

2024



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# AP<sup>®</sup> European History

## Sample Student Responses and Scoring Commentary Set 1

### **Inside:**

#### **Long Essay Question 4**

- Scoring Guidelines**
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## Question 4: Long Essay Question, Changes in Postwar Economy

6 points

### General Scoring 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

Evaluate the most significant economic change in Europe during the period 1945 to 1989.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b></p> <p><b>[0-1 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the most significant economic change in Europe during the period 1945 to 1989. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Europe experienced economic change in the period 1945-1989.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Europe’s economy grew massively in the postwar period.”</i></li> </ul> <p><b>Are not historically defensible</b></p> <ul style="list-style-type: none"> <li>• <i>“Europe’s economy became more independent from the rest of the world’s in the period after the war.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Although the economies of Europe were completely devastated by the war, they began to recover through greater economic and political cooperation, leading to prolonged period of economic growth.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“Postwar Europe experienced rapid economic growth but also an economic division between free market economies in Western Europe and the communist bloc system in Eastern Europe.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The most significant change in Europe’s economy was a recovery from the effects of the war.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<b>Row B</b> <b>Contextualization</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>[0-1 points]</b>	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Wars are never good for the economy.”</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“Europe experienced economic growth after the war.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to economic changes in Europe during the period 1945 to 1989.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Economic consequences of the Great Depression/Second World War</li> <li>• Political/ideological divisions in Europe at the end of the war</li> <li>• Engagement of the United States in European affairs</li> <li>• Economic challenge of communism / Soviet-style economic planning</li> <li>• Demographic shifts as a result of the two World Wars</li> <li>• Consumer-driven economies</li> <li>• Technological developments affecting economic production</li> <li>• Trade liberalization</li> <li>• Economic effects of decolonization</li> <li>• Gender changes in the workforce as a result of the wars</li> <li>• Damage caused by the war to cities and industry</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Europe emerged from the Second World war with two rival economic models.”</i></li> <li>• <i>“At the end of the war, Europe faced the task of rebuilding its economy.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<p><b>Row C Evidence</b> [0-2 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.</p>
<b>Decision Rules and Scoring Notes</b>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b>  [0-2 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<b>Decision Rules and Scoring Notes</b>			
	<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul> <p><b>Examples that do not earn points:</b> <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li><i>“The Oil Crisis of the 1970s put an end to the postwar economic boom.”</i> [Note that the phrases “put an end to” is not by itself sufficient to credit the</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about economic change in Europe during the period 1945 to 1989. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul> <p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain how Western Europe experienced greater economic growth under a more free-market system than did Eastern Europe under communism.</li> <li>Structuring an argument thematically to highlight social and political changes associated with economic growth or decline.</li> <li>Using change and continuity over time to recount how Europe experienced periods of growth and stagnation during the period from 1945 to 1989.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p>	<p><b>Responses that earn 2 points:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include:</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Explaining how changes in Europe’s external economic relationships as well as changes in its internal economic structure both contributed to overall change. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</li> <li>Evaluating which of two major economic changes—for instance, European economic integration or the failure of centrally planned economies—was ultimately more significant. [Explaining multiple themes or perspectives to explore complexity or nuance]</li> <li>Explaining how Europe’s economic relationships with the United States and formerly colonized areas both changed and remained the</li> </ul>

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	<p>statement as an example of reasoning using CCOT]</p>	<ul style="list-style-type: none"> <li>• <i>“Communist economies overall did less well than free-market economies in the postwar period.”</i> [Indicates difference between European economies in the postwar period]</li> </ul>	<p>same in the wake of war and decolonization. [Explaining both continuity and change]</p> <ul style="list-style-type: none"> <li>• Considering the role of both the United States and the Soviet Union in driving economic change in Europe. [Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> </ul>			

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Before the time period of 1945-1969, were many global events. These events were the 2 world wars, great depression and the formation of new states, economics, and ideologies like facism and Communism, leading to the economic state of Europe in 1945. The most significant change economically in Europe ~~and~~ during the period 1945-1969 was the large scale division between Communist economies of East Europe and the capitalist economies of west Europe.

During this ~~period~~ beginning of this period was ~~post~~ the end of World War one. Europe's economy was devastated and fragmented into 2 major sectors, ~~East~~ Communist East and Capitalist west. As the years passed on, Europe saw the economic differences of the Soviet bloc and ~~the~~ the western bloc. The western ~~block~~ bloc began to steadily recover economically with the aid of the USA's Marshal Plan. This allowed Western Europe to remain Capitalist and eventually gain economics better than their pre-war ones. With this increased wealth and industry, it continued to drive the ~~Iron Curtain~~, ~~coined by Churchill~~, ~~gap~~ in the "Iron Curtain", coined by Winston Churchill, even wider.

