



Chief Reader Report on Student Responses:

2024 AP[®] European History Set 2

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: Roles of Women in the French Revolution

Max Score: 3

Mean Score: 1.39

What were the responses to this question expected to demonstrate?

Responses to part (a) of the prompt were expected to demonstrate comprehension of Lynn Hunt's arguments on how Republican men during the French Revolution viewed the roles of women. The passage mainly reveals the negative views towards women by male revolutionaries, including specific references to the hatred towards Marie Antionette, but does include one argument about women exercising popular sovereignty. Responses could describe, therefore, the various negative views that revolutionary men held of women, while also allowing for a description of active roles for women.

Responses to part (b) were expected to take one of the views of women and describe how that view may have resulted from a prior event or development. Responses therefore could describe the separate spheres of women in the Enlightenment, or a more positive view with active roles for women running salons. Responses could also describe the Renaissance or the Reformation's views on domestic roles for women, or the Scientific Revolution's assertions on female anatomy leading to different roles. The course framework addresses the roles of women in society prior to 1789.

Responses to part (c) were expected to examine how Hunt's views of women in the French Revolution, as a late twentieth-century author, may have been influenced by contemporary developments. Modern developments such as feminism and the expansion of other legal, economic, and social rights beyond voting were available to describe as possible influences on Hunt. These also included reproductive rights and examples of women in political office.

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?

Due to the variety of arguments made in the passage and in part due the difficulty some students may still have in the area of secondary source analysis, responses to this question were varied in terms of successfully applying the skill of sourcing from the author's perspective. In contrast, the skill of contextualizing developments prior to the French Revolution and in the late 1900s were more successfully accomplished.

In part a) many responses *identified* one of the author's arguments, though some of these were not able to rise to the level of correctly *describing* an argument, while others misinterpreted the role of Marie Antionette. Responses were knowledgeable about the French Revolution, however sometimes general causes of the revolution were described rather than the author's arguments in the excerpt. Overall part a) was reasonably accessible. In part b) the role of women in the domestic sphere was often very generally described without reference to a development prior to the revolution, while at other times the development described was after the revolution had begun. As a result part b) was the most challenging of the three tasks, despite the task requirement to *describe* being more accessible than asking students to *explain* the influence. Part c) was approachable as a whole and many responses focused on feminism, although a common incorrect answer was to situate the development affecting the author in the early 1900s by describing suffrage and working in factories during war.

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

A common misconception was the role of Marie Antionette as an early type of feminist. A gap in knowledge evident in many responses was the contextualization of industrialism in France, which was often placed prior to the revolution resulting in descriptions of the “Cult of Domesticity.” Additionally, discussions of the late 1900s sometimes did not advance beyond women winning the right to vote. Due to the attribution of the historian Lynn Hunt as an American, another misconception given in part c) was to provide only US historical developments/evidence, whereas the course required European-focused evidence.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Some responses incorrectly portrayed Marie Antionette as an early type of feminist.	<ul style="list-style-type: none">“An argument made by the author in the excerpt about the French Revolution is that Marie Antoinette acted as the third estate’s outlet of violent rejection due to her feminine lifestyle. Marie Antoinette’s wealthy lifestyle enraged the third estate as it highlighted how out of touch she was with state affairs.”
<ul style="list-style-type: none">Some responses made a mistaken attempt at contextualization by asserting the Industrial Revolution was under way in France before the beginning of French Revolution.	<ul style="list-style-type: none">“Leading up to the French Revolution, King Louis XIV had worked towards establishing Catholicism as the premier religion in France. Catholicism is very strict in it’s ideas of gender. This prevalence of Catholicism in France likely encouraged traditional gender roles to become a normalized view throughout France. The views on women depicted in the excerpt were likely affected by the prevalence of Catholicism brought about by King Louis XIV”

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?

The Course and Exam framework stresses the importance of analyzing secondary sources to identify, describe, and explain an author’s arguments, as well as to source the influences upon an author’s perspective. Pages 215 and pages 221–223 are useful starting points to give teachers some structure in how to introduce secondary sources regularly in their classes early in the year.

A College Board resource from a presentation at the Advanced Placement Annual Conference by Development Committee member Ari Sammartino of Oberlin College, is an excellent resource to draw from too (“Summarize, Argue, and Analyze. Strategies for Teaching Secondary Sources,” Ari Sammartino, Oberlin College, July 21, 2018).

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

- a. Resources available in AP Classroom, especially those focused on Units 4, 5, and 9 might be useful instructional support for teachers in working with students on the topics of women’s lives, feminist movements, and the French Revolution, as well as with the skills students need to successfully respond to an SAQ. In particular, topics related to the Enlightenment, French Revolution, and gender/social changes from the eighteenth through the twentieth centuries would provide useful starting points.
- b. The above topics have associated resources that could be useful instructional support for teaching the topics and skills involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- c. Units 4, 5, and 9 Progress Checks and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the changing roles of women, as well as the French Revolution.
- d. AP Daily Videos also provide a helpful resource to support student learning about the French Revolution.
- e. 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 French 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.
- f. 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

Topic: Imperialism

Max Score: 3

Mean Score: 1.71

What were the responses to this question expected to demonstrate?

Responses to part (a) of the prompt were expected to describe a typical European view of “Africa” reflected in the images portrayed on the card. Responses could include Africa as an exploitable, abundant source of manual labor and natural resources and/or lands and peoples to be civilized by the Europeans.

Responses to part (b) were expected to link these images from the Belgian Congo to the larger processes of industrialization—either the production needs or the creation of railroads and modern transportation systems—and/or imperialism’s economic goals of generating more wealth for the European nations from their colonial holdings.

Responses to part (c) were expected to connect the devastation and destruction of World War I to the weakening of European hegemony throughout the world in all ways, cultural (calling into question European superiority and its civilizing mission), economic (the sheer cost of the war and the Great Depression a decade later), and political. Successful general responses needed to *explain* the connection between such devastation and this long-term process that eventually ended in decolonization and African independence. In this sense, the discussion of decolonization was acceptable as long as the response indicated some understanding that decolonization was the end of a long-term process and did not simply occur in the immediate aftermath of World War I. More specific responses often cited the redistribution of Germany’s colonial territories to Britain and France as stipulated in the Treaty of Versailles.

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 identifying an acceptable European view reflected in the card’s images. The most common responses referenced European exploitation of Africa’s abundant natural resources or its people for their labor. Also common were references to Kipling’s *White Man’s Burden* and Europe’s “civilizing” mission in Africa. In part (b) student responses were generally good at identifying the railroad and then explaining the connection to the broader economic development of industrialization. To be successful, the response needed to explain this connection, either citing how industrialization made possible the railroad’s construction in Africa or explaining the railroad’s role in the rapid transportation of goods and people. In part (c) students performed somewhat well; many correctly cited the devastation of World War I as a cause for weakening of European dominance in the world as those countries were forced to turn their attentions inward to rebuilding. Many knew to cite decolonization as the logical outcome of this gradual decline, but some students incorrectly identified decolonization as a direct cause of World War I and/or situated it in the immediate aftermath of World War I.

