



Chief Reader Report on Student Responses: 2023 AP[®] European History Set 2 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—Secondary Source

Topic: Modernity, Tourism, and Urban Space in Absolutist Paris

Max Score: 3

Mean Score: 1.89

What were the responses to this question expected to demonstrate?

- a) Describe one argument the author makes in the passage about modernity, changes in tourism practices, and urban space in Rome and/or Paris in the 1600s/early 1700s.

Responses were expected to describe an argument, demonstrating comprehension of Joan DeJean’s arguments about the changes in touristic practices and what visitors would likely have seen had they come to Paris. The passage contrasts Paris’ “modernity” to that of Rome by giving examples of the modernity seen in Paris and listing the reasons why individuals would visit one city or the other at the beginning of the seventeenth century. Responses could argue about Paris and/or Rome, about the practices of tourism, or more generally about the modern city.

- b) Explain how a piece of evidence from the passage supports one of the author’s claims.

Responses were expected to look in Joan DeJean’s passage and use that evidence to tie it to one of the author’s claims. Within the passage, the author provides numerous pieces of evidence throughout the passage that could be used, including those that referenced Rome’s antiquatedness (churches, cemeteries, grand palaces) and Paris’ modernity (contemporary residential architecture, unprecedented urban infrastructure, cafés, public gardens, and shops). These concepts are addressed in the curriculum framework in topics 3.1 (Contextualizing State Building), 3.3 (Continuities and Changes to Economic Practice and Development), 3.4 (Economic Development and Mercantilism), and 3.7 (Absolutist Approaches to Power).

- c) Explain how one development during the late 1600s and the 1700s shaped the changes described in the passage.

Responses were expected to make connections between the changes expressed in the passage and ideas and/or developments from the late 17th and 18th centuries. Successful responses explained a specific piece of evidence within the correct time frame. Explanations regarding the Scientific Revolution and the early Enlightenment’s move toward more secular ideas that challenged the status quo, the Triangular/Atlantic Trade system that brought new goods from overseas (coffee, tea, etc.) and also shifted power to Paris, infrastructure improvements and state centralization under King Louis XIV, the rise of improvements in agricultural production that specifically led to urbanization and sophistication, and the growth of trade and a wealthy merchant class which led to the rise of consumerism would be sufficient explanations. These concepts are addressed in the curriculum framework in topics 3.1 (Contextualizing State Building), 3.3 (Continuities and Changes to Economic Practice and Development), 3.4 (Economic Development and Mercantilism), and 3.7 (Absolutist Approaches to Power).

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 interpreting the passage. Most students could successfully understand and describe an argument in the passage. The most common responses referenced

Paris being the first modern city, compared Rome and Paris’ modernity, or argued about Rome’s antiquatedness.

In part (b) student responses were generally very good at addressing content and displaying skills related to the question. Students were generally able to identify evidence from the passage and then explain how that evidence supported one of the author’s claims about Paris’ modernity and/or Rome’s antiquatedness.

In part (c) students performed somewhat well; many of them explained scientific and cultural developments during the 1600s and early 1700s. Other students offered economic, social, and bureaucratic developments during this time period as explanation for changes. Some students struggled to offer evidence that explained how a development caused this change, or they offered a legitimate development but did not explain how that development shaped changes described in the passage. Successful students explained how the Scientific Revolution and/or the Enlightenment and their challenging of orthodoxies paved the way for secular knowledge and the changes in tourism and city design. Additionally, successful students may have mentioned how new products from Transatlantic trade and/or the rise in a wealthier merchant class (perhaps via mercantilist policies) facilitated a rise in consumerism and/or facilitated the necessity for leisure activities, which necessitated and reflected changes in urban design. Student examples that were not successful often pointed to changes that occurred outside the time period of this passage, especially focusing on developments during the industrial revolution (steam engine and railroad were the most prominent answers), and the changes in urban design ushered in by Baron Haussmann during the nineteenth century.

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) students misinterpreted arguments made in the passage. 	<ul style="list-style-type: none"> “One development in the 1600s was the Scientific Revolution and the departure from religious-only interest. People are learning about the world, such as the heliocentric theory, and are no longer as interested in the bible, and so new ways to spend leisure are introduced. This shows the development of entertainment and how people slowly developed a new mindset and morals which led to the creation of better architecture and more technology to support the new architecture and to invite the people to the cities.” “One argument made in the passage was that Paris is the ideal model of modern society. The passage claims that Paris looked to the future rather than the past, that Paris was the example of contemporary infrastructure, and that Paris would become the blueprint for modern cities. All of these claims support the author’s argument that Paris was the ideal model for modern city development.”

<ul style="list-style-type: none"> • In part (b) some students struggled to tie specific evidence to an argument. Sometimes, students would just mention evidence, for example: “some evidence supports the author’s claims, such as ...” This phrasing does not show how this evidence supports any claims. 	<ul style="list-style-type: none"> • “One piece of evidence used is people spending less time in cemeteries and more in shops. This is a great example of the shift to consumerism in cities and how they offered new experiences.” • “The author said that people wanted to eat and dress well just as much as they wanted to visit a famous cathedral. This supports the authors claim that Paris was the first true modern city. People visited not only to enjoy the history and the beauty found in its ancient styles and buildings, but also enjoy the modern Paris that provided food, shops, and tourist locations to dress well for.”
<ul style="list-style-type: none"> • Part (c) was more challenging for students, as many responses struggled to use a proper piece of evidence to show how one development during the late 1600s and 1700s shaped the changes in tourist practices and in Paris. Some students used evidence from later periods (Industrial Revolution, French Revolution, or redesign of Paris under Baron Haussmann) to describe changes that happened during the 17th century and early 18th century. Other responses mentioned legitimate developments but did not tie those developments directly to how tourism changed or to the changes in the modern city, more generally, and/or Paris, in particular. 	<ul style="list-style-type: none"> • “One development during the late 1600s and 1700s that shaped the passage’s changes was the Scientific Revolution. This revolution encouraged a push away from old beliefs and theories in favor for new, more modern ones, shaping change because of the change in what was favored. It was a switch from old authority and tradition to new ideas and methods.” • “The changes described in this passage were a direct result of the Enlightenment—the shift in human thought from religion to individualism—which occurred in the 17th century. Tourists before this focused their trips on religion & things they thought would benefit their lives after death. After this shift, humanism came around, making the people think more secularly, doing things they enjoyed (recreational activities).” • “One development in the 16th century that led to these changes was a shift of cities to a more mercantilist society. With growing middle classes, citizens needed places to spend money and had a hunger for consumer goods. Paris gave that opportunity to buy clothing, food, etc.”

