



Chief Reader Report on Student Responses: 2023 AP[®] European History Set 1 Free-Response Questions

• Number of Students Scored	81,788		
• Number of Readers	426		
• Score Distribution	Exam Score	N	%At
	5	10,552	12.90
	4	17,435	21.32
	3	20,596	25.18
	2	23,727	29.01
	1	9,478	11.59
• Global Mean	2.95		

The following comments on the 2023 free-response questions for AP[®] European History were written by the Chief Reader, Clark Hultquist, University of Montevallo. 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.

Short Answer Question 1

Task: Short Answer Question

Topic: Secondary Source, Early Modern England, Household Medical Recipes

Max Score: 3

Mean Score: 1.70

What were the responses to this question expected to demonstrate?

Responses to this short excerpt from a historian on the common use of medicine in early modern English households were expected to demonstrate an understanding from the curriculum framework of how everyday life experiences of medicine were being shaped by new understandings involving experimentation and observation of the human body's workings.

Responses were expected to explain how these new understandings were both part of the broader context of the Scientific Revolution and Renaissance era, and also demonstrate understanding of an effect of later changes in European medicine in the late 1700s and 1800s, which included, for example, the effects of inoculation against diseases such as smallpox resulting in reduced mortality.

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 questions included the skills of contextualization and causation. Responses for the explain tasks of this SAQ, parts B and C, were reasonably successful in establishing connections between medical advances and both the context and effects of those advances. Answers that were more descriptive in nature or less specific in content mainly failed to demonstrate these skills but often achieved the more entry-level skill in Part A of describing an argument in the passage.

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">Chronological misconceptions concerning when specific diseases and developments occurred, specifically the Black Death (before the question periods) and antibiotics (after the question periods).	<ul style="list-style-type: none">Inoculations against smallpox is required knowledge in the course framework. Decreasing levels of deaths due to disease could be explained as causing an overall population increase, improvements in city life, or even of industrial production.
<ul style="list-style-type: none">The situating of a narrowly-focused secondary source within a broader time period or development proved problematic for some students.	<ul style="list-style-type: none">Explanations that move from the narrow source, involving, in this case, the use of experimentation and reason, to the broader development where those ideas were prominent, such as the Scientific Revolution or Enlightenment.

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

Secondary sources are a focus of the AP European History exam, are emphasized in the curriculum framework and, therefore, should be frequently used by AP teachers in their classrooms. Aside from a basic reading analysis of the author’s argument, a very useful activity would be for students to identify the broader context of the excerpt. Teachers could adopt a think-pair-share approach to a secondary source and ask students to identify the broader context/developments at the time and then what may have caused and then what may result from these broader developments.

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

The following resources are available in AP Classroom, especially focused on Units 4, 6, and 7 might be useful instructional support for teachers in working with students on the topics of scientific developments, medicine, and demographic change, as well as with the skills students need to successfully respond to an SAQ:

- Topic 4.1—Contextualizing the Scientific Revolution and Enlightenment
 - Topic 4.2—The Scientific Revolution
 - Topic 4.4—18th Century Society and Demographics
 - Topic 4.7—Causation in the Age of the Scientific Revolution and the Enlightenment
 - Topic 6.9—Institutional Responses and Reform
 - Topic 7.6—New Imperialism: motivations and methods
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- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
 - Unit 4, 6, and 7 PCs and Topic questions offer a number of opportunities, through MCQs, SAQs, and a DBQ to check for student understanding of the influence of scientific and medical developments on demographic and other changes in Europe, as well as the connections to the New Imperialism of the 19th century.
 - Units 4, 6, and 7 AP Daily Videos also provide a helpful resource to support student learning about the influence of scientific and medical developments on demographic and other changes in Europe, as well as the connections to the New Imperialism of the 19th century.
 - AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to science, medicine, and demographic change—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
 - The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Short Answer Question 2

Task: Short Answer Question—Primary Source Text

Topic: French Revolution and Religion

Max Score: 3

Mean Score: 1.40

What were the responses to this question expected to demonstrate?

a) Describe a likely audience of the declaration.

Responses to this part of the prompt were expected to offer a minimally accurate description of the declaration’s audience, which could include Christians, government officials, or clergymen. The time period and concepts are addressed in the curriculum framework in topic 5.4 (French Revolution).

b) Explain one way in which the declaration reflects a development during the French Revolution.

Responses were expected to explain one way the declaration reflects a development during the French Revolution. Evidence from a variety of topics in the French Revolution, such as the impact of the Enlightenment or the increase in de-Christianization, could be utilized. These concepts are addressed in the curriculum framework in topics 5.4 (The French Revolution) and 4.3 (The Enlightenment). Students could also use evidence from the Jacobin Republic or the Reign of Terror.

c) Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration.

Responses to this part of the prompt were expected, at a minimum, to explain an effect after 1791 of ideas expressed by Baude within the French Revolution, Napoleonic Era, or the Congress of Vienna. The chronological period and concepts are addressed in the curriculum framework in topics 5.4 (The French Revolution), 5.6 (Napoleon’s Rise, Dominance, and Defeat), 5.7 (The Congress of Vienna), and 6.5 (The Concert of Europe and European Conservatism).

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, responses demonstrated a high level of ability to comprehend and contextualize the declaration using the course content related to this question (skills 1, 2, and 5).

- Successful responses to part (a) described the audience as French Christians, government officials, or fellow clergymen. The point could be earned in a variety of ways. Responses commonly described the audience as fellow clergymen (seeking guidance on whether to take the oath), government officials (to whom he’s explaining his reasons for refusing the oath) or Catholics (who he is encouraging to also not take the oath).
- Successful responses for part (b) focused predominantly on developments in the Enlightenment or French Revolution that challenged the power of the Catholic Church in France. Most responses focused on a development in the French Revolution or the Enlightenment. Successful attempts explained the Enlightenment’s impact on ideas associated with a separation of church and state or secularism. Many successful responses explained how the liberal phase of the French Revolution sought to nationalize church lands and attacked the power and wealth of the Catholic Church. Other successful responses explained the role of the revolutionary government in de-Christianization.

- Successful responses for part (c) noted one effect after 1791 of Baude’s declaration in the French Revolution, Napoleonic Era, or Congress of Vienna. One group of responses explained the radicalization of the French Revolution under the leadership of Robespierre or in the Reign of Terror (execution of Catholics, Vendee revolts). Successful attempts explained how Napoleon sought to accommodate the Catholic Church with the Concordat of 1801, while other responses explained how the Napoleonic Code codified freedom of religion. Some successful attempts in this category explained the revitalization of conversative ideals with the Congress of Vienna or Concert of Europe.

