



## Chief Reader Report on Student Responses: 2023 AP<sup>®</sup> World History: Modern Set 2 Free-Response Questions

• Number of Students Scored	350,353		
• Number of Readers	1,722		
• Score Distribution	Exam Score	N	%At
	5	53,716	15.33
	4	76,889	21.95
	3	96,027	27.41
	2	78,127	22.30
	1	45,594	13.01
• Global Mean	3.04		

The following comments on the 2023 free-response questions for AP<sup>®</sup> World History: Modern were written by the Chief Reader, Craig Miller, Professor, Pennsylvania College of Technology. 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:** Reform Movements in 19th Century Ottoman Empire Secondary Source

**Max Score:** 3

**Mean Score:** 1.61

### ***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 reform movements in the nineteenth century Ottoman Empire. Part A asked students to identify one nineteenth-century development in the Ottoman Empire that led to the launch of the reform program mentioned in the document. Part B asked students to identify one argument made in the passage concerning the Ottoman elites and modernization in the nineteenth century. Part C asked students to explain how one other non-Western state's attempts to modernize in the nineteenth century led to conflicts among members of the elite similar to those described in the passage.

The question was focused on analyzing historical evidence and interpreting secondary sources.

The question tested content primarily from Topics 5.6 and 5.8 of the 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 successfully noted a number of things that influenced Ottoman reform, including the Enlightenment, Industrial Revolution, nationalist movements, economic/political pressure from European states, and modern/secular education.
- Many responses were able to successfully interpret the divisions among elites that arose in response to reforms.
- Many responses offered valid comparisons between Ottoman reform movements and the Meiji reforms in Japan.

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

- Many responses simply listed events like the Crimean War or groups like the Young Turks as influences.
- Many responses referred in passing to modernization, expansion of science/education, and/or trade with the rest of the world, but they did not connect these developments to reform.
- Some responses misidentified the author's argument, claiming that many Ottoman leaders questioned their religion.
- Many responses attempted incorrect or unpersuasive historical comparisons, for example to events such as Peter the Great's beard tax, the Great Leap Forward in China, or Stalin's Five-Year Plans in the Soviet Union.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>“One 19th century development in the Ottoman Empire that led to the launch of the reform program is trade.” Not a sufficient development that led to reform efforts.</li> </ul>	<ul style="list-style-type: none"> <li>“An argument made by the author I that the Ottoman Empire adopted and combined their heritage with newer innovative ideas and methods but rejected cultural identity from the West.” Correct reference to the combining of ideas.</li> </ul>
<ul style="list-style-type: none"> <li>“Another non-western state that attempted to modernize was the Safavid Empire. The empire tried to modernize, but failed as they were religiously tolerant.” Outside the time period.</li> </ul>	<ul style="list-style-type: none"> <li>“The Ottoman Elites held the belief that Western society, sciences and culture was to be mimicked in order to create and maintain a successful society.” The belief that western ideas should be mimicked is an argument made in the passage.</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?**

- Practice addressing the very specific nature of each task in a short answer question. Have students identify key words, including the task verb, and have them practice crafting responses that adequately identify, explain, or otherwise clearly address the verb task presented.
- Practice identifying arguments in secondary sources by having students highlight the portion where the argument is made and highlighting any evidence used to support it.

**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 reform movements in the nineteenth century Ottoman Empire:
  - Unit 5, Topics 5.6 and 5.8 focus on the government’s role in industrialization along with reactions to the industrial economy and responses to the expansion of industrializing states. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 2023, 2022, and 2021 that have helpful information for students that review not only content but skills specifically used for answering an SAQ—this is addressed in Practice Sessions 2 and 6 for 2023. Review Session 6 for 2022 and Sessions 4 and 8 from 2021.
  - 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.  
<https://cb.academicmerit.com/n/pl#/worldhistory>
- 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:** Korean Confucian Scholar and Buddhism Primary Source

**Max Score:** 3

**Mean Score:** 1.89

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

The intent of this question was for students to analyze a primary source document from a 15th-century Korean Confucian scholar and adviser to the Korean monarchy related to Buddhism. The document offers a critical perspective on the spread of Buddhism in Korea.

Part A of the question asked students to identify one claim the author makes in the passage, and part B asked students to explain one way the author’s point of view likely influenced his argument. Part C asked students to explain one way that Chinese cultural traditions influenced Asian societies (other than Korea) in the period 1200–1450.

The question was focused on analyzing historical evidence and analyzing primary sources.

The question tested content primarily from Topics 1.1. and 1.3 of the 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?***

- Students did very well on this SAQ. Most were able to correctly identify the author’s disdain for Buddhism and Buddhists.
- Many responses successfully explained how the author’s Confucian ideology would cause him to hold negative views about Buddhists.
- Many responses successfully explained how Chinese cultural traditions (including Confucian ideas, the idea of the civil service exams, and Chan/Zen Buddhism) spread to Japan and Vietnam.

