

ACHIEVER

Exam Prep Guide for AP® European History

Answers and Sample Responses for the Period 4 — Diagnostic Exam

MC Answers with Explanations

- Answer: B. HTS: CTX & DAP; Themes: SCD, SOP, CID, & ECD; KC 4.4.** In this passage, de Beauvoir critiques the historical imposition of social constructs of gender upon women. Her analysis forms part of a broader Second Wave of feminism following 1945 (B). The Baby Boom did not necessarily advance women's rights, as it tended to emphasize their maternal role (A). Women did gain positions of power after World War II, but de Beauvoir makes a more fundamental intellectual critique of how gender is realized, excluding C. Though she mentions the proletariat (working class), de Beauvoir does not address the specific position of women in the Soviet Union (D).
- Answer: A. HTS: COMP & MAC; Themes: SCD & SOP; KC 4.4.** De Beauvoir focuses on the liberation of groups from social constructs placed upon them by those in power; this coincides well with another trend of the post-1945 era—gay and lesbian rights (A). The other topics express social and cultural changes, but they are removed (B, C, and D) from de Beauvoir's concerns and rhetorical devices.
- Answer: D. HTS: SAS, CES, & CCOT; Theme: SCD; KCs 3.2. & 4.4.** Companionate marriage tended to improve women's status, as it emphasized compatibility and partnership, so would be unlikely to draw de Beauvoir's criticism (A). Additionally, an increase in leisure time (B) and laws improving the working class (C) would not in themselves pose a threat to the status of women. However, the cult of domesticity (Victorian Ideal) confined women to the home and rendered them more economically dependent on husbands, who now became "breadwinners" (D).
- Answer: C. HTS: CES & CTX; Themes: CID & SCD; KCs 4.3 & 4.4.** Of course, the passage demonstrates a feminist perspective, so not D. Also, along with Jean-Paul Sartre, de Beauvoir represents one of the most noted existentialists of the post-1945 era, excluding B. De Beauvoir's reliance on the subjectivity of categories (like gender) and her deconstruction of social norms marks her as a post-modernist as well (A). We are left with Futurism, an artistic movement that gained currency around the time of World War I, but tended to die out with the realization of the potential destructive power of technology (C).
- Answer: D. HTS: CTX & DAP; Theme: CID; KC 4.3.** Each choice expresses an important cultural trend of the period, so we must investigate the violent scene portrayed by Picasso—a depiction of a fascist atrocity during the Spanish Civil War. Picasso uses his characteristic Cubist method to show the destructive power of aerial bombardment, a precursor of World War II (D). Since the event actually happened, we can eliminate A. Though B is an appealing choice in showing multiple perspectives, Picasso does not attack objective knowledge per se, excluding B. Since no communication technology is shown, C is also eliminated.
- Answer: B. HTS: CES & CTX; Themes: TSI & SOP; KCs 4.1 & 4.3.** The answer is B, as noted above, the scene portrays the potential for widespread destruction of civilians with strategic bombing (i.e., indiscriminate targeting of cities). We see no cues as to religious institutions or immigrants, causing A and C to fall out. Existentialism only gained significant influence after World War II, often in response to such scenes, nor are there any explicit references to this philosophy, eliminating D.
- Answer: A. HTS: CCOT, SAS, & CES; Themes: TSI & SOP; KCs 4.3 & 4.1.** We continue with this question in a similar vein, and if we project Picasso's message forward in time, we fall upon A. Since the collapse of communism occurred (mostly) peacefully, we can exclude B, and no feminist messages are apparent, though women are portrayed (C). There is a generic connection to environmental problems (D), but A is clearly the stronger answer.
- Answer: B. HTS: CCOT, DAP, & CTX; Theme: SOP; KCs 3.4. & 4.1.** You may recognize the historical context as World War I, with a German soldier being confronted by a French symbol (rooster). Such appeals had their roots in the advance of mass communications and politics prior to 1914 (B). Total war depended on mass production, but that topic is not referenced in the poster, excluding A; neither are volatile business cycles (C). Bismarck did create an alliance system to isolate France, but he is not portrayed in the poster, and the scene seems to indicate a state of existing hostilities, excluding D.
- Answer: C. HTS: CCOT & SAS; Theme: SOP; KCs 2.1 & 4.1.** If you look closely on the coin, you will notice the French revolutionary slogan, "Liberté, égalité, fraternité," giving the answer as C. The other events (A, B, and D) bear some indirect relation to World War I, but consider

what appeal would be most likely to arouse the French people in defense of their state...the revolution holds that place in the French psyche, even if it is subject to flexible use by politicians.