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

In general, students know the basic content of imperialism, could identify the proper colonial relationships represented by the images on the card, and understood the historical relationship between the gradual

decline of European hegemony that begins with World War I and ends in decolonization following World War II.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Students know the basic content of imperialism, could identify the proper colonial relationships represented by the images on the card, and understood the historical relationship between the gradual decline of European hegemony that begins with World War I and ends in decolonization following World War II. However, some students either merely described the image without linking the description to an actual viewpoint or expressed a viewpoint without explicitly connecting it to one of the images in the document. 	<ul style="list-style-type: none"> “One way this card reflects a European view of Africa in the time period was the exploitation of the African continent for its resources to the benefit of Europeans. In the card, it shows how African peoples still used primitive canoes to ferry waterways, as opposed to the bottom of the card where it shows the development of railroads extracting resources, different European products made from African meat, and the very valuable ivory that was hunted and ripped from African elephants. This shows how Europeans, in this case Belgium, still viewed Africans as backwards and undeveloped, while using the resources of the land those Africans had lived on for millennia to the Europeans’ benefit, and the African peoples’ detriment.” “At this point in time, African people were still seen as inferior to Europeans based on theories of Social Darwinism. This meant that African people remained to be seen as objects rather than human beings. To depict the Africans as a product or novelty of Africa is furthering the idea that those of ‘inferior’ race were not seen as equals. Additionally, this resulted in the European belief that they had the right to interfere with Africa and completely take control.” “During the second wave of Imperialism and the Scramble for Africa In the late 1800’s and early 1900’s , Europeans viewed themselves as superior to Africa and viewed Africa as disposable land and people that they could use to their own benefit, hence the European industrialization in the Belgian Congo in order to further meat extraction. The card reflects this European view by not recognizing the Congo as its own land, but rather referring it to the Colonies of the European powers. This further emphasized the idea of European supremacy, a school of thought that resulted from Social Darwinism.”

	<ul style="list-style-type: none"> • “One way this card reflects a European view of Africa is in its depiction of native people pushing out a boat wearing loincloths. This reductive idea that native people are primal and uncultured was commonly held among Europeans at the time this card was created.” • “The card reflects the European view on Africa that Africa, at the time, was a great source of raw materials. In the card, the vast natural and un-industrialized terrains of the Belgian Congo—with exceptions to the train and railroads—is highlighted in the illustrations to appeal to consumers. It highlights the unique aspect of the meat product coming from an area foreign to Europe; so unlike the livestock that might dwell and be derived from European farms, the meat coming from this new geographical area might be more appealing to the French/Europeans. It relates to the Scramble for Africa just decades prior (late 1800s) to the publication of the card, as many European powers like Germany, France, and Britain were all racing to gain land and thus more raw materials from Africa—an underdeveloped country.”
<ul style="list-style-type: none"> • In part (b), some students struggled to <i>explain</i> a connection to a broader economic development; for instance, they would <i>identify</i> a connection between the train and industrialization, but not provide an explanation of what connection was. Similarly, some students would identify industrialization, but not explain how industrialization was reflected in the images. 	<ul style="list-style-type: none"> • “Broader economic development is reflected in the image summarizing the colony of the Belgian Congo by the railroad and train being depicted at the bottom. The train, connecting natural resources such as rubber in rubber plantations to towns, is an example of this economic development. The train is showing one part of the network Belgium had to export and process the rubber.” • “European powers started to colonize Africa and Asia during the 1800s in order to get more resources and markets for industrialization. One way in which this happened was through the Scramble for Africa in the mid 1800s where European powers gathered together to divide up Africa. European powers created strong economic and political presences in their colonies where they would extract resources for industrialization and control the people. This specific example of the Belgian Congo shows

	<p>how meat was being produced there and advertised to be sold to Europeans.”</p> <ul style="list-style-type: none"> • “A broader economic development is shown in the presence of a railroad line meant to facilitate trade. Railroads gained popularity following the Second Industrial Revolution, allowing for the merge between the two trends of colonialism and industrialization as shown in the advertisement.” • “The depiction of the Belgian Congo reflects the broader economic development of a increasingly global trade network and more interconnected world. We see the implementation of the railroad in the Belgian Congo which is an invention that came from the Industrial Revolution during the late 18th-19th century. The card depicts the moving and transportation of goods from countries outside of the continent of Europe via the railroad, which matches up to the continuous imperialism and colonization of foreign countries to sell goods such as Britain in India and France in Indochina.” • “European nations such as Britain, Belgium, Germany and France during the time of the ‘Scramble’ for Africa and the second wave of colonization sought to expanded their economic influence to other parts of the world by opening new markets as well as fueling domestic industrial development by exploiting natural resources from African Colonies. The colonization of Belgium led by Leopold II in his authoritarian and dictatorial reign over the Congo is an example of European powers wishing to expand their markets into Africa and exploit resources such as rubber in order to further industrial development.”
<ul style="list-style-type: none"> • In part (c), the students who struggled with this task, similarly to part (b), often failed to <i>explain</i> how the colonial relationship changed after World War I. In this case, the student would state <i>that</i> a change occurred, but would not explain <i>why</i> it occurred. Other students knew to name decolonization, but would simply state that decolonization was the result of World War I without explaining that decolonization was the 	<ul style="list-style-type: none"> • “After WWI, the colonial relationship between European nations and their colonies would change in the face of incipient independence and nationalist movements. This, combined with the Great Depression the entire world was facing, led to less economic resources being directed to not only extract but even to maintain their increasingly expensive colonies. This would slowly change the relationship European

outcome of a much longer process initiated by World War I, but did not actually occur until the aftermath of World War II.

nations would have with their colonies, leading to a cascade of independence movements after the second world war.”

- “After the First World War, there were more nationalist movements around the world and in places like Africa where nations wanted to escape from colonial power. By the second half of the 1900s, most nations around the world became independent and generally the idea of self-determination for nations was supported around the world. Also, European nations suffered greatly economically because of the First World War and Europe was in complete shambles during the interwar period. This shifted focus away from colonial holdings towards the economic and political troubles in Europe and allowed for more independence movements and rebellion against European authority.”
- “This colonial relationship changed after WWI when colonies took advantage of war-exhausted European colonizers to attempt rebellion or seek an expansion of liberties. Following WWI, these colonies throughout Africa increasingly became independent by utilizing the ruling countries’ weakened post-war state.”
- “The type of colonial relationship portrayed in the image changed after the time of the First World War as many other colonies under European control such as India began to fight for decolonization. Such as seen in the Salt March of 1930 in India, how English power was beginning to be opposed as a way for Indians to break off this puppetmaster and puppet relationship between Britain and India; as Indians were being restricted on the salt they could collect *on their own homeland*. This decolonization changed the relationship as European countries now had to begin and tolerate these resistances by granting freedom to colonies.”
- “The type of colonial relationship portrayed in the image would change after the first world war as colonized nations starting seeking independence. The end of the world war brought about the spread of ideas such as Woodrow Wilson’s concept of self-

	determination. As these ideas spread to colonies, those nations started to resist against colonizers and seek their independence, meaning the relationship would change from close European power to more active resistance against it.”
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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 would perform better with more focus on technical reading and writing skills. For instance, for part (a), practicing reading and analyzing primary sources (especially images) would help students practice making inferences and connecting those inferences to the historical content. They would also benefit from practice in writing responses that demonstrate the task, “describe,” grounding their description in specific images contained in the primary source. For part (b), practicing analyzing primary sources would also help students to identify evidence used to support arguments, and then working with students to practice writing responses that demonstrate the task, “explain how,” tying the explanation to evidence contained in the image(s). For part (c), students should be well versed in historical language of causation and change over time in order to answer this question most accurately. Framing trends or processes—in this case, decolonization—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 period.

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

- a. Resources available in AP Classroom, especially those focused on Units 7, 8, and 9, might be useful instructional support for teachers in working with students on the topic of the European imperialism and its effects during the nineteenth and twentieth centuries, as well as with the skills students need to successfully respond to an SAQ. In particular, topics related to nineteenth-century imperialism, the World Wars, and decolonization would provide useful starting points.
- b. 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.
- c. Units 7, 8 and 9 Progress Checks and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the broader impacts of European imperialism.
- d. AP Daily Videos also provide a helpful resource to support student learning about European imperialism.
- e. 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 imperialism—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.
- f. The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Short Answer Question 3

Task: Short Answer Question—No Stimulus

Topic: Religious and Political Change in the Protestant Reformation and the Enlightenment

Max Score: 3

Mean Score: 1.72

What were the responses to this question expected to demonstrate?

Responses to part (a) of the prompt were expected to offer an accurate description of one major Protestant belief in the period 1517 to 1650. Acceptable responses were expected to have a historically defensible description of how this major belief was different to, or critical of, the beliefs or practices of the Roman Catholic Church of the time.

