

Chief Reader Report on Student Responses: 2017 AP[®] European History Free-Response Questions

• Number of Students Scored	105,347		
• Number of Readers	531		
• Score Distribution	Exam Score	N	%At
	5	9,788	9.3
	4	19,632	18.6
	3	29,539	28.0
	2	33,600	31.9
	1	12,788	12.1
• Global Mean	2.81		

The following comments on the 2017 free-response questions for AP[®] European History were written by the Chief Reader, Paul Deslandes, University of Vermont. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question #1**Task:** Short Answer Question**Topic:** Changes in Family Life**Max. Points:** 3**Mean Score:** ****What were responses expected to demonstrate?***

Responses were expected to demonstrate an ability to identify and explain both continuity and change in European family life from 1700 to 1900. Responses were expected to demonstrate an understanding of both agricultural and industrial family life during the early modern and modern periods. The question required the use of comparative analysis and change over time. Responses were expected to demonstrate the role of the family as an important part of eighteenth- and nineteenth-century European history.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Stronger responses discussed the role of patriarchy as a continuity in family life from 1700 through 1900. Responses showed some inability to link specific changes in European social and economic history in the period 1700-1900 to specific changes in family life. Responses provided some reasonable comparative analysis of changing roles for women between 1700 and 1900.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses did not link economic and social changes, such as urbanization and industrialization, directly to changes in family life. 	<ul style="list-style-type: none"> “Urbanization in the nineteenth century led to increasing pressures that changed family life. Families now lived in more cramped quarters and more members of the family, specifically women and children, were needed to provide wage labor.” (<i>Specifically identifies connections between broader social changes and family life</i>)
<ul style="list-style-type: none"> Some responses did not have a direct understanding of the term “continuity” as it related to family life between 1700 through 1900. 	<ul style="list-style-type: none"> “A continuity in European family life from 1700-1900 was the continuing power of the father (patriarchy) over wife and children. The father maintained control over economic decisions and was the head of the household.” (<i>Explicitly discusses an important continuity</i>)

* Question not scored

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers should pay special attention to teaching the skill of comparison and create assignments that require comparative analysis of cause and effect, particularly as it relates to social history in the eighteenth and nineteenth centuries.
- Teachers should create assignments that not only address change over time, but also look at continuity throughout the entirety of European history covered by the course.
- A classroom activity concerning a particular time period that divides the class into a “what stayed the same” group and a “what changed” group would help to reinforce the skills required by the question.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find lessons on teaching the historical reasoning skill of continuity and change over time in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled, *Interaction of Europe and the World Over Time* focuses on the reasoning skill of continuity and change over time throughout periods one through four. This module contains specific lessons that address continuity and change over time, videos explaining continuity and change in conjunction with course content, and examples of assessments and student responses for tasks whose skill focus is continuity and change over time.
- The Teaching and Assessing Modules also contain resources focused specifically on scoring responses on continuity and change over time using the AP European history scoring rubric. The focus on assessment found in the Teaching and Assessing Module titled *Interaction of Europe and the World Over Time* and the Teaching and Assessing Module titled *Evaluating Patterns of Continuity and Change in European Marginalization of the “Other”* offer insights into how to address assessing continuity and change. This includes examples and commentary on what earned points and what did not for tasks whose primary skill focus is continuity and change over time.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The Online Teacher Community is a good resource for teachers to seek additional feedback and support from peers by posting a question or comment in the discussion section, or by checking what resources have already been posted in the “resources” tab on the Online Teacher Community.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the skills needed for the course. The section on page 197 specifically addresses the skill of continuity and change over time and provides suggestions for instruction.

Question #2**Task:** Short Answer Question**Topic:** Printing Centers**Max. Points:** 3**Mean Score:** 1.85***What were responses expected to demonstrate?***

Responses were expected to demonstrate chronological reasoning, specifically historical causation. Responses also needed to take into account the specific geographical information presented by the map as well as demonstrate an understanding of the general effects of the invention of the printing press. Due to the specific years attached to each part of the question (1452–1500, 1500–1550, and 1550–1789), responses were also expected to demonstrate the ability to distinguish causes and effects of the spread of print technology at different time scales.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

