



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

• Number of Students Scored	379,385		
• Number of Readers	2,068		
• Score Distribution	Exam Score	N	%At
	5	45,160	11.9
	4	122,365	32.3
	3	74,283	19.6
	2	104,072	27.4
	1	33,505	8.8
• Global Mean	3.11		

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

Short Answer Question 1

Task: Short Answer Question

Topic: Muslim-Hindu Interactions in Mughal India Secondary

Max Score: 3

Mean Score: 2.13

What were the responses to this question expected to demonstrate?

Students were expected to answer three questions based on a passage from a secondary source by Howard Spodek and Michele Louro regarding interactions between Hindus and Muslims during the Mughal Empire. For part (a) students were to identify a claim made by the authors mentioned in the first paragraph of the passage. For part (b) students were asked to identify one piece of evidence that the authors use to support their claims about cultural interactions between Hindus and Muslims in the second paragraph. Finally for part (c) students were to explain why Mughal rulers would have encouraged the interactions described in the passage.

The question tested content primarily from Units 3 and 4 of the course framework although students could also leverage knowledge from Unit 1, especially in their responses to part (c). The question primarily addressed content from Topics 3.2, 3.3, and 4.7.

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?

Responses were successfully able to identify various interactions between Hindus and Muslims under the Mughals. References to “population growth” and through “migration and conversion” were commonly identified as claims found in the first paragraph. Students were also successful at identifying evidence from the second paragraph that included reference to the interactions between Hindu and Muslim painters, poets, and religious figures. Many students were also able to explain that Mughal rulers would encourage interactions between Hindu and Muslims in order to prevent rebellion, legitimize their rule, or increase the power of the empire.

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

Though responses were generally strong for this question, there were some recurrent misconceptions that prevented some responses from earning points. For part (a) students would not earn the point if their response was a generalization of global or regional migration. Additionally, the general discussions of commerce or interaction of peoples without reference to India would not earn the point. For part (b) students would not earn the point if the response simply referred to “artistic innovations” or “syncretism” without connecting those to the authors’ claim about cultural interactions between Hindus and Muslims. For part (c) students often did not earn the point if the response failed to explain how an innovation, religious tolerance, or economic activity was connected to promoting unity or peace, legitimizing foreign rule, or expanding state power.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “One reason why the Mughal rulers would have encouraged the interactions described in the passage is to show the evolution and progress in the lives of the people.” 	<ul style="list-style-type: none"> “One claim that the author makes in the first paragraph is how in the Mughal Empire, the interaction between Hindus and Muslims were shared through different forms of art, way of social life, and cultural beliefs.”
<ul style="list-style-type: none"> “Under the rule of the Mughal Empire, Hindus and Muslims were able to live, interact, and discover new things together peacefully” (as a claim for paragraph one) 	<ul style="list-style-type: none"> “One reason the Mughal rulers would have encouraged cross-cultural interactions between Muslims and Hindus would have been to maintain and promote peace in their empire.”

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 should be given multiple opportunities to work with secondary sources to reinforce the practice of identifying historians’ claims and arguments and recognizing the ways in which historians use evidence to support or refute claims. Working with secondary sources would set students on the path to success with these types of questions. Second, it would be helpful to students if they understood clearly the tasks of “identify” and “explain.” Part (c) of the question was slightly more challenging for students as it required them to go beyond making a claim or using evidence from the passage and, based on their own knowledge of the religious and political makeup of the Mughal Empire, explain the willingness of Mughal rulers to encourage the cross-cultural interactions identified in the passage.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an SAQ on Muslim-Hindu interactions in Mughal India during the period circa 1450 to 1750.
 - Unit 3 Topics 3.1, 3.2, 3.3, and Unit 4 Topic 4.7 focus on land-based empires and treatment of minorities. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - AP Classroom contains AP Exam On-Demand Review videos for 2024, 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically used for answering an SAQ—this is addressed in Practice Session 3 for 2024, Practice Sessions 2 and 6 for 2023, Review Session 6 for 2022, and Review Sessions 4 and 8 from 2021.
 - AP Classroom has Topic Questions and Personal Progress Checks for each unit that include SAQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an SAQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills. These skills can be selected in the “Skill Category and Skill” tab located

within the Question Bank tab/All Questions. Teachers can also search by “Unit and Topic,” “Learning Objective,” or “Thematic Focus.”

- Additionally, AP Classroom contains resources under the Course Guide/Overview/Teacher Resources/More Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary and secondary sources, the skills of argument development, contextualization, comparison, continuity, and change and include handouts for students.
- The Online Teacher Community includes a library of resources provided by AP teachers.

Short Answer Question 2

Task: Short Answer Question

Topic: Nazi Party Election Poster Primary

Max Score: 3

Mean Score: 1.92

What were the responses to this question expected to demonstrate?

