

Chief Reader Report on Student Responses: 2022 AP[®] World History: Modern Free-Response Questions

• Number of Students Scored	314,716		
• Number of Readers	1,450		
• Score Distribution	Exam Score	N	%At
	5	41,437	13.2
	4	68,920	21.9
	3	85,037	27.0
	2	74,443	23.7
	1	44,879	14.3
• Global Mean	2.96		

The following comments on the 2022 free-response questions for AP[®] World History: Modern were written by the Chief Reader, Professor Jodi Eastberg, Alverno College. 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

Topic: Biran Mongol Conquests Secondary

Max Score: 3

Mean Score: 1.59

What were the responses to this question expected to demonstrate?

The intent of this question was for students to analyze a secondary source document related to the role and impact of the Mongols in the period 1200–1450. In part A students were asked to identify one economic development that supported the author’s argument about Old-World integration. In part B the students were asked to explain how one piece of evidence challenged the notion that Mongol expansion marked a new era. Finally, in part C students were asked to explain how one intercultural transfer or exchange resulted from Mongol conquests. This question primarily addressed Topics 2.1, 2.2, and 2.5 of the AP World History: Modern Course and Exam Description.

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

Responses generally demonstrated their knowledge of the role of the Mongols in economic developments that connected the pre-modern (1200–1450) world, as well as the transfers/exchanges that resulted from these conquests. For many students, the Mongols, Silk Road trade, and other aspects of transregional trade during this era are aspects of the course that they understand and could identify. Many students recognized the role the Mongols played in securing, protecting, and promoting economic interactions in Eurasia. Many students credited early modern gunpowder empires, such as the Ottoman, Safavid, Mughal, Qing, etc., for European maritime states as the architects of the “new era” rather than the Mongols.

Students were also able to demonstrate their ability to analyze arguments and claims in a secondary source. Students had to know what Biran meant when mentioning the Mongol’s role in “integration of the old world” and “the first chapter of a new era.” With an understanding of his claims, students had to be able to show how evidence and examples might support or challenge these claims. Student response generally demonstrated strong understanding of the arguments and evidence to support.

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

Responses commonly introduced cultural rather than economic developments noting a common misconception between the difference of these categories of analysis. There were student responses that also referenced trade or the Silk Road but didn’t identify the Mongol role in economic development that promoted an “integration.” Both of the previous challenges point to the common issue of students not fully reading or understanding the prompt.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • “Mongol toleration of local religion and customs led to greater ‘integration of the old world.’” (cultural rather than economic development) 	<ul style="list-style-type: none"> • “Mongol protection of merchants and maintenance of trading infrastructure, such as roads and bridges, supported the growth of trade along the Silk Road routes.”
<ul style="list-style-type: none"> • “The Mongols were nomadic warriors who established territorial control through the rapid deployment of horse-mounted warriors and archers.” (Factually correct, but doesn’t address or challenge the idea of a “first chapter of a new era.”) 	<ul style="list-style-type: none"> • “The Mongols were nomadic warriors who established territorial control through the rapid deployment of horse-mounted warriors and archers. These nomadic conquests mark the end of an earlier era. The first chapter of a new era would be marked by land-based and maritime gunpowder empires.”

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?

Practice addressing the very specific nature of each task in a short answer question. Identify key words, as well as practice crafting responses that adequately identify, explain, or otherwise clearly address the verb task presented.

Thematic vocabulary practice, such as “economic,” “transfer,” and “intercultural,” will assist students with being more precise and accurate in responses to the prompt.

Work more with secondary sources and identifying lines of reasoning or arguments.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180-191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an SAQ on the impact of the Mongols:
 - Unit 2, Topic 2.1, “The Silk Roads,” Topic 2.2, “The Mongol Empire and the Making of the Modern World,” and Topic 2.5, “Cultural Consequences of Connectivity,” all include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There are two AP Daily videos that focus on Topic 2.1 that examine not only course content but also the skills of identifying a specific historical process and historical context. Topic 2.2 contains two videos that focus specifically on the Mongols and their expansion as well as the skill of identifying patterns of continuity and change. Topic 2.5 has a video that examines the impact of long-distance trade on cultures throughout Afro-Eurasia and allows students to practice identifying sourcing within a primary source.

