

Chief Reader Report on Student Responses: 2021 AP[®] European History Free-Response Questions

• Number of Students Scored	84,237		
• Number of Readers	487		
• Score Distribution	Exam Score	N	%At
	5	8,918	10.6
	4	16,302	19.4
	3	20,799	24.7
	2	27,369	32.5
	1	10,849	12.9
• Global Mean	2.82		

The following comments on the 2021 free-response questions for AP[®] European History were written by the Chief Reader, Paul Deslandes, University of Vermont. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question #1**Task:** SAQ**Topic:** French Revolution Secondary Source**Max. Points:** 3**Mean Score:** 1.86***What were the responses to this question expected to demonstrate?***

a) Describe one argument the author makes regarding the revolutions discussed in the passage.

Responses were expected to describe one argument made within the passage that demonstrates comprehension of the ideas de Staël presents regarding the revolutions in England and France.

b) Identify one piece of evidence not found in the source that would support the author’s claim regarding representative government.

Responses were expected to name (identify) a piece of evidence that relates to representative government, either before, during, or after the French Revolution, that would support de Staël’s claims.

c) Explain one limitation of de Staël’s view of the French Revolution.

Responses were expected to provide evidence and explain a major flaw that would challenge de Staël’s argument concerning the French Revolution.

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

In part (a) responses were expected to demonstrate comprehension of arguments made by Madame de Staël in the passage presented. “Describe” was intended to cue students to do more than merely restate phrases from the passage. A significant proportion of acceptable responses to part (a) were able to make arguments that tied together the English and the French Revolutions, especially their common idealistic roots and/or motives. Other acceptable responses drew specifically on one of the revolutions mentioned or discussed the development of the social order.

In part (b) students were expected to identify one piece of evidence not mentioned in the passage that would support de Staël’s arguments about representative government. Some responses provided evidence from the American Revolution and the establishment of representative government in the early United States. Other acceptable responses provided evidence from the French revolutionary period, including events surrounding the formation of the National Assembly. A third set of acceptable responses referenced the desire for constitutional and representative government in the postwar period (after 1815) up through the third quarter of the 19th century.

In part (c) students were expected to name and to explain one limitation of Madame de Staël’s views of the French Revolution. Successful responses most often drew information from the Revolutionary period (1789–1815), which could include (but was not limited to) the lack of sustained representative government in France during this period; the violence that was enacted upon the French population by the Jacobins (and the Committee for Public Safety); the regression from democracy once Napoleon Bonaparte became Emperor of France; and the return to monarchical governments in the Restoration (postwar) period. Other successful responses challenged de Staël’s grouping of the English and the French revolutions in that those events emerged from distinctly different antecedents (including class and daily life concerns). Effective responses demonstrated the ability to identify a piece of evidence and to explain how and why that piece of evidence exposed the limitations of de Staël’s view of the French Revolution.

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

- Some students failed to provide specific evidence in support of their claims, not fully following the instructions of the prompt and providing only vague answers not directly related to the topic of the passage.

- The explain task is sometimes difficult for students in SAQs. This kind of prompt requires a higher-level response (with some historical thinking) than an “identify” or “describe” prompt.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Some responses failed to provide a salient piece of evidence that demonstrated de Staël’s point about establishing representative government in France or around the world. 	<ul style="list-style-type: none"> • “One piece of evidence that would support the author’s claim regarding representative government is the success of the British Parliament in their history. Being a representative government allowed Britain to advance quickly, urbanize successfully, and excel during the Industrial Revolution. Because Parliament was elected by the people, it represented their needs and led to a more prosperous society than most other countries.” <i>(This response successfully identifies a specific piece of evidence in support of de Staël’s claim regarding representative government.)</i>
<ul style="list-style-type: none"> • Some responses failed to provide a proper explanation (why and how) about a piece of evidence that limits de Staël’s arguments. 	<ul style="list-style-type: none"> • “De Staël’s view of the French Revolution is hindered through Napoleon’s rise to power. Napoleon reversed the social progress made during this period by limiting freedom of speech and press, thus rendering the events of the French Revolution practically useless. This is significant because Napoleon’s rise completely contradicted the absolute power that was fought against.” <i>(This response successfully identifies and explains why and how Napoleon’s rise and his policies are a limitation of de Staël’s view of the French Revolution.)</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?

- Providing students with numerous opportunities to read and interpret primary sources would help them with comprehension, as required in part (a). Teachers might develop a primary source workshop that asks students to read sources and answer questions that will help them understand the text, the author, and the context. Moreover, students can be asked in these workshops to identify the assumptions in the document and understand the variety of ways that someone may interpret it.
- There are many tools for more interactive ways of teaching history, such as the *Reacting to the Past* platform (Barnard College). These games use historical context, primary sources, and role playing to have students debate flashpoints in history. While most of these games are more suited for the college classroom, they can be adapted to a secondary school setting. Particularly useful are the “microgames” developed by *Reacting to the Past* professors that only take a day or two to play, which would better fit into an AP classroom. One game that may work well for this question is the French Revolution microgame.

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

The following resources are available in AP Classroom, especially focused in Units 3 and 5, and might be useful instructional support for teachers in working with students on the general topic of “revolutions” and the skills needed to successfully respond to a secondary source SAQ:

- Topic 3.1 – Contextualizing State Building
- Topic 3.2 – The English Civil War and the Glorious Revolution
- Topic 3.8 – Comparison in the Age of Absolutism and Constitutionalism
- Topic 5.1 – Contextualizing State Building
- Topic 5.4 – The French Revolution
- Topic 5.9 – Continuity and Change in 18th-Century States
- Each of the above topics has associated resources that could serve as useful instructional supports for teaching the topic and skills involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- AP Classroom is directly linked to the AP European History Question Bank where examples of AP Exam questions on the topic of historical developments, events, and processes related to the English and French Revolutions may be found—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of a secondary source SAQ.

Question #2**Task:** SAQ**Topic:** Scientific
Revolution/Absolutism**Max. Points:** 3**Mean Score:** 1.71***What were the responses to this question expected to demonstrate?***

a) Responses were expected to demonstrate the skill of analyzing a nontext source while developing an understanding of the historical situation (Scientific Revolution). Responses were expected to describe how scientific and technological objects and/or ideas embedded within the image (e.g., government patronage, sextant, maps, orbital, globes, and skeleton) were important components of the Scientific Revolution.

b) Describe King Louis XIV's likely purpose in commissioning the painting.

Responses were expected to contextualize the event featured in the image (i.e., Royal Academy of Science, 1667) as well as develop an understanding of the historical situation. Responses should have demonstrated the skill of determining point of view, audience, and/or purpose. Alternatively, responses were expected to demonstrate approaches that absolute monarchs, such as Louis XIV, incorporated to solidify power, reaffirm a sense of grandeur and prestige, as well as provide a tangible benefit for France.

c) Explain one way in which developments shown in the image changed or continued during the Enlightenment.