Students were expected to answer three questions based on a primary-source image: an election poster from 1932 urging people to vote for the German National Socialist Party. For part (a), students were asked to identify a likely political purpose of the image. For part (b), students were asked to explain a way that the image illustrated the economic situation of the period after the First World War. For part (c), students were asked to explain a way that the rise of the German National Socialist Party led to the Second World War.

The question tested content primarily from Unit 7 of the course framework, specifically Topics 7.4, 7.5, and 7.6. Students could also leverage knowledge from Topics 7.2, 7.3, and 7.7 to better develop their responses.

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?

Students did very well on this question. Most were able to correctly identify the purpose of the image, which was to get votes for the Nazi party and to stoke discontentment with the government of Germany in 1932.

Many responses successfully explained the lasting impact of the Treaty of Versailles on the politics and economy of Germany during the Interwar period. Many responses also correctly identified the Holocaust as part of the Second World War, and successfully explained that the rise of the Nazi party led to intense nationalism and aggressive militarism.

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

Some responses limited their analysis of the image to stating that it depicts general economic problems, instead of explaining the specific economic situation of the period after the First World War. Some responses conflated socialism, communism, and fascism. A fair number of responses misunderstood the extent of anti-Semitism during the interwar period, and falsely asserted that the Allied powers intervened to stop the Holocaust.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">“The rise of the German National Socialist Party led to the Second World War through the suppression of Jews via the Holocaust. The Holocaust was a mass imprisonment and genocide of Jewish people. This genocide led to countries taking a stand to Germany, ultimately igniting the spark of World War II.”	<ul style="list-style-type: none">“The rise of the German National Socialist Party led to the Second World War because its foundation was built on vengeful ideas caused by the end of the First World War that plunged Germany into an economic depression. It was because of this the Socialist Party increased their military and eventually invaded Poland and went to war with the allies.”

- “One way the German National Socialist Party led to the Second World War was by imposing socialist ideas into Germany. Under socialist rule there were questionable things going on in Germany that ended up with neighboring countries getting involved. These influences ended up with conflicts in Europe that eventually spiraled into WWII.”

- “With the rise of the party, Hitler got more control, and began to demand for land such as the Rhineland and surrounding parts of Germany. Although the Western powers appeased his demands, eventually, they were fed up and declared war on Germany.”

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 should practice addressing each of the three tasks in a Short Answer Question as directly and specifically as possible, keeping in mind that the three tasks are distinct and the same response would not earn points for more than one part. Responses to this question showed that a significant number of students still need practice crafting answers to task that require explanation rather than identification (parts (b) and (c) in this question). Teachers should also continue to encourage their students to be vigilant about removing hindsight bias from their responses and urge them to ground their analysis in the actual images and/or words of the document. Lastly, teachers should emphasize that students need to connect the specific circumstances of a primary source to larger historical trends and continuities when crafting their historical explanations.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an SAQ on the First and Second World Wars and the rise of the Nazi party during the twentieth century.
 - Unit 7 Topics 7.4, 7.5, and 7.6 focus on Global Conflict as do other topics in the unit that students could draw on to help support their responses (Topics 7.2, 7.3, 7.7, and 7.9). All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - AP Classroom contains AP Exam On-Demand Review videos for 2024, 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically used for answering an SAQ—this is addressed in Practice Session 3 for 2024, Practice Sessions 2 and 6 for 2023, Review Session 6 for 2022, and Review Sessions 4 and 8 from 2021.
 - AP Classroom has Topic Questions and Personal Progress Checks for each unit that include SAQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an SAQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab/All Questions. Teachers can also search by “Unit and Topic,” “Learning Objective,” or “Thematic Focus.”
- Additionally, AP Classroom contains resources under the Course Guide/Overview/Teacher Resources/More Resources/Professional Learning tab that includes videos and other instructional

resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary and secondary sources, the skills of argument development, contextualization, comparison, continuity, and change and include handouts for students.

- The Online Teacher Community includes a library of resources provided by AP teachers.

Short Answer Question 3

Task: Short Answer Question

Topic: European Colonialism and Indigenous Americans 1450–1750 No Stimulus

Max Score: 3

Mean Score: 1.78

What were the responses to this question expected to demonstrate?

Students were expected to answer three questions about the conquest and colonization of the Americas by Europeans and its impact on the Indigenous population and the global economy. For part (a), students were to identify one method Europeans used to expand their empires in the Americas. For part (b), students were to explain how European colonization affected Indigenous societies in the Americas. Finally, for part (c), students were to explain how the interactions between Europeans and Indigenous American societies contributed to the development of a global economy in the period from 1450 to 1750.

The question tested content primarily from Unit 4 of the course framework, although students could also use knowledge from Unit 1 as background or contextual information in their responses regarding pre-Columbian states and societies in the Americas. The question primarily addressed content from Topics 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7.

