



## Chief Reader Report on Student Responses: 2024 AP<sup>®</sup> World History: Modern Set 2 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<sup>®</sup> World History: Modern were written by the Chief Reader, Craig Miller, Professor, Pennsylvania College of Technology. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

## Short Answer Question 1

**Task:** Short Answer Question

**Topic:** History Writing in Muslim Societies Secondary

**Max Score:** 3

**Mean Score:** 1.68

### ***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 Chase F. Robinson regarding history writing in Muslim societies during the period circa 1200–1750. For part (a), students were to identify a claim made by the author in the first paragraph of the passage. For part (b), students were asked to identify one piece of evidence that the author uses to support an argument he makes in the passage. Finally for part (c), students were to explain how one historical development in the period circa 1200–1750 could support the author’s argument in the passage that history writing and art creation in Muslim societies served to legitimize state power.

The question tested content primarily from Units 1 and 3 of the course framework although students could also leverage knowledge from Unit 2, especially in their responses to part (c). The question primarily addressed content from Topics 1.2, 3.2, and 3.3.

### ***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?***

The responses showed that students had a strong grasp on information within the period, drawing on examples from the Middle East, South Asia, East Asia, Europe, Africa, and Latin America. Many could provide broader context for their responses.

Though many responses did successfully identify the author’s argument and evidence, some had difficulty separating the author’s background information from the specific historical claim(s) being made. Others responded tangentially to the prompts, providing their own knowledge of the topic unrelated to the prompts, or discussing information not present in the stimulus.

In the task requiring explanation (part c), responses often failed to link their specific historical examples back to the legitimization of state power through historical writing or art.

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

Many responses tended to merely describe trade or religious developments without linking them to the legitimizing of states’ exercise of power.

Some responses conflated geographical regions in Europe and Asia, leading to historically inaccurate claims. Other responses made anachronistic reference to states like Italy or Germany for the period before 1759, suggesting either a further conflation of geographic areas or a misunderstanding of chronology or both.

Responses sometimes wandered well outside the 1200–1750 timeframe of the prompt. For instance, many described elements of the Islamic Golden Age but without linking them effectively to the prompt; others referred to nineteenth-century imperialism or concepts like Social Darwinism.

| <i>Common Misconceptions/Knowledge Gaps</i>   | <i>Responses that Demonstrate Understanding</i>  |
|---|--|
| <ul style="list-style-type: none"> <li>• “One development that could be used to support the author’s argument is monumental architecture.”</li> </ul>       | <ul style="list-style-type: none"> <li>• “A development in the period 1200–1750 which supports Robinson’s argument that works of historical writing and the use of art can legitimize states’ power is the construction of the Taj Mahal by Shah Jahan. The construction of the Taj Mahal is often considered one of the greatest exercises of art and architecture to legitimize Mughal rule. Its lavishness and splendor was effective in legitimizing Mughal, Islamic rule in a majority Hindu state.”</li> </ul>   |
| <ul style="list-style-type: none"> <li>• “One piece of evidence that the author uses to support an argument in the passage is Prophet Muhammad.”</li> </ul> | <ul style="list-style-type: none"> <li>• “Art creation and history writing had a lot of influence in legitimizing states’ exercise of power in countries where rulers were culturally or ethnically different than the people they ruled. For example, at this time, the Manchus ruled over an ethnically Han Chinese population. Because they were outsiders, it was hard for them to legitimize their power. So, rulers used art. For example, a Manchu leader was painted next to a lot of books and displayed throughout China. This showed the Confucianist principles that were followed by the Han people and helped to legitimize the power of the Manchu ruler.”</li> </ul> |

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

The responses to this question suggested that many students would benefit from more practice in making distinctions among arguments, evidence, and inference/analysis as encountered in secondary sources. Similarly, students need more practice using their content knowledge to support or undermine different historiographical claims, in the process developing a more intuitive understanding of the flexibility of historical data and how we can use it. For instance, many students were able to give examples of artists or artworks of different religious affiliations but then neglected to connect such examples to the question about the political uses of art, and the extent of the state’s authority or control over artists.