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

- A number of students misread the document to claim that the author did not see Buddhism as a danger.
- Some responses simply quoted the document instead of offering a paraphrase or an interpretation.
- A fair number of responses noted the author was biased against Buddhists but did not explain why he might be biased; these responses typically earned the point for part a but not the point for part b.
- Some responses did not name a specific Asian society that Chinese ideas spread to or did not specify a Chinese tradition that spread outside China.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"><li>• “One way the author’s point of view influenced his argument is by portraying how Buddhism, affects the economy as well as the people. As</li></ul>	<ul style="list-style-type: none"><li>• “One claim the author makes is that Buddhists cause people to be poor and to steal. Because of their religious customs and ideals, the author</li></ul>

<p>Buddhists are made out to be criminal and stealers, people dislike them more and more. When they are portrayed as criminals, people assume they are also affecting the nation’s economy.” The response did not earn the point because it doesn’t explain a clear point of view. Most of response is simply a summary of the claims rather than point of view explanation.</p>	<p>claims Buddhism causes people to partake in crime.” This is a plausible reading of the document.</p>
<ul style="list-style-type: none"> <li>• “One way Chinese cultural traditions influenced Asian societies in 1200–1450 is by imposng Confucianism on Indians and Asian Islands.” Though the response mentions Confucianism as a specific Chinese cultural trait, the spreading to “Indians” is incorrect and the discussion of spreading to Asian islands is too vague.</li> </ul>	<ul style="list-style-type: none"> <li>• “Chinese cultural traditions influenced Japan with spreading Confucian ideals. Through this, neo-Confucianism was formed when Japanese syncretized Buddhism and Confucian beliefs, Asian societies, like Japan, art also flourished.” This response earned the point for correctly identifying specific cultural traditions that were spread to Japan from China.</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?**

- Practice addressing the very specific nature of each task in a short answer question. Have students identify key words, including the task verb, and have them practice crafting responses that adequately identify, explain, or otherwise clearly address the verb task presented.
- Practice identifying the author’s point of view in historical sources. This will help students across different types of prompts. One way is to have students in small groups try to analyze why an author might have a particular point of view by focusing on themes: economic, religious, political.

**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 Buddhism and Chinese cultural traditions:
  - Unit 1, Topics 1.1 and 1.3 focus on traditional methods of Confucianism, continuities regarding Chinese cultural traditions, and Buddhism as well as these practices’ impact on societies throughout Asia. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 2023, 2022, and 2021 that have helpful information for students that review not only content but skills specifically used for answering an SAQ—this is addressed in Practice Sessions 2 and 6 for 2023. Review Session 6 for 2022 and Sessions 4 and 8 from 2021.
  - 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.  
<https://cb.academicmerit.com/n/pl#/worldhistory>
- 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:** Technology, Religion, and the Americas

**Max Score:** 3

**Mean Score:** 1.62

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

The intent of this question was for students to address the spread of religion in the Americas from 1450–1750. Part A asked students to identify one technological development that contributed to Europeans’ ability to spread religious ideas in the Americas during the period 1450–1750. Part B asked students to explain one way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450–1750. Part C asked students to explain one reason why syncretic belief systems developed in the Americas during the period 1450–1750.

The question was primarily focused on the reasoning process of causation.

The question tested content primarily from Topics 4.1, 4.4, and 4.5 of the 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?***

- Students did an excellent job providing evidence of new technology, including ship types, such as caravel, carrack, fluyt, galleon; the printing press; and specific improved navigational tools.
- Students also did well in explaining the use of missionaries in the process of state expansion and how religion was used to justify both conquest and colonization.
- Students also did a good job describing how indigenous and African religions were more open to syncretic beliefs and how colonization led to the formation of syncretic beliefs.

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

- Some responses were too vague on the use of technology, merely noting ships, trade, or trade routes.
- Some responses merely restated the prompt, or noted that missionaries spread in Europe.
- Some responses provided information outside the time period, such as Manifest Destiny.
- Some responses merely defined syncretic religious beliefs, without explaining why they developed.
- Some responses focused on outright resistance to or rejection of new religious beliefs, rather than on syncretism.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"><li>• “One way religion contributed to exploration was with the slave trade. When other states saw this system, they believed it could be beneficial and started exploring.” The response does not explain how religion contributed to the process of state expansion or development.</li></ul>	<ul style="list-style-type: none"><li>• “One technological development that helped spread religious ideas was the magnetic compass. This helped with the transportation of goods through trade.” Response identifies the “magnetic compass” as a technological</li></ul>



	development that contributed to the spread of religious ideas in the Americas.
<ul style="list-style-type: none"> <li>• “Syncretic belief systems developed from social hierarchies. The people of lower classes received little to nothing and those born into a title were of fortune.” The response does not offer an adequate reason for the development of syncretic belief systems in the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>• “Religion contributed to the process of state expansion and or exploration because religion spreading helped many people unite and making a bigger community for the state and overall causing an expansion of not only religion but also the state. Religion also helped exploration because many scholars and missionaries were sent to explore to spread their religion like Christianity.” The response explains how religion increased state control by providing more unity and motivation for exploration.</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?**

Practice addressing the very specific nature of each task in a short answer question. Have students identify key words, including the task verb, and have them practice crafting responses that adequately identify, explain, or otherwise clearly address the verb task presented.