The majority of responses to this question demonstrated some ability to link the technological innovation of the printing press with such intellectual and social movements as the Reformation and the Enlightenment. Some responses went well beyond these well-known effects to discuss more subtle consequences such as the creation of a public sphere and the rise of censorship. Some responses showed a lack of chronological understanding and a significant minority disregarded the geographical information in the stimulus and answered only in general terms about the effects of the spread of print technology

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses did not display an understanding of geographical difference or the ways in which region in Europe affected various historical developments. 	<ul style="list-style-type: none"> “Since Guttenberg was German the printing press spread up in Germany faster than other places, but it slowly made its way down to the Italian states and over to France, Spain and England.” (<i>Displays an effective understanding of how geography affected key historical developments</i>)
<ul style="list-style-type: none"> Some responses chose to focus on historical topics not really discussed in the prompt or misunderstood what was expected by the question. 	<ul style="list-style-type: none"> ...printing press helped spread the ideas of early philosophers, such as Machiavelli...” (<i>Provides a specific understanding of how this technological development led to the spread of certain ideas</i>)

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

Teachers should encourage students to read questions carefully and make certain that, in writing responses, students address “key” tasks and instructions included in the question. This can be accomplished in peer-review very quickly.

- Teachers should regularly use primary and secondary source material as a basis for classroom discussions and encourage students to tie their comments back to the stimulus material presented.
- Teachers should stress, in teaching historical events in each period covered by the course, both “short-term” and “long-term” effects.

- Teachers should focus on the range of social, cultural, political, and economic consequences of all events discussed in the course framework.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find lessons on teaching the historical reasoning skill of causation in the Teaching and Assessing Modules found on AP Central. The module titled, *Analyzing Quantitative Sources: Causes of the Commercial and Agricultural Revolutions* focuses on the reasoning skill of causation. This module contains specific lessons that address causation, videos explaining causation in conjunction with course content, and examples of assessments and student responses for tasks whose skill focus is causation.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the skills needed for the course. The section on page 196 specifically addresses the skill of causation and provides suggestions for instruction.

Question #3**Task:** Short Answer Question**Topic:** Judt on the welfare state**Max. Points:** 3**Mean Score:** 0.60***What were responses expected to demonstrate?***

Responses were expected to demonstrate two types of disciplinary practices vis-à-vis secondary sources: supplying evidence to support an author's claim and explaining how historical context influences an author's claims or arguments. Specifically, students were asked to examine Tony Judt's claims about the creation of welfare states in the twentieth century; substantiate his argument about the reasons for peace and prosperity in Europe between 1960 and 2000; and explain why Judt, writing in the early 2000s, was very defensive about the welfare state. At the same time the question evaluated students' understanding of key developments in European economic, political, and social history from roughly the 1920s to 2000, including reactions to the Great Depression and the rise of dictatorships; Western European political, economic, and social recovery after World War; the gradual integration of much of Europe; and political and social responses to change in the post-industrial era

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Overall, a large number of responses succeeded in addressing both the content and the skills targeted by the question. This was especially true with task A, providing evidence to support Judt's claims for the creation of welfare states in Europe. Responses to this part of the prompt noted that welfare states aimed to prevent/guard against the political and economic instability fostered by the Great Depression and World War II which, many responses observed, notably favored the rise of fascism/communism. A number of responses provided evidence that explained Judt's claim of peace and prosperity in postwar Western Europe, focusing on the impact of the Marshall Plan and NATO, the "economic miracle" (1950-mid 1970s), the emergence of a consumer society, and the gradual move towards an integrated Europe (EEC, EU).

While a number of responses struggled with Part C of the prompt, some rightly noted that Judt was responding, above all, to neoliberal (Thatcherite) attacks on the welfare state, or to a diminished sense of social solidarity, as a result of increased individualism and a return to ultra-nationalist views (cf. France's National Front).

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

The most common problem was a misreading of Judt's argument. Many responses were predicated on the misconception that Judt was arguing against the value of the welfare state or that he saw the welfare state as a creation of interwar Fascist and Communist regimes.

Many responses were able to deploy appropriate content knowledge but failed to make an even minimally explicit linkage to Judt's argument or the context in which he was writing.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses either addressed events outside of the time period (e.g., beginnings of social protection in Bismarckian Germany), or outside of Europe (FDR's New Deal). 	<ul style="list-style-type: none"> "...during desperate times ideologies such as communism and fascism flourish. For example, in Germany, after all the war guilt from WWI was placed on them, their economy crashed and fascism made its way in."