Responses to part (b) were expected to offer an accurate explanation of a reasonable effect of the Protestant Reformation on European politics in the period 1517 to 1650. Acceptable responses were expected to have a historically defensible explanation of how European, or a European region or state's, politics were directly affected by the Protestant Reformation.

Responses to part (c) of the prompt were expected to offer an accurate description of an Enlightenment concept and explain how it changed religious practices in Europe in the period 1650-1815. Acceptable responses were expected to reference both an Enlightenment concept and a religious practice and use specific language to convey a historically defensible change.

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?

- a. In part (a), most student responses were successful in describing one Protestant practice during the period 1517 to 1650. Typically, responses described the “Primacy of scripture,” “Priesthood of all Believers,” “Salvation by faith alone,” Predestination, adult baptism, and cited the Protestant belief in the abuses (corruption) of the Roman Catholic Church of the time (Indulgences, simony, and/or nepotism). The vast majority of the responses stayed within the time period.
- b. In part (b) student responses were generally very good at explaining how the Protestant Reformation affected European politics. Many students explained how the division of European Christendom contributed to conflicts, wars, and changes in the political landscape of Europe. Students cited the decline of the Holy Roman Empire, as the member states practiced religious choice, the participation of France in the Thirty Years’ War, the increasing political need to advance state recognition of other religions with the Treaty of Augsburg and the Edict of Nantes in France, the consolidation of church and state in England, and the French Wars of Religion as evidence of the Protestant Reformation’s effect on European politics. Most of the responses stayed within the time period.
- c. In part (c) students performed well; many explained an Enlightenment concept and how it changed religious practices in Europe in 1650–1815. Some students conflated the Scientific Revolution with the Enlightenment and others struggled to identify a specific Enlightenment concept or a religious practice to explain how the Enlightenment further changed religious practices. Successful students explained how Enlightenment rationalism, secularism, or individualism changed religious practices, such as through institutional religious toleration (Enlightened Despots), the role of faith as a private rather than a public concern, or the introduction of Deism or Atheism as alternatives to the traditional religious beliefs of the past.

- d. Additionally, successful responses included specific name(s) and concept(s) of Enlightened philosophes and identified specific religious practices further changed by the Enlightenment. Student responses that were not successful at explaining Enlightenment thought included the Renaissance (humanism and art) or the Scientific Revolution. Some students did not explain how an Enlightened concept further changed religious practices and others offered responses that were overly generalized. Most of the responses stayed within the time period and in Europe.

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 had difficulty differentiating a Protestant belief from a Catholic belief or simply cited Luther’s “95 Theses” without identifying a Protestant belief. 	<ul style="list-style-type: none"> “A major protestant belief was the primacy of scripture.” “A major protestant belief during 1517 to 1650 was that it was faith and scripture alone that got you into heaven and that there was no need to pay for indulgences.” “One major Protestant belief in the period 1517 to 1650 was that you are predestined to heaven.”
<ul style="list-style-type: none"> In part (b) students had some difficulties in explaining the effect of the Protestant Reformation on European politics specifically. Many students did not focus on the religious-to-political shift, noting only that there were two Christian religions dividing Europe religiously. Some students focused on the rights of the Germanic princes to determine the faith of their realm without suggesting a political motive or gain for this decision. Some students focused on Henry VIII’s desire for a divorce or a male heir as the sole motivation for his break with Rome and the pope. 	<ul style="list-style-type: none"> “The French Wars of Religion demonstrates how the fragmentation of Christianity caused conflict throughout Europe.” “Nations used this struggle over religion to ensure they gained more power, and that others diminished in it. One example of this would be the French during the Thirty Years’ War. Although they as a state were not Protestant, during the latter parts of the war they aided the Protestant fighters to help ensure their victory. Their reason for doing so had nothing to do with religion, but more so to ensure that the Holy Roman Empire, who was fighting against the Protestants, would dramatically decrease in the power they held over Europe.” “The Protestant Reformation affected European politics in this time period because it led to further decentralization of the Holy Roman Empire. This is supported by the Peace of Augsburg ... where the Holy Roman Emperor allowed German princes to choose between Lutheranism and Catholicism in their states.”

	<ul style="list-style-type: none"> • “The German princes formed the Schmalkaldic League and created the Peace of Augsburg, which gave them autonomy over what religion would be practiced in their region.” • “The tensions culminated in the Thirty Years’ War, a religious conflict that took place on the political stage as European leaders fought for both political superiority and religious ideologies.” • “Henry VIII of England started his own church, the Anglican Church, and passed the Act of Supremacy. This changed the whole way of ruling by allowing the King to head the country and his church.”
<p>e. Part (c) was often challenging for students because many conflated the Scientific Revolution with the Enlightenment and focused on the scientific challenges to official Church doctrine and not on a religious practice. Some students cited humanism as an ideal of the Enlightenment and used Renaissance art as an example of a religious practice. Other students made vague references to Enlightenment ideas without specifying what they were or simply cited that religious practices were changed without explaining which one(s) or how.</p>	<ul style="list-style-type: none"> • “The Enlightenment focused on secular ideas and how humans can act in society. The Enlightenment thinkers wanted to keep religion private and share their scientific findings in the public sphere.” • “The increase in rational thinking, seen in Deism, highlights increasing distrust in the Catholic Church as rationalist forms of religion emphasized opposing Church dogmas and went against Church teaching.” • The Enlightenment decreased religious practices. The Enlightenment focused on individual reasoning, evidence, and material ideas....those who subscribed to the Enlightenment were prone to give up or decrease their religious practices in favor of more evidence based, provable ideologies.” • “The Enlightenment further changed religious practices as it decreased the relevance of religion in favor of rationality. Through Enlightenment Salons, philosophes discussed and wrote about the importance of rationalism, liberalism and individualism in decision making. These key ideals of the Enlightenment discredited the importance of religion and ultimately resulted in the decrease of religious practice for the people across Europe.”

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

Practicing the historical thinking skills of continuity and change over time within and between historical periods would greatly benefit students during the exam when presented with the task. Students should be well versed in historical language and able to understand key terms, such as political, religious, religious toleration, and religious practice, to answer questions accurately. Framing trends or events within historical events, like the Protestant Reformation, Wars of Religion, and the Enlightenment, which occupy larger time periods or centuries, would help students grasp specifics of variations observed when asked to cite evidence from a broad time period. To further help students understand causation, teachers might reinforce the narrative of description and explanation in a discussion-based class on the causes and results of both the Protestant Reformation and the Enlightenment. To help understand the relationship between religion and politics during this period, even including the two time periods in the SAQ, 1517–1815, the class might be tasked with discussing the motivations of the leading characters of this period. What was motivating Luther, Henry VIII, Henry IV, Charles V, the Germanic princes, Cardinal Richelieu, etc.? Why did Voltaire write and feel so strongly about religious toleration?

The CED outlines specific information about teaching and contextualizing the Protestant Reformation, the Wars of Religion, and the Enlightenment (Topics 2.1, 2.2, 2.3, 2.4, 2.8, 4.3, 4.6, and 5.4). The discussions that it suggests for the teaching of change as a result of preceding historical developments (Topic 2.1) that affect the religious and political developments of the 16th and 17th centuries would be helpful in contextualizing the successful critiques of established Christian beliefs and practices in the 16th century (Topics 2.2 and 2.3). Teachers should also focus on the effects of politics on the Protestant Reformation and the consequent effects on politics and cultural developments from 1517 to 1650. (Topics 2.4 and 2.8). Further information relevant to students to prepare for this SAQ is that they should have a command of both the contextualization of the causes and consequences of Enlightenment thought on European society from 1648–1815 and how Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to the role of faith. (Topic 4.3). Additional information that might further options for a successful response to this SAQ would be understanding the role of the Enlightenment on monarchs in the 18th century and their approach to religious toleration in their realms (Topic 4.6) and the stance, informed by Enlightened ideals, on religion and religious practices during the French Revolution. (Topic 5.4).