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 showed a strong grasp of course content especially relating to the impact of the European conquest on the Indigenous population of the Americas. For part (a), most responses successfully identified the use of gunpowder weapons as a method used by Europeans to expand their empires in the Americas during the period before circa 1750. For part (b), most responses successfully explained the effects of disease on the Indigenous population leading to “the Great Dying.” Other successful answers included religious conversion or syncretism, as well as the incorporation of the of the Indigenous population into forced labor systems such as the *encomienda* system and the Spanish adoption of the Inca *mit’a* system. For part (c), the most commonly explained development was the Columbian Exchange and its effects on bringing the world’s economies closer together through the production and global trade of cash crops, such as sugar, cotton, and tobacco. Other successful responses to this part focused on how the coerced labor of Indigenous Americans in silver mines like Potosi resulted in the global flow of silver from the Americas to Europe and East Asia.

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

Common errors for part (a) included discussions of maritime technologies and navigational practices, which facilitated European exploration of the Atlantic but were not used as methods to expand European empires in the Americas. Many responses discussed mercantilism as a response to part (a); these were generally not successful as they often struggled to establish a clear connection between mercantilism as an economic framework and/or a motivation for imperialism and actual methods used in empire building and/or imperial expansion. Other responses that failed to earn the point for part (a) attempted to discuss the Columbian Exchange as a method of imperial expansion, or offered generalized statements such as “they used violence.” Common errors for part (b) included discussions of out-of-period United States-centered content such as Manifest Destiny, treaties with Native Americans, the Trail of Tears, reservations, etc.. The most common errors for part (c) included student discussions of European discoveries of natural resources in the Americas,

without connecting those to the resulting interactions between Europeans and Indigenous Americans, or the global economic impact of such interactions.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “One method Europeans used to expand their empires in the Americas in the period c. 1450–1750 was industrialization.” 	<ul style="list-style-type: none"> “One way Europeans expanded their empires into the Americas was by establishing settler colonies. They sent Europeans to the Americas and had them start building settlements. This way the empires sponsoring these expeditions could be sure the people claiming the land were loyal only to the empire and would further its interests alone.”
<ul style="list-style-type: none"> “One method the Europeans used to expand their empires in the Americas ... was the use of boats on the Atlantic Ocean” 	<ul style="list-style-type: none"> “By forcing indigenous peoples in the Americas to mine silver, Europeans were able to export silver to Europe, at which point it was used to trade for luxury goods such as silk ... thus contributing to the development of a global economy in the period circa 1450–1750”

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 encourage students to read and analyze the three parts of the prompt carefully before they begin writing their answers. Make sure students understand the level of specificity that is required for their responses to earn the points for each task and, ideally, include at least one specific historical example in each of the three parts of their answer. Keep in mind that broad descriptions and generalization usually do not earn points. Train students to frame their responses, especially for “explain” tasks, with explicit references to the prompt (e.g., “this helped contribute to the development of a global economy because ...”). Practice periodization and chronological understanding with students.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an SAQ on the conquest and colonization of the Americas and the impact on the Indigenous population and the global economy during the period circa 1450 to 1750.
 - Unit 4 Topics 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7 focus on European exploration, the Columbian Exchange, the establishment of maritime empires, and the resulting impact on the Indigenous population. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - AP Classroom contains AP Exam On-Demand Review videos for 2024, 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically

used for answering an SAQ—this is addressed in Practice Session 3 for 2024, Practice Sessions 2 and 6 for 2023, Review Session 6 for 2022, and Review Sessions 4 and 8 from 2021.

- AP Classroom has Topic Questions and Personal Progress Checks for each unit that include SAQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an SAQ.
- The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab/All Questions. Teachers can also search by “Unit and Topic,” “Learning Objective,” or “Thematic Focus.”
- Additionally, AP Classroom contains resources under the Course Guide/Overview/Teacher Resources/More Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary and secondary sources, the skills of argument development, contextualization, comparison, continuity, and change and include handouts for students.
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Short Answer Question 4

Task: Short Answer Question

Topic: European Imperialism and Asia 1800–1914 No Stimulus

Max Score: 3

Mean Score: 1.34

What were the responses to this question expected to demonstrate?

Students were expected to answer three questions on the effects of European imperialism in the period circa 1800–1914, without stimulus. For part (a), students were asked to identify one way Asians resisted Western imperialism in this period. For part (b), students were asked to explain one-way European imperialism changed the cultures of people in Asia. Lastly, for part (c), students were asked to explain one way European imperialism in Asia contributed to changes in the global economy.

The question tested content primarily from Unit 6 of the course framework, although students could also use knowledge from Unit 5 as background or contextual information, particularly in their responses to part (c). The question primarily addressed content from Topics 6.3, 6.5, 6.6, and 6.7, with additional opportunities to leverage knowledge from Topics 6.1, 6.2, and 6.4.

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?

