

Chief Reader Report on Student Responses: 2018 AP[®] World History Free-Response Questions

• Number of Students Scored	303,243		
• Number of Readers	1,449		
• Score Distribution	Exam Score	N	%At
	5	26,904	8.9
	4	60,272	19.9
	3	83,107	27.4
	2	86,322	28.5
	1	46,638	15.4
• Global Mean	2.78		

The following comments on the 2018 free-response questions for AP[®] World History were written by the Chief Reader, Professor Tim Keim, California State University, Long Beach. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question #1**Task: Short Answer****Topic: Rummel Mass Violence****Question 1****Secondary Source:****Max. Points: 3****Mean Score: 1.32*****What were the responses to this question expected to demonstrate?***

For this short-answer question, students were expected to be able to interpret an argument from a secondary source and identify or explain examples of mass violence committed by totalitarian and democratic states that would either support or undermine the author’s argument. Additionally, students were expected to explain a development in the late twentieth century (post-World War II) that likely shaped the author’s view of the relationship between democracy and mass violence. The question addressed Key Concepts 5.2, 6.2, and 6.3 in the AP World History Curriculum Framework, the historical reasoning skill of Contextualization, and the Disciplinary Practice of Analyzing Historical Evidence (Secondary Sources).

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

As the students largely interpreted it, this SAQ was rather Eurocentric and American-centric, so it did not always seem like a World History question. The best students gave non-Western responses that showed global knowledge and perspective, such as Pol Pot, Amritsar, or Rwanda. However, because of the prompt, most students seemed to default to European and American history. Indeed, United States History students could have done reasonably well on this question. The passage was from a U.S. author, so it was easier for students to default to American democratic examples. It is clear with this SAQ that students need further assistance in recognizing and analyzing POV. Students struggled the most with part c. Many students were not adept at connecting the views of the author to the historical events within the given time period to explain the author’s point of view. They would mention the Cold War, for example, but then lack the explanation required for the point that links that particular event to the author’s POV.

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

The SAQ largely addressed the twentieth century and while students do know a lot about the time period, sometimes students struggled with periodization. Some students wrote about Germany or Japan, and sometimes even the Soviet Union, as democracies to answer part b of the question. In addition, students did not always understand the reference to the late twentieth century and would cite earlier examples, such as World War I or World War II that would fall outside the designated time period. Most importantly, students did not always understand the distinction between violence committed within the context of war as opposed to “mass violence” committed against civilians or non-combatants or the difference between state-sponsored violence and individual violence or criminal activity.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “Serbia during World War I was a democracy that facilitated the Armenian Genocide, in which thousands of Armenians were killed based on the whims of the higher-up government officials.” (Although the Armenian Genocide occurred during the First World War, Serbia did not perpetrate it.) 	<ul style="list-style-type: none"> “The British Empire had control over Australia, which at the time was inhabited by the native people, referred to as Aborigines. When the British moved there they wiped out the majority of them leaving only a small percentage alive.” (The student correctly explains that the British Empire, a democratic state, used mass violence against the Aboriginal peoples of Australia.)

<ul style="list-style-type: none"> • “The reason that Rummel most likely believes this is because democratic states such as the United States fought against the states that committed these murders such as Germany and Rwanda.” <i>(Although the actions of democratic states during the Second World War may have influenced Rummel’s argument in the passage, that conflict did not take place in the late twentieth century, which for the purposes of this question was defined as having taken place after 1950. Democratic states did not intervene in the Rwandan genocide of 1994.)</i> 	<ul style="list-style-type: none"> • “The rise of communism, which usually morphed into totalitarian government control in Russia, Cuba, China, and Cambodia among others likely caused Rummel to correlate communism with mass-slaughters and democracy with no mass violence. This is probably supported by his seeing how democracies such as America, Great Britain, France, and Australia among others actively fought mass-murdering regimes of the communists, whether directly such as in invading Cambodia or by Cold War political pressure.” <i>(The student explains a potential reason why a United States political scientist writing in the late twentieth century would have argued that, unlike totalitarian states, democratic governments are not capable of engaging in mass violence.)</i>
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Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

It is important for students to be able to deconstruct the prompt and think about what the question is asking for and avoid being led astray by catch phrases from the text (such as “checks and balances,” “serial murderers”). This can lead them to write about topics not relevant to the question, such as the death penalty, school shootings, or the criminal justice system. Teachers could also focus more on historical reasoning skills and disciplinary practices because students often understand historical content, but are unable to present the evidence in a way that will earn points for the response. For example, for this SAQ, students would often write historically accurate information on part C, but were unable to link that information to the author’s point-of-view.

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

- Teachers will find lessons on teaching the AP history disciplinary practice of analyzing secondary sources in the Teaching and Assessing modules, a link to which is found on AP Central. There are modules that focus specifically on the disciplinary practice of secondary source analysis in conjunction with course content that is also often a challenge for students. This module contains specific lessons that address analyzing historical evidence, videos explaining instruction for this practice, and examples of assessments and student responses for tasks whose skill focus is analysis of historical evidence.
- The Teaching and Assessing modules on AP Central also contain a number of additional examples of short-answer questions, along with commentary and notes on scoring student work.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section beginning on page 151 specifically addresses the disciplinary practice of analyzing historical evidence and provides suggestions for instruction.

Question #2**Task: Short Answer****Topic: Clive and Mughal Emperor****Question 2****Taxes Image****Max. Points: 3****Mean Score: 1.21*****What were the responses to this question expected to demonstrate?***

For this short-answer question, students were expected to identify how Mughal tax concessions to the British East India Company (EIC), as demonstrated in an engraving by Benjamin West that depicts Robert Clive of the EIC receiving the right to tax three provinces from the Mughal emperor Shah ‘Alam II, reflected political changes in the global balance of power in the eighteenth century. Furthermore, students were supposed to explain how the same image reflected economic changes in Asia in the same century. Finally, students were asked to explain how Great Britain’s relationship with South Asia in the nineteenth century changed from the relationship depicted in the image. The question addressed Key Concepts 4.3 and 5.2 in the AP World History Curriculum Framework and the historical reasoning skills of Continuity and Change and Contextualization.