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?

Students would perform better with more focus on technical reading and writing skills. For instance, for part (a), practicing reading secondary sources (especially introductions) would help students practice identifying arguments. For part (b), practicing reading secondary sources would also help students to identify evidence used to support arguments, and then working with students to practice writing responses that demonstrate the task, “explain how,” tying the evidence to a passage’s argument(s). For part (c), students should be well versed in historical language and should be able to understand key terms, such as political, cultural, social, or economic, etc., in order to answer questions accurately. Framing trends or events within larger time periods or centuries, while also making sure that students have a good grasp of chronology, would help students grasp specifics when asked to cite evidence from a broad time period.

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 3, and might be useful instructional support for teachers in working with students on the general topic of the era of Absolutism, as well as with the skills needed to successfully respond to a secondary source SAQ:

- Topic 3.1—Contextualizing State Building
- Topic 3.3—Continuities and Changes to Economic Practice and Development
- Topic 3.4—Economic Development and Mercantilism
- Topic 3.7—Absolutist Approaches to Power
- Topic 3.8—Comparison in the Age of Absolutism and Constitutionalism

- Each of the above topics has associated resources that could serve as 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.
- The Unit 3 Progress Checks and Topic Questions include secondary sources addressing the topic of the Enlightenment in both the MCQ section and the SAQ section.
- Unit 3 AP Daily Videos that relate to the topic include Topic 3.X Daily Video 1 and Topic 3.X Daily Video 1.
- 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 Enlightenment may be found—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 a secondary source 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: Seventeenth-Century Absolutism and Constitutionalism in England

Max Score: 3

Mean Score: 1.77

What were the responses to this question expected to demonstrate?

a) Describe one argument made in the passage.

Responses to this part of the prompt were expected to offer a minimally accurate description of the author's argument supporting supreme monarchical power that is granted by God. The time period and concepts are addressed in the curriculum framework in topic 3.1 (Absolutism and Constitutionalism KC-1.5.I, KC-1.5.III, KC-1.5.III.B, and KC-2.1.I).

b) Describe one relevant context in which the sermon was delivered.

Responses to this part of the prompt were expected, at a minimum, to connect the passage to the time, subject, or place in which it was produced. The time period and concepts are addressed in the curriculum framework in topics 1.5 (New Monarchs specifically KC-1.2.II.A), 2.1 (Contextualizing 16th- and 17th-Century Challenges and Developments specifically KC-1.2.II), 2.3 (Protestant Reform Continues specifically KC-1.2.II.B and KC-1.2.II.C), 2.8 (Causation in the Age of Reformation and the Wars of Religion specifically KC-1.2.II and KC-1.5), 3.1 (Absolutism and Constitutionalism specifically KC-1.5.I, KC-1.5.III, KC-1.5.III.B, KC-2.1.I, and KC-2.1.II).

c) Explain one way in which views such as those expressed in the passage were challenged later in the 1600s.

Responses to this part of the prompt were expected, at a minimum, to connect a relevant challenge to Absolute monarchical rule in the 1600s. The time period and concepts are addressed in the curriculum framework in topics 3.2 (The English Civil War and the Glorious Revolution specifically KC-1.5.III.A and KC-2.1.II.A), 4.1 (Contextualizing the Scientific Revolution and the Enlightenment specifically KC-2.3.I and KC-2.3.III), 4.3 (The Enlightenment specifically KC-2.3.I.B, KC-2.3.III.A, and KC-2.3.I).

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?

Successful responses to part (a) conveyed the argument in favor of absolute monarchy citing evidence from the passage. The point could be earned in a variety of ways. Responses commonly addressed the assertion that a king's power was derived from God or that a king's power was supreme or superhuman.

Successful responses to part (b) focused predominantly on aspects of the consolidation of power by monarchs in Europe as a general trend or specifically in England. The point could be earned in a variety of ways. Responses commonly addressed the assertion of monarchical control over the Anglican Church or described the rise of Absolutism by monarchs asserting control over nobility using examples in France or Russia.

Successful responses to part (c) focused predominantly on specific challenges to Absolutism. The point could be earned in a variety of ways. Responses commonly address aspects of either the English Civil War, Glorious Revolution, Scientific Revolution, or early Enlightenment of the 1600s.

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 passage referred to Absolutism and therefore is erroneously attributed directly to the reign of Louis XIV of France or Peter II of Russia. 	<ul style="list-style-type: none"> Reverend Mainwaring argues the idea that God gives power to human rulers. This power bestowed is specifically geared for kings, not for the masses of people.
<ul style="list-style-type: none"> The passage is erroneously contextualized as part of the English Civil War or as a reaction to the English Civil War. 	<ul style="list-style-type: none"> Reverend Mainwaring’s sermon had very similar ideologies to that of divine right of kings. This political opinion claimed that the people did not have the right from God to govern themselves, rather God chose a representative to rule over them. This concept was written in Thomas Hobbes’ Leviathan which he claimed people were not competent enough to rule themselves.
<ul style="list-style-type: none"> Responses would use examples from the Enlightenment that occurred in the 1700s rather than the 1600s, specifically Montesquieu, Rousseau, or Voltaire. 	<ul style="list-style-type: none"> This view was later challenged, namely during the Enlightenment period. Philosophes such as John Locke argued for individual rights. Locke, in his Two Treatise of Civil Government wrote of the ideas of life, liberty, and property as basic human rights. These challenged the authority of a supreme sovereign ruler who got their power from God. The ideas of individual rights took away power from a monarch and gave it to the people.

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?

Practicing the sourcing and situating of a variety of primary documents in class would greatly benefit students during the exam when they are confronted with time-specific sources (such as this passage) and/or speeches (such as political sermons, religious messages intended for political purposes, etc.). Students should be encouraged to contextualize passages first with the author, date, and location (and the supplied source information) for their intended meaning and then engage the content.