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"> • In part (a) a few students struggled to correctly describe the audience (skill 2). Some only identified the audience or provided a generic audience like all Frenchmen. Others misinterpreted the declaration as a document supporting the revolutionary government or a document intended for Protestants. 	<ul style="list-style-type: none"> • “A likely audience of this declaration could be towards the national assembly and/or the popes/bishops. The author of the declaration is trying to convey his beliefs by stating he is no longer loyal and obedient to the National Assembly.”; “Baude’s audience is likely the fellow Catholics he served as priest.”
<ul style="list-style-type: none"> • In parts (b) and (c) students with insufficient course content knowledge of the French Revolution tended to describe the causes of the French Revolution or describe a narrative of events without considering Baude’s declaration. Another common chronological mistake involved relating this document to the Huguenots. 	<ul style="list-style-type: none"> • (b) “The declaration highlights how the new government resulting from the French Revolution based itself on enlightenment principles of political equality, democracy and separation of church and state. Instead of being governed by the Monarchy and the Church, the new government that Baude is denouncing is a democratic republic based on enlightenment principles.” • (b) “The declaration reflects the expanding social control of post-revolutionary French government—ironic given its purpose to expel tyranny. Because of the power they recognized in the Catholic faith of the French people, the leaders after the French Revolution believed it necessary to take control of the entire Catholic structure in France.” • (c) “French citizens who denounced the new French government and the revolutionists were persecuted and punished in the new French Republic. Ideas expressed by people like Baude who refused to take an oath to the new government National Assembly were most

	likely jailed or executed in government campaigns such as the Reign of Terror.”
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What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

The following resources are available in AP Classroom, especially focused on Units 4, 6, and 7 might be useful instructional support for teachers in working with students on the topics of the French Revolution and religion, as well as with the skills students need to successfully respond to an SAQ:

- Topic 4.7—Causation in the Age of the Scientific Revolution and the Enlightenment
 - Topic 5.4—The French Revolution
 - Topic 5.5—The French Revolution’s Effects
 - Topic 5.6—Napoleon’s Rise, Dominance, and Defeat
 - Topic 5.7—The Congress of Vienna
 - Topic 5.8—Romanticism
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- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
 - Unit 4 and 5 PCs and Topic questions offer a number of opportunities through MCQs, SAQs, and a DBQ to check for student understanding of the French Revolution and religion.
 - Units 4 and 5 AP Daily Videos also provide a helpful resource to support student learning about the French Revolution and religion.
 - AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the French Revolution and religion—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
 - The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Short Answer Question 3

Task: Short Answer Question—No Stimulus

Topic: The Concert of Europe

Max Score: 3

Mean Score: 1.48

What were the responses to this question expected to demonstrate?

a) Describe one cause for the development of the Concert of Europe in the early 1800s.

Responses to this part of the prompt were expected to offer an accurate description of a cause for the development of the Concert of Europe in the early 1800s. The most likely routes to earning this point included descriptions of the impact of the French Revolution and the Napoleonic Wars on Europe and the desire to restore order in Europe and forestall revolutionary sentiment. Description of the fears held by the conservative leadership of Europe to another revolution was another route to answering this part of the prompt. These topics are addressed in Unit 5 (Conflict, Crisis, and Reaction in the 18th Century), including topics 5.7 and 5.9.

b) Explain one way in which the Concert of Europe affected Europe in the first half of the 1800s.

Responses to this part of the prompt were expected to offer an accurate explanation of a way in which the Concert of Europe affected Europe in the first half of the 1800s. The most likely routes to earning this point included discussing how conservative monarchies intervened to suppress revolutions after 1815 through 1848 and the ways in which nationalist movements were suppressed. Another, less common, route was to explain how resentment of conservative policies and institutions grew across Europe, leading to the Revolutions of 1848. With sound explanation and examples, students could also explain how the balance of power was maintained in Europe after the Napoleonic Wars. These topics address Unit 6 (Industrialization and its Effects), including topics 6.5, 6.6, and 6.7.

c) Explain one reason why the Concert of Europe broke down in the mid-1800s.

Responses to this part of the prompt were expected to offer an accurate explanation of a reason why the Concert of Europe broke down in the mid-1800s. The most likely routes to earning this point included explaining how the Revolutions of 1848 challenged conservative governments and how nationalist movements grew in strength. Other acceptable responses explained that, though the revolutions were unsuccessful on a large scale, they were able to force some constitutional reforms and change. Another popular and direct route to earn the point for this prompt was to explain the results of the Crimean War as it related to the Concert of Europe. Here the discussion of the breakdown of the Concert of Europe could be explained as a result of the growth of open conflict between the members of the Concert of Europe. These topics also address Unit 6 (Industrialization and Its Effects), including topics 6.6, 6.7, and 6.9. These topics also address Unit 7 (19th Century Perspectives and Political Developments), including topics 7.1, 7.2, and 7.3.

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 prompts asked for a description of a cause for the development of the Concert of Europe in the early 1800s as well as explanations of a way in which the Concert of Europe affected Europe in the first half of the 1800s and, ultimately, broke down in the mid-1800s. Potential responses could describe the impact of the French Revolution and Napoleonic Wars on Europe and the fear they generated in conservative European leaders that more revolutions were to come. Responses could also explain different political examples of how the Concert of Europe intervened to suppress revolutions and, by 1848, had begun to build resentment toward conservative institutions throughout Europe. Responses would then use different descriptions and examples to explain how events such as the Revolutions of 1848 and the Crimean War, along with the rising powers of the nationalist movement, would undermine and break down the goals and membership of the Concert of Europe in the mid-1800s. Responses were expected to demonstrate the reasoning processes found in Historical Thinking Skill 1: Identify and Explain historical developments and processes and Historical Thinking Skill 5: Analyzing Patterns and Connections.

- Acceptable responses to part (a) would most frequently discuss how the French Revolution and Napoleonic Wars served as the catalyst that led to the development of the Concert of Europe. Students were able to, with great frequency, describe the radical ideas associated with the French Revolution as a catalyst to the creation of a reactionary political environment in Europe, as well as the disruption that was caused by the Napoleonic Wars. These responses meshed well with the goals of the course to describe the long-term impact the French Revolution would have on nineteenth-century Europe. Acceptable responses would also describe how the Congress of Vienna would attempt to both reestablish conservative order and reduce the chances of another revolution that would impact individual states or the entirety of Europe. Responses that did not earn the point for part (a) were often either off-topic or did not provide a minimal description of a cause for the development of the Concert of Europe.
- For part (b) students faced a more difficult task with providing an adequate explanation of a way in which the Concert of Europe would affect Europe in the first half of the 1800s. Here, the choice of examples that would be used to complete the task was more varied than part (a). Here, successful responses focused on, with some specific detail, explaining how the Concert of Europe would intervene to try and stop revolutionary ideas. This idea was often linked with a desire to reestablish conservative rule in Europe in order to suppress nationalism and liberalism. While many of the responses did reasonably well in explaining a historical development, others that did not earn the point would state a potential explanation of a way the Concert of Europe affected Europe in the first half of the 1800s, but often attempted examples either outside the time period or that were not linked to the prompt. For example, “balance of power” might be stated as an effect with no attempt at an explanation of how this was produced by the actions of the Concert of Europe.
- Part (c) was the most challenging task faced by the student. For part (c), the student was asked to provide an acceptable explanation for why the Concert of Europe would break down in the mid-1800s. Some responses successfully completed this part of the question by explaining how the Crimean War broke down the stability of Europe between the great powers. Others, somewhat fewer, did well in the analysis of the Revolutions of 1848 and how, while unsuccessful in most respects, did challenge the Concert of Europe and lead to some reforms in Europe that would foreshadow later challenges to the conservative order in Europe. A key difficulty that students had with this question relates to Unit 7 (19th Century Perspectives and Political Developments). Here, Topic 7.3 does