**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 technology, religion, state expansion, and syncretism in the Americas:
  - Unit 4, Topics 4.1, 4.4, and 4.5 focus on the diffusion of technology and its role in exploration, the establishment of maritime empires, and the resulting impact on the peoples of the Americas. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 2023, 2022, and 2021 that have helpful information for students that review not only content but skills specifically used for answering an SAQ—this is addressed in Practice Sessions 2 and 6 for 2023. Review Session 6 for 2022 and Sessions 4 and 8 from 2021.
  - 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.

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- 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.
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## Short Answer Question 4

**Task:** Short Answer Question

**Topic:** Global Economy and Challenges

**Max Score:** 3

**Mean Score:** 1.41

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

The intent of this question was for students to address state responses to economic challenges between 1800–1990. Part A asked students to identify one historical development that contributed to the growth of a global economy during the period circa 1800–1914. Part B asked students to explain one way that governments responded to economic crises or depressions during the period circa 1900–1945. Part C asked students to explain one way states changed their economies in response to the shifting global balance of power during the period circa 1945–1990.

The question was primarily focused on the reasoning process of causation.

The question tested content primarily from Topics 7.4, 7.7, and 8.6. of the 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?***

- Many responses accurately identified industrialization, imperialism, and more specific evidence like steamships as developments that contributed to the growth of a global economy.
- Many responses explained how Five-Year Plans, the New Deal, hyperinflation in Germany, and/or the subsequent rise of Hitler constituted government responses to economic crises or depressions.
- Additionally, many responses explained how states chose either capitalism or communism due to the Cold War or noted specific leaders like Deng Xiaoping in China and subsequent shifts in Chinese economic policies as examples of how states changed their economies.

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

- In response to part a, some responses offered chronologically incorrect or unpersuasive responses, such as mercantilism, the global silver trade, or the Columbian Exchange.
- In response to part b, many responses offered answers that were too vague, for example, stating that governments gave out money to the people. Other responses offered incorrect answers, for example, the Green Revolution.
- In response to part c, some students merely named economic changes without connecting them to economic policies implemented by states.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"><li>• “One historical development that contributed to the growth of a global economy during the period 1800–1914 was the second World War. WWII</li></ul>	<ul style="list-style-type: none"><li>• “The Industrial Revolution was one of the main causes for the rapid growth of global economies, due to technological innovations during the</li></ul>

<p>allowed for a massive global economy increase before the Great Depression.” The development is outside the time period.</p>	<p>period, such as the cotton gin invented by Eli Whitney and the Steamboat.” The response identifies the “Industrial Revolution,” and it mentions specific technological innovations that led to “rapid growth of global economies.”</p>
<ul style="list-style-type: none"> <li>• “One way states changed their economies in response to the shifting global power balance was creating new economic policies. These new economic policies were created so that states economy would never go down this much and create mass havoc. They were also established so people wouldn’t lose their jobs, like they did during the Great Depression.” The response does not explain how states shifted their economies.</li> </ul>	<ul style="list-style-type: none"> <li>• “During the Great Depression, America implemented a policy known as the New Deal, to give better opportunities for the working class to make money. The policy introduced Social Security, giving the American people a financial boost.” The response identifies “America” and “The New Deal” and explains how the New Deal provided “opportunities for the working class.”</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?**

Practice addressing the very specific nature of each task in a short answer question. Have students identify key words, including the task verb, and have them practice crafting responses that adequately identify, explain, or otherwise clearly address the verb task presented.

**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 global economy, economic crises, and changes resulting from the shifting global balance of power:
  - Unit 7, Topics 7.4, 7.6, and 7.7 focus on the economy in the interwar period, the Great Depression, and government responses to economic crises. Unit 5, Topic 5.8 introduced the concepts of socialism and communism. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 2023, 2022, and 2021 that have helpful information for students that review not only content but skills specifically used for answering an SAQ—this is addressed in Practice Sessions 2 and 6 for 2023. Review Session 6 for 2022 and Sessions 4 and 8 from 2021.
  - 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.

