany was losing on the Western Front.
- b. One example of a change in the role of the state in daily life in Western Europe is the creation of welfare programs. These programs gave free healthcare and helped other needs of the public. However once European economies and ~~costs~~ infrastructure was rebuilt, they started to repeal some of the welfare policies which led to protests.
- c. Eastern European states attempted to limit individual rights with the use of the secret police. The secret police would spy on you and watch you and if you were suspected of any actions against the state you would be jailed or killed. These violated basic rights of privacy and led to all ~~and~~ civilians fearing their government.

SAQ4 B

Question 3 Question 4



Write your answer to **SHORT-ANSWER QUESTION 3 or 4** on this page only. Do **NOT** write outside the box. Do not skip lines.

a) A change in the European daily life during that period would be the ~~from~~ government claims and widespread ~~ownership~~ ownership of farms and industrial factories and manufacturing facilities in the Soviet Union during Stalin's rule. Individual families, as a result, could no longer own or take part in privately-owned businesses and were encouraged to direct their efforts away from their self-interest and towards the welfare of the state. Wages also decreased so that one family member could no longer provide for the entire family.

b) The creation of the European Union, or its origins in the 1990s, led to the establishment of the Euro, which was used by many people in European countries, replacing the national currency in many circumstances (ex. the German mark).

c) The Soviet administration and their control over both territories and satellite states of the Soviet Union led to the development of mass and expansive censorship and freedom of speech that limited citizens from publishing and expressing discontent with the Soviet regime. Freedom of the press and media were restricted by the governments and those perceived as political dissenters were exiled to gulags and Siberian camps and confinements.

SAQ4 C

Question 3

Question 4



Write your answer to **SHORT-ANSWER QUESTION 3 or 4** on this page only. Do NOT write outside the box. Do not skip lines.

a) One change in the role of the state in European daily life between 1900-1945 was the reliance on the government. Following World War I, there was a time of disarray and economic crisis. Naturally, throughout history, when a country is in economic crisis they lean toward wanting to be told what to do by the government, which is a more communist view. However this provides them the stability they crave and provides something to depend on.

b) Between 1945 and 2000, Western Europe has turned much more democratic in the role of the state. This was due to the post WWII mindset that the government does not always know what's best. After the Truman plan was set to help Western Europe, the people developed an Americanized, democratic mindset, as it was what helped them out of crisis.

c) Eastern Europe, still valuing communist ideals between 1945-2000, was very against the new western rules and ideals. They would not accept the money from the Truman doctrine but rather cracked down on their own ideals. They cut off music, personally opinionated writing, and any form of expressing ~~emo~~ individual emotions or ideals. To implement this, they created harsh repercussions for breaking the rules such as jail time or even execution.

Short Answer Question 4

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

Overview

a) Describe one specific example of a change in the role of the state in European daily life during the period 1900 to 1945.

Responses were expected to demonstrate an understanding of consequences for Europeans as governments changed their involvement in daily life throughout the period from 1900 to 1945. This part of the question relates to Unit 8 of the curriculum framework on 20th Century Conflicts with this element focusing on Key Concepts 4.2 and 4.4.

b) Describe one specific example of a change in the role of the state in daily life in Western Europe during the period 1945 to 2000.

Responses were expected to demonstrate an understanding of consequences for people in Western Europe as governments changed their involvement in daily life throughout the period from 1945 to 2000. This part of the question relates to Unit 9 of the curriculum framework on Cold War and Contemporary Europe with this element focusing on Key Concepts 4.2 and 4.4.

c) Using a specific example from the period 1945 to 2000, explain how Eastern European states attempted to limit individual rights.

Responses were expected to provide information about how or why individual rights were limited in Eastern European states from 1945 to 2000. These responses should have gone beyond a mere description of the characteristics and explained a specific example of rights being limited, along with how or why this was done in Eastern Europe during the time period. This part of the question relates to Unit 9 of the curriculum framework on Cold War and Contemporary Europe with this element focusing on Key Concepts 4.2 and 4.4.

Sample: 4A

Score: 3

The response earned 1 point for part (a) because it describes German mass propaganda during war and links it specifically to public belief.

The response earned 1 point for part (b) because it describes welfare programs, such as health coverage, implemented after 1945.

The response earned 1 point for part (c) because it explains the limiting of individual rights through the use of secret police and imprisonment.

Sample: 4B

Score: 2

The response earned 1 point for part (a) because it describes the Soviet takeover of farms and industry and its effect on individual families.

The response did not earn the point for part (b) because the mention of the European Union's introduction of the euro was not sufficiently developed or connected to a significant change in daily life.

Short Answer Question 4 (continued)

The response earned 1 point for part (c) because it explains the use of Soviet censorship and the punishments for dissent.

Sample: 4C

Score: 1

The response did not earn the point for part (a) because it does not link a more communist view during the First World War to daily life.

The response did not earn the point for part (b) because it describes the political context of the Truman Plan but does not link it to daily life.

The response earned 1 point for part (c) because it explains the limitations on free speech and the punishment for breaking rules.