<ul style="list-style-type: none"> Some responses discussed the Marshall Plan as an attempt on the part of the US to impose welfare States on Western Europe. 	<ul style="list-style-type: none"> “The violent revolution that brought communism to Russia supports Judt’s argument regarding welfare states. Nations did not want to experience events to this extent, so they sought welfare as a barrier against ‘the return of the past.’”
<ul style="list-style-type: none"> Some responses assumed that this was a question about the Cold War (most likely because of the references in the stimulus material to a desire to prevent communism). 	<ul style="list-style-type: none"> “Judt is saying that European states are more secure from polarizing and violent influences than ever before due to their social safety nets in times of economic trouble. This has proven to be true when, in the 1970s, oil supply shocks created economic turmoil in the western world. These safety nets, however kept people safe and from looking to extremists for answers.”
<ul style="list-style-type: none"> Some responses claimed that the collapse of communism (1989-1991) reduced support for the welfare state (which is why Judt strove to defend it). 	<ul style="list-style-type: none"> “Many nations of Europe created international organizations to save their economies from stagflation. Neoliberal ideas sought to limit the welfare state, and many nations like Britain and the U.S. adopted policies that attempted to provide economic stimulation by loosening regulation on economies and giving less effort towards welfare actions.”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers should advise students to take a moment, when taking the test, to ascertain what the task is and then respond ONLY to that task.
- Teachers should remind students that the SAQ is not an essay, but a question and answer format. Students should approach the question accordingly. Based on the responses read, it appears that students actually do know a fair amount about twentieth-century Europe. The challenge seems to lie in applying this knowledge to the specific tasks at hand.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find lessons on teaching the AP history disciplinary practice of secondary source analysis in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled, *Interpreting the French Revolution* focuses on the disciplinary practice of secondary source analysis in conjunction with course content on the French Revolution. This module contains specific lessons that address analyzing historical evidence, videos explaining instruction for this practice, and examples of assessments and student responses for tasks whose skill focus is analysis of historical evidence.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the skills needed for the course. The section beginning on page 182 specifically addresses the disciplinary practice of analyzing historical evidence and provides suggestions for instruction.

Question #4**Task:** Short Answer Question**Topic:** Kepler quote**Max. Points:** 3**Mean Score:** 1.60***What were responses expected to demonstrate?***

Responses were expected to demonstrate the ability to show how a particular historical source is representative of general changes and continuities in a given time period. Specifically, responses were expected to demonstrate an understanding of how the quote from Kepler was typical of the “new science” of the sixteenth and seventeenth centuries, in that it shows how traditional sources of authority coexisted with scientific methods and reason.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

The question required responses to analyze a primary source passage from the Scientific Revolution by contextualizing the passage and revealing (in the first two parts of the question) how it both supported and challenged traditional views of the cosmos. The third part of the question asked for the response to name a scientific discovery from the Scientific Revolution and indicate how it challenged traditional views of nature.

While most responses revealed an understanding of the passage on a superficial level, many were unable to correctly utilize the passage in parts a) and b) of the question. Many tended to provide plenty of contextual background information which, in the end, enabled them to largely and successfully answer part c). Responses to this part of the prompt tended to fall short in the analysis of how the example chosen challenged traditional views of the cosmos or of nature.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses to part a of the question simply asserted that contemporaries possessed a belief in the divine, without expressing how that affected views of the cosmos. 	<ul style="list-style-type: none"> “The passage describes God as the creator of the cosmos which is a traditional view.” (<i>Succinctly but effectively summarizes one aspect of the traditional view</i>)
<ul style="list-style-type: none"> A number of responses to part b could note the rise of heliocentric views but could not explain how this functioned as a challenge to the traditional view of the cosmos. 	<ul style="list-style-type: none"> “This passage challenges traditional views of the cosmos because it mentions the possibility of life existing beyond our own planet. The Bible teaches that the world revolves around humans. Kepler challenges this by questioning what is the point of these other planets if they aren’t meant to support life.” (<i>Explicitly identifies the traditional view and illustrates how new scientific ideas challenged it</i>)
<ul style="list-style-type: none"> Many responses identified a discovery in part c of the questions but could not explain how it challenged traditional views of nature. 	<ul style="list-style-type: none"> “Newton’s development of the laws of universal gravitation challenged traditional views through the discovery of natural laws of physics that explained how the universe functioned without God’s direct intervention.” (<i>Again, specifically illustrates how a scientific development challenged traditional views</i>)