describe the Crimean War as a specific example/reason for the breakdown of the Concert of Europe. However, Topic 7.3 does not specifically state Italian or German Unification as a reason for the breakdown of the Concert of Europe. Some students would describe the process of German Unification as a cause for the breakdown of the Concert of Europe in the mid-1800s. This, however, is not sufficient to earn the point for part (c).

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"> Responses in part (a) sometimes did not sufficiently describe a cause for the development of the Concert of Europe in the early 1800s with enough specificity. 	<ul style="list-style-type: none"> “One cause for the development of the Concert of Europe’s establishment in the early 1800s was the Napoleonic Era. Napoleon conquered much of Europe which broke the balance of power that had been in Europe. The Congress of Vienna ended Napoleon’s reign and created the Concert of Europe to maintain peace so that no one empire or person like Napoleon could ever again take over much of the continent, thus restoring the balance of power in Europe.”
<ul style="list-style-type: none"> Responses in part (b) had difficulty in providing a reasonable explanation of a way in which the Concert of Europe affected Europe in the first half of the 1800s. The examples given sometimes would not sufficiently support the effect produced by the Concert of Europe in a way that related directly to the prompt. 	<ul style="list-style-type: none"> “The Concert of Europe crushed many liberal uprisings in Europe during the first half of the 1800s. Liberal uprisings grew in countries such as Italy and Germany as they were hoping for unification due to nationalist sentiment. Groups like Young Italy and the Frankfurt Assembly rose but were crushed by the Concert of Europe. Led by Klemmens von Metternich, the Concert of Europe instilled the Principle of Legitimacy as they restored rightful monarchs to the throne by intervening in any liberal revolution.” “One way the Concert of Europe affected Europe during the first half of the 1800s was it’s reimplementation of monarchical rulers and the crushing of Revolutions, whether that be for nationalism or liberalism. Most revolutions of 1848 were shut down by the Concert of Europe, whether that be the revolution in Austria among Hungarians seeking to acquire

	<p>self-determination for a nation of their own, or that be of unification movements in Germany and Italy. The Concert of Europe significantly delayed that unification/creation of these states.”</p>
<ul style="list-style-type: none"> • Responses in part (c) especially had difficulty in explaining a sufficient and logical reason why the Concert of Europe broke down in the mid-1800s. 	<ul style="list-style-type: none"> • “The Concert of Europe broke down due to the Crimean War. This conflict, caused by Russia wanting growth and Britain being against Russian expansion in order to keep Europe as balanced in power as possible, led to the destruction of the Concert of Europe due to countries that were in the Concert battling against each other and not maintaining the peace and alliance they would need to uphold their policies. Russia fought against Britain and France—Britain who had left the Concert of Europe, and France who had joined—and this put a divide into the Concert of Europe that caused it to collapse.” • “One reason the Concert of Europe broke down the mid-1800s was because of the Revolutions of 1848. As mentioned before, most of these revolutions were successfully shut down, apart from the Belgian one, but these same revolutions were a final blow to the Concert of Europe. These revolutions, despite their lack of success, solidified liberalism and nationalism as threats to conservatism that could no longer be avoided. The weight of the Revolutions of 1848 were simply too much for the Concert of Europe to handle.”

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

- Teachers might choose to have an assignment or learning exercise that requires students to provide specific examples of the way an organization of states, such as the Concert of Europe can affect change. This will help to provide examples of responses that are sufficient to earn credit.
- Timelines could be utilized to better identify key events in European history from 1815–1848. This could include visual exercises that ask students to place particular events in sequential order.
- Students could be given exercises that ask them to apply specific examples to narrow time periods in relation to prompts. “Mid-1800s,” as an example, could be limited to the twenty-year time frame around 1850 for greater clarity and certainty in providing examples that are likely to apply to an exam question prompt.

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

The following resources are available in AP Classroom, especially focused on Units 5, 6, and 7 might be useful instructional support for teachers in working with students on the topic of the development of the Concert of Europe, how it affected Europe, and the eventual reasons for its breakdown, as well as with the skills students need to successfully respond to an SAQ:

- Topic 5.7—The Congress of Vienna
 - Topic 5.9—Continuity and Change in 18th-Century States
 - Topic 6.5—The Concert of Europe and European Conservatism
 - Topic 6.6—Reactions and Revolutions
 - Topic 6.7—Ideologies of Change and Reform Movements
 - Topic 6.9—Institutional Responses and Reform
 - Topic 7.1—Contextualizing 19th-Century Political Perspectives and Political Developments
 - Topic 7.2—Nationalism
 - Topic 7.3—National Unification and Diplomatic Tensions
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- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
 - Unit 5, 6, and 7 PCs and Topic questions offer a number of opportunities, through MCQs, SAQs, and a DBQ to check for student understanding of the influence of the French Revolution on the nineteenth century, as well as the effects and breakdown of the Concert of Europe.
 - Units 5, 6, and 7 AP Daily Videos also provide a helpful resource to support student learning about the origins, effects, and breakdown of the Concert of Europe in the 1800s.
 - AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the development and breakdown of the Concert of Europe—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
 - The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Short Answer Question 4

Task: Short Answer Question

Topic: Cold War and Fall of Communism

Max Score: 3

Mean Score: 1.50

What were the responses to this question expected to demonstrate?

a) Describe one cause for the development of the Cold War in the mid-1900s.

Responses were expected to describe at least one cause for the development of the Cold War in the mid-twentieth century and could include such points as the development of nuclear weapons or Soviet security concerns and the establishment of the Iron Curtain (topic 9.3).

b) Explain one way in which the Cold War affected Europe in the second half of the 1900s.

Responses were expected to explain an effect upon Europe, such as closer ties to the U.S. in the West, or to the U.S.S.R. in the East, to the development of NATO and the Warsaw Pact (topics 9.2, 9.4). These concepts are addressed in the curriculum framework in topic 9.2 (Rebuilding Europe), topic 9.3 (The Cold War), and topic 9.4 (Two Superpowers Emerge). Students could also explain as an effect of the culture of fear that growing stockpiles of nuclear weapons created or explain the economic consequences of the Cold War as expressed in the Marshall Plan or COMECON in more detail (topics 9.2 and 9.4).

c) Explain one reason why the Cold War ended in the late 1900s.