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

Students were able to demonstrate their knowledge of joint-stock companies, imperialism, indirect and later direct rule of South Asia [the British Raj], and South Asian anti-colonial resistance during the Sepoy Rebellion or Indian Mutiny of 1857-1858. Students were generally able to identify the change from powerful, sovereign Asian land-based empires like the Mughal Empire to growing maritime colonial powers like Great Britain in the eighteenth century. Students were also generally able to explain the change from indirect rule under the British East India Company to direct British imperial rule in the mid-nineteenth century.

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

Students were less comfortable discussing economic changes in Asia in the eighteenth century. Their knowledge of economic changes in the Atlantic World in the early modern era (1450–1750) was sometimes used to explain economic changes in Asia in the same period, which does not adequately explain the more gradual change in economic sovereignty and control of markets between traditional Asian states such as the Mughal Empire and competing European maritime empires like the British, Dutch, Portuguese, Spanish, and French. Nineteenth-century knowledge of economic imperialism in China, Africa, and South Asia was also sometimes incorrectly used to explain economic changes in Asia as a whole, or in South Asia specifically in the eighteenth century. Students were also not as proficient in explaining change as they were in identifying change. Students need to better explain how or why something changes versus stating a fact without an accompanying explanation of how that fact demonstrates a change from a previous era, condition, or quality.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “In the image, the Mughal Emperor is giving Great Britain the authority to collect taxes in India. Since Britain and the Mughals are both two powerful regions in that moment, it is clear that their interactions makes them both stronger.” (<i>The statement is not historically defensible.</i>) 	<ul style="list-style-type: none"> “The image reflects political changes in the global balance of power in the 18th century by showing the greater political power European trade companies had on the areas they controlled. The British and Dutch trading companies arrived in Asian states and had the power to collect taxes, institute their own political leaders, and make decisions for the native population. European trade companies took over governmental roles in some Asian countries and shifted political global balance towards them.” (<i>The student accurately</i>

	<p><i>identifies a way that the image shows a shift in the global balance of political power.)</i></p>
<ul style="list-style-type: none"> • “A way in which the event depicted in the image reflects economic changes in Asia in the 18th century is that now Britain now boost their economy with tax revenue and trading. They are going to inspire countries like the Portuguese, Dutch, and French to come to Asia to seek goods to trade to boost their economy.” <i>(The first part of the student’s response is not addressing economic change in Asia, while the second part is not historically defensible since the other European states mentioned did not come to Asia as a response to the British.)</i> 	<ul style="list-style-type: none"> • “This event also depicts economic changes in Asia as joint-stock companies and sea trade empires increased and flourished. By monopolizing these places (British monopolizing India and the Dutch monopolizing the Spice Islands) they were able to gain more and more control over the economic production of these colonies. This is also an example of mercantilism as these companies became very rich by exploiting these Asian countries and forcing them to trade only with the joint-stock companies, for more money. This led to [the] decline of the Asian colonies as it ruined their economy.” <i>(The response explains how the growing economic power of European joint-stock companies led to greater European control over economic production in Asia and the economic decline of some regions in Asia.)</i>

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

Teachers should leverage their current practice of introducing early modern overseas trade in the Americas, specifically mercantilism, charter and joint-stock companies, and competition between states over trade routes, to fully explore the same process in Asia. Rich possibilities exist to compare the process of European colonialism and imperialism in the more commonly known story of the Americas with the less known but equally powerful story of Asia. Students do not realize the nuanced or more gradual economic changes in Asia. Additionally, teachers should have students practice explaining the how and why of changes or continuities in two to three sentences after identifying the basic change asked for in the question stems.

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

- Teachers will find lessons on teaching the AP history disciplinary practice of analyzing historical evidence in the Teaching and Assessing modules, a link to which is found on AP Central. There are modules that focus specifically on the disciplinary practice of analyzing historical evidence, in conjunction with course content that is also often a challenge for students. This module contains specific lessons that address analyzing historical evidence, videos explaining instruction for this practice, and examples of assessments and student responses for tasks whose skill focus is analysis of historical evidence.
- The Teaching and Assessing modules on AP Central also contain a number of additional examples of short-answer questions along with commentary and notes on scoring student work.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.

The instructional section of the AP World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section beginning on page 151 specifically addresses the disciplinary practice of analyzing historical evidence and provides suggestions for instruction.

Question #3**Task: Short Answer****Topic: Nomads and Sedentary****Question 3****Societies pre-1450****Max. Points: 3****Mean Score: 1.14*****What were the responses to this question expected to demonstrate?***

For this short-answer question, students were expected to demonstrate an understanding of the difference between how nomadic peoples and sedentary peoples in Afro-Eurasia adapted to their respective environments in the period before 1450 C.E. Furthermore, students also needed to explain a similarity in the economic practices of both nomadic societies and sedentary states in Afro-Eurasia in the period 600–1450 C.E. Finally, students were expected to demonstrate an understanding of patterns of cultural interaction between nomadic societies and sedentary societies in Afro-Eurasia before 1450 C.E. The question addressed Key Concepts 3.1, 3.2, and 3.3 in the AP World History Curriculum Framework and the historical reasoning skills of Comparison and Contextualization.

