

## Chief Reader Report on Student Responses: 2022 AP<sup>®</sup> European History Free-Response Questions

• Number of Students Scored	80,152		
• Number of Readers	400		
• Score Distribution	Exam Score	N	%At
	5	10,814	13.5
	4	16,794	21.0
	3	19,566	24.4
	2	23,825	29.7
	1	9,153	11.4
• Global Mean	2.95		

The following comments on the 2022 free-response questions for AP<sup>®</sup> 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.

## Short Answer Question 1

**Task:** Short Answer Question—secondary source

**Topic:** Enlightenment and Secularization

**Max Score:** 3

**Mean Score:** 1.93

***What were the responses to this question expected to demonstrate?***

a) Describe the main argument the author makes about the Enlightenment in the passage.

Responses were expected to describe the main argument within the passage, demonstrating comprehension of the ideas Jacob presents regarding the Enlightenment (topic 4.3) and the transition from a religious society to a more secular society.

b) Explain how one piece of evidence not in the passage supports the author’s claims regarding the Enlightenment.

Responses were expected to provide a piece of evidence and explain how that evidence supports the claim that the Enlightenment led to the development of secular ideas. Evidence from a variety of topics in the 17<sup>th</sup> and 18<sup>th</sup> centuries, such as the Scientific Revolution or Enlightenment philosophy, could be utilized. These concepts are addressed in the curriculum framework in topics 4.2 (The Scientific Revolution) and 4.3 (The Enlightenment). Students could also use evidence from earlier periods to illustrate the intellectual precursors to Enlightenment secularism or to establish the contrast between the secular concerns of the Enlightenment and the religious concerns of earlier periods.

c) Explain how secularization as described in the passage influenced one political change in the period 1750 to 1850.

Responses were expected to make connections between secularization and a political change within the time period. Successful responses explained a specific piece of evidence within the correct time frame. Explanations regarding Enlightened Monarchs’ policies, the French Revolutionaries’ shift away from religion, or the transition from Divine Right to a constitutional government would be sufficient explanations. These concepts are addressed in the curriculum framework in topics 4.3 (The Enlightenment), 4.6 (Enlightened and Other Approaches to Power), 5.4 (The French Revolution), and 6.6 (Reactions and Revolutions).

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

In part (a) most student responses were successful in interpreting the passage. Most students could successfully understand and describe the author’s main argument. Typically, responses described the decreased emphasis on religion and the growth of secularization.

In part (b) student responses were generally very good at addressing content and displaying skills related to the question. Students understood that prior historical events and/or Enlightenment ideas prompted a shift to a more secular society. Many students cited ideas from the Scientific Revolution (heliocentrism, the value of inquiry, or reason and the emphasis on empiricism) or Enlightenment ideas (freedom of religion, natural rights, and the concept of a social contract) to illustrate and explain the emphasis on secular concerns.

In part (c) students performed somewhat well; many of them explained a political change from 1750-1850. Some students struggled to offer evidence that focused on a specific political change within the time period. Successful students explained how French Revolutionaries established a republic or implemented their

De-Christianization policy. Additionally, successful responses included policies of Enlightened Monarchs or the decline of Divine Right. Student responses that were not successful and out of the time period included evidence, such as Elizabeth I, Henry VIII, or Bismarck. Some students did not explain evidence and offered responses that were overly generalized, such as the church and state separated.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>In parts (b) and (c), students struggled to successfully explain a piece of evidence. Some students simply offered over-generalized information.</li> </ul>	<ul style="list-style-type: none"> <li>“Newton’s invention of calculus and Kepler’s discovery of the 3 laws of planetary motion undermine prior notions of life and the earth. These developments in science and math pushed Europe towards a secular society with less emphasis on religion.”</li> <li>“One piece of evidence that supports the author’s claim regarding the Enlightenment is the publishing of the Encyclopedia. This was a publication that showcased Enlightenment-inspired advancements and discoveries in science and politics and more. This supports the author’s claims because the publication went against traditional religious thought and therefore the Church’s authority.”</li> </ul>
<ul style="list-style-type: none"> <li>Part (c) was more challenging for students because many seemed to lack specific content knowledge to explain a political change from 1750–1850. Some students provided evidence that was outside that time period.</li> </ul>	<ul style="list-style-type: none"> <li>“Enlightened monarchs in Europe began to be inspired by these ideals. Joseph II of Austria was most notable for his progressive religious tolerance policy. This was part of a growing shift as the Catholic Church began to be less involved with the government and monarchy.”</li> <li>“One political change that was influenced by secularization was the emergence of a constitutional government in France during the French Revolution. Specifically, the National Assembly demanded a constitution that described their rights in 1789. They also issued the Declaration of Rights of Man, which described the rights of French Citizens. This was a good example of secularization during the Enlightenment that was a political change.”</li> </ul>

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

Practicing the historical interpretation of a variety of primary and secondary sources in class would greatly benefit students during the exam when they are confronted with source interpretation. Students should be well versed in historical language and should be able to understand key terms, such as political or economic, etc., in order to answer questions accurately. Framing trends or events within larger time periods or centuries would help students grasp specifics when asked to cite evidence from a broad time period.

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

The following resources are available in AP Classroom, especially focused on Unit 4, and might be useful instructional support for teachers in working with students on the general topic of the Enlightenment and its effects, as well as with the skills needed to successfully respond to a secondary source SAQ:

- Topic 4.1 – Contextualizing the Scientific Revolution and Enlightenment
- Topic 4.3 – Enlightenment
- Topic 4.6 – Enlightened and Other Approaches to Power
- Topic 4.7 – Causation in the Age of Scientific Revolution and Enlightenment
- Each of the above topics has associated resources that could serve as useful instructional supports for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- The Unit 4 Progress Checks and Topic Questions include secondary sources addressing the topic of the Enlightenment in both the MCQ section and the SAQ section.
- Unit 4 AP Daily Videos that relate to the topic include Topic 4.6 Daily Video 1 and Topic 4.7 Daily Video 1.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the Enlightenment may be found—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of a secondary source SAQ.
- The [Online Teaching Community \(OTC\) for AP European History](#) is another great resource as it includes materials and resources posted not only by the College Board, but also by other teachers.

## Short Answer Question 2

**Task:** Short Answer Question—visual primary source

**Topic:** Urbanization, Industrialization, and Changing Class Structures

**Max Score:** 3

**Mean Score:** 1.76

***What were the responses to this question expected to demonstrate?***

a) Describe the attitude toward poverty expressed in the painting.

Responses to this part of the prompt were expected to offer a minimally accurate description of the artist's view on poverty as expressed in the painting. The time period and concepts are addressed in the curriculum framework in topic 6.4 (Social Effects of Industrialization).

b) Describe a broader context in which the painting was produced.

Responses to this part of the prompt were expected, at a minimum, to implicitly connect the painting to the time, subject, or artistic style in which it was produced. The time period and concepts are addressed in the curriculum framework in topics 6.1 (Contextualizing Industrialization and Its Origins and Effects, specifically KC-3.2), 6.3 (Second Wave Industrialization and its Effects), 6.4 (Social Effects of Industrialization), and 7.8 (19<sup>th</sup>-Century Culture and Arts, specifically KC-3.II.D).

c) Explain one way in which reformers during the late 1800s and early 1900s attempted to address the problems of poverty in Europe.

Responses to this part of the prompt were expected, at a minimum, to connect a relevant reform to the problem of poverty within the broader time frame of the Industrial Revolutions and the early 20<sup>th</sup> century. The chronological period and concepts are addressed in the curriculum framework in topics 6.1 (Contextualizing Industrialization and Its Origins and Effects, specifically KC-3.3), 6.4 (Social Effects of Industrialization, specifically KC-3.2.III.B), 6.7 (Ideologies of Change and Reform Movements), 6.8 (19<sup>th</sup>-Century Social Reform), and 6.9 (Institutional Responses and Reforms).