Responses were expected to make connections between the collapsing Soviet economy and empire and the end of the Cold War and provide contextualization on how the collapse of the Soviet Union or the dismantling of the Berlin Wall was a symbolic ending to the Cold War. Successful responses explained Gorbachev's attempts at Perestroika or Glasnost or noted the growing demands for less suppression in various Eastern Bloc Soviet satellites that were no longer met with violence. These concepts are addressed in the curriculum framework in topic 9.4 (Two Superpowers Emerge) and topic 9.7 (The Fall of Communism).

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?

In part (a) most student responses were successful in describing a cause of the Cold War. Most students could successfully describe causes related to the growing tension between East v. West as related to the political and economic contrast between democratic capitalism and communism.

In part (b) student responses were generally very good at addressing content and displaying skills related to the question. Students largely satisfactorily explained how the Cold War affected Europe and often demonstrated a good understanding of the effects of the East v. West divide as seen through the establishment of NATO or the Warsaw Pact, or the social, political, and economic effects of the Iron Curtain.

In part (c) students performed somewhat well, many of them thoroughly explaining a cause that led to the demise of the Cold War. Some students, however, struggled to contextualize and offer an explanation as to

why the Soviet Union collapsed or the Berlin Wall fell and how that was a symbolic end and not the actual cause of the end of the Cold War. Better responses, though, explained the economic or political costs of the Cold War, in mostly the East, and how those costs grew too enormous and were ultimately met with Gorbachev’s attempts at reform. Successful students explained Perestroika or Glasnost or Eastern demands for less censorship and greater freedom of movement and expression and how eventually, such demands led to the collapse of the Iron Curtain and the end of the Cold War.

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"> In parts (b) and (c), students struggled to thoroughly explain and not just state or describe the point they were attempting to make. 	<ul style="list-style-type: none"> “The Cold War affected Europe by dividing them between communist and capitalist countries. With Declarations such as the Marshall Plan, the US funded many of the Western European countries in exchange for remaining capitalist. Meanwhile, Stalin established satellite states, where the people were treated poorly but the country remained communist due to the KGB. The European nations were affected due to the heavy dependence on both the US and USSR.” “The Cold War effected Europe in the second half of the 1900’s by the political and social separation of Eastern and Western Europe during these times. The Iron Curtain held strong through most of the 20th century, resulting in a lack of communication and understanding between nations on the other side of the cold war. In fact, Propaganda from citizens own nations of the differing economic nation were the only source of knowledge and opinion building stimuli available to the people of cold war countries. This led to both social and political separation which affected Europe through the second half of the 1900’s.”
<ul style="list-style-type: none"> In part (c) many students struggled as they did not seem to understand the difference between cause and effect, or some students oversimplified the factors that led to the end of the Cold War. For example some students stated that the Cold War ended because the two sides came to 	<ul style="list-style-type: none"> “The Cold War ended in the late 1900s because of the fall of the USSR. Premier Gorbachev allowed many reforms to take place, and he pulled back as satellite countries fought against communism and for independence and democracy. Because of this, many countries turned away from communism and Berlin took

<p>understand that the Cold War was simply too dangerous.</p>	<p>down the Berlin Wall, easing the tensions between the East and the West and symbolizing the end of the Iron Curtain. When the USSR fell and Gorbachev resigned, the Red Scare officially concluded, ending the Cold War along with it.”</p> <ul style="list-style-type: none"> • “The Cold War ended in the late 1900s as dissent was rising in the Soviet Union. Firstly, Nationalist movements such as their satellites continually pressured the Soviets for more autonomy. Secondly, the Soviet economy was in a real bad place as it couldn’t pay for the war in Afghanistan, and it didn’t have much of the capitalist features. Lastly, Gorbachev was a more progressive leader and granted his satellites gradually more rights up until the collapse of the Soviet Union.”
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Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

Making certain that students accurately read the question and know the difference between such undertakings as list, describe, or explain, would greatly benefit students during the exam when they are confronted with various levels of tasks. Students should also be well versed in historical language and should be able to understand key terms, such as political or economic, etc., in order to answer questions accurately. More recent history tends to be especially detail-oriented and can require that special attention be paid to timelines and key events but can also be brought more to life with a variety of visuals and media from the actual event.

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

The following resources are available in AP Classroom, especially focused on Unit 9 might be useful instructional support for teachers in working with students on the topic of the Cold War, as well as with the skills students need to successfully respond to an SAQ:

- Topic 9.1—Contextualizing Cold War and Contemporary Europe
 - Topic 9.2—Rebuilding Europe
 - Topic 9.3—The Cold War
 - Topic 9.4—Two Superpowers Emerge
 - Topic 9.7—The Fall of Communism
 - Topic 9.15—Continuity and Change in the 20th and 21st Centuries
- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.

- Unit 9 PCs and Topic questions offer a number of opportunities through MCQs, SAQs, and a DBQ to check for student understanding of the Cold War.
- Units 9 AP Daily Videos also provide a helpful resource to support student learning about the Cold War.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the Cold War—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Question 1—Document-Based Question

Task: Document-Based Question

Topic: Enlightenment and Romanticism

Max Score: 7

Mean Score: 3.24

What were the responses to this question expected to demonstrate?

The Document-Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in constructing an essay that responds to the tasks required by the prompt. Responses are assessed on the extent to which they meet seven requirements specified in the generic rubric and the scoring guidelines.

The 2023 F/M DBQ asked students to evaluate whether Romanticism maintained a connection with or challenged the Enlightenment. Students were provided with seven documents (one of which was an image) on which to base their responses. To answer this question, students had to have an understanding of the Enlightenment, as well as ideas of Romanticism, and key Romantic philosophical and artistic elements (Key Concepts 2.3.I, 2.3.VI.B, and 1.1.IV) and had to evaluate Continuity and Change. Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether Romanticism was connected to the Enlightenment or if it was a change. The responses were expected to provide context by linking the Enlightenment and/or Romanticism to a broader historical development or event relevant to the prompt (e.g., Romanticism’s focus on emotion and a connection to nature as a reaction to rationalism, Romantic artists breaking from classical artistic forms, and Romantic responses to the Industrial Revolution).

To earn 1 point for evidence, students were required to describe the content of at least three documents to address whether Romanticism was connected to or challenged the Enlightenment. To earn 2 evidence points, students had to accurately use the content of at least six documents to support an argument or arguments (Skill 3). To earn a third point, students were required to use one additional relevant piece of specific historical evidence.

