



**Chief Reader Report on Student Responses:
2024 AP[®] European History Set 1
Free-Response Questions**

• Number of Students Scored	83,266		
• Number of Readers	458		
• Score Distribution	Exam Score	N	%At
	5	10,924	13.1
	4	27,696	33.3
	3	20,988	25.2
	2	17,245	20.7
	1	6,413	7.7
• Global Mean	3.23		

The following comments on the 2024 free-response questions for AP[®] European History were written by the Chief Reader, Clark Hultquist, Professor, University of Montevallo. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Short Answer Question 1

Task: Short Answer Question - Secondary Source

Topic: 17th Century Science and 17th–18th Century Societal Impacts

Max Score: 3

Mean Score: 1.56

What were the responses to this question expected to demonstrate?

Responses to part (a) were expected to describe an argument demonstrating comprehension of Michael Strevens' assertion that new scientific methodologies prioritized the use of empiricism, sensory observation, and experimentation. The excerpt describes the seventeenth century as a period of exciting scientific discovery, which obligated scientists to utilize empirical evidence rather than rely on traditional philosophically or theologically derived knowledge. Responses could describe how scientists used empirical evidence to argue their theories, how scientists focused on natural phenomena, or how religion and theology were no longer viewed as explanatory perspectives for the natural world.

Responses to part (b) were expected to explain how an outside piece of historical evidence not found in the excerpt would support Strevens' claims regarding seventeenth-century scientific methodology. Successful responses explained how an outside piece of historical evidence supported the argument of observable and quantifiable scientific practices. Many explanations involved specific scientists and their discoveries, including Galileo and his use of a telescope to advance the theory of heliocentrism, Newton using observation and mathematical proofs for gravitational law, Harvey's anatomical observations which undermined Galen's four humours theory, Kepler and Brahe's observational work on astronomy, and Bacon's use of hypothesis and experimentation in the modern scientific method.

Responses to part (c) were expected to make connections between the scientific methodology described in the excerpt and a specific societal development in Europe in the seventeenth and eighteenth centuries. Successful responses explained a societal development within the correct time frame. Explanations regarding the origins of the Enlightenment in seventeenth-century scientific observation of the natural world, the decline of theological explanations of natural phenomena, the decline of church authority through opposition to the new science, increased prestige for scientists with noble and royal patronage, the rise of coffeehouses and salons as a means of socialization based on discussions of science, changes in medicinal practices and public health, including quarantine and inoculations, based on scientific advances, and the creation of new technologies based on scientific inquiry, such as the seed drill or water frame, would be sufficient explanations.

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

In part (a) most student responses were successful in interpreting the passage. Most students could successfully understand and describe an argument in the passage. The most common responses referenced the incorporation of sensory or observational scientific evidence or the use of scientific experimentation as a necessary component of scientific explanation of natural phenomena.

In part (b) student responses were generally adept at addressing content and displaying skills related to the question. Students were generally able to identify outside historical evidence and then explain how that evidence supported one of the author's claims about integrating empirical evidence in seventeenth-century scientific methodology. Student examples that were not successful often utilized evidence outside the time

frame (such as Charles Darwin), or did not provide sufficiently specific evidence, or failed to explain how the evidence provided supported an argument in the excerpt.

In part (c) students performed somewhat well; many of them explained relevant societal developments during the 1600s and 1700s. Some students struggled to offer evidence that explained a specific societal development, others explained societal developments outside of the seventeenth and eighteenth centuries, and others offered a relevant societal development but failed to explain how that development related to seventeenth-century scientific changes. Successful students explained how the challenge to traditional scientific orthodoxies paved the way for secular knowledge and the application of scientific inquiry to human society leading to the Enlightenment. Additionally, successful students may have mentioned how the challenging of religious orthodoxies by scientific discovery led to the decline in church authority and prestige, the rise of intellectual socialization through salons and coffeehouses, or the increase in healthcare through scientific discoveries such as inoculation. Student examples that were not successful often pointed to developments that occurred outside the time frame of this passage, especially focusing on the nineteenth-century industrial revolution (the steam engine and railroad were prominent answers). Other unsuccessful responses explained the decline of church authority because of the Reformation (and thus unrelated to scientific discovery and the time frame) or discussed the Enlightenment without linking it to scientific changes described in the excerpt.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> In part (a) students misinterpreted arguments made in the passage or failed to accurately describe an argument from the excerpt. 	<ul style="list-style-type: none"> “Theories must be supported by evidence someone can observe rather than just a guess like before. Strevens explains that between the years 1600 and 1700 theories changed from being based around nothing but speculation to needing to have evidence to support it and this evidence ‘interrogates’ the theories.” “An argument made by Michael Strevens, <i>The Knowledge Machine</i> is that scientists during the Scientific Revolution relied strictly on observations to determine their conclusions and did not refer to accepted beliefs based off of religious-based claims.”
<ul style="list-style-type: none"> In part (b) some students struggled to tie specific evidence to an argument. Student examples that were not successful often utilized evidence outside the time frame, or did not provide sufficiently specific evidence, or failed to explain how the evidence provided supported an argument in the excerpt. 	<ul style="list-style-type: none"> “Galileo’s discovery that our solar system is heliocentric supports the argument of the excerpt that the scientific method allowed for science to progress. For example, for a long time, many believed the Earth was at the center of our solar system. However, Galileo’s discovery that the sun was at the center of our

	<p>solar system allowed for future scientists to discover other aspects of our solar system.”</p> <ul style="list-style-type: none"> • “One piece of evidence that would support an argument about science could be found in Francis Bacon. He believed in the scientific method where reason and experimentation ruled supreme. He would run experiments in order to find a reason why something was true, directly correlating to this time in society.”
<ul style="list-style-type: none"> • Part (c) was more challenging for students, as many responses struggled to use a proper piece of evidence to show how one development during the 1600s and 1700s related to the argument about new scientific practices from the excerpt. Some students used evidence from later periods (Industrial Revolution, imperialism, nineteenth century medical advances) to describe changes that happened during the seventeenth and eighteenth centuries. Other responses mentioned legitimate developments but did not tie those developments directly to the argument regarding the significance of new scientific methodologies emphasizing empirical and observable evidence. 	<ul style="list-style-type: none"> • “One way that this empirical scientific change impacted society as a whole from 1600 to 1800 was that the Church turned largely against the scientific community. Biblical theories such as the elemental spheres of the universe and the heavens having a place within the Aristotelian model went hand in hand with Christian doctrine and were considered to be corroborated by the Bible. However, as findings proved such things false and science sought less to confirm religious doctrine, the Church was angered and threatened by science’s controversial place in society with religion.” • “This empiricist effort changes people’s perspective and created a new way of thinking. This shift from received wisdom to empiricism allowed the Enlightenment to happen. Thinkers took empiricism and rationalism to the field of politics, creating more rational and scientific government.” • “The change mentioned in the passage of scientific developments affected European society by making people view things with a reasonable, rational and mathematical view. Before the development of science in this time, the church and religion could explain everything. However, with these new scientific ideas and discoveries, society now viewed the world as being able to be explained through reason and science rather than religion [resulting] in a more secular European society.”