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

Overall, responses demonstrated a high level of ability to situate and contextualize the image, using the course content related to this question (skills 2 and 4). Many of the responses connected the plight of the poor to a broad range of reforms that implicitly or explicitly would improve the latter's situation (skill 5).

- Successful responses to part (a) conveyed the attitude towards poverty in the painting as being sympathetic to the plight of the poor, citing evidence from the image. The point could be earned in a variety of ways. Responses commonly addressed either the point of view of the artist (sympathetic, empathetic, calling attention to the plight), situated the scene of the mother and her children (harsh, sad, alone, ignored, trying to survive), or the emotion the scene expressed or evoked (dark, gloomy, melancholic, unfair). Evidence often cited were the eyes of the mother, the ragged clothing of the boy, the lack of protection from the rain, and the contrast between the poor mother and her children and the middle-class persons in the background.
- Successful responses for part (b) focused predominantly on aspects of the Industrial Revolution, though contextualization of Realist influence on art was credited as well. Most responses focused on the effects of industrialization. Successful attempts described, among other issues, the poor

working conditions and insufficient wages in factories and mines, the overcrowded and squalid living conditions of the poor due to rapid urbanization, or the uncertain employment opportunities in the cities due to rising numbers of job seekers. Many successful responses situated the painting in the Second Industrial Revolution. Other successful responses described the Belle Époque, differences between the middle class and the working class, or the advances in industry and society. A few responses discussed Realism as an art form seeking to expose social problems as a departure from the idealized or stylistic renderings of Romanticism.

- Successful responses for part (c) noted one or more reforms originating in the period from the Industrial Revolutions to the Great War. One group of responses focused on legal protections against exploitation or abuse of the poor. Successful attempts referred to factory acts, mines acts, public health acts, poor commissions, sanitation commissions, housing inspectors, etc. Another group of responses focused on social welfare measures. Successful attempts in this category referred to care for the “deserving poor,” social insurance (disability, retirement, illness), poor housing, Otto von Bismarck’s welfare reforms in Germany, etc. A third group focused on the poor asserting themselves in efforts to improve their circumstance. Successful attempts included unionization to improve working conditions and wages, Chartist calls for universal male suffrage, Marxism and the rise of socialist or social democratic parties, education reforms that allowed women and children to escape poverty, etc. A final group noted initiatives that temporarily or indirectly aided the poor. Successful attempts in this group included philanthropy, improvements in sanitation and sewer systems, the creation of urban police forces, workhouses to encourage self-improvement, etc.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>• In part (a) a few students struggled to correctly source the image (skill 2). Some only described the content of the image. Others misinterpreted the artist’s point of view in describing the poor as clean and poverty as a minor problem. A few espoused their view on poverty rather than that of the artist.</li> </ul>	<ul style="list-style-type: none"> <li>• “The attitude towards poverty expressed in the painting is a feeling of hopelessness as shown through the families tired posture and big, black, deep eyes, as well as dependence on the little girl. The little girl seems to be holding flowers to sell or show as she is a symbol on the families dependence on her child labor and lack of stability seen in the case.”</li> </ul>
<ul style="list-style-type: none"> <li>• In parts (b) and (c), students with insufficient course content knowledge of the Industrial Revolutions tended to confuse the poverty portrayed in the image with the hardships Americans faced during the Great Depression; or viewed the Industrial Revolution as the solution rather than the cause of poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• “The painting was produced in the contexts of British industrial society. Country side workers had been coming to urban centers since the first industrial revolution to look for opportunity and better lives, but the poor were met by slums that weren’t improved until innovations of running water and lights later on. Children during this period experienced better laws for working hours, but women role in the family really never changed in terms of wages and rights, overall many were becoming middle class, but majority remained and experienced poverty.”</li> </ul>

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

- Practicing the sourcing and situating of a variety of images in class would greatly benefit students during the exam when they are confronted with time-specific imagery (such as this painting) and/or metaphorical imagery (such as political cartoons, allegorical illustrations, etc.). Students should be encouraged to “read” images (and the supplied source information) for their intended meaning and then to place that content in context.

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

The following resources are available in AP Classroom, especially focused on Unit 6, and might be useful instructional support for teachers in working with students on the topic of the effects of industrialization and on the skills needed to successfully respond to a primary source SAQ:

- Topic 6.1 – Contextualizing Industrialization and its Origins and Effects
- Topic 6.3 – Second Wave Industrialization and its Effects
- Topic 6.4 – Social Effects of Industrialization
- Topic 6.7 – Ideologies of Change and Reform Movements
- Topic 6.8 – 19<sup>th</sup> Century Social Reform
- Topic 6.9 – Institutional Responses and Reform
- Topic 6.10 – Causation in the Age of Industrialization
- Each of the above topics has associated resources that could be useful instructional supports for teaching the topic and skill involved in this primary source, image-based SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- Unit 6 PCs offer the opportunity to check student understanding of the era of industrialization, and the Unit 6 Topic Questions provide questions even more closely connected to the content in this SAQ.
- Unit 6 AP Daily videos that provide additional support for students on the topic of industrialization and its effects include:
  - 6.3 Daily Videos 1 and 2
  - 6.4 Daily Videos 1 and 2
  - 6.7 Daily Videos 1 and 2
  - 6.8 Daily Videos 1 and 2
  - 6.9 Daily Videos 1 and 2
  - 6.10 Daily Videos 1 and 2
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions may be found on the topic of historical developments, events, and processes related to social and economic effects of industrialization—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of a primary source SAQ.
- The [Online Teaching Community \(OTC\) for AP European History](#) is another great resource as it includes materials and resources posted not only by the College Board, but also by other teachers.

### Short Answer Question 3

**Task:** Short Answer Question—no stimulus

**Topic:** Cultural and Intellectual Change During the Renaissance/Differences in Ren/Ref Art

**Max Score:** 3

**Mean Score:** 1.57

***What were the responses to this question expected to demonstrate?***

a) Describe one significant cultural or intellectual change during the Renaissance.

Responses to this part of the prompt were expected to offer an accurate description of a significant cultural or intellectual change that took place during the Renaissance (Key Concepts 1.1, 1.2, and 1.3). Acceptable responses were expected to have a historically defensible description of how this change, at least implicitly, was important to the understanding of the cultural and intellectual history of the Renaissance.

b) Explain one cause of cultural or intellectual change during the Renaissance.

Responses to this part of the prompt were expected to offer an accurate explanation, at least implicitly, of a reasonable cause of a cultural or intellectual change during the Renaissance. Acceptable responses were expected to have a historically defensible explanation of how this cause changed, at least implicitly, the cultural and intellectual history of the Renaissance.

c) Describe a significant difference between the art of the Italian Renaissance and the art of the Protestant Reformation.

Responses to this part of the prompt were expected to offer an accurate description of a significant difference between the art of the Italian Renaissance and the art of the Protestant Reformation (Key Concepts 2.2 and 2.3). Acceptable responses were expected to reference, at least implicitly, both the Italian Renaissance and the Protestant Reformation and use specific language to convey a historically defensible difference.

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

Overall, responses displayed a fairly well-developed ability to address course content related to the question and integrate the required skills. Given the breadth of time period under consideration, students could cite a variety of cultural and intellectual causes and changes during the Renaissance. They generally earned points for part (a) by describing a significant cultural or intellectual change that related to the emphasis the Renaissance placed on secular life and achievements as opposed to religious thought during the Late Middle Ages (often discussing the growth of humanism in the arts and politics). In part (b) they earned points by offering an explanation of the rediscovery of Greek and Roman texts leading to more interest in classical models or a discussion of the invention of the printing press as a cause of cultural and intellectual change during the Renaissance. For part (a), students often stressed the secular nature of the art of the Renaissance and the religious themes of the Reformation as a significant difference between the art of the Italian Renaissance and the art of the Protestant Reformation.

