

Chief Reader Report on Student Responses: 2019 AP[®] World History Free-Response Questions

• Number of Students Scored	313,317		
• Number of Readers	1,512		
• Score Distribution	Exam Score	N	%At
	5	26,852	8.6
	4	58,943	18.8
	3	87,585	28.0
	2	90,354	28.8
	1	49,583	15.8
• Global Mean	2.75		

The following comments on the 2019 free-response questions for AP[®] World History were written by the Chief Reader, Professor Tim Keirn, 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:** Nomads and Cultural Exchange**Max. Points:** 3**Mean Score:** 1.10***What were the responses to this question expected to demonstrate?***

For this short-answer question, students were prompted to interpret an argument from a secondary source and to identify or explain examples of cultural exchange between nomads and non-nomads that occurred before 1450, which could be religious, linguistic, or technological in nature. In addition, students were to identify one development that changed the role of Central Asian nomads in cross-regional exchanges in the period 1450–1750 C.E., typically expressed as a consequence of improvements in maritime technology and trade that diminished the role of nomads. Lastly, students were to explain one cross-cultural exchange before 1450 that would challenge the statement in the last sentence of the passage, which claims that pastoral nomads were the chief instigators and promoters of exchange between East and West before 1450. The question addressed Key Concepts 3.1, 3.2, and 4.1 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 responses address the course content related to this question? How well did the responses integrate the skills required on this question?

This question dealt directly with regional interaction and cultural exchanges, so it tied well to the content of the course. Students provided successful examples of cultural exchanges specifically nomadic societies such as the Mongols, Bantu, Huns, and Indo-Europeans as well as the Silk Roads as an example of cultural exchange that included the spread of religions such as Buddhism, Christianity, or Islam. The second part of the question required students to identify how the role of nomads in Central Asia changed in the period 1450–1750 C.E., and to connect the decline of nomadic agency to larger early modern processes in the course, such as the rise of gunpowder empires or the impact of maritime trade. Students struggled with the last part of the question as many struggled to challenge the idea that nomads were the only means of cultural exchange. The best responses included examples of non-nomadic agency in the spread of religions like Islam or Christianity the spread of specific technologies like the compass or papermaking, the influence of Alexander the Great in spreading Hellenistic Greek culture to other societies, or the cultural impact of merchants or missionaries.

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

The SAQ addressed two different time periods, which intensified student errors in terms of chronology. Students continued to provide evidence and examples that were outside the specified time period. In part a, some students misunderstood substantive concepts and terms such as “culture” (e.g., addressing instead disease and military tactics), and “nomad” (e.g., discussing non-nomadic societies such as the Phoenicians or Polynesians). Students often identified a correct nomadic or non-nomadic society but did not always provide a valid exchange, such as a valid example of religious or technological diffusion. In part b many students could not provide a development that changed the role of nomads in the early modern period. Instead students wrote about the continued expansion of the Silk Roads, the Mongol Empire, or the impact of the Industrial Revolution, all of which are outside of the time period. Students had a difficult time dealing with parts a and c in time periods before 1450, and then having to address the period 1450–1750 in part b. Students overall seemed to struggle with the term “assertion” in part c as many responses did not address how nomads were not the only means of cultural exchange. Students did not understand the need to mention other examples of cross-cultural exchange that did not include nomads, and responses often misinterpreted the prompt to discuss a negative exchange initiated by nomads rather than a non-nomadic society initiating cultural exchange. Again, students also made chronological mistakes referring to the gunpowder empires, the Columbian Exchange, or the colonization of the Americas in a prompt designated before 1450.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “During 1450 to 1750 the creation of the Mongol Empire changed the role of nomads in cultural exchange. Before the Mongols, nomads acted as traders who spread trade and culture along routes, but this changed during the Mongol Empire, nomads became the protectors who patrolled the trade routes to keep them safe.” <i>(The response is outside the time period of part b.)</i> 	<ul style="list-style-type: none"> “One development that changed the role that Central Asian Nomads played in cross regional exchanges from the period 1450–1750 C.E. as described in the passage was the development of maritime technology because new modes of transportation across the ocean using boats and knowledge of monsoon winds allowed countries to trade and exchange ideas and goods across regions with less overland use, which diminished the importance of central Asian nomads in exchanging goods and ideas and cultures overland. An example of this includes European maritime empires such as Britain and Portugal who navigated to Asia on sea in order to trade at trading posts. This sufficiently decreased central Asian nomads’ need to exchange goods along the Silk Road from Europe to Asia.” <i>(The response includes a reference to maritime technology and the monsoon winds and mentions maritime European powers, all of which are developments that changed the role of Central Asian nomads.)</i>
<ul style="list-style-type: none"> “One cross cultural exchange that would challenge the assertion of the last sentence of the passage concerning the nomads’ role in cross regional exchange before 1450 is the exchange between the Mongols becoming an empire and China. While the Mongols were nomads they had aggressively risen up to start conquering the land in around 1200 C.E. This showed them as a violent and hostile people which at first did nothing for the exchange of culture.” <i>(The response is arguing a negative impact of the Mongols rather than challenging the role of the nomads in cultural exchange according to the passage.)</i> 	<ul style="list-style-type: none"> “One cross-cultural exchange that would challenge the assertion in the last sentence of the passage concerning the nomads’ role in cross regional exchanges before 1450 is the spread of religion. During the period before 1450, religions such as Islam, Buddhism, and Christianity spread along major trade routes, such as the Silk Road. The spread of these religions was facilitated by merchants and missionaries, not nomads. Therefore, nomads were not sole facilitators of cross regional exchanges before 1450.” <i>(The response includes reference to merchants and missionaries spreading religions that challenge the assertion in the passage that nomads were the chief promoters of cultural exchange between East and West.)</i>

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

Students need practice reading and analyzing secondary sources. Teachers should continue to focus instruction on periodization because students often provided historically accurate examples that were outside the proper time period of the prompt. Common mistakes made by students included conceptual misunderstanding of the difference between nomads and non-nomads and a lack of specificity in reference to changes in the nomads' role in cross-regional exchange. Teachers should work to ensure that students have an understanding of the substantive concepts and global processes that are included in the AP World History course.