Responses were expected to make connections between the Scientific Revolution and the Enlightenment and to determine and discuss how various aspects of the image reflected change or continuity. Successful responses were expected to use the image to explain either continuity between periods (e.g., emphasis on reason, nature, empiricism, government patronage, and/or institutions that promoted knowledge) or change (e.g., perceptions about religion, increased secularization, and challenges to government power).

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

In part (a) students performed fairly well addressing course content and skills related to the question. Students understood the historical context of the image and typically were able to identify and describe key components of the Scientific Revolution (sextant, maps, orbital, books, globes, etc.). Some students struggled to illustrate how these items were a significant part of the Scientific Revolution, with many merely listing items present in the image without describing their relevance to the time period. Fewer students were able to describe government patronage of scientific ideas and the relevance of new institutions (e.g., Royal Academy of Science) in sharing scientific ideas.

In part (b) students performed exceptionally well addressing content and skills related to the question. Students understood the historical situation and likely purpose of Louis XIV commissioning the painting. Many students conveyed some idea of Louis XIV authorizing the painting to demonstrate his grandeur/prestige, as well as to show his support for scientific inquiry, especially if it had a tangible benefit for France or himself. Fewer responses described Louis XIV's purpose in demonstrating his support of science as part of an attempt to compete with other European monarchs.

In part (c) students performed somewhat well identifying key components of both the Scientific Revolution and the Enlightenment but often struggled using the image to illustrate how the Scientific Revolution changed or continued into the Enlightenment. Successful students often linked their discussions to ideas like rationalism, government patronage, the importance of natural laws, the mapping out of land for commercial benefit, and the sharing of ideas through institutions such as salons and coffee houses. To a lesser extent, students demonstrated how the Enlightenment ushered in further changes by discussing secularization and religion. Successful responses effectively explained a specific rationale for the links established between these two periods, steering clear of overly generalized statements.

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

- Some students merely listed components of the image without addressing what those details revealed about the Scientific Revolution.
- In discussing the Enlightenment, students occasionally failed to effectively show how specific developments depicted in the image continued into the 18th century.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Some responses merely listed items from the image without adequately describing how they were significant to the Scientific Revolution. 	<ul style="list-style-type: none"> • “One way in which the image depicts a significant feature of the scientific revolution is the cartography and maps, as well as animal skeletons in the top left of the image. The skeletons show a learning of anatomy while the maps display the learning of the globe. Below were important aspects of the Scientific Revolution that sparked new knowledge and understanding of things. The correspondents at this Royal Academy are displaying their interest in these subjects which would continue to spread knowledge.” <i>(This response successfully connects artifacts within the image to the Scientific Revolution.)</i>
<ul style="list-style-type: none"> • Some responses were general, simply listing how “ideas or learning” continued or changed from the Scientific Revolution to the Enlightenment without explaining in any specificity about those “ideas or learning.” 	<ul style="list-style-type: none"> • “Some of the developments shown in the image continued in the Enlightenment were the ideas of educated people challenging traditional ideas as a result of new thinking. Just like Newton and Galileo challenging the ways of the Catholic Church, the Enlightenment introduced new thinkers such as Montesquieu and Locke, who challenged ideas of traditional government, with the social contract and inalienable rights paving the way for new representation in government.” <i>(By using specific examples, this response successfully connects ideas of challenging authority during the Scientific Revolution to the Enlightenment.)</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 introduce historical thinking skills early in the course and practice those skills frequently with all writing prompts included on the AP exam, including Short Answer Questions.
- Teachers should provide students with timely and meaningful feedback based on the AP European History writing rubrics. Student writing conferences and scoring practice writing samples with students are great ways to collaborate with students and to ensure that students receive feedback.
- Teachers need to provide frequent and differentiated practice opportunities to help students become comfortable with all the various formats of the Short Answer Questions. This also helps solidify content knowledge.
- Teachers need to expose students to key writing terms used in AP prompts (e.g., describe, explain, evaluate, and refute).
- Some specific strategies for teaching might include individual student writing conferences where students meet with a teacher while their free-response questions are scored, activities where students debate and discuss Enlightenment ideas and the impact of particular thinkers, mnemonic devices that help students remember key concepts and tasks, or various timeline activities that encourage students to think about links between events and to assess chronology from a critical perspective.

The following resources are available in AP Classroom, especially focused on Units 3 and 4, and might be useful instructional support for teachers in working with students on the topic of the Enlightenment and Enlightened Absolutism and on the skills needed to successfully respond to a primary source SAQ:

- Topic 3.1 – Contextualizing State Building
- Topic 3.7 – Absolutist Approaches to Power
- Topic 3.8 – Comparison in the Age of Absolutism and Constitutionalism
- Topic 4.1 – Contextualizing the Scientific Revolution and Enlightenment
- Topic 4.2 – Scientific Revolution
- Topic 4.3 – Enlightenment
- Topic 4.6 – Enlightened and Other Approaches to Power
- Each of the above topics has associated resources that could be useful instructional supports for teaching the topic and skills involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- AP Classroom is directly linked to the AP European History Question Bank where examples of AP Exam questions may be found on the topic of historical developments, events, and processes related to Louis XIV’s rule and how he used a variety of methods to enhance his power—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of a primary source SAQ.

Question #3**Task:** SAQ**Topic:** Reformation/Enlightenment**Max. Points:** 3**Mean Score:** 1.20***What were the responses to this question expected to demonstrate?***

a) Describe one specific example of a change in the role of religion in European daily life during the period 1450 to 1700.

Responses were expected to demonstrate an understanding of the consequences to European daily life as the role of religion altered after events such as the Protestant and Catholic reformations.

b) Describe one specific example of a continuity in the role of religion in European daily life during the period 1450–1700.

Responses were expected to demonstrate an understanding of a constancy in the role of religion after events such as the Protestant and Catholic reformations.

c) Using a specific example from the period 1450–1700, explain how political authorities in Europe attempted to control religious beliefs or practice.

Responses were expected to explain how or why the attempted actions of political authorities in Europe attempted to control religious beliefs or practice during the period from 1450 to 1700.

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?

For part (a) many responses demonstrated an understanding of the key events of the Protestant and/or Catholic Reformations, the increased secularism of the Renaissance, the key discoveries of the Scientific Revolution, or the contributions of thinkers during the early Enlightenment era. Many referenced Martin Luther’s challenge to a corrupt Church, the heliocentric model of Copernicus/Galileo, or John Locke’s ideas of government. Responses were usually able to situate events or historical figures relevant to the dates provided, 1450–1700. However, students often failed to make a connection as to how these events or ideas affected changes in European daily life during this period, choosing instead to provide details or a narrative about specific discoveries or events. Acceptable responses made explicit ties and provided some specificity, such as the connection between changes brought about in Calvinist Geneva, with its increased regulation and control of moral behavior.