- Acceptable responses to part (a) mostly focused on the growth of secular views of life and achievements. This was often contrasted with the more religious focus of medieval intellectual life. With some frequency, responses described humanism and the use of classical works to challenge older ideas. Some responses, though far fewer, discussed the rise of individualism and how this



helped to promote individual accomplishments. The point in part (a) could be earned in a variety of ways, owing to the length of the period under consideration and the number of ways cultural and intellectual change could be interpreted. Some responses used, often insufficiently, the push against religious institutions and the weakening of authority figures as developments that led to cultural and intellectual changes (Protestant Reformation, Avignon Papacy, the Great Schism). Responses to part (a) tended to stay within the time period of the Renaissance, though some would branch out to cultural and intellectual ideas in the seventeenth- and eighteenth-century Enlightenment.

- For part (b) students faced a more challenging task. Here, successful responses focused particularly on the rediscovery of Greek and Roman texts and how this led to a greater interest in the classical world. Responses, with some frequency, referenced similar ideas used in part (a) in providing an example of a cause of cultural or intellectual change during the Renaissance. As with part (a), responses to part (b) could earn the point in a variety of ways. In several responses, a discussion of the invention of the printing press was developed successfully to show how the expansion of literature promoted cultural and intellectual change during the Renaissance. Some successful responses also discussed the use of classical models as a development that led to changes in art, literature and politics. Another less frequent avenue to a successful response was the discussion of how the rise of wealthy patrons led to the promotion and funding of cultural and intellectual change. This was often coupled with a discussion of the increase in trade seen in Italian city-states and the power of the Medici. Students had greater difficulty earning point B when they tried to use events, such as the Black Death as a cause for change, as these responses were too general to adequately explain causation.
- Part (c) required a different set of skills and understanding of course content than parts (a) and (b). For part (c) successful responses focused on the greater emphasis on secular art during the Italian Renaissance in contrast to the more religious themes seen during the Protestant Reformation. This was the most frequent form of analysis used to earn the point for part (c). Given the variety of artistic expression, there was a greater diversity of responses than in parts (a) and (b). Other successful responses stressed how the art of the Italian Renaissance promoted the lifestyles of the wealthy and those who lived in luxury, while the art of the Protestant Reformation focused on more modest themes and everyday life. For these responses to be successful, they had to provide some discussion of how the theme reflected the different values of either the Italian Renaissance or the Protestant Reformation. Less frequently seen, but still successful, were responses that discussed how Renaissance art enhanced the prestige of the patron while Reformation art was generally intended to be morally instructive.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"><li>In parts (a) and (b), students had some difficulties in providing a description or cause of a cultural or intellectual change during the Renaissance within the relevant period. Students attempted to use examples, such as the Enlightenment (outside the time period for a cultural change during the Renaissance) or the Black Death (insufficiently in attempting to explain it as a cause of cultural or intellectual change during the Renaissance).</li></ul>	<ul style="list-style-type: none"><li>“Humanism culturally and intellectually affected people during the Renaissance. An emphasis on self and a revival of Greek antiquity shifted intellectual thought.”</li><li>“An interest in Greek antiquity sparked the intellectual change during the Renaissance. Looking back through the Greek texts and the invention of the printing press spread the ideas of the Renaissance rapidly.”</li></ul>
<ul style="list-style-type: none"><li>Part (c) was often challenging for students because many lacked content knowledge to sufficiently describe, beyond generalities, a significant difference between the art of the Italian Renaissance and the art of the Protestant Reformation</li></ul>	<ul style="list-style-type: none"><li>“The differences between art in the Italian Renaissance and the art in the Protestant Reformation is that Italian art reflected classic Greco-Roman art style for middle classed merchants in Northern Italy that was used to glorify individual self, while Protestant Reformation art was used to represent natural life for God as Northern Christian humanists intended.”</li></ul>

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

- To help students understand periodization, teachers might reinforce the special chronology of the Renaissance (1350–1600) and have students make a list of relevant cultural and intellectual changes that took place in that time period. A similar list could be made that reinforces specific causes of cultural and intellectual change during the Renaissance.
- To encourage comparative thinking, students might be asked to make a list of similarities and differences between the art of the Italian Renaissance and the art of the Protestant Reformation. These lists could then be discussed in class, with examples, to better understand how the art of each age can be contrasted ways that might be effective in responding to a short answer prompt.

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

The following resources are available in AP Classroom, especially focused on Unit 1 might be useful instructional support for teachers in working with students on the topic of changes brought about by the Renaissance, as well as the skills students need to successfully respond to an SAQ:

- Topic 1.1 – Contextualizing Renaissance and Discovery
- Topic 1.2 – Italian Renaissance
- Topic 1.3 – Northern Renaissance

- Topic 1.4 – Printing
- Topic 1.5 – New Monarchies
- Topic 1.11 – Causation in the Renaissance and Age of Discovery
- Each of the above topics has associated resources that could be useful instructional supports for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- Unit 1 PCs and Topic Questions include a number of MCQ related to the topic of effects of the Renaissance, as well as SAQs for practice.
- AP Daily Videos that support student understanding of the Renaissance’s effects include:
  - 1.2 Daily Videos 1 and 2
  - 1.3 Daily Videos 1 and 2
  - 1.4 Daily Video 1
  - 1.5 Daily Video 1
  - 1.11 Daily Videos 1 and 2
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related the changes brought about by the Renaissance may be found—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
- The [Online Teaching Community \(OTC\) for AP European History](#) is another great resource as it includes materials and resources posted not only by the College Board, but also by other teachers.

## Short Answer Question 4

**Task:** Short Answer Question—no stimulus

**Topic:** Western Europe and the World in the Post-World War II Period

**Max Score:** 3

**Mean Score:** 1.55

***What were the responses to this question expected to demonstrate?***

a) Describe one significant change in the relationship between Western Europe and other parts of the world after 1945.

Responses to this part of the prompt needed to provide an adequate description of a relevant change in the relationship between Western Europe and the rest of the world. The most likely routes to earning this point included descriptions of the processes of decolonization or the changing nature of the relationship between Western and Eastern Europe. Descriptions of the relationship with the United States were also a route to answering this part of the prompt. These topics are addressed in Unit 9 (Cold War and Contemporary Europe) including topics 9.1, 9.2, 9.3, 9.4, 9.9, 9.11, and 9.13.

b) Explain one cause for a change in the relationship between Western Europe and other parts of the world after 1945.

Responses to this part of the prompt needed to offer an accurate explanation of a major change in the relationship between Western European and other parts of the world after 1945. The most likely route to earning this point was to discuss political or economic causation as it related to either decolonization (focusing particularly on the impact of nationalist movements) or the ideological struggles prompted by the rise of communism. These topics are addressed in Unit 9 (Cold War and Contemporary Europe) including topics 9.1, 9.2, 9.3, 9.4, 9.9, 9.11, and 9.13.

c) Describe one continuity in the economic relationship between Western Europe and other parts of the world in the period from the late 1800s through the late 1900s.

Responses to this part of the prompt needed to offer an accurate and specific description of a point of continuity in the economic relationship between Western Europe and the rest of the world. The most effective route to earning this point focused on colonial trade in raw materials in the late 19<sup>th</sup> century and then on the continued reliance on overseas trade (frequently with territories that were former European colonies). Comparisons between Unit 9 (Cold War and Contemporary Europe) and Unit 7 (Nineteenth-Century Perspectives and Political Developments)—including topics 7.4, 7.6, and 7.7—are required by the prompt.