Students were expected to identify and explain the significance of the audience, purpose, point of view, or historical situation for at least three documents/sources, including how the chosen feature is relevant to an argument concerning Romanticism’s connection or challenge to the Enlightenment (Skill 2). Finally, responses were required to demonstrate a complex understanding of this relationship by analyzing multiple variables or causes, linking arguments to change and continuity over time, making relevant and insightful connections within and across time periods and geographic areas or themes, or qualifying or modifying an argument by considering diverse or alternative viewpoints or evidence (Skill 6.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?

Most responses attempted to write a thesis in the introduction or conclusion, and most were successful at providing a historically defensible claim with a line of reasoning evaluating whether Romanticism maintained or challenged the Enlightenment. In some instances, the responses merely restated the prompt or did not provide a line of reasoning. Often, responses that did not earn a point for a viable thesis were still able to develop an argument or line of reasoning over the course of their document analysis and earn both evidence points for the use of documents in support of an argument or arguments.

Most responses were successful at situating Romanticism in the context of how it was connected to or challenged the rationalism of the Enlightenment, with a focus on art, emotion, science, and the natural world, discussing relevant events occurring at the same time, such as the French Revolution, the Industrial Revolution, and Napoleon. This context was most often included in the introductory paragraph and linked to the thesis.

Most responses were successful at describing the content of at least three documents relevant to the prompt, although some struggled to use the content of at least six documents to support an argument or arguments in response to the prompt. Many responses attempted to provide evidence beyond the documents, especially with specific information not contained in the documents about Enlightenment thinkers and discoveries, including the heliocentric universe, specific art movements and pieces, additional pieces of literature, or other authors.

Fewer responses were awarded points for document sourcing and complexity. Responses often substituted document summary and source attribution for document analysis in terms of historical situation, intended audience, purpose and point of view, and their impact on what was said in relation to the topic of the Enlightenment and Romanticism. A small percentage of responses included a more nuanced analysis by extending arguments about the emergence of revivalist religions as a response against the Catholic Church, how Romantic thinkers looked to emotional expressions of faith and humanism, and linking the Romantics and Enlightenment thinkers with both groups' focus on nature and the natural world. Other successful examples of complexity included making insightful connections across time periods between Romanticism and later artistic and philosophical movements such as Surrealism, Abstract Expressionism, and Irrationalism.

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"> Students are conflating the Scientific Revolution and the Enlightenment and are not using many ideas from the Enlightenment, instead focusing on Romantic writers and thinkers. 	<ul style="list-style-type: none"> “The Enlightenment derived many of its principles from the Scientific revolution, as demonstrated by Immanuel Kant’s catchphrase of “dare to know.” It occurred during the 1700s and took the principles of the Scientific revolution that occurred during the 1500s and 1600s, which focused on reasoning, the scientific method of observation and experimentation, and a mechanistic world.” (<i>The response first situates the Enlightenment as occurring after the Scientific Revolution and taking intellectual and scientific principles from it.</i>)
<ul style="list-style-type: none"> Students occasionally mistakenly argue that Romanticism rejected science, a blanket statement that cannot be supported. 	<ul style="list-style-type: none"> “Romanticism is known for its love for nature, and a large part of this development is due to the advancements of the scientific discoveries

	during the Enlightenment period.” (<i>The response clarifies that although Romanticism has an affinity for the natural world, it also utilizes and values Enlightenment scientific thinking.</i>)
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should instruct students to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning. Teachers should remind students that thesis statements need to be discrete, appearing in the introduction or the conclusion and that they should be responding to the question with not only a claim or argument but also a line of reasoning that will then be used to support that argument. In addition, as a step toward demonstrating complex understanding, a thesis that presents two sides of an argument often helps guide the response toward a greater level of sophistication. Reinforcing these skills through the use of practice DBQs in class is generally an excellent teaching tool.
- Teachers should instruct students to provide historical contextualization in the first paragraph and/or in the conclusion. Many successful responses included contextualization in the opening paragraph prior to the thesis. Stronger responses had contextualization in both the first and the last paragraph.
- Teachers should continue to instruct students to accurately use 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 both. Supporting an argument involves placing similar documents in a body paragraph that follows a thesis point. Teachers can again practice this throughout the year by adding to practice DBQ exercises, asking students to demonstrate which documents they would use to illustrate which argument in their thesis.
- In providing guidance to students on sourcing, teachers should remind students to identify and explain the motivations of particular authors, the purpose of the document, the audience the document might be addressing, and the historical situation or context of the document. This can be achieved by doing regular primary source exercises throughout the academic year. Practice DBQs can be used exclusively for sourcing. After a DBQ has been graded, teacher feedback in class and individually can involve asking students to find as many of the four types of sourcing for each document as possible.
- Within the first month of school, teachers should use the DBQ rubric to introduce the five ways to earn complexity. Once greater familiarity with complexity is established, students can then be asked to review sample responses from the previous year’s Operational DBQ to understand how responses did or did not earn the complexity point. Having students annotate these sample responses may be a helpful way to reinforce the points about complexity.

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

The following resources are available in AP Classroom, especially focused on Units 4, 5, and 7 might be useful instructional support for teachers in working with students on the topic of Romanticism and the Enlightenment, as well as with the skills students need to successfully respond to an DBQ:

- Topic 4.3—The Enlightenment
- Topic 4.5—18th-Century Culture and Arts
- Topic 5.8—Romanticism
- Topic 7.2—Nationalism
- Topic 7.8—19th-Century Culture and Arts

- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this DBQ.
- These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 4, 5, and 7 PCs and Topic questions offer a number of opportunities through MCQs and FRQs to check for student understanding of Romanticism and the Enlightenment.
- Unit 4, 5, and 7 AP Daily Videos also provide a helpful resource to support student learning about Romanticism and the Enlightenment.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to Romanticism and the Enlightenment—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Long Essay Question 2

Task: Long Essay Question

Topic: Reformation Period, 1517–1650

Max Score: 6

Mean Score: 3.30

What were the responses to this question expected to demonstrate?

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 2023 each LEQ asked students to evaluate the most significant change during a specified era in 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 2, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant political or social change during the Reformation period (1517–1650). Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occurred before, during, or after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of political or social change that occurred during the Reformation and to use this evidence to support an argument in response to the prompt.

Responses were expected to provide a thesis that identified the most significant political or social change during the Reformation and then establish a clear line of reasoning that explained how or why that change was the most significant, delineated analytic categories from which to evaluate that change, or provided explanation of how the change manifested itself across place and time.

Responses were expected to situate the argument within a specific historical context; this could be earned by highlighting how events or developments prior to the 16th century influenced the changes during the period in question by explaining the connection to broader historical developments or processes that occurred during the period, or by demonstrating that the change in question continued into subsequent eras.