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers might encourage their students to spend a few extra moments reading the prompt and underlining key words when taking exams. For example, many students ignored the task of addressing challenges to traditional views of the universe and, therefore, did not receive credit that they otherwise would have received had they addressed the prompt fully.
- Teachers might encourage their students to quickly read over the four SAQ prompts and prioritize the order in which they answer the questions based on their knowledge. (Question 4 may have been easier than one or two of the other questions, yet some students completed the three questions preceding Question 4 and ran out of time).

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find lessons on teaching the historical reasoning skill of continuity and change over time in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled *Interaction of Europe and the World Over Time* focuses on the reasoning skill of continuity and change over time throughout the course of periods one through four. This module contains specific lessons that address continuity and change over time, videos explaining continuity and change in conjunction with course content, and examples of assessments and student responses for tasks whose skill focus is continuity and change over time.
- The Teaching and Assessing Modules also contain resources focused specifically on scoring responses on continuity and change over time using the AP European history scoring rubric. The focus on assessment found in the Teaching and Assessing Module titled *Interaction of Europe and the World Over Time* and the Teaching and Assessing Module titled *Evaluating Patterns of Continuity and Change in European Marginalization of the "Other"* offer insights into how to address assessing continuity and change. This includes examples and commentary on what earned points and what did not for tasks whose primary skill focus is continuity and change over time.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the skills needed for the course. The section on page 197 specifically addresses the skill of continuity and change over time and provides suggestions for instruction.

Question #1**Task:** Document-Based Question**Topic:** Extent to which the Glorious Revolution can be considered part of the Enlightenment**Max. Points:** 7**Mean Score:** 2.58***What were responses expected to demonstrate in their response to this question?***

The Document Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in order to construct an essay that responds to the tasks required by the question. Responses are assessed on the extent to which they meet seven requirements specified in the scoring guidelines. This particular DBQ asked students to evaluate whether or not the Glorious Revolution can be considered part of the Enlightenment. Students were provided with seven documents (one of which was an image) on which to base their responses.

In order to answer this question, students had to have an understanding of the chronology of the seventeenth and eighteenth centuries and recognize that the Glorious Revolution predates the Enlightenment. Students were asked to write an essay containing a historically defensible thesis that makes a persuasive argument that both identifies Enlightenment principles and evaluates the connection of those principles to the Glorious Revolution. Students were required to use the documents as evidence to substantiate an argument that supports their thesis, as well as articulate the sources' point of view, purpose, historical context, and/or audience. The response was also expected to extend the argument by situating the Glorious Revolution through events, people, or ideas surrounding the Glorious Revolution to provide context. The student was also required to provide additional evidence outside of the documents to support or qualify the argument. Finally, the response was required to make explicit connections with other geographical areas or historical time periods, a different approach to history, or a separate discipline to extend the argument: a task known as synthesis.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Most responses attempted to write a thesis in the introduction or conclusion, with mixed success in explicitly connecting Enlightenment ideas with the Glorious Revolution. Many responses did not articulate a thesis that was fully responsive to the tasks required by the prompt. Acceptable theses were only required to explicitly state one aspect of the Enlightenment as connected to the Glorious Revolution. In a number of instances, responses did not use specific language in trying to discuss Enlightened ideals (using, for instance, "rights" or "reforms" without providing details). In some cases, responses that did not include an effective thesis were still able to develop an argument in the course of their discussions of documents.

Many responses were moderately successful at using documents to support an argument, although some struggled with sourcing them (point of view, purpose, historical context, or audience). There were also many responses where this was not attempted. Some responses struggled with contextualization, and those that did attempt it usually did so in the introduction. Successful contextualization was attained by either comparing the limited monarchy of England to the Absolutist Continental model, frequently mentioning Louis XIV, or the Glorious Revolution as part of the events of the Stuart monarchy. A number of responses attempted to provide evidence beyond the documents, but those efforts were often too minimal to fully connect to a document or an argument. Enlightenment figures like Montesquieu and Rousseau were often mentioned as being influenced by the Glorious Revolution. However, some responses incorrectly placed them and the Enlightenment as precursors to or contemporaneous with the Glorious Revolution. Those responses that earned the synthesis point frequently did so by comparing the Glorious Revolution to other Enlightenment-inspired revolutions, such as the American or French Revolutions, or to Enlightened Despots; the synthesis appeared mostly as a concluding paragraph.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