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

Students would perform better with more focus on technical reading and writing skills. For instance, for part (a), practicing reading secondary sources would help students practice identifying arguments. For part (b), practicing reading secondary sources would also help students to identify evidence used to support arguments, and then teachers could work with students to practice writing responses that demonstrate the task, “explain how,” tying the evidence to a passage’s argument(s). For part (c), students should be well versed in historical language and should be able to understand the key term “European society” to answer questions accurately. Framing trends or events within larger time periods or centuries, while also making sure that students have a good grasp of chronology, would help students grasp specifics when asked to cite evidence from a broad time frame.

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

- Resources available in AP Classroom, especially those focused on Units 4 and 5, might be useful instructional support for teachers in working with students on the topic of the Scientific Revolution and its effects during the period 1600 to 1800, as well as with the skills students need to successfully respond to an SAQ. In particular, topics related to the Scientific Revolution, the Enlightenment, and social changes during the seventeenth and eighteenth centuries would provide useful starting points.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
 - Units 4 and 5 Progress Checks and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the broader impacts of the Scientific Revolution.
 - AP Daily Videos also provide a helpful resource to support student learning about the Scientific Revolution.
 - AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the Scientific Revolution—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
 - The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

Short Answer Question 2

Task: Short Answer Question/Primary Source Text

Topic: 19th Century German Nationalism and Unification

Max Score: 3

Mean Score: 1.33

What were the responses to this question expected to demonstrate?

Responses to part (a) of the prompt were expected to offer a minimally accurate description of the artist's support for the unity of the German states. Some responses described how a unified Germany could provide political stability under a single government, revive the Holy Roman Empire, or provide greater protection to German peoples.

Responses to part (b) were expected to look at Philipp Veit's *Germania* and explain one political condition from 1800 to 1850 that hindered a goal expressed in the painting, such as the conservative movement established at the Concert of Europe; Metternich's desire to suppress nationalist movements; the division of Germany into smaller, warring states; rivalries between Prussia and Austria; or disagreements between liberal and conservative movements within the German states. These concepts are addressed in the curriculum framework in topics 5.6 (Napoleon's Rise, Dominance, and Defeat), 6.5 (The Concert of Europe and European Conservatism), 6.6 (Reactions and Revolutions).

Responses to part (c) were expected to look at Philipp Veit's *Germania* and explain one political development after 1850 that helped achieve the goal referenced in the painting such as the Bismarck's use of warfare, military alliances and diplomacy to unite the German states; the decline of Austria after the Revolutions of 1848 as an obstacle to unification; the collapse of the Concert of Europe/Conservatism; or the emergence of a conservative unification process following the failure of the liberal movement in 1848. These concepts are addressed in the curriculum framework under topics 7.2 (Nationalism) and 7.3 (National Unification and Diplomatic Tensions).

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

In part (a) most student responses were successful in interpreting the painting, as students could successfully describe a likely goal of the artist. The most common response referenced the desire for the German states to become a unified country under a singular government.

In part (b) successful responses focused predominantly on the conservative movement, the balance of power, Klemens von Metternich, or the desire of the Concert of Europe to suppress nationalist movements and maintain the status quo. The point could be earned in a variety of ways. Some responses also addressed the warring nature of the smaller German states with regional leaders wanting to maintain their power. Some responses noted the rivalry between Austria and Prussia hindering the nationalist movement in the German states.

In part (c) many students were successful in explaining a political development after 1850 that led to German unification. Most responses addressed Otto von Bismarck and his use of warfare, diplomacy, and realpolitik in unifying the German states. Some responses addressed the decline of mutual cooperation between conservatives with the collapse of the Concert of Europe or as a result of the Crimean War. Some responses recognized that the decline of Austria allowed Prussia to emerge as the dominant force in the unification of the German states.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • In part (a), students merely quoted the attribution line of the painting noting an “increase in nationalism” without describing a goal supported by the nationalist painter. • For part (a), some students argued that “Germany had been recently unified” and misunderstood the time period of the painting. • For part (a), a small group of students described the painting by noting “Germania holding up an olive branch” but did not state an intended goal. 	<ul style="list-style-type: none"> • “One goal that the artist likely intended to support was the unification of Germany. This is because it was a nationalist painting done in 1848.” • “One goal in which the artist intended to support through the painting was to increase national sentiment for the rise of the unification of Germany. The painting inspires support for German national identity and Viet likely intended to increase desire for unification based on Germanic identity.”
<ul style="list-style-type: none"> • In part (b) students described the time period with vague statements such as “this was a time of violence and upheaval” or “the country was more divided and lost unity.” • In part (b), some students discussed the religious conflicts between Protestants and Catholics and misunderstood the time period of the painting. • In part (b), some students believed Bismarck failed to unify Germany prior to 1850 making historically inaccurate claims about Bismarck. 	<ul style="list-style-type: none"> • “During the period 1800 to 1850, ideologies from the Age of Metternich dominated the diplomatic landscape at the time, with the Concert of Europe’s influence in the continent hindering the goals of unifying states such as Germany. Metternich’s conservative views inspired a system titled the Concert of Europe in which larger European powers such as France, Britain, Austria, etc. aimed to maintain European balance of power through allying to crush harmful revolutions.” • “One way in which political conditions in the period 1800–1850 hindered a goal expressed in the painting was the efforts of the Congress of Vienna to maintain the European balance of power which would have caused other major powers to discourage German unification or it would greatly affect the existing balance.” • “From 1800–1850, ethnic Germany (determined by German speaking territories) was spread across many fractured states and kingdoms, of which many experienced political tensions, wars, and conflict with each other, keeping the painting’s desired case of a unified Germany out of reach.”

- In part (c), students explained the impact of World War I and/or the Treaty of Versailles on helping to create German unity and misunderstood the time period of the painting.
- In part (c), students explained the role of Hitler in unifying Germany arguing he “rejuvenated nationalistic thinking in the German people” and misunderstood the time period of the painting.

- “After the revolutions of 1848, Otto von Bismarck united Germany with his belief in Realpolitik. Otto would wage wars with Denmark, France, and Austria to gain territory loyal to Germany and to unite them in 1871. In the end, Bismarck and Kaiser Wilhelm I made Germany a powerhouse.”

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

Practicing the sourcing and situating of a variety of primary documents in class would greatly benefit students during the exam when they are confronted with time-specific sources (such as this painting). Students should be encouraged to read the attribution line “Germania, nationalist painting attributed to German artist Philipp Veit, 1848” to help address the prompts. Students should be taught not to merely restate facts from the attribution in order to earn a point.

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

- Resources available in AP Classroom, especially those focused on Units 6 and 7, might be useful instructional support for teachers in working with students on the topic of German nationalism as well as with the skills students need to successfully respond to an SAQ. In particular, topics related to the rise of Prussia, responses to Napoleon, the growth of nationalism, the Revolutions of 1848, and Bismarck would provide useful starting points.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- Units 6 and 7 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the rise of nationalism and the movement for German unification.
- AP Daily Videos also provide a helpful resource to support student learning about nationalism and unification movements in the 1800s.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to nationalism and German unification—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

Short Answer Question 3

Task: Short Answer Question—No Stimulus

Topic: Similarity and Difference in Portuguese and Spanish Overseas Expansion between 1450 and 1650 and the Conflicts that Resulted in Europe in the 1600s and 1700s

Max Score: 3

Mean Score: 1.75

What were the responses to this question expected to demonstrate?