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- 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.
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## Question 1—Document-Based Question

**Task:** Document-Based Question

**Topic:** Changing Social Norms for Muslim Women in Middle East

**Max Score:** 7

**Mean Score:** 3.21

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

The question required students to identify developments and processes related to changing social norms for Muslim women in the Middle East from 1850–1950. This included the ability to place those norms in a broader historical context and to describe and analyze the content of documents. Students also needed to construct an argument and use the documents and outside evidence to support an argument. The question tested content primarily from Unit 9 of the course framework while also providing students with opportunities to bring up knowledge from Units 1 and 5 to earn the contextualization and evidence beyond the document’s points.

Responses to the question were expected to show students’ ability to use the content of the documents, as well as their own content knowledge and historical thinking skills, to construct an argument about changing gender norms in the Muslim world from 1850 to 1950 and the extent to which Muslim women’s ideas or actions drove those changes. The documents provided students with a variety of perspectives on the issue, including the perspectives of women demanding greater legal, social, or economic equality with men, women supporting the preservation of traditional gender roles, women expressing ambivalent feelings towards impending changes in gender norms, and women challenging gender norms in order to gain greater political agency for themselves.

The question primarily addressed content from Topic 9.5, with contextualization and evidence-beyond-the-documents opportunities from Topics 1.2 and 5.1.

### ***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 general, responses to the question demonstrated that students had been able to correctly understand the arguments of all seven documents. Serious misinterpretations of document content were rare.
- Most responses were successful in framing a thesis in response to the question and earning the points for using the documents and using evidence from the documents to support an argument. Responses often had strong topic sentences framing the argument, with support from the documents.
- Most responses also did well on the contextualization point. Many students were able to connect the ideas and arguments expressed in the documents to broader ideologies and/or global processes, including the Enlightenment, nineteenth-century women’s rights movements, the Industrial Revolution, European imperialism, twentieth-century feminism, and/or the impact of the two World Wars on women’s economic and social roles.
- Some students successfully connected individual documents or groups of documents to contexts specific to Muslim countries in the period 1850–1950, which often enabled them to earn the point for evidence beyond the documents. Developments that often earned students that point included the *Tanzimat* reforms in the Ottoman Empire, the modernization of Egypt under Muhammad Ali, and the League of Nations mandate system after the end of the First World War.

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

- Essays were less successful in demonstrating the skill of sourcing the documents. Many responses showed to attempt to provide sourcing for any documents. Of the responses that did attempt sourcing, many repeated information provided in the document source lines (or language from the documents themselves) or without explaining the relevance of the author’s point-of-view, purpose, audience, etc. Among the relatively small percentage of responses that earned the point by successfully sourcing three or more documents, purpose, and historical situation were the most commonly addressed sourcing elements.
- The point for complexity was rarely attempted and even more rarely earned. Some responses attempted to expand their argument (and earn the point) by providing comparisons between the changes in social norms affecting Muslim women in the period 1850–1950 to changes in social norms affecting Western women in the same period or to changes in social norms affecting women at the present time. In general, the former approach (same period, different location) was more successful in earning the point than the latter approach (attempts at comparison to present-day development).

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>• Attempts to earn the thesis point that did not have a clear line of reasoning: “Muslim women challenged social norms in a variety of ways.”</li> </ul>	<ul style="list-style-type: none"> <li>• Successful Thesis: “Although women in the Middle East continued to fill many traditional household roles, they challenged some social norms in this period by fighting for equality for women outside the traditional roles of women and becoming part of the world-wide movement of the time for gender equality.”</li> </ul>
<ul style="list-style-type: none"> <li>• Broad generalizations/stereotypes regarding patriarchy and Islam to attempt context: “Throughout the world experienced groups that stood up against injustices in hope to reform and change how the world works.”</li> </ul>	<ul style="list-style-type: none"> <li>• Successful context: “1850–1950 was a period of great change around the world, the world modernized, industrialized, developed new products, practices and ways of life. Before this time women were seen as inferior and relegated to lowly positions as homemakers in most parts of the world. However ... women started to gain power as they started working outside the home ... it became a global movement towards women’s rights.”</li> </ul>
<ul style="list-style-type: none"> <li>• Sourcing-Students not attempting at all OR simple restatement of source line- For Document 1 “The purpose of this document is to show how a man can dull a women’s assets”; “for Document 3 “The point of view is a hurt wife who was cheated on but stood up for herself and demanded a divorce.”</li> </ul>	<ul style="list-style-type: none"> <li>• Successful sourcing-Document 1: “Because she is writing for the conservative people of the time, it can be seen that drastic change was not the only way women shifted their social norms.” (historical situation); Document 7: “Her point of view as a Muslim Islamic women allow her to be secondary to her husband because she so</li> </ul>

	strongly believed in God that her husbands' wants were secondary to God's." (POV); Document 2: "Her purpose in writing this essay is to encourage women to work and for men to treat them fairly and equally."
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**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?**

- Emphasize that students should attempt to earn all points of the rubric in their responses, including the points for evidence beyond the documents, sourcing of the documents, and complex understanding.
- Spend more time having students working with primary sources, emphasizing the distinction between the content/argument/claim of the source versus the elements of historical sourcing, such as authorial point-of-view, purpose of the document, intended audience of the document, historical situation that helps explain or understand the content of the document. Students should be instructed to plan on using both the content and the elements of sourcing for each document to give themselves an opportunity to earn the maximum number of points.
- Practice approaches to earning the complexity point that explores the nuances of the perspectives provided in the documents. The documents for the Document-Based-Question are usually selected to provide a complex cross-section of perspectives on the historical developments addressed by the question rather than a simple "for-and-against" grouping of documents. An analysis of the full scope of these perspectives could be a pathway for students to earning the complexity point.