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

The prompts asked for understanding and explanation of the causes of a major change (with most focusing on economic or political changes) in Western Europe's relationship with other parts of the world after 1945. Potential responses could include relationships with Western Europe's current or former colonies, the United States, and/or Eastern Europe. Responses were expected to demonstrate the reasoning processes of continuity and change as well as causation.

- Overall, responses to part (a) were generally successful because there were a wide variety of ways to earn the point. A significant number of responses discussed the process of decolonization after 1945. An equal, if not greater, number of responses took a different direction and focused on the Cold War.

This manifested itself in four primary ways: describing a closer financial relationship and/or dependency on the United States (often referencing the Marshall Plan), discussing the creation of multinational organizations like the United Nations and especially NATO, pointing out that Western Europe declined in international prestige, and/or describing increased tensions with Eastern Europe, in particular the Soviet Union.

- Overall, responses scored well on part (b) and many responses were able to directly link events from before and after 1945 to a significant change in Western Europe's relationship with other parts of the world. Responses that approached the question from the angle of decolonization often connected the process to the rise of nationalist movements in south and southeast Asia as well as Africa or to how the financial strains of World War II made it impossible for Western Europe to continue to retain colonial possessions. Responses that approached the question from the perspective of the Cold War focused on the specifics of how that conflict developed. This included discussions of, among other things, the financial and physical impact of World War II on Western Europe, the growing rivalry between the United States and the Soviet Union, the United States' creation of the Truman Doctrine/containment and the Marshall Plan to halt the spread of communism, the ideological differences between the capitalist West and the communist East, the rise of two new superpowers (the United States and the Soviet Union), and/or the development of Marxism and the rise of the Bolsheviks.
- Part (c) was the most challenging of the prompts, and this likely stems from the difficulty of recognizing specific historical continuities across timeframes. Responses that approached the question through the lens of decolonization tended to score this point more often as they usually described how trade with colonies for raw materials and natural resources continued despite the decolonization process, with more sophisticated responses specifically mentioning neo-colonialism or the continued reliance on non-European labor. Responses that attempted to extend an argument about the relationship between Western Europe and the United States struggled to earn this point because while they suggested a close connection between the United States and Western Europe in the late 1800s, the evidence came almost exclusively from the 20<sup>th</sup> century. Responses that merely mentioned that trade continued were not specific enough to earn the point.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Responses in parts (a) and (b) sometimes confused the chronology of World War I, the interwar period, and World War II, and thus struggled to effectively explain what caused a significant change after 1945.</li> </ul>	<ul style="list-style-type: none"> <li>“After the catastrophic effects of World War I and II both geographically and politically and the development of United States and the Cold War, Western European states lost power and became reliant on the US. Due to new weapons and explosives used during the World Wars, Western Europe was destroyed physically and economically, having put large sums of money into fighting almost back-to-back wars. The United States ... gained from the war and suffered almost no direct damage from the war. This led to most Western European states having to side with the US during the Cold War and relying on the Americas for support to recover after the war.”</li> </ul>
<ul style="list-style-type: none"> <li>Responses struggled especially in part (c) to cover the entirety of the timeframe of the prompt (late 1800s to late 1900s), particularly the late 19<sup>th</sup> century. They also more generally struggled to articulate a significant continuity.</li> </ul>	<ul style="list-style-type: none"> <li>“In the late 1800s, a time of imperialism, many European states competed for territory in Africa. The resulting colonies were exploited for raw materials and native laborers. The use of non-Europeans for labor continued to the late 1900s due to a labor shortage after WWII amidst the need for economic rival: guest workers from Asia and Africa, moved to Europe for their new jobs. Overall, Europe from the late 1800s to the late 1900s still depended on foreign labor in their economies to some extent.”</li> </ul>

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

- Teachers might choose to have students create several kinds of visuals (timelines, charts, etc.) that require them to document and explain both significant changes and continuities. Timelines are also useful for helping students sort and place in chronological order time periods like the early twentieth century that have a significant number of important events, people, trends, and policies to master.
- Students should be encouraged to understand key terms, such as political and economic, etc., in learning how to answer questions accurately.
- Framing trends or events within larger time periods or centuries would help students grasp specifics when asked to cite evidence from a broad time period.

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

The following resources are available in AP Classroom, especially focused on Unit 9, might be useful instructional support for teachers in working with students on the topic of the relationship between Europe and the rest of the world after 1945 and during the prior century, as well as with the skills students need to successfully respond to an SAQ:

- Topic 9.1 – Contextualizing Cold War and Contemporary Europe
- Topic 9.2 – Rebuilding Europe
- Topic 9.3 – Cold War
- Topic 9.4 – Two Superpowers Emerge
- Topic 9.9 – Decolonization
- Topic 9.11 – Migration and Immigration
- Topic 9.13 – Globalization
- Topic 9.15 – Continuity and Change in the 20<sup>th</sup> and 21<sup>st</sup> Centuries
- Topics 7.4, 7.6, and 7.7
- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 9 PCs and Topic questions offer a number of opportunities, through MCQs, SAQs, and a DBQ to check for student understanding of Europe's relationship with the rest of the world during this time period.
- Unit 9 AP Daily Videos also provide a helpful resource to support student learning about Europe's connection to the rest of the world in the following videos:
  - 9.1 Daily Video 1
  - 9.2 Daily Videos 1 and 2
  - 9.3 Daily Videos 1 and 2
  - 9.4 Daily Videos 1 and 2
  - 9.9 Daily Video 1
  - 9.10 Daily Video 1
  - 9.11 Daily Video 1
  - 9.13 Daily Video 1
  - 9.14 Daily Video 1
  - 9.15 Daily Video 1
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related the relationship between Europe and the rest of the world after 1945 and during the 19<sup>th</sup> century may be found—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
- The [Online Teaching Community \(OTC\) for AP European History](#) is another great resource as it includes materials and resources posted not only by the College Board, but also by other teachers.

## Question 1—Document-Based Question

**Task:** Document-Based Question

**Topic:** English Civil War

**Max Score:** 7

**Mean Score:** 3.19

### ***What were the responses to this question expected to demonstrate?***

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

The 2022 DBQ asked students to evaluate whether or not the English Civil War was motivated primarily by religious or political reasons. Students were provided with seven documents (one of which was an image) on which to base their responses. To answer this question, students had to have an understanding of the early modern period, religious changes linked to the Protestant Reformation, and challenges to royal authority in England (Key Concepts 1.2.1 and 1.5.1) and had to evaluate the primary cause (religion or politics) of the English Civil War (Key Concept 1.5 III).

Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether politics or religion was the main cause of the English Civil War. The responses were expected to provide context by linking the English Civil War to a broader historical development or event relevant to the prompt (e.g., religious changes associated with the Protestant Reformation or challenges to Stuart absolutism).

To earn 1 point for evidence, students were required to describe the content of at least three documents to address the primary cause of the English Civil War. To earn 2 evidence points, students had to accurately use the content of at least six documents to support an argument or arguments. To earn a third point, students were required to use one additional relevant piece of specific historical evidence.

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

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

Most responses attempted to write a thesis in the introduction or conclusion, and most were successful at providing a historically defensible claim with a line of reasoning evaluating the causes of the English Civil War. The thesis was often more specific in the conclusion than in the introduction, and occasionally, the thesis was contained within a long contextualization paragraph in the introduction but still located in one identifiable place. In some instances, the responses merely restated the prompt or did not provide a line of reasoning; in fewer instances, responses included a historically indefensible thesis. Occasionally, responses that did not earn a point for a viable thesis were still able to develop an argument or line of reasoning over the



course of their document analysis and earn both evidence points for use of documents in support of an argument or arguments.