Responses to part (a) of the prompt were expected to offer a minimally accurate description about the similarities between Portuguese and Spanish overseas expansion in the period 1450 and 1650. Many successful responses described how both explorations were state-sponsored enterprises; sought to establish access to rich trade routes in the Americas, Africa, and Asia; spread Catholicism with the help of missionaries and colonists; and committed systemic violence against indigenous populations to achieve their goals.

Responses to part (b) of the prompt were expected to offer a minimally accurate description about the differences of Portuguese and Spanish overseas expansion in the period 1450 and 1650. Many successful responses described how Portuguese overseas expansion was primarily concentrated in Africa and Asia, while the Spanish empire was mostly in the Americas; the Portuguese empire consisted of mostly coastal enclaves and trading posts, while Spain conquered and colonized expansive land masses; and that Spain placed greater emphasis on forcing its indigenous subjects to convert to Catholicism.

Responses to part (c) of the prompt were expected to offer a minimally accurate explanation of why the rise of new Atlantic powers led to conflicts (European and global) in the 1600s and 1700s. Many successful responses described how religious divisions between Catholic and Protestant countries spilled over to conflicts overseas; the desire for luxury and other goods inspired other European powers to seek colonial conquest overseas, increasing the likelihood of military competition and violence; and the adoption of mercantilism as the standard approach to colonial-state economies.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

In part (a) most student responses were successful in describing the similarities between Portuguese and Spanish overseas expansion in the period 1450 and 1650. This proved an accessible point for students to achieve. The most common responses referenced the shared Portuguese and Spanish desire to extract resources and raw materials from their overseas domains.

In part (b) successful responses mostly described specific differences between Portuguese and Spanish overseas expansion. Many responses stated that the Portuguese established trading posts in south Asia and Africa, while the Spanish conquered vast land masses in the Americas. Other students wrote about the Spanish emphasis on religious conversion in the Americas. Students occasionally described the different technologies that both empires utilized, but this was not a common response.

In part (c) many students were able to explain a military conflict overseas or in Europe that occurred in the 1600s or 1700s because of the emergence of new colonial powers. Most successful answers discussed the wars for control of the Americas in the 1700s and the Seven Years' War in Europe and overseas. Others tended to explain how mercantilism inspired new colonial powers to invade Portuguese and Spanish

colonies overseas and install their own colonists to extract resources. In general, students mostly focused on military and economic motivations that made conflicts more likely in the 1600s and 1700s.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • In part (a), students merely stated that both Portugal and Spain were attracted by “increasing their wealth,” but did not add any specific information about overseas expansion. • For part (a), some students argued that the “Portuguese and Spanish wanted to colonize the Americas,” but did not describe how or why they sought to expand into these territories. • For part (a), some students stated that Portugal and Spain “wanted to imperialize” other counties, but did not describe where, how, or why they desired overseas regions. 	<ul style="list-style-type: none"> • “Both the Spanish and the Portuguese expanded overseas for the same reasons of God, Glory, and Gold. There was a fierce competition between the two and both wanted to spread their ideas of Christianity. They also both had mercantilist governments and worked to bring the most gold.” • “One of the similarities of Spanish and Portuguese expansions was their motives of god, glory, and gold. Portugal and Spain hailed from the same region and both had monarchs loyal to the Pope. So naturally they had similar motives. When Portugal colonized Brazil and Spain colonized the Americas, they both mined for gold, killed for glory, and used missionaries to spread Christianity.”
<ul style="list-style-type: none"> • In part (b), some students did not provide an actual difference between Portuguese and Spanish overseas expansion, merely stating that “each country wanted different riches.” • For part (b), a few students described that “Portuguese and Spanish people spoke difference versions of Spanish and found it hard to understand each other.” • For part (b), some students described that both powers used different technologies to travel overseas but did not state how or why this was important or unique, or what the technologies were. • For part (b), some students did not describe the different regions around the globe that the Portuguese and Spanish empires expanded into by merely stated that “they both went out into the oceans in search of riches.” 	<ul style="list-style-type: none"> • “One clear difference was the blatant focus the Spanish had in setting up settler colonies and spreading Catholicism, mostly through Jesuits (set up by Ignatius Loyola) which helped to spread Catholicism. Whereas the Portuguese’s main focus was trading; they set up trading posts throughout Africa and the Eastern trading routes, not focusing on settling there or spreading religion as much.” • “One difference between these two countries is their set up of overseas colonies. Portuguese because of their small population created trading posts on the coasts and beaches to trade with natives in Africa and Asia. While Spain was more interested in the Americas where they invaded completely and established encomienda system and plantations (mostly sugar plantations).”

<ul style="list-style-type: none"> • In part (c), some students vaguely explained that countries “had a head for war” and wanted to fight over land. • For part (c), some students stated that Europeans “looked to crush the new independence movements overseas,” but did not explain how that led to new conflicts in the 1600s and 1700s. • For part (c), some students merely explained that “only one power could rule and no one else could,” which is vague and non-explanatory. 	<ul style="list-style-type: none"> • “One reason for the conflicts were territories. For example: British colonies wanted to expand west, while French colonies in the Indians’ territory wanted to move east. So the two clashed together and needed to call their countries for help, which led to the Seven Years’ War.” • “The rise of colonial powers led to European conflict due to mercantilism and a grapple for land and power. The new colony under these nations were going for value and creating large trade networks. Due to close proximity and limited resources, England, France, Spain, and the Dutch fought over precious land and valuable, profitable trade routes in the Americas, Asia, and Africa.”
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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 student performance on the exam?

Students seemed to have a rather solid understanding of this question and its various tasks. In most circumstances, this enabled them to produce correct answers to the three questions. But in some cases, their familiarity with people like Christopher Columbus or limited understanding of mercantilism led students to include a lot of general information that did not fully address the question(s). Teachers should encourage students to think about how their use of a particular name, event, or fact aids their responses to the specific question(s).

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

- Resources available in AP Classroom, especially those focused on Units 1, 3, and 5, might be useful instructional support for teachers in working with students on the topic of European empires in the period 1450–1800 as well as with the skills students need to successfully respond to an SAQ. In particular, topics related to the voyages of exploration, the Spanish and Portuguese empires, mercantilism, the Dutch Golden Age, and the rise of the Atlantic powers (Britain, France, and the Netherlands) would provide useful starting points.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- Units 1, 3, and 5 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of European expansion and rivalry overseas during the period 1450–1800.
- AP Daily Videos also provide a helpful resource to support student learning about European imperialism during the period 1450–1800.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to European empires from 1450–1800—these questions may be either MCQs or FRQs and could be used in a

variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.

- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

Short Answer Question 4

Task: Short Answer Question, No Stimulus

Topic: Challenges to Democracies in the Twentieth Century

Max Score: 3

Mean Score: 1.32

What were the responses to this question expected to demonstrate?

Responses to part (a) of the prompt were expected to offer a minimally accurate description of a difference faced by European democracies in the interwar period from those faced by democracies after the Second World War. For the interwar period, student responses that earned the point might include references to the Versailles settlement, the Russian/Bolshevik Revolution, the Great Depression, and rise of extremist political movements such as Fascism and Nazism. For the postwar period, correct student responses includes references to the Cold War, the division of Europe, decolonization, and the need to rebuild after the war.

Responses to part (b) of the prompt were expected to offer a minimally accurate description of a similarity in the challenges faced by European democracies in the interwar period with those faced by democracies after the Second World War. Relevant course content would be the same as (a) above, except in this case, emphasizing what was similar across the periods, such as the Soviet Union/communism, far-right political movements, and economic issues.

Responses to part (c) of the prompt were expected to provide a higher level of understanding based on the task of explaining rather than describing why democracy spread in Europe between 1975 and 2000. Examples might include the economic problems in the Soviet bloc that led to its collapse, the end of the right-wing Franco and Salazar regimes in Spain and Portugal, and democratization of Eastern European countries after 1991.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

In part (a) many student responses succeeded in identifying the differing contexts of the periods immediately following each world war. The most common difference described by students was the threat posed by fascism in the interwar period with the threat posed by communism during the Cold War for the postwar period.

In part (b) some students found it more challenging to identify a similarity between the two historical contexts. Successful responses often noted the need to rebuild infrastructure, the continued influence of anti-democratic ideologies, and the role of the United States in European economic and political affairs (e.g., the Dawes and Marshall Plans).

In part (c) some students struggled to identify and explain a historical development relevant and specific to the time period 1975 to 2000, often relying on extrapolating content from earlier in the Cold War (e.g., Truman Doctrine). However, many student responses provided approaches ranging from the fall of communism (the most common response) to more creative applications of human rights or American cultural influence.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • In part (a), some students described the nature of either or both of the world wars rather than the periods after each. • For part (a), some students offered generalizations without sufficient examples, such as with women staying in the workforce in one period but not the other. • For part (a), some students identified features or one or the other period but without explaining sufficiently what was different between the two. 	<ul style="list-style-type: none"> • “One difference between challenges faced by democracies in 1919–1939 and 1945–1989 is that democracies after World War I faced the rising threat of fascism and democracies post WWII faced the threat of communism, fascism and communism being opposing ideologies.” • “One difference between challenges faced by western European democracies and postwar western European democracies was that in the interwar period the Great Depression led to economic devastation in western Europe. while after World War II, any devastation was lessened by the Marshall Plan.” • “A key difference in challenges faced by European democracies in the interwar period and the post-Second World War period are their goals for peace. Democracies in the interwar period promoted peace through Woodrow Wilson’s 14 Points. Democracies in the post-Second World War period wished to maintain peace through containment and by establishing NATO to protect democracy against communism.”
<ul style="list-style-type: none"> • In part (b) students repeated the same evidence from part (a) without providing appropriate distinction or explanation. • In part (b), some students provided a more generalized account of “destruction” of cities but did not provide adequate historical context or a specific example to demonstrate understanding. • In part (b), some students asserted that the threat of communism was present in each period but did not provide sufficient explanation of the nature of that challenge, especially in the interwar period. 	<ul style="list-style-type: none"> • “One similarity was the economic devastation faced in both periods. Post-WWI democracies faced the Great Depression and the Weimar Republic faced hyperinflation. Post-WWII democracies faced economic devastation caused by WWII and the destruction of Europe.” • “One similarity in difficulties faced by interwar and postwar western European democracies was the threat of ideological extremism, as evidenced by Franco’s coup, Mussolini’s seizure of power, and Hitler’s appointment as Chancellor. In the postwar era, western European democracies faced the threat of ideological extremism from the outside in the form of the USSR and the Eastern bloc.”

	<ul style="list-style-type: none"> • “One similarity between the challenges faced by democratic countries during the interwar and post-Second World War periods was mass destruction. During both periods, there was mass destruction of infrastructure that needed to be rebuilt due to both World Wars.”
<ul style="list-style-type: none"> • In part (c), some students relied on examples from the early Cold War (e.g., Marshall Plan) to explain the rise of democracy in Europe after 1975. • In part (c), some students relied on the “influence of the United States” as causing the spread of democracy without appropriate explanation or specificity after 1975. 	<ul style="list-style-type: none"> • “One reason democracy spread from 1975 to 2000 was because of the collapse of the USSR. The end of the Soviet Union allowed for democracy to spread to Eastern Europe and other states under the influence of Soviet communism. The west was not able to spread their ideology of democracy unhindered.”

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

It would help students’ understanding of twentieth century issues for sufficient time to be dedicated to this segment of the course. Further, it is important for students to have sufficient grounding in chronology and historical context to establish substantive connections across time periods, in this case similarities and differences. Finally, though students performed reasonably well on this question, teachers might emphasize the importance of clarity in defining the various ideologies that formed the basis of this question.

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

- Resources available in AP Classroom, especially those focused on Units 8 and 9, might be useful instructional support for teachers in working with students on the topic of challenges to European democracy in the twentieth century as well as with the skills students need to successfully respond to an SAQ. In particular, topics related to the Bolshevik Revolution, rise of fascism/Nazism, the Great Depression, Spanish Civil War, the Cold War, and the collapse of communism would provide useful starting points.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- Units 8–9 PCs and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of challenges to European democracy in the twentieth century.
- AP Daily Videos also provide a helpful resource to support student learning about democracy and anti-democratic movements in the twentieth century.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to European democracy and the threats to it—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.

- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

Question 1—Document-Based Question

Task: Document Based Question

Topic: Feminist Movement

Max Score: 7

Mean Score: 3.73

What were the responses to this question expected to demonstrate?

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

The 2024 DBQ asked students to evaluate whether the feminist movement of the 1800s was motivated primarily by a desire to achieve economic equality or by a desire to achieve political equality. Students were provided with seven documents (one of which was a photo) on which to base their responses. To answer this question, students had to have an understanding of Unit 6 topics relating to the Industrial Revolution as well as nineteenth-century social, political, and reform movements linked to the feminist movement.

Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether economic motivations or political motivations were the main catalyst for the feminist movement of the 1800s. The responses were expected to provide context by linking the feminist movement to a broader historical context relevant to the prompt (e.g., Enlightenment ideas about universal human rights or the effect of industrialization on women’s participation in the workforce).

To earn one point for evidence, students were required to describe the content of at least three documents to address the primary motivation for the feminist movement. To earn two evidence points, students had to accurately use the content of at least four documents to support an argument or arguments related to economic and/or political motivations for the feminist movement. To earn a third evidence point, students were required to use one additional relevant piece of specific historical evidence in support of an argument related to the prompt.