The Soviet or Eastern Bloc consisted of Communist states that were puppet governments of the USSR. While the west prospered and flourished, the east only continued to get even poorer. The harsh economic principals Stalin's Communism resulted in the increased debt and decreased production and recovery of the post-war countries. For example, the USSR used the Gulag system to repair it's and it's satellites economies, but it did this slowly, no pay because of prisoners, and the cost of human lives. ~~Another difference was the~~

Another difference and change was the consumer goods industries of

Page 4

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Both sides. The capitalist west had prosperous Livillian economics for consumer goods, allowing for the people to own luxuries like vehicles, large homes, nicer and fresher foods and Televisions. Meanwhile, the Soviet bloc put little to no effort into their consumer goods economies. People of these states did not own luxuries like cars and Televisions, most of them had small homes, and an impoverished ~~car~~ population due ~~to mass collectivization~~ to mass collectivization of their agricultural industry. Increasing the division and driving the significant economical change of Europe.

Even more, the types of professions were vastly different too. The west side of Europe experienced new profession as they ~~and after advanced~~ advanced economically and technologically. Some of these professions were no longer manufacturing based but were some of the first information, office, and communications jobs. On the other hand, ~~the~~ The Soviet bloc had harsh, low paying manufacturing jobs that had existed before this time period. They also lacked the ~~new~~ technological equipment the west had causing their economy to lag behind and be stuck in a bygone era.

Ultimately, the most significant change in the European Continent during ~~the~~ 1945 - 1989 was the widening split between the Capitalist economics of the west and Communist economies of the east.

Page 5

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Mandatory  
Question 1

Question 2

Choose one

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

The European economy between 1945 and 1989 witnessed a huge economic boom. Before then the economy was at its lowest because of world war two. But individuals were able to recover and use the new technology from WW2 to their advantage. The mindset after the war was very optimistic and people were ready to live their best life.

World War two was the most catastrophic thing to ever happen to the population of Earth. No wonder there was an economic boom after the war, as any economy would be better not having to face the war. Many individuals had an optimistic mindset after the war as they believed nothing as horrendous as that could ever happen again. One result of this was the Baby Boom, A soar in the population numbers.

Though the European economy was broken after the war. The western countries alligence with the United States of America was helpful. The US president created "The Marshall plan" which gave the western European countries money to rebuild after WW2, which helped the rebuild of the countries greatly. As for the eastern European countries, they did not

Page 5

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Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

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get any help from the U.S as they were enemies of the U.S.

Another boost to the European economy was the new technology created, and the new science founded. One example of the technological advancements was the first rocket to the moons by the Russians, also the first computer was created. One of the greatest scientific minds that came out of this time was Albert Einstien, who changed the scientific world dramatically.

Overall, Europe experienced a drastic economic change during the period 1945-1989. The end of WW2 brought a new period of peace between the countries. And the Marshall plan only boosted the western European economy. Many great people came frome this time, as do many new technological advancements.

Page 6

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Mandatory  
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Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

~~World War I~~ Prior to the period 1945 to 1989, the world under went World War I ~~and~~ and World War II. ~~These~~ These wars caused ~~less~~ immense destruction and death ~~throughout~~ all throughout the war. They also increased ~~the~~ nationalism in many countries because the public had all been through a traumatic experience. However, ~~these~~ they also lead to a conserved mis trust of many countries because of the atrocities that they caused such as the Nazi treatment of Jews in the Holocaust.

The most significant economic change in Europe during the period 1945 to 1989 was the implementation of the Marshall plan after the cold war because it provided the Soviet Union with funds that they needed to recover from the cold war and World War II. ~~and~~ ~~the~~ However, it also left the Soviet Union in debt to the US.

The Marshall Plan caused economic change because it provided the Soviet Union with funds needed to recover from previous wars for example, ~~the cold war, the USSR~~ during the cold war, the USSR ~~spent~~ spent more than they could in order to keep up with the United States. Therefore, the accumulated debt that they were unable to pay off. Additionally, the Soviets were still in the process of recovering from Stalin's economic policies these policies left many people unable to pay their taxes because he targeted focused ~~the~~ taxes on the lower classes of people.

The Marshall plan also caused ~~economic~~ negative economic change because it left the Soviet Union indebted to the United States. After the cold war, the ~~Soviet~~ Soviet Union and the United States agreed to avoid mutually assured destruction that the

Page 5

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Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

atomic bombs would cause. Therefore, the Marshall plan was intended to maintain peace between the two countries. However the Soviet Union was now indebted to the United States.