Over half of the responses were successful at situating the English Civil War in the context of state centralization and the Reformation and religious wars in the early modern period, discussing relevant events occurring at the same time as the English Civil War, or describing related events in the period immediately following the English Civil War. This context was most often included in the introductory paragraph and linked to the thesis.

Most responses were successful at describing the content of at least three documents relevant to the prompt, although some struggled to use the content of at least six documents to support an argument or arguments in response to the prompt. Many responses attempted to provide evidence beyond the documents, especially with specific information not contained in the documents about Cromwell's Puritan rule, divine right theory, or comparisons between Tudor and Stuart rule.

Fewer responses were awarded points for document sourcing and complexity. Responses often substituted document summary and source attribution for document analysis in terms of historical situation, intended audience, purpose and point of view, and their impact on what was said in relation to the topic of the English Civil War. A small percentage of responses included a more nuanced analysis by extending arguments about religious and political causes to the period following the English Civil War, linking the effects of the war to the Glorious Revolution and the development of an English Constitutional Monarchy. Other successful examples of complexity included an extended comparison of the political and religious causes of the English Civil War with political and religious causes of the Thirty Years War. A few responses included a nuanced analysis by explaining that political causes of the English Civil War were often advanced under the guise of religion, bolstering this analysis with documentary support as well as relevant outside information.

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

The most common misconception made by the students was that the English Civil war was caused by the conflict between English Catholics and English Protestants. Another error associated with politics was the notion that England was a constitutional monarchy and perhaps even a representative democracy because of the signing of the Magna Carta in the Middle Ages.

Other common problems were erroneous interpretations of certain documents; for example, some students thought that Document 7 was actually supportive of Charles I. Some students misinterpreted documents in terms of either the author's own perspective or failed to consider that the author was trying to describe someone else's perspective. Because a few of the documents were lengthy/text-heavy, students occasionally correctly analyzed one part but either missed that the rest of the document contradicted that information or chose to use a part that supported their argument without acknowledging the overall message. Many responses merely summarized the documents. The point for using six documents to make an argument or develop a line of reasoning proved somewhat more difficult for students, and many responses appeared to contradict their own theses or organizational logic.

There were many ways to relate the topic of the prompt to evidence beyond the documents. Some more typical responses included evidence about Charles I's war with Scotland, illegal taxation, and explanations of divine right theory in support of political arguments linked to conflict between Charles I and Parliament. Evidence beyond the documents used to support religious arguments included, but was not limited to, the following: The Act of Supremacy and specific details about the Protestant Reformation, which had not

already been awarded credit as contextualization. However, other attempts at this point failed to provide specific historical details relevant to the topic or argument or repurposed passages from the documents.

The sourcing point proved to be challenging for students, and a significant portion of the responses did not earn this point. Unsuccessful attempts often used the key words associated with sourcing by referencing a document’s point of view, audience, or purpose but then merely summarized the content of the document, discussed tone, or provided attribution without explaining how the document’s point of view, purpose, historical situation, or audience was relevant to an argument.

Students made very few attempts at cross-period or cross-theme complexity. Some unsuccessful attempts at complexity were more in line with earlier (and now obsolete) versions of the rubric, representing minimal, and frequently unsuccessful, attempts at synthesis. Responses attempting nuance often failed due to misunderstandings about the perspectives of the documents. Some student responses attempted complexity based on analyzing both religious and political causes of the English Civil War, but this approach usually only worked if the thesis was clear, compound, and with a sufficient and sustained line of reasoning. Few students made attempts at qualifying or modifying an argument.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Many students assumed that Charles I was a Catholic and based a religious argument on the mistaken idea that the Civil War pitted a Catholic King and Royalists against a Protestant Parliament.</li> </ul>	<ul style="list-style-type: none"> <li>“Although Charles I was accused of being Catholic and the parliament wanted to defend Protestantism, ultimately the English Civil War was motivated by political reasons because parliament wanted power over the king and they wanted to protect their liberties.” (<i>The thesis accurately identifies a criticism of Charles I without accepting the false notion that Charles I was a Catholic and sets up a political argument prioritizing Parliament’s desire for political power and the protection of civil liberties as the main motivations for the English Civil War. Later in this response, Charles I is described as a “suspected Catholic,” which is a more accurate interpretation.</i>)</li> <li>“The second reason showing the war was of religious influence was the continued use of Catholic affiliation to make the other side appear in the wrong” (<i>The response identifies the unpopularity of Catholicism in England with attempts by Parliament to discredit the king as a part of an argument related to the religious causes of the English Civil war</i>)</li> </ul>
<ul style="list-style-type: none"> <li>Students are confused about reasons for the persecution of the Anabaptists.</li> </ul>	<ul style="list-style-type: none"> <li>“The English Civil War between 1642 and 1649 was motivated by religious reasons because the war was over what was considered a true Protestant faith.” (<i>In a discussion of Anabaptist persecution, the student accurately identifies conflict between different Protestant groups that refused to conform to Anglicanism.</i>)</li> </ul>

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

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

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

The following resources are available in AP Classroom and might be useful instructional support for a DBQ on the topic of whether the motivations for the English Civil War were primarily religious or political:

- Unit 3, Topics 3.1 and 3.2 – English Civil War and the Glorious Revolution addresses the topic of the motivations for the conflict and includes resources that could help develop student understanding of what may have been the broader context and what may have served as motivations for the English Civil War.
- Topic 3.2 provides AP Daily videos that discuss the period of the English Civil war in all three of the AP Daily videos.

- Unit 3, Topic 3.8 provides additional content that may help student understanding of the political and religious issues associated with the English Civil war, and the AP Daily videos associated with this topic may provide additional support. (Daily videos 3.8—both 1 and 2)
- AP Classroom has Progress Check questions and Topic Questions associated with the English Civil War, including practice SAQs that touch on related topics, and these questions, along with their associated scoring guidelines, may serve as excellent practice for students as they build their ability to apply course knowledge to questions.
- The AP Daily video for Topic 3.8, Comparison in the Age of Absolutism, offers instruction on how to incorporate specific and relevant evidence to support an argument in a DBQ and may also serve as a useful resource.
- AP Classroom links to the AP European History Question Bank, where teachers may find examples of AP Exam questions on the topic of the English Civil War. These questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of a DBQ.

## Question 2—Long Essay Question

**Task:** Long Essay Question

**Topic:** French Revolution and the Revolutions of 1848

**Max Score:** 6

**Mean Score:** 2.59

### ***What were the responses to this question expected to demonstrate?***

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2022 each LEQ asked students to determine the most significant similarity or difference between two events or processes in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 2, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant similarity between the French Revolution and the Revolutions of 1848 (Topics 5.4 and 6.6). Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of the similarities between the French Revolution and the Revolutions of 1848 and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students towards the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and change over time). Responses were expected to demonstrate a complex understanding of the similarities between the French Revolution and the Revolutions of 1848. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of causes by analyzing how both revolutions were caused by economic factors but also inspired by liberal ideas. They could also explain a similarity while also noting a difference, for instance, that both revolutions were motivated by demands for liberal reforms but that nationalism played a greater role in the Revolutions of 1848. Responses could also explain relevant and insightful connections across time by extending their argument about the similarities between the French Revolution and the Revolutions of 1848 to analyze 20<sup>th</sup>-century revolutions. 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 similarity between the French Revolution and the Revolutions of 1848. Most responses discussed the shared importance of liberal and Enlightenment ideas to both revolutions or the economic causes of both revolutions, but some went beyond this to consider the conservative backlash that each revolution engendered and the importance of popular protest in each revolutionary setting. Some responses were more nuanced than others, with multiple similarities addressed and ranked according to significance. Other responses attempted to qualify their argument by mentioning differences as well as similarities. Some responses also used the historical thinking skill of continuity and change as well as causality, noting, for instance, that the French Revolution inspired the Revolutions of 1848 or explaining how the Concert of Europe put into place in response to the upheavals of the French Revolution and the Napoleonic period would establish repressive states that would then face backlash during the Revolutions of 1848. These responses had multiple pieces of evidence supporting multiple arguments. A smaller group of responses exhibited a lack of chronological understanding,