The most common misconceptions and omissions in responses to this question concerned the lack of connection between the Glorious Revolution and the Enlightenment. Some had difficulty with chronology, placing the Glorious Revolution during or even after the Enlightenment, which meant that outside evidence attempts were chronologically impossible and thus illogical. For example, students cited Rousseau's Social Contract or Montesquieu's Spirit of the Laws as influencing the Glorious Revolution, when in fact these works were produced in the eighteenth century. Some responses struggled to correctly use at least six of the seven documents as evidence for an argument and simply provided a synopsis of the documents. Some responses also contained interpretive errors. Sourcing continues to be challenging for some, and a significant percentage of responses did not earn this point. Some responses used the information provided in the documents to merely narrate the events of the Glorious Revolution without tying that narration to an argument. The synthesis point proved difficult to achieve this year, though some responses were able to effectively link the Glorious Revolution to the French or American Revolutions.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses, in trying to establish a link between the Glorious Revolution and the Enlightenment did not provide specific evidence of what that link was. In other words, there was no evidence to suggest that the two developments were linked in a specific and tangible way. 	<ul style="list-style-type: none"> "The Glorious Revolution of 1688 is a part of the Enlightenment due to its focus on the ideals of liberty, constitutional government, and the rights of the people." (<i>Takes an evaluative and historically defensible stance while fully addressing the prompt</i>)
<ul style="list-style-type: none"> Many responses were chronologically confused and argued that the entire Glorious Revolution was influenced by the works and ideas of Enlightenment philosophes like Montesquieu, Voltaire, and Rousseau (all of whom wrote after the period). Some veered off into discussions of Renaissance humanism in ways that were wholly ineffective. Some responses misused significant documents in attempting to support an argument that noted, for instance, that the Glorious Revolution was entirely about religious toleration or, alternatively, entirely about the imposition of Protestantism on England. Some responses contained contextualization errors as a result of fundamental chronological mistakes. Despite the fact that Voltaire's dates are given in Document 6, some assumed that his (and other philosophes) ideas directly influenced the Glorious Revolution. Situating the argument in developments that have not yet happened, in some responses, negated the argument and also the attempt at contextualization. 	<ul style="list-style-type: none"> To support an argument that the Glorious Revolution was part of the Enlightenment, some responses used the documents to show that the Glorious Revolution exhibited early Enlightenment ideals later articulated by Enlightenment philosophes, such as limited monarchy, increased rights for citizens, and educational, legal, and economic reforms. To support an argument that the Glorious Revolution was part of the Enlightenment, some responses used the documents to show that while both secular and religious reforms followed Enlightenment ideals, Protestantism remained the dominant religion in England. "The Glorious Revolution of 1688 occurred because the King of England's next heir was a Catholic, while the rest of the country was mostly Protestant. The English did not want a Catholic king, so they had William and Mary come from the Netherlands to take the crown from James II because they were Protestant. The monarchy in England had only recently been restored after the Civil War and the Protectorate had eliminated it." (<i>Narrative is sharpened with the explanation of why a King was deposed and another to be invited to rule as a constitutional monarch</i>)