- AP Classroom contains AP Exam On-Demand Review videos for both 2022 and 2021 that have helpful information for students who review content (see Review Session 2, which examines “empire building” and Review Session 5, which examines major events from Unit 2 and contains strategies for answering Multiple-Choice questions). Review Session 6 examines the skills of sourcing and using evidence from sources, as well as strategies for responding to SAQs. Review sessions from 2021 that may also be helpful include Session 1, which examines content from Unit 2 and Session 4, which examines “how the 5 C’s are assessed on the AP Exam.”
- AP Classroom has Personal Progress Checks for each unit that include SAQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an SAQ.
- The Question Bank within AP Classroom contains examples of AP Exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple choice questions and free-response questions specific to skills that they believe students often find challenging in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
- Additionally, AP Classroom contains resources under the Overview/Teacher Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary sources, the skills of argument development, comparison, continuity, and change and include handouts for students.
- The Online Teacher Community includes a library of resources that can be searched by disciplinary practices, skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/group/apworldhistory/resource-library/>

Short Answer Question 2

Task: Short Answer Question

Topic: Canton Factories Map

Max Score: 3

Mean Score: 1.03

What were the responses to this question expected to demonstrate?

The intent of this question was for students to analyze a map that represented a plan of “Factories” in the city of Canton, Southern China, from 1856. In part A students were asked to identify one economic development in the period 1750–1900 that led to the “situation” or the factory system in Canton as represented by the map. Part B required students to identify one political development in the period 1750–1900 that led to the same “situation.” Finally, part C asked for explanation as to why the survey of the factories was carried out by the British Royal Navy.

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 struggled to address the course content related to the map of the Canton factories. Students discussed developments, such as the Industrial Revolution and Economic Imperialism, without describing the unique ways that these developments might have impacted the Canton trade or the role of China in shaping very controlled and regulated trade at its borders. Many responses were more successful in responding to part B, which asked for political developments in the period naming the Opium Wars, the growth of the British empire, or the Qing government’s rule in China.

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

Common misconceptions related to the term “factory” even though it was described as a warehouse. Students assumed the term meant manufacturing rather than a place for trade. Students used evidence from the 20th or 21st century instead of period-appropriate evidence, such as references to cheap labor for European businesses. Finally, students confused some elements of British imperialism, such as specific evidence related to India rather than its relationship with China during this period. Vocabulary, chronology, and geography continued to be issues for responses to this question.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• “One economic development was the Industrial Revolution which had a shift away from individual small-scale production to factory production with the formation of cities.” (not relevant to the question)	<ul style="list-style-type: none">• “One political development leading to the situation in the map was the Opium Wars fought between European economic powerhouses and the Qing dynasty.”

<ul style="list-style-type: none"> • “One economic development in the period that led to the situation in the map is industrialization. After the invention of machinery that did not require human labor, like the steam engine and textile machines, many places started moving away from agriculture.” (The factories in Canton developed prior to these developments of the industrial revolution) 	<ul style="list-style-type: none"> • “The survey of the Canton factories was carried out by the Royal Navy because they were the ones who defeated China in the Opium Wars. The British and European powers began to control major cities and other trade centers like Hong Kong.”
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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?

- Introduce students to the historical thinking skills and have them work in teams to identify the historical thinking skill prompted by the question. Have students peer review each other’s writing to identify when they are deploying one of the historical thinking skills.
- Work with students on how to interpret maps and other visual images and also how to write about them by referencing specific features or data they can draw from the prompt.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180-191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an SAQ on European imperialism:
 - Unit 6, Topic 6.2, “State Expansion from 1750 to 1900,” and Topic 6.5, “Economic Imperialism from 1750 to 1900,” include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There are two AP Daily videos that focus on Topic 6.2 that examine not only course content but also historical context. Topic 6.5 has a video that examines economic imperialism and historical context.
 - AP Classroom contains AP Exam On-Demand Review videos for both 2022 and 2021 that have helpful information for students that review content (see Review Session 7) and videos that review skills specifically used for answering an SAQ (see Review session 6). Review sessions from 2021 that may also be helpful include Session 2, which examines content from Unit 6 and Session 4, which examines “how the 5 C’s are assessed on the AP Exam.” Session 8 from 2021 may also be helpful as it focuses on how students can make arguments using visual sources.
 - AP Classroom has Personal Progress Checks for each unit that include SAQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an SAQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills.

