

2025



AP[®] European History

Sample Student Responses and Scoring Commentary Set 1

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Question 1: Short Answer Secondary Source**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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

A Describe the main argument made by the author in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- Women’s right and even obligation to work was one of the central notions of Soviet civic culture.
- Soviet commitment to women’s equality was based on pragmatic rather than ideological factors, including labor shortages due to rapid economic growth.
- Despite the Soviet Union’s stated commitment to equality, Soviet women did not often hold high positions and earned less than males in the same jobs.

B Describe one piece of evidence used by the author in the excerpt to support her argument. **1 point**

Examples of acceptable responses may include the following:

- In the 1980s the average female worker was better educated than a male but earned only two-thirds as much as the average male.
- Forty percent of women in the workforce worked in unskilled or low-skilled jobs.
- While most doctors in the USSR were women, more than half of the hospital administrators were men.

C Explain how one historical development in the second half of the 1900s likely influenced the author’s perspective. **1 point**

Examples of acceptable responses may include the following:

- Gorbachev’s policy of glasnost made information about the Soviet Union more available to Western researchers because it opened up communications and access to the West that had been restricted before.

- Feminist movements in the second half of the 1900s focused on achieving social equality for women which led to the development of new research on the status of women in Europe.
 - Women attained high political office in many Western countries but not in the Soviet Union which seemed to undermine Soviet claims to equality.
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Sample 1A 1 of 1

- A. The main argument made by Francine du Plessix Gray in the excerpt is that although the Soviet Union and its leadership declared emancipation and equality of men and women, in reality women were still not equal to men in power or pay across most professions.
- B. One piece of evidence used by the author in the excerpt to support her argument was the pay disparity between male and female workers in the Soviet Union, with women getting only two thirds as much money as men received.
- C. One historical development in the second half of the 1900s that likely influenced the author's perspective would be the development of the second wave feminist movement in Europe. The second wave of feminism was a movement centered around the idea that while women have succeeded in achieving suffrage, they have failed to achieve full equality to men and should continue to push for equal status. This ideology is reflected in Francine du Plessix Gray's writing in this excerpt, where she focuses on the pay gap between men and women as well as the lack of female representation in high level professions, criticizing the Soviet Union for not creating professional equality which aligns with second wave feminist ideas.

Sample 1B 1 of 1

Gray's argument is that women have never been treated equal to men, even in times like post Russia revolution, where equality seemed reachable, it never materialized. For instance, in the first paragraph, she says that despite the Leninist ideal, claiming women would soon be free, it never actually happened. This supports her argument, because post Russian revolution with Lenin and such proclaimed that women would be free and treated equal to men, yet it never materialized even though it seemed reachable. One historical development that could have influenced her perspective was the wave of Feminism reforms throughout western countries like the US, UK, France, etc. With these reforms giving women freedom to vote and fairer education policies, she still saw the pay-gap between men and women being different, showing that even though legislation was passed, it still isn't fully elevating women to men's level.

Sample 1C 1 of 1

The main argument made was how after years of woman working towards getting the same abilities as men in the work setting, woman were still getting paid less than her men coworkers. Gray used statistical evidence of wages to help strengthen her idea of unequal pay while also giving percentages of woman that were still getting paid lower than men. The development of different woman empowerment organizations forming throughout the world helped Gray speak out on her experience of inequality as a woman while also helping other woman in different countries realize it's okay to speak out about how unfair they are being treated. These organizations also allowed woman to open their eyes to how poorly they were being treated when they thought they would be getting equality.

Short Answer Question 1

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

Overview

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses on AP Central*.

Sample: 1A

SAQ Part A Score: 1

SAQ Part B Score: 1

SAQ Part C Score: 1

Score: 3

The response earned the point for Part A with a description of the author's argument that although the Soviet Union declared equality for women, in reality they were not equal in power or pay.

The response earned the point for Part B with a description of women's pay being two-thirds of men's as evidence.

The response earned the point for Part C with an explanation of how second wave feminism influenced the author's perspective and leading to a criticism of the lack of women's equality in professions inside the Soviet Union.

Sample: 1B

SAQ Part A Score: 1

SAQ Part B Score: 0

SAQ Part C Score: 1

Score: 2

The response earned the point for Part A with a description of the author's argument that, despite the promises of Lenin, women in Russia after the revolution were not treated equally.

The response did not earn the point for Part B as there was no description of specific evidence that the author used to support an argument.

The response earned the point for Part C with a basic explanation of feminism and reforms in France influencing the author's perspective regarding the ongoing pay gap for women vs. men.

Short Answer Question 1 (continued)

Sample: 1C

SAQ Part A Score: 1

SAQ Part B Score: 0

SAQ Part C Score: 0

Score: 1

The response earned the point for Part A with a basic description of Plessix Gray’s argument that women were still getting paid less than their male coworkers.

The response did not earn the point for Part B as there was no description of evidence to support an argument by the author. Although the response used the phrases “statistical evidence” and “percentages of woman,” no evidence was actually given.

The response did not earn the point for Part C because the description of inequalities in other countries helping women to speak out and women’s empowerment organizations is too vague.