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

Student responses clearly demonstrated an understanding of the differences between nomadic and sedentary societies' interactions with the environment, such as by explaining the greater mobility of nomadic peoples in Afro-Eurasia and sedentary societies' greater reliance on agriculture, which encouraged them to make greater modifications to their local environment. Student responses also clearly demonstrated an understanding of long-distance or interregional trade and the use of coinage as shared economic practices. Finally, student responses demonstrated an understanding of the diffusion of culture, specifically the diffusion of religions such as Buddhism and technologies such as gunpowder that resulted from interactions along major trade routes.

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

The most common misconceptions found in responses was a belief that bartering was the major form of economic exchange in the period 600–1450 C.E. and that the spread of patriarchy was a major cultural interaction between nomads and sedentary societies. Indeed, students clearly struggled with periodization and identifying ways in which trade was specifically practiced in the period between 600–1450 C.E. In addition, students also struggled coming up with specific examples that could help them earn points. For example, while many students mentioned that a religion spread or that nomadic and sedentary societies used the same religion, student responses needed to identify which religion spread and explain to some degree the process of its spread to show a transfer of ideals and beliefs from one group to the other in order to earn the point. When specific examples were used they demonstrated a broad base of content knowledge about the topics.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “One major pattern of cultural interaction in nomadic and sedentary societies in Afro-Eurasia before 1450 CE is nomadic people attacking sedentary societies for gain. Groups like the Mongols and other North Asian nomadic groups attacked and controlled China like the Mongol-controlled Yuan dynasty.” (<i>While the student correctly explains a major pattern of political interaction, the response does not explain a major pattern of cultural interaction.</i>) 	<ul style="list-style-type: none"> “A common trend was the religious diffusion of religions that were developed in sedentary societies by nomadic peoples through trade. With Buddhism, Central Asian nomads adopted these beliefs from India and facilitated it to China during the Han dynasty...” (<i>The student explains a major pattern of cultural interaction between nomadic and sedentary societies in Afro-Eurasia in the period before 1450 C.E.</i>)

<ul style="list-style-type: none"> • “Both nomadic and sedentary societies based their economy with short distance bartering.” (<i>Not a historically defensible claim.</i>) 	<ul style="list-style-type: none"> • “Both nomadic and sedentary societies had a part in major land-based trade routes such as the Silk Road and the Sub-Saharan caravan routes. In the Silk Road, silk from China, textiles from the Middle East and horses from Central Asian groups were all traded across the continent...” (<i>The student correctly explains how long-distance trade along major land routes was an economic similarity between nomadic and sedentary societies in Afro-Eurasia in the period 600–1450 C.E.</i>)
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Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

Overall, teachers did well in covering the content of periods 1-3 of the Curriculum Framework. There can, however, be improvement in helping students to understand the varied and diverse forms of nomadic societies. Beyond the Mongols, students had difficulty identifying a specific nomadic group. Additionally, teachers should continue to emphasize the use of language that makes clear which historical reasoning skill is being employed. For instance, using words and phrases such as “whereas,” “in contrast to,” or “likewise,” demonstrates that comparisons are being made. Finally, teachers should continue to help students find strategies for recognizing and understanding periodization.

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

- Teachers will find lessons on teaching the skills associated with the short answer questions located on AP Central. There are modules that focus specifically on the short answer question along with course content that is also often a challenge for students. These modules contain specific lessons that address instruction and support for the short answer question, videos explaining instruction for this task, and examples of assessments and student responses for responding to short answer questions.
- Specific resources can be found by clicking the link on AP Central’s AP World History course homepage that specifically address the skill of comparison in SAQs that might prove helpful in developing students’ abilities in this area.
- The Teaching and Assessing modules on AP Central also contain a number of additional examples of short-answer questions along with commentary and notes on scoring student work.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. This section begins on page 145 of the AP World History Course and Exam Description.

Question #4**Task: Short Answer
Question 4****Max. Points: 3****Topic: Pre-1900 Agriculture Vs. Green
Revolution****Mean Score: 1.25*****What were the responses to this question expected to demonstrate?***

For this short-answer question, student responses were expected to identify a similarity and explain a difference between agriculture in the period 1450–1900 and the Green Revolution of the twentieth century. Additionally, responses were expected to explain a political or social response to the Green Revolution during the twentieth century. The question addressed Key Concepts 4.1, 4.2, 5.4, 6.1, and 6.3 in the AP World History Curriculum Framework and the historical reasoning skills of Comparison and Contextualization.

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

Many responses did a good job of explaining the differences between agricultural practices and developments during the Columbian Exchange, the Industrial Revolution, and the Green Revolution. For example, many students pointed out that technologies developed during the Green Revolution were more sophisticated and helped produce far greater crop yields than in the period 1450–1900. In addition, many responses showed a very good understanding of the ways in which increased crop yields affect a multitude of other aspects of human society, such as health and population growth. Students were also able to identify and explain accurately the effect of the Green Revolution in India and Mexico in particular, but also in other parts of Asia, Latin America, and Africa.

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

Many students were confused about the Green Revolution and confused it with the Green Movement of environmental protection, recycling, and Earth Day. Many students also erroneously believed that people only grew small amounts of crops for their families or local markets in the period 1450–1900, or that mechanized agricultural production did not exist in the period 1450–1900 and only emerged in the twentieth century. Finally, many students cited demographic responses to (such as increases in human populations in the twentieth century) or environmental effects of the Green Revolution (such as protests against the expanded use of pesticides) instead of explaining how the Green Revolution elicited social or political responses.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “In the early times of agriculture in circa [1450–1900] they aimed to find plants and cultivate them for their family or be able to sell or trade with people for the crops. But in the Green Revolution we are trying to industrialize agriculture for large amounts of people.” <i>(The student’s comparison of agriculture in the different time periods does not sufficiently explain a difference between them.)</i> 	<ul style="list-style-type: none"> “Although some of the equipment used was similar one difference would be the much more highly advanced technology used during the Green Revolution. During the Green Revolution, scientists used genetically modified crops to help fulfill the needs of the people. Additionally, these genetically modified crops needed large amounts of chemicals and pesticides in order for them to grow and resist infection.” <i>(The student explains how technology led to differences in agricultural production during the Green Revolution compared to the period circa 1450–1900.)</i>