discussing, for example, the Russian Revolution in lieu of the Revolutions of 1848. Other responses spoke about revolutions in general, often providing a definition of a revolution without providing specific pieces of historical evidence relevant to the prompt. Some discussed only one revolution, providing, in some cases, a detailed analysis of the French Revolution without mentioning the Revolutions of 1848. Still, others provided a narrative of each of the two revolutions but failed to link or compare the two.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Some responses provided a narrative about both revolutions but did not analyze a significant similarity between the two.</li> </ul>	<ul style="list-style-type: none"> <li>“One similarity between the French Revolution and the Revolutions of 1848 was the desire for liberty and rights.” (<i>The response discusses the desire for liberty and rights, which it uses to frame an argument in response to the prompt about the most significant similarity between the two revolutions.</i>)</li> </ul>
<ul style="list-style-type: none"> <li>Some responses discussed events that were beyond the time period of the question without linking these events back to the French Revolution and the Revolutions of 1848.</li> </ul>	<ul style="list-style-type: none"> <li>“Protesting old, conservative regimes was the most significant similarity between the French Revolution and the Revolutions of 1848. Uprisings against conservative regimes kept happening after them. A good example of this is the Russian Revolution in 1917.” (<i>The response discusses the Russian Revolution as part of a continuity with its argument about the most significant similarity between the French Revolution and the Revolutions of 1848 being the fact that they were both protests against conservatism.</i>)</li> </ul>
<ul style="list-style-type: none"> <li>Some responses attempted to provide evidence to support an argument about nationalism as a significant similarity between the French Revolution and the Revolutions of 1848 without providing sufficiently specific detail about nationalist movements or figures.</li> </ul>	<ul style="list-style-type: none"> <li>“In Italy, Mazzini led Young Italy, which was a movement to reunify Italy.” (<i>The response discusses Young Italy in support of an argument about nationalism as a motivation for the Revolutions of 1848.</i>)</li> </ul>

**Based on your experience at the AP<sup>®</sup> 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 similarity between the French Revolution and the Revolutions of 1848 is that both were inspired by liberal ideas, such as freedom and equal rights.”). Teachers should also remind students to write a conclusion, which might contain a clearer thesis than the one that they write in the introduction.
- Teachers should remind students that while contextualization does not need to be particularly lengthy or specific, it must include historically relevant information. In the case of a comparison question that is operating across time periods, context may often be a narrative of events or processes that occurred between the events or processes that they are being asked to compare.
- Teachers should instruct students to bring specific historical evidence into a response about revolutions to support a sound historical argument. If the student mentions that both revolutions were “caused by economic problems,” they must provide specific information related to these economic problems to earn the points for evidence. Several well-developed pieces of evidence work better than an accumulation of off-topic or vague references.
- Teachers should instruct students to organize evidence into categories using clear topic sentences that address the prompt. This will help them in earning the first point for analysis and reasoning.
- Teachers should instruct students to use historical reasoning to construct an argument in response to the prompt. In the case of a comparison question, responses must develop a historically significant similarity between the two revolutions to frame an argument that goes beyond their thesis.
- Teachers should understand that the second analysis and reasoning point (complex understanding or complexity) is attainable and accessible for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complexity throughout the course of the year and create exercises that encourage students to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify a most significant effect, for example, the student could rank the effects in terms of significance and provide an explanation for the reasoning behind their ranking.
- Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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

The following resources are available in AP Classroom and might be useful instructional support for preparing a student to successfully respond to an LEQ on the topic of similarities or differences between the French Revolution and the Revolutions of 1848.

- Topic 5.4 – French Revolution, and Topic 5.5 – French Revolution’s Effects address the content related to the French Revolution that might be useful for students responding to a question comparing it to another revolution/revolutions.
  - These topics include AP Daily Videos (5.4 Daily Video1, 2, and 3) that provide instruction on specific French Revolution content.
- Unit 5 offers both PCs and Topic questions that assess related information in the form of both MCQs and FRQs, including two LEQs about the causes of the French Revolution, SAQs about the topic, and a DBQ that also touches on French Revolution content. These may serve as formative assessment tools to check student understanding of the content or as practice to develop course content and skills.

- Topic 6.6 – Reaction and Revolutions addresses the Revolutions of 1848 and includes an AP Daily Video (6.6 Daily Video 1) that provides instruction on the topic.
- Topic 6.7 – Ideologies of Change and Reform Movements includes an AP Daily video (Daily Video 1) that explores why different intellectual developments challenged the political and social order from 1815 to 1914, including the Revolution of 1848.
  - These topics also have PCs and 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 examples of AP Exam questions that touch on the topic of similarities or differences between the French Revolution and the Revolutions of 1848 can 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.



### Question 3—Long Essay Question

**Task:** Long Essay Question

**Topic:** Economic Development in Europe, 1800-1900

**Max Score:** 6

**Mean Score:** 2.80

#### ***What were the responses to this question expected to demonstrate?***

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2022 each LEQ asked students to determine the most significant similarity or difference between 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 4, responses were expected to demonstrate historical reasoning, especially analyzing the most significant similarity between Nazi Germany and Soviet Russia during the interwar period (Key Concept 4.1.III). Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of totalitarianism as well as ideologies (fascism and communism) and practices associated with political extremism (propaganda, persecution of minority groups and rivals, secret police) during the interwar period 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 structure an argument that addresses the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame additional arguments around other types of historical reasoning (causation). Responses were expected to demonstrate a complex understanding of the similarities and differences of totalitarianism during the interwar period. This demonstration of understanding could be achieved in various ways, for instance, by comparing and contrasting fascism and communism with specificity. Responses could also explain relevant and insightful connections across time by citing earlier antecedents of totalitarianism prior to the 20<sup>th</sup> century or extending the discussion to include the success or failure of totalitarian regimes in the post-World War II era. 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 response address the course content related to this question? How well did the responses integrate the skills required on this question?***

A majority of responses demonstrated an ability to make a claim, with a line of reasoning, regarding the most significant difference between the economic development of eastern Europe vis-a-vis western and central Europe during the 1800s. Similarly, a majority of responses successfully established an appropriate historical context for their evaluation of Europe's economic development in the 1800s. A majority of responses succeeded in presenting several specific examples of relevant evidence; many used those examples to support at least one argument (and frequently multiple arguments) within the body of the essay. Some responses were more nuanced than others; for example, they examined economic developments in western, central, and eastern Europe, or they accurately pointed out consequences of Europe's uneven economic development during the 20<sup>th</sup> century. A smaller number of responses also explored the interaction between economic development and social organization. In addition, many responses presented a clear structure that promoted a comparison of economic development in Europe, either by region or by theme (in which a portion of each paragraph was devoted to each region). A smaller