Many responses successfully identified various ways that Asians resisted Western imperialism in part (a). References to isolationist policies were the most common, but we also saw discussions of revolts / rebellions, and nonviolent protest / political organizing as methods of resisting imperialism. Responses to part (b) were often able to explain successfully how imperialism changed the cultures of people in Asia, with most discussing changes in language and religion (through the spread of Western education and the efforts of Western Christian missionaries), and others discussing changes in the material culture and/or consumer behavior of some Asian groups through practices such as the adoption of Western civilian and/or military clothing. For part (c), students generally had more difficulty with explaining how European imperialism contributed to changes in the global economy, although those who did so successfully often used examples such as the creation of spheres of influence in China or of Japan’s successful industrialization program that quickly allowed that country to compete with globally with Western countries.

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

Though responses were generally strong for this question, there were some recurrent misconceptions that prevented some responses from earning points. For part (a), a number of responses did not earn the point because they were too vague or used examples outside of the time period. For part (b), responses that did not earn the point gave examples of a technological, economic, or political changes instead of a cultural change (such as industrialization or the Opium Wars). For part (c), responses that did not earn the point included those that referenced developments outside of the time period (for example, the use of paper money), those that made vague or overgeneralized claims (for example, the claim that imperialism caused more trade in Asia), or those that did not explain how the examples they were providing contributed to changes in the global economy, as opposed to local or regional economies.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “One way European imperialism changed cultures in Asia was the separation of Muslim and Hindus in India. Before Britain left India they partitioned India into a Muslim Pakistan and Hindu India. Because of this, cultural/ethnic wars broke out between India and Pakistan over a piece of land which still goes on until the 21st century.” 	<ul style="list-style-type: none"> “One way Asians resisted Western imperialism was Japan’s closing off of trade to all people except the Dutch. The Japanese feared the Western ideals/religion would disrupt their society and did not want to be taken advantage of like most imperial colonies were.”
<ul style="list-style-type: none"> “One way European imperialism in Asia contributed to the global economy included exploitation of materials and resources. Additionally, the Europeans interfered with trade such as the Opium Wars. The British and the Chinese interacted with resources such as opium but went downhill from there.” 	<ul style="list-style-type: none"> “One way European imperialism in Asia contributed to changes in the global economy in the period 1800–1914 was by making most of the countries in Asia economy’s based on exports to the industrial European countries. This shifted the global scale of economic power to the West away from the former powerhouse of Asia.”

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?

Although overall students scored well on this question, the majority of responses that did not score well were due to either 1) vagueness/issues of terminology; 2) confusion over whether examples were in the time period; or 3) difficulty connecting specific historical developments in relation to a larger pattern of continuity and/or change (i.e., the global economy in part (c)). Teachers should have students practice answering questions in the short-answer format by offering writing assignments that require concise, tightly worded responses, including identification or description of course content and brief explanations or analyses of the connections (causal, comparative, or continuity-and-change) between major historical developments. Since responses showed that many students struggle to associate historical events to broader analytical categories (for example cultural versus political development), teachers should reinforce categorization by having students classify multiple historical developments from a given course unit to such broader categories. Teachers should also work to strengthen their students’ chronological and periodization skills, as well their ability to contextualize newly learned course content or make connections between events across time and space. Assignments that prompt students to “zoom out” at the end of each unit might help address gaps in students’ mastery of all these types of skills.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an SAQ on the effects of European imperialism during the period circa 1800 to 1914.
 - Unit 6 Topics 6.3, 6.5, 6.6, and 6.7 focus on imperialism, the impact on the peoples of Asia, their resistance to imperialism, and the impact on the global economy as do other topics in the unit

that students could draw on to help support their responses (Topics 6.1, 6.2, and 6.4). All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.

- AP Classroom contains AP Exam On-Demand Review videos for 2024, 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically used for answering an SAQ—this is addressed in Practice Session 3 for 2024, Practice Sessions 2 and 6 for 2023, Review Session 6 for 2022, and Review Sessions 4 and 8 from 2021.
- AP Classroom has Topic Questions and Personal Progress Checks for each unit that include SAQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an SAQ.
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- Additionally, AP Classroom contains resources under the Course Guide/Overview/Teacher Resources/More Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary and secondary sources, the skills of argument development, contextualization, comparison, continuity, and change and include handouts for students.
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Question 1—Document-Based Question

Task: Document-Based Question

Topic: Communism Effects on Soviet and/or Chinese Society

Max Score: 7

Mean Score: 3.38

What were the responses to this question expected to demonstrate?

Responses to this question were expected to demonstrate an understanding of the extent to which communist rule transformed Soviet and/or Chinese society. Students responses were also expected to place the prompt in a broader historical context and to describe and analyze the content of documents. They also needed to construct an argument and use the documents and outside evidence to support an argument. The question tested content primarily from Units 7 and 8 of the course framework while also providing students with opportunities to bring up knowledge from Units 5 and 6 to earn the contextualization and evidence beyond the documents points.