For at least two documents, students were expected to identify and explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument associated with economic or political motivations linked to the start of the feminist movement in the 1800s. Finally, responses were required to demonstrate a complex understanding of the motivations behind the feminist movement. There were many possible paths to earn the point for complex understanding. For example, responses this year earned a point for effectively using all seven documents in support of one or more arguments related to the prompt or for effectively sourcing four documents. Other paths to earning the point for complex understanding include analyzing multiple variables or causes, linking arguments to change and continuity over time, making relevant and insightful connections within and across time periods and geographic areas or themes, or qualifying or modifying an argument by considering diverse or alternative views or evidence.

For at least two documents, students were expected to identify and explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument associated with economic or political motivations linked to the start of the feminist movement in the 1800s. Finally,

responses were required to demonstrate a complex understanding of the motivations behind the feminist movement. There were many possible paths to earn the point for complex understanding. For example, responses this year earned a point for effectively using all seven documents in support of one or more arguments related to the prompt or for effectively sourcing four documents. Other paths to earning the point for complex understanding include analyzing multiple variables or causes, linking arguments to change and continuity over time, making relevant and insightful connections within and across time periods and geographic areas or themes, or qualifying or modifying an argument by considering diverse or alternative views or evidence.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most responses attempted to write a thesis in the introduction or conclusion, and most were successful at providing a historically defensible claim with a line of reasoning evaluating the primary motivation of the feminist movement of the 1800s. The thesis was often more specific in the conclusion than in the introduction. Occasionally, the thesis was contained within a long contextualization paragraph in the introduction. In some instances, the responses merely restated the prompt or did not provide a line of reasoning; in fewer instances, responses included a historically indefensible thesis. Occasionally, responses that did not earn a point for a viable thesis were still able to develop an argument or line of reasoning over the course of their document analysis and earn both evidence points for the use of four documents in support of an argument or arguments.

Over half of the responses successfully described a context relevant to the nineteenth-century feminist movement. The most common types of contextualization situated the feminist movement in the context of Enlightenment ideas about human rights, the effects of the Industrial Revolution on women, or French Revolution policies that impacted women. This context was most often included in the introductory paragraph.

Most of the responses were successful at describing the content of at least three documents relevant to the prompt. Over half of the responses successfully used the content of at least four documents to support an argument or arguments in response to the prompt. Over half of the responses attempted to provide specific evidence beyond the documents. Most evidence was linked to early feminists not mentioned in the documents or specific laws regulating factory work. Because responses were only required to use four documents in support of arguments related to the prompt, argument development was more extensive.

Fewer responses were awarded points for document sourcing and complexity. Although the language associated with sourcing often appears in responses, responses often substituted document summary and source attribution for document analysis in terms of historical situation, intended audience, purpose and point of view. Successful sourcing most often occurred with documents 1, 4, and 7; sourcing with these documents predominantly focused on audience and purpose while connecting the document's message to an argument about the main motivation of the feminist movement. Only a very small number of responses earned the point for sourcing four documents correctly. A small percentage of responses qualified or modified the original argument with a sustained discussion of a secondary cause of the feminist movement. Most responses earning the D2 point for complex understanding did this by effectively using all seven documents in support of arguments related to the prompt.

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

This DBQ was not characterized by many student misconceptions. While the number of errors was smaller than in past years, students occasionally were not awarded points for context or evidence beyond the documents. Unacceptable context was often too far in the past, too general, or from American rather than European history. Unacceptable evidence beyond the documents was primarily out of the 1800s or not adequately related to an argument linked to the prompt. Most documents were accessible to the students. Document 5, while not necessarily misinterpreted by the students, was the most often omitted document.

There were various ways to relate the prompt to evidence beyond the documents. This point was more difficult this year than in previous years for students to attain. Successful EBD responses linked the arguments about the feminist movement to political movements such as the Chartists or to legislation extending voting rights or regulating factory work. However, other attempts at this point failed to provide specific historical details relevant to the topic or argument, repurposed passages from the documents, or used evidence beyond the documents that was unacceptable because it was out of the time period of the prompt.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Students think that using the words associated with sourcing, (e.g., point of view, audience, or purpose) is all that is required to get credit for sourcing.	<ul style="list-style-type: none">“This sentiment was also shared by Anna Maria Mazzini who expresses that she wishes that the legislature would ‘stop excluding women’ and allow them to ‘play a public role’...this feminist is asking for women representation in the government supporting the idea that feminism at this time was driven by political equality.” The same response continues sourcing Documents 3 and 6. “This article (by Millicent Garrett Fawcett) was addressed to the liberal minds of 1870 Britain who had increased power in politics. Fawcett understands these powerful men can understand her point, and calls on them to help women gain their right to vote. This pro-suffrage sentiment is shared by Spanish aristocrat Bazan, who publishes an article in both Great Britain and the US. This transatlantic complaint that ‘suffrage ...only serve...to one half of society’ proves that the global women’s rights movement’s main goals include gaining the right to vote, therefore

	<p>demonstrating the European feminist’s desire for equality in politics.”</p> <p>The response quoted above earned 1 point for sourcing two documents. It sources Documents 2 and 6 for audience (Doc. 2-Italian legislature capable of giving women more political rights and Doc. 6- countries other than Spain as a means to criticize Spain and appeal for help) as well as Document 3 for audience and purpose. Document 3 appeals to liberal men of England with the power and insight to grant women the right to vote.</p>
<ul style="list-style-type: none"> • In what may be suggestive of a knowledge gap, students rarely challenged the premise of the prompt by pointing out evidence that suggests that the drive for political rights and the drive for economic improvement were often intertwined. 	<ul style="list-style-type: none"> • “It may be argued that the feminist movement was motivated primarily to achieve economic equality. However, politics cannot be kept out of the equation. It is through politics that feminists were able to achieve what they wanted most: a voice. With this voice, they could have the means to make economic progress. The importance of women’s role in politics cannot be overstated, because equality in this field afforded them the agency to achieve equality in other fields for themselves.” <p>The response quoted above earned 1 point for complex understanding for its nuanced argument linking political equality as a vehicle for economic equality. This argument began with a thesis linking political equality with subsequent economic equality. The argument was developed and sustained throughout the response.</p>

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

Teachers should instruct students to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning. Teachers should remind students that thesis statements need to be discrete, appearing in the introduction or the conclusion and that they should be responding to the question with not only a claim or argument but also a line of reasoning that will then be used to support that argument. In addition, as a step toward demonstrating complex understanding, a thesis that presents two sides of an argument often helps guide the response toward a greater level of sophistication. Reinforcing these skills through the use of practice DBQs in class is generally an excellent teaching tool.

Teachers should instruct students to provide historical contextualization in the first paragraph and/or in the conclusion. Many successful responses included contextualization in the opening paragraph prior to the thesis. Stronger responses had contextualization in both the first and the last paragraphs.

Teachers should continue to instruct students to accurately use at least four of the seven documents to support an argument in the body of the essay. It is helpful to the reader if the student identifies which document they are referencing either through attribution of the source or in a parenthetical citation at the end of a sentence, or both. Supporting an argument involves placing similar documents in a body paragraph that follows a thesis point. Teachers can again practice this throughout the year by adding to practice DBQ exercises, asking students to demonstrate which documents they would use to illustrate which argument in their thesis.