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

- A rich new collection of resources is available to teachers for the 2019 school year that includes newly created formative and summative assessment items for every unit of the course and that represent each of the types of questions on the AP Exam. This includes SAQ practice questions for teachers to use as formative assessment pieces beginning with scaffolded questions that represent what students are ready for at the beginning of the school year and that represent an increased challenge as teachers progress through the course.
- Teachers will find lessons on teaching the historical skill of secondary source analysis in the online modules, a link to which is found on AP Central and on AP Classroom. The modules include examples of secondary source analysis SAQs connected to different specific content areas. The modules contain lessons that address analyzing historical evidence, videos explaining instruction for this skill, and examples of assessments and student responses for tasks whose skill focus is analysis of historical evidence.
- The Teaching and Assessing Modules also contain resources focused specifically on scoring responses that include secondary source analysis using the AP World history scoring rubric. The focus on assessment found in the online modules, for example, offers insight into how to address assessing source analysis. This includes examples and commentary on what earned points and what did not for tasks whose primary focus is source analysis.
- Teachers will find example responses from this particular question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional approaches section of the 2019 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 182 specifically addresses the practice of source analysis and provides suggestions for instruction.

Question #2**Task:** Short Answer**Topic:** Life Expectancy at Birth Graph**Max. Points:** 3**Mean Score:** 1.49***What were the responses to this question expected to demonstrate?***

For this short-answer question, students were expected to analyze the data in the chart to identify global economic differences between countries and identify a factor that might account for low life expectancy at birth in some of the countries displayed on the chart. Furthermore, students needed to explain how longer life expectancy in some countries has led to political, social, or economic challenges. Students were expected to demonstrate the ability to analyze data and the understanding of the relationship between the global economy in the late twentieth century and shifting demographic, political, and social trends. The question addressed Key Concepts 6.1 and 6.3 in the AP World History Curriculum Framework and the historical reasoning skills of Comparison and Causation.

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 students responded to this SAQ from a Human Geography perspective with less understanding of the appropriate historical content. The best responses made use of the chart and their knowledge of history to show how industrialization and imperialism promoted economic growth in some countries, while leaving other countries impoverished and without the infrastructure needed to provide adequate care for their citizens. Strong responses to challenges presented by longer life expectancy in some countries often drew from an understanding of the economic dependency ratio within those countries and the economic and political challenges of governments committed to providing social welfare programs.

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

This SAQ largely addressed the late 20th century and some students had inadequate knowledge of this time period. Moreover, many students struggled with periodization. Some students wrote about the Industrial Revolutions and the social and economic challenges experienced as a result of increasing urbanization associated with the 19th century. Students also struggled to specifically identify challenges of the 21st century in parts b and b. Many responses provided generalizations that then required specific qualification to meet the scoring standard. In addition, students did not always connect longer life expectancy to a new political, economic, or social problem. Students commonly cited the problem of longer life expectancy in part c to be overpopulation but did not provide further qualification or explanation.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “When people live longer it can cause political problems because the older generation usually doesn’t want change and wants to keep old practices in order while the younger generation wants change and new political leaders. This can cause political instability.” (<i>The response identifies a perceived political ideological gap between young and old generations without identifying a new problem specific to the 20th century.</i>) 	<ul style="list-style-type: none"> “With longer life expectancies, there is a larger age group to account for. Issues regarding elderly are prevalent in countries such as the United States. For instance, Social Security and Medicaid are running out of funding and cannot wholly cover many households, leaving a great population of elderly without aid.” (<i>The response correctly explains the economic strain the government and taxpayers of the U.S. face as they support, with Social Security and Medicaid, an increasing elderly population.</i>)
<ul style="list-style-type: none"> “One similarity that might account for the low life expectancies would be the technological developments. In countries such as South Africa or Swaziland, industrialization is a new concept, and is just now beginning to happen. None of these countries have advanced enough to sustain large populations, especially after the technological support of the colonization of the Europeans.” (<i>The response identifies a lack of industrialization as a cause for lower life expectancy, but without further qualification to differentiate it from economic production (GDP).</i>) 	<ul style="list-style-type: none"> “One similarity that might account for low life expectancies is the lack of western medicine in countries. Countries with low life expectancies, such as Mozambique, Swaziland, and South Africa are African countries that don’t have a lot of access to western innovations. This includes new medical technologies, such as vaccinations, that can increase life expectancy.” (<i>The response identifies the lack of access to medicine and vaccines as accounting for low life expectancy in some African countries.</i>)

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

It is important for students to be able to recognize which skill is being required by the prompt and to be explicit in applying that skill in their response. Teachers could focus on reinforcing how to effectively make direct comparisons, using specific historical context. Additionally, students would benefit from more clarity of—and practice with—SAQ skill questions that require an explanation, as opposed to simply identification. Students were able to make identifications in part c but struggled to provide clear explanations.

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

- SAQ practice questions for teachers to use as formative assessment are now available as part of the collection of new resources for teachers for the 2019 school year. These resources begin with scaffolded questions that represent what students are ready for at the beginning of the school year and present an increased challenge as teachers progress through the course. These resources are available on AP Classroom and include the feature

that allows specific question types and topics to be searched to find the new collection of SAQ primary source practice questions and their accompanying scoring guidelines.