group of responses exhibited a lack of chronological understanding (focusing on developments after 1900, especially in the Soviet Union or Eastern Europe after 1945), or they misunderstood the basic task, comparing western/central and eastern Europe more generally, rather than economic developments in these regions.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Some responses had difficulties establishing a claim with a line of reasoning that addressed the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>“Eastern Europe’s unwillingness to industrialize, unlike Western Europe’s race to industrialize the fastest would lead to their vastly different economies in the 1800s.” <i>(Establishes a line of reasoning about motivation, etc.)</i></li> </ul>
<ul style="list-style-type: none"> <li>Some responses neglected to describe a broader historical context relevant to the prompt (preferably in the introduction or at the beginning of the first body paragraph).</li> </ul>	<ul style="list-style-type: none"> <li>“Due to the agricultural revolution in which food production increased exponentially, as a result of new methods of cultivation, the human population increased exponentially. There were more people on the planet than ever before, which ultimately led to professions away from farming, to led to new inventions and new jobs in the factory. This was the dawn of the Industrial Revolution.” <i>(Provides relevant context related to the Agricultural Revolution and links it to the subject of the prompt effectively.)</i></li> </ul>
<ul style="list-style-type: none"> <li>Some responses tried to use collectivization and the Soviet Union’s 5-year plans as specific evidence to discuss economic development during the 1800s.</li> </ul>	<ul style="list-style-type: none"> <li>“Russia did not get rid of feudalism until the late 19<sup>th</sup> century, and the sudden abolition of feudalism caused as many problems economically as it solved. Land-based economies were more conducive to agriculture than factory work.” <i>(Displays an appropriate understanding of a relevant and time-specific development that directly relates to the subject of the prompt.)</i></li> </ul>
<ul style="list-style-type: none"> <li>Some responses erroneously described England as part of “eastern Europe” and Russia as part of “western Europe.”</li> </ul>	<ul style="list-style-type: none"> <li>“In Western Europe and especially in Great Britain, a large amount of the economy started to be based more on industrially manufactured goods.”</li> <li>“Traditional landholding and agricultural patters in eastern Europe also contributed to a lack of economic success. While western Europe had long abolished serfdom, Russia remained using the system until the rule of Alexander II..” <i>(Both responses reveal effective and meaningful geographical understandings essential to responding to the prompt.)</i></li> </ul>

<ul style="list-style-type: none"> <li>Some responses contended that economic development in eastern Europe was influenced by socialist or even communist theories.</li> </ul>	<ul style="list-style-type: none"> <li>“Eastern countries, such as Russia, didn’t benefit from the Industrial Revolution, just like during the Renaissance. This was a s a result of a rigid, strong conservative order in which the majority of the farmers lived in serfdom and pitiful conditions. Russian nobles’ and the monarch’s reluctance [sic] towards more liberal ideals led them to not see the same economic success as seen with their western counterparts.” <i>(Reveals a correct and effective understanding of political and economic systems and contexts relevant to the topic of the prompt.)</i></li> </ul>
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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?**

- Train students to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning. For instance, rather than proposing “the most significant difference is industrialization,” which fails to establish a line of reasoning, assert instead: “In the 1800s, western and central Europe grew into industrial, colonial economic nations, while eastern Europe stagnated and fell behind the west.” A good thesis statement (or claim) requires explanation and examples, which are then provided in the body paragraphs.
- Work with students on developing thesis statements that directly address the historical thinking skill linked to the question (in this instance, comparison). If the skill is embedded into the thesis—in the previous example, the comparison between an industrial, booming western/central Europe, and a stagnant eastern Europe—the student will basically be “forced” to structure the body paragraphs to deliver on that comparison, thereby earning the first point for analysis and reasoning.
- Encourage students to leave time at the end of the writing period to write a conclusion that restates or even improves on the thesis stated in the first paragraph.
- Encourage students to regard historical contextualization as a required part of every introduction. (Or, in some cases, the beginning of the first body paragraph). That is, contextualization should be part of the way in which the reader is drawn into the essay; it focuses attention on a specific subject or time period that is related to the prompt. For this question, many successful responses began by discussing eighteenth-century economic and intellectual developments, observing that they laid the foundations for the Industrial Revolution.
- Work with students to differentiate contextualization from providing evidence. The former helps the reader understand the “background,” perhaps even to a specific piece of an argument, while the latter (the examples) presents details necessary for making that argument convincingly.

**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 6.1 – Contextualizing Industrialization and its Origins and Effects
- Topic 6.2 – The Spread of Industry Throughout Europe
- Topic 6.3 – Second Wave Industrialization and its Effects
- Topic 6.4 – Social Effects of Industrialization
- Topic 6.10 – Causation in the Age of Industrialization
- Each of the above topics has associated resources that could be useful instructional supports for teaching the topic and skill involved in this comparative LEQ. These include the AP Daily Videos, Topic Questions, and the Units' Progress Checks.
- Unit 6 PCs offer the opportunity to check student understanding of the era of industrialization, and the Unit 6 Topic Questions provide questions even more closely connected to the content in this LEQ.
- Unit 6 AP Daily videos that provide additional support for students on the topic of industrialization and its effects include:
  - 6.1 Daily Video 1
  - 6.2 Daily Video 1 and 2
  - 6.3 Daily Videos 1 and 2
  - 6.4 Daily Videos 1 and 2
  - 6.7 Daily Videos 1 and 2
  - 6.10 Daily Videos 1 and 2
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions may be found that relate to historical developments, events, and processes in the 19<sup>th</sup>-century economic development of Europe and other parts of the world – 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 comparative LEQ.
- The [Online Teaching Community \(OTC\) for AP European History](#) is another great resource as it includes materials and resources posted not only by the College Board, but also by other teachers.

## Question 4—Long Essay Question

**Task:** Long Essay Question

**Topic:** Nazi vs. Soviet Comparison

**Max Score:** 6

**Mean Score:** 3.05

### ***What were the responses to this question expected to demonstrate?***

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2022 each LEQ asked students to determine the most significant similarity or difference between 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 4, responses were expected to demonstrate historical reasoning, especially analyzing the most significant similarity between Nazi Germany and Soviet Russia during the interwar period (Key Concept 4.1.III). Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the topic of totalitarianism as well as ideologies (fascism and communism) and practices associated with political extremism (propaganda, persecution of minority groups and rivals, secret police) during the interwar period 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 structure an argument that addresses the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame additional arguments around other types of historical reasoning (causation). Responses were expected to demonstrate a complex understanding of the similarities and differences of totalitarianism during the interwar period. This demonstration of understanding could be achieved in various ways, for instance, by comparing and contrasting fascism and communism with specificity. Responses could also explain relevant and insightful connections across time by citing earlier antecedents of totalitarianism prior to the 20<sup>th</sup> century or extending the discussion to include the success or failure of totalitarian regimes in the post-World War II era. 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 effectively described the events of the interwar period in the context of the effects of the First World War (Treaty of Versailles, war reparations, scapegoating, rising nationalism). Rather than discussing the most significant similarity between Interwar Nazi Germany and Soviet Russia, student responses overwhelmingly chose to discuss one or more similarities without evaluating which was the most significant and why. This omission did not disqualify responses from earning points for thesis/claim, supporting an argument, or using historical reasoning. The responses displayed considerable knowledge of Nazi Germany, both during the interwar period and the Second World War, and to a lesser extent Soviet Russia. Many had multiple pieces of evidence supporting one or more arguments relevant to the prompt within a comparative framework. While some responses were imbalanced in their treatment of the two regimes and introduced evidence from outside of the period (the Holocaust, Second World War), most of those responses were able to successfully address the prompt with minimally acceptable evidence and argumentation. Few student