Responses were to identify two specific pieces of concrete evidence from the Reformation period relevant to the claim of the most significant political or social change during the period and then use those pieces of evidence to support an argument that explains why the particular change was the most significant. Responses subsequently were expected to use change over time reasoning to demonstrate how the change evolved, to structure an argument to demonstrate how the change impacted two or more different geographical areas, or to consider both the political and social aspects of the change, explaining relevant and insightful connections within and across time periods. Responses also were expected to demonstrate complex understanding of the historical development of the Reformation and the political and social changes it occasioned.

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 to this question demonstrated some ability to identify the most significant political or social change that occurred during the Reformation. Many responses discussed the challenge to papal authority posed by Luther's followers and how the weakening of the Catholic Church's hegemony over European affairs allowed for the rise of new branches of Christianity and new sources of political authority. Some responses

were more nuanced than others, clearly distinguishing between political and social changes. Other responses attempted to qualify their argument by evaluating multiple changes and then providing an explanation as to why their identified change was the most significant. Some responses also used the historical thinking skill of continuity and change over time while also explaining connections or differences across period and place. Most often, these comparisons discussed developments in Henry VIII’s England, the Wars of Religion in France and the Edict of Nantes, and the fracturing of the Holy Roman Empire by the Schmalkaldic Wars and the Thirty Years’ War. These responses contained multiple pieces of evidence supporting multiple arguments. A smaller group of responses exhibited a lack of chronological understanding, discussing, for example, the Enlightenment, the Agricultural Revolution, or the French Revolution without establishing any connection to the Reformation itself. Still others provided a narrative of various events associated with the Reformation but failed to connect the events to an argument about change.

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 provided a claim in their theses but did not then establish a line of reasoning. 	<ul style="list-style-type: none"> “The most significant social change was Martin Luther’s Protestant reformation because it decreased the influence of the Catholic church and rooted out the corruption they imposed on European Society, allowing for more religious toleration in Europe.”
<ul style="list-style-type: none"> Some responses neglected to describe a broader historical context relevant to the prompt (preferably in the introduction or in the conclusion). 	<ul style="list-style-type: none"> “In the late 1400s and early 1500s, a revival of the classical Greek and Roman texts discovered by Petrarch prompted an emphasis on the concept of civic humanism in European society. These texts were spread all over the continent with the invention of the printing press that allowed texts to be handed out to anyone. Education was being spread to the masses due to the printing press in tandem with universities in Europe. During this era, the Catholic Church had a large influence on European society. A German monk, known as Martin Luther, was becoming very frustrated with the corruption displayed by the Catholic church.”
<ul style="list-style-type: none"> Some responses failed to provide specific examples of evidence. 	<ul style="list-style-type: none"> “Another example of political divisions caused by the Reformation can be found in France. In France, French Calvinists, known as Huguenots, were the minority. Many members of the nobility became Huguenots in order to show dissent with the Catholic monarchy.

These differences led to great unrest, and there were many instances of violence on either side. One important event was the St. Bartholomew's Day massacre, where the queen of France permitted some Catholic nobles to attack Huguenots at a Protestant wedding. Mobs of Catholics would attack Huguenots, and vice versa, leading to thousands of dead. Eventually, after the War of Three Henrys, the Edict of Nantes was created, which established France as a Catholic country, but granted Huguenots freedom to worship."

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

- Train students to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning. For instance, rather than simply stating "the most significant change was the challenge to the Catholic Church," which fails to establish a line of reasoning, assert instead: "The most significant change in the Reformation was the pope's loss of political authority." A good thesis statement (or claim) requires explanation and examples, which are then reflected in the body paragraphs.
- Encourage students to regard historical contextualization as a required part of every introduction. Contextualization should be part of the way the reader is drawn into the essay; it focuses attention on a specific subject or time period that is related to the prompt. Remind students that contextualization needs to consist of more than a brief reference; it must include historically relevant and specific information. For this question, many successful responses began by discussing prior challenges to Church authority (for example, from Hus and Wycliffe) or the earlier invention of Gutenberg's printing press, observing that either or both laid the foundation for the lasting changes brought about by the Reformation.
- Teachers should instruct students to bring specific historical evidence into a response about the Reformation to support a sound historical argument. Mention of Luther and the 95 Theses only qualified as a single piece of evidence.
- Teachers should instruct students to organize evidence into categories using clear topic sentences that address the prompt. This will help them in earning the first point for analysis and reasoning and guards against providing only a simple narrative of Reformation events.
- Teachers should understand that the second analysis and reasoning point (complex understanding or complexity) is attainable and accessible for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complexity throughout the year and create exercises that encourage students to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify the most significant change, for example, a student could discuss how the particular change evolves over time and from place to place or why it is more significant than other changes from the period.
- Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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

The following resources are available in AP Classroom, especially focused on Unit 2 might be useful instructional support for teachers in working with students on the topic of the Reformations, as well as with the skills students need to successfully respond to an LEQ:

- Topic 2.1—Contextualizing 16th and 17th-Century Political Developments
 - Topic 2.2 —Luther and the Protestant Reformation
 - Topic 2.3—Protestant Reform Continues
 - Topic 2.4—Wars of Religion
 - Topic 2.5—The Catholic Reformation
 - Topic 2.8—Causation in the Age of Reformation and the Wars of Religion
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- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
 - Unit 2 PCs and Topic questions offer a number of opportunities through MCQs and FRQs to check for student understanding of the Reformations.
 - Unit 2 AP Daily Videos also provide a helpful resource to support student learning about the Reformations.
 - AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the Reformations—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
 - The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Long Essay Question 3

Task: Long Essay Question

Topic: Economic Imperialism in the 19th Century

Max Score: 6

Mean Score: 2.55

What were the responses to this question expected to demonstrate?

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 2023 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 3, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant change in Europe's economic relationship with the rest of the world in the 1800s. 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 economic relationship with the rest of the world during the 1800s 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 economic relationship with the rest of the world during the 1800s. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of causes by analyzing the shift in Europe from a focus on importing luxury goods like spices to importing raw materials like rubber. They could also explain a change across time, e.g., Europeans had indeed extended their economic influence abroad before the nineteenth century, but the nature of control of foreign territories changed in the 1800s by becoming more formal and exploitative. 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.

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 to this question demonstrated some ability to identify a significant change in Europe's economic relationship with the rest of the world during the 1800s. Most responses discussed the importance of the industrial revolution, including important advances in transportation, technology, and medicine, but some went beyond this to consider the decline in mercantilist thinking. Some responses were more nuanced than others, with multiple changes addressed and ranked according to significance. Other responses attempted to qualify their argument by mentioning continuities as well as changes. Some responses also used the historical thinking skill of causality as well as continuity and change, noting, for instance, that the rise of racist thinking in the second half of the 1800s (Social Darwinism, the "white man's burden") inspired and was used to justify the race for formal empire. These responses had multiple pieces of evidence supporting multiple arguments. A smaller group of responses exhibited a lack of chronological understanding, discussing, for example, the Columbian Exchange and slavery instead of the scramble for

territorial control in Africa. Other responses spoke about trade in general or failed to provide specific examples of evidence in support of their claims about heightened European exploitation.