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

- a. Resources available in AP Classroom, especially those focused on Unit 2, might be useful instructional support for teachers in working with students on the topic of the Protestant Reformation and its effects during the period 1517 to 1650, as well as with the skills students need to successfully respond to an SAQ. In particular, topics related to the Reformations, the Enlightenment, and political changes during the sixteenth and seventeenth centuries would provide useful starting points.
- b. 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.
- c. Units 2 and 4 Progress Checks and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the Reformations and the Enlightenment.
- d. AP Daily Videos also provide a helpful resource to support student learning about the Protestant Reformation.

- e. 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 Reformation and the Enlightenment—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.
- f. 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: Cause and Effect Related to WWI

Max Score: 3

Mean Score: 1.87

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 one major characteristic of the First World War. Acceptable responses were expected to have a historically defensible description of a major characteristic of the First World War.

Responses to part (b) were expected to offer an accurate explanation of one major cause of the First World War. Acceptable responses were expected to have a historically defensible explanation of how one condition or event led to the outbreak of the First World War.

Responses to part (c) of the prompt were expected to offer an accurate explanation of one way in which the First World War contributed to political changes in European politics between 1919 and 1939. Acceptable responses were expected to have a historically defensible explanation of how the First World War led to a political change during the interwar period.

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?

Overall, responses displayed a fairly well-developed ability to address course content related to the question and integrate the required skills. Students could cite a variety of characteristics of the First World War and continue with a cause of the war and a political change in European politics during the interwar period. In part (a), most student responses were successful in providing at least one major characteristic of the First World War. The most common responses described trench warfare and some of the new weapons of war such as machine guns, tanks, planes, submarines, and poison gas. In part (b), they earned the point by explaining one of the four main causes of the First World War or the assassination of Archduke Franz Ferdinand. For part (c), students mostly performed well by explaining that the harsh terms of the Treaty of Versailles led to the rise of fascism in Germany.

Acceptable responses to part (a) mostly focused on trench warfare by citing the new technologically advanced weapons and connecting this to the unprecedented numbers of casualties and hardships for the soldiers. Other approaches to the prompt included citing many countries' total war efforts by employing all of their resources (human, industrial, and agricultural) to conduct the war. Some responses mention new technology or weapons, but offer no specifics related to World War One.

Acceptable responses to part (b) mostly focused on the alliances or the assassination of the Archduke Franz Ferdinand. As with part (a), responses to part (b) could earn the point in a variety of ways. Some responses mentioned militarism and explained the associated arms races between European powers. Other responses explain the effects of nationalism in driving militarism or the assassination of the Archduke and then leading to the outbreak of war. Another successful response explained the imperial competition between European states for colonies seeking resources and bolstering national pride. A few responses explained how leaders used the portrayal of outside enemies to bolster unity within their own country.

Part (c) provided a greater challenge to students. Acceptable responses to part (c) mostly focused on the harsh terms of the Treaty of Versailles leading to economic collapse within Germany which later gave rise to Hitler and fascism. Some acceptable responses included Italy’s bitterness over their lack of rewards from the Treaty leading to the rise of Mussolini and fascism. Some responses explained the formation of the League of Nations which tried desperately to avoid another war by appeasement and other negotiations. Other successful responses cited the Russian Revolution leading to communism as a reaction to the effects of the war. A few responses mentioned the improved political position of women in many countries because of their contributions to the total mobilization for the war. A few responses cite Germany’s loss of colonies as a result of the Treaty of Versailles leading to extremism.

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 had difficulty providing a description of a major characteristic of World War One. Students attempted to describe new technology and new weapons (too general). Some students refer to a large amount of deaths or a large amount of weapons or existing alliances (too general). 	<ul style="list-style-type: none"> “One major characteristic of the First World War was new technological innovations that were used during the war. The new technologies used during the war not only resulted in a death toll that was substantially larger than any other war that had occurred in history, but it also facilitated the physical and mental devastation that many troops suffered from after the war (PTSD [though not fully discovered yet], amputation, etc.). The developments of barbed wire, submarines, planes & bombing, and gas chemicals (chlorine and mustard gas) as well as the technique of trench warfare made WWI a war that was difficult to win (stalemates with trench warfare) and devastating on either side, ultimately leading to the death of tens of millions of people.” “A major characteristic of the First World War would be the creation of various weapons such as tanks, artillery, machine guns, and the spread of chemical warfare made the First World War vastly different from wars prior to the 1900s. As these new weapons were shown for the very first time during the war and caused unprecedented levels of damage to Europe.” “One major characteristic of the First World War was its role as a ‘total war’, in which states would mobilize all human and natural resources in order to destroy their enemies. The economies of most, if not all of the major players in the war were highly structured towards militarism, something present in the

	<p>past but not integrated on such a massive and devastating scale.”</p> <ul style="list-style-type: none"> • “The first world war involved trenches during warfare where soldiers could take cover from any incoming danger. These trenches turned into a major thing during the war because it made the chance of survival higher.”
<ul style="list-style-type: none"> • In part (b) some students struggled to tie specific information to an explanation. Sometimes, students would just mention information such as a detailed description of the assassination of the Archduke Franz Ferdinand without linking it to the outbreak of war. Sometimes students would mention overly generalized reasons for war such as a desire for more land or greed. In addition, students would sometimes simply state one of the four MAIN (militarism, alliances, imperialism, or nationalism) reasons without explaining how this led to the outbreak of the war. 	<ul style="list-style-type: none"> • “One of the major causes of World War I was the web of alliance that had entangled Europe. It was due to these alliances that the war grew so quickly and involved major superpower after major superpower. After the assassination of Archduke Franz Ferdinand, which can also be seen as a cause for World War I, the conflict rapidly escalated from Austria vs Serbia to including Russia, Germany, France, and Great Britain.” • “One major cause of the First World War is alliances between countries. The assassination the Archduke Franz Ferdinand started the war directly, but as the conflict began, alliances started coming in to help which broadened the scope of the war.” • “One major cause of the First World War was the rise of militarism and nationalism. More specifically, countries such as Germany recently unified various provinces under one state. In turn, they would begin to build up resources and attempt to match the might of the British navy, significantly augmenting tensions as both sides were involved in an arms race which would explode into the war after the assassination of Franz Ferdinand.” • “One major cause of the First World War was imperialism and the subsequent crises it would cause. Imperialist venture caused a growing antagonism between the alliances of the Great War; in the Moroccan crises for example, German efforts to support a liberation movement in French-occupied Morocco led to a strengthening in the relationship between Britian and France, and a growing antagonism between the Entente Coridale, and the German empire. Effects of imperialism such as the Moroccan crises reinforced the sides of the First World War, and increased the antagonsim

	<p>between the conflicting parties, thus imperialism was a major cause for the Great War.”</p>
<ul style="list-style-type: none"> • In part (c) some students struggled to tie specific information to an explanation. Often, students simply mentioned the terms of the Treaty of Versailles without explaining how this later resulted in political changes. Sometimes students mentioned in generalized terms how devastating the war had been without explaining how that resulted in political changes. Sometimes students stated that fascism developed in the interwar period without connecting it to World War I. Some students mentioned the creation of the League of Nations without explaining their intentions of maintaining peace and avoiding a second world war. 	<ul style="list-style-type: none"> • “The First World War contributed to changes in European politics in the interwar period with the rise of fascist governments. One of the most prominent fascist uprisings of the interwar period was the rise of Nazi Germany under the leadership of Adolf Hitler. Britain and France had signed a treaty that blamed the entirety of WW1 on Germany and forced them to pay billions of dollars in reparations. This caused hyperinflation in Germany and primed them for a fascist takeover. With his charisma and extremist views, Adolf Hitler united the country under the National Socialist Party and contributed to the rise of fascism in Europe. Strenuous circumstances in Europe during the interwar period lead to extreme government models such as fascism.” • “After the World War I, European politics centered around trying to maintain peace between European nations and prevent war at all costs. It is this belief that led to the creation of the League of Nations, which was to unite many countries into peace agreements and attempt to stop wars from happening. It can also explain the system of appeasement that countries like France and Great Britain used to appeal to Nazi Germany and Fascist Italy with the hope that it would prevent another major European conflict.” • “During the First World War, men were drafted to fight and help wherever they were able to. This left the women and children without food or resources for survival, which resulted in women stepping up to take the jobs that had previously been taken by men. They managed work, along with domestic chores, and provided for their family while the males were fighting battles. This helped change the politics because it increased the role of women and proved they could do more.”