- 10. Answer: A. HTS: CAUS & MAC; Theme: SCD; KCs 4.4.** This question does not require the stimulus, and make sure you note the stem's reference to "society." Many would argue that the changes in women's lives represent the most significant social change (A). B and C do not relate to social changes, and besides that, they represent distortions of what those developments produced. If we consider D, the reverse is actually true: due to the revolutionary situation and dissatisfaction with prewar leadership, the old aristocracy was discredited and the old regime permanently destroyed.
- 11. Answer: B. HTS: CAUS & CCOT; Themes: CID & SOP; KCs 3.6 & 4.2.** Mussolini does not address art in his quote, so we can exclude A. The same is true for theories related to physics (not C). Fascism rejected the materialist basis of society, either from capitalism or Marxism, in favor of glorification of the state (D). Mussolini rejects democracy, equality, and peace in favor of struggle and man's instinct for power—all manifestations of the contributions of Darwin, Freud, and Nietzsche in the pre-1914 era (B).
- 12. Answer: C. HTS: CAUS & DAP; Theme: SOP; KCs 4.2 & 4.1.** Here you are asked to consider the interwar causes for the rise of fascism. Fascists embraced extreme nationalism and used anger at the Versailles settlement to inflame it (A). In addition, fascists rejected the communist idea of class struggle and exploited fears of revolution to promise order and stability (B). European economies struggled mightily after 1918, with the middle-class especially in despair over high inflation and high unemployment, problems that fascists hoped to address through rearmament (D). This leaves C, and in fact, Mussolini and Hitler were already in power when Franco emerged the victor in the Spanish Civil War, more the result than cause for the rise of fascism.
- 13. Answer: A; HTS: CAUS & CCOT; Theme: SOP; KC 4.1.** Mussolini indicates his plans for war and the creation of a new Italian empire. Along with Hitler's pursuit of Lebensraum (living space in the east), these designs threatened the democracies with another war. To meet this threat, the western democracies engaged in a policy of appeasing the fascist powers' demands (A). The League of Nations proved impotent in stopping fascist aggression (B), and the democracies often seemed more concerned over the communist rather than the fascist threat (C). Though democracies resorted to economic nationalism (e.g., high tariffs) in the face of the Great Depression, these policies were not in response to diplomatic issues.
- 14. Answer: D. HTS: CTX, DAP, & CAUS; Theme: INT; KC 4.1.** Nehru speaks as the leader of a newly independent and non-aligned nation during the Cold War. His ideas thus reflect both the goals of fulfilling his nation's destiny apart from its colonial history (A) and to avoid being forced to take sides during the Cold War (B). Organizations such as the United Nations provided a voice for the newly independent former colonies in Africa and Asia (C). Though immigration into Europe arose as an issue post-1945, it is not addressed by nor a concern of Nehru's address (D).
- 15. Answer: B. HTS: CAUS; Themes: SOP & INT; KC 4.1.** This question might be reframed as, what allowed for the independence of India? The answer is C, since the two world wars shook and then severed Europe's control of its colonial empires. Though the Depression did negatively affect Europe's world economic position, it did not alter the continent's military control of its empires (A). Europe's economic recovery (C) more likely arose from the relinquishing of empires rather than causing it. Finally, even if some philosophers embraced colonial liberation, such intellectual developments played more of a secondary role (D).
- 16. Answer: A. HTS: SAS; Theme: INT; KC 4.1.** All of these biographical details about Nehru help form a picture of his goals and approaches in the speech. However, Nehru speaks to a western audience (and a former colonial nation of Britain), focusing our historical attention on his rhetoric and goals—liberation and development. This points us toward A, as Nehru studied these topics and adopted the language of nationalism to gain his nation's independence. B, C, D do not relate as directly to the subject and occasion of the speech as A.
- 17. Answer: C. HTS: COMP, MAC, & CCOT; Themes: INT & SOP; KCs 2.1 & 4.1.** Nehru speaks of the liberation of his nation and as one trained in European political philosophy, law, and economics. The situation most similar is C, as Haitians employed the ideals of the French Revolution to argue persuasively for their freedom. Choices A, B, and D all represent situations in which Europeans expanded their control of non-European areas, not the reverse, as is demonstrated by Nehru's speech.
- 18. Answer: B. HTS: CAUS, SAS, & CTX; Themes: SOP, TSI, & CID; KC 4.1.** Despite being a leftist opposed to the tsarist government, the author argues for the necessity of supporting the war against Germany. We can infer that governments had succeeded in promoting nationalism, if this pacifist socialist is willing to see the conflict in terms of the "German menace" (B). The letter is addressed to an ally of Russia's (Britain), but the content does not address the need for solidarity among allies, excluding A. Also, though C and D express other causes of the war, impe-