For part (b) many responses demonstrated a general understanding of the continued importance of religion in early modern European daily life. Responses often mentioned that the Pope continued to be the titular head of the Catholic Church or made a broad statement about how Europe remained predominantly Christian. Nevertheless, students often did not connect these to a specific example that illustrated a continuity in the role of religion in European daily life during the period from 1450 to 1700. Acceptable responses provided a specific example that did make the connection, such as the continued persecution of religious minorities like Jews or Muslims, the role of religion in European morality or in promoting traditional gender roles, or that clergy members continued to be the main authorities in most Christian churches.

For part (c) many responses were able to demonstrate a general understanding of how authority figures attempted to control religious beliefs or practice, but struggled to identify political authority figures or specific examples of that attempted control. Unsuccessful responses referenced generalized statements about Protestantism spreading in northern Europe or provided examples of religious control of beliefs or practice, such as the Church’s Index of Prohibited Books. Successful responses tied specific political authorities to actions undertaken to control beliefs or practice, such as Charles V’s attempt to create a religiously homogenous Holy Roman Empire or France’s Henry IV issuing the Edict of Nantes, which provided Huguenots with limited religious toleration.

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

- Some students struggled in understanding what was meant by daily life and frequently provided evidence related to this concept that was vague or lacking in specificity.
- Some students found it difficult to articulate how continuities in history work and how one might trace constancy over time and, in some instances, place.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • In part (a), weaker responses made general references to the events of the Protestant Reformation (e.g., Luther’s 95 Theses, Henry VIII’s creation of the Church of England), the Scientific Revolution, or the Enlightenment without connecting them in any way to a changing feature of religion in European daily life. 	<ul style="list-style-type: none"> • “One way religion changed from 1450 to 1700 is that it went from being a group practice to more of an individual practice. In 1450 most people relied on the Church to teach them about God because there weren’t translations of the Bible, whereas by 1700 there were Bibles in English and more people could read, so they could practice on their own.” <i>(Effective responses like this one provide a specific piece of evidence for a change in the role of religion in European daily life, such as Protestant stress on the individual’s relationship with God and the increased availability of Bibles printed in the vernacular.)</i> • “One change in the role of religion in European daily life during the period 1450 to 1700 resulted from the shift of the power of the Catholic church to other denominations including Protestantism, Calvinism, and Lutheranism. People no longer had to buy indulgences after Luther sparked this idea after his 95 Theses in 1517. Additionally, people no longer had to follow the strict rules of the Catholic Church every day, like the taking of the Sacraments.” <i>(Effective responses like this one provide a specific piece of evidence for a change in the role of religion in European daily life, such as a decrease in Church power due to the creation of other denominations and that Europeans were no longer obligated to buy indulgences or adhere to the strict Catholic practices related to the Sacraments.)</i>

<p>In part (c), weaker responses made general references to actions undertaken by religious officials (e.g., the Church excommunicating Luther), rather than explaining how political authorities in Europe attempted to control religious beliefs or practice in Europe during the given time period.</p>	<ul style="list-style-type: none"> • “Some monarchs tried to use religion to their advantage. Henry VIII broke from the Catholic Church to divorce his wife Catherine of Aragon. He created his own church, the Anglican Church, and made himself the head of all religious matters in England. He soon realized that controlling religion, and being free from the opinions of the Pope, would help him strengthen and expand his power. By controlling a vital part of his subjects’ lives, he kept them further under his power.” <i>(Effective responses like this one connected the efforts made to control religious beliefs or practice by political authorities like Henry VIII, who benefitted from expanded power over his subjects when he made himself titular head of the Anglican Church.)</i> • “An example of trying to control religious beliefs are the French Wars of Religion. This took place after the Protestant Reformation and the French tried to squash Protestantism and end the influence of Huguenots. An example of this is the St. Bartholomew’s Day Massacre where 3,000 Huguenots were killed at a wedding at the order of the queen. This conflict came to an end with the Edict of Nantes giving Huguenots rights.” <i>(Effective responses like this one connected the actions of political authorities, such as a monarch authorizing the St. Bartholomew’s Day Massacre and the later mention of the Edict of Nantes, attempting to control religious beliefs or practice.)</i>
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers may want to familiarize themselves with the formats typical of Short Answer Questions by looking at the released exams on AP Central (which feature sample exams and commentary), as well as the SAQ questions found in the online AP Classroom resource. There are whole sections in the online AP European History Teacher’s Guide (found on AP Central) on Instructional Approaches including Course Materials, Instructional Strategies, Developing Historical Skills, and Developing the Reasoning Processes.
- Introduction of SAQ questions early in the year and scaffolded assessments in preparation of longer written formats, such as LEQs and DBQs, are recommended. Students can find practice questions of specific types and

on varied topics in the online resource, AP Classroom. These can be utilized both as formative assessments and as teaching tools in the classroom fueling discussion-based learning and group work.

- Teachers should help students identify the “tasks” in each section of the prompt. To this end, they should assist students in understanding the meanings and expectations of terms frequently used in written test questions such as identify, describe, analyze, and explain. In addition, it might be helpful for students to review what is meant by terms such as *change* and *continuity*, as well as what is meant by *specific evidence* (Think proper noun whenever possible).
- Teachers may find it helpful to develop a mnemonic device or “formula” for approaching SAQ questions with their students. One such example is **APT**: **A**nswer the prompt; **P**rovide specific evidence; and **T**ell the reader why this evidence supports your answer.
- Course approaches that stress the interconnectedness of the various units and themes in European History are beneficial to student understanding. Emphasizing the causes and effects of an event over the course of several units by using “framing questions” would help students to see both the short- and long-term influences of historical events across themes and blocks of time. Teachers should stress that certain events and processes, such as the Protestant and Catholic Reformations, continue to exert significant influence beyond their defined “end dates” and outside of their “category” such as religious movements having social and political effects.

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

The following resources are available in AP Classroom, especially those focused on Units 1–4, might provide useful instructional support for teachers in working with students on the topic of the role of religion in European daily life from 1450–1700, as well as help develop the skills students need to successfully respond to an SAQ:

- Topics in Unit 1, including Topics 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6 address issues touching on how religion played a part in the daily life of Europeans.
- Topics throughout Unit 2 involve continuities and changes in the role of religion for Europeans throughout the period of major religious changes taking place in the 16th and 17th centuries.
- Topics from Unit 3 may be useful in addressing the topic of the role of religion in European daily life as students connect political developments to religious developments throughout the period.
- Topics in Unit 4 similarly allow for connections between other intellectual developments in the time period and how these relate to the role of religion in daily life.
- Each of the above topics has associated resources that could serve as useful instructional supports for teaching the topic and skills involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- Also linked in AP Classroom are the classroom resources related to the theme of religion, including Teaching and Assessing modules (one of which focuses on the Edict of Nantes) and other instructional materials linked both in the CED/unit guides and under the “Professional Learning” tab on the AP Classroom course homepage.
- AP Classroom is directly linked to the AP European History Question Bank where examples of AP Exam questions on the topic of historical developments, events, and processes related to the role of religion in European daily life from 1450–1700 may be found—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.