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?

To help students understand causation, teachers might reinforce the narrative of description and explanation in a discussion-based class on the causes and results of World War I. Constructing a graphic organizer of the causes and effects of World War I might help students understand and have better recall. Additional topics to explore could be the responses to World War I. For part (c), students should be well versed in historical language and should be able to understand key terms, such as political, cultural, social, or economic, etc., in order to answer questions accurately. To help students understand the characteristics of World War I, students can read excerpts from “All Quiet on the Western Front” or watch short clips of the film. Students can also be given daily writing practice by using a single part of an SAQ as a closing activity of a related class lecture or study.

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 8 and Unit 9, and might be useful instructional support for teachers in working with students on the topic of twentieth-century nationalism and on the skills needed to successfully respond to an SAQ:

- a. Topic 8.1—Contextualizing 20th Century Global Conflicts
- b. Topic 8.2—World War I
- c. Topic 8.3—The Russian Revolution and Its Effects
- d. Topic 8.4—Versailles Conference and Peace Settlement
- e. Topic 8.5—Global Economic Crisis
- f. Topic 8.6—Fascism and Totalitarianism
- g. Topic 8.7—Europe During the Interwar Period
- h. Each of the above topics has associated resources that could be useful instructional supports for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- i. Unit 8 Progress Checks offer the opportunity to check student understanding of World War I, and Unit 8 Topic Questions provide questions connected to the content in this SAQ.
- j. Unit 8 AP Daily videos that provide additional support for students on the topic of World War I.
- k. AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions may be found on the topic of historical developments, events, and processes related to World War I—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.
- l. The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Question 1—Document-Based Question

Task: Document Based Question

Topic: Italian Fascism

Max Score: 7

Mean Score: 3.87

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 guideline.

The 2024 DBQ asked students to evaluate whether Italian fascism was a revolutionary or a traditional movement. Students were provided with seven documents (one of which was an image) on which to base their responses. To answer this question, students had to possess an understanding of fascism and the rise of totalitarianism.

Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether Italian fascism was more a revolutionary or a traditionalist movement. The responses were expected to provide context by situating Italian fascism within a broader historical context relevant to the prompt (e.g., economic and political instability and the Italian people's discontent about World War I).

To earn one point for evidence, students were required to use the content of at least three documents to address whether Italian fascism was a revolutionary or a traditional 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 the type of movement Italian fascism was. To earn a third evidence point, students were required to use one additional relevant piece of specific historical evidence beyond that found in the documents relevant to an argument concerning Italian fascism.

Students were expected to identify and explain the significance of the audience, purpose, point of view, or historical situation for at least two documents, including how the chosen feature is relevant to an argument concerning whether Italian fascism was more a revolutionary or a traditionalist movement. Finally, responses were required to demonstrate a complex understanding of the nature of Italian fascism by analyzing multiple themes or perspectives, multiple causes or effects, comparing multiple similarities and differences, linking arguments to change and continuity over time, or making relevant and insightful connections within and across time periods and geographic areas or themes. In addition, they could demonstrate complex understanding through an effective use of evidence by correctly using seven documents to support an argument about Italian fascism, explaining how the sourcing of the document, audience, purpose, point of view, or historical situation is relevant to an argument about Italian fascism for four documents, or by using evidence beyond the documents to demonstrate a sophisticated understanding of different perspectives about the nature of Italian fascism.

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 whether Italian fascism was a revolutionary or a traditional movement. The thesis was sometimes more specific in the conclusion than in the introduction and occasionally the thesis was contained within a long contextualization paragraph in the introduction, but it was located in one identifiable place. In some instances, the responses merely restated the prompt or did not provide a line of reasoning; in fewer instances, responses included a historically indefensible thesis. Occasionally, responses that did not earn a point for a viable thesis were still able to develop an argument or line of reasoning over the course of their document analysis and earn both evidence points for the use of documents in support of an argument or arguments.

Many responses were successful at situating Italian fascism in the context of the end of World War I, discussing the rise of totalitarianism, or describing related events in the period immediately prior to the rise of Mussolini. This context was most often included in the introductory paragraph and linked to the thesis.

Most responses were successful at describing the content of at least three documents relevant to the prompt, although some struggled to use the content of at least four documents to support an argument or arguments in response to the prompt about the nature of Italian fascism. Many responses attempted to provide evidence beyond the documents, especially with specific information not contained in the documents about Mussolini, including his expulsion from the Italian Socialist Party, nationalism and the unification of Italy, the rise of totalitarianism—especially Hitler and the Nazi Party in Germany—and communism in the Soviet Union. Some responses provided information about other authoritarian rulers. Responses also sometimes compared the rise of Italian fascism to the Protestant Reformation, which could be viewed as both revolutionary and traditional, depending upon one’s perspective. This question saw students occasionally providing information that was in actuality an analysis of the documents themselves, rather than intended as outside evidence beyond that found in the documents. Responses sometimes seemed to be using outside evidence as a way of making connections and providing a nuanced analysis.

Fewer responses were awarded points for document sourcing and complexity, although students were able to achieve these points more often with the updated rubric. Although the language associated with sourcing often appeared in responses, they sometimes substituted document summary and source attribution for document analysis in terms of historical situation, intended audience, purpose and point of view, and their impact on what was said in relation to the topic of Italian fascism. Successful sourcing most often occurred with Documents 1, 5, 6, and 7; sourcing with these documents predominantly focused on point of view, audience, and purpose while connecting the document’s message to an argument about whether Italian fascism was revolutionary or traditional. Historical situation sourcing, although less prevalent, was usually linked to Documents 1, 2, and 3. Students understood the importance of media such as newspapers to Mussolini’s government and why he would use these magazine articles and newspaper editorials and illustrations as a part of propaganda. Students were able to demonstrate complex understanding, primarily by explaining relevant and insightful connections to totalitarian movements in other countries as a way of comparing with Italian fascism. Many were also able to earn this point for using all seven documents in an argument about Italian fascism, and by providing sourcing for four documents.

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

Overall, students did not demonstrate many misconceptions about this DBQ, although they did not appear to know as much about Fascist Italy as they did about Nazi Germany. Some students appear to have had the incorrect belief that Italy had been a thoroughly socialist state prior to the rise of fascism, though many did identify violence between socialists and fascists in 1919–1922 as a major cause of Mussolini’s rise to power. All of the documents were accessible to the students, including the image. Students understood that Mussolini wanted to create a concordat with the Catholic Church (the Lateran Treaty of 1929) for the purpose of controlling all the major institutions of authority in Italy.

Many responses struggled to relate the topic of the prompt to evidence beyond the documents. Some more typical responses included evidence about Mussolini, including his expulsion from the Socialist Party and its newspaper, and his creation of a secret police (the OVRA). Other attempts at this point failed to provide specific historical details relevant to the topic or argument or repurposed passages from the documents. Teachers should provide instruction to students about Italy in the interwar period, and how weak forms of liberalism were undermined by totalitarian and authoritarian rulers.