***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 history writing in Muslim societies during the period circa 1200 to 1750.
  - Unit 1 Topic 1.2 focuses on developments in Dar al-Islam and Unit 3 Topics 3.2 and 3.3 focus on the legitimization and consolidation of land-based empires along with continuities and

changes within Islam. 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:** Theological Seminary in British India Photo Primary

**Max Score:** 3

**Mean Score:** 2.10

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

Students were expected to answer three questions based on a photograph of a graduation ceremony from a Christian Theological Seminary in Northern India during the British colonial period (1897). In the photograph, Indian graduates sit and stand around two British missionaries in the center. For part (a), students were asked to show knowledge of background contextual developments from the period circa 1450–1750 that contributed to the activities illustrated by the photograph. For part (b), students were asked to explain one reason why imperial governments often supported the activities of Christian missionaries. Finally, for part (c), students were asked to explain one way in which African or Asian peoples resisted the spread of the cultural practices reflected in the photograph.

The question tested content primarily from Units 4 and 6 of the course framework although students could also leverage knowledge from Units 3 and 5, especially in their responses to parts (a) and (b). The question primarily addressed content from Topics 4.4, 4.5, 6.1, 6.2, 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?***

The responses generally did a good job of connecting important developments during 1450–1750 to the content of the photo, with many correctly identifying imperialism, increased maritime technology, expanding trade routes, and the spread of Christianity to India as important factors contributing to the creation of the photo and accounting for its contents. Many responses also explained that imperialist states’ support for the missionary activities illustrated in the photo stemmed from a combination of factors, including a need to legitimize their imperialism, a desire to spread Christianity, and efforts to increase their political and/or economic control over their colonies.

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

There were not many student misconceptions present in the responses. A number of the responses provided examples of historical events that were outside the time period and/or the geographic areas specified in the prompts.

| <i>Common Misconceptions/Knowledge Gaps</i>   | <i>Responses that Demonstrate Understanding</i>   |
|---|---|
| <ul style="list-style-type: none"><li>“One development during the period 1450 to 1750 that contributed to the activities shown in the image is slavery. Slavery was a super big thing back then.”</li></ul> | <ul style="list-style-type: none"><li>“The integration of European powers into the global network of trade within the time period 1450–1750 led to the activities shown in the image by facilitating the spread of European culture and religion to other countries. In this time period, Europeans adopted and improved upon various navigational and maritime</li></ul> |

|  |  |
|--|--|
|  | <p>technologies from other cultures, facilitating their integration into the already well-established networks of trade between Afroeurasia. With this integration, and later with joint-stock companies like the British East India company forming as a result of this integration, European ideas, including the Christian religion, were able to be spread.”</p>   |
| <ul style="list-style-type: none"> <li>• “One way indigenous peoples in Africa and/or Asia resisted the spread of cultural practices reflected in the image was how the Nativ Americans fought back against Europeans when they started arriving in the New World.”</li> </ul> | <ul style="list-style-type: none"> <li>• “The Indian Sepoy Rebellion was an example of how indigenous people in India resisted the imposition of European cultural practices during the 19th and 20th centuries. The rebellion was sparked when pig and cow fat was used in the casing for bullets that sepoys, or Indian higher-ups and soldiers for colonial Britain, were forced to use. This flagrantly violated Hindu and Muslim taboos over pork and beef, which led to an armed rebellion in protest, which ultimately was squashed by the British.”</li> </ul> |

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

The biggest issue concerning this particular question was the relatively high percentage of students who attributed historical events/developments to incorrect dates. It would be beneficial to spend more time in the classroom and take-home assignments on teaching historical timelines and the chronology of events/developments in general and in relation to each other.