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers should help students craft clear statements in their responses that can be clearly identified as a thesis, an attempt at contextualization, evidence beyond the documents, and synthesis. Students should be taught to write effective topic sentences, develop clear lines of argument, and link various lines of analysis.
- Teachers should remind students that thesis statements need to be discrete, appearing in the introduction or the conclusion, and that they should be explicit while also responding to all parts of the question.
- Teachers should continue to train students to analyze, rather than describe or summarize, at least six of the seven documents to support an argument in the body of the essay. It is helpful to the reader if the student identifies which document they are referencing either through attribution of the source or in a parenthetical citation at the end of a sentence or in the margin.
- In providing guidance to students on sourcing, teachers should remind them to think about the motivation of particular authors, the purpose of the document, and historical context. This can be achieved by doing regular primary source exercises throughout the academic year. These exercises might also involve asking students to think about what other kinds of evidence (that they are familiar with) could be used to establish a similar point. This might be one way to teach students how to provide “evidence beyond the documents.”
- Teachers should regularly introduce both primary and secondary sources to students throughout the academic year and utilize the practice exams, etc. available through AP Central. Another useful exercise might be to have students annotate sample responses, illustrating how essays earned (or did not earn) certain points.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find lessons on teaching the skills necessary for success on the Document Based Question in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled *Analyzing Quantitative Sources: Causes of the Commercial and Agricultural Revolutions* focuses on the Analyzing Evidence practices that are central to the DBQ. This module contains specific lessons that address analysis of evidence of a variety of formats, videos explaining this in conjunction with course content from the commercial and agricultural revolutions, and examples of assessments and student responses for tasks whose focus is the DBQ.
- Teachers will also find lessons on teaching the skills and practices necessary for success on the DBQ in the Teaching and Assessing Modules titled *Analyzing Visual Sources* and *Evaluating Patterns of Continuity and Change in European Marginalization of the “Other,”* each of which focuses on the skills that are central to the DBQ. These modules also contains specific lessons that address analysis of evidence of a variety of formats, videos explaining this in conjunction with course content, and examples of assessments and student responses for tasks whose focus is the DBQ
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the skills needed for the course. The section, beginning on page 183, addresses the practice of analyzing historical evidence, and provides suggestions for instruction.

Question #2**Task:** Long Essay**Topic:** Warfare and states**Max. Points:** 6**Mean Score:** 1.28***What were responses expected to demonstrate in their response to this question?***

Long Essay Question 2 asked students to describe and explain a significant similarity and a significant difference between the ways European states waged war in two periods: 1500–1648 and 1750–1871. Students were required to write an essay that contains a historically defensible thesis that makes a persuasive argument about how the motives and methods toward warfare were similar and different in these two periods, using specific examples of relevant evidence to substantiate the argument. The essay was also expected to extend the argument (synthesis) by connecting to related developments in other regions or time periods, course themes, or disciplines. The targeted skill for this question is comparison, and responses must address both similarity and difference to earn all points. As with all long essay questions, this question also assessed the skills of argumentation and use of evidence. Additionally, this question targeted students' understanding of events in Period 1 (1450–1648), Period 2 (1648–1815), and Period 3 (1815–1914).

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Most responses displayed some knowledge of warfare in European history and were able to reference multiple, specific examples. However, these examples were not always employed effectively in support of a historically defensible argument or grounded clearly within the chronology specified by the question. Many responses referenced relevant concepts or developments, such as religious tensions, national unification, competition for colonies and resources, mass armies, technological advancements, etc. Some responses had difficulty marshalling these examples to create a sustained historical argument. Some also found it difficult to situate their examples in their proper historical context.

Given the clear charge of the question (“a significant similarity” and “a significant difference”), the historical thinking skill of Comparison did not seem to create fundamental problems. Nonetheless, some responses struggled to devise a meaningful similarity between the two periods, often relying on overly generalized notions like “power.”

Many responses attempted synthesis, using such examples as the World Wars, Cold War, wars of Louis XIV. Some responses attempted to extend their arguments by connecting to other geographic locations (the United States being a common choice) or, in a few instances, to another course theme, such as art. Many of these attempts were unable to earn the synthesis point, though, given that clear links to an argument made in the essay were not established.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Though most responses attempted a thesis, many of these attempts proved unsuccessful due to lack of conceptual clarity. Rather than drawing on specific concepts from the course, such as balance-of-power or nationalism, these unsuccessful responses relied on vague or ahistorical language. Responses earning points for Argument Development and Use of Evidence were often able to work out the specifics of their argument through a careful explanation of their examples, even if no thesis was provided for the essay as a whole.

As noted above, the vast majority of responses used specific examples in an attempt to describe similarities and differences between the periods of warfare. Those responses that struggled with the prompt often exhibited an unclear sense of chronology, sometimes by mischaracterizing examples within a period (e.g., the attack on the Old Regime in France as being a “war”) or by drawing evidence from too far outside each period (e.g., wars of Louis XIV, World War I, Great Northern War).