The sourcing point was more accessible for students with the rubric change that requires them to provide sourcing for two rather than three documents. 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 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 sufficient to earn credit for sourcing.	<ul style="list-style-type: none">• “For example, Mussolini was strongly opposed to socialism and wanted to restore and modernize Italy with a revolutionary change in beliefs, invoking national pride. The purpose of his speech was to motivate Italians to support fascist ideology and support the revolution using nationalist ideas.”
<ul style="list-style-type: none">• Students occasionally made connections within and across time periods that did not provide relevant or insightful links to fascist Italy.	<ul style="list-style-type: none">• “Italian revolutionary leaders, similar to the French Revolutionaries, used force to take control and maintain control.”• “The Italian Fascist Movement similarly follows the French Revolution in the earlier period of the Italian Fascist Party’s control of the government. Once the country was purely under the control of Mussolini, he followed the path of other early modern dictators like Napoleon.”

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| | <ul style="list-style-type: none">• “A new government holding onto old imperial ideals is not new to Italy; during the move toward Italian unification, revolutionaries kept Victor Emmanuel II as the monarch, even if only as a figurehead. There is historical precedent in Italy of new leaders utilizing traditional beliefs to gain power.” |
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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?

- a. Teachers could help students improve by instructing them to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning. Teachers should also 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 using practice DBQs in class is generally an excellent teaching tool.
- b. Teachers should instruct students to provide historical contextualization in the first paragraph and/or in the conclusion to position their theses within a broader historical situation. Many successful responses included contextualization in the opening paragraph prior to the thesis. Stronger responses included contextualization in both the first and the last paragraphs.
- c. 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 topic sentence. 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. They should remind students that additional evidence beyond that contained in the documents should be linked to an argument, but not necessarily to an individual document.
- d. In providing guidance to students on sourcing, teachers should remind students to identify and explain the motivations of particular authors, the purpose of the document, the audience the document might be addressing, and the historical situation or context of the document. This can be achieved by doing regular primary source exercises throughout the academic year. Practice DBQs can be used exclusively for sourcing. After a DBQ has been graded, teacher feedback in class and individually can involve asking students to find as many of the four types of sourcing for each document as possible. It is also beneficial for teachers to remind students that providing sourcing for four documents can also demonstrate complex understanding.
- e. Within the first month of school, teachers should use the DBQ rubric to introduce the multiple ways to earn a point for demonstrating complex understanding. Once greater familiarity with complexity is established, students can then be asked to review sample responses from the previous year’s Operational DBQ to understand how responses did or

did not earn the point for demonstrating a complex understanding. Having students annotate these sample responses may be a helpful way to reinforce the points about complexity.

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

The following resources are available in AP Classroom, especially focused on Unit 8, and might be useful instructional support for teachers in working with students on the topic of twentieth-century fascism and on the skills needed to successfully respond to a DBQ:

- a. Topic 8.1—Contextualizing 20th Century Global Conflicts
- b. Topic 8.2—World War I
- c. Topic 8.3—The Russian Revolution and Its Effects
- d. Topic 8.4—Versailles Conference and Peace Settlement
- e. Topic 8.5—Global Economic Crisis
- f. Topic 8.6—Fascism and Totalitarianism
- g. Topic 8.7—Europe During the Interwar Period
- h. Each of the above topics has associated resources that could be useful instructional supports for teaching the topic and skill involved in this DBQ. These include the AP Daily Videos, Topic Questions, and the Units’ Personal Progress Checks.
- i. Unit 8 Progress Checks offer the opportunity to check student understanding of fascism, and Unit 8 Topic Questions provide questions connected to the content in this DBQ.
- j. Unit 8 AP Daily videos that provide additional support for students on the topic of fascism.
- k. AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions may be found on the topic of historical developments, events, and processes related to fascism—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of a DBQ.
- l. 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: Effect of Overseas Expansion on European Economies 1450–1700

Max Score: 6

Mean Score: 3.18

What were the responses to this question expected to demonstrate?

The Long Essay Question (LEQ) asked students to formulate a thesis/claim in response to a prompt about a particular historical development or episode in European History. In the 2024 digital LEQ 2, the question asked students to evaluate the most significant effect of overseas expansion on the European economy between 1450 and 1700).

Responses were expected to relate effects of overseas expansion on European economics to the broader historical events, developments, or processes that occurred before, during, or continued after the period 1450 to 1700. Responses were expected to provide specific examples of evidence relevant to the effects of overseas expansion on the European economy from 1450 to 1700 and to use this historical evidence (at least two pieces) to support an argument about how overseas expansion affected European economics. Responses were expected to demonstrate the use of historical reasoning to frame or to structure an argument that addressed the prompt and, although the prompt directed students toward the historical reasoning process of causation, responses could also frame their arguments around other types of historical reasoning (comparison, continuity, and change over time).

Responses were 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 a significant effect of overseas expansion on the European economy by citing the rise in trade, the discovery of raw materials, the importation of new food crops, the increase in the amount of luxury goods, the rise of mercantilism, and the bolstering of the merchant class.

Most responses were also able to describe a broader historical development that occurred before, during, or after the time frame of the question. Responses were usually able to demonstrate how the Ottoman Empire restricting cross-Asian trade, the rise of absolute monarchies, early explorers, the trans-Atlantic slave trade, new technological inventions, the encomienda system, disease, and the Columbian Exchange contributed to the effects of overseas expansion on the European economy. Though some responses attempted to connect the effects of overseas expansion from 1450 to 1700 to the Industrial Revolution, these responses tended to be a passing reference and did not demonstrate a direct causal link from colonialism to the Industrial Revolution.

A large majority of responses were able to list or cite multiple pieces of evidence relevant to the effects of overseas expansion on European economics between 1450 and 1700. Most responses also used that evidence to support and/or frame an argument about how overseas expansion affected the European economy. Some responses merely described events from 1450 to 1700 without explaining how the events constituted an economic effect, for example discussing the impacts of disease on Native American

communities and the need to import enslaved Africans without explaining how these events affected the economies of European states. Other responses identified and explained a social or cultural effect of overseas expansion without linking it to an economic effect, for example explaining how the importation of potatoes led to healthier diets and a rise in population. A smaller group of responses demonstrated a lack of chronological understanding, for example discussing the Industrial Revolution and 19th-century imperialism, both of which are outside the time frame of the prompt.

Some responses demonstrated a complex understanding in a variety of ways. Some responses explained how multiple pieces of evidence [at least four] supported a nuanced argument: for instance, explaining how Europeans used the triangular trade to move enslaved Africans to grow sugar cane on plantations, how the Dutch East India Company manipulated the spice trade to build a consumer market, how the British grew tobacco to increase their nation’s profits, and how Spain mined gold and silver to become a leading power through mercantilism. Others were able to demonstrate complex understanding by comparing the economic effects of overseas expansion on different nation-states, for example how the Dutch established the Dutch East India Company after finding spices and dominating the spice trade in Malaysia compared to how the British used a cash crops such as tea to spur the rise of the British East India Company in the Americas.