Question #4**Task:** SAQ**Topic:** 20th-Century Daily Life**Max. Points:** 3**Mean Score:** 1.27***What were the responses to this question expected to demonstrate?***

a) Describe one specific example of a change in the role of the state in European daily life during the period 1900 to 1945.

Responses were expected to demonstrate an understanding of consequences for Europeans as governments changed their involvement in daily life throughout the period from 1900 to 1945. This part of the question relates to Unit 8 of the curriculum framework on 20th Century Conflicts with this element focusing on Key Concepts 4.2 and 4.4.

b) Describe one specific example of a change in the role of the state in daily life in Western Europe during the period 1945 to 2000.

Responses were expected to demonstrate an understanding of consequences for people in Western Europe as governments changed their involvement in daily life throughout the period from 1945 to 2000. This part of the question relates to Unit 9 of the curriculum framework on Cold War and Contemporary Europe with this element focusing on Key Concepts 4.2 and 4.4.

c) Using a specific example from the period 1945 to 2000, explain how Eastern European states attempted to limit individual rights.

Responses were expected to provide information about how or why individual rights were limited in Eastern European states from 1945 to 2000. These responses should have gone beyond a mere description of the characteristics and explained a specific example of rights being limited, along with how or why this was done in Eastern Europe during the time period. This part of the question relates to Unit 9 of the curriculum framework on Cold War and Contemporary Europe with this element focusing on Key Concepts 4.2 and 4.4.

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

In part (a) responses were expected to address a specific instance of historical change. Responses often described multiple ways in which the state's role in daily life shifted, particularly associated with the two world wars. Most described the effect of war on the drafting of men into the armed forces and women being needed as factory workers. Some described wartime propaganda efforts or the rationing of consumer goods. Others described the effects of fascist ideas of racial purity and specific actions against Jews.

In part (b) responses were expected to address a specific instance of historical change once again, this time during the period 1945–2000. Most of these responses described the trend toward welfare states, which provided pensions, health care, childcare, and unemployment for their populations. Several successful responses were able to describe the state's actions to improve postwar economic conditions by accepting Marshall Plan funds and how this increased the availability of consumer goods.

In part (c) responses were required to address the ways in which Eastern European states attempted to limit individual rights, explaining the reasons why that may have been the case. Most of these responses described the extensive limitations on free speech and the media within the Communist bloc of Eastern Europe. Many successful responses described the extreme limitations on freedom, such as tightly controlled one-party systems, lack of real electoral choice, lack of job choice, and the state use of secret police. Some responses also described limitations on migration, specifically mentioning the Berlin Wall. These responses successfully connected specific historical evidence with the limitations on individual rights and the resulting punishments and penalties within Eastern Europe.

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

- Students were sometimes vague in their understanding and conceptualization of daily life. Frequently, when this was the case, they found it difficult to provide specific examples of the role that the state played in daily life in any of the periods or regions identified in the prompt.
- Some students struggled as they attempted to connect state actions to the ordinary experiences of daily life. When they struggled, they frequently had difficulty linking developments in political history to those in social history.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • In part (a), responses often discussed inaccurate or vague effects of the state on daily life or many times could not connect state actions directly to daily life. 	<ul style="list-style-type: none"> • “During the period 1900 to 1945 the state had increasing influence on European daily life through new jobs the government created during war. During WWI and WWII states now controlled the daily life of women by providing jobs in munitions factories that facilitated the war effort.” <i>(Effective responses like this one displayed an ability to provide appropriate evidence and link that evidence to a shift in the role of the state in daily life.)</i>
<ul style="list-style-type: none"> • In part (b), responses often vaguely described the inaccurate or imprecise effects of the state on daily life. Many times, they could not link state actions to daily life. Students sometimes responded with evidence, which was not specific to Western Europe or the time period after 1945. 	<ul style="list-style-type: none"> • “One specific example of change of the role of the state in daily life in Western Europe was its increased use of social welfare programs to directly improve the quality of life for Western Europeans. We see this in the rise of the National Health Service in the UK.” <i>(Effective responses like this offered specific examples within Western Europe of the government’s changing role in daily life.)</i>
<ul style="list-style-type: none"> • In part (c), responses often vaguely described limited individual rights but could not explain the how or why of the state’s involvement. Students sometimes responded with evidence that was not specific to Eastern Europe or the time period after 1945. 	<ul style="list-style-type: none"> • “Eastern European states attempted to limit individual rights with the use of the secret police. The secret police would spy on you and watch you and if you were suspected of any actions against the state you would be jailed or killed.” <i>(Effective responses like this one provided specific, relevant examples of the state limiting rights within Eastern Europe during the time period indicated 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?

- Teachers should introduce students to the format of the Short Answer Question early in the academic year and remind them to read stimulus material carefully in preparation for answering all elements of the prompt. Students should learn that answering an SAQ is a precursor to answering longer written items such as DBQs and LEQs.
- Teachers need to familiarize students with common terms used in prompts, e.g., describe, explain, undermine, refute, compare, contrast, and continuity.
- Teachers should remind students to select evidence relevant to the time period and geographical area stated in the prompt. Teachers should help students understand significant dates within units of the course.
- Teachers should remind students to consider the ways in which government policies/political decisions could have an impact on ordinary experiences and everyday life.

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

The following resources available in AP Classroom, especially those focused on Unit 8 (with some connections apparent in Unit 9), might be useful instructional support for teachers in working with students on the topic of the role of the state in European daily life from 1900–1945 and for developing the skills students need to successfully respond to an SAQ:

- Topic 8.1 – Contextualizing 20th Century Global Conflicts
- Topic 8.2 – World War I
- Topic 8.3 – The Russian Revolution and its Effects
- Topic 8.5 – Global Economic Crisis
- Topic 8.6 – Fascism and Totalitarianism
- Topic 8.8 – World War II
- Topic 8.9 – The Holocaust
- Topic 8.11 – Continuity and Change in an Age of Global Conflict
- Topic 9.9 – Decolonization
- Topic 9.15 – Continuity and Change in the 20th and 21st Centuries
- The above topics have associated resources that could serve as useful instructional supports for teaching the topic and skills involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- Also linked in AP Classroom are the classroom resources related to the theme of religion, including Teaching and Assessing modules (one of which focuses on European Marginalization of the “Other”) and other instructional materials linked both in the CED/unit guides and under the “Professional Learning” tab on the AP Classroom course homepage.
- AP Classroom is directly linked to the AP European History Question Bank where examples of AP Exam questions on the topic of historical developments, events, and processes related the role of the state in European daily life from 1900–1945 may be found—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.

Question #1**Task:** DBQ**Topic:** Imperialism/Liberalism**Max. Points:** 7**Mean Score:** 3.55***What were the responses to this question expected to demonstrate?***

The Document-Based Question (DBQ) prompt asked students to evaluate whether or not British imperial rule in India during the 1800s was primarily influenced by liberalism. Students were expected to develop and support an argument, using the documents provided, that demonstrated the effect that liberalism had on imperialism in India.