**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 social norms and Muslim Women in the Middle East:
  - Unit 9, Topic 9.5 addresses calls for reform and changes regarding gender as well as demands for more inclusivity and access to education and participation in politics and the workplace. Unit 5, Topic 5.1 exams demands for women's suffrage and emerging feminist movements that first began challenging political and gender hierarchies. And Unit 1, Topic 1.2 touches on the core beliefs and practices of Islam. The last two topics help serve to provide background information and relevant context for the question. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 2023, 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 Practice Sessions 4 and 8 for 2023. Review Session 8 for 2022 and 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.  
<https://cb.academicmerit.com/n/pl#/worldhistory>
- 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/>.

## Long Essay Question 2

**Task:** Long Essay Question

**Topic:** Cross-Cultural Interactions Affecting Trade and/or Exploration

**Max Score:** 6

**Mean Score:** 2.74

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

The question required students to develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750. The question primarily addressed content from Units 2 and 4 in the course framework, while also providing students with the opportunity to bring up content knowledge from Units 1 and 3 to earn the contextualization point.

The question was mainly focused on the reasoning process of causation, requiring students to evaluate the effect of cross-cultural interactions on trade and/or exploration.

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.

The time period of the question allowed but did not necessarily require students to address European exploration and European-dominated trade networks. Responses could earn both evidence and contextualization points by discussing non-European developments, such as ongoing exchange networks in the Indian Ocean, or the Ming exploration in the Indian Ocean.

The question tested content primarily from Topics 2.3, 2.5, 4.1, 4.2, 4.4., and 4.5 of the 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?***

- Students who selected this prompt demonstrated a level of knowledge that was broadly comparable to that of the students who selected LEQ 4 but lower than that of students who selected LEQ 3.
- Students who selected this prompt were generally able to provide a good amount of evidence regarding trade routes, exploration, and cross-cultural interactions during the period 1450–1740. Responses demonstrated a particularly good level of knowledge of the benefits that European merchants and explorers, in particular, were able to derive from Europe’s interactions with other parts of the world, focusing on technological borrowings (from India, China, and the Muslim world) and trade and military advantages (in Europeans’ contacts with Africans and Native Americans).
- Students who selected this question typically did well on contextualizing their responses, with a majority earning the contextualization point. Students often earned the contextualization point by discussing, in broad strokes, areas or aspects of cross-cultural interactions, such as Christian-Muslim interactions in the Mediterranean, multi-nodal trade-related cross-cultural interactions in the Indian ocean, or pre-existing trade and interaction routes such as the Silk Roads or the trans-Saharan trade routes.

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

- In a fair number of responses, students appeared to have misinterpreted or inverted the prompt, arguing that trade led to increased cross-cultural interactions instead of the reverse. Such misinterpretations often led to unsuccessful attempts at a thesis and, as a result, the thesis point was earned by a smaller percentage of students who chose this prompt compared to the other two LEQs.
- Responses to this prompt typically struggled to earn the point for using historical reasoning to frame or structure an argument. While most student responses provided enough historical information to assert that various cross-cultural interactions affected trade or exploration, relatively few responses demonstrated an ability to explain how cross-cultural interactions achieved that effect.
- In common with the responses to the other LEQs, the complexity point was infrequently attempted and rarely earned. Few students managed to construct nuanced arguments that featured multi-pronged causal explanations or provided a wealth of evidence regarding multiple relevant historical developments.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>• A thesis attempt that inverts the causal link stipulated in the prompt and does not include a clear line of reasoning: “Trade frequently led to more cross-cultural interactions in the period 1450–1740.”</li> </ul>	<ul style="list-style-type: none"> <li>• Sophisticated, multi-part thesis: “[European] trade and/or exploration movements could not have been done without cross-cultural interactions in which the Europeans took advantage of these exchanges, including the trans-Atlantic slave trade from Africa ... , gunpowder that originated in China and was used in the Portuguese cannons in the process of establishing control over key trading ports, and maritime developments like the astrolabe from China used by the European ships for their trade and/or exploration.”</li> </ul>
<ul style="list-style-type: none"> <li>• Vague, unspecific attempt at contextualization: “Trade and exploration during the period 1450–1750 was increasing more and more as different inventions and technological advances were starting to be made and improved.”</li> </ul>	<ul style="list-style-type: none"> <li>• Successful contextualization: “Multiple trade networks like the Silk Road, Indian Ocean trade, and the trans-Saharan led to the spread of religion, culture, and innovations ... Religions like Islam and Hinduism established new empires, while the contact of other countries led to technological innovations like the lateen sail.”</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 continue to emphasize the importance of deploying the relevant historical thinking skills and reasoning processes when crafting responses to the LEQ prompts. Highlight the distinction between responses that merely provide evidence and responses that use the relevant historical thinking skills or processes to frame or structure an analytical argument. Have students peer review each other’s writing to identify when they are deploying the relevant skills and/or reasoning processes.
- Teachers should emphasize that LEQ prompts are evaluative tasks that require students to construct an argument supported by evidence, not just list facts. Practice developing argumentation with students, both in the thesis-evidence (argument-first) and in the evidence-conclusion (argument-last) formats.
- Teachers should emphasize that students must attempt to earn all points of the rubric in their responses, including the points for using the historical thinking skills and the point for demonstrating a complex understanding.