rialism and the arms race do not merit a mention by the author.

- 19. Answer: D. HTS: CAUS & CCOT; Themes: SOP & ECD; KCs 4.1 & 4.2.** Choices A and C preceded the date of the letter, as of 1907 and 1861 respectively, canceling them out. Russia did eventually conclude a separate peace with Germany in March 1918 (Treaty of Brest-Litovsk), but this was negotiated by the Bolsheviks, not the tsarist government (B). However, Russia did collapse under the strain of total war, as is prefigured in the last paragraph of the letter (D).
- 20. Answer: D. HTS: CTX & DAP; Themes: SOP, ECD, & SCD; KCs 4.2 & 4.1.** For this EXCEPT question, recall that you are seeking the false choice. The answer is D, as there are no references to efforts to uplift the poor. We can infer A from the Bourtzeff’s embrace of socialist principles and suggestions that his views are shared by many others. Also, he acknowledges public support for both the war and the hope by “parties” that their support will lead to needed reforms, addressing B. Finally, we can infer that the tsarist regime under Nicholas II has been unresponsive to popular calls for reform based on Bourtzeff’s references (C).
- 21. Answer: C. HTS: CCOT; Theme: SOP; KC 4.2.** Each date represents an important moment in Russian history, but the strongest break came in 1917 (C), with the Russian and then later Bolshevik revolutions, bringing the 300-year-old Romanov dynasty to an end. The other dates represent the following: abolition of serfdom (A, 1861), defeat by Japan and revolution (B, 1905), and victory in World War II (D, 1945).
- 22. Answer: B. HTS: CTX, DAP, & CAUS; Themes: SOP, ECD, & INT; KC 4.1.** The image suggests the division of Europe during the Cold War, a division caused by the fundamental political and economic differences between the two superpowers—US and USSR. (B). Many wanted to punish Germany after 1945, but differences over the treatment of Germany provoked the Cold War conflict, eliminating A. No nuclear weapons are suggested by the image, excluding D. Gorbachev’s reforms came after the date of the photograph, dropping out C.
- 23. Answer: D. HTS: CCOT & MAC; Themes: SOP & INT; KC 4.1.** Since the image shows the Berlin Wall, the answer is D, which represents the end of the Cold War. Decolonization did occur after 1945, but that process ran parallel to the Cold War and did not bring it to an end, excluding A. Marshall Plan aid helped produce the division of Europe, so it would not relate to a major change in that division (B). Economic and political unity moved forward with both the Cold War and with its collapse in 1989, when the Eastern European satellites began to join the European Union (D).
- 24. Answer: A. HTS: COMP, MAC, & CCOT; Theme: SOP; KCs 1.3 & 4.1.** This is the most difficult question of the set, as it requires you to make a connection across periods. Since the fundamental situation here is Germany’s division, you may have chosen A, in which Germany’s division between Catholic and Protestant states was confirmed at Westphalia. Wars of liberation against Napoleon stimulated German nationalism (B) and set the stage for the later unification of Germany under Bismarck (C), both of which run counter to the division portrayed in the image. Kaiser Wilhelm’s “blank check” does not address Germany’s internal situation of unity, so it can be dismissed (D).
- 25. Answer: D. HTS: CAUS, DAP, & CTX; Themes: ECD, SOP, TSI, & INT; KCs 4.1 & 4.2.** Industrialization produced Europe’s high standard of living and dependence on exports (A). The disruptions of the First World War (B), as well as the decisions at Versailles (C), produced the perilous situation that Keynes outlines and condemns. That leaves the rise of the Nazis, who did not establish power in Germany until 1933 (well after Keynes’s writing), and moreover, the Nazis represent a symptom not a cause of the economic situation given (D).
- 26. Answer: B. HTS: CAUS & CCOT; Themes: ECD & SOP; KC 4.2.** The only choice directly related to economics is B, and it is correct. To address the Great Depression, democratic governments used new political alliances (e.g., Popular Front) and economic nationalism, none of which ended unemployment. European nations did establish mandates, but these decisions did not bear directly on economic matters (A), and efforts to combat communism (C) and use the League of Nations for collective security (D) met with minimal success and did not address or solve internal economic problems.
- 27. Answer: C. HTS: COMP, MAC, & CCOT; Themes: INT & ECD; KC 4.2.** What complicated Europe’s economic situation was its new dependence on the United States for capital and leadership (C), which ended badly with the stock market collapse in 1929. The other issues had influenced both internal economic operations and interstate relations in previous eras, such as during the age of mercantilism or outcomes of wars, like the Franco-Prussian (A, B, and D).
- 28. Answer: A. HTS: SAS, CES, & CCOT; Themes: SOP, TSI, & CID; KCs 2.1 & 4.2.** Von Laue suggests that Russian history is marked by its effort to create a culture that allows it to keep up with its powerful neighbors. This approach marked the rule of Peter the Great (1682–1725), who attempted to force modernization upon Russia, just as the Bolsheviks did during their revolution (A). The other actions represent diplomatic initiatives to enhance Russia’s power and prestige, and more the result than the