Units 6 and 7 in the Course and Exam Description cover liberalism in the 1800s in Europe and European imperialism and its motives, technologies, and global effects with two illustrative examples given of the effects of imperialism in India.

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?

To score well on the DBQ, students were required to provide a broad context for the question and a thesis with a valid claim and a line of reasoning, as well as to use most of the documents in a relevant argument and to provide several examples of sourcing (e.g., Why were the documents written?). To earn the most challenging point, for complexity, students were required to demonstrate a complex understanding by explaining a nuanced argument concerning liberalism and imperialism. Students were expected to use their knowledge of liberalism in Europe to evaluate the degree to which British imperial rule in India in the 1800s followed liberal principles and practices. Documents were provided that contained both liberal and illiberal content, allowing for students to construct a nuanced argument regarding the degree to which liberalism influenced British rule in India. The inclusion of the word “primarily” in the prompt was intended to invite the student to demonstrate an argument evaluating the extent to which liberalism was present, rather than a blanket argument that it was or was not influential in India.

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

- Students were able to contextualize their responses by discussing how the Age of Discovery, mercantilism, the Industrial Revolution, and Social Darwinism, along with liberal ideas and other imperial motives, led to British Imperial rule in India; however, students’ theses and subsequent arguments often lacked an evaluation of the extent to which liberalism was the primary influence.
- Students were not as familiar with the concept of classical liberalism present in the 1800s as they were with the motives and practices of imperialism. As such, the sourcing of the documents was difficult for some students, as was the application of an idea from Unit 6 of the CED (liberalism) in the context of a different unit of the course (Imperialism) in Unit 7. Those students often summarized or paraphrased documents and tried to sort them into categories depending on whether they seemed to favor or to disadvantage the Indian subjects of the British empire. Proficient students were able to go beyond a superficial reading of the documents to show nuance and complexity—in particular regarding political liberalism and laissez-faire liberalism.
- Although some students had a degree of knowledge of colonialism and India prior to the 1800s, and decolonization afterwards, many were unable to effectively connect the documents to broader events and processes before, during, or after the 1800s. Many responses remained closely tied to the author’s statements in the documents resulting in relatively simple arguments and the fairly straightforward employment of historical evidence.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Liberalism in the 1800s, especially laissez-faire economic policies. Students did not always fully understand the implications of liberalism (particularly economic liberalism) on imperialism. 	<ul style="list-style-type: none"> Responses using Document 3 (on the impact of railways in India) in an argument concerning the benefit to British production of raw materials from India. A well-developed response illustrated that British economists, such as the author, and factory owners would have no real concern for the effects on Indians of the mass production of cotton clothing, despite claiming to in the document.
<ul style="list-style-type: none"> The effects of liberalism on imperialism. Students were sometimes unable to link, in fully effective or meaningful ways, these important 19th-century developments. 	<ul style="list-style-type: none"> Responses using Document 5 (on Queen Victoria’s proclamation of religious freedoms following the Sepoy Mutiny) in an argument about liberalism and religious toleration from the Enlightenment. A well-developed response illustrated that the need to issue such a declaration followed a major rebellion, which was an indication that Britain was not following liberal principles before the rebellion and, if they had been, the revolt might not have occurred.

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?

- Liberalism and Imperialism are generally taught as two separate units. Teachers should be focusing on how different topics blend together to affect historical developments. Generally, we might look at those for and against imperialism, but not break down which of those points of view are influenced by liberalism, Marxism, or nationalism, etc. Teachers would be well served to teach units looking at causes and effects, the relationships between development and historical processes, and the bigger picture. When possible, subtopics should not be treated in isolation but rather as interconnected developments.
- Teachers would be advised to work throughout the year on Historical Thinking Skill 2.C. For instance, explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use of a source. One way to do this would be to have students analyze a 19th-century advice book aimed at women and explain how the audience and historical situation affect the significance of the source.

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

The following resources are available in AP Classroom and might be useful instructional support for a DBQ on the topic of liberalism’s effects on imperialism in India:

- Unit 6, Topic 6.7 –Ideologies of Change and Reform Movements addresses the topic of Liberalism and includes resources that could help develop student understanding of liberalism and how it may have affected imperialism in India. These include AP Daily videos that discuss “Liberalism” and topic questions to serve as formative assessment tools.

- Unit 7, Topic 7.6 – New Imperialism: Motivations and Methods has a number of resources associated with it that teachers might consider helpful.
 - This includes AP Daily Videos (7.6: Daily Video 1 and 7.6: Daily Video 2) that address the concept of imperialism in conjunction with the construction of thesis statements and use of a modified DBQ as practice.
 - This topic also has topic questions available to serve as formative assessment tools on the topic and skills.
- Unit 7, Topic 7.7 – Imperialism’s Global Effects provides two AP Daily Videos as well (7.7: Daily Video 1 and 7.7: Daily Video 2) that address the topic of the effects of imperialism and show connections between imperialism and subsequent historical developments, events, and processes.
 - This topic has topic questions available to serve as formative assessment tools.
- Additionally, AP Classroom has Personal Progress Checks for each unit that include FRQs; the DBQs that appear in the Personal Progress Checks and their associated scoring guidelines will serve as excellent practice for students as they build their document analysis and writing skills.
- AP Classroom links to the AP European History Question Bank where teachers may find examples of AP Exam questions on the topic of Liberalism and British Imperialism in India—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of a DBQ.

Question #2**Task:** LEQ**Topic:** Effects of the Printing Press**Max. Points:** 6**Mean Score:** 2.77***What were the responses to this question expected to demonstrate?***

The Long Essay Question (LEQ) asked students to formulate a thesis/claim in response to a prompt about a particular historical development or episode in European history. In 2021, each LEQ asked students to determine the most significant effect of historical events or processes in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills.

In the case of LEQ 2, the question asked students to evaluate the most significant effect of the printing press in Europe between 1450 and 1650 (Key Concept 1.4). Responses were expected to relate the topic of the prompt to the broader historical events, developments or processes that occurred before, during, or continued after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of the effects of the printing press in the period 1450–1650 and to use this specific historical evidence to support an argument in response to the prompt. Responses were expected to demonstrate the use of historical reasoning to frame or to structure an argument that addresses the prompt and, although the prompt directed students toward the historical reasoning process of causation, responses could also frame their arguments around other types of historical reasoning (comparison, continuity, and change over time).