**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 cross-cultural interactions and trade/exploration.
  - Unit 4, Topics 4.1 and 4.2 focus on technological innovations, cross-cultural interactions which led to the diffusion of technology, and the impact on both trade and exploration. Unit 2, Topics 2.3 and 2.4 focus on the causes and growth of networks of exchange in both the Indian Ocean and Trans-Saharan trade routes. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 2023, 2022, and 2021 that have helpful information for students that review not only content but skills specifically used for answering the LEQ—this is addressed in Practice Sessions 3 and 7 for 2023. Review Session 7 for 2022 and 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.  
<https://cb.academicmerit.com/n/pl#/worldhistory>

- 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/>

### Long Essay Question 3

**Task:** Long Essay Question

**Topic:** Enlightenment Ideas as a Cause of Revolutions or Independence Movements

**Max Score:** 6

**Mean Score:** 3.68

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

Responses had to develop an argument that evaluates the extent to which Enlightenment ideas were the primary cause of one of the revolutions or independence movements (French, Haitian, Latin American independence movements other than the American Revolution) from the period circa 1750 to 1900. The question primarily addressed content from Unit 5 of the course framework.

The question was mainly focused on the reasoning process of causation, requiring students to evaluate the effects of Enlightenment ideas that were the main cause of revolutions or independence movements during the period circa 1750–1900.

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.

The prompt excluded the American Revolution from the scope of acceptable revolutions or independence movements. Most responses addressed one or more of the remaining three revolutions enumerated in the introductory sentence of the question—the French Revolution, the Haitian Revolution, and/or the Latin American independence movements.

The question tested content primarily from Topics 5.1. and 5.2. of the course framework, while also providing students with opportunities to bring up content knowledge from Topics 4.4, 4.5, 4.6, and 4.7 to earn the contextualization point.

#### ***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 typically demonstrated a higher level of content knowledge and a stronger command of the historical thinking skills than students who selected LEQ 2 or LEQ 4.
- Most responses earned the thesis point by making historically accurate claims concerning the relationship between Enlightenment ideas and revolutions or independence movements and offering a line of reasoning (in most cases asserting that Enlightenment ideas directly influenced revolutionary policies, leaders, or documents). There were very few responses that misconstrued or inverted the direction of the causality specified in the prompt.
- Students who selected this prompt generally did well on contextualizing their arguments and, thereby, earning the contextualization point. While relatively few responses demonstrated an ability to contextualize the Enlightenment in the context of broader developments in European intellectual and political history, many responses earned the contextualization point by discussing the American plantation slavery complex and/or the racially hierarchical structure of colonial societies in the Americas.

- Responses to this prompt generally included large amounts of specific information about developments from the French, Haitian, or Latin American revolutions and did a good job making connections between Enlightenment ideas and these revolutions. This allowed most responses to earn either one or two points for evidence.
- The point for using the historical thinking skills to frame or structure an argument was generally earned by a greater percentage of the students who selected this prompt compared to students who selected one of the other two prompts. Many responses were able to not only assert connections between the Enlightenment and revolutions but also to explain these causal connections. Responses often did that by discussing the way in which Enlightenment ideas addressed the grievances of revolutionary groups or actors (for example, enslaved Africans in Haiti or Latin American Creole elites).