- Teachers will find lessons on teaching the historical disciplinary practice of source analysis in the online resources and modules, a link to which is found on AP Central. These resources include an example of a source analysis SAQ connected to specific content from a variety of units. These resources contain specific lessons that address analyzing historical evidence, videos explaining instruction for this practice, and examples of assessments and student responses for tasks whose skill focus is analysis of historical evidence.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional approaches 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 182-183 specifically addresses the skill of source analysis and provides suggestions for instruction.

Question #3**Task:** Short Answer**Topic:** Changes and Continuities of the Neolithic Revolution**Max. Points:** 3**Mean Score:** 1.42***What were the responses to this question expected to demonstrate?***

For this short-answer question, students were expected to identify changes and continuities in subsistence patterns in Eurasian societies both before and after the Neolithic Revolution. Students first had to identify a subsistence pattern pre-dating the Neolithic Revolution that continued in the period circa 10,000 B.C.E. to 3,000 B.C.E. Next, students had to identify one way in which the Neolithic Revolution changed Eurasian subsistence patterns in the same period. Lastly, students had to explain how these changes in subsistence patterns altered a political or social structure in Eurasian society. The question addressed Key Concepts 1.1 and 1.2 in the AP World History Curriculum Framework and the historical reasoning skill of Continuity and Change.

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 students were able to demonstrate their knowledge of the development of agriculture and the changes in both subsistence and migration patterns that come with the adoption of sedentary lifestyles. Students generally understood how agricultural surpluses impacted job specialization and changing gender roles in societies. Many students understood that hunting and gathering practices continued among some nomadic peoples in Asia after the development of agriculture.

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

Students struggled with interpreting the phrase “subsistence patterns.” Many students only understood that phrase in the context of subsistence agriculture and, therefore, had trouble placing nomadic pastoralism both before and after the Neolithic Revolution. Many students thought that subsistence agriculture was always around and simply improved upon with better tools in the Neolithic era based on their knowledge that Neolithic means “New Stone Age.” Their knowledge of the pre-Neolithic era was also limited to migratory patterns. Frequently, students only discussed migration rather than addressing the hunting and foraging lifestyles of pre-Neolithic peoples in relation to a subsistence pattern. Students were also not adept at fully explaining how agriculture or pastoralism altered social or political patterns. They could identify that classes developed or that governments formed in the Neolithic era, but many struggled to explain the role of surplus agriculture and job specialization in relationship to the development of social and political hierarchies.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “Nomadic ways of life before the Neolithic Revolution continued with nomads who didn’t settle in agricultural communities.” (<i>The response identifies a migration pattern rather than a subsistence pattern.</i>) 	<ul style="list-style-type: none"> “Nomadic hunter-gather societies continued to exist after the development of agriculture foraging for both wild grains and berries and hunting game during the Neolithic era.” (<i>The response accurately demonstrates a continuity in pre-Neolithic subsistence patterns that extended into the Neolithic era.</i>)
<ul style="list-style-type: none"> “Farming creates different jobs in civilizations. Some people farm, while others hunt.” (<i>The response identifies the general impact of agriculture on economic change and touches upon specialization. However, the response does not accurately or sufficiently explain how economic change caused by the development of agriculture altered political or social structures in Eurasian societies.</i>) 	<ul style="list-style-type: none"> “Farming surpluses allow sedentary communities to develop job specialization as not everyone has to be engaged in food production. Due to this, some jobs become more valued than others. This creates social hierarchies and classes that grow increasingly different in power over time.” (<i>The response explains how agricultural surplus changes job patterns and then how these economic changes impact social structures.</i>)

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

Teachers should provide some context for the Neolithic Revolution and the development of sedentary agricultural communities and later civilizations by introducing and emphasizing the relationship between pre-Neolithic migratory patterns and subsistence hunter-gatherer lifestyles. Many students believe that “nomadism” before agriculture involves herding domesticated animals and, therefore, associate nomadic societies after the ancient period as continuing the traditions of peoples from before the formation of sedentary civilizations. Pastoralism is not seen as the twin development of the Neolithic Revolution. A surplus of agricultural produce and a surplus of herd animals created similar alterations to political and social structures. This fact could help students see nomadic pastoralists as also “civilized” people with social and political hierarchies. The traditional trope and juxtaposition of “civilized” sedentary societies with “barbarian” nomads could then be removed from explanations of the relationship between later pastoralists like the Mongols and sedentary empires like the Song.

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 process of continuity and change over time in the classroom resources found on AP Central and in AP Classroom. Some of these resources focus on the reasoning process of continuity and change and provide specific lessons that address continuity and change, videos explaining continuity and change in conjunction with course content and examples of assessments and student responses for tasks whose skill focus is continuity and change.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- AP Classroom has a collection of newly created formative and summative assessment items, including practice SAQ questions that address similar skills and topics as this one and that also have fully developed scoring guidelines.
- 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 beginning on page 190-191 specifically addresses the historical reasoning processes and provides suggestions for instruction.

Question #4**Task:** Short Answer**Topic:** New Elites in the period 1750–1900**Max. Points:** 3**Mean Score:** 1.00***What were the responses to this question expected to demonstrate?***

For this short-answer question, students were expected to identify economic changes that led to the formation of new elites in the period 1750–1900. Students were also expected to explain how the traditional elites, despite economic change, remained in power in the period 1750–1900. Finally, students were expected to explain how the formation of the new elites led to the emergence of a new ideology in the period 1750–1900. The question addressed Key Concepts 5.1 and 5.2 in the AP World History Curriculum Framework and the historical reasoning skills of Contextualization, Causation, and Continuity and Change.

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?

- Students were generally able to identify capitalism and industrialization as the economic changes that led to the formation of new elites in the period 1750–1900. Many responses did a good job in explaining how traditional elites such as monarchs and aristocrats remained in power by taking advantage of their existing wealth and political status in the period 1750–1900. In addition, many students demonstrated appropriate understanding of how economic changes facilitated the formation of new elites that led to the emergence of socialist ideology.