Responses were expected to demonstrate a complex understanding of the effects of the printing press during the period 1450–1650. This demonstration of understanding could be achieved in various ways: for instance, by explaining that the spread of Protestant ideas during the Reformation was the most significant immediate effect of the printing press, while the rise of literacy had greater long-term effects or by evaluating the spread of subversive ideas. Also, the Protestant Reformation and new scientific concepts, such as heliocentrism, operated in tandem to disrupt the power of the Catholic Church. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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

Most responses to this question demonstrated some ability to identify the most significant effect of the printing press during the period 1450–1650 and linked the printing press to the Protestant Reformation. Some responses went beyond this to consider the spread of the ideas of the Renaissance and of the Scientific Revolution or to look at the rise of literacy. Some responses were more nuanced than others with multiple effects addressed and ranked according to significance. Other responses also linked the effects of the printing press, noting for instance that the printing press enabled the spread of the vernacular Bible, which encouraged the rise of literacy. These responses had multiple pieces of evidence supporting more than one argument. A smaller group of responses exhibited a lack of chronological understanding, for example discussing the French Enlightenment or the Industrial Revolution, both of which are beyond the temporal scope of the question. Other responses spoke in generalities about the functioning of the printing press without providing specific pieces of historical evidence. Others discussed the events of the Protestant Reformation or of the Scientific Revolution without clearly linking them back to the effect of the printing press.

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

- Some students ventured far afield in terms of chronology, focusing on 18th- and 19th-century events (e.g., the Enlightenment or the Industrial Revolution). While the printing press did have an impact on these developments, these examples were well beyond the scope of the prompt.
- While many students were able to identify the Protestant Reformation as a significant development during this period, some struggled to link the Reformation to the rise of the printing press. In this instance, they had some difficulty in their considerations of causation.

- As is sometimes the case in LEQs, students were able to identify general contours but were occasionally unable to provide detailed and specific evidence.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Some responses discussed the events of the Protestant Reformation without clearly linking it back to the effect of the printing press. 	<ul style="list-style-type: none"> • “When Martin Luther nailed his 95 Theses on the church door, his ideas were an instant hit. However, none of this could have happened without the printing press. The printing press spread his religious pamphlets around Europe. Because of this, many people were able to see them.” <i>(The response discusses specific events of the Protestant Reformation and clearly uses them to support an argument in response to the prompt about the effect of the printing press.)</i>
<ul style="list-style-type: none"> • Some responses discussed context in vague terms that did not contain sufficient historically relevant information to establish a context. 	<ul style="list-style-type: none"> • “Before the invention of the printing press, the Bible was almost solely limited to the church, which stood as the sole authority on scripture.” <i>(The response relates the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question with sufficient specificity to serve as context.)</i>
<ul style="list-style-type: none"> • Some responses discussed the spread of ideas due to the printing press without providing sufficient specific historical detail. 	<ul style="list-style-type: none"> • “Copernicus’s work explaining [heliocentrism] was published posthumously, as he feared retribution from the Church (rightly so). Once it was published, the ideas were able to have the impact they did, thanks to the printing press, which reproduced his works.” <i>(The response identifies and uses specific evidence to support an argument in response to the prompt, by discussing how the printing press enabled Copernicus’s work to influence scientists across Europe.)</i>

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

- Teachers should instruct students to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning (e.g., “The most significant effect of the printing press was the spread of Protestant ideas during the Reformation”). Teachers should also remind students to write a conclusion, which may contain a clearer thesis than the one written in the introduction.
- Teachers should remind students that while contextualization does not need to be lengthy or specific, it must include historically relevant information.
- Teachers should instruct students to state specific historical evidence for a question about technological developments in order to better support a historical argument. If the student merely mentions that society “changed” after the introduction of a particular technology, the student needs to provide historical evidence of that change in order to earn the points for evidence. Several well-developed pieces of evidence work better than an accumulation of off-topic or vague references.
- Teachers should understand that the second analysis and reasoning point (complex understanding or complexity) is attainable for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complexity throughout the course of the year and should create exercises that encourage students to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify a most significant effect, for example, the students could rank the effects in terms of significance and could provide an explanation for the reasoning behind their ranking.
- Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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

The following resources are available in AP Classroom and might be useful instructional support for preparing students to successfully respond to an LEQ on the topic of the effects of the printing press.

- Topic 1.4 includes resources such as an AP Daily video that discusses the development and use of the printing press in Europe and the effects of this development.
- Topic questions are available to accompany this topic that may serve as formative assessment tools to check student understanding of the content.
- Additional resources could be useful for explanation of the context (Topic 1.1 – Contextualizing Renaissance and Discovery) or topics from later units, such as Unit 2 (Topic 2.1 – Contextualizing the 16th and 17th Century Challenges and Developments, Topic 2.2 – Luther and the Protestant Reformation, Topic 2.3 – Reformation Continues, Topic 2.8 – Causation in the Age of Reformation and the Wars of Religion)
 - These topics include AP Daily Videos that address the concept of short- or long-term effects related to the development of printing in Europe and introduce skills helpful in developing students’ ability to respond to an LEQ.
 - These topics also have topic questions available to serve as formative assessment tools on the topic and skills.
- AP Classroom links to the AP European History Question Bank where there are examples of AP Exam questions on the topic of how the development of the Printing Press affected Europe—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.

Question #3**Task:** LEQ**Topic:** The Enlightenment**Max. Points:** 6**Mean Score:** 2.56***What were the responses to this question expected to demonstrate?***

The LEQ asked students to establish an historically defensible argument; to situate an event or historical process in context; to utilize specific pieces of relevant historical evidence; to demonstrate historical reasoning skills; and to use the evidence to corroborate, qualify, or modify an argument that addresses the question. In this LEQ responses were expected to demonstrate historical reasoning, specifically by analyzing the most significant effect of the historical event of the Enlightenment during the period 1688–1815 (Key Concepts 2.3 and 2.1). Responses were expected to describe a broader historical context relevant to the emergence and effects of the Enlightenment in European history, to provide specific examples of evidence relevant to the prompt, and to support an argument or arguments in the response using specific and relevant examples of evidence. Finally, responses were expected to frame or to structure an argument about the most significant effect of the Enlightenment using historical thinking skills (e.g., contextualization, making connections, and argumentation [Skills 4.A–B, 5.A–B, and 6.A–D]) and historical reasoning skills (e.g., causation and change and continuity over time [Reasoning Processes 2.i–v and 3.i–iii]). Responses also had to demonstrate a complex understanding of the effect of the Enlightenment by using evidence to corroborate, qualify, or modify an argument. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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

Most responses demonstrated an understanding of the Enlightenment. Many referenced enlightened despotism and were able to cite specific names and pieces of evidence from the period. Responses were also able to situate the Enlightenment in historical context by referencing, most commonly, the Renaissance, the Scientific Revolution, literacy and the printing press, the Reformation, and state building. Responses were often able to note the significance of the dates in the prompt, 1688 and 1815, and were able to relate the ideas of the Enlightenment to the ideas and events of the English and the French Revolutions. Some responses, however, did not establish the most significant effect of the Enlightenment on European society or demonstrate a line of reasoning for an argument; instead, students merely wrote a narrative of the Enlightenment and/or English and French Revolutions without explicitly linking the revolutions to Enlightenment philosophy.