The documents provided students with a variety of perspectives on the issue including a balance of Soviet and Chinese documents. Some of the documents emphasized changes in the social and economic status of women and policies empowering workers. Other documents emphasized the negative impacts of communist rule on society, including Communist Party corruption, economic mismanagement leading to famine and food riots, and the use of state violence against dissidents or people accused of being enemies of the regime. The last document showed the disparity between communist ideology and people’s economic aspirations.

The question primarily addressed content from Topics 7.4, 7.6, and 8.4, with contextualization and evidence-beyond-the-documents opportunities from Topics 5.8, 6.5, 7.1, 7.5, 7.7, 8.2, 8.3, 8.6, and 8.8.

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?

Responses that successfully answered this question demonstrated a solid understanding of the rise of 20th century communist rule in China and/or the Soviet Union as well as of the impact of communist ideology on the Chinese and Soviet governments’ social and economic policies. The documents illustrated many different changes in the daily lives of Chinese and/or Soviet citizens under communist rule, and the responses were generally successful in identifying and analyzing broad categories of change, including in the role of women in society, the impact of communist rule on families, the increase of educational opportunities, especially for workers, and the repressive policies of communist governments against entire categories of their own citizens. Responses generally showed a good understanding of the documents with few misinterpretations.

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

Students were not always successful in describing the broader historical context relevant to the prompt. This was surprising, considering that the course framework includes a wide range of content that could be used to contextualize the communist revolutions in Russia and China, including Marxism, the First World War, the decline of empires, etc. Some responses included various definitions and explanation of what communism is, but did not relate that knowledge to what the prompt was asking.

Students also often struggled with the sourcing of the documents. Many responses included language signaling attempts to source the documents (“the purpose of the document is,” “the point of view of the author is,” etc.), but would then go on to describe the information included in the document or state their argument about the document, rather than explain the relevance of the author’s point of view, purpose, historical situation, or audience to an argument.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “Document 6 was published in a political magazine so this was for the public to see. Xia Ping, the author of the document, her point of view was that women should be treated fairly.” (SOURCING—failed attempt to source the point of view of the author of Document 6 through description of the document) 	<ul style="list-style-type: none"> “With Mao Zedong, his Great Leap Forward plans had also resulted in famine because he did not want outside countries noticing the weakness of China. By exporting more than they had, China fell under a famine because of the policies of Mao.” (EVIDENCE BEYOND THE DOCUMENTS—accurate description of information not in the documents about the impact of Mao Zedong to support an argument about famine as a change in Chinese society)
<ul style="list-style-type: none"> “Communist rule changed society in political and economic ways.” (THESIS—failed attempt to give a line of reasoning or description of any changes in society) 	<ul style="list-style-type: none"> “In Russia, the Russian revolution overthrew the Romanov dynasty and the Bolsheviks took power. This event marked the change of the Russian empire into the Soviet Union and led to the adoption of communism as the Soviet’s state ideology.” (CONTEXT—successful explanation of the rise of communist rule in Russia leading to change)

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 need to emphasize the importance of in-depth reading of the documents so that students are able to use the documents effectively to build and develop an argument, as well as to evaluate the strengths and limitations of each document based on an analysis of the four components of sourcing. Students need practice in the classroom with guidance from teachers to improve their document-reading skills. Providing students with frequent exposure to primary sources to build arguments and offering specific, targeted feedback on what was effective and ineffective in their responses is the key to success. This can be done through class discussions, group work, or individual assignments. Emerging writers often need to see effective examples of sourcing documents so they can model the process in their own writing.

Once students begin to write full DBQ responses, feedback should be targeted according the dimensions of the Document-Based Question (DBQ) rubric. Teachers should provide targeted feedback on the specific points of the rubric that were either earned or not earned, with detailed explanations for why or why not the response scored these points. Writing assignments that are returned to students should be annotated, much like the benchmark and training feedback samples, so that students can see exactly where these skills are demonstrated or where these skills need improvement. The exact conditions of the AP Exam, such as timing,

format, digital applications, etc., are not as important earlier in a school year, but should be modeled as students get closer to the AP Exam administration.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for a DBQ on the effects of communism on Soviet and/or Chinese society in the twentieth century.
 - Content from the following units and topics focused on this prompt with regard to historical background, contextualization, and evidence beyond the documents: Unit 7 (Global Conflict) Topics 7.1, 7.4, 7.5, 7.6, and 7.6; Unit 8 Topics (Cold War) 8.2, 8.3, 8.4, 8.6, and 8.8; Unit 5 (Nationalism) Topics 5.8 and 5.9; Unit 6 (Imperialism) Topic 6.5. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - AP Classroom contains AP Exam On-Demand Review videos for 2024, 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically used for answering the DBQ—this is addressed in Practice Sessions 7 and 8 for 2024, Practice Sessions 4 and 8 for 2023, Review Session 8 for 2022, and Review Sessions 4 and 8 for 2021.
 - AP Classroom has Topic Questions and Personal Progress Checks for each unit that include DBQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer a DBQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab/All Questions. Teachers can also search by “Unit and Topic,” “Learning Objective,” or “Thematic Focus.”
- Additionally, AP Classroom contains resources under the Course Guide/Overview/Teacher Resources/More Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary and secondary sources, the skills of argument development, contextualization, comparison, continuity, and change and include handouts for students.
- The Online Teacher Community includes a library of resources provided by AP teachers.