- “One social response to the Green Revolution was the impact of the pesticides and chemicals used on the environment. These chemicals and pesticides began to build up in the water supply and people who drank the water were at risk. Moreover, the pesticide could negatively affect insect populations and the water contamination would result in a decrease in freshwater fish populations, leading to a decrease in biodiversity.” *(Although the student correctly explains environmental consequences of the Green Revolution, the response does not explain a social response to the Green Revolution.)*

- “One social response to the Green Revolution is the multitude of environmental protests that surfaced due to the massive increase in farming. People like Rachel Carson spoke out against the use of pesticides like DDT, as it was harming the local bird populations. This was one of the first major incidents of environmental protection, as the increase in pesticides and chemicals were harming the local animals, the surrounding water, and the land itself.” *(Although the student describes many environmental consequences of the Green Revolution, the response’s discussion of protests against those consequences is sufficient to earn the point.)*

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

Teachers should point out to students that short-answer questions do not require long essays. Many students demonstrated their content knowledge in very long responses that had already earned the point in the first sentence or two. Further, teachers should explain differences in categories of analysis to their students, such as the differences between economic, demographic, political, cultural, or social developments. Finally, students should also be reminded to make sure that their responses directly address the prompt. Unfortunately, many students showed content knowledge that possibly could have earned them points, but their responses did not address the prompt.

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

- Teachers will find lessons on teaching the skills associated with the short answer questions located on AP Central. There are modules that focus specifically on the short answer question along with course content that is also often a challenge for students. These modules contain specific lessons that address instruction and support for the short answer question, videos explaining instruction for this task, and examples of assessments and student responses for responding to short answer questions.
- Specific resources can be found by clicking the link on AP Central’s AP World History course homepage that specifically address the skill of comparison in SAQs that might prove helpful in developing students’ abilities in this area.
- The Teaching and Assessing modules on AP Central also contain a number of additional examples of short-answer questions along with commentary and notes on scoring student work.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. This section begins on page 145 of the AP World History Course and Exam Description.

Question #1**Task: Document Based
Question****Max. Points: 7****Topic: Railroads and Empire Building,
1860-1918****Mean Score: 2.49*****What were the responses to this question expected to demonstrate?***

The intent of this question was to assess students' ability to articulate and defend an argument based on historical documents. This DBQ asked students to evaluate the extent to which railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918. The question addressed Key Concepts 5.1., 5.2., 5.4, 6.1., and 6.2. of the AP World History Curriculum Framework, with a particular focus on the topics of imperialism and nationalism, technologies associated with industrialization and their political effects, and international political and economic rivalries in the late nineteenth century. The question primarily addressed the Historical Reasoning Skills of Causation and Contextualization and the Disciplinary Practices of Analyzing Historical Evidence (Primary Sources) and Argument Development. The seven documents provided students with a opportunities to examine the effects of railroads written from multiple perspectives, including that of overseas European empires (British and French), an expanding overland empire (Russia), and Asian empires seeking to use railroads in their own modernization programs and to forestall European encroachment (Qing China and the Ottoman Empire). The documents also provided perspectives by both colonizers and colonial subjects, and addressed major inter-imperial rivalries such as the Scramble for Africa and the Great Game.

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

The DBQ generally provided students with plenty of opportunities to demonstrate their knowledge of the content assessed by the question and of their mastery of the Reasoning Skills and Disciplinary Practices. The documents presented students with a good mix of perspectives on the issues addressed by the prompt and generally allowed for students at all levels of ability to earn some points. Students scored well on the Thesis point and on the two points for Using Evidence from the Documents, at least the lower level of evidence (3 documents described). Documents 4 and 6, with clear links to the theme of economic exploitation of colonies, were the most straightforward for students to use as evidence. The document on the Russian trans-Siberian railway (Document 5) and the document by a British army officer extolling the benefits of Indian railways (Document 7) were also used successfully by many students in constructing their arguments. Students were generally more challenged by the documents on the Ottoman Damascus-to-Mecca railway (Document 3), the use of railways in Qing China (Document 2), and the petition of higher-caste Indians regarding access to British-built railways in India (Document 1). The Contextualization point was earned by a sizeable number of students, with the historical development of railroads, the steam engine, and/or industrialization in Europe being the most frequently used contexts. The point for using Evidence Beyond the Documents, and especially the points for Sourcing the Documents and for demonstrating Historical Complexity, proved the hardest for students to earn.

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

While many students did well with the economic argument about railroads facilitating European economic exploitation in Africa, only relatively few students developed arguments that showed understanding of the ways in which non-European empires used (or intended to use) railroads to defend against European imperialism. Many students struggled to understand the existence of “reformers” in both the Ottoman and Chinese empires (Documents 2 and 3). Only a small percentage of students were able to effectively analyze the cultural challenges that the building of railroads in India by the British brought among native Indians, as well as the frictions railroads generated between Indians and the British (Document 1). Sourcing the Documents, Using Evidence Beyond the Documents, developing arguments that demonstrate Historical Complexity, and—to a lesser extent—Contextualization were the areas where students demonstrated skill gaps. A great many essays did not even attempt sourcing, and of the ones that attempted it, many did not do it well. Possibly as many as 15-20% of the essays still requested additional documents, which has not been part of the rubric for the past few years.