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 1, 2, and 3 and might be useful instructional support for teachers in working with students on the topic of Absolutism and on the skills needed to successfully respond to a primary source SAQ:

- Topic 1.5—New Monarchies
- Topic 2.1—Contextualizing 16th- and 17th-Century Challenges and Developments
- Topic 2.3—Protestant Reform Continues
- Topic 2.8—Causation in the Age of Reformation and the Wars of Religion
- Topic 3.1—Contextualizing State Building
- Topic 3.2—The English Civil War and the Glorious Revolution
- Topic 4.1—Contextualizing the Scientific Revolution and the Enlightenment
- Topic 4.3—The Enlightenment

- Each of the above topics has associated resources that could be useful instructional supports for teaching the topic and skill involved in this primary source, passage-based SAQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 1, 2, and 3 PCs offer the opportunity to check student understanding of the era of Absolutism, and Unit 1, 2, and 3 Topic Questions provide questions even more closely connected to the content in this SAQ.
- Unit 1, 2, and 3 AP Daily videos that provide additional support for students on the topic of Absolutism and its effects include:
 - 1.5 Daily Videos 1 and 2
 - 2.1 Daily Videos 1 and 2
 - 2.3 Daily Videos 1 and 2
 - 2.6 Daily Videos 1 and 2
 - 3.1 Daily Videos 1 and 2
 - 3.2 Daily Videos 1 and 2
 - 4.1 Daily Videos 1 and 2
 - 4.2 Daily Videos 1 and 2
 - 4.3 Daily Videos 1 and 2

- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions may be found on the topic of historical developments, events, and processes related to Absolutism and its challenges—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 a primary source 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: Political and Social Continuity and Change in the Phases of the French Revolution

Max Score: 3

Mean Score: 1.34

What were the responses to this question expected to demonstrate?

- a) Describe one change in French politics or society achieved by the liberal phase of the French Revolution.

Responses to this part of the prompt were expected to offer an accurate description of one political or social change achieved by the liberal phase of the French Revolution (Key Concept 2.1). Acceptable responses were expected to have a historically defensible description of how this change, at least implicitly, was important to the understanding of the political or social history of the liberal phase of the French Revolution.

- b) Explain how the radicalization of the French Revolutionary regime led to one change prior to Napoleon's takeover of the French government.

Responses to this part of the prompt were expected to offer an accurate explanation, at least implicitly, of a reasonable change caused by the radicalization of the French Revolutionary regime prior to Napoleon's takeover of the French government. Acceptable responses were expected to have a historically defensible explanation of how radicalization of the regime led, at least implicitly, to a change.

- c) Explain one way in which the regime of Napoleon represented a continuity with the radical phase of the French Revolution.

Responses to this part of the prompt were expected to offer an accurate description of a continuity between the regime of Napoleon and the radical phase of the French Revolution. Acceptable responses were expected to reference, at least implicitly, both Napoleon's regime and the radical phase of the French Revolution and use specific language to convey a historically defensible continuity.

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 one political or social change during the liberal phase of the French Revolution. Typically, responses described changes in government, such as the founding of the national assembly, the end of the monarchy, or the rights gained by the Third Estate.

In part (b) student responses were generally very good at explaining a change caused by the radicalization of the French governing regime. Many students cited ideas about the rise of the radicals (Jacobins, Robespierre, or the Committee of Public Safety) leading to the Reign of Terror and the execution of those deemed enemies of the state to protect the gains of the Revolution to illustrate and explain the change during that period in French history.

In part (c) students performed somewhat well; some were able to explain a continuity between the radical phase of the revolution and the Napoleonic Regime. Some students struggled to offer evidence that focused

on a specific continuity between the two phases. Successful students explained how both the radicals and Napoleon sought to expand the ideas of the Revolution outside of France. Additionally, successful responses included policies of limiting rights through censorship, conscripting soldiers of the war, and the use of meritocracy. Student responses that were not successful and out of the time period included evidence, such as continuations of liberal phase policies or discussions that focused only on Napoleon’s conquest of Europe and the Continental System. Some students did not explain evidence and offered responses that were overly generalized, such as death being the continuity between the phases.

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) some students had difficulty providing a description of a political or social change by the liberal phase of the French Revolution. Students attempted to use examples such as the French political system was changed (too generic) or the creation of the Directory (out of time period). 	<ul style="list-style-type: none"> “In its liberal phase, it successfully tamed the monarchy while preserving it, creating a constitutional monarchy.” “During the liberal phase of the revolution, French politics remove the absolute monarch. The revolutionaries proposed and accomplished a constitutional monarch (with Louis XVI) and a National Assembly. The assembly had more power than before—this was borne out of the Third Estate’s Tennis Court Oath, and the Declaration of the Rights of Man and Citizen.”
<ul style="list-style-type: none"> In part (b) students had some difficulties in providing an explanation on how the radicalization of the revolution led to a change prior to Napoleon. Many students did not know where the liberal phase ended and the radical phase began leading to some responses that used information like the Civil Constitution of the Clergy or confiscation of church lands as a move during the radical phase when it occurred during the liberal phase. Some students thought that “prior” meant “after” and discussed Napoleon in this part. Other responses knew of events during the radical phase, like Robespierre leading the committee of public safety, but did not explain what change happened because of his existence. 	<ul style="list-style-type: none"> “The radicalization of the French Revolution during Robespierre and Jacobins led to mass violence and oppression. During the radical phase, people’s freedom of speech was taken away. Robespierre did not allow any opposition and people were executed if they didn’t follow Robespierre’s rule.” “One change by the radicalization of the French Revolution was Dechristianization. Dechristianization was the French breaking away from the Catholic Church during the radical period. The calendar was changed during this time because the prior calendar had elements of Catholicism.”

- Part (c) was often challenging for students because many lacked content knowledge to sufficiently explain, beyond generalities, a continuity between the Radical Phase of the French Revolution and the Napoleonic Regime.

- “One way in which the regime of Napoleon Bonaparte represented a continuity with the radical phase of the French Revolution was that both regimes were opposed by other European Nations.”
- “Surrounded by monarchs who were fearful of the dangerous ideas the French represent, France was at near constant war with its neighbors who were often funded by the British. Utilizing ‘Levee en Masse’ and conscription, both Napoleon and the radical phase of the French Revolution fought their neighbors with vehement passion.”

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?

Practicing the historical thinking skills of continuity and change over time within and between historical periods would greatly benefit students during the exam when presented with the task. Students should be well versed in historical language and should be able to understand key terms, such as political, social, or prior, in order to answer questions accurately. Framing trends or events within historical events, like the French Revolution, which occupy larger time periods or centuries would help students grasp specifics of variations observed when asked to cite evidence from a broad time period.

The CED outlines specific information about teaching the liberal phase and the radical phase of the French Revolution (Topics 5.4 and 5.5). The discussions that it outlines for the teaching of Napoleon (Topic 5.6) compares Napoleon’s regime to the Ideals of the French Revolution as a whole, rather than a comparison to each of the two previous periods. Teachers need to have students focus on the similarities and differences between Napoleon and each of the two previous phases to prepare students for this type of SAQ.