- Using AP Classroom, teachers may assign multiple choice questions and free-response questions specific to skills that they believe students often find challenging in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
- Additionally, AP Classroom contains resources under the Overview/Teacher Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary sources, the skills of argument development, comparison, continuity, and change and include handouts for students.
- The Online Teacher Community includes a library of resources that can be searched by disciplinary practices, skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/group/apworldhistory/resource-library/>

Short Answer Question 3

Task: Short Answer Question

Topic: Columbian Exchange Crops

Max Score: 3

Mean Score: 1.69

What were the responses to this question expected to demonstrate?

The responses to this question were expected to demonstrate understanding of the Columbian Exchange by identifying technological developments that caused or contributed to the trade network that was established. Part B required responses to identify a benefit of the transfer of crops and/or domesticated animals for the populations of people involved. Part C asked for an explanation of how the transfer of crops and/or animals would impact the environment.

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

Responses were successfully able to identify many relevant navigational technologies as developments that contributed to the Columbian Exchange including but not limited to lateen sails, the compass, and the caravel. Teachers are clearly teaching the Columbian Exchange and students understand its impact. Students were also able to identify the positive effects the exchange of new crops would have on people in the Americas and in Europe as they improved nutrition, which led to healthier longer lives in addition to increases in population size throughout Afro-Eurasia. Many students were also able to explain the environmental impacts the transfer of crops and/or domesticated animals would have, though these responses were typically limited to the Americas and focused on the effects intensive agriculture would have on the environment.

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

Student responses were very strong for this question. However, when there were misconceptions or gaps in knowledge there were a few patterns. For part A responses were unsuccessful when they used generalized phrases like “better” or “faster” to describe ships instead of identifying specific developments like the compass or astrolabe. One of the more common problems for part B was responses that lacked the “benefit” aspect of the question. These responses would identify something historically accurate but not necessarily a “benefit.” For example identifying “more food” as opposed to “more production of food, which led to population growth.” One of the common issues with part C was students would often overlook the environmental component of the question and/or not address how the environmental impact was a product of the transfer of crops and/or domesticated animals.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• “Shipping improved and allowed Europeans to sail to the Americas.” (Too general)	<ul style="list-style-type: none">• “One of the developments that contributed to the Columbian Exchange was the use of caravels with triangular sails.”

<ul style="list-style-type: none"> • “One of the effects of the transfer of crops to the Americas was the use of the encomienda system and natives working on fields.” (does not address an environmental effect of the transfer of crops) 	<ul style="list-style-type: none"> • “Because of the establishment of sugar plantations in the Americas and the use of intensive farming techniques to grow sugar there was a depletion of nutrients in the soil.”
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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?

While students performed well on this question, many student responses failed to *explain* the effect crops and/or domesticated animals had on the environment and instead *identified* the effect on the environment. Taking the *A.C.E.* (Answer the question, Cite evidence, Explain the evidence) approach to each part of a Short Answer Question would help address these common issues.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180-191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an SAQ on the Columbian Exchange:
 - Unit 4, Topic 4.3, “Columbian Exchange,” includes resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There are two AP Daily videos that focus on Topic 4.3 that examine the environmental effects of the Columbian Exchange and allow students to practice the skill of identifying evidence used in a source.
 - AP Classroom contains AP Exam On-Demand Review videos for both 2022 and 2021 that have helpful information for students that review content and skills. Review Session 6 focuses on content from Unit 4 and discusses the skills for sourcing, and using evidence from sources, as well as strategies for SAQ responses. Review sessions from 2021 that may also be helpful include Session 2, which examines content from Unit 4 and Session 4, which examines “how the 5 C’s are assessed on the AP Exam.”
 - AP Classroom has Personal Progress Checks for each unit that include SAQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an SAQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple choice questions and free-response questions specific to skills that they believe students often find challenging in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
 - Additionally, AP Classroom contains resources under the Overview/Teacher Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based

Modules focus on teaching analysis of primary sources, the skills of argument development, comparison, continuity, and change and include handouts for students.