**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 imperialism and resistance to imperialism during the nineteenth and twentieth centuries.
  - Unit 4 Topics 4.4 and 4.5 focus on the establishment of European maritime empires and the impact on local peoples and economies; Unit 6 Topics 6.1, 6.2, and 6.3 focus on imperialism, colonialism, and Indigenous responses. 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:** Mongol Empire and Khanates Economic and Cultural Effects No Stimulus

**Max Score:** 3

**Mean Score:** 1.47

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

Students were expected to answer three questions about the Mongol Empire and its successor Khanates. For part (a), students were asked to identify one development from the period circa 1200–1300 that contributed to the establishment of the Mongol Empire. For part (b), students were asked to identify one development that enabled the Mongols to facilitate trade and communications in Afro- Eurasia. For part (c), students were asked to explain the role of the Mongol Khanates in cultural and/or religious diffusion.

The question tested content primarily from Unit 2 of the course framework although students could also leverage knowledge from Unit 1 in their responses, especially to part (a). The question primarily addressed content from Topics 2.1, 2.2, 2.5, and 2.6.

***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?***

Generally, responses demonstrated a good basic understanding of how the Mongol Empire was established, with many correctly identifying Genghis Khan’s unification of the Mongol tribes or various aspects of their military tactics. Many responses also noted Mongol religious tolerance as a key factor that facilitated the spread of religion, and provided good basic explanations of their reasons, such as “to establish their legitimacy” or “in order to prevent rebellions.”

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

Many students mistakenly attributed the establishment of the Mongol Empire broadly to “gunpowder.” While there is evidence that the Mongols made some use of fire arrows and explosives, especially in sieges, the use was not widespread, and stating that “gunpowder” was a primary reason for the establishment of the Mongol Empire is an inaccurate claim. It was evident from the responses that that many students were mistakenly attributing to the Mongols practices from the later period that are associated with the Muslim gunpowder empires such as the Ottomans. Therefore, broad identifications of “gunpowder” or “firearms” as developments that led to the establishment of the Mongol Empire were not accepted, because there is insufficient historical evidence to suggest they played a primary role in Mongol conquests. More specific identifications of gunpowder weapons, such as “fire arrows” or “explosive siege weapons” were credited, but appeared rarely in responses.

| <i>Common Misconceptions/Knowledge Gaps</i>  | <i>Responses that Demonstrate Understanding</i>   |
|--|---|
| <ul style="list-style-type: none"><li>• “The Mongols were able to conquer a lot of territory using gunpowder.”</li></ul> | <ul style="list-style-type: none"><li>• “Genghis Khan’s unification of the Mongol tribes allowed them to begin conquering countries such as China.”</li></ul> |



- “The Mongols wanted unity in their empire, so they imposed their culture on the people they conquered.”

- “The Mongols helped facilitate an increase in Afro-Eurasian trade by protecting merchants along the Silk Roads.”

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

It’s very important to train students to include key terms in their responses on “identify” prompts, as some fell short because they were not specific enough. For example, stating that the Mongols showed “great military strength” is not sufficiently specific to get credit for identifying a factor that facilitated the establishment of the empire, but stating that the Mongols had highly “effective cavalry tactics” is sufficiently specific. On “explain” prompts, it’s also important to ensure that students are able to construct arguments that include clear causal, comparative, or change-over-time reasoning, rather than just making overgeneralized truism-like statements. For example, stating that “there were many religious exchanges” is not specific enough, while stating that “in order to prevent rebellions, the Mongols tolerated other religious traditions, such as Christianity and Islam” is.