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 5 might be useful instructional support for teachers in working with students on the topic of continuity and change brought about by the French Revolution and the rise of Napoleon’s Regime, as well as the skills students need to successfully respond to an SAQ:

- Topic 5.4—The French Revolution
- Topic 5.5—The French Revolution’s effects
- Topic 5.6—Napoleon’s Rise, Dominance, and Defeat
- Each of the above topics has 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 PCs and Topic Questions include a number of MCQ related to the topic of continuity and change of the French Revolution and Napoleon, as well as SAQs for practice.
- AP Daily Videos that support student understanding of the French Revolution and Napoleon’s effects include:
 - 5.4 Daily Videos 1–4
 - 5.5 Daily Video 1
 - 5.6 Daily Video 1
- 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 the changes brought about by the French Revolution and Napoleon may be found—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—No Stimulus

Topic: Political or Social Continuity and Change in Europe During the Twentieth Century as a Result of Nationalism

Max Score: 3

Mean Score: 1.21

What were the responses to this question expected to demonstrate?

- a) Describe one significant change to European politics or society caused by nationalism in Europe during the period 1900 to 1950.

Responses to this part of the prompt were expected to offer an accurate description of a significant change that took place in European politics or society between 1900 to 1950 as a result of nationalism (Key Concepts 4.1, 4.2, and 4.4). Acceptable responses were expected to have a historically defensible description of how nationalism caused a significant change to European politics or society during the first half of the twentieth century.

- b) Explain one way in which nationalism led to a change in European politics or society during the period 1950 to 2000.

Responses to this part of the prompt were expected to offer an accurate explanation of one-way nationalism caused a change that took place in European politics or society between 1950 to 2000 (Key Concepts 4.1, 4.2, and 4.4). Acceptable responses were expected to have a historically defensible explanation of how nationalism caused a change in European politics or society during the second half of the twentieth century.

- c) Explain one way in which nationalism contributed to a continuity in European politics or society during the period 1950–2000.

Responses to this part of the prompt were expected to offer an accurate explanation of one-way nationalism contributed to a continuity in European politics or society between 1950 to 2000 (Key Concepts 4.1, 4.2, and 4.4). Acceptable responses were expected to have a historically defensible explanation of how nationalism contributed to a continuity in European politics or society during the second half of the twentieth century.

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 displayed a fairly well-developed ability to address course content related to the question and integrate the required skills. Given the breadth of the time period under consideration, students could cite a variety of ways in which nationalism was manifested and relate it to changes, and also to a continuity, in European politics or society. The students generally earned the point for part (a) by describing how nationalism and/or national rivalries in the first half of the century led to either, or both, World Wars I and II. In part (b) they earned the point by explaining how the impact or experience of nationalism or hypernationalism rendered a change in European politics or society in the second half of the century (Cold War, the collapse of the Soviet Union, the rise of the European Union) as a reaction to nationalism. For part (c) students often noted that nationalism continued to play a role in regional ethnic disputes throughout the second half of the century as well as a nationalistic distrust of immigrants and a threat to national identity.

Acceptable responses to part (a) mostly focused on nationalism, as a remnant of the nineteenth century (Imperialism, increased suffrage, liberalism, Alliances), inspiring a competitiveness that fostered conflicts in the Balkans, the assassination of the Austrian-Hungarian Archduke, and the resulting World War I. Other approaches to the prompt included citing the nationalistic responses to World War I, the Treaty of Versailles, and the Great Depression culminating in the rise of authoritarian regimes (Mussolini, Hitler, Stalin) that fomented hypernationalism, anti-Semitism, World War II and the Holocaust. Some responses, while citing propaganda and fascism as significant causes of World War II, did not sufficiently describe how nationalism played a role in these developments. Most responses focused on European political changes. The vast majority of responses tended to stay within the time period.

Acceptable responses to part (b) mostly focused on the Cold War, the fall of communism with the dissolution of the Soviet Union, or the many challenges by ethnic minorities to multi-ethnic states. As with part (a), responses to part (b) could earn the point in a variety of ways. In several responses the arms and space race of the Cold War was explained as the USSR, pitted against the USA in a vast ideological battle, had an element of nationalism driving the competition and thus specifically affected European politics. Some responses extrapolated the effect of the Cold War on European society as the rivalry, fueled by nationalism, spilled into consumer goods, propaganda, and national pride. Other responses noted that the excesses, driven by nationalism, of World War II, and the resulting devastation of that war led the European nations, with US complicity, to unite slowly but surely to form the European Union and adopt the Euro. Another response to the excesses of the first half of the century was the search for protection against future conflict with NATO, the Warsaw Pact, and the United Nations all representing a change in European politics. The attempt to suppress ethnic groups in the Soviet bloc was another successful approach to responding to part (b) as the oppressed peoples (Poles, Hungarians, Czechs) rose up initially unsuccessfully, but ultimately successfully, to overthrow the Soviet Union as well as gain their independence. Some acceptable responses focused specifically on the break-up of Yugoslavia. When driven by nationalism or the need for self-determination, the ethnic minorities within the state (Serbs, Albanians) succeeded in creating their own states. Some responses cited Decolonization as a change inspired by nationalism in the second half of the century; successful responses had to link these movements to a change in European politics and society.

Part (c) provided a greater challenge to students. Acceptable responses to part (c) had to describe how nationalism informed a continuity in European politics and society during the period 1950–2000. Most successful responses focused on the continued strength of nationalism, despite the experience of the first half of the century, on the European continent. National individual self-identity continued despite the imposition of the supranational organizations that formed during this period (ECSC, EU, NATO). These multinational organizations lawfully protected member states' national identity. National identity continued to make many Europeans distrustful of immigration, and xenophobia was evident in many parts of the continent throughout the time period. Nationalism continued to inspire protest, resistance, and revolution in many areas during the second half of the century. Some responses noted the century-long rebellions in Ireland and the Balkans. The responses to parts (b) and (c) had to differentiate between “change” and “continuity” as similar events could be explained as either a “change” or a “continuity.” Other successful responses for part (c) cited the continued sense of national identity in Germany that resulted in the successful destruction of the Berlin Wall and ultimate reunification of the bifurcated German state.