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

- a. Most responses could identify an effect of overseas expansion on the European economy; however, some were unable substantiate their claim with a clear line of reasoning.
- b. Most responses were able to provide at least two pieces of concrete evidence from overseas expansion from 1450–1700 throughout the entire essay, but some struggled to use that evidence to support an economic argument. In this instance, they listed and merely described events, products, and people but did not manipulate them to prove how they triggered an economic effect.
- c. Many responses proved how overseas expansion caused a social or cultural effect in Europe without demonstrating how this development connected to an economic effect.
- d. Many responses struggled with chronology. In some cases, the responses used evidence from 19th-century imperialism, the Industrial Revolution, and cottage industry. Other responses confused colonialism in 1450–1700 with the Industrial Revolution and 19th-century imperialism and made arguments outside the time frame of the prompt.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Some responses did not substantiate their claim with a clear line of reasoning. 	<ul style="list-style-type: none"> • “The most significant effects of European overseas expansion on the European economy during the period 1450 to 1700 was the continuous stream of natural resources brought into Europe through the development of large-scale agriculture and plantation farming, and the development of the first international companies.”
<ul style="list-style-type: none"> • Some responses merely described or narrated events and developments that occurred from 	<ul style="list-style-type: none"> • “In the Caribbean, the slaves were used to increase the manufacturing of sugar from sugar cane. This sugar was then brought back to Europe to be sold as goods and it was much

<p>1450 to 1700 but did not use them to support an economic argument.</p>	<p>cheaper and easier for the companies to produce because they did not have to pay for slave labor.”</p>
<ul style="list-style-type: none"> Some responses explained how overseas expansion affected Europe socially or culturally but did not connect those developments to an economic effect. 	<ul style="list-style-type: none"> “Valuable food resources such as potatoes, tobacco, sugar cane (or molasses), corn, and tomatoes led to dramatic increases in population and life expectancy in Europe, which would allow Europe to have a more efficient workforce and workforce that lived longer, which led to an expanded and more efficient economy.”
<ul style="list-style-type: none"> Some responses struggled with chronology and made arguments outside the time frame of the prompt. 	<ul style="list-style-type: none"> “The middle class was also known as the consumer class as they were able to spend the money they had to buy things they wanted rather than they needed. This created a change in the economy because previously there was no middle class, there was just upper class and the lower peasant class, and now there were more people that had enough money to purchase whatever they wanted. The consumer market was on the rise, and this is what eventually led to the industrial revolution because there were so many consumers and not enough product to go around.”

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 clear line of reasoning. One way to do this is to use thesis exit slips throughout the year. Ten minutes before the end of a class that stresses causation through direct learning or in class activities, have students use what they gleaned in the lesson to write a thesis to a prompt that asks them to delineate the most significant effect and establish a clear line of reasoning.
- Teachers should revisit the historical skill of periodization. Within the four large AP framework time periods, teachers could help students understand significant dates. This can be done by having students complete annotated timelines for each time period or for different centuries, in which they mark key dates and several pieces of concrete evidence throughout the time period. This can help solidify which evidence belongs in each time frame and may also clarify change and continuity between time periods.
- Teachers should understand that the second analysis and reasoning point (complex understanding) is attainable for students through the adoption of one of the approaches contained in the rubric. One way to do this is through ranking activities. After a reading or an activity on causation, ask students to identify the most significant cause or effect, rank the subsequent causes or effects, and either provide reasoning for the ranking or explain how one cause/effect leads to another across time.

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

- a. Resources available in AP Classroom, especially those focused on Unit 1 might be useful instructional support for teachers in working with students on the topic of European overseas expansion 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 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.
- b. 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.
- c. Unit 1 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of European overseas expansion during the period 1450–1700.
- d. AP Daily Videos also provide a helpful resource to support student learning about European imperialism during the period 1450–1700.
- e. 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 1450–1700—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.
- f. The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by the College Board but also by other teachers.

Long Essay Question 3

Task: Long Essay Question

Topic: Effects of Centralization of Power 1650–1815

Max Score: 6

Mean Score: 3.28

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 effect of the centralization of state power in the period 1650 to 1815. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occurred 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 effect of the centralization of state power in the period 1650 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 causation, responses could also frame their arguments around other types of historical reasoning (comparison, or continuity and change over time). Responses were expected to demonstrate a complex understanding of the most significant effect of the centralization of state power in the period 1650 to 1815. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of changes by analyzing the rising spirit of revolution in reaction to the centralization of power by monarchs. They could also explain a change across time, e.g., nobles experienced a loss of relative power through the policies of Louis XIV. 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 an effect of centralization of power between 1650 and 1815. Most responses discussed the effects of centralization, including the changes to the power of nobility, the spread of Enlightenment thought, or the rise of revolutionary ideas. Some responses were more nuanced than others, with multiple effects addressed or multiple examples cited. Some responses used the historical thinking skill of causation noting how the policies of Louis XIV, Louis XVI, or James II led to a desire for revolution (Intendent system, patronage of nobles, ignoring the Test Act). These responses had multiple pieces of evidence supporting multiple arguments. A smaller group of responses exhibited a lack of chronological understanding, discussing, for example, the immediate responses to Henry VIII, Elizabeth I, or James I of England as effects of centralization; these examples are outside the time frame of the question. Other responses failed to provide specific effects due to the centralization of power in a particular country.

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 purely on how power was consolidated, such as Louis XIV building Versailles, without linking it to a resulting specific effect. 	<ul style="list-style-type: none"> “For example, in France, Louis XIV created the Palace of Versailles, a place created to house the Nobles of France. This diminished their power as now the King could look after all them as they was congregated into the same place, causing the Nobles to lose some of their power and sovereignty.” <i>(This response discusses the impact of the Palace of Versailles on the power held by the noble class in France.)</i>
<ul style="list-style-type: none"> Some responses provided a claim in their theses but did not then establish a line of reasoning 	<ul style="list-style-type: none"> “The centralization of state power from 1650–1815 caused extreme political unrest throughout Europe, and this is well represented through the French Revolution, English Civil War, and the new forms of thought that began from the consolidation of power.” <i>(The response describes the effect of centralization of power through specific, relevant examples as a line of reasoning.)</i>
<ul style="list-style-type: none"> Some responses neglected to describe a broader historical context relevant to the prompt. 	<ul style="list-style-type: none"> “During the Protestant Reformation, people began to become more observant of how corrupt the Church is, which led to a more secular government and state. This separation of the Church and the government soon led to the government realizing that they needed to centralize to maintain their power without the help and influence of the Church.” <i>(The response discusses how the Protestant Reformation created an atmosphere in Europe that would lead to consolidation of political power.)</i>

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

- Teachers should instruct students to use historical reasoning to construct an argument in response to the prompt. In the case of a question asking about effects, responses must develop a historically significant change or consequence to frame an argument that goes beyond their thesis.
- 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 an effect question within a

specific time period, context may often be a narrative of events or processes that occurred prior to the opening date or showing change over time leading to the topic of the prompt.

- c. 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 use historical reasoning (comparison, causation, continuity, or change) or sophisticated argumentation (multiple themes or perspective, effective use of multiple pieces of evidence) If a prompt asks students to identify a most significant effect, for example, the student could give multiple effects and explain the reasoning behind these different effects to the same theme, event, or era.
- d. 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 Units 1–4, might be useful instructional support for teachers in working with students on the topic of the most significant effect of the centralization of state power in the period 1650 to 1815 as well as with the skills students need to successfully respond to an LEQ:

- a. TOPIC 1.5—New Monarchies
- b. TOPIC 1.7—Rivals on the World Stage
- c. TOPIC 2.2—Luther and the Protestant Reformation
- d. TOPIC 2.3—Protestant Reformation Continued
- e. TOPIC 2.4—Wars of Religion
- f. TOPIC 2.6—16th Century Society and Politics
- g. TOPIC 2.8—Causation in the Age of Reformation and the Wars of Religion
- h. TOPIC 3.1—Contextualizing State Building
- i. TOPIC 3.2—The English Civil War and the Glorious Revolution
- j. TOPIC 3.5—The Dutch Golden Age
- k. TOPIC 3.6—Balance of Power
- l. TOPIC 3.7—Absolutist Approaches to Power
- m. TOPIC 3.8—Comparison in the Age of Absolutism and Constitutionalism
- n. TOPIC 4.3—The Enlightenment
- o. TOPIC 4.5—18th-Century Culture and Arts
- p. TOPIC 4.6—Enlightened and Other Approaches to Power
- q. 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.
- r. Unit PCs and Topic questions offer a number of opportunities, through MCQs, and FRQs to check for student understanding of Europe’s economic relations with the rest of the world in the 19th century.
- s. AP Daily Videos also provide a helpful resource to support student learning about European art from 1650–1815.
- t. 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 centralization from 1650–1815. 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.

Long Essay Question 4

Task: Long Essay Question

Topic: Most Significant Effect of the Spread of Democratic Ideas on European Politics in the 1800s

Max Score: 6

Mean Score: 2.33

What were the responses to this question expected to demonstrate?