***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 Mongol Empire during the period circa 1200 to 1300.
  - Unit 2 Topics 2.1, 2.2, 2.5, and 2.6 focus on cultural exchange, the Mongol empire and khanates, and the impact of the Mongols, including technological and cultural transfers, along with the overall effects of increased connectivity between regions. 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 4

**Task:** Short Answer Question

**Topic:** Post-Colonial States in Africa No Stimulus

**Max Score:** 3

**Mean Score:** 1.46

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

Students were expected to answer three questions about post-colonial states in Africa in the period after 1945. For part (a), students were asked to identify one political factor that contributed to the establishment of such states. For part (b), students were asked to identify one economic factor that contributed to the establishment of such states. Finally, for part (c), students were asked to explain why post-colonial African states often chose to adopt either communism or socialism as an ideology.

The question tested content primarily from Unit 8 of the course framework although students could also leverage knowledge from Unit 7 in their responses. The question primarily addressed content from Topics 8.1, 8.2, 8.3, 8.5, 8.6, and 8.7.

### ***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, students did fairly well with identifying factors in decolonization. Many responses discussed, in particular, the political and economic challenges facing European colonial powers as a result of the Second World War. A fair number of responses also successfully explained the appeal of communism in post-1945 Africa, usually citing the context of the Cold War and the Soviet Union’s support of independence movements.

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

There were very few misconceptions; the question read well. Some chronological errors that were encountered fairly regularly had to do with the slavery and the end of the trans-Atlantic slave trade (attempting to use that as an economic factor in decolonization) and the Berlin Conference / Scramble for Africa. In addition, while many students understood that capitalism was the system that fostered imperialism, some were confused about whether people in African colonies had lived under capitalism or communism. There was also some confusion about socialism; students generally understood that the USSR was communist, but some responses asserted that the United States was socialist.

| <i>Common Misconceptions/Knowledge Gaps</i>   | <i>Responses that Demonstrate Understanding</i>   |
|---|---|
| <ul style="list-style-type: none"><li>“One political factor in the period after 1945 that facilitated the establishment of the independent postcolonial states in Africa was the collapse of the Soviet Union. All the states under communist control including colonies were now free and could be independent again.”</li></ul> | <ul style="list-style-type: none"><li>“Due to the fact that many African countries were colonized by capitalistic European countries, when they gained independence they became communist or socialist to prevent a class structure from emerging that was similar to the ones they experience under colonial rule where Europeans held most if not all power.”</li></ul> |

- “One reason why postcolonial states in Africa often adopted communist or socialist ideologies was because it was what they were used to. After they were independent, they had only known one way of rule for so long, so they set it up the same way but now they could govern themselves.”

- “An economic factor that led to the establishment of independent states in postcolonial Africa was the economic struggles for European countries following World War II. Many of the European countries that had colonies in Africa also participated in World War II, after World War II many of these countries were struggling financially to repay war debts and rebuild infrastructure which meant they were too weak to prevent their colonies from becoming independent.”

**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?**

Errors about chronology were the most commonly seen problem in student responses to this question; teachers should redouble their efforts to train their students in using chronological reasoning. Use tools such as timeline projects so that students can develop an in-depth understanding of what happened when and where and learn to spot chronologically incorrect narratives. Another recurring error in the responses was the misidentification of political ideologies and the misattribution of different economic and political systems (in Africa and globally) to the wrong ideology. Teachers should also spend more time historicizing various ideologies and explain their impact, especially in the nineteenth and twentieth centuries. Reinforce the nuances of how ideologies translated to different economic and political systems in specific historical contexts.

**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 establishment of independent post-colonial states in Africa after 1945.
  - Unit 8 Topics 8.1, 8.2, 8.3, 8.5, 8.6, and 8.7 focus on decolonization, the spread of communism, and the rise of newly independent states, including how certain states and peoples resisted existing power structures. Content from Unit 7 regarding unresolved tensions post World War I could also have been helpful when crafting a response. 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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## Question 1—Document-Based Question