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) students had some difficulty in describing how nationalism caused the changes in European politics or society. Students attempted to use the Alliance System, Imperialism, or rivalries to describe changes in European politics or society without describing how these were a result of nationalism. Similarly, the changes in the rights and experiences of women as a result of World War I were not related to nationalism. In the interwar years, the rise of fascism and autocracies could also be used to describe a significant change in European politics (World War II and the Holocaust), but how nationalism was a contributing factor or result of this rise was sometimes not explicitly described. Students generally knew a lot about this time period and had ample specific factual evidence to support their description (Serbia, assassination, alliances, Versailles, the Great Depression, Appeasement, Mussolini, Hitler, Stalin, World War II, and the Holocaust). 	<ul style="list-style-type: none"> “The imperialist competition between the great European powers, Germany, Britain, France at the turn of the twentieth century caused the powers to try to outmuscle each other for territory and global expansion, causing an arms race that contributed to militant nationalism and ultimately the eruption of world war I in 1914. World war I changed European politics forever by redrawing borders and severely damaging Germany whose nationalistic response to the loss of WWI culminated in WWII as well.” “One significant change to European politics or society caused by nationalism in Europe during the period 1900 to 1950 was the assassination of archduke Franz Ferdinand. The Archduke was assassinated by a Serbian nationalist who wanted the unification of the Serb people. This led to World War I and the devastation European nations socially and economically after the War.” “A significant change caused by nationalism in Europe during the period 1900 to 1950 includes how people acted/actions they took during wars. Throughout both World Wars, a sense of nationalism for people’s countries were evident and people outside the lines of war (women, children, elderly etc.) took action to help the fighting men and women (military). This sense of nationalism gained then led to reforms/changes to laws during wars. Women were later allowed to enter the military more, and in society people stood up for their rights and their country more.” “One significant change, due to nationalism, during this time was the rise of fascism, a political movement supported with nationalist ideals. For example, Hitler implemented fascist dictatorship in Germany with the use of

	<p>nationalism, convincing the German their race was superior and that it was their countries time to shine. This weaponizing of nationalism helped spread facism to other countries.”</p>
<ul style="list-style-type: none"> • In parts (b) and (c) students had ample knowledge to support an explanation that would successfully respond to the prompt. The challenge was two-fold, making the explanation of a change or a continuity in European politics or society the result of nationalism and choosing examples that did not contradict the response in the other part of the prompt. The collapse of the Soviet Union and the successful revolutions marked a change in European politics that was a result of nationalism, and the role that nationalism continued to play in the realignment of European territories was not sufficiently differentiated in some responses. Similarly, with the changes wrought on European politics through the formation of the European Union, some students saw the European Union as a continuity of the cooperation of Western Europe following World War II. In part (c) the preservation of elements of individual national identity in the European Union had to be explicit to successfully earn the point. The Cold War was frequently cited in part (b), but it had to be situated in European politics or society as did Decolonization. 	<ul style="list-style-type: none"> • “Nationalism changed European society and politics when it caused the breakdown of the USSR, one of Europe’s greatest powers. East European states began to demand independence from the Soviets because they wanted freedom to self-determine and govern their own nation. They organized nationalistic protests like the Velvet Revolution in Czechoslovakia to demand the right to autonomy.” • “After the collapse of communism in Yugoslavia is when nationalism that had been held back for a long time really took off. The ethnic conflict in Yugoslavia fueled by strong nationalism amongst the Croats, Serbs, Slovenes, and Bosnian Muslims led to ethnic cleansing and genocide in the Balkans in the 1990s.” • “The Cold War was a fight between the ideologies of capitalism/democracy and communism. This fight was fueled by nationalism because each side wanted to prove that it’s respective ideology was better at developing a strong nation.” • “Germany had been divided, and nationalism led to the change of society and politics of the Berlin Wall. The Berlin Wall fell in 1989 and with it Germany was reunited as a nation.” • “One way nationalism contributed to a continuity in society and politics was through the reunification of Germany. Germany was partitioned after the World War II, but Germans’ collective sense of nationalism and unity led to its reunification.” • “One way nationalism contributed to a continuity during this time was countries reluctance to join the EU. Most European countries joined the EU during this time but had

	reservations because they were scared it would take away from their national identities.”
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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?

To help students understand causation, teachers might reinforce the narrative of description and explanation in a discussion-based class on the causes and results of World Wars I and II. Constructing a timeline or concept webs in a graphic organizer might help students understand that both continuity and change can exist side by side. Additional topics to explore could be the responses to World Wars I and II and traditions sustained by Europeans throughout the century. To help students understand periodization, teachers might reinforce the changes that occurred in the twentieth century and encourage the students to divide the century chronologically and explain the political and social rationale for the divisions they chose. Teachers may then task the students with revisiting their choices and have them explain who, or what, may be unaffected by the changes they have identified and why.

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 8 and Unit 9, and might be useful instructional support for teachers in working with students on the topic of twentieth-century nationalism and on the skills needed to successfully respond to an SAQ:

- Topic 8.1—World War I
 - Topic 8.4—Versailles Conference and Peace Settlement
 - Topic 8.6—Fascism and Totalitarianism
 - Topic 8.7—Europe During the Interwar Period
 - Topic 9.5—Postwar Nationalism, Ethnic Conflict, and Atrocities
 - Topic 9.7—The Fall of Communism
 - Topic 9.10—The European Union
 - Topic 9.11—Migration and Immigration
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- Each of the above topics has 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 8 and 9 PCs offer the opportunity to check student understanding of twentieth-century nationalism, and Unit 8 and 9 Topic Questions provide questions connected to the content in this SAQ.
 - Unit 8 and 9 AP Daily videos that provide additional support for students on the topic of twentieth-century nationalism.
 - AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions may be found on the topic of historical developments, events, and processes related to Absolutism and its challenges—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: Haitian Revolution

Max Score: 7

Mean Score: 3.60

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 guideline.

The 2023 DBQ asked students to evaluate whether or not the Haitian Revolution was motivated primarily by the spread of Enlightenment ideas or by the conditions of enslavement. 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 (Unit 4 Topic 4.3 The Enlightenment: Key Concepts 2.3.1 A., 2.3.1 B, and 2.3.III A) and the French Revolution (Unit 5 Topic 5.5: Key Concepts 2.1.iv).

Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether Enlightenment ideas or conditions of enslavement were the main cause of the Haitian Revolution. The responses were expected to provide context by linking the Haitian Revolution to a broader historical context relevant to the prompt (e.g., the French Revolution or Enlightenment ideas about human rights or equality).