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

- One relatively common misinterpretation of the prompt involved students attempting to connect Enlightenment ideas not to political revolutions, such as the ones enumerated in the prompt, but rather to the Industrial Revolution. While the scoring rubric did not automatically exclude such responses, in practice, few of them were able to establish a persuasive causal connection between the Enlightenment and industrialization.
- A relatively small percentage of responses failed to identify a specific revolution in their thesis or in their body paragraphs. Instead, such responses typically discussed “revolutions” in general, making it difficult—but not impossible—for those responses to earn the points for evidence and using the historical thinking skills to frame or structure an argument.
- Some responses provided “laundry lists” of events connected to one or more revolutions (or, less frequently, of Enlightenment thinkers and their ideas) without connecting them to a causal argument.
- In common with the responses to the other LEQs, the complexity point was infrequently attempted and rarely earned. Some responses earned the point for complexity by constructing arguments that were not only causal but also comparative—for example, arguments examining similarities and difference in the way in which Enlightenment ideas influenced the French Revolution versus the Haitian Revolution. Other responses earned the complexity point by discussing the various ways in which revolutionaries’ actions did not live up to Enlightenment ideas, even when they proclaimed their belief in Enlightenment principles.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>• Unsuccessful thesis attempt that correctly identifies an aspect of Enlightenment thought but does not connect it to a revolution or an independence movement: “The Enlightenment Theory was created to help all men but it only helped rich white minority By the creation of this theory it sparked a flame in men who didn’t meet the criteria.”</li> </ul>	<ul style="list-style-type: none"> <li>• Successful thesis that includes a claim and a line of reasoning: “Thus, Enlightenment ideas were the primary cause of the French Revolution because the citizens wanted a representative government and argued for basic human liberties.”</li> </ul>

<ul style="list-style-type: none"> <li>• Overgeneralized/unspecific contextualization attempt: “Before the French revolution, people did not have as much freedom as they wanted.”</li> </ul>	<ul style="list-style-type: none"> <li>• Successful contextualization, which situates the Enlightenment within broader intellectual and political developments in Early Modern Europe: “During the 18th century, Europe underwent the Enlightenment. This movement stemmed from the Scientific Revolution, and overall changed the ways governments and despots controlled their subjects. Many philosophers brought in new ideas how a government should work, and some European rulers followed them. The Enlightenment also inspired citizens to act out against unenlightened despots and call for change.”</li> </ul>
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**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 continue to reinforce the importance of deploying the historical thinking skills and learning processes. In the case of causation, emphasize the distinction between short-term and long-term causes and effects, caution students against monocausal explanations for complex historical events, and explain that strong analytical arguments in historical writing typically offer layers or chains of causality when explaining how one historical development influenced another.
- Teachers should emphasize that LEQ prompts are evaluative tasks that require students to construct an argument supported by evidence, not just list facts. Practice developing argumentation with students, both in the thesis-evidence (argument-first) and in the evidence-conclusion (argument-last) formats.
- Teachers should emphasize that students must attempt to earn all points of the rubric in their responses, including the points for using the historical thinking skills and the point for demonstrating a complex understanding.

**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 the Enlightenment and its impact on revolutions and/or independence movements.
  - Unit 5, Topics 5.1 and 5.2, focus on the Enlightenment, Nationalism, and Revolutions and the connections between Enlightenment ideology and specific revolutions and events. Unit 4, Topics 4.3 and 4.6 examine the impact of the Columbian Exchange on both the western and eastern hemispheres and resulting resistance from indigenous and enslaved persons against European expansion. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 2023, 2022, and 2021 that have helpful information for students that review not only content but skills specifically used



for answering the LEQ—this is addressed in Practice Sessions 3 and 7 for 2023. Review Session 7 for 2022 and 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.  
<https://cb.academicmerit.com/n/pl#/worldhistory>
- 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.
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## Long Essay Question 4

**Task:** Long Essay Question

**Topic:** Twentieth-Century Revolutionary Movements and Ideological Inspirations

**Max Score:** 6

**Mean Score:** 2.45

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

Students were expected to develop an argument that evaluates the extent to which a twentieth-century revolutionary movement was inspired by one of three ideologies: communism, nationalism, and/or religious ideas. The question primarily addressed content from Units 7 and 8 of the course framework.

The question was mainly focused on the reasoning process of causation, requiring students to evaluate the role of ideologies as a cause of and/or inspiration for revolutionary movements in the 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.

Although the introductory sentence of the question listed communism, nationalism, and religious ideas as examples of ideologies, the prompt left the door open for students to address the impact of other ideologies in their response.

The question tested content primarily from Topics 7.1, 7.4, 7.5, 8.4., and 8.5. of the course framework while also providing students with opportunities to bring up content knowledge from multiple other topics from Units 6, 7, and 8 to earn the contextualization point.