manifestation of such “reculturation,” excluding B, C, and D.

- 29. Answer: C. HTS: CES & CTX; Themes: SOP & ECD; KC 4.2.** The interpretation emphasizes the top-down and coerced nature of the reforms. Choices A, B, and D reflect a harsh and enforced program to establish control of the state (A), win a Civil War through brutal disciplines (B), and push modernization forward at high cost (D). That leaves the New Economic Policy (NEP), Lenin’s temporary compromise with capitalism, which allowed free markets and profits, making it different from the others and the key to the question.
- 30. Answer: B. HTS: CCOT & CAUS; Themes: ECD & SOP; KC 4.2.** Except for C, each of these basically describes policies of Gorbachev, so we are seeking the one that addresses the portrayal of Russian history as a series of harsh, top-down efforts to impose modernization. Though A is appealing, it is possible that another regime could simply replace the Communist Party with similar governing methods. Since the quote addresses Russia’s internal situation, we can eliminate D. Choice B remains, and since Gorbachev recognized the inefficient and restrictive nature of the Soviet command economy, his reforms best capture a trend counter to what von Laue notes in Russian history.

SAQ Sample Responses with Commentary

Before WWI, there were many advancements in science and technology. Inventions like radio and the airplane promoted a mindset of unending progress. This is why so many countries had no fear of war: it would be over by Christmas. However, Valéry’s speech shows a different perspective and one that occurred because of the destruction of trench warfare. People now feared the future, rather than looking at it with rosy shades. One example from the 1918–1939 era that shows this is *All Quiet on the Western Front*, a novel from a German soldier’s perspective on how war takes away your innocence. The book showed the idea of the Lost Generation, those who were negatively affected by the war. As for politics, Valéry’s attitude is reflected in the next war, World War II, which included one of the most atrocities in history, the Holocaust, which certainly reflects a pessimistic outlook on human life.

The response accurately identifies the pre-1914 mood of optimism and uses a couple of examples to illustrate that and compare it with Valéry’s writing. For Part B (not labeled), the student earned 1 point for identifying and describing how Re-

marque’s anti-war novel confirms Valéry’s perspective. However, the response misses the point in Part C due to chronological confusion. The prompt is limited to the interwar period; thus, examples from the Second World War and Holocaust are not applicable. **Score: 2 points**

- 2. a)** Europe definitely recovered after WWII; some would call this an “economic miracle,” as Tony Judt writes. However, this miracle applied mostly to Western Europe and especially Germany. The United States provided Marshall Plan aid, which gave the funding to help destroyed nations recover and get their economies moving again.
- b)** Also, Western Europe gave up its nationalism by creating policies of economic and political unity, with the ECSC and EEC, to pool their resources and promote growth.
- c)** Not all was peaceful after 1945. There were still wars over nationalism or ethnic tensions, like in the Balkans. When Yugoslavia broke up in the 1990s, Serbs and other groups fought over territory, with many atrocities on both sides.