To earn one point for evidence, students were required to describe the content of at least three documents to address the primary cause of the Haitian Revolution. To earn two evidence points, students had to accurately use the content of at least six documents to support an argument or arguments related to the cause or causes of the Haitian Revolution. To earn a third evidence 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 the causes of the Haitian Revolution. Finally, responses were required to demonstrate a complex understanding of the causes of the Haitian Revolution 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 views or evidence.

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 the causes of the Haitian Revolution. The thesis was often more specific in the conclusion than in the introduction and occasionally, the thesis was contained within a long contextualization paragraph in the introduction but was located in one identifiable place. In some instances, the responses merely restated the prompt or did not provide a line

of reasoning; in fewer instances, responses included a historically indefensible thesis. Occasionally, 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.

Over half of the responses were successful at situating the Haitian Revolution in the context of the Enlightenment and the Age of Revolution, discussing relevant events occurring at the same time as the Haitian Revolution, or describing related events in the period immediately following the Haitian Revolution. 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 specific Enlightenment thinkers, specific details about slavery in the Caribbean, the impact of Napoleon on the conditions of enslavement, or documents associated with the American Revolution.

Fewer responses were awarded points for document sourcing and complexity. Although the language associated with sourcing often appears in responses, 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 Haitian Revolution. Successful sourcing most often occurred with documents 1, 4, 5, and 7; sourcing with these documents predominantly focused on audience and purpose while connecting the document's message to an argument about the main cause of the Haitian Revolution. Point of view and/or historical situation sourcing, although less prevalent, was usually linked to documents 2 or 3. A small percent of responses qualified or modified the original argument with a sustained discussion of a secondary cause of the Haitian Revolution.

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

This DBQ was not characterized by as many student misconceptions. While the number of errors was smaller than in past years, occasionally students confused the Age of Exploration with New Imperialism. In addition, occasionally a discussion about racism associated with slavery was erroneously linked to a discussion of Social Darwinism. Most documents were accessible to the students. The one document that was somewhat challenging was Document 2. Because the author of the letter (Document 2) is reporting on the specific actions and words of another person (Ogé), the responses occasionally conflated the two speakers even while successfully using the content of the document to support an argument concerning the cause of the Haitian Revolution.

There were many ways to relate the topic of the prompt to evidence beyond the documents. Some more typical responses included evidence about specific details associated with Caribbean slavery, specific Enlightenment ideas or thinkers, or specific factual links between the French Revolution and the Age of Napoleon to the topic of the Haitian Revolution. However, other attempts at this point failed to provide specific historical details relevant to the topic or argument or repurposed passages from the documents.

The sourcing point continued to be challenging for students, and a significant portion of the responses did not earn this point. In addition, students often used the language associated with sourcing by referencing a document's point of view, audience, or purpose but then merely summarized the content of the document,

discussed the tone of a document, or provided attribution without explaining how the document’s point of view, purpose, historical situation, or audience was relevant to an argument.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Students think that using the words associated with sourcing, e.g., point of view, audience, or purpose is all that is required to get credit for sourcing. 	<ul style="list-style-type: none"> “A French abolitionist group addressed the French National Assembly on behalf of the Revolution, saying that since all men are created equal, the slaves in Haiti should be treated the same as French citizens (doc.1). This speech addressed the men at the front of the French Revolution, the primary advocates for liberty, in hopes of using their logic to promote the Haitian plight. This speech shows the Enlightenment motivations clearly, using one of the most famous Enlightened rhetorics to prove their point ... The leader of the Revolution, Toussaint L’Ouverture, shared this sentiment, writing to his soldiers that they needed to unite and break the chains of oppression to achieve liberty (doc.7). He wrote to them to rally an army, stirring up motivation for the cause. His work shows that the Haitians were operating under Enlightenment thought, coming together to support each other and their common goal of liberation ... A man who experienced slavery but managed to escape adds to this, claiming that the white man’s god turned their oppressors evil and caused them to mistreat their slaves (doc.3). Since he has lived as a slave, his ideas were most likely shared by the other Haitian slaves who were part of the revolution. This sermon shows that the rebels were dissatisfied with slavery and its conditions, though they did not act until given the right ideas/motivations.”
<ul style="list-style-type: none"> Students rarely made connections within and across time periods or attempted a nuanced argument analyzing many variables. 	<ul style="list-style-type: none"> “While the severe treatment that slaves faced did contribute to the Haitian Revolution, Enlightenment ideas that spread from Europe more directly and significantly led to the Haitian Revolution. The ideas of the Enlightenment not only influenced white men and enslaved peoples, but also women. In France, specifically Paris, upper class women frequently hosted salons, which were places for intellectual discourse. Additionally, Olympe de Gouge

	published her Declaration of the Rights of Women and Female Citizen to advocate for women’s natural rights.”
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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 paragraphs.
- 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 1, 3, 4, and 5 might be useful instructional support for teachers in working with students on the topic of the Haitian Revolution, the Enlightenment, and the plantation system, as well as the skills students need to successfully respond to a DBQ:

- Topic 1.9—The Slave Trade
 - Topic 3.4—Economic Development and Mercantilism
 - Topic 4.3—The Enlightenment
 - Topic 5.5—The French Revolution’s effects
 - Topic 5.6—Napoleon’s Rise, Dominance, and Defeat
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- Each of the above topics has associated resources that could be useful instructional supports for teaching the topics and skills involved in this DBQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
 - Unit 1, 3, 4, and 5 PCs and Topic Questions include a number of MCQs related to the topic of the Haitian Revolution, the Enlightenment, and the plantation system, as well as FRQs for practice.
 - AP Daily Videos that support student understanding of the Haitian Revolution, the Enlightenment, and the plantation system.

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 the Haitian Revolution, the Enlightenment, and the plantation system—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 a DBQ.

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: Protestant and Catholic Reformations

Max Score: 6

Mean Score: 3.83

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 difference between two events or processes 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 difference between the Protestant and subsequent Catholic Reformations (topics 2.2, 2.3, and 2.5). 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 topic of the differences between the Protestant and Catholic Reformations 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 differences between the Reformations. This demonstrated understanding could be demonstrated in various ways. Responses could explain a variety of motivations for the Protestant Reformation, such as concern over Catholic Church practices such as simony or sale of indulgences, versus the motivations for the subsequent Catholic Reformation, such as the desire to maintain a united Christendom. They could also demonstrate this understanding by contrasting the differences in belief, such as salvation by faith versus salvation by faith and works or the disagreement over the sacraments. They could also explain a difference while acknowledging a similarity such as noting that both Reformations were motivated by concern over the road to salvation, but they differed in their interpretation what was necessary for salvation. Responses could also demonstrate relevant and insightful connections across time by extending their arguments about the most significant difference to analyze the subsequent impact the Reformations had on European politics. Responses were assessed on the extent to which they performed in the following four categories: thesis, 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 the most significant difference between the Protestant and subsequent Catholic Reformations. Most responses situated the difference in the different approaches to salvation and/or in the different views on indulgences. Some responses were more nuanced than others, with multiple differences addressed or qualified their argument by pointing out similarities as well. Some responses also used the historical thinking skill of continuity and change as well as causality by noting, for example, that the Reformations led to widespread warfare and changed the political map of Europe. These responses had multiple pieces of evidence supporting multiple arguments. A smaller group of responses exhibited lack of chronological understanding, for example, tying the activities of Ferdinand and

Isabella to the Reformations. Other weaker responses were simply too general and failed to demonstrate sufficient knowledge of the Reformations.