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

- Some students were able to narrate the events of the Enlightenment but were unable to establish an argument or line of reasoning that related those events to a significant effect of this development on European society.
- Some students possessed a limited understanding of the Enlightenment, focusing on it as a rupture with the past as opposed to a set of sequential and mutually reinforcing developments.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses framed the Enlightenment as springing fully formed from a dark age of superstition without reason and with a simplistic view of society’s relationship with religion. 	<ul style="list-style-type: none"> “The Age of Reason of the Enlightenment featured the breakdown of traditional concepts in favor of change and challenges to the government ... Political turmoil also favored an intellectual shift as absolute monarchs such as in England were challenged in the English Civil War, leading to Parliament’s control after the Glorious Revolution of 1688 ... Although the Enlightenment did have an impact on economics, consumer culture, social issues, and philosophy, the most significant effect of the Enlightenment was its political discussion that influenced revolutions and Enlightened Absolutism in European society during 1688–1815.” (<i>Showcases a nuanced understanding of the Enlightenment’s evolution and its impact on European society, particularly as it related to political developments.</i>) “These political effects reflect the secularism of the Renaissance starting with Petrarch’s political dialogues and Machiavelli’s <u>The Prince</u>, making the Enlightenment a continuity in politics and government-centered focus in society.” (<i>Highlights continuities with earlier developments [e.g., Renaissance] and focuses on the impact on politics and government structures.</i>) “Leading up to 1688, the Protestant Reformation had caused many wars of religion and led many monarchs to enforce religious uniformity in their country ... the social effects of leading citizens to desire political equality and representative government, specifically in France with the French Revolution, were greater effects.” (<i>Discusses the impact of earlier moments in European history on Enlightenment thought and the implications of that later development on society.</i>)

<ul style="list-style-type: none"> Some responses mentioned Enlightenment thinkers or concepts but did not relate these to any effects on European society. 	<ul style="list-style-type: none"> “Enlightenment philosophes such as Baron de Montesquieu, who argued for a three-branch government, and John Locke, who wrote of the innate human rights to life, liberty, and property, inspired the French to seek a representation of these innate rights by revolting against their government. Though the French Revolution did not lead to an immediate implementation of a respect for these rights—France had several different forms of government and constitutions throughout the 1790’s before being taken over by Napoleon—it did mark a point in which subjects and citizens of countries would begin to fight for their innate rights and would fight to be represented by their government.” <i>(Identifies specific Enlightenment ideas and links them to calls for political change that had a direct impact on French society.)</i> “The Enlightenment also had a slightly less significant effect on economics and social issues with the physiocrats. Adam Smith called for a laissez-faire economy with the pursuit of economic self-interest, while Malthus and Ricardo had thoughts on the population, the food supply, and wages (iron law of wages), respectively. While these ideas had an impact on European society and shaped consumer culture, they had their limits.” <i>(Identifies specific Enlightenment ideas and illustrates how they influenced the development of a specific trend—the emergence of consumer culture.)</i> “In ‘The Two Treatises on Government,’ Locke emphasized that the people had inalienable freedoms and the government’s job was to protect and serve to the people and their natural rights. If any government violates this social contract, the people are obligated to rebel. This philosophy directly criticized absolute monarchy, such as that of Louis XIV.” <i>(Identifies specific Enlightenment ideas and links them to calls for political change that had a direct impact on French society.)</i>
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Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should instruct students to focus on the prompt and to assess what it is asking them to do. In this instance, many students did not identify the most significant effect of the historical event. Even if the student offers two or more effects, they can be successful by focusing on one, then arguing that there were other

important effects. Identifying a second, possibly valid, effect would additionally help a student craft a more complex argument.

- Teachers should help train students to see the historical events as a process and be able to locate historical events on a continuum and not as discrete events in time. Teachers should help students to understand and to identify contextualization and cause and effect, as well as how to make contextualization relevant to the argument.
- Teachers should also have the students differentiate between narrative and persuasive prose. Teachers need to help the students with effective essay structure. While formulaic, a process for constructing an essay would help the student earn the LEQ points and train them to be persuasive writers and communicators. Teachers should train students to begin with situating the topic and to construct a thesis that responds to the prompt and that establishes a line of reasoning. Additionally, teaching topic sentences will help students frame responses with historical reasoning and to refer back to the overarching argument. Students will stay better focused and craft a more readable and persuasive essay when they have a formula.

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

The following resources are available in AP Classroom and might be useful instructional support for preparing a student to successfully respond to an LEQ about the effects of the Enlightenment. Much of Unit 4 relates to the topic of the Enlightenment; many of the topics and their associated resources could be useful instructional supports for teachers. (AP Daily Videos, Topic Questions, and the Unit’s Personal Progress Checks)

- Topic 4.3 – Enlightenment
- Topic 4.4 – 18th Century Society and Demographics
- Topic 4.5 – 18th Century Culture and Arts
- Topic 4.6 – Enlightened and Other Approaches to Power
- The final topic of the unit, Topic 4.7 – Causation in the Age of Scientific Revolution and Enlightenment discusses cause and effect of the Enlightenment; the associated FRQ and its scoring guidelines is a scaffolded version of an LEQ addressing this very topic and could serve as very helpful practice for teachers to use with their students in preparation for the AP Exam.
- AP Classroom links to the AP European History Question Bank features examples of AP Exam questions on the topic of how the Enlightenment affected Europe—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.

Question #4**Task:** LEQ**Topic:** The First World War and European Culture**Max. Points:** 6**Mean Score:** 2.16***What were the responses to this question expected to demonstrate?***

The LEQ asked students to formulate a thesis/argument, to utilize evidence, to address historical context, and to display an ability to employ historical thinking skills in response to a prompt about a particular historical development or episode in European history. In 2021 each LEQ asked students to determine the most significant effects of historical events or processes in European history. In the case of LEQ 4, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant cultural effect of the First World War during the period 1918–1939 (Key Concept 4.4.I.A). Students were expected to provide a line of reasoning about why this was the most significant effect and to relate the topic of the prompt to the broader historical events, developments, or processes that occurred before, during, or continued after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of the First World War and to use this evidence to support an argument. Responses were expected to demonstrate the use of historical reasoning to frame or to structure an argument that addressed the prompt. Although the prompt directed the students toward the historical reasoning skill of causation, responses could also frame their arguments around other types of historical reasoning (e.g., comparison, continuity and change over time). Responses were expected to demonstrate complex understanding, which could be achieved in various ways. For instance, responses could discuss the thematic preoccupations of the arts and philosophies of the interwar period or the impact of other cultural effects, such as the fears of a second military conflict or the emergence of radical ideologies. Responses might also explain relevant and insightful connections across time by discussing cultural upheavals in other periods, such as the emergence of critical thought during the Enlightenment or the Romantic era. All are ways to display complex understanding. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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

Most student responses demonstrated knowledge of the First World War (Key Concept 4.1.I) and the period 1918–1939 (Key Concepts 4.1.II, 4.2.III, 4.1.III). Many responses effectively described the effects of total war on the soldiers in the trenches, as well as the civilian populations on the home fronts. The responses also displayed considerable knowledge of the political, social, and economic effects of the First World War, often providing detailed information about postwar developments in Germany and to a lesser degree Italy, especially the rise of Nazism under Hitler and Fascism under Mussolini. A lesser number of responses mentioned the Soviet Union under Stalin. Fewer student responses, however, managed to use such information to then address the cultural effects of the First World War on the interwar period (Key Concept 4.4.I.A), which was the central consideration of the question. Some responses defined the culture of the interwar period as an age of anxiety, disillusionment, ideological ferment, or of a redefinition of gender roles and family structures. Thesis statements that addressed the prompt in such terms linked such characterizations of the culture of the interwar period to the nature of the First World War and successfully developed the connection between cause and effect. A few responses pointed to the origins of cultural pessimism in the period prior to 1914 and were able to explain the patterns of continuity and change over time in European culture.