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> “Document 2 is relevant because the author and his P.O.V. was objective and he simply knew what was best for China because he was an official and well educated in those subjects.” <i>(The attempt to provide sourcing for the document does not meet the threshold of adequately explaining how the author’s point-of-view influenced his argument.)</i> 	<ul style="list-style-type: none"> “As a government project, railroads also helped foster a sense of nationalism. As shown in document 3, released by the Ottoman government, likely from the perspective of economic gain political [relevance] (in a time where their global influence had been diminished by European technology) - the railroad from Mecca to Medina, the 2 holy Muslim cities, would foster a sense of community across the Dar [al-Islam].” <i>(Successfully sources the document by explaining how the historical situation affected the argument made in the document regarding the role of railroads in the process of empire-building.)</i>
<ul style="list-style-type: none"> “Document 1 is a petition from high-caste Indians to the British government in 1866 and addresses the problem that second-class and third-class [passengers] are not given due respect when on trains. They claim, ‘the miseries suffered equal the horrors of the Middle Passage,’ referring to the transportation of slaves across the Atlantic Ocean.” <i>(Fails to earn the point for Evidence Beyond the Documents because it is merely a passing reference glossing a term mentioned in one of the documents.)</i> 	<ul style="list-style-type: none"> “Railroads were also built in Southern Africa by the Voortrekkers and other settlers to the same end, allowing for easy movement of individuals and resources. Typically, this use of railroads was seen early on, while still exploring/colonizing or establishing control.” <i>(Earns the point for Evidence Beyond the Documents by describing an additional piece of evidence not found in the documents, and clearly linking that evidence to an argument about the prompt.)</i>

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

In regards to DBQ skills, teachers need to improve their own understanding and teaching of the skill of sourcing documents. More students need to see sourcing in the documents and those that attempt it need to improve how they describe sourcing. Sourcing by Historical Situation is an untapped opportunity. Multiple documents in the 2018 DBQ lent themselves to this type of sourcing and very few students took advantage.

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

- Teachers will find lessons on teaching the disciplinary practices and the historical reasoning skills associated with the DBQ in the Teaching and Assessing modules, a link to which is found on AP Central. These modules contain specific lessons that address instruction of DBQ skills including analyzing historical evidence, argument development and contextualization. Additional materials can be found on AP Central in conjunction with related course content, as well as examples of assessments and student responses for tasks whose skill focus relates to the DBQ.
- The Teaching and Assessing modules also contain resources focused specifically on scoring responses on DBQs using the cross-history scoring rubric. The focus on assessment found in the Teaching and Assessing modules offer insights into how to address document-based question skills. This includes examples and commentary on what earned points and what did not for tasks whose primary skill focus is related to DBQ skills.

- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The Online Teacher Community is a good resource for teachers to seek additional feedback and support from peers by posting a question or comment in the discussion section, or by checking what resources have already been posted in the “resources” tab on the Online Teacher Community.
- The instructional section of the AP World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section on page 161 specifically addresses using Historical Reasoning Skills in argument development and provides suggestions for instruction.

Question #2**Task: Long Essay
Question****Max. Points: 6****Topic: Spread of Religions, 600 B.C.E.
to 600 C.E.****Mean Score: 1.91*****What were the responses to this question expected to demonstrate?***

Responses to this question were expected to demonstrate students' knowledge of the factors that contributed to the emergence or spread of one or more religious traditions in the period from 600 B.C.E. to 600 C.E. The question addressed Key Concepts 2.1. and 2.3. of the AP World History Curriculum Framework, focusing on both the process of formation and codification of religious traditions and the process of spread of religions via networks of communications and exchange. The question primarily tested students' ability to deploy the Historical Reasoning Skills of Causation and Contextualization and the History Disciplinary Practice of Argument Development. Students were not, however, limited to using the skill of Causation, and we saw successful responses demonstrating historical understanding by comparing religions or evaluating the changes in the spread of religions over the course of the time period. The question was open geographically to allow responses from multiple areas, with a specific chronological tie to the classical era. Three religion/belief systems were presented to students as examples in the wording of the prompt (Buddhism, Confucianism and Christianity), however students could address any religious system that arose or spread during the time period specified in the prompt.

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

Although many students performed well on this question, it proved to be a difficult question overall. Only approximately 23 percent of students taking the exam chose to answer this question. Students who chose Question 2 overwhelmingly developed essays that addressed trade as a main factor in the expansion of religions, and typically responded based on the three religion/belief systems presented in the prompt. Very few essays addressed the emergence of religions. Students were generally successful in creating a thesis/claim for their argument, though these claims were sometimes vague. Teachers have done an admirable job of exposing students to the core religions/belief systems mentioned in the question (Buddhism, Christianity and Confucianism), and many students did a good job of presenting some factual evidence about the religions. Specific mention of Emperor Ashoka's role in the spread of Buddhism, for example, or of the role of the apostles in the spread of Christianity were common. Students also demonstrated an understanding of the concept of cultural diffusion and did a good job of explaining how trade on the Silk Road led to exposure to and expansion of religions. Students struggled slightly, however, with deploying this evidence in a way that supported their argument. Many students instead presented a summary of religious knowledge, or a more vague response about the importance of religion to culture without addressing the factors leading to emergence and spread. Students who recognized the role of trade in regard to this prompt tended to earn more points, however the great majority of students struggled to earn the points for demonstrating historical reasoning and historical complexity.

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

Students struggled with meeting the specific expectation of the prompt to address *factors leading to* the emergence or spread of religion. Many students responded with vague statements about the general rise of religion "in response to need for something to believe in," or provided faith statements about their own beliefs rather than construct a historical argument about the emergence or spread of religions. Another frequent misunderstanding was seen in responses that simply summarized various religious beliefs without addressing factors leading to either the emergence or the spread of the belief systems. Students also struggled to earn the contextualization point. In part, that was because the broad nature and the early time period of the question left students few opportunities to contextualize beyond the prompt. Successful contextualization attempts were sometimes found within the body of the essay and often had to do with contextualizing specific factors for the spread of religion (for example developing a brief explanation of the Silk Road and its importance as a trade route before explaining how it also became a factor in spreading religion).