Many responses demonstrated the historical skills associated with the question, but a surprising number failed to provide a thesis that contained both a claim and a line of reasoning. Most responses provided a claim, but many failed to provide a line of reasoning. Most responses provided context, many by discussing the printing press, and most also demonstrated historical reasoning by framing the essay as a comparison between the two Reformations to structure their argument.

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 made a defensible claim about the difference between the Reformations but did not provide a line of reasoning. 	<ul style="list-style-type: none"> “There were many differences between these two Reformations in their ideas on art, faith, and doctrine, but the most significant difference between the Reformations was the use of language, or more specifically, vernacular.” (The response makes the claim that the use of vernacular was the most significant difference and introduces a line of reasoning that the use of language had a bigger impact than the other differences.)
<ul style="list-style-type: none"> Some of the responses provided relevant evidence but failed to connect that evidence to their argument. 	<ul style="list-style-type: none"> “The spread of Protestantism can be attributed to the invention of the printing press as it increased literacy rates and allowed for the mass distribution of ideas in the forms of books and pamphlets.” (The response identifies a relevant piece of evidence and ties it to the argument that the printing press aided in the spread of Protestant ideas.)

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 as demonstrated in the chart above. 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 instruct students to bring specific historical evidence into a response about the Reformations to support a sound historical argument. If the student mentions that the Reformations differed in their doctrine, they must provide specific information related to those doctrines 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 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 difference, for example, the student could rank the differences in terms of significance and provide an explanation for the reasoning behind their ranking.

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
- 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: The First and Second Industrial Revolutions, 1760–1830 and 1870–1914

Max Score: 6

Mean Score: 3.43

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 difference between two events or processes 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 4, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant economic difference between the post-World War I era and the post-World War II era. 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 topic of the economic differences between the post-World War I and post-World War II eras 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 economic differences between the post-World War I and post-World War II eras. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of comparisons by analyzing the difference in economic conditions in Europe in the respective post-war eras, particularly regarding the economic instability created by the reparations demands of Germany after World War I as contrasted to the Marshall Plan-fueled economic rebuilding of Europe after World War II. Responses could also explain relevant and insightful connections across time by extending their argument about the post-war economic differences to analyze the distinctions between Western and Eastern Europe in the 1950s and 1960s. 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 the most significant difference between the First Industrial Revolution and the Second Industrial Revolution. Responses discussed the differences between the industrial stages of development using a cause-and-effect framework to demonstrate the progression of the types of fuel used, the products developed during each Industrial Revolution, or the effects of industrialization on the working class. Some responses were more nuanced than others, with multiple differences addressed and ranked according to significance. Other responses attempted to qualify their argument by mentioning similarities as well as differences. Some responses also used the historical thinking skill of continuity and change as well as causality, noting, for instance, that the processes used in the factory systems and the technological developments of the First Industrial Revolution were enhanced and expanded for the greater benefit of society during the Second Industrial Revolution. 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 Scientific Revolution, the Agricultural Revolution, or the advances of technology during World War II. Still, others provided a narrative of each of the two revolutions but failed to address differences between the First and Second Industrial Revolution.

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 narrative about both revolutions but did not analyze a significant difference between the two. 	<ul style="list-style-type: none"> “The most important difference between the First and Second industrial revolutions was the introduction of social and labor reforms, there was also a lot more new technology in the Second revolution, however both revolutions promoted a large class gap between the proletariat and the bourgeoisie.”
<ul style="list-style-type: none"> Some responses discussed events that were beyond the time period of the question, without linking these events back to the First or Second Industrial Revolution. 	<ul style="list-style-type: none"> “The agricultural revolution caused a boom in population and people moved to cities in the process of Proletarianization. Factories rose up, and more and more people were employed in urban settings. As the Industrial Revolution progressed, it spread far and wide from its beginning in Britain, and it reshaped economies throughout Europe as new goods became available.”
<ul style="list-style-type: none"> Some responses failed to provide specific examples of evidence. 	<ul style="list-style-type: none"> “As the 2nd Industrial Revolution began to emerge, industries focused on producing steel, chemicals, and electricity. One of the creations from this time was known as the Bessemer Process. This was a process that was made to create steel efficiently and quickly.”

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 proposing “the most significant difference included purposes and goals,” which fails to establish a line of reasoning, assert instead: “The most significant difference between the first and second industrial Revolution included that the first was promoting advancements within cities and new forms of faster consumerisms versus the second was focused around a time of war and needing to quickly grow in military and bounce back socially, however they are similar as the both advanced quality of life.” A good thesis statement (or claim) requires explanation and examples, which are then provided 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. 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 before or between the events or processes that they are being asked to compare. For this question, many successful responses began by discussing eighteenth-century agricultural and technological developments, observing that they laid the foundations for the First Industrial Revolution.
- Teachers should instruct students to bring specific historical evidence into a response about the First and Second Industrial Revolutions to support a sound historical argument. If the student mentions that the First and Second Industrial Revolutions differed in the effect that each had on society, then they must provide specific information related to these societal problems 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. In the case of this comparison question, responses must develop a historically significant difference between the First and Second Industrial Revolution 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 year and create exercises that encourage students to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify the most significant difference, for example, a student could compare the First and Second Industrial Revolution and analyze multiple variables such as technological advances, social changes, geographical development, and/or economic differences.
- To encourage comparative thinking, students might be asked to create a list or chart to compare the similarities and differences between the First Industrial Revolution and the Second Industrial Revolution. These lists could be discussed in class, or used to make visual graphics, with examples to contrast industrial, societal, and technological differences within the First and Second Industrial Revolutions.
- 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 6 might be useful instructional support for teachers in working with students on the topic of the Industrial Revolutions in the 19th Century, as well as with the skills students need to successfully respond to an LEQ:

- Topic 6.1—Contextualizing Industrialization and its Origins and Effects
 - Topic 6.2—The Spread of Industry
 - Topic 6.3—Second Wave Industrialization
 - Topic 6.4—Social Effects of Industrialization
 - Topic 6.8—19th-Century Social Reform
 - Topic 6.9—Institutional Responses and Reform
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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 6 PCs and Topic questions offer a number of opportunities, through MCQs, and FRQs to check for student understanding of the Industrial Revolutions.
 - Unit 6 AP Daily Videos also provide a helpful resource to support student learning about the Industrial Revolutions.
 - 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 Industrial Revolutions —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: Post-WWI Era to Post-WWII Era Economic Comparison

Max Score: 6

Mean Score: 2.93

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 difference between two events or processes 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 4, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant economic difference between the post-World War I era and the post-World War II era. 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 topic of the economic differences between the post-World War I and post-World War II eras 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 economic differences between the post-World War I and post-World War II eras. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of comparisons by analyzing the difference in economic conditions in Europe in the respective post-war eras, particularly regarding the economic instability created by the reparations demands of Germany after World War I as contrasted to the Marshall Plan-fueled economic rebuilding of Europe after World War II. Responses could also explain relevant and insightful connections across time by extending their argument about the post-war economic differences to analyze the distinctions between Western and Eastern Europe in the 1950s and 1960s. 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 the most significant economic difference between the post-World War I era as compared to the post-World War II era. Most responses discussed the punitive conditions of the Treaty of Versailles on the Weimar Republic, leading to hyperinflation, American financial assistance through the Dawes Plan loan package, and eventually financial collapse with the stock market crash of 1929 and the onset of the Great Depression. Some responses linked these chaotic economic conditions to political changes, such as German popular discontent over economic depression in the early 1930s as one reason for the rise in popularity of the Nazi Party and the takeover of the Weimar Republic. Responses also demonstrated historical comparative skills and had to address economic changes in both post-war eras. Most responses addressed the post-World War II era by explaining the economic impact of the Marshall Plan as an economically stabilizing and non-punitive policy that allowed for a quick rebuilding of Western Europe and primed the pump for the

“economic miracle” of the 1950s and 1960s. More nuanced responses analyzed the ideological underpinnings of the Marshall Plan as an outgrowth of the fear of the spread of Soviet-style Communism in Western Europe and formed the economic basis for the Cold War in Europe. Some responses also used the historical thinking skill of change and causality, noting for example, how the American attempts to provide financial assistance after each of the World Wars resulted in different economic outcomes. Another group of responses exhibited a lack of comparative understanding and did not effectively contrast the two post-war eras and instead stopped either before the end of World War II or started after World War II and did not address the post-World War I era. Others wrote too generally about economic conditions after both World Wars or did not address economic conditions at all and instead addressed political or ideological conditions without reference to economic 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 addressed both post-war eras but did not analyze a significant economic difference between the two eras. 	<ul style="list-style-type: none"> “The most significant difference between the economic effects of the First World War and the economic effects of the Second World War was that after the end of WWI, Europe experienced financial crisis and depression, while after WWII, Europe was economically stabilized and rebuilt by the victors.”
<ul style="list-style-type: none"> Some responses addressed economic conditions of the post-World War I era but did not make an effective economic comparison to the post-World War II era (or vice-versa). 	<ul style="list-style-type: none"> “Germany was unable to pay their war reparations and started printing money to pay them, which devalued the currency and led to hyperinflation. Whereas after World War II, the American-backed Marshall Plan financial assistance stabilized the devastated German economy.”
<ul style="list-style-type: none"> Some responses conflated wartime conditions, including military technologies, wartime casualties and military campaigns, and the Holocaust, with economic post-war conditions. 	<ul style="list-style-type: none"> “When World War I ended, millions of soldiers were dead, which led to a labor shortage after the war and reduced the economic capacity of post-war recovery. The mass bombings of civilian areas during the war, including factories and ports, created an enormous economic crisis in post-WWII Europe.”

<ul style="list-style-type: none"> Some responses failed to integrate European economic conditions and instead focused on American economic conditions after both wars. 	<ul style="list-style-type: none"> “The Dawes Plan, an American attempt to help Germany recover from post-WWI reparation payments, failed with the stock market crash of 1929, leading to another round of economic crisis in Germany. The Marshall Plan after World War II, in contrast, was robust and provided billions of dollars in loans to European countries to successfully rebuild their economies.”
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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 focus on the prompt and consider what it is asking them to evaluate and do in thinking about the crafting of their thesis. In this LEQ, many students did not identify the most significant economic difference between the post-World War I and post-World War II eras.
- Teachers should remind students that while contextualization does not need to be lengthy or overly specific, it must include information that is relevant to the prompt. In this case, responses should include historical information describing the historical context of either post-War era that is not overly generalized (e.g., “war is expensive” or “war is destructive”).
- Even though this LEQ asks students to identify one major difference, in responding to questions of this nature, students should be encouraged to think about additional differences or alternative perspectives to help them develop more sophisticated arguments and achieve complexity points.
- Teachers should instruct students to state specific historical evidence for the question to help them better support a historical argument. For this LEQ, responses should address specific historical examples, such as German reparations after World War I or the Marshall Plan after World War II, rather than generalized attempts at historical evidence that could equally apply to other historical eras (e.g., “war debt” or “war devastation”). Students should be reminded that concrete pieces of evidence work better than an accumulation of off-topic or vague references.
- Teachers should understand that the second analysis and reasoning point (Demonstrating Complex Understanding) is attainable 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 exercises that encourage students to corroborate, qualify, or modify historical arguments.

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 European economy in the 20th century, as well as with the skills students need to successfully respond to an LEQ:

- Topic 8.3—The Russian Revolution and Its Effects
- Topic 8.4—Versailles Conference and Peace Settlement
- Topic 8.5—Global Economic Crisis
- Topic 9.2—Rebuilding Europe

- Topic 9.4—Two Superpowers Emerge
 - Topic 9.6—Contemporary Western Democracies
 - Topic 9.10—The European Union
 - Topic 9.13—Globalization
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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 8 and 9 PCs and Topic questions offer a number of opportunities, through MCQs, and FRQs to check for student understanding of the European economy in the 20th century.
 - Unit 8 and 9 AP Daily Videos also provide a helpful resource to support student learning about the European economy 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 European economy 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.