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

- Many students struggled with periodization as they inaccurately identified economic changes and ideologies that took place outside of the time period. Some responses inaccurately cited the Columbian Exchange and the development of the transatlantic slave trade as economic changes. Students also misidentified the Enlightenment and Fascism as ideologies that developed in the period 1750–1900. Some students misunderstood the term “elite,” as they referred to countries as elites rather than individuals or social groups.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “However, countries such as China were still powerful despite closing off from the rest of the world. Their sense of nationalism gave them an advantage that other countries didn't have.” <i>(The response tries to explain why a country, rather than a group of people, retained its power despite economic change. Even if the claim made in the response was accurate, the response would not have addressed the prompt.)</i> 	<ul style="list-style-type: none"> “Industrialization led to the formation of new elites on the global level. Despite economic change, traditional elites, like aristocrats, still maintained power because they were largely unaffected by this new economic order. Those with social status derived it through family lineage, which didn't conflict with economic change. Elites still had control over politics and government, and utilized their connections to those in control to ensure that their way of life would not come to an end.” <i>(The response explains the factors that allowed aristocrats to maintain their power despite economic change.)</i>
<ul style="list-style-type: none"> “Enlightenment ideas grew immensely as new people came into power.” <i>(the response does not specify an ideology that emerged from the Enlightenment, such as nationalism. In addition, the response provides an identification rather than an explanation.)</i> 	<ul style="list-style-type: none"> “The formation of elites thanks to industrialization and capitalism i.e. industry barons, prompted the emergence of communism and socialism. These ideologies were a response to the inequalities propagated by the capitalist-industrialist system, in which workers slaved for meager wages and did not share in the wealth they were exploited for. Ideas like socialism and communism promoted economic and social equality between the classes, an idea that appealed to many in the poorer end of society.” <i>(The response explains how socialism and communism emerged in response to economic inequalities caused by industrialization.)</i>

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

- Teachers should integrate skill-building exercises with student development of content knowledge. Many students knew correct information about industrialization but were unable to appropriately deploy that historical knowledge relative to the question asked and the skill associated. When teaching contextualization, teachers should differentiate between evidence and context. Teachers should also conclude units by having students brainstorm about how the events and themes they have covered will potentially inform developments in the next time period. Teachers should emphasize chronology and periodization over dates to ensure students have a mastery of the general “flow” of history. Teachers should distribute a set of events and developments and have students put them in proper chronological order, while also being attentive to how they are associated with the specific themes of the AP World History course. Students also need to practice making specific connections between events and developments to avoid overgeneralizing about change.

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 example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- AP Classroom has a collection of newly created formative and summative assessment items, including practice SAQ questions that address similar skills and topics as this one and that also have fully developed scoring guidelines.
- 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 beginning on page 190-191 specifically addresses the historical reasoning processes and provides suggestions for instruction.

Question #1**Task:** Document Based Question**Topic:** The Portuguese and Indian Ocean Trade**Max. Points:** 7**Mean Score:** 2.28***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 evidence within historical documents. This Document-Based Question (DBQ) asked students to evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century. The question addressed Key Concepts 4.1, 4.2, and 4.3 of the AP World History Course Framework, notably the early modern expansion of transoceanic voyaging and the changes brought to Indian Ocean trading networks with the establishment of a Portuguese trading-post empire. The question also addressed the use of mercantilist practices and armed trade for profit and for the reinforcement of state power, as well as fluctuations in the relative political and economic power of elite groups. The question provided opportunities for students to demonstrate all four of the historical reasoning skills, with a central focus on the skill of explaining Continuity and Change over Time. Responses were also expected to demonstrate the disciplinary practices of Analyzing Historical Evidence (primary sources) and Argument Development. The six text-based documents provided evidence of trade relationships as interpreted by local Malabar Coast residents (merchants and scholars), as viewed from a European perspective (Portuguese government officials as well as a private trader), and as seen by a Sumatran ruler. The final document was an image of an artifact illustrating the Portuguese luxury-goods trade in the Indian Ocean. Responses were expected to evaluate these various primary sources, to add additional relevant historical detail, and to utilize the pieces of evidence singly and in combination to support and qualify a historical argument, as well as to contextualize that argument within broader historical developments.

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?

Students were generally able to identify at least one significant impact of the arrival of the Portuguese on maritime trading patterns in the Indian Ocean and that allowed many responses to earn the thesis point. Students also often exhibited knowledge of both Indian Ocean and broader transoceanic patterns of trade and empire-building in the early modern period, such as Iberian Atlantic conquests and the Portuguese model of trading-post empire.

Most responses successfully described historically relevant information from at least three documents, although a significant portion of the responses did not expand their use of these documents beyond a simple description. Many students were able to use at least six of the documents as evidence in support of claims or arguments about the Portuguese impact in the Indian Ocean. Responses often used topic sentences to link the relevant information from the documents to a historically defensible argument. And although a large minority of responses treated each document separately, many responses used multiple documents in pairings or groupings to collaborate evidence in support of a claim or an argument. Notably, documents 1 and 2 (both about Portuguese displacement of Muslim traders in and near Calicut) were frequently used together, as were documents 4 and 5 (both about Portuguese extortion and militarization of trade).