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “During Period 2, 600 B.C.E. to 600 C.E., many religions began to spread. Before then regions just continued to practice whatever they wanted to believe in. Period 2 is a time where new modes of transportation came about and cities or countries began trading goods with other cities/countries.” <i>(This attempt at contextualization is unsuccessful because of the lack of specificity in situating the spread of religion in the context of broader historical developments.)</i> 	<ul style="list-style-type: none"> “After a period of Warring States in China to help stabilize the country laws based [on] Legalism were put into place. The utter brutality made that approach a complete disaster and a new answer was sought after. Confucianism seemed at that point to take root. Chinese people were eager for a new set of morals after the destructive mark of Legalism was left, which made them more susceptible to Confucianist ideas.” <i>(This contextualization attempt was successful because it situated an argument about the emergence of Confucianism in a historical context that was described with a sufficient degree of accuracy.)</i>
<ul style="list-style-type: none"> “Another trade route that influenced religion [in the period 600 B.C.E to 600 C.E.] was the small amount of trading occurring in the Indian Ocean. It was small amounts of trading, nothing like the Columbian Exchange, but it got the spread of religious belief across waters.” <i>(This is an example of the way many responses attempted to offer connections to developments across time and space by simply mentioning or identifying those developments without explaining the connections between them and the main argument about the spread of religions in the period 600 B.C.E. to 600 C.E.)</i> 	<ul style="list-style-type: none"> “Overall, what caused the spread of religions and belief systems was the trading of ideas, the work of missionaries and monks, and the power and influence of the government. And not only is this seen with Buddhism, Christianity, and Confucianism, but also with Islam. The prophet Muhammad first had his revelation, then spread it through trade and [then] his followers spread it through missions until eventually the whole government of the Middle East was Islamic.” <i>(Compared to the unsuccessful example on the left, this offers a much more effective explanation of connections between the topic of the prompt and developments in a later time period; combined with a clearly articulated argument supported by detailed and specific evidence, this statement contributed to the essay earning the Historical Complexity point.)</i>

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

It is important for teachers to provide opportunities for students to support an argument with specific details. One possibility is to have students write an LEQ response in class, under testing-situation conditions, and then provide a specific time for them to go back to their essay and (using resources such as their book) list the specific facts that could have been used to respond to the question. This allows students to see the difference between a vague response and the concrete evidence they should have used to support their argument. A similar technique could be used to develop contextualization skills. One exercise for this is to provide a prompt for students, but only require a contextualization response, or to develop a contextualization together as a class. Students benefit from repeated modeling of this skill in class, and the opportunity to connect their knowledge to other topics similar to the prompt.

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

- Teachers will find lessons on teaching the historical reasoning skills, specifically the skill of causation in the Teaching and Assessing modules found on AP Central. The modules focus on the Historical Reasoning skills, Disciplinary Practices and key course content. Different modules contain specific lessons that address causation, videos explaining causation in conjunction with course content and examples of assessments and student responses for tasks whose skill focus is analysis of causation.
- The Teaching and Assessing modules also offer guidance on teaching and assessing evidence-based arguments in a variety of time periods and in conjunction with different reasoning skills. This might also prove helpful for preparing students for the long essay portion of the AP World History exam.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section on page 164 specifically addresses the skill of causation, and provides suggestions for instruction.

Question #3**Task: Long Essay
Question****Max. Points: 6****Topic: Columbian Exchange Effects -
Americas****Mean Score: 3.04*****What were the responses to this question expected to demonstrate?***

The question allowed students to demonstrate their knowledge of the effects of the Columbian Exchange on peoples in the Americas in the period 1450-1750. The question primarily addressed Key Concept 4.1. of the AP World History Curriculum Framework, with some crossover possible (but not required) into Key Concepts 4.2. and 4.3. The main key understanding tested by the question concerned the various impacts of the global interconnectedness that followed the European exploration, conquest, and settlement of the Americas. The question primarily targeted the Historical Reasoning Skills of Causation and Contextualization and the History Disciplinary Practice of Argument Development, although responses that demonstrated historical understanding by deploying the Reasoning Skills of Comparison and CCOT were also credited. The phrase “peoples in the Americas” in the question prompt was interpreted to mean Native American peoples *or* European settlers *or* African slaves (or any combination of those groups), and the question did not specify any particular category of effects (e.g. demographic, cultural, etc.). Therefore the question presented students with a very broad spectrum of opportunities to demonstrate their knowledge of any effects of the Columbian Exchange on the Western Hemisphere.

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

Students did very well on the Thesis and Evidence points of the rubric (including the point for providing specific examples relevant to the topic of the question and the point for supporting the thesis or argument with evidence. Students’ success in earning these points showed that students are generally very familiar with the fundamental aspects of the Columbian Exchange and its impact on the peoples of the Americas. As expected, fewer students were able to successfully score points for the higher order historical skills. This included the point for Contextualization and especially the second Historical Reasoning (or “complexity”) point. Students had somewhat greater success in earning the first Historical Reasoning point and they typically accomplished that by being able to frame their responses around the Reasoning Skills of Causation (the most common approach), CCOT (a fairly common approach), or Comparison (a rarely seen approach). Organizing essays systematically around a Reasoning Skill often distinguished the more analytical responses from those that listed historical facts or developments but fell short on explanation and evaluation. Students generally struggled to earn the Contextualization point, which was a bit surprising for a development such as the Columbian Exchange which is so firmly rooted in the AP World History Curriculum Framework and standard AP World History instructional practices. It seemed as if many students were still attempting Synthesis (often by presenting cross-period comparisons or analogies) rather than attempting to situate the Columbian Exchange in its historical context. Those that succeeded in earning the Contextualization point, however, often did so either by situating the Columbian Exchange in the context of European merchants’ growing exclusion from Mediterranean and Asian markets through the policies of Asian states or empires or, alternatively, by showing how the isolation of pre-Columbian American societies had made them vulnerable to the devastating effects of disease and labor systems introduced by Europeans.