- The Online Teacher Community includes a library of resources that can be searched by disciplinary practices, skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/group/apworldhistory/resource-library/>

Short Answer Question 4

Task: Short Answer Question

Topic: Green Revolution Effects

Max Score: 3

Mean Score: 1.83

What were the responses to this question expected to demonstrate?

Responses to this question were expected to demonstrate understanding of the Green Revolution. In part A students were asked to identify a scientific or technological advancement that contributed to the Green Revolution. Part B required an explanation of how the innovations of the Green Revolution benefited populations in the developing world. Part C required responses that explained how the Green Revolution impacted the environment within the developing world.

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

Students who chose to respond to this question were able to identify many scientific and technological advances from the Green Revolution. The majority of the responses were relatively successful at connecting the content from the CED for this time period by identifying GMO's, chemical fertilizers, and new crop varieties as technological innovations of the Green Revolution, as well as increased crop availability as a benefit to the populations of the developing world.

This question provided the opportunity for students to demonstrate their ability to use historical causation when they responded to how the Green Revolution benefited populations and how the Green Revolution affected the environment. While students were often able to identify a food surplus as a benefit of the Green Revolution, on occasion they fell short of being able to connect it to how that surplus impacted populations of the developing world. In addition, many students could identify pollution as having a negative impact on the environment but did not fully explain how it was the result of the Green Revolution.

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

One of the biggest gaps in knowledge was the idea that the Green Revolution and the Industrial Revolution were one in the same. Often students discussed factories and factory emissions as the cause of environmental damage.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">“The Green Revolution affected the environment with greenhouse gasses, pollution and many environmental issues.” (This response did not explain – there was no causation.)	<ul style="list-style-type: none">“A practice during the Green Revolution that impacted the environment of the developing world was to cut down trees to make room for farming, this led to deforestation and the loss of wildlife habitat.”

<ul style="list-style-type: none"> • “The Green Revolution benefited populations in the developing world by providing more food.” (This response does not explain how “more food” benefited people.) 	<ul style="list-style-type: none"> • “By increasing the availability of food crops, populations in the developing world were able to increasingly prevent mass starvation.”
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What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180-191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an SAQ on the Green Revolution:
 - Unit 9, Topic 9.1, “Advances in Technology and Exchange After 1900,” includes resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There is an AP Daily video that focuses on Topic 9.1 that examines new technologies of the 20th century and identifies continuities and changes associated with those technologies.
 - AP Classroom contains AP Exam On-Demand Review videos for both 2022 and 2021 that have helpful information for students that review content and skills. From 2022, Review Session 8 focuses on content from Unit 9, Review Session 3 discusses new forms of technology; and in 2021 Review Session 3 examines content from Unit 9. Also from 2021, Session 4 examines “how the 5 C’s are assessed on the AP Exam.”
 - AP Classroom has Personal Progress Checks for each unit that include SAQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an SAQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple choice questions and free-response questions specific to skills that they believe students often find challenging in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
 - Additionally, AP Classroom contains resources under the Overview/Teacher Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary sources, the skills of argument development, comparison, continuity, and change and include handouts for students.
 - The Online Teacher Community includes a library of resources that can be searched by disciplinary practices, skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/group/apworldhistory/resource-library/>

Question 1—Document-Based Question

Task: Document-Based Question

Topic: Imperialism and Economies in Asia and Africa

Max Score: 7

Mean Score: 3.00

What were the responses to this question expected to demonstrate?

The intent of this question was to assess students' ability to articulate and defend an argument based on evidence provided by a select set of historical documents. The Document-Based Question (DBQ) asked students to evaluate the extent to which European imperialism had an impact on the economies of Africa and/or Asia. Responses were expected to address the time frame of the 19th through the early 20th centuries and to demonstrate the historical thinking skill of causation. The question addressed Topics 6.2 and 6.5 and Key Concepts 5.1, 5.2, and 5.4 of the AP World History Course Framework.