### ***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 a level of knowledge that was broadly comparable to that of the students who selected LEQ 2 but lower than that of students who selected LEQ 3.
- Most responses earned the thesis point by making historically accurate claims concerning the relationship between ideologies and revolutionary movements during the twentieth century as well as by offering a line of reasoning. The most commonly used lines of reasoning involved statements that the selected ideology shaped the actions of the selected revolutionary movement (for instance, asserting that communism led to nationalization of the economy and banning of dissent in the Soviet Union). There were very few responses that misconstrued or inverted the direction of the causality specified in the prompt.
- Although the prompt allowed students to focus on any ideology as inspiration for revolutionary action, the great majority chose to discuss the role of one of the three ideologies named in the prompt, namely communism, nationalism, or religious ideas. Within that group, responses that focused on the effects of communism were probably the most numerous, and they typically demonstrated solid knowledge of the spread of communism through revolutionary movements in Russia, China, Cuba, Vietnam, etc. Nationalism was the ideology of choice of the second largest group of responses, and those typically discussed the role of nationalism in the rise of the Nazi Party

to power in Germany or, less commonly, decolonization in Africa after 1945. A much smaller subsection of responses discussed the impact of religious ideas, focusing on the Iranian Revolution, Hindu nationalism in India, or political Judaism in Israel.

- Most students who selected this prompt were able to earn the contextualization point by situating their responses in a broader context. The aftermath of the First World War was a commonly used context for the responses that focused on communist Russia/the Soviet Union and Nazi Germany, while the devastation of the Second World War was a commonly used context for those responses that focused on decolonization and/or the spread of communism after 1945.

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

- A surprisingly large portion of the responses had trouble identifying specific revolutionary movements in the twentieth century. Many responses unsuccessfully attempted to use the World Wars as examples of revolutionary movements. A small number of responses used revolutions from outside the time period specified in the prompt (e.g., the American Revolution or the French Revolution.)
- The students who selected this prompt generally earned the point for using the Historical Skill to frame or structure an argument at a lower rate than students who selected one of the other two LEQ prompts. Although many students could correctly identify the Bolshevik Revolution with communism, the Nazi takeover with fascism, etc., and could name key leaders and events, relatively few responses demonstrated an ability to explain how or why these ideologies shaped the course of revolutionary movements or the ideas or actions of revolutionary leaders.
- Many of the responses that focused on revolutionary movements that were part of decolonization were relatively short on specific information; instead, such responses frequently referred broadly to the Cold War or to “new states.” This often limited the number of evidence points such responses could earn.
- In common with the responses to the other LEQs, the complexity point was infrequently attempted and rarely earned. The few responses that earned the point usually did so by offering insightful connections to events outside the time period or by constructive narratives that combined causal analysis with elements of comparison between the political effects of ideologies in the twentieth century.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>• Unsuccessful thesis attempt that makes an unspecific assertion regarding the political effects of communism but does not connect it to a specific revolutionary movement: “Communism was one of these ideologies that caused many revolution movements and war. With the two superpowers Russia and the United States battling it out in many wars and movements took shape.”</li> </ul>	<ul style="list-style-type: none"> <li>• A successful, multi-element evaluative thesis that makes a historically defensible claim and includes a line of reasoning: “Despite some of the anti-colonial movements in India begin motivated by Hindu and Muslim beliefs, because of Gandhi’s influence over the anti-colonial movement and the Indian National Congress, the revolutionary movement to stop being British-ruled India in the 20th century was purely influenced by nationalism.”</li> </ul>

<ul style="list-style-type: none"> <li>Using a passing phrase or reference in an unsuccessful attempt to earn the contextualization point: “The context of communism were the ideas of Karl Marx.”</li> </ul>	<ul style="list-style-type: none"> <li>Successful contextualization, setting the stage for decolonization in India: “After WWI and WWII, the Indians were fed up with being a colony. Britain’s poor direct ruling policies also fanned the flame for the anti-colonial movement in India.”</li> </ul>
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**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 continue to reinforce the importance of deploying the historical thinking skills and learning processes. In the case of causation, teachers should emphasize that complex historical events almost always have multiple causes.
- Teachers should strive to explain to students the complex interplay between ideas and events in history. In the case of ideologies, teachers should explain that there are often ways in which ideologies influence each other and spill into each other (as seen, for example, in the interplay between nationalism and socialism during the decolonization movement). In the case of revolutionary movements, teachers should explain the difference between revolutionary movements and other types of movements for change or conflicts.
- Teachers should emphasize that LEQ prompts are evaluative tasks that require students to construct an argument supported by evidence, not just list facts. Practice developing argumentation with students, both in the thesis-evidence (argument-first) and in the evidence-conclusion (argument-last) formats.
- Teachers should emphasize that students must attempt to earn all points of the rubric in their responses, including the points for using the historical thinking skills and the point for demonstrating a complex understanding.

**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 twentieth-century revolutions and their ideological inspirations.
  - Unit 8, Topics 8.2, 8.3, 8.4, and 8.5 focus on the Cold War, Communism, Decolonization, and global resistance to colonialism and established order. Unit 7, Topic 7.1 helps set the context for those events by discussing the power shifts after 1900. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically used for answering the LEQ—this is addressed in Practice Sessions 3 and 7 for 2023. Review Session 7 for 2022 and 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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