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 described developments that predated the 1800s, inaccurately attributing them to the nineteenth century. 	<ul style="list-style-type: none"> “In contrast to the earlier search for slaves and luxury items like spices and silk, Europeans were more interested in the 1800s in acquiring raw goods they could use to run their factories and satisfy industrial demand.” (<i>The response discusses a shift in the types of goods Europeans sought abroad to flesh out an argument about how the industrial revolution brought in its wake new material needs.</i>)
<ul style="list-style-type: none"> Some responses focused purely on major changes in Europe, such as the Industrial Revolution, without linking this to the changing economic relationship between Europe and the rest of the world. 	<ul style="list-style-type: none"> “The Industrial Revolution led to a major shake-up of social relations in Europe itself, leading to increasing class antagonism. In a sense, those exploitative relationships were reproduced in places like King Leopold II’s Congo, where young boys were mutilated for failing to fill their production goals.” (<i>This response discusses increasing economic exploitation in the 1800s to make an argument about the similarity of developments abroad in Asia and Africa and at home in industrializing European cities and towns.</i>)

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

- Teachers should instruct students to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning (e.g., “In short, imperialism was the most significant change in Europe’s economic relationship with the rest of the world. Fostered by racial theories and a necessity for resources, it drove European nations to pursue more aggressive policies in regards to acquiring additional territories.”). Teachers should also remind students to write a conclusion, which might contain a clearer thesis than the one that they write in the introduction.
- Teachers should remind students that while contextualization does not need to be particularly lengthy or specific, it must include historically relevant information. In the case of a comparison

question that is operating across time periods, context may often be a narrative of events or processes that occurred between the events or processes that they are being asked to compare.

- Teachers should instruct students to bring specific historical evidence into a response about changing economic relations to support a sound historical argument. If the student mentions that imperialism was “driven by a desire for natural resources,” they must provide specific examples to earn the points for evidence. Several well-developed pieces of evidence work better than an accumulation of off-topic or vague references.
- Teachers should instruct students to organize evidence into categories using clear topic sentences that address the prompt. This will help them in earning the first point for analysis and reasoning.
- Teachers should instruct students to use historical reasoning to construct an argument in response to the prompt. In the case of a question asking about change, responses must develop a historically significant difference between the 1800s and earlier colonial periods to frame an argument that goes beyond their thesis.
- Teachers should understand that the second analysis and reasoning point (complex understanding or complexity) is attainable and accessible for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complexity throughout the course of the year and create exercises that encourage students to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify a most significant effect, for example, the student could rank the effects in terms of significance and provide an explanation for the reasoning behind their ranking.
- Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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

The following resources are available in AP Classroom, especially focused on Unit 7 might be useful instructional support for teachers in working with students on the topic of Europe’s economic relations with the rest of the world in the 19th century, as well as with the skills students need to successfully respond to an LEQ:

- Topic 6.10—Causation in the Age of Industrialization
- Topic 7.1—Contextualizing 19th-Century Perspectives and Political Developments
- Topic 7.6—New Imperialism: Motivations and Methods
- Topic 7.7—Imperialism’s Global Effects
- Topic 7.9—Causation in 19th-Century Perspectives and Political Developments
- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- Unit 7 PCs and Topic questions offer a number of opportunities, through MCQs, and FRQs to check for student understanding of Europe’s economic relations with the rest of the world in the 19th century.
- Unit 7 AP Daily Videos also provide a helpful resource to support student learning about Europe’s economic relations with the rest of the world in the 19th century.

- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to Europe’s economic relations with the rest of the world in the 19th century—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Long Essay Question 4

Task: Long Essay Question

Topic: Most Significant Change in the Sources of Political Instability in Europe During the 1900s

Max Score: 6

Mean Score: 2.95

What were the responses to this question expected to demonstrate?

The Long Essay Question asked students to formulate a thesis, situate that thesis in a historical context, craft an argument supported with specific evidence, use historical reasoning, and modify or qualify that argument about a particular development in European History. In 2023, LEQ 4 required students to evaluate the most significant change in the source of political instability in Europe during the 1900s. The response did not have to encompass the entire century and could focus on one source of change leading to political instability in one portion of the century only; examples include from the 19th century to WWI, Interwar Years, post-World War II, or just the Cold War.

Responses were expected to provide a thesis that identified the most significant cause for political change during the 1900s and then establish a clear line of reasoning that explained how or when a new source of political instability arose, delineated sub-categories of the source of political instability, or stated how political instability shifted from one source to another source. Citing a shift from religious sources to secular sources of instability was not accepted as religious sources for instability pre-dated the 18th century for the most part.

Responses were expected to situate the argument within a specific historical context; this could be earned by highlighting how events or ideologies in the 19th century influenced the changes in the sources of political instability in the 20th century, by explaining events during the 20th century that impacted the changes in the sources of political instabilities, or by demonstrating that the change in the sources of political instability continued into the 21st century. Events prior to the late 18th century were not accepted as contextualization (Reformation Wars of Religion, Thirty Years' War, Seven Years' War, or Treaty of Augsburg) as they were too remote from the 20th century to establish context.

Responses were to identify two specific pieces of concrete evidence from the 20th century that addressed the most significant change in the source of political instability and then use those pieces of evidence to prove an argument that explained how an event, ideology, person, nation, or historical trend led to political instability in the 1900s. Responses subsequently were expected to use change over time reasoning to demonstrate how sources of political instability changed, to structure an argument to demonstrate how a source of political instability impacted two different geographical regions, or to establish how a source of political instability impacted two time periods in the 1900s. This could be accomplished through the use of topic sentences and closing warrants at the beginning and the end of a paragraph, or it could be accomplished by writing transitional sentences within one paragraph. Responses also were expected to demonstrate complex understanding of a change in the cause of political instability in the 1900s.

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 provided a clear thesis that identified a source of political instability in Europe in the 1900s and established a clear line of reasoning by explaining when a new source of political instability

emerged, by providing multiple sources for political change, citing change from one source to another, or explaining why the political instability occurred. These included, but were not limited to, explaining how World War I led to the rise of totalitarian ideologies of Communism and Fascism, how the source of instability shifted from Germany being the instigator in the first half of the century to the USSR being the source of instability in the second half of the century, and how after WWII, the threat of global Communism spread and caused political instability.