responses attempted to provide insightful connections to periods outside of the time frame or add nuance to their argument by introducing contrasting points or other perspectives.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Some responses discussed the events of the Second World War without addressing the interwar period or intentionally addressing how this later event highlighted similarities and/or differences already identified for the interwar period.</li> </ul>	<ul style="list-style-type: none"> <li>“A counter that can be made is that the rise of the two regimes were different. Evidence supporting this is the fear of communism or the Soviet rule in general. This would result in fascism or the Nazi party being more dominant in Germany as many feared the spread of communism as they were close to the USSR. However this argument isn’t strong enough because if we bring in Italy it would also fall into a dictatorship under fascism just like in Germany and the Nazis. But in Italy far from the USSR had no fear or as large a fear as Germany of communism. This fear only accelerated the process of the rise of fascism. If the fear wasn’t there the Nazi Party still would have gone into power. There was too many contributing factors other than the fear of communism to create a strong counter?” <i>(This response successfully demonstrates complex understanding by modifying the argument about similarities in highlighting the German fear of Communism and the Soviet Union as a contributing factor to the Nazi seizure and maintenance of power.)</i></li> </ul>
<ul style="list-style-type: none"> <li>Some responses failed to provide specific examples of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>“Both Germany and the Soviets used secret police forces to get rid of or convince that the Nazis or communism was good. This shows that they both had unconventional ways to silence people opposing their ideas and spread their political ideas. Second, both nations used techniques to get the youth and adults to fully believe in their political ideas. They both had camps for children where they were brainwashed into loving the nazis or communism and propaganda for the nation and against other nations were abundant in both countries. This shows how they used very similar methods to get people to listen to them and blindly follow them.” <i>(This narrative identifies the secret police and youth camps as examples of totalitarian tactics used by Nazi Germany and Soviet Russia to control public opinion and political opponents during the interwar period.)</i></li> <li>“Hitler and Stalin shared similar tactics when ruling their respective nations. Both were considered charismatic, which encouraged people to follow them. They both employed fear as a way to maintain control, relying on the secret police and</li> </ul>

	<p>the ever-present fear of death to keep people in line. (SIC) Stalin sent millions to the gulags if he suspected them of treason, which Hitler echoed with the construction of concentration camps.” <i>(This narrative qualifies the claim in the first sentence with mention of charismatic leadership, secret police, gulags, and concentration camps.)</i></p>
<ul style="list-style-type: none"> <li>Some responses failed to use historical reasoning to support an argument because they did not discuss similarities between Nazi Germany and Soviet Russia with any specificity.</li> </ul>	<ul style="list-style-type: none"> <li>“However the censorship in Nazi Germany and Russia was what really tied the regimes together. For instance, in Germany Hitler had full control over all of the media. This allowed him to essentially expunge all negative information about him. The same was true for Stalin, and both could manipulate their public appearances how they liked. Furthermore in Germany, Hitler employed the Gestapo, or secret police, to take down any opposition of his. Again, Soviet Russia mirrored this tactic with Stalin’s own secret police.” <i>(This narrative mentions Hitler’s, and to a lesser extent Stalin’s, ability to influence public opinion through control of the media and use of secret police to silence political opponents).</i></li> <li>“Hitler/Nazi Germany used propaganda to the extreme, and like Stalin in Russia, Hitler used propaganda in order to glorify war and villainize the Jewish population. This ultimately led to the Night of Broken Glass where Jewish stores and homes were looted and burned at Nazi encouragement. This use was much like the Stalinization of Russia where Stalin’s Five Year Plans uses propaganda in order to get support of the people.” <i>(This narrative provides a balanced treatment of propaganda with specific examples for a comparison of both Nazi Germany and Soviet Russia during the interwar period.)</i></li> </ul>
<ul style="list-style-type: none"> <li>Some responses failed to address the most significant similarity between Nazi Germany and Soviet Russia during the interwar period.</li> </ul>	<ul style="list-style-type: none"> <li>“Though some may say that censorship wasn’t the most significant similarity between Nazi Germany and Soviet Russia between the world wars because the cults that leaders of these two sovereignties created around themselves were more apparent, censorship is the most significant similarity because it characterized the societies of either regimes and because it allowed leaders of both sovereignties to have absolute control over the people and because it led to the removal of opposition in either country.” <i>(This thesis statement identifies a significant similarity between Nazi Germany and Soviet Russia for the interwar period and provides a historically defensible line of reasoning for making this claim.)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• “Going into these regimes, the most significant similarity between the regimes of Nazi Germany and Soviet Russia was their use of totalitarianism through propaganda and censorship.” (<i>This thesis statement clearly identifies two significant similarities between Interwar Nazi Germany and Soviet Russia.</i>)</li> </ul>
<ul style="list-style-type: none"> <li>• Most responses failed to demonstrate a complex understanding of totalitarianism as it related to other countries, historical periods, areas of everyday life outside of politics and the economy, or how the response’s argument could be qualified, modified, or corroborated by contrasting perspectives or different themes in the course.</li> </ul>	<ul style="list-style-type: none"> <li>• “Devastating consequences of such unbridled propaganda is evident. Nazi Germany managed to convince young women to give up their bodies to have ‘pure’ babies with German men. German boys happily joined the army, and the nation was overjoyed when German aggression led to the untold suffering endured by many nations in Europe in World War II. Germans turned a blind eye to Jews being deported to the death in a mass genocide event of the Holocaust. The Soviet Union fares no better, with propaganda being used to convince people to turn in friends who are ‘enemies of the revolution’ as well as basically no resistance to a man-made famine in the Ukraine. In the similar tactics of censorship and propaganda do we see how other explored similarities, such as promoting cultural and ethnic hegemony, are caused by it and hence showcases why, even in the modern era, we should always question what we read, watch, or hear about the government and our society.” (<i>The response extends the analysis of totalitarianism in Nazi Germany and Soviet Russia by addressing cultural developments during the Second World War.</i>)</li> </ul>

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

- Teachers should instruct students to focus on the prompt and consider what it is asking them to evaluate and do in thinking about the crafting of their thesis. In this LEQ, many students did not identify the most significant similarity between Nazi Germany and Soviet Russia for the interwar period.
- Teachers should remind students that while contextualization does not need to be lengthy or overly specific, it must include information that is relevant to the prompt.
- Even though this LEQ asks students to identify one major similarity, in responding to questions of this nature, students should be encouraged to think about additional examples or alternative viewpoints to help them develop more sophisticated arguments and, perhaps, achieve complexity points.
- Teachers should instruct students to state specific historical evidence for the question to help them better support a historical argument. If the student merely mentions that totalitarian leaders were “brutal” or used “violent tactics,” they should provide specific examples of evidence relevant to the prompt that help to substantiate these characterizations. Students should be reminded that concrete pieces of evidence work better than an accumulation of off-topic or vague references.
- Teachers should also remind students to write a conclusion, which may contain a restatement of and/or clearer thesis than the one written in the introduction.



- Teachers should understand that the second analysis and reasoning point (Demonstrating Complex Understanding) is attainable for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complexity throughout the course of the year and exercises that encourage students to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify a most significant cause, effect, similarity, or difference, for example, the students could rank them in terms of significance and provide an explanation for the reasoning behind their ranking.

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

The following resources are available in AP Classroom and might be useful instructional support for preparing a student to successfully respond to an LEQ about the similarities and differences between Nazi Germany and the Soviet Union between the two world wars. Unit 8 includes concepts largely in the first half of the 20<sup>th</sup> century, 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 Progress Checks)

- Topic 8.1 – Contextualizing 20<sup>th</sup> 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
- The AP Daily videos associated with topic 8.6 (8.6 Daily Videos 1 and 2) and with topic 8.7 (8.7 Daily Videos 1 and 2) are especially pertinent to this comparison LEQ.
  - The PCs for this unit include an SAQ touching directly on the comparison of Nazi Germany and the Soviet Union and an LEQ that might provide excellent opportunities for skill development.
  - AP Classroom is directly linked to the AP European History Question Bank where examples of AP Exam questions touching on topics related to the comparison between Nazi Germany and the Soviet Union between the world wars can 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.
  - The [Online Teaching Community \(OTC\) for AP European History](#) is another great resource as it includes materials and resources posted not only by the College Board, but also by other teachers.