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

Responses generally were successful in addressing the historical developments and processes referred to in the prompt and documents. Students were able to address the impact of imperialism on a wider level in discussions of regions as well as on an individual level. The majority of responses were familiar with the course content, CED Topics 6.2 and 6.5, and demonstrated that through discussions of imperialism in the time frame of the prompt. The skill of argumentation, as seen through the writing of thesis statements that made claims as to the extent to which European imperialism impacted the economies of Africa and/or Asia, was very successful for the majority of responses. Essays demonstrated the skill of making claims and providing evidence from the documents as well. Most students understood the documents and were able to use them successfully in their writing.

Essays were less successful in demonstrating the skill of sourcing or providing the historical situation of the documents. The essays often attempted sourcing without moving beyond the language of the document itself. In addition, complexity in analysis was rarely attempted or successfully demonstrated.

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

Most responses had a clear understanding of imperialism but struggled with the application of the term in the theme of economics. There was a focus on the political aspects of imperialism and not economic effects. Many responses that attempted the skill of sourcing and situation only focused on the attribution of the source and lacked any explanation for how the sourcing impacted the document or an argument.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">“In the 19th and 20th centuries, many advancements partook within the world. Europe increasingly and rapidly advanced technologically, contributing in its ability	<ul style="list-style-type: none">“Although people living in these regions had some alternatives to European economic dominance, European imperialism affected economics in Africa and Asia in the 19th and 20th by controlling huge

<p>to be a superpower.” (The response does not identify the economic elements of context focusing instead on political and perhaps military growth without describing economic factors.)</p>	<p>portions of trade opportunities and imposing harsh rule over labor.” (Demonstrates specific understandings of economic understanding.)</p>
<ul style="list-style-type: none"> • “Document 1 is from a manager of a government-run sugar factory in Java, so it is biased.” (The response does not provide the how or why the author’s point of view or purpose might have been influenced by the role that he played.) 	<ul style="list-style-type: none"> • “The historical situation of this document (4) is the rise of Cecil Rhodes’s diamond empire, stretching across most of Africa, Britain’s holdings in Africa drew much of its wealth from the mining of diamonds. Cecil Rhodes was a major aspect of this endeavor and profited greatly from it. This is important because it provides a backdrop that demonstrates the great economic ambitions of European powers.” (Provides significant how and why of the historical situation of document 4)

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180-191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for a DBQ on European Imperialism and Economies in Africa and/or Asia:
 - Unit 6, Topics 6.1, 6.2, and 6.5, addresses topics related to Imperialism, State Expansion, and Economic Imperialism and includes resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There are five AP Daily videos that specifically address Topics 6.1, 6.2, and 6.5. The videos not only include a review of course content but also focuses on the skill of contextualization.
 - There is also a Unit 6 University Faculty Lecture that “explores the consequences of industrialization” and the impact on the people of West Africa.
 - AP Classroom contains AP Exam On-Demand Review videos for both 2022 and 2021 that have helpful information for students that review not only content, but skills specifically used for answering the DBQ—this is addressed in Review Session 8 for 2022 and Review Sessions 4 and 8 for 2021.
 - AP Classroom has Personal Progress Checks for each unit that include DBQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer a DBQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple choice questions and free-response questions specific to skills that they believe students often find challenging in the

Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.

- Additionally, AP Classroom contains resources under the Overview/Teacher Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary sources, the skills of argument development, comparison, continuity, and change and include handouts for students.
- The Online Teacher Community includes a library of resources that can be searched by disciplinary practices, skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/group/apworldhistory/resource-library/>

Question 2—Long Essay Question

Task: Long Essay Question

Topic: Pre-Columbian American States

Max Score: 6

Mean Score: 2.44

What were the responses to this question expected to demonstrate?

Responses to the Long Essay Question 2 (LEQ 2) asked students to evaluate the extent to which one pre-Columbian state in the Americas was successful in consolidating its authority during the period before 1500. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt. Successful responses that compared pre-Columbian states' consolidation explained the reason for successful or unsuccessful consolidation, or discussed how consolidation continued and ended in the period.

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

Students who selected this prompt demonstrated deep understanding of pre-Columbian American states. Essays were frequently able to provide numerous pieces of specific evidence in support of historical arguments. The majority of responses utilized causation as the primary historical reasoning skill and were able to forward a defensible claim or thesis that addressed the prompt.