Here we have a model of brevity in addressing an SAQ effectively. The response evinces a grasp of the quote by addressing the “economic miracle” and “post-national” peace. Also, it qualifies the interpretation regionally by noting its primary application to Western Europe. Two specific explanations are given—US Marshall Plan aid (Part A) and policies of unity (Part B)—for the economic miracle. In Part C, the student accurately notes an exception to Judt’s characterization with the Balkan conflicts following the collapse of communism. **Score: 3 points**

DBQ Sample Response with Commentary

Prior to the period 1890–1990, the effects of the Industrial Revolution had already taken hold. The balance of power had shifted to the United States, Britain, and Germany as a result of both this and the world wars that happened shortly after. Also, Russia soon took Germany's place afterward, once nuclear power was discovered. Inventions such as the airplane, the assembly line, and the nuclear bomb changed the course of European history, and ultimately led to the two world wars, millions of deaths around the globe, and even a nuclear stalemate in the Cold War between America and the USSR after 1945. While scientific and technological developments in this period were certainly impressive, to say that they promoted optimism and progress in Europe would be wrong due to how this technology resulted in negative effects not worth the benefits, and how it opened the door to an era of horrific wars, despite how many people, coincidentally the ones who benefited from these developments the most, tried to show people otherwise.

Technological and scientific developments had already led to a plethora of changes in Europe and around the world, but these changes and their terrible effects led people to believe that further change would make them worse. This position can be seen in document 7, where a German Green party politician in 1984 writes about how issues stemming from technological developments, like climate change, hunger, and the class gap have begun to worsen, and that companies have all the means necessary to halt these issues, but they choose not to in lieu of making profit. She recognizes that advancement has a much uglier side to it than portrayed, and people like her who saw this uglier side would hardly think to spread words of optimism about it. While it is true that the author's position as a member of the Green party would make her biased to prioritize the environment and climate change, the argument that she is making this up to fit her political point of view is wrong because of how she touches on social and economic issues as well as the climate. Also, it has been a known fact in the world since the mid-1900s that the climate was slowly and irreversibly deteriorating. As a result, due to how scientific and technological advancements led to so many issues that companies and governments didn't really try to fix, it can be concluded that these developments really didn't spread any optimism or want for progress among the people who cared about more than just financial gain.

Wars, which had also been directly affected by this new technological innovation, became more deadly, and were one of the major reasons that this innovation actually did the opposite of promoting optimistic progress. As seen in document 2, where a British poet during WWI writes about how much death and destruction he saw, and how bombs exploded constantly on the battlefield while gunfire hailed at soldiers, war had become ten-fold worse. This was mainly due to the fact that technology had allowed weapons to become so deadly. The same technologies that allowed people to fly decades ago now let them drop bombs on their enemies, and kill them mercilessly with a single push of a button, a fact that would hardly spread optimism. To further this argument, in a photograph of the anti-nuclear marches in London in 1961, there is a banner pictured, that says "Action for life" and is surrounded by peace signs (doc 6). Many people after WWII and during the Cold War lived in a state of fear of these nuclear bombs and weapons, especially after seeing the acts in Hiroshima and Nagasaki during WWII, and nuclear war in general had become an ever-increasing threat not only in Europe, but around the entire world. Scientists and world leaders knew what they were doing when they created these weapons, but they still chose to keep going. Many people in Europe began to see, firsthand how technological innovations could drive people to be horrible to one another, and actually began to oppose further advancements. This proves that these scientific and technological developments really just reversed any optimism or thirst for progress that the general European population had.