Long Essay Question 2

Task: Long Essay Question

Topic: Networks of Exchange and Social or Cultural Change in Afro-Eurasia 1200-1750

Max Score: 6

Mean Score: 3.11

What were the responses to this question expected to demonstrate?

Students were asked to develop an argument that evaluates the extent to which networks of exchange contributed to social or cultural change in Afro-Eurasia between 1200–1750. The question primarily addressed content from Units 2 and 4 of the course framework, while also providing students with opportunities to bring up content knowledge from Units 1 and 4 to earn the contextualization and evidence points.

The question primarily addressed content from Topics 2.1, 2.3, 2.4, 2.5, 3.4, 4.4, and 4.5, with additional contextualization and evidence opportunities available from other topics from Units 1, 2, 3, and 4.

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 of the responses focused on the major networks of exchange from Unit 2: The Silk Roads, Indian Ocean Maritime System, and Trans-Saharan Trade Routes. The majority of responses earned the point for historical reasoning by discussing the causes and effects of traveling along the various networks of exchange.

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

Some responses focused on how the Columbian Exchange changed societies and/or culture in the Americas rather than Afro-Eurasia. A fair amount of responses confused which religions traveled along which trade networks.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">“Mansa Musa spread Christianity throughout Africa” (EVIDENCE—Not historically defensible)	<ul style="list-style-type: none">“Through Indian traders traveling through Srivijaya to China, a vast majority of the population converted to Buddhism.” (EVIDENCE—Supports an Argument. Supports the argument that the Indian Ocean Trade Network spread religion and promoted cultural change.)
<ul style="list-style-type: none">“New languages like Swahili traveled along the Silk Road into China” (EVIDENCE—Not historically defensible)	<ul style="list-style-type: none">“Traveling technology like the camel saddle and caravanserais allowed for merchants and missionaries along the Silk Roads to travel safely, eventually leading to the cultural diffusion of religions like Buddhism.” (HISTORICAL

	REASONING—Causation. Effectively supports an argument.)
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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?

Take time to teach effective essay planning strategies. Circle, underline, or highlight key words in the prompt, and look at examples of thesis attempts that simply restate the prompt versus theses that make a historically defensible claim and establish a line of reasoning. Continue to emphasize the importance of recognizing which relevant historical thinking skills and reasoning processes can be used when students are planning their responses to the LEQ prompts. Create a master list of words that can guide students towards using the appropriate historical reasoning skill. Causation can be explained by including phrases such as: “This led to...,” “As a result...,” “The reason for this is...” Arguments in support of change can be discussed by using words such as: “Introduced,” “Expanded,” “Increased,” “Declined.” Show examples of responses that merely provide evidence alongside responses that use the relevant historical thinking skills to frame or structure an analytical argument. Have students peer review each other’s writing to identify when they are deploying the relevant skills and/or reasoning processes.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an LEQ on networks of exchange and its impact on social or cultural change in Afro-Eurasia during the period circa 1200 to 1750.
 - Unit 2 Topics 2.1, 2.3, 2.4, and 2.5 focus on the networks of exchange; Unit 3 Topic 3.4 focuses on the influence empires had on various regions as part of cross-cultural exchange; Unit 1 Topic 1.2 examines the impact and influence of Islamic states; Unit 4 Topics 4.4, 4.5, and 4.8 discusses transoceanic interconnections and the effects of such exchanges. All of these topics include resources, such as AP Daily videos and topic questions, that serve as formative assessment tools.
 - AP Classroom contains AP Exam On-Demand Review videos for 2024, 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically used for answering the LEQ—this is addressed in Practice Sessions 5 and 6 in 2024, Practice Sessions 3 and 7 for 2023, Review Session 7 for 2022, and Review Sessions 4 and 8 for 2021.
 - AP Classroom has Topic Questions and Personal Progress Checks for each unit that include LEQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an LEQ.
 - The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab/All Questions. Teachers can also search by “Unit and Topic,” “Learning Objective,” or “Thematic Focus.”
- Additionally, AP Classroom contains resources under the Course Guide/Overview/Teacher Resources/More Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-

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

- The Online Teacher Community includes a library of resources provided by AP teachers.