Responses primarily earned contextualization point for explaining how events and ideologies in the 19th century led to changes in the sources of political instability: French Revolution, Napoleon, liberalism, nationalism, industrialism, and imperialism. When used, 19th-century contextualization was located mostly in the introduction. Because the prompt asked students to demonstrate change, most of the time contextualization from the 20th century was needed as evidence to show how a source caused political change, and therefore the events were scored as evidence and argument, not contextualization. When responses earned contextualization by using 20th-century events, it was located at the beginning of the first body paragraph. A few students demonstrated how the source of political change continued to impact the 21st century: continued tensions in Yugoslavia and growth of the European Union. These responses usually included the contextualization at the end of the response.

The majority of responses earned evidence points for a wide variety of evidence throughout the 20th century: Armenian Genocide, Versailles Treaty, World War I, inflation in Germany in the Interwar Years, Bolshevik Revolution, Fascism, Berlin Wall, proxy wars, divided Germany, NATO, protests of 1968, and the breakup of Yugoslavia.

The responses offered varied arguments about the changes in sources that caused political instability in Europe in the 1900s. Some of the most common were: World War I and the effects of the Versailles Treaty leading to new totalitarian regimes in Germany, Italy, and the USSR, the rise of Nazism in Germany leading to the invasion of Czechoslovakia, Poland, and the USSR, the rise of the Soviet Union and the threat of global Communism leading to proxy wars and rebellions in the Satellite nations, nationalism causing the outbreak of WWI and later inspiring the Soviet Satellite nations to rebel against the USSR, and economic distress (Great Depression, inflation, printing of money) causing the outbreak of World War II.

Many responses earned the historical reasoning point with a variety of arguments. Some of the most common were demonstrating that World War I led to political instability in Russia and Germany, explaining that debt and inflation in the Interwar Years led to the rise of fascism, and the end of World War II leading to the rise of global Communism and the United States' goal to contain it.

A small number of responses demonstrated complexity. The majority of these responses explained a continuity and a change in the sources of political instability during the 20th century. Nationalism and forming alliances were the most common sources of political instability used to argue a continuity over time. Fewer responses argued how sources of political instability impacted different geographic locations (North America and former imperial colonies being the most prominent) or how one source of political instability was more significant than another.

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"> Most responses could identify a source of political instability, but they had difficulties making a claim that established a clear line of reasoning. They often cited World War I, World War II, or the Cold War as one source of political change but did not explain what political change occurred. 	<ul style="list-style-type: none"> “None more than the rise of communism. It caused the cold war with the US and many other which added constant nuclear threat to Europe and North America, it also divided countries and caused rebellion and bloodshed across multiple countries.” (<i>Identifies the rise of Communism as the most significant source of political instability and then establishes a clear line of reasoning by explaining that the threat of Communism leads to rebellion, divided countries, and the threat of nuclear war.</i>) “However, the most significant change during all of this turmoil was the shift in the source of political instability from Germany during WWI and WWII to the USSR during the Cold War.” (<i>Demonstrates change from one nation being the most significant cause of political instability in one part of the era to another nation being the most significant cause of political instability in another era.</i>)
<ul style="list-style-type: none"> Some responses neglected to describe a broader historical context relevant to the prompt (preferably in the introduction or in the conclusion). 	<ul style="list-style-type: none"> “Political instability in Europe before the 1900s stemmed largely from international competition for colonial holdings, as seen in the Berlin Conference, and internal struggles to stamp down populist movements like Germany’s Social Democrats. Industrialization had upended traditional methods of government and an increasingly complex web of alliances following the creation of the Concert of Europe seemed to be a ready powder keg.” (<i>Describes the historical processes of imperialism and political methods to control popular unrest in the 19th century with specific concrete evidence [that will not be used to support an argument later in the response] and then explains how the context</i>

	<p><i>sets up the sources of political instability in the 20th century.)</i></p>
<ul style="list-style-type: none"> • Responses often narrated a series of events and linked them together with cause-and-effect language; however, they did not support an argument and instead told the story of the first half of the 20th century or the rise of Totalitarian governments. 	<ul style="list-style-type: none"> • “Communism was a constant threat to nations outside of the USSR and politicians wanted to do whatever they could to prevent the spread of it in their countries. Uprisings in countries were always a threat to the stability of the government and were swiftly silenced.” <i>(This topic sentence argues that Communism is the most significant source and causes political instability by leading to people wanting to halt its spread or causing rebellion. This response supports this argument by citing the Marshall Plan and the Korean War and both Hungarian and Czechoslovakian revolts against the USSR.)</i> • “However, this shifted after the decolonization of Asia and Africa and as Western powers like America became the dominant global power.” <i>(This transition sentence in the middle of the paragraph not only claims that a new source of political instability emerges, but it also highlights historical reasoning of change over time language to structure the argument. Before this transition sentence the response cited the Morocco Crisis as evidence, and then after the sentences explained the United States’ involvement in West Berlin and Vietnam as evidence to prove the argument.)</i>

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

- Teachers should encourage students to reiterate their thesis at the end of the essay at the start of their conclusion paragraph. Several responses earned the thesis point in the concluding paragraph. After students have written their entire response, they have a better understanding of their argument and can articulate a better line of reasoning at the end of their essay.
- Teachers should instruct students that in a change and continuity over time essay, what they think may be context (especially if located at the beginning of the first body paragraph), is actually narrative that will be counted as evidence toward demonstrating change from one idea to another. The information does set the context, but the context is needed to show one side of the change argument.
- Teachers should instruct students to use historical reasoning skills to craft their argument. The best responses usually clearly state the argument in the topic sentences and then use change or

continuity language in the transition sentence or in a closing warrant to reiterate the argument and clearly state the change or continuity.

- Teachers should instruct students to use time references (after the Peace of Augsburg, with the Edict of Nantes, culminating in the Peace of Westphalia, prior to 1648) in conjunction with their topic sentences, transition sentences, and closing warrants to ensure that a response shows the change over time instead of telling the reader there was a change over time.

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

The following resources are available in AP Classroom, especially focused on Units 8 and 9 might be useful instructional support for teachers in working with students on the topic of the sources of political instability in Europe in the 20th century, as well as with the skills students need to successfully respond to an LEQ:

- Topic 8.1—Contextualizing 20th-Century Global conflicts
 - Topic 8.2—World War I
 - Topic 8.3—The Russian Revolution and Its Effects
 - Topic 8.4—Versailles Conference and Peace Settlement
 - Topic 8.5—Global Economic Crisis
 - Topic 8.6—Fascism and Totalitarianism
 - Topic 8.11—Continuity and Changes in an Age of Global Conflict
 - Topic 9.3—The Cold War
 - Topic 9.5—Postwar Nationalism, Ethnic Conflict, and Atrocities
- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
 - Unit 8 and 9 PCs and Topic questions offer a number of opportunities through MCQs and FRQs to check for student understanding of the sources of political instability in Europe in the 20th century.
 - Unit 8 and 9 AP Daily Videos also provide a helpful resource to support student learning about the sources of political instability in Europe in the 20th century.
 - AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the sources of political instability in Europe in the 20th century—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
 - The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.