Credit for Evidence Beyond the Documents was relatively rarely given, as many responses failed to mention additional information, used vague generalities without specific detail, or mentioned historically accurate facts without using them to extend a claim or argument about the impact of the Portuguese in the Indian Ocean. Sourcing of the documents was also relatively rare, as many responses omitted any attempt to evaluate credibility, limitations, point of view, or similar characteristics of the documents. Many of those who attempted to source a minimum of three documents limited their discussion to summaries or repetition of the source attribution information provided in the question without identifying the relevance of that information to authorial point-of-view or purpose, audience, or historical context. Many responses included a request for an additional document, seemingly unaware that the requirement to do so is no longer part of the task for the Document-Based Question. Finally, very few responses were able to demonstrate a complex understanding as part of the argument, which is to be expected given the nature of the sophisticated thinking required. Of the responses

that did earn the point for complex understanding, most did so by putting the documents in conversation with each other and making their argument with a thorough evidentiary use of the documents or relating the documents to each other through collaboration or qualification.

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

Though students did seem to understand that the Portuguese gained control, many students did not show an awareness of resistance or negotiation or agency of other historical actors mentioned in the documents, such as the Malabar Coast traders, Ottoman forces, or Indonesian states. Many students had difficulty with various aspects of Document 3 (the Portuguese recommendation against free trade with the Ottoman Empire); many misread it as supporting free trade, and many others simply did not seem to understand the Ottoman relationship to the Indian Ocean. Similar difficulties affected students' interpretation of Document 6 (the Venetian commentary on spices); some misunderstood the economic reasoning that led suppliers to provide low-quality products to Portugal, and almost none exhibited understanding of the trade-intermediary role played by Middle Eastern and Venetian merchants. Many students still seem confused about the relevance and level of detail expected when discussing evidence beyond the documents or in sourcing the documents.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “After reaching the Indian Ocean with its merchants, Portugal came in and took over the spice trade in Calicut, totally driving all the other merchants out.” (<i>The attempted document analysis ignores evidence from the documents which leads it to make an oversimplified and historically inaccurate claim.</i>) 	<ul style="list-style-type: none"> “Although Portugal gained significant power at Calicut and other trade ports around the Indian Ocean, earlier groups of Hindu and Muslim merchants also continued to operate in the area.” (<i>The statement successfully uses evidence from the documents to support an argument relevant to the prompt.</i>)
<ul style="list-style-type: none"> “The historian al Sageer wrote about Portugal’s takeover of trade in his ‘address to southern Indian Muslims’ around 1570. His intended audience was Muslims in southern India.” (<i>The attempt at document merely restates parts of the source attribution for Document 5 that is provided in the question.</i>) 	<ul style="list-style-type: none"> “As a Muslim himself, al Sageer might understandably be inclined to cast the Catholic Portuguese in a more negative light, perhaps trying to build Indian unity and resistance in the face of increasing European presence.” (<i>The statement effectively analyzes the sourcing of Document 5, explaining how the author’s point of view and/or purpose may have influenced his arguments in the document.</i>)

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

Many students would benefit from repetitive practice explicitly linking evidence within a document to an argument or claim. Even a mechanical or formulaic structure will help to build the habit of actually using the document *as evidence* of a claim, rather than simply summarizing it.

Similarly, more advanced students who can already deploy documentary evidence for the purpose of developing and substantiating an argument should practice sourcing analysis, with particular emphasis linking the identification of the audience and purpose of a document to evaluating the relevance or credibility of the document’s claims or arguments.

One other simple practice that could be reinforced for all levels of student is to be certain to include all 7 documents in the course of the response. Too many students are writing relatively effective essays but neglecting one or two pieces of evidence so that they risk failing to show their true capabilities.

The most advanced students would probably do best to practice building more complex arguments. Thesis-writing exercises that use the phrasing “to what extent” will help students gain the habit of using precisely nuanced and qualified arguments. Any causation discussion should insist that students identify two or more causes for any historical development whenever possible, to help develop the sophisticated and divergent thinking that is at the heart of complex understanding. Documents should be addressed within the student’s response in relation to their collaboration, qualification or contradiction of specific claims within the overall argument. Students should practice organizing their essays matching documents to claims as opposed to addressing each document in the order presented on the exam.

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

- DBQ practice questions for teachers to use as formative assessment pieces are now available as part of the collection of new resources for teachers for the 2019 school year. These resources begin with scaffolded questions that represent what students are ready for at the beginning of the school year and present an increased challenge as teachers and students progress through the course. These resources are available on AP Classroom and both question types and topics can be specifically searched to fine the new collection of DBQ practice questions and the fully developed scoring guidelines that accompany each question.
- Teachers will find lessons on teaching the skills necessary for success on the Document Based Question in the online modules and resources, linked on AP Central and in AP Classroom. There are resources that focus on the Analyzing Evidence practices that are central to the DBQ and that contain specific lessons addressing analysis of evidence of a variety of formats; videos explaining this in conjunction with course content from the period, and examples of assessments and student responses for tasks whose focus is the DBQ.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- Additional resources to support instruction of the “complex understanding” scoring point (the ‘complexity’ component of the historical skill of argumentation) have been created and are included in the collection of resources available to teachers in AP Classroom. Presentations to provide further resources on this point have taken place throughout the year that have included specific examples and teaching strategies that will be of help to teachers. Information and resources from these will be available online afterwards on the Online Teacher Community site.
- The instructional section of the AP World History Course and Exam Description offers another collection of resources for teachers that addresses each of the skills needed for the DBQ. The section beginning on page 182 addresses the different historical skills students will need to employ for success on this type of question with explanation and with suggestions for instruction.

Question #2**Task:** Long Essay
Question**Max. Points:** 6**Topic:** Empires and Increasing Trade,
600 B.C.E. to 600 C.E.**Mean Score:** 1.61***What were the responses to this question expected to demonstrate?***

Responses to this question were expected to demonstrate students' knowledge of the agency and role of empires and empire-building in the increase in trade from 600 B.C.E. to 600 C.E. The question addressed Key Concepts 2.3.I, 2.3.II, and 2.3.III of the AP World History Curriculum Framework. Students were expected to address the means by which states facilitated the expansion of trade through policies, administration, infrastructure development, and the provision of security. Responses were to address one or more specific empires in the period. The question tested students' ability to utilize multiple historical reasoning skills and disciplinary practices, specifically Argument Development, Contextualization, and Causation. While the question was focused upon causation, there were successful student responses that compared the roles that various rising empires played in increasing trade. There were also opportunities for responses to discuss changes and continuities over time regarding the role of empires in increasing trade. The question was broadly constructed geographically and was open to multiple answers drawn from various regions and empires within the Classical Era.