The Long Essay Question (LEQ) asks students to demonstrate an ability to apply certain historical thinking skills and to demonstrate specific content knowledge. With respect to historical thinking skills, the LEQ emphasizes the skills of context, argumentation and making connections (skills 4, 5, and 6). Accordingly, responses were expected to formulate a thesis in response to a prompt about a particular historical development or period in European history that also established a clear line of reasoning, situate that thesis in a relevant historical context, and develop an argument to support the thesis. In developing the argument, the response also needed to provide at least two specific and relevant pieces evidence in support of its points, employ historical reasoning, and demonstrate a complex understanding of a particular development in European history, in part by identifying patterns and connections between developments in different parts of Europe, or by explaining relationships between developments across time periods.

In 2024, LEQ 4 asked students to evaluate the most significant effect of the spread of democratic ideas on European politics in the 1800s. On the one hand, this prompt created an expectation that the response’s argument engages with causation as a form of historical reasoning. On the other hand, it established particular expectations as to content. In part, this was to be demonstrated by the description of an appropriate context for the historical development in question (the spread of democratic ideas in the 1800s), especially in the form of remarks on the “rise” of democratic ideas in Europe before 1800.

Furthermore, in stating the thesis and developing the argument, responses were expected to demonstrate an understanding of the consequences of the spread of democratic ideas on European political life in the nineteenth century.

Note that the responses did not have to address developments throughout the 1800s; they could concentrate just on, for example, the first half of the period. In addition, the prompt’s reference to “democratic ideas” created an opportunity for responses to comment on the relationship between political and social conditions in Europe during the 1800s.

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?

The majority of responses demonstrated considerable ability to evaluate the most significant effect of the spread of democratic ideas on European politics in the 1800s. Most frequently, the responses discussed the links between the spread of democratic ideas and political revolution after 1815, especially in the context of the Revolutions of 1848. Others, concentrating more on the first half of the period, called attention to conservative attempts to prevent the spread of and limit the effect of democratic ideas, for example, via the Concert of Europe, the Holy Alliance, censorship, and policies like the Carlsbad Decrees (within the German Confederation). Some responses adeptly discussed both of these tendencies, characterizing the first part of the period as one dominated by conservative responses to democratic ideas, which then prompted democratic-based revolution and revolt. Another angle explored in some responses was to link the spread of democratic ideas to the rise of (popular) nationalism, which also played a role in the revolutions of 1848 and, thereafter, unification movements in Italy and Germany. Finally, numerous responses connected the

spread of democratic ideas in the 1800s to the emergence of new political movements and organizations (including political parties and labor organizations) and the spread of constitutionalism, especially after 1848.

Overall, the responses exhibited a ready capacity to describe a relevant historical context for their evaluation of the effect of the spread of democratic ideas. In most cases, this meant discussing intellectual and political developments in the late 1600s (namely, the Glorious Revolution in England and the English Bill of Rights) and/or the 1700s (the Enlightenment and, especially the French Revolution). A number of essays also highlighted the role of Napoleon in spreading democratic ideas across Europe at the turn of the eighteenth into the nineteenth century. By contrast, responses that focused more on the Revolutions of 1848 and subsequent political developments (including national unifications) often cited the conservative political system created at the Congress of Vienna as the proper context for discussing the spread of democratic ideas and their political consequences in the 1800s.

Lastly, most responses showed an ability to state a clear claim that established a line of reasoning with respect to the effect of the spread of democratic ideas on political life in the 1800s (“thesis”). A strong majority of responses also proved capable of mobilizing at least two specific pieces of relevant evidence in support of their argument(s). Many students also showed that they could use historical reasoning, above all, causation, to structure an argument. Namely, they set up an argument that showed how the diffusion of ideas about democracy promoted revolution, or that they prompted political rulers to accept constitutions and representative institutions (parliaments). Only a minority of the responses, however, succeeded in demonstrating a complex understanding of the effect of the spread of democratic ideas on European politics in the 1800s. Those that did tended to explain multiple themes (linking political developments to changes in social or cultural life), establish connections within and across geographical areas in Europe (e.g., radical political change in France, gradual reform in Britain, and “coopted” constitutionalism in Germany), or deploy at least four pieces of specific and relevant evidence to add nuance and complexity to the argument.

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 struggled to state a thesis that responded to the prompt, instead proposing a claim that established a line of reasoning to explain developments in the 1700s (the French Revolution) rather than in the 1800s. 	<ul style="list-style-type: none"> “The most significant consequence of the spread of democratic ideas on Europe during the 19th century was the toppling of old governments and a move away from sovereignty [...] defined by top-down elites but rather through the people, building on previous seeds sown in the 18th and 17th centuries.”
<ul style="list-style-type: none"> Some responses failed to address the central task proposed by the prompt. For example, instead of “evaluating the most significant effect” (which implies focusing on ONE major effect), the response proposes to discuss multiple effects of the historical development in question, often without identifying which of them is more important. 	<ul style="list-style-type: none"> “The most significant effect of the spread of democratic ideas on European politics in the 1800s was an increase in challenges to traditional governments by nationalist and liberal forces.”

<ul style="list-style-type: none"> Some responses had difficulties providing specific evidence that was relevant to the topic of the prompt in support of their arguments. Most frequently, they attempted to present details from the French Revolution (especially the period from 1789-1799) as evidence. But there were also efforts to use information from developments outside of Europe (American and Haitian revolutions) or from the 20th century (World War One, the Cold War) as evidence. 	<ul style="list-style-type: none"> “By 1848, when a year of revolutions broke out across Europe, the French monarchy was [...] toppled for a final time, and a new democratic government was instated.” <i>(Used in support of an argument that revolutions exploded in Europe in 1848, “driven by both nationalism and a desire for democracy.”)</i> “Fearing the potential of revolution, the British government was forced into expanding the right to vote by popular demand through the Reform Acts over the 19th century” <i>(Used to support an argument about the more gradual “democratization” of political life in Britain.)</i>
<ul style="list-style-type: none"> Some responses suggested that the student misunderstood the prompt and its basic expectations. For instance, they tried to establish an argument about how democratic ideas spread, instead of exploring the effect of the spreading of democratic ideas on political life. Alternatively, they proposed only to evaluate the most significant changes in European politics during the 1800s, without explicitly linking these changes to the spread of democratic ideas (this occurred most frequently when the response emphasized the importance of nationalism and/or imperialism). 	<ul style="list-style-type: none"> “While the spread of democratic ideas in the 1800’s brought on many new ways of thinking and change, the most significant effect was the feeling of power it gave the people of Europe to fight for their rights and take their independence.”

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?

- After discussing what a thesis statement is, teachers should have students practice writing thesis statements that make a specific claim relating to a prompt and establish a line of reasoning. Peer-review of proposed thesis statements also provides a way for students to understand better how to realize both of these pieces of a valid thesis. Teachers should also encourage students to write a conclusion for every essay, since this provides a valuable opportunity to rearticulate the essay’s thesis.
- Teachers should discuss with their students how to determine a prompt’s primary expectations, both with respect to content and skills. Again, this could be a group activity, in which small groups of students are formed, each given a prompt, and then each group asked to explain the main things the prompt expects them to do. In the case of this LEQ, this might help students to focus on the central role of “democratic ideas” in both the thesis and the argument, while also paying closer attention to what “the 1800s” means in real terms (e.g., the French Revolution is basically over before 1800).

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 the spread of European

democratic ideals in the 1800s as well as with the skills students need to successfully respond to an LEQ. In particular, topics related to the effects of the French Revolution, the Congress of Vienna, the 1848 Revolutions, and the growth of political parties would provide useful starting points.

- b. 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.
- c. Units 6 and 7 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the spread of democratic ideas in Europe in the nineteenth century.
- d. AP Daily Videos also provide a helpful resource to support student learning about European democracy in the 1800s.
- e. 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 in the 1800s—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.
- f. 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.