The most significant economic change in Europe during the period 1945 to 1989 was that the Soviet Union had accumulated throughout the World Wars and the Cold war

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## Long Essay Question 4

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

### Overview

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2024 each LEQ asked students to determine the most significant change during a particular time period and aspect of 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 economic change in Europe from 1945 to 1989. 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 most significant change in Europe's economy during the period of 1945 to 1989 and to use this specific 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 addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and change over time). Responses were expected to demonstrate a complex understanding of the most significant change in Europe's economy during the period of 1945 to 1989. This demonstration of understanding could be achieved in various ways. Responses could explain multiple causes by analyzing several differences between economic systems in Western (capitalist) and Eastern (communist) Europe. Responses could also identify multiple causes or effects, both cause and effect, both similarity and difference, or continuity and change. A new way for responses to earn points to demonstrate a complex understanding this year is by providing four pieces of evidence that support an argument related to the prompt. 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

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 2**

**Total Score: 6**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis by claiming in the first paragraph that the most significant economic change in Europe during the period of 1945 to 1989 was the division into communist and capitalist economic spheres.

## Long Essay Question 4 (continued)

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph, it discusses major events of the early twentieth century and the state of Europe in 1945.

### C. Evidence (0–2 points): 2

#### Providing Specific Examples of Evidence

The response earned 1 point for evidence because it provides at least two specific and relevant pieces of evidence (Marshall Plan in paragraph two; Stalin’s harsh economic principles in paragraph three; consumer goods and luxuries in paragraph four; and the switch in Western countries to fewer manufacturing jobs in paragraph five).

#### Using Specific Evidence in Support of a Relevant Argument

The response earned 1 point for using evidence to support an argument by using multiple pieces of relevant evidence to explain the difference in economic systems in Eastern and Western Europe.

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

#### Using Historical Reasoning

The response earned 1 point for using historical reasoning by constructing a comparative argument. In paragraph four, the response contrasts the consumer goods industries in both Eastern and Western Europe.

#### Demonstrating Complex Understanding

The response earned 1 point for demonstrating complex understanding through the use of specific and relevant evidence. The response utilized four pieces of evidence to support the argument effectively (Marshall Plan in paragraph two; Stalin’s harsh economic principles in paragraph three; consumer goods and luxuries in paragraph four; and the switch in Western countries to fewer manufacturing jobs in paragraph five).

#### Sample: 4B

**Thesis Score: 0**

**Contextualization Score: 1**

**Evidence Score: 1**

**Analysis and Reasoning Score: 1**

**Total Score: 3**

### A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis as there is no attempt to provide one.

## Long Essay Question 4 (continued)

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph, it discusses the condition of Europe in the aftermath of the Second World War.

### C. Evidence (0–2 points): 1

#### Providing Specific Examples of Evidence

The response earned 1 point for evidence because it provided at least two specific and relevant pieces of evidence. In paragraph two, the response correctly identifies the Baby Boom as one piece of evidence. In paragraph three, the response correctly identifies that the Marshall Plan “helped the rebuild after WW2.”

#### Using Specific Evidence in Support of an Argument

The response did not earn the point for using specific evidence in support of an argument because it does not provide enough evidence to connect to an argument.

### D: Analysis and Reasoning (0–2 points): 1

#### Using Historical Reasoning

The response earned 1 point for using historical reasoning by structuring a comparative argument. At the end of paragraph three, the response compares the recovery of Western vs Eastern Europe.

#### Demonstrating Complex Understanding

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.

#### Sample: 4C

**Thesis Score: 0**

**Contextualization Score: 1**

**Evidence Score: 0**

**Analysis and Reasoning Score: 0**

**Total Score: 1**

### A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis because while it attempted to write a thesis at the beginning of paragraph two, the argument about the Marshall Plan supporting the Soviet Union is historically incorrect.

## Long Essay Question 4 (continued)

### **B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization. In the first paragraph, it discusses the two World Wars and the devastation brought to European countries.

### **C. Evidence (0–2 points): 0**

#### **Providing Specific Examples of Evidence**

The response did not earn the point for evidence because it did not provide at least two specific and relevant pieces of evidence. There is an attempt at providing evidence of the Marshall Plan's benefits to the Soviet Union, but these statements are incorrect.

#### **Using Specific Evidence in Support of an Argument**

The response did not earn the point for using evidence to support an argument because it does not provide enough evidence to connect to an argument.

### **D: Analysis and Reasoning (0–2 points): 0**

#### **Using Historical Reasoning**

The response did not earn the point for historical reasoning because it did not use historical reasoning through to frame or structure its argument.

#### **Demonstrating Complex Understanding**

The response did not earn the point for demonstrating complex understanding because there was no explicit attempt within the response.