Long Essay Question 3

Task: Long Essay Question

Topic: Industrialization and Economic or Social Change 1750–1900

Max Score: 6

Mean Score: 3.19

What were the responses to this question expected to demonstrate?

Students were asked to develop an argument about the extent to which the growth of industrialization led to economic and/or social change in the period of 1750–1900. Students were expected to use historical reasoning skills to demonstrate the impact industrialization had on the economy or aspects of society and support with multiple pieces of evidence. The question primarily addressed content from Unit 5 and 6 of the course framework.

The question primarily addressed content from Topics 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 6.4, 6.5, 6.6, and 6.7, with additional contextualization and evidence opportunities available from Topics 5.1, 5.2, 5.5, 6.1, and 6.3.

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?

Responses that were able to successfully answer this question applied content knowledge from Topics 5.3–5.9. Many responses successfully used information from Topic 5.3 regarding the environmental conditions that led to the start of the Industrial Revolution in Great Britain in order to demonstrate contextualization. Responses generally structured their arguments around the historical reasoning skill of Continuity and Change. Many responses developed arguments explaining how new industrial technologies led to lowering of the price of consumer goods, expanded trade, or generally increased the wealth of industrialized countries. Some responses noted new economic ideologies that developed in response to industrialization such as laissez-faire capitalism or communism. Responses also successfully developed arguments about the start of social reforms, labor unions, feminism, and the rise of the middle class as a result of industrialization. Some responses used the Meiji restoration in Japan to explain how state-sponsored industrialization led to economic or social change.

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

Some student responses were unsuccessful in earning the contextualization point because they provided evidence that was outside the time period, such as the development of the printing press or the lateen sail. Students also had problems supporting an argument with evidence relevant to the prompt. The most common student misconception seen in responses was the failure to connect new technologies or innovations to broader economic or social change. For example, many responses would list new industrial inventions that led to changes in agricultural or textile production but did not demonstrate an understanding of the long-term economic impact of these innovations in, for instance, lowering consumer prices. Another common misconception seen in student responses was framing an argument solely around political changes in the nineteenth century, without making any connections to economic or social change. In addition, many responses only focused on cultural exchanges and not social changes. Lastly, many responses demonstrated an understanding of broad developments (for example, the formation of labor unions or workers' political parties) but no knowledge of specific examples or instances within those categories.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “The extent to which the growth of industrialization led to economic change during 1750–1900 was through technological advancements.” (THESIS—does not address the prompt) 	<ul style="list-style-type: none"> “In the period of 1750–1900, new technologies such as the steam engine and the factory system deepened economic disparities between upper and lower classes leading to the rise of unions and Marxist ideas throughout industrial society.” (THESIS—Gives a line of reasoning that demonstrates social change)
<ul style="list-style-type: none"> “The growth of industrialization led to a growing sense of nationalism.” (HISTORICAL REASONING—Causation. Does not address the prompt) 	<ul style="list-style-type: none"> “The Industrial Revolution was changed by a burst in technology that led to the mass production of items, and in turn made products cheaper to the middle class.” (THESIS—Gives a line or reasoning that demonstrates economic change)

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 need to be more familiar with the course themes. They need to be able to distinguish between political, economic, social, and cultural developments. Teachers should rely on using the learning objectives in the Course and Exam Description (CED) to help structure their lessons and writing assignments. Students should be more familiar with the terms used in the CED, so that they are able to differentiate between key groups, events, or developments (for example, students should know the difference between working class and middle class. In addition, students need to create stronger arguments framed around a clear claim. One way to help students is by writing their claim as a topic sentence and explaining multiple pieces of evidence that support that claim.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an LEQ on the growth of industrialization and the impact on economic and/or social change during the period circa 1750 to 1900.
 - Unit 5 Topics 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, and 5.9 focus on industrialization, nationalism, revolutions, and society’s reactions; Unit 6 Topics 6.1, 6.3, 6.4, 6.5, 6.6, and 6.7 examine imperialism, Indigenous responses, and migration. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - AP Classroom contains AP Exam On-Demand Review videos for 2024, 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically used for answering the LEQ—this is addressed in Practice Sessions 5 and 6 in 2024, Practice Sessions 3 and 7 for 2023, Review Session 7 for 2022, and Review Sessions 4 and 8 for 2021.

- AP Classroom has Topic Questions and Personal Progress Checks for each unit that include LEQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an LEQ.
- The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab/All Questions. Teachers can also search by “Unit and Topic,” “Learning Objective,” or “Thematic Focus.”
- Additionally, AP Classroom contains resources under the Course Guide/Overview/Teacher Resources/More Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary and secondary sources, the skills of argument development, contextualization, comparison, continuity, and change and include handouts for students.
- The Online Teacher Community includes a library of resources provided by AP teachers.