In guiding students on sourcing, teachers should remind students to identify and explain the motivations of particular authors, the purpose of the document, the audience the document might be addressing, and the historical situation or context of the document. This can be achieved by doing regular primary source exercises throughout the academic year. Practice DBQs can be used exclusively for sourcing. After a DBQ has been graded, teacher feedback in class and individually can involve asking students to find as many of the four types of sourcing for each document as possible.

Within the first quarter of school, teachers should use the DBQ rubric to introduce the new paths to earning the point for complex understanding. Once greater familiarity with paths to complex understanding is established, students can work with partners and then alone practicing writing geared to earning the point for complex understanding beginning with the easier paths such as using all seven documents in support of an argument and progressing to more difficult paths involving the development of a nuanced argument.

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

- Resources available in AP Classroom, especially those focused on Unit 6, might be useful instructional support for teachers in working with students on the topic of European feminism in the nineteenth century as well as with the skills students need to successfully respond to a DBQ. In particular, topics related to the Industrial Revolution, French Revolution, Cult of Domesticity, and suffrage movement would provide useful starting points.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this DBQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 6 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of women's movements in the nineteenth century.
- AP Daily Videos also provide a helpful resource to support student learning about European women in the 1800s.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to European feminism in the nineteenth century—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

Long Essay Question 2

Task: Long Essay Question

Topic: Most Significant Change in European Art During the Period 1450 to 1700

Max Score: 6

Mean Score: 3.02

What were the responses to this question expected to demonstrate?

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2024 each LEQ asked students to determine the most significant change during a particular time period and aspect of European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 2, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant change in European art during the period 1450 to 1700. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the most significant change in European art during the period 1450 to 1700 and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of change over time, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and comparison). Responses were also expected to demonstrate a complex understanding of the most significant change in European art during the period 1450 to 1700. This demonstration of complex understanding could be achieved in various ways. Responses could explain a variety of changes by analyzing how Renaissance art shifted to focus on individualism, new techniques like perspective, and on classical themes. They could also focus on the change from religious themes and subjects to a focus on the lives of common people or political themes such as the power and majesty of centralizing monarchs. They could also explain a change across time, e.g., noting that art changed several times across the period, shifting away from religious themes and images during the Renaissance, and then back during the Baroque period due to Catholic responses to the Reformation. Responses were assessed on the extent to which they performed in the following four categories: thesis, contextualization, evidence, and analysis and reasoning.

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

Most responses to this question demonstrated some ability to identify a significant change in European art during the period 1450–1700. Most responses discussed the importance of relevant European art movements, such as the Renaissance (Italian and Northern), Baroque (Catholic, absolutist, and Dutch), and Mannerism and were able to name specific new techniques (perspective, intense detail, focus on anatomy, shading), artists (Da Vinci, Michelangelo, Botticelli), artwork (*The Mona Lisa*, *The School of Athens*, *Birth of Venus*), rulers (Louis XIV). Some responses were more nuanced than others, by addressing multiple changes and ranking them according to significance, or by including a counterargument. Other responses attempted to qualify their argument by mentioning continuities as well as changes, suggesting that art continued to have religious subjects and themes despite the inclusion of new secular themes. Some responses also used the historical thinking skill of causality as well as continuity and change, noting, for

instance, that the Protestant Reformation created a challenge to the Catholic Church, causing it to sponsor Baroque art in response, or how interest in anatomy during the Scientific Revolution brought renewed interest in human anatomical drawings. These responses had multiple pieces of evidence supporting multiple arguments.

A smaller group of responses exhibited a lack of chronological understanding, discussing movements outside the time period, in particular the Enlightenment, Realism, Rococo, and Romanticism, as well as 20th-century art movements. Some responses also mislabeled movements (e.g., using the term “Enlightenment” for Renaissance) or artists/artworks (e.g., Da Vinci for Michelangelo). Other responses spoke about art in general or failed to provide specific examples of evidence in support of their claims about a significant change in European art during the period.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses described art movements and paintings that postdate the specified time period, inaccurately attributing them to the 15–17th centuries, or inaccurately attributing later paintings to periods within the specified time period. 	<ul style="list-style-type: none"> “Da Vinci’s creation of the “Mona Lisa” is one of the most famous creations to come from the Renaissance era.” <i>(The response correctly identifies the Mona Lisa and places it in the right art movement.)</i>
<ul style="list-style-type: none"> Responses often narrated a series of events and linked them together with cause-and-effect language; however, they did not support an argument and instead told the story of how art developed across the time period. Others were merely descriptive but did not frame or support an argument. 	<ul style="list-style-type: none"> “Art was originally focused on religion such as works of the Catholic subject the Virgin Mary. However, whom the artworks were displaying began to change and the ways they were describing them were, too.” <i>(This topic sentence argues for the change from religious subjects being the focus on art to new types of subjects. This response supports this argument by citing the David and the Mona Lisa as secular subject matter.)</i>
<ul style="list-style-type: none"> Some responses used later art movements (Realism, Rococo, and Enlightenment) incorrectly to describe Renaissance styles and themes. 	<ul style="list-style-type: none"> “The most significant change in European art was the introduction of Renaissance techniques. The depiction of human anatomy, spurred by renewed interest in science and learning was seen in many sculptures including Michelangelo’s David. Another technique introduced came from the Renaissance ideology of individualism. Painters would highlight a specific topic, aiming the painting’s focus on them. This is seen in Leonardo Da Vinci’s Mona Lisa, where the smiling girl is the forefront of the image.” <i>(This response correctly labels and analyzes</i>

	<i>interest in human anatomy and individualism as Renaissance themes and styles.)</i>
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should provide students with clear timelines for when specific art movements and related philosophical movements (e.g., the Enlightenment) occurred. This will help them use art pieces, themes, movements, and style correctly for the time period indicated by the prompts.
- Teachers should instruct students to write their responses in an essay format, with a clear introduction, body paragraphs, and a conclusion, rather than one body of text.
- Teachers should instruct students to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning (e.g., “The most significant change in Europe during this period was from medieval art to Renaissance art. Renaissance art included more detail, individualism, and realism.”). Teachers should also remind students to write a conclusion, which might contain a clearer thesis than the one that they write in the introduction.
- Teachers should instruct students to organize evidence into categories using clear topic sentences that address the prompt. This will help them in earning the first point for analysis and reasoning.
- Teachers should remind students that while contextualization does not need to be particularly lengthy or specific, it must include historically relevant information rather than broad generalizations that could be true in many time periods. In the case of a comparison question that is operating across time periods, context may often be a narrative of events or processes that occurred between the events or processes that they are being asked to compare.
- Teachers should instruct students to use historical reasoning to construct an argument in response to the prompt. In the case of a question asking about change, responses must develop a historically significant difference within the time period to frame an argument that goes beyond their thesis.
- Teachers should understand that the second analysis and reasoning point (complex understanding) is attainable and accessible for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complex understanding throughout the year and create exercises that encourage them to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify the most significant effect, for example, the student could rank the effects in terms of significance and provide an explanation for the reasoning behind their ranking. Students should also be encouraged to support their arguments with at least four pieces of specific evidence, as this is another route to the complex understanding point, but the evidence must be connected to an argument and not merely a list.
- Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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

- Resources available in AP Classroom, especially those focused on Units 1–4, might be useful instructional support for teachers in working with students on the topic of European art in the period 1450–1700 as well as with the skills students need to successfully respond to an LEQ. In particular, topics related to the Italian Renaissance, Northern Renaissance, Mannerism and Baroque Art, the Dutch Golden Age, and 18th-Century Culture and Arts would provide useful starting points.

- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Units 1–4 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of changes in European art from 1450–1700.
- AP Daily Videos also provide a helpful resource to support student learning about European art from 1450–1700.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to European art from 1450–1700—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

Long Essay Question 3

Task: Long Essay Question

Topic: European International Relations 1789–1815

Max Score: 6

Mean Score: 3.16

What were the responses to this question expected to demonstrate?

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2024 each LEQ asked students to determine the most significant change during a particular time period and aspect of European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 3, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant change in international relations during the period 1789 to 1815.

Responses were expected to provide a thesis that identified the most significant change in international relations during the period 1789 to 1815 and then establish a clear line of reasoning about how or why this was the most significant change. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the most significant change in European international relations during the period 1789 to 1815 and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and change over time). Responses were expected to demonstrate a complex understanding of the most significant change in European international relations during the period 1789 to 1815. This demonstration of complex understanding could be achieved in various ways. Responses could explain a variety of changes by analyzing the impact of the French Revolutionary and Napoleonic Wars on international relations during the period in question. They could also choose to analyze the impact of the postwar Congress of Vienna (1815). Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most responses to this question demonstrated some ability to identify the most significant change in international relations during the period 1789–1815. Most responses discussed the international impact of the French Revolution and Napoleon. Some responses focused on Napoleon’s conquests and how they destroyed and remade the map of Europe. Other responses emphasized Napoleonic policies such as the Continental System and the Napoleonic Code. Responses could also focus on the spread of revolutionary ideas, including liberalism and nationalism to countries through the advance of revolutionary and Napoleonic armies or through the medium of print culture. A large number of responses also focused on the backlash to the French Revolution and its Napoleonic aftermath. These essays emphasized the international coalitions that sought to contain and defeat revolutionary and Napoleonic armies as well as the Congress of Vienna and Concert of Europe, which marked the end of the period through a reassertion

of conservative values and ideas of order. Some essays noted the continuity of British efforts to maintain a balance of power on the European continent, while others stressed the way in which European Empires were impacted by the French Revolution. A smaller number of essays made chronological errors, for example discussing the Columbian Exchange or European imperialism in the late nineteenth century. A few essays were vague discussions of the impact of war or revolution without being securely anchored in any time period or providing specific examples of evidence. Some others discussed events internal to France without analyzing the international relations that were the focus of the prompt.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses made a claim in the thesis about a significant event but did not provide a line of reasoning. 	<ul style="list-style-type: none"> “The French Revolution initiated two-and-a-half decades of conflict that drastically altered international relations by shattering the balance of power, briefly establishing French hegemony on the continent and producing a league of reactionary states.” <i>(The response establishes a line of reasoning that the French Revolution was responsible for several significant developments in international relations during the period from 1789–1815.)</i>
<ul style="list-style-type: none"> Some responses gave a narrative of events during the period without using historical reasoning to frame or structure an argument. 	<ul style="list-style-type: none"> “Military conquest allowed Napoleon to institute political changes. [Napoleon] instituted his brothers as regional emperors, ensuring that the continent was compliant with his rule...As a result of his control, Napoleon was able to implement a universal Napoleonic Code throughout the Empire, standardizing laws.” <i>(The response notes several events in the period and uses connecting language to help frame and structure an argument about the link between military success, political control, and legal change.)</i>
<ul style="list-style-type: none"> Some responses discussed events internal to France without drawing connections to the international relations that were the focus of the prompt. 	<ul style="list-style-type: none"> “Following early defeats, the National Assembly declared a levee en masse, which swelled the French Army and resulted in military victories...Worried by France’s newfound strength, the rest of Europe formed a coalition to defeat France and restore the old balance of power.” <i>(The response connects a French policy to the topic of international relations.)</i>

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

- Teachers should instruct students to make a claim that directly responds to the prompt and establishes a line of reasoning. (“The Napoleonic Empire’s dominance caused the greatest change in international relations because it promoted an intense conservative reaction across Europe.”)

Teachers should also instruct students to write a conclusion, as this may allow them to provide a clearer line of reasoning than at the outset of the essay.

- Teachers should remind students that while contextualization does not need to be particularly lengthy or specific, it must include historically relevant information. In the case of a comparison question that is operating across time periods, context may often be a narrative of events or processes that occurred between the events or processes that they are being asked to compare. For this question, many students earned the point by describing events that occurred during the French Revolution.
- Teachers should instruct students to provide specific examples of historical evidence and use them to support an argument that responds to the prompt. If a student notes that a coalition of powers fought to contain and defeat Napoleon, they should name the states that were part of this coalition or discuss specific and significant moments, such as the Battle of Waterloo. Several well-chosen and developed examples work better than an accumulation of vague or repetitive statements.
- Teachers should instruct students to use historical reasoning to construct an argument in response to the prompt. Good responses usually state the argument in the first paragraph, then structure an argument using change and continuity language to frame or structure their arguments throughout, then reiterate their argument about change in the conclusion.
- Teachers should instruct students to organize evidence into categories using clear topic sentences that address the prompt. This will help them in earning the first point for analysis and reasoning.
- Teachers should understand that the second analysis and reasoning point (complex understanding) is attainable and accessible for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complexity throughout the course of the year and create exercises that encourage students to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify the most significant effect, for example, the student could rank the effects in terms of significance and provide an explanation for the reasoning behind their ranking. Students can also earn the second point for complex understanding by using four or more specific pieces of evidence to support a complex or nuanced argument. While students will not get credit for simply listing evidence, such as listing Napoleon's conquests, a discussion of his different policies of rule in different parts of Europe would be able to contribute to the evidence standard to earn the point.
- Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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

- Resources available in AP Classroom, especially focused on Unit 5 and Unit 6, including content on the French Revolution, Napoleon and the Congress of Vienna, will be useful instructional support for teachers in working with students on the topic of international relations during the period from 1789–1815 as well as with the skills students need to successfully respond to an LEQ.
- The above topics have associated resources that could be useful instructional supports for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit PCs and Topic questions offer a number of opportunities, through MCQs, and FRQs to check for student understanding of international relations during the period from 1789–1815.
- AP Daily Videos also provide a helpful resource to support student learning about European international relations from 1789–1815.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to European

international relations from 1789–1815—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.

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Long Essay Question 4

Task: Long Essay Question

Topic: Most Significant Economic Change in post-Second World War Europe

Max Score: 6

Mean Score: 3.25

What were the responses to this question expected to demonstrate?