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

Students with knowledge of the appropriate periodization performed well on this question. This question drew from content clearly outlined in the course description and allowed students to discuss any of the Classical empires. Many students were able to identify a variety of imperial factors that facilitated trade with reference to specific empires. These factors included the provision of imperial security for trade (e.g. the Han Empire providing security along parts of the Silk Roads), state investment in infrastructure (e.g. Roman roads), and the state creation of uniform currencies, weights and measures, and language. Moreover, many students were able to explain the connection between state action and commercial expansion. However, in some cases, students did not present an appropriate level of specificity and instead offered claims that were overly generalized. For example, a number of responses discussed the role of roads in stimulating economic development, but without reference to a specific empire. Although a significant portion of the responses attempted to set their arguments in a historical context, many such efforts lacked specificity or a clear connection to the prompt. Most successful responses established contextualization either by addressing the rise of a specific empire or by discussing non-state factors that also contributed to trade within or prior to the Classical Period.

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

Many students struggled to provide specific content that was relevant to the time period indicated in the prompt. Failure to identify specific empires in the Classical period was common. Quite a number of responses focused on out-of-period examples (e.g. the Mongol Empire or various Islamic empires and/or caliphates. Many responses also inverted the task in the prompt and wrote about the effects of trade on empires (rather than about the effects of empires on trade). Students frequently discussed course themes or historical that were not directly relevant to the prompt, specifically, religious and cultural diffusion and demographic movements along trade routes.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “In the Classical era when nomadic groups started to have agriculture instead [of] hunting and gathering, people became sedentary and created civilizations that became empires, therefore in the period 600 B.C.E. to 600 C.E. the rise of large scale empires led to increases in region[al] and transregional trade.” (<i>The attempted contextualization is too general and its connection to the prompt is too tenuous.</i>) 	<ul style="list-style-type: none"> “The Roman Republic would soon wage war against Carthage in a series of conflicts called the Punic Wars. The conquest of Carthage granted the Romans full control of Sicily and lands in Spain and North Africa. These important Mediterranean holdings allowed for an ever-growing monopoly of Roman trade in the region.” (<i>Successfully places the argument about the role of Roman territorial expansion on promoting trade in an appropriate historical context.</i>)
<ul style="list-style-type: none"> “As ideas spread, religions blended, philosophies were made. In a huge empire like [R]ome, the philosophers had philosophies coming from all sorts of different ideas and places. Religions changed and blended like Christianity, which came from Judaism and changed into what we know today, people following the preachings and teachings of the [B]ible.” (<i>The attempt to offer evidence pertains to cultural processes and is not clearly linked to economic exchanges or increases in trade.</i>) 	<ul style="list-style-type: none"> “Another change that increased trade was the creation of coins in Persia. Persian coins made trade much easier because, instead of bartering, one could fairly exchange goods for a certain price. This change increased trade because it made it safer to exchange goods at a fair rate. Previous, as far back as the Neolithic transition, trade had been carried out through bartering, giving one good for another. Currency made the exchange much more efficient and simpler, therefore increasing trade due to the [policies of] the Roman and Persian empires.” (<i>Offers specific evidence and uses it to support an argument directly relevant to the prompt - focus on economic developments and increases in trade.</i>)

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

Teachers should emphasize location, chronology and periodization when covering content. Teachers need to use relevant instructional strategies for teaching correct chronology and periodization and have student practice identifying and categorizing events, perhaps through use of timelines (illustrated, electronic or physical). Teachers should spend time increasing students’ awareness of how the AP World History themes intersect with one another as opposed to teaching them individually without interaction. In addition, students should have multiple opportunities to practice deconstructing a prompt. This is valuable, as the AP Histories’ prompts may require a discussion of the relationship between different historical reasoning skills as opposed to focusing on one skill. In addition to content, students should be taught to employ the vocabulary needed in writing essays for each type of historical reasoning skill (cause, effect, change, continuity, similarities, differences, etc.). Teachers need to provide opportunities for students to write practice essays with attention given towards writing with clarity. Practice complexity as often as possible, possibly explaining it as an extension of the topic in “another way, another view, or another time.”

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

- LEQ practice questions for teachers to use as formative assessment can be found in AP Classroom. These items begin with scaffolded questions that represent what students are ready for at the beginning of the school year and present an increased challenge as teachers move through the course. These resources are available on AP Classroom and specific question types and topics can be specifically searched to find the new collection of LEQ practice questions and the fully developed scoring guidelines that accompany each question.
- Teachers will find lessons on teaching the reasoning process of causation in the online resources linked AP Central and in additional resources linked on the Online Teacher Community. The resources contain specific lessons that address causation, videos explaining causation in conjunction with this period, and examples of assessments and student responses for tasks whose skill focus is causation.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The 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 182 specifically addresses the skills required for LEQs and provides suggestions for instruction. This section is followed by a section that provides instructional suggestions for the reasoning processes.

Question #3**Task:** Long Essay
Question**Topic:** Technology and Economic
Growth, 600 C.E. to 1400 C.E.**Max. Points:** 6**Mean Score:** 1.36***What were the responses to this question expected to demonstrate?***

Responses to this question were expected to demonstrate students' knowledge of the technological developments in the years 600 C.E. to 1450 C.E. that impacted economic growth. The question addressed Key Concepts 3.1.I, 3.3.II, and 3.3.III from the AP World History Curriculum Framework. 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 as there were opportunities to demonstrate historical understanding by comparing the relative impacts of a variety of technological developments in different areas (e.g., navigational technologies compared to overland travel technologies) or technological developments in different regions (e.g., the impact of technological developments in China compared to the impact of technological developments in Europe). The question was open geographically to allow responses from multiple areas, with a specific chronological tie to the Post-Classical Era.