Some responses interpreted the question in a strictly military sense, focusing on weapons, tactics, and organization. Though several of these essays demonstrated some impressive knowledge of specifics, they may not have performed as well on the higher points for Argument Development due to the lack of an explanation of broader historical context

and processes. Though a good number of responses presented specific examples, they often did not employ this evidence to create a sustained argument.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Many responses focused either exclusively on similarities or exclusively on differences and, therefore, did not address all parts of the prompt. 	<ul style="list-style-type: none"> “The ways in which nations waged war from 1500-1648 and in the period 1750-1871 were similar in that alliances were a significant factor in wars in both time periods, but they differed because 16th-17th century wars were primarily religious while 18th-19th century wars were politically and economically motivated.” (<i>An explicit thesis that adequately and specifically identifies—with evidence—a key similarity and difference</i>)
<ul style="list-style-type: none"> A number of responses ignored the chronological scope of the question and wrote about events unrelated to the prompt (First World War, Cold War, etc.) 	<ul style="list-style-type: none"> “Contrasting with the Thirty Years War which drew primarily on religious alliances, the French-British rivalry was over colonial possessions, expansionist ambitions, and pure rival of power... In both periods, the use of early firearms was present. Mainly inaccurate rifles and muskets were used prevalently in both since gunpowder comes from the East. Also, the use of cannons and cavalry existed in still large numbers in both time periods. During both of these periods, the conquest of native populations, whether it be in Central or South America or Africa, was partaken by European powers.” (<i>Displays effective comparison by differentiating between the periods on several key levels</i>)

Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers need to adequately prepare students to think carefully about chronological reasoning as a key historical thinking skill. For this question, the main issue was not lack of content *per se*, but more the ability to place that content knowledge within a proper chronological context and connect it to related developments (eg., church-state relations, commercial and industrial advances, and diplomatic patterns).
- Teachers should work systematically with students in designing assignments and assessments that involve argumentative writing and the use of evidence. To this end, students would also benefit from a set of strategies designed to meet the various tasks required both by the scoring rubrics of AP European History and the practice of history more broadly.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find lessons on teaching the historical reasoning skill of comparison in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled *Comparing Interaction of Europe and the World Over Time* focuses on the reasoning skill of comparison during the colonial and the imperial eras in European history. This module contains specific lessons that address comparison, videos explaining comparison in conjunction with colonialism and imperialism, and examples of assessments and student responses for tasks whose skill focus is comparison.

- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the skills needed for the course. The section on page 195 specifically addresses the skill of continuity and change over time and provides suggestions for instruction.

Question #3**Task:** Long Essay**Topic:** State intervention in the economy**Max. Points:** 6**Mean Score:** 1.65***What were responses expected to demonstrate in their response to this question?***

Long Essay Question 3 required the student to describe and explain a significant similarity and a significant difference between European governments' role in the economy in the periods circa 1650–1750 and circa 1850–1950. The response was expected to contain a historically defensible thesis that addressed all parts of the question and made a persuasive argument about both similarity and difference between the two periods. The essay had to describe and convincingly explain similarity and difference. It had to provide at least two clear examples of Europe-specific evidence germane to the essay question and use this evidence to substantiate relevant historical statements. The essay had to extend its argument by making a valid connection to developments in other regions or time periods, other course themes or approaches to history, or other disciplines. The targeted historical thinking skill for this question was comparison, and responses were required to discuss both 1650–1750 and 1850–1950 and at least one similarity and one difference between these two periods. Assessment rested on thesis statement (point A), argument development using the skill of comparison (B1 and B2), argument development using evidence (C1 and C2), and synthesis (D).

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Responses to this question were typically long, but, on the whole, not as effective as they might have been. Many offered a thesis statement, but many of these did not address all parts of the question (both periods and both similarity and difference). Many responses also struggled with the targeted historical thinking skill—comparison—though many did find it easier to identify a similarity and a difference than to explain them. Responses commonly earned the point for two relevant examples or pieces of evidence. Effective use of evidence was less common, however, and even clear and sensible arguments were often left without adequate support. Some responses attempted synthesis, making connections between the essay topic and other times (especially post-1950 Europe) and places (especially the United States), or other themes (such as government involvement in religion or in scientific advances). The third synthesis option—connection with a different discipline—was very rarely taken up. A high number of responses did not attempt synthesis at all. Some synthesis attempts were unsuccessful because they did not link this attempt to an argument presented in the essay.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> The most common errors and omissions were incomplete or non-existent thesis statements, lack of explanation of a similarity and a difference, insufficient substantiation to back up arguments presented in the response, and inadequate or absent attempts at synthesis. 	<ul style="list-style-type: none"> “For the governments in 1650-1750 and 1850-1950, their role in each respective economy was both similar and different. They were similar in that they both wanted colonies as a way to obtain natural resources, expand their influence, and gain revenue from trade. They were different in their economic systems, with mercantilism being popular in the 1650s and laissez faire dominating in the 1850s.” (<i>Goes beyond the prompt, begins to develop arguments, responds to all parts of the question</i>)