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

- Some students struggled with the words “cultural effect.” For many, the concept of culture remains somewhat difficult to define. As a result, rather than addressing cultural effects, many focused instead on political or economic impact, frequently veering into narratives about the rise of Nazism without establishing appropriate links to the cultural implications of the First World War.

- Some students had difficulty establishing effective causal links between the trauma of the First World War and various cultural effects.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Some responses identified and discussed multiple political, social, and economic effects of the First World War, rather than evaluating cultural effects as required by the prompt. 	<ul style="list-style-type: none"> • “In the years leading up to World War I, Romantic nationalism coated the tongue of the European continent. The rise of Romanticism in the nineteenth century, although followed by Realism, influenced strong national sentiments and pride. People felt a purpose and an obligation to their country, as evidenced by the quick and enthusiastic beginning to WWI. Citizens adorned rifles with flowers in military parades across Europe, and they were excited for a quick and easy victory for their country. The Russo-Japanese War, an exceedingly brief loss to Russia, colored this perception of quick and triumphant warfare. It occurred just 13 years before WWI, of course. The Great War that ensued, however, was a catastrophe for all involved parties, and it left Europe in shambles. The biggest impact of World War I on European culture was the advent and continuity of anxiety and meaninglessness expressed in art, the New Sciences, and existentialist thought.” <i>(This thesis statement identifies a significant cultural effect of the First World War in Europe during the period from 1918 to 1939 and provides a historically defensible line of reasoning for making this claim.)</i> • “During the early 1900s, World War One devastated much of Europe, crippling populations, destroying lands, and collapsing empires. Though there were many outcomes of the war, as new forms of art and technology arose, exposing Europe to the effects of such a devastating conflict.” <i>(This thesis statement identifies a significant cultural effect of the First World War in Europe during the period from 1918 to 1939 and provides a historically defensible line of reasoning for making this claim.)</i>
<ul style="list-style-type: none"> • Some responses identified the most significant cultural effect of the First World War and provided a line of 	<ul style="list-style-type: none"> • “The culture-wide disillusionment for not only war but the seemingly futile and back-breaking notion of human existence itself

reasoning, but adopted a descriptive approach to the question. Such responses often described the interwar period without focusing on the topic of the prompt, the most significant cultural effect of the First World War.

resulted in many turning to art for solace, understanding, and expression. This ‘lost generation’ of creators witnessed death first hand and the resulting disillusionment resulted in many masterful works of art. Writers C. S. Lewis and J.R.R. Tolkien sought to escape the horrors of WWI through the literary expression of their Christianity and the lost fantasy worlds they wrote about.” (*This narrative of relevant developments repeatedly returns to the subject of culture in the interwar period and links cultural effects to the First World War.*)

- “After World War I, Germans found themselves embarrassed on a national stage and facing economic turmoil, so they scapegoated the Jews for their problems by using anti-Semitism to unite. Hitler led Germans to let out their pent-up anger by desecrating Jewish buildings on Kristallnacht, and he legally made their Aryan heritage official with the Nuremberg Laws. Hitler’s novel *Mein Kampf* delves into this phenomenon where he blames the Jews for the Germans’ loss in World War I and their poverty. Blaming the Jews lets the Germans feel strong after their defeat as they practice exclusionary nationalism. After losing World War I, they felt weak, but assigning the blame on the Jews gives them power and a common enemy to exert their nationalism.” (*This narrative of relevant developments repeatedly returns to the subject of culture in the interwar period and links cultural effects to the First World War.*)
- “The aversion to wars in democratic nations was a direct result of the death and destruction caused by the First World War. In countries such as Great Britain, the people did not want to see war. This translated to leaders such as Chamberlain seeking policies of appeasement when dealing with dictators such as Hitler. The opposition to war also crippled the ability of the League of Nations to act decisively to rein in dictators who expanded aggressively. The League had no army, nor a means of enforcing the Versailles Treaty. This anti-war sentiment was caused by the horror and devastation of World War I and

	was a change from the jingoistic nationalism seen prior to the Great War.” (<i>This narrative of relevant developments repeatedly returns to the subject of culture in the interwar period and links cultural effects to the First World War.</i>)
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Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should instruct students in the terminology of historical concepts. Many student responses displayed considerable confusion regarding the term “cultural” and included information on politics, the economy, or social changes quite possibly because the meaning of such broad terms receives inadequate attention in classroom instruction. Since the AP European History course begins with the examination of a historical period where understanding of its culture is essential (the Renaissance), teachers should periodically remind students of the meaning of such terms over the course of the school year.
- Teachers should instruct students in the process of constructing a response to an analytical essay question, possibly by breaking the process into manageable steps. This could be done by giving students a question in advance and then spending a class period guiding students through the creation of a competent response. Students would be given the opportunity to master the steps in the construction of an effective response from the deconstruction of the prompt and the formulation of a viable thesis/claim to the construction of body paragraphs and the integration of relevant historical evidence and analysis. For the second essay, students might receive a set of four questions in advance and be informed that two of those questions will appear in the next assessment, thus encouraging them to organize responses in advance. Such a method of instruction would continue possibly for an entire semester, since the principal goal should be to instruct students in the methodology of constructing an analytical response.

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

The following resources are available in AP Classroom and might be useful instructional support for preparing a student to successfully respond to an LEQ about the effects of the first World War during the “interwar” years. Unit 8 relates to the topic of Global Conflict so many of the topics and their associated resources could be useful instructional supports for teachers. (AP Daily Videos, Topic Questions, and the Unit’s Personal Progress Checks)

- Topic 8.1 – Contextualizing 20th Century Global Conflict
- Topic 8.2 – World War I
- Topic 8.2 – Russian Revolution and its Effects
- Topic 8.4 – Versailles Conference and Peace Settlement
- Topic 8.5 – Global Economic Crisis
- Topic 8.6 – Fascism and Totalitarianism
- Topic 8.8 – Europe During the Interwar Period
- Topic 8.11 – Continuity and Change in an Age of Global Conflict
- AP Classroom is directly linked to the AP European History Question Bank where examples of AP Exam questions on the topic of how the first World War affected historical developments, events, and processes during the ‘interwar’ years may be found—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.