Although scientific and technological developments during this era clearly did the opposite of spreading progress and optimism, many people still tried to prove to the world that it was in fact beneficial, however their motivations and positions of power are what falsify their arguments. For example, in document 3, a world leader talks about how the countries around them have done a fantastic job industrializing themselves, and how they must keep up with them in order to hold power in the world, which does seem like an optimistic, progress-based viewpoint on technological innovation. However, the speech was given by Joseph Stalin in 1928, and seeing as to how he was the leader of the Soviet Union and the Communist Party, it can be confidently inferred that his only real motivation was to gain power for Russia, and crush any enemies that stood in his way. He didn't care about making progress to better the lives of any people or spread optimism, a fact that can be seen in how he executed millions of people in Siberian concentration camps that

showed any sign of opposing communism and his plan for rapid industrialization. This same false promotion of optimism can be seen again in a declaration for proposing the creation of a European Steel and Coal Community, where the writer dictates that his purpose is to better the lives of the people and “promote peaceful achievements” (doc 5). This declaration was written by a French Foreign Minister, and again, although on the surface, it does seem as though this document proves that technological developments promoted optimism, that is really just a facade for what the Frenchman, and French government as a whole really wanted. People want money, and so did they, obviously, and by spouting this “for the people” idea all over the page just sentences after talking about wanting to unify European countries economically. Since France didn’t have any way to mine coal or produce steel themselves due to its geography), it is clear that the minister tried, albeit poorly, just to hide his true intentions. Furthermore, this type of position is seen again in document 4, an image of an advertisement for a model electric cooker from Britain in the 1940s. The ad depicts a smiling woman, and the oven is described using confident, positive wording. Nothing seems that off about the image itself, but when the viewer realizes that the advertisement is likely made by some mass-producing company whose main interest is profit, the image reveals the true, profit-driven intentions of the company shine through. The only groups that really thought of or portrayed the developments of this era as optimistic or progress-fueling were those who could really benefit the most, as seen in Stalin and the Frenchman’s writings, where it’s obvious that they don’t actually care about bettering lives, and again in the combination of the advertisement and parts of the French minister’s work that show how those at the top preferred money over humanity’s progress.

In conclusion, although innovations during that period were technologically amazing and did lead to a better standard of living for people in richer countries, such as America, or Britain, or higher classes it also lead to a new era of war, as well as an era of catastrophic effects on the environment, and an ever-increasing gap between classes. The few positives that came out of this time benefitted only a small portion of the world, and those who believed otherwise were really just the ones who had the most to gain and least to lose. It is for these reasons, and the long-term effects they had on Europe, that it is rather safe to say that the developments of this period did not encourage optimism or progress.

With the introduction, the response establishes control of the question; it identifies technological and scientific developments, while connecting these to competition among states and shifts in the balance of power (earning Contextualization). Despite its wordiness, the Thesis statement addresses the prompt by arguing for the negative effects of science and technology, while noting those who championed them. In the body paragraphs, all the documents (except 1) are used effectively to establish the thesis regarding the negative effects of science and technology. In addition, attention is given to the positive viewpoints (Documents 2, 6, and 5), and despite some simplifying, the essay earns the Complexity point by

modifying the argument in the face of contradictory evidence. Further, the response evaluated the evidence in light of Source Analysis, using point of view strategies for Documents 7, 3, 5, and 4. To vary the strategies, Document 2 was the subject of analysis for both point of view and historical context. Finally, the essay earned the Evidence Beyond the Documents point for its brief discussion of the negative effects of Stalin’s forced modernization in the Soviet Union. **Score: 7** (+1 for Thesis, +1 for Contextualization, +2 points for Use of Documents as Evidence, +1 for Evidence Beyond Documents, +1 for Source Analysis, +1 for Complexity)

LEQ Sample Responses with Commentary

LEQ 2

History is all about moments of change—Scientific Revolution, industrialization, and World War II—and then there's the Russian Revolution. When Russia became communist after WWI, it changed the political landscape of Europe, setting the stage for the Cold War and the fall of the Soviet Union. It was the first time that a government tried to live by a system of communism and spread it across the world.

Europe had many problems after World War I, like economic depression and the rise of fascism. Most nations in western Europe seemed to be more afraid of the new Soviet Union than any of these other threats. Without a traditional Russian ally, France could not have a secure position against Germany and had to rely on weaker new nations in Eastern Europe. This upset the balance of power. Because of fear of communism, France and Britain appeased Hitler and gave him many nations to take over. And then Hitler went ahead and signed his own agreement with Stalin. Hitler was defeated, but the victory left the two superpowers—America and the USSR. Now Europe found itself stuck between two nuclear states and forced to choose sides. It seemed like Europe had lost control of its affairs.