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

Essays that were not as successful in responding to the prompt were unaware of geographic or temporal boundaries of the question. For example, students responded with examples of consolidation of state authority in Song China or the Mongol empire or referred to methods used by the United States or modern Mexico.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• “The Chinese used the Silk Road to make the movement of troops easier.” (outside the geographic scope of the question)	<ul style="list-style-type: none">• “The Aztecs used chinampas to grow large quantities of food for their population, which could be used as tribute to support the government.”
<ul style="list-style-type: none">• “The American Revolutionaries consolidated their power by breaking free from the British and creating a union of states that emerged from the original European colonies.” (outside of the temporal boundaries of the question)	<ul style="list-style-type: none">• “The Incan Empire was very successful in consolidating its power through the building of roads that allowed for the government to access different parts of the empire. The Carpa Nan allowed for the movement of troops, news, and trade.”

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?

Introduce students to the historical thinking skills and have them work in teams to identify the historical thinking skill prompted by the question. Have students peer review each other’s writing to identify when they are deploying one of the historical thinking skills.

Build arguments based on the historical thinking skills and have students try to identify the evidence that would best support that particular focus of the essay.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180-191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an LEQ on pre-Columbian states in the Americas:
 - Unit 1, Topic 1.4 addresses “State Building in the Americas” and includes resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There is an AP Daily video that focuses on Topic 1.4 and examines the “governing structures of the Americas before 1450” and includes student practice for “identifying evidence in a text that supports an argument or claim.”
 - AP Classroom contains AP Exam On-Demand Review videos for both 2022 and 2021 that have helpful information for students that review content (see Review Session 5, which covers information from Unit 1 and strategies for answering multiple-choice questions) and videos that review skills specifically used for answering an LEQ—this is addressed in Review Session 7 for 2022 and Review Sessions 4 and 8 for 2021.
 - AP Classroom has Personal Progress Checks for each unit that include LEQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an LEQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple choice questions and free-response questions specific to skills that they believe students often find challenging in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
 - Additionally, AP Classroom contains resources under the Overview/Teacher Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary sources, the skills of argument development, comparison, continuity, and change and include handouts for students.
 - The Online Teacher Community includes a library of resources that can be searched by disciplinary practices, skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/group/apworldhistory/resource-library/>

Question 3—Long Essay Question

Task: Long Essay Question

Topic: Contact and Religious Change

Max Score: 6

Mean Score: 2.26

What were the responses to this question expected to demonstrate?

Responses to Long Essay Question 3 (LEQ 3) were expected to develop an essay that addressed the extent to which military conflict or conquest caused religious change in the period 1450–1750. The question addressed Topic 3.3 and closely aligned with Key Concept 4.1 of the AP World History Curriculum and Framework. The question was open geographically to allow responses from multiple areas with a specific tie to the period 1450–1750. Students were able to interpret the terms “conflict and conquest” in a variety of ways, including economic conquest and intellectual conflict. The question was designed to allow students to demonstrate their understanding of the factors that led to the significant changes in world religions within this time period. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt. Successful responses compared religious change in different areas, explained causes for religious change, or discussed how religious changes continued and ended across the periods.

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

Students who successfully answered this question demonstrated a wide range of knowledge on the causes and processes of religious development in this time period. The largest number of students on the operational exam selected this question, which typically means that students felt confident with some knowledge of the period or subject. Essays mostly addressed Spanish conquest of the Americas as a key example of military force as a cause for religious change and typically responded with specific information tied to the arrival of conquistadors leading to the forced conversion of indigenous peoples to Catholicism. Another significant response path was an exploration of the Ottoman Empire, with frequent references to Janissaries as an example of force being used to change the practice of religion even under a generally tolerant government, or discussion of the conflict between Safavid and Ottoman reflecting how military conflict could both stem from and reaffirm religious divides. Students were generally successful in creating a thesis/claim for their argument, though these claims were sometimes vague or lacked a line of reasoning. Teachers have done an admirable job of introducing students to significant religious changes identified in the AP World History: Modern framework and Topic 3.3.