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

While many students performed well on this question, others struggled to identify and use historical evidence relevant to the chronological framework of 600 C.E.–1450 C.E. Students who chose Question 3 overwhelmingly developed essays that addressed navigational and transportation technologies as their key focus, and the majority of the essays focused on the impact of these technologies on trade in the Indian Ocean or over land across Eurasia. Students were generally successful in creating thesis statements, despite the fact that some level of specificity was required beyond the simple umbrella terms of “economic innovations” or “maritime technologies.” Many responses identified specific technological innovations, including the compass, astrolabe, and lateen sails, as factors contributing to economic or commercial growth in this period. New financial, agricultural, or commercial practices such as the use of flying money or credit in China, the implementation of the three-field system, the impact of the horse collar in Europe, or the role of camel domestication and camel caravans in Sub-Saharan Africa were also frequently cited as evidence and were generally credited under a broad interpretation of the term “technological.” Students struggled slightly, however, with deploying their evidence to support claims or arguments (as opposed to merely stating or listing them). A significant minority of students were able to explain the impact of a specific technology upon trade within the appropriate time period and earned the Historical Reasoning point. However, the great majority of students struggled to earn the point for demonstrating historical complexity.

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

Many responses discussed the importance of technology in general without connecting it to economics. Others struggled to provide accurate historical evidence from within the time period 600 C.E.–1450 C.E. A significant percentage of the responses, lured by the date of 1450 C.E., erroneously discussed the Columbian Exchange as an innovation that impacted economies in both the “New World” and the “Old World.” Unfortunately, this approach sometimes led to entire responses that addressed out-of-period material. Contextualization attempts were sometimes too vague or general, or lacked any relevant connection with the prompt. Many students simply made no attempt to contextualize either technological or economic developments within or before the period 600 C.E.–1450 C.E. Successful contextualization attempts often entailed explaining the development of specific trading communities or networks.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “Trade has always been an important part of human society. Trade not only helps goods spread throughout the world but it also helps with cultural diffusion and economic growth.” (<i>The attempted contextualization is unsuccessful because of the lack of specificity.</i>) 	<ul style="list-style-type: none"> “At the start of the period 600 to 1450 C.E., the classical empires of world history such as Greece, Rome, and Persia collapsed, ushering in post-classical societies, however at the same time, trade routes throughout Eurasia flourished as the large scale empires had prompted and increased the use of profitable trade routes such as the Indian Ocean trade and the Silk Road.” (<i>Successfully relates the historical background of the transition to post-classical states and societies to the topic of trade and trade routes.</i>)
<ul style="list-style-type: none"> “Following the voyage of Christopher Columbus, many new food innovations were introduced into the trade. New items like corn and potatoes were introduced to Europe and livestock was introduced to the Americas.” (<i>The attempt to offer evidence is unsuccessful because it falls outside the time period specified in the prompt.</i>) 	<ul style="list-style-type: none"> “The compass, which came from China and allowed sailors to navigate, combined with the Lateen Sails which developed in the Indian Ocean and allowed ships to maneuver more easily were both important innovations. They allowed ship captains to plan their voyages more accurately, which allowed them to expand their trade base. Within a few short years of 1450 Christopher Columbus and his men set out using the compass to try to find a shorter route to China and India for Spain’s trade. They weren’t successful, but did establish a new trade base in the Americas, all because of the compass.” (<i>The evidence offered is correct for the time period specified in the prompt.</i>)

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

One of the biggest overarching issues observed is that students appear to learn information in an overly compartmentalized manner. They seem to focus on specific units of study, rather than developing an all-encompassing chronology of events with a concrete sense of the periodization that frames and organizes the AP World History course. As a result, while many students could articulate how technological innovations affected trade, they often did so with historical evidence and examples associated with a different time period than that specified in the prompt. One activity in the classroom that will address this problem is to use timelines throughout the year. Consider creating a large timeline in the classroom and have students add to it as the year progresses, or have students create and keep personal timelines with key major events aligned to the AP World History periodization scheme. The most important thing is to continually revisit the overall chronology to make sure students are aware of course periodization.

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

- LEQ practice questions for teachers to use as formative assessment pieces are now available as part of the collection of new resources for teachers for the 2019 school year. These items begin with scaffolded questions that represent what students are ready for at the beginning of the school year and that continue on to present an increased challenge as teachers progress through the course. These resources are available on AP Classroom with the ability to search for specific question types and topics so that teachers are able to find the new collection of LEQ practice questions and the fully developed scoring guidelines that accompany each question.
- 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 182 specifically addresses the skills required for LEQs and provides suggestions for instruction. This section is followed by a section that provides instructional suggestions for the reasoning processes.