Long Essay Question 4

Task: Long Essay Question

Topic: New Technologies Improving Individual Lives, Twentieth Century

Max Score: 6

Mean Score: 3.26

What were the responses to this question expected to demonstrate?

Students were expected to answer a question about how advances in technology in the 20th century improved the lives of individuals with examples from communication, transportation, medicine, and agriculture. Students needed to develop an argument where they showed how specific technologies in the twentieth century did or did not improve lives by either making a claim or establishing specific categories for the argument. The question asked students to consider examples from communication, transportation, medicine, agriculture, and other fields, which gave students opportunities to develop responses through myriad examples. The question primarily addressed content from Unit 9 of the course framework, while also providing students with opportunities to bring up content knowledge from Units 7 and 8 to earn the contextualization point.

The question primarily addressed content from Topics 9.1, 9.2, and 9.3, with additional contextualization and evidence opportunities available from multiple topics in Units 7 and 8, as well as from Topics 9.4, 9.5, 9.6, and 9.7.

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 question was broad enough that students could choose from a variety of technologies from the 20th century to answer the prompt. Many responses discussed the Green Revolution and GMOs as it relates to agricultural technology. Others discussed improvements in transportation like cars and planes. Some chose to discuss communication technologies like the internet and cell phone, or medical technologies like the birth control pill, vaccines, and antibiotics. While many responses offered a unidirectional argument about historical change over the course of the twentieth century (arguing that technology continued to improve the lives of individuals throughout the century), more nuanced responses were also able to discuss negative consequences of new technology.

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

Many responses struggled to earn the contextualization point because they did not provide adequate and specific contextual information. Some contextualization attempt failed on chronology grounds—for example, a fair number of responses unsuccessfully attempted to contextualize their arguments about the importance of the invention of vaccines by discussing the COVID-19 vaccine. Other responses attempted to use the Enlightenment as a context for their arguments, but often failed to explain how the Enlightenment was relevant to improving individuals' lives during the twentieth century.

Although evidence was not as much of a problem as was context, some responses mentioned innovations that were far before the time period of the question (e.g., the cotton gin, steam engine, lateen sails, etc.).

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “New technologies like the railroad and telegraph were invented in the 20th century and improved lives” (THESIS—misconception because these are 19th century innovations) 	<ul style="list-style-type: none"> “In medicine, advancements like vaccines and antibiotics, improved hygiene, and healthy lifestyles have increased in the quality of living.” (EVIDENCE—supports argument, provides two specific historical examples relevant to medical advancements that improved individuals’ lives)
<ul style="list-style-type: none"> “Champa rice was an agricultural innovation that improved individuals lives in the 20th century” (CONTEXTUALIZATION—misconception because this innovation is not a relevant technology for the 20th century) 	<ul style="list-style-type: none"> “New technologies greatly increased and improved the lives of individuals with new medicines such as vaccines and antibiotics, new forms of communications like the telephone and the internet and new additions to agriculture such as fertilizer.” (THESIS—provides a historically defensible claim about how technologies/innovations improved individuals lives in the 20th century)

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 thesis needs to do more than restate the prompt and include a specific reference to how something changes and why. Students need to make sure to include a specific line of reasoning with relevant examples. Also, attention should be paid to periodization for both the contextualization and the evidence. Students often included strong examples; however, evidence can only be counted when it falls in the appropriate time period for the question.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an LEQ on new technologies and the environmental impact of the twentieth century.
 - Unit 9 Topics 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, and 9.7 focus on globalization, advances in technology, and the impact of technology on a global world; Units 7 and 8 which deal with global conflict, the Cold War, and decolonization could also be used for additional context and evidence. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
 - AP Classroom contains AP Exam On-Demand Review videos for 2024, 2023, 2022, and 2021 that have helpful information for students that review not only content, but skills specifically used for answering the LEQ—this is addressed in Practice Sessions 5 and 6 in 2024, Practice Sessions 3 and 7 for 2023, Review Session 7 for 2022, and Review Sessions 4 and 8 for 2021.
 - AP Classroom has Topic Questions and Personal Progress Checks for each unit that include LEQs and scoring guidelines that will allow students to practice the required skills needed to successfully answer an LEQ.

- The Question Bank within AP Classroom contains examples of AP exam questions, both MCQs and FRQs, that can be used to assess student understanding and allow for further practice of the required skills. These skills can be selected in the “Skill Category and Skill” tab located within the Question Bank tab/All Questions. Teachers can also search by “Unit and Topic,” “Learning Objective,” or “Thematic Focus.”
- Additionally, AP Classroom contains resources under the Course Guide/Overview/Teacher Resources/More Resources/Professional Learning tab that includes videos and other instructional resources to provide strategies for teaching and assessing course content and skills. These Skills-Based Modules focus on teaching analysis of primary and secondary sources, the skills of argument development, contextualization, comparison, continuity, and change and include handouts for students.
- The Online Teacher Community includes a library of resources provided by AP teachers.