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

Students struggled slightly with deploying evidence in a way that supported their argument. Many essays presented a summary of religious knowledge or a vague response about the importance of religion without addressing the factors that lead to emergence, spread, or change. Chronology remained a significant weakness for students with arguments that centered on everything from the Crusades to the modern India/Pakistani split. Assisting students with placing their arguments within the period identified is important. General knowledge was strong, but for those essays that did not demonstrate a basic grasp in

understandings, such as the outcomes of the Protestant Reformation or the religious traditions of the Ottoman Empire, the essays typically achieved very few score points.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “In the period circa 1450-1750, the European Crusaders used military force to convert people to their religion.” (Misunderstanding chronology by including the Crusades in the period 1450-1750.) 	<ul style="list-style-type: none"> “The Christian Crusades of the 13th and 14th century attempted to conquer the Holy Lands, laying groundwork for the strategy of using military might to spread Christianity. Once the Americas were “discovered” by the Europeans, the same concept of “crusading” for converts led to the Spanish conquistadors setting out on a crusade to convert the peoples of the Americas.” (Using the Crusades as appropriate context for the motivations of the Spaniards.)
<ul style="list-style-type: none"> “The Spanish who came to the Americas converted everyone by force to Catholicism.” (This is inaccurate although true for some.) 	<ul style="list-style-type: none"> “While military force was deployed, the Spanish used a variety of methods to spread their religion including the development of mission system and using religious texts and practices in their general education of indigenous peoples in the Americas.”

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?

Practice chronology. Have students keep a running timeline in their notes and add to it as you go, making it a point to discuss what came immediately before or immediately after an event.

Encourage students to see nuance by asking them to consider and address exceptions to general statements. Developing a game or discussion structure of “yes, and…” where students are able to add to interpretations or examples will help to develop complexity and nuance. For example, teachers might write “Spanish converted by force.” Students then could offer the “yes, and…” through missions, education, and trade.

Introduce students to and have them practice using historical terms, such as “circa.” Students who were unfamiliar with this term had trouble interpreting the time frame, thinking “circa” was a specific period itself—the “circa period.”

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180-191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.

- The following resources are available in AP Classroom to provide instructional support for an LEQ on military conflict/conquest and religious change in the period 1450-1750:
 - Unit 3, Topic 3.3 addresses “Empires: Belief Systems” and includes resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There are two AP Daily videos that focus on Topic 3.3, and both examine the “continuity and change within belief systems” and include student practice on the skill of sourcing.
 - AP Classroom contains AP Exam On-Demand Review videos for both 2022 and 2021 that have helpful information for students that review content (see Review Session 3, which covers “how new forms of technology have led to the spread of cultures and religions” and Review Session 6, which covers information from Unit 3 and strategies for answering multiple-choice questions) and videos that review skills specifically used for answering an LEQ—this is addressed in Review Session 7 for 2022 and Review Sessions 4 and 8 for 2021.
 - AP Classroom has Personal Progress Checks for each unit that include LEQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an LEQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple choice questions and free-response questions specific to skills that they believe students often find challenging in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
 - Additionally, AP Classroom contains resources under the Overview/Teacher Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary sources, the skills of argument development, comparison, continuity, and change and include handouts for students.
 - The Online Teacher Community includes a library of resources that can be searched by disciplinary practices, skills, content, and resource type. Visit <https://apcommunity.collegeboard.org/group/apworldhistory/resource-library/>

Question 4—Long Essay Question

Task: Long Essay Question

Topic: Twentieth-Century Free-Market Economics

Max Score: 6

Mean Score: 2.06

What were the responses to this question expected to demonstrate?

Responses to Long Essay Question 4 (LEQ 4) were expected to develop an essay that addressed the extent to which the spread of free-market ideas led to economic change in the late twentieth century. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt. Successful responses compared economic change in different areas, explained causes for the adaptation or rejection of free-market economic ideas, or discussed how these economic changes were continuations or changes of previous economic trends. Most essays engaged the continuity/change historical thinking skill with a focus on late 20th-century developments covered in Topic 9.4 Economics in the Global Age. Students who engaged with comparisons mainly focused on a comparison of changes in the USSR and China in the late 20th century.

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

Responses generally demonstrated some understanding of economic changes due to the exposure to free-market ideas. Many successful responses addressed economic changes in China and/or the USSR. Teachers are clearly effectively introducing the concepts of globalization and multinational corporations as students frequently included these in their discussions of late-twentieth century economic developments. Many of the highest scoring responses addressed neocolonialism and the exploitation of the developing world as examples of negative consequences of exposure to free-market ideas as well as the practice of outsourcing labor to the developing world as part of globalization. A high percentage of students were successful in demonstrating their ability to write a thesis or claim relevant to the prompt.