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

Generally speaking, students had a good and accurate understanding of the facts of the Columbian Exchange. Misconceptions on this particular question included: a) confusion regarding the direction in which products were traded across the Americas (e.g., some students claiming that potatoes and corn were introduced to the Americas); b) attempts to construct thesis statements merely by qualifying the effects of the Columbian Exchange on the Americas either as “negative” or “positive” for the people of Americas, without providing any discernible line of reasoning. The assertion that it was “positive” was often based on the misconception that the people of the Americas were somehow not as developed (e.g., had poor diets, had no religion, did not have clothing) as Europeans. Other common knowledge gaps seen in the responses had less to do with factual/content misconceptions and more to do with students not being sufficiently trained in the demands of the new LEQ rubric.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Even though the Columbian Exchange brought some negative effects to the Americas, the Americas were greatly influenced by these exchanges. <i>(The attempted thesis does not provide any indication or reasoning for the assertions made in the statement.)</i> 	<ul style="list-style-type: none"> “From 1450 [to] 1750, the Columbian Exchange led to the development of new inter-racial relationships resulting in a social hierarchy. It also led to religious syncretism by the native population as they took on some of the European Catholicism, as well as [to] the spread of diseases such as the smallpox in the Americas which killed many native people.” <i>(This thesis statement received credit because it makes a historically defensible claim in response to the prompt - in fact, three historically defensible claims - and establishes a line of reasoning.)</i>
<ul style="list-style-type: none"> “Over time, America has progressed and slavery and mass death of the Indians is something we seek out to fix. America has moved away from slavery but there is still discrimination present today. From that point, we have had many Revolutions, Resolutions, and laws to make America the country it is today.” <i>(Statements such as this one, which attempted to earn the contextualization point by discussing developments from later periods were rarely successful.)</i> 	<ul style="list-style-type: none"> “In 1453, Sultan Mehmet II led the Ottoman Turks and invaded the city of Constantinople. This cut off[f] Europeans from trade with China and its luxury goods like porcelain and silk. To avoid being double taxed by both the Venetians and Ottomans to reach China, explorations were sent out to find a new way to China.” <i>(Despite some oversimplification of the effects of the Ottoman conquest of Constantinople, this statement provides an excellent, content rich description of a relevant context in which to situate the essay’s argument.)</i>

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

Teachers should discuss with their students not only the basic aspects of contextualization, but also why this skill is fundamental to historical inquiry. A world history course such as this—one that emphasizes trans-regional interaction—is rooted in global contextualization, which in turn should be reflected in student writing. Such was often not present in student responses. There still remains a focus on specific, discreet events or individuals that fails to acknowledge larger historical processes that serve as the backdrop for these events. Put another way, students should fully comprehend that the Columbian Exchange occurred parallel to and was integrated with other trans-regional processes.

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

- Teachers will find lessons on teaching the historical reasoning skills, specifically the skill of causation in the Teaching and Assessing modules found on AP Central. The modules focus on the Historical Reasoning skills, Disciplinary Practices and key course content. Different modules contain specific lessons that address causation, videos explaining causation in conjunction with course content and examples of assessments and student responses for tasks whose skill focus is analysis of causation.
- The Teaching and Assessing modules also offer guidance on teaching and assessing evidence-based arguments in a variety of time periods and in conjunction with different reasoning skills. This might also prove helpful for preparing students for the long essay portion of the AP World History Exam.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section on page 164 specifically addresses the skill of causation, and provides suggestions for instruction.

Question #4**Task:** Long Essay
Question**Max. Points:** 6**Topic:** Ideologies Effects on
Political/Social Order**Mean Score:** 2.45***What were the responses to this question expected to demonstrate?***

The question asked students to evaluate the role of either communism, or fascism, or nationalism, or any combination of the three in *challenging* the political and/or social order of the twentieth century. Since the question prompt directed students to develop an argument that evaluates how one or more “of these political ideologies” challenged the established order, it was clear that the three ideologies listed in the introductory statement of the question were intended to present students with a definitive list of choices. The question was primarily designed to elicit responses covered under Key Concepts 6.2. and 6.3. of the AP World History Curriculum Framework. Although the time span of the question was from 1900 to 2001, the topic also provided students with opportunities to demonstrate some crossover or background knowledge from the previous period (Key Concept 5.1. for those choosing to discuss communism and Key Concept 5.3 for those choosing to discuss nationalism). The key understanding tested by the question concerned the ways in which ideologies have contributed to the many political and/or social conflicts, disruptions, and revolutions of the twentieth century. The question primarily targeted the Historical Reasoning Skills of Causation and Contextualization and the History Disciplinary Practice of Argument Development, although, by virtue of presenting students with a list of ideologies on which to base their answers, the question also left the door wide open to deploying the Reasoning Skill of Comparison and (to a lesser extent), Continuity and Change Over Time (CCOT).