- Most responses included two examples or pieces of evidence germane to the essay question. Many were also able to describe at least one similarity and one difference between the periods for point. They could usually discuss what happened, but not why it happened, and so some of the more advanced points in the rubric were out of reach.
- Some responses struggled with structure. Many divided the essays according to period (typically, after the introduction, one long paragraph on 1650-1750 and one on 1850-1950), and, while these responses often contained plenty of information, the organization of material by period made it harder for students to explain both a similarity and a difference and to substantiate arguments effectively.

- “In both communism and mercantilism, the government heavily regulates the economy. With a mercantilist economic policy, the government had the right to impose high tariffs on goods from other European countries and their colonies to discourage the purchase of foreign goods. Communism was similar as Lenin and Stalin attempted to limit dependence on western goods. In both economic policies self-sufficiency is encouraged . . . Mercantilism and communism have different degrees of political involvement because mercantilism promotes interaction with other nations and allowed for private businesses to make a profit through trade, while communism regulated all aspects of life and the goods produced were equally distributed amongst the members of the community.” (*Explains the reasons for both similarity and difference*)
- “From 1650-1750 and from 1850-1950, European governments profited heavily off of other areas of the world. From 1650-1750, the trade of sugar cane and foods to Europe and the shipment of slaves created a heavily profitable industry. European governments reaped the economic rewards and increased wealth that came at the expense of African slaves and Native Americans. While slavery was outlawed in most European countries by the early 18th century, harsh European control did not change. For example, King Leopold of Belgium exploited the people of his colony the Congo . . . Similarly, while direct imperialism was in decline by World War II, many European powers maintained influence in their colonies, such as Great Britain did in India . . . One major change in European governments’ role in the economy was the level of restriction the government placed on the economy. From 1650-1750, most Europeans followed an economic practice of mercantilism. Based off of the ideas of one of the French king Louis XIV’s ministers Colbert, mercantilism was an economic principle that a country’s wealth could be measured by its amount of gold. Another primary component of mercantilism was that wealth was finite, and so in order to stay strong economically, a country had to export more goods than it imported . . . European governments established tight tariffs and economic restrictions to ensure that their country produced more than it bought . . . This changed greatly with the adoption of more liberal practices. As outlined in Adam Smith’s book *Wealth of Nations*, free trade and little

	economic interference would guide the economy. Free trade, Smith argued, would act like an invisible hand, and protect the economy on its own. Smith's assertions were far more economically effective, and from 1850-1950, governments loosened their grip over the economic market to promote growth." (<i>Uses specific examples in order to substantiate an argument about similarity and difference</i>)
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers ought to encourage students to provide as much clear and relevant European-specific evidence as possible and to use that evidence to substantiate an argument relevant to the prompt.
- Teachers should help students to develop techniques needed to earn the thesis point (making sure to address all parts of the question) and the synthesis point (valid connections with time/place, theme, or discipline outside the focus of the essay question). Inability to employ these particular skills lowered overall scores on responses to this question.
- Above all, students should be encouraged to develop an essay strategy; sometimes it is better to structure an essay by analytical category rather than by period, or chronologically. Teachers should strive to enhance students' capabilities in analysis and the organization of material while helping them to learn historical detail.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Teachers will find lessons on teaching the historical reasoning skill of comparison in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled *Comparing Interaction of Europe and the World Over Time* focuses on the reasoning skill of comparison during the colonial and the imperial eras in European history. This module contains specific lessons that address comparison, videos explaining comparison in conjunction with colonialism and imperialism, and examples of assessments and student responses for tasks whose skill focus is comparison.
- Teachers will find sample responses to this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The Online Teacher Community is a good resource for teachers to seek additional feedback and support from peers by posting a question or comment in the discussion section, or by checking what resources have already been posted in the "resources" tab on the Online Teacher Community.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the skills needed for the course. The section on page 195 specifically addresses the skill of continuity and change over time and provides suggestions for instruction.