Frequently mentioned changes included the opening up of markets in China/USSR, and increased trade, especially in the previously addressed regions. Many students were successful in identifying context for the question, especially if they were able to accurately detail the economic differences between communism and capitalism.

Responses at times were not awarded points because the information provided was too vague. While they might successfully utilize a historical reasoning skill to explain how the spread of free-market ideas led to economic changes, they at times did not provide enough detail to provide strong evidence. In this essay, students who selected the question were more commonly than expected able to attain complexity. Many responses earned this point by providing complex and nuanced understandings of the way in which outsourcing, expansion of multinational corporations, and other global economic developments impacted the economies of developing and developed countries differently. Students that were able to draw in this type of nuanced response of the changes that occurred did well overall on the essay.

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

Chronology was again a common problem with responses as students provided answers with discussions of the early 20th century, the Industrial Revolution, or responding from a perspective of contemporary responses to global economic developments. Some responses also discussed the geo-political aspects of the Cold War without discussing the economy. Many students attempted to earn the contextualization but did not connect ideas from hundreds of years ago directly with the late-20th century developments. Specific evidence for the prompt was often lacking—understanding broad context but not deploying anything specific to support an argument. For example, noting the change in the USSR’s economy without mentioning perestroika or Gorbachev or other specific information of what and how those changes were made.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• “One example of the spread of free-market ideas leading to economic change was the Great Depression. After the Great Depression many countries started to adopt free-market ideas in order to stimulate the economy.” (Outside of time period and untrue in many cases.)	<ul style="list-style-type: none">• “One example of the spread of free-market ideas leading to economic change was the collapse of communism in the USSR. Mikhail Gorbachev implemented glasnost and perestroika, which allowed for greater access to information and a slight opening up on the economy. Therefore, people throughout the USSR and Eastern Europe were exposed to ideas about capitalism and put pressure on their governments to allow for greater access to consumer goods from the West.”
<ul style="list-style-type: none">• “As a result of being exposed to free-market ideas many people in Beijing took part in demonstrations at Tiananmen Square in order to demand more political rights.” (Change is political not economic.)	<ul style="list-style-type: none">• “With greater globalization many businesses outsourced labor to other countries, like Mexico and India, where workers can be paid less than in places like the United States and Europe. Because they are competing with other multinational corporations around the world, this helps to lower the price of manufacturing goods so they can maximize their profits.”

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?

Ensure students are addressing the prompt, paying attention to the time period and what is being asked of the student. Have students practice similar prompts and have student groups practice answering differently based on economic, political, and social categories. Share out responses based on category of analysis to compare how each is different.

Practice incorporating specific pieces of evidence rather than vague references as arguments. The responses generally did a good job of addressing the prompt but did not provide specific evidence. Work

with students to brainstorm specific evidence that supports their argument, then require them to write just one paragraph and use 3-4 pieces of the evidence to support an argument.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180-191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an LEQ on free-market ideas and economic change during the late twentieth century:
 - Unit 8, Topic 8.9 addresses “Causation in the Age of Cold War and Decolonization,” and Unit 9, Topic 9.4 addresses “Economies in the Global Age” and both of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - There is an AP Daily video that focuses on Topic 8.9 and examines the effects of the Cold War on the Eastern and Western hemispheres and includes student practice on developing a complex argument. Topic 9.4 contains two AP Daily videos that focus on economies in the Global Age and examine the skills of sourcing and situation for both primary and secondary sources.
 - AP Classroom contains AP Exam On-Demand Review videos for both 2022 and 2021 that have helpful information for students that review content (see Review Session 8 that covers content from Units 8 and 9) and videos that review skills specifically used for answering an LEQ—this is addressed in Review Session 7 for 2022 and Review Sessions 4 and 8 for 2021.
 - AP Classroom has Personal Progress Checks for each unit that include LEQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an LEQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills.
 - Using AP Classroom, teachers may assign multiple choice questions and free-response questions specific to skills that they believe students often find challenging in the Question Bank feature. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab.
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