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2024 each LEQ asked students to determine the most significant change during a particular time period and aspect of European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 4, responses were expected to demonstrate historical reasoning, specifically analyzing the most significant economic change in Europe from 1945 to 1989. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the most significant change in Europe's economy during the period of 1945 to 1989 and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (continuity, causation, and change over time). Responses were expected to demonstrate a complex understanding of the most significant change in Europe's economy during the period of 1945 to 1989. This demonstration of understanding could be achieved in various ways. Responses could explain multiple causes by analyzing several differences between economic systems in Western (capitalist) and Eastern (communist) Europe. Responses could also identify multiple causes or effects, both cause and effect, both similarity and difference, or continuity and change. A new way for responses to earn points to demonstrate a complex understanding this year is by providing four pieces of evidence that support an argument related to the prompt. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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

Most responses to this question demonstrated some ability to identify a significant change in Europe's economy during the time period of 1945 to 1989. Most responses discussed the importance of the Marshall Plan to the recovery of Western Europe, especially in providing financial aid to those states. Many other responses discussed the command economy imposed on Eastern Europe by the Soviet Union. While still others discussed the changing role of women in the economy or the increased importance of consumer culture. Some responses were more nuanced than others, with many responses setting up a comparative argument that juxtaposed the economies of Western and Eastern Europe. Other responses attempted to qualify their argument by mentioning continuities as well as changes within the time period. Some responses also used the historical thinking skill of causality, noting how changes in Western or Eastern Europe would elicit an economic response from nations (and the superpower) on the opposite divide of the Cold War. A small group of responses exhibited a lack of chronological understanding, discussing for example, only the creation of the single currency (Euro) and events during the late 1990s and early 2000s

instead of the developments in the formation of the European Economic Community during the time period and, eventually, the European Union. Other responses exhibited a lack of geographical understanding, discussing, for example, the relationship between the United States and the Soviet Union in the context of the Cold War and not tying that competition to economic changes within the European continent.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses focused on more political pieces of evidence, such as the implementation of the Truman Doctrine or the Warsaw Pact without mentioning or tying their political components or counterparts to an economic argument. 	<ul style="list-style-type: none"> “Another type of aid provided from the United States was through the Truman Doctrine. However, this doctrine stated that any countries that were opposed to or separate from communist rule could receive aid. This was due to the fear of communism spreading under the Soviet Union. While many nations required assistance, this doctrine contributed to the now decline of communist rule.” <i>(The response discusses how the Truman Doctrine impacted financial aid and contributed to an argument about economic influence in Europe.)</i>
<ul style="list-style-type: none"> Some responses were not specific enough in their understanding about the impact of policies enacted by either the United States or the Soviet Union in their sphere of influence in post-Second World War Europe. 	<ul style="list-style-type: none"> “Joseph Stalin implemented the practice of COMECON into all countries in the Soviet Bloc. COMECON was a practice that had all Soviet Bloc countries follow the same economic plan and they had to listen to the USSR who told them how much to produce, how much to sell it for, who to sell it to, and workers were not rewarded for overproduction.” <i>(This response discusses the impact of Soviet economic on other Eastern European countries’ economies.)</i> “In Europe, from 1945 to 1989, a continuity was that many European countries such as Britain, France, and West Germany remained capitalistic. For instance, these countries were rebuilt with U.S aid through the Marshall Plan, which effectively retained capitalism, private ownership, and free markets.” <i>(This response discusses the impact of American aid on European states and their economies.)</i>

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| <ul style="list-style-type: none"> Some responses did not correctly recognize the difference between the Dawes Plan and the Marshall Plan, attributing the latter to the period of Interwar Europe. | <ul style="list-style-type: none"> “Starting with the Marshall Plan, put into affect after the End of WWII, its goal was to keep communism from spreading. This plan stated that any country fighting against Communist government would receive funds and support from the USA. This meant that countries did not have to solely rely on themselves for economic security.” (<i>This response discusses the correct chronological situating of the Marshall Plan and its efficacy in Europe.</i>) |
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Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should instruct students to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning (e.g., “The most significant change economically in Europe during the period 1945–1989 was the large-scale division between Communist economies of East Europe and the capitalist economies of west Europe.”). Teachers should also remind students to write a conclusion, which might contain a clearer thesis than the one that they write in the introduction.
- Teachers should remind students that while contextualization does not need to be particularly lengthy or specific, it must include historically relevant information. In the case of a comparison question that is operating across time periods, context may often be a narrative of events or processes that occurred between the events or processes that they are being asked to compare.
- Teachers should instruct students to bring specific historical evidence into a response about changing economies in post-Second World War Europe to support a sound historical argument. If the student mentions that “Europe’s economy was devastated and fragmented into 2 major sectors, Communist East and Capitalist West,” they must provide specific examples to earn the points for evidence. Another potential avenue is by focusing on multiple and distinct aspects of one change. For instance, if the student mentions that “The Marshall Plan played an insane role in post-war economics,” they must provide specific, distinct examples of how the Marshall Plan changed the post-1945 European economy to earn the points for evidence. Several well-developed pieces of evidence work better than an accumulation of off-topic or vague references.
- Teachers should instruct students to organize evidence into categories using clear topic sentences that address the prompt. This will help them in earning the first point for analysis and reasoning.
- Teachers should instruct students to use historical reasoning to construct an argument in response to the prompt. In the case of a question asking about change, responses must develop a historically significant difference either between the pre-1945 and 1945 to 1989 periods, or a within the period of 1945 to 1989 itself to frame an argument that goes beyond their thesis.
- Teachers should understand that the second analysis and reasoning point (complex understanding) is attainable and accessible for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complexity throughout the course of the year and create exercises that encourage students to corroborate, qualify, or modify historical arguments. If a prompt asks students to identify the most significant effect, for example, the student could rank the effects in terms of significance and provide an explanation for the reasoning behind their ranking.

- Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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

The following resources are available in AP Classroom, especially focused on Unit 9 might be useful instructional support for teachers in working with students on the topic of economic changes in Europe during the period of 1945 to 1989, as well as with the skills students need to successfully respond to an LEQ.

Parts of Unit 8 will be helpful for students in providing context about the period before 1945—the Era of Global Conflict, including the Global Economic Crisis and both the First and Second World Wars. Unit 9 will provide the most information for students on the period of 1945 to 1989, as it will provide information about the beginning of the post-war era (1945) through the Fall of the Berlin Wall (1989). Unit 9 will provide context and examples that highlight the origins of the Cold War and how both parts of a divided Europe—the capitalist and democratic Western European states as well as the communist and command economy Eastern European states—developed as antipodes within the context of a new, superpower world, including the retrenchment of pre-war imperial powers from their colonial dominions. Unit 9 will also provide important information about the economies of these areas, and how developments in technological, social, political, and cultural constructs helped to inform the development of the economies in each divided part of Europe.

- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 9 PCs and Topic questions offer a number of opportunities, through MCQs, and FRQs to check for student understanding of the European economy during the post-Second World War era.
- Unit 9 AP Daily Videos also provide a helpful resource to support student learning about the European economy during the post-Second World War era.
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