Communism preached about world revolution. The Soviet Union tried to spread communism with organizations and help for groups like in the Spanish Civil War. In fact, many colonial areas, like Cuba and China, became communist states and created new examples of how communism could work. But it didn't really work for long. By the 1970s, the Soviet Union had massive internal problems, with alcoholism and no consumer goods. Even with Gorbachev's reforms, the Soviet Union and its communist system collapsed around 1990. Since then, Europe has continued to work toward unity, with the EU and the euro. Maybe these policies would have happened anyway, but the Russian Revolution probably slowed them down and caused much violence and conflict.

This moment of change is very similar to the French Revolution. Both upset the old order and produced problems for European diplomacy, like the spread of revolutionary ideologies. In fact, just like events of the 19th century responded to the issues presented by the French Revolution, events of the 20th century did the same with the Russian Revolution. Other European states tried to quarantine each problem state to prevent either the end of monarchies or the end of capitalism.

Here we have a solid essay, and easy to overlook because of its informal writing style. The introductory paragraph provides a Thesis in identifying the relation to the Cold War and being a first experiment with communism, topics that are taken up later in the body paragraphs. However, there is insufficient background on the topic itself to earn Contextualization. Each body paragraph provides a relevant connection to the question, at a minimal level in relation to CCOT. In addition, the

essay provides several examples to support the argument, though at some points the connection to an argument is lost. An effective conclusion establishes an appropriate connection to another important period and nation related to CCOT (the French Revolution). With a stronger use of examples in relation to the CCOT RP, this response might have earned a top score. **Score: 4** (+1 for Thesis, 1 point for Use of Evidence, +1 for Targeted RP(CCOT), +1 for Complexity)

LEQ 3

World War II caused massive destruction, from the first use of atomic bombs to the Holocaust. As a total war, it was even vaster and more lethal than World War I, which helped bring it about. If not for World War II, Europe would be very different than it is today. WWII is definitely a major turning point in history.

Before the world wars, most Europeans had a great deal of confidence in the future. They believed science and technology would solve all problems; they were drunk on the wine of airplanes, electricity, household appliances, and hundreds of other amazing inventions. However, almost destroying your civilization will put a crimp in your optimism. After 1945, Europeans were much more pessimistic about the future, especially with the threat of nuclear war from the superpower conflict. Existentialism became an important philoso-

phy after WWII; philosophers Sartre and Camus questioned whether reason and science can really answer the big questions in life. This philosophy influenced the arts, like the Theater of the Absurd—in which the action's point is unclear—as well as literature. Camus wrote about Sisyphus having to roll a giant boulder up a hill for no reason, which is somewhat like Europe after 1945. They were caught between the superpowers and in a holding pattern.

Society experienced major changes because of WWII. Due to the low birth rate for decades, states practiced pro-natalism, encouraging women to have children by offering welfare benefits. This Baby Boom generation grew up with prosperity and access to college for the first time. In fact, young people revolted in 1968 against poor conditions at universities and their parents' materialistic mindset, showing the importance of a generation gap. Young people embraced “sex and drugs and rock-and-roll” and rejected traditional attitudes about premarital sex, birth control, and even gay/lesbian relationships, which were made legal during this period. Conservative values took a hit, even with the Catholic Church continuing to oppose contraception and disallowing women priests.

World War II really made Europe (and the world) what it is today. In that sense, it is a pivot, just like the war that came before it—World War I.

Excluding the introduction and conclusion, this is an excellent response. The essay intelligently discusses cultural and social shifts caused by WWII, with brief attention to what came before and ample analysis of evidence after WWII. Moreover, it demonstrates a strong grasp of historical context and the development of cultural and social issues over a span of time. However, the introduction only repeats the basis of the question and offers no specific reasons as to how or why WWII

worked a transformation in culture and ideas; nor does it provide enough reference to prior developments or trends to earn Contextualization. Finally, the conclusion, despite referencing a related event (WWI), does not adequately extend the argument, costing the Complexity point. **Score: 3** (+2 points for Use of Evidence, +1 for Targeted RP (CCOT))