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

Most of the responses to the question focused on the political ideologies of fascism and communism as challenges to the existing political and/or social order in the twentieth century. Relatively few responses discussed the impact of nationalism. Responses focusing on the challenges posed by socialism typically demonstrated a good command of the relevant course content – for example, by offering largely correct accounts of Bolshevik Revolution of 1917, by explaining the expansion of communism as a political ideology during the Cold War (e.g. to China, Vietnam, North Korea, or Cuba), or by analyzing the effects of communist ideology on the societies of communist countries (e.g. the policies in the USSR and Communist China to nationalize industries, suppress political dissent, and create more egalitarian social structure). Responses that focused on the effects of fascism also usually demonstrated a good understanding of the relevant facts, with most of them pointing to the great disruption to the political order represented by the Second World War. A smaller number of responses successfully discussed the social effects of fascism (usually German Nazism) in terms of its impact on the relationship between individual and society and its emphasis on racial or ethnic purity. The responses reflected a number of Historical Reasoning Skills: Causation, Comparison, and Continuity and Change Over Time. For example, many responses discussed the First World War and the Great Depression as key factors to the rise of fascism in Italy and Germany. Other responses compared the fascist regimes of Mussolini and Hitler in Italy and Germany, while others contrasted the communist policies of Stalin and Mao in Russia and China. Generally speaking, the Thesis point and the two Evidence points were accessible for students, with over a third of the responses earning the Thesis point and a majority earning the first Evidence point. Contextualization was also a point that many responses earned successfully, in large part because the First World War (and, to a lesser extent, the Great Depression) provided an obvious backdrop for many possible responses to the questions. The two points for Historical Reasoning – especially the second (or “Complexity”) point – were far and away the most difficult for students to earn.

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

Few essays focused on the process of decolonization in Asia and Africa in comparison to the bulk of the responses devoted to fascism and communism. As such, many students may have missed an opportunity to demonstrate knowledge that they probably had by not associating decolonization with nationalism. Many of the responses that did discuss nationalism seemed to use the term merely as a synonym of patriotism or were loosely integrated into larger arguments about fascism in Germany. While the responses that chose to discuss fascism usually accurately associated historical

figures such as Mussolini, Hitler, and Franco with their respective regimes, these responses were not as consistently clear on the political goals of fascism. Some of the responses on communist policies in either the Soviet Union or China continued to offer vague and inaccurate criticisms of the consequences of this political ideology. Several responses offered general and unsophisticated statements about the failures of communism due to laziness or lack of financial incentives to work harder.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “Nationalism is a very strong tool. Culture consumes our lives and it consumed Ayatollah Khomeini’s people in Iran where they have a theocracy. A government that mixed religion into politics. Nationalism was also a cause of the World Wars. Every country thinks [they are] the best, then they acted upon it.” <i>(This is an example of the many responses that struggled to integrate nationalism and its effects into their arguments.)</i> 	<ul style="list-style-type: none"> “In addition, the rise of nationalism particularly in colonial regions dramatically changed the political and social order. After World War II, the European powers lost their global prestige, which allowed colonies throughout the world, particularly in Afro-Eurasia, to fight for independence. Nationalism surged in regions like India and South Africa as well as other places. In India, led by Mahatma Gandhi, the movement for independence was non-violent and heavily backed by nationalism. ... In South Africa, nationalism spurred the black Africans to end apartheid and elect Mandela as the first black president of South Africa.” <i>(This is a successful, well-argued, evidence-rich integration of nationalism into the argument, showing awareness of the role of nationalism in the process of decolonization.)</i>
<ul style="list-style-type: none"> “Looking more into the present 21st century, as the United States was involved with military conflict in the Middle East, a terrorist group retaliated with fascist/nationalist ideals. On September 11th, 2001, a plane was hijacked and crashed into the World Trade Center, Pentagon, and almost the White House, but still crashed in a field in Pennsylvania. This violent attack was to cause terror and challenge the U.S. involvement in Afghanistan/Middle East, after all, challenging the political order. They wanted to pride themselves as a group and keep the political ideologies to how they react to certain events, causing mass destruction to foreign political order.” <i>(A fair number of responses attempted to link their arguments to post-2001 events. While it would have been possible to use the 9/11 attacks as a historical parallel of a disruption to the political and social order, this particular attempt was unsuccessful because it does not show an understanding of the ideological underpinnings of political Islam/al-Qaeda.)</i> 	<ul style="list-style-type: none"> “Communism posed a uniquely strong challenge to the political order of the twentieth century, especially after the USSR came out on the winning side in WW2. After communism fell many expected that democracy was the way of the future for all countries, but that has not quite played out. Nationalists are still a strong force all over the world (something that became clear in the breakup of Yugoslavia and in the Rwanda genocide). Also we have seen the rise of dictators through democratic systems such as Putin in Russia and the Turkish president.” <i>(This statement successfully connects/compares the challenges that communism posed to the global political order of the 1900-2001 period with challenges to the global order posed by post-Cold War nationalism and populist authoritarianism. In combination with similar statements and in the context of a multifaceted essay well supported by evidence, the statement helped earn the point for historical complexity.)</i>

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

To demonstrate historical thinking and complexity, teachers should continue to teach students strategies as to how to deploy historical thinking skills such as causation, comparison or change over time. Teachers should continue to help students develop a thesis/claim in the opening paragraph and work with them on sustaining the argument throughout the entire paragraph. Although each score point is evaluated on its own, the essay should offer a cogent argument across multiple paragraphs. Doing so might be particularly beneficial to students in earning the first argument development point. Last but not least, teachers should encourage students to think about their thesis/claim as part of a larger conversation. In other words, any given response establishes a line of reasoning that should be aware of the other ways people might interpret the prompt and craft arguments in response to counterarguments.

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

- Teachers will find lessons on teaching the historical reasoning skills, specifically the skill of causation in the Teaching and Assessing modules found on AP Central. The modules focus on the Historical Reasoning skills, Disciplinary Practices and key course content. Different modules contain specific lessons that address causation, videos explaining causation in conjunction with course content and examples of assessments and student responses for tasks whose skill focus is analysis of causation.
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