Question #4**Task:** Long Essay
Question**Max. Points:** 6**Topic:** States Controlling Their
Economies After 1900**Mean Score:** 2.16***What were the responses to this question expected to demonstrate?***

Responses were expected to demonstrate students' knowledge of the extent to which states in the twentieth and early twenty-first century controlled their economies. The question primarily addressed Key Concept 6.3.I ("The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century"). The question provided opportunities for students to demonstrate two distinct sets of historical thinking: lower-order (recall) and higher-order skills (analysis and argumentation). In addition, the question tested students' mastery of the historical reasoning skills of Causation and Contextualization and the history disciplinary practice of Argument Development. Although the prompt did not explicitly target the historical thinking skill of Continuity and Change over Time, it offered students ample opportunities to address fundamental shifts in state-directed economic policy as motivated by such key events as the World Wars, the Great Depression, the Cold War, the development of international capitalism/neoliberalism, and the rise and fall of communism and fascism, as well as more recent developments such as economic globalization and the development of international organizations and blocs. Although responses were mostly expected to address twentieth-century developments, the prompt's wording allowed coverage of content from the period after 2000 as well. Responses could develop an argument by demonstrating knowledge of a wide variety of economic models and theories, including communist central planning, laissez-faire capitalism, Keynesian economics, corporatist economic approaches in fascist states, etc. The question also provided opportunities for (though it did not require) responses to engage in comparing the effects of various types of economic policies pursued by states since 1900.

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

Responses generally demonstrated a strong understanding of the historical content related to the topic of state economic control after 1900. The vast majority of the responses focused on policies pursued by the U.S. and/or the Soviet Union (often explicitly comparing the two), while a large minority also discussed China (both under Mao and after the shift to market-oriented policies) and/or the economic policies of Nazi Germany. A minority of responses addressed the deregulation of state economies in the late 20th century or the development of mixed economies with public-private partnerships at various times over the century. Most responses contained a decent amount of specific historical evidence and, to a lesser extent, contextualization. Successful contextualization attempts often addressed the ideological origins (both pre- and post-1900) of economic policies informed by Capitalism, Communism, Fascism, Keynesianism, and neoliberalism. Relatively fewer responses demonstrated mastery of the higher-order disciplinary practice of Argument Development. Among those that did so, the most prevalent approaches included analysis of the causal factors for, and sometimes the effects of, such large, state-sponsored economic programs as the United States New Deal, the Soviet Five-Year Plans, or the Chinese Great Leap Forward, among others. Some students were able to earn the Historical Reasoning point by explaining the origins or impacts of state regulation or deregulation upon the economy. The Complexity point proved to be much more difficult, as responses generally did not include enough supporting information to substantiate or extend these arguments.

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

The most common misconception related to a fundamental misreading or misunderstanding of the question was namely in that the responses were about political—not economic—control by a state. Surprisingly, a number of responses seem to have interpreted the task as inquiring about the economic policies of individual U.S. states (e.g., New York, California, Colorado, etc.), a mistake which typically prevented such responses from earning high scores. Many responses included arguments relating to the successes and/or failures of a given economic system without connecting these arguments to state economic control. Additionally, some responses included value judgments on the efficacy of economic systems—especially communism—in turn straying from the topic and avoiding a direct response to the prompt. Generally speaking,

the responses to the question did not reveal many gaps in student knowledge—except for a predictable number of misconceptions concerning the specific details of various economic programs and policies—but they did reveal a general tendency to focus on the U.S., China, and/or the Soviet Union. Such responses are understandable, given the dominance of these countries in the 20th century. However, many of the responses tended to present these nations as existing in a vacuum, with little international or transregional interaction with smaller nations.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “The USSR wished to control their population by limiting their citizens, they did this through labor camps and killing people who opposed government views.” (<i>While historically accurate, the attempted thesis does not address economic policies or state economic control.</i>) 	<ul style="list-style-type: none"> “Both the Soviet Union and China employed massive violence and subjugation of peoples in order to support their economies.” (<i>While minimal and generalized, the thesis statement makes a valid claim linking Soviet and Chinese state violence to economic consideration.</i>)
<ul style="list-style-type: none"> “The United States was the main practitioner of capitalism. Capitalism is when you must make your own money for yourself and no government official has to tell you what to do: it is all up to you. This is a good thing because you have the freedom to do what your want.” (<i>The attempt to offer evidence is too generic and characterized by value judgment, rather than a specific example or instance in which capitalism influenced U.S. economic policy.</i>) 	<ul style="list-style-type: none"> “In the United States ... government intervention was required in order to bring Americans out of the Great Depression with Roosevelt’s ‘socialist’ New Deal.” (<i>The statement offers a specific historical example/context in which the U.S. embraced economic intervention in order to counter the effects of the Great Depression.</i>)

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

Students who answered this question were more successful on average than those who selected one of the other two LEQs. This is partly explained by the fact that the content is easier to remember as it is taught at the end of the AP World History course. In this sense, it behooves teachers to ensure that they pace their instruction so that the entirety of the 20th century is taught with the equivalent curricular depth and time as the rest of the units of the course. Teachers also need to ensure that students are required to not only identify and describe economic policies associated with specific states (or types of states), but they must also be able to *explain* the origins and impacts of these policies to earn the Historical Reasoning point. Students should also be more aware of the dynamic forces of change that were at play during the 20th century. Very few students were able to discuss or explain the changing nature of economic regulation across the 20th century as was the case in the relative deregulation of the economies of China, India, Russia and the U.S. Addressing and explaining the dynamic as opposed to static nature of economic policy in the 20th century was the clearest way for students to earn the Historical Complexity point.

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

- LEQ practice questions for teachers to use as formative assessment pieces are now available as part of the collection of new resources for teachers for the 2019 school year. The LEQ practice questions begin with scaffolded questions that represent what students are ready for at the beginning of the school year and then present an increased challenge as teachers progress through the course with their students over the course of the school year. These resources are available on AP Classroom and specific question types and topics can be specifically searched to identify the new collection of LEQ practice questions and the fully developed scoring guidelines that accompany each question.
- Teachers will find lessons on teaching the reasoning process of causation in the classroom resources section of the World History page on AP Central. The modules contain specific lessons that address causation, videos explaining causation in conjunction with this period, and examples of assessments and student responses for tasks whose skill focus is causation.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The 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 182 specifically addresses the skills required for LEQs and provides suggestions for instruction. This section is followed by a section that provides instructional suggestions for the reasoning processes.