**Task:** Document-Based Question

**Topic:** Japanese Imperialism Economic vs Non-Economic Motives

**Max Score:** 7

**Mean Score:** 3.18

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

Responses to this prompt were expected to demonstrate an understanding of the extent to which economic motives were the leading cause of Japanese imperialism in the period circa 1900–1945. Students were also expected to place the prompt in a broader historical context and to describe and analyze the content of the documents. They also needed to construct an argument and use the documents and outside evidence to support an argument, as well as to analyze the documents for sourcing (point-of-view, purpose, historical situation, or audience) and demonstrate a complex understanding of the prompt. The question tested content primarily from Units 6 and 7 of the course framework while also providing students with opportunities to bring up knowledge from Units 5 and 8 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 documents highlighting economic reasons for imperial expansion (mostly the need for raw materials from mainland East Asia to sustain Japan’s industrial and military development) and non-economic reasons, (including strategic reasons such as holding off Russian and British imperial expansion, and cultural reasons such as a sense of Japanese cultural superiority over other Asian peoples and a desire to spread the Japanese language and culture). While many of the documents were supportive of Japanese imperial expansion, Documents 3 and 6 were critical of expansion, for different reasons. Most of the documents were by Japanese authors, while two documents were by non-Japanese authors (a Korean migrant association in the United States and a United States journalist writing for the *New York Times*.)

The question primarily addressed content from Topics 6.2, 6.4, 6.5, 7.4, 7.5, and 8.4, with contextualization and evidence-beyond-the-documents opportunities from Topics 5.6, 6.3, 7.1, 7.2, 7.3, 7.6, and 8.4.

***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?***

Responses that successfully answered this question had a strong understanding of late 19th century Japanese industrialization during the Meiji Restoration. They provided this information as the context for the main economic drivers of Japanese imperialism, as displayed in the documents’ focus on the need for raw materials and markets in the first half of the 20th century. Students were familiar with the chronology of imperialism from the Meiji Era to the Second World War and used that knowledge to access the documents sequenced in the same chronological order. Responses were typically successful in demonstrating a good understanding of the documents with only a few misinterpretations. Most responses successfully identified Japan’s need for raw materials and markets as a motive for imperial expansion and discussed its political ramifications. Some responses also identified a second factor or claim, arguing that the documents show that Japanese imperialism was also driven by geopolitical or strategic considerations, such as countering Russian advances in East Asia, resisting Western indirect economic imperialism, and/or creating a Japanese East Asian empire as a global counterweight to European imperialism.

Although the point for demonstrating Complex Understanding remains outside the reach of most responses, with this question it was earned with a somewhat greater regularity than usual. A fair number of responses

successfully earned the point by using all seven documents to support an argument or arguments addressing the prompt.

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

Students were not as successful in addressing specific evidence beyond the documents in their responses. A possible reason for this may have been that the question included multiple documents that focused on historical developments in Manchuria, China, and Korea, thereby foreclosing the opportunity for students to earn the point for evidence beyond the documents by providing specific details regarding Japan’s early imperial expansion in East Asia. Therefore, many students defaulted to discussions of later Japanese actions such as the bombing of Pearl Harbor, but they had some difficulty using that information to support an argument about the initial motives for Japan’s imperialism. Some students also attempted to provide evidence beyond the documents by discussing the actions of other imperialist powers, especially in earlier time periods, but such attempts often struggled to connect this evidence to an argument about motives for Japanese imperialism.

Students also had difficulties in trying to move beyond merely paraphrasing and/or directly quoting from the documents. Many responses were not explicit or specific enough in their attempts to use evidence from the documents in support of their arguments. Some students seem to have assumed that just describing or even directly quoting from the content of the documents would suffice for earning the point for using evidence in support of an argument, and neglected to explain how the documents backed their claims. In part, this may have been due to the ease with which students could quickly retype document content on this digital form and the assumption that the paraphrased or quoted information made the argument on its own.

| <i>Common Misconceptions/Knowledge Gaps</i>   | <i>Responses that Demonstrate Understanding</i>  |
|---|--|
| <ul style="list-style-type: none"> <li>“Some outside evidence is that the British started the British East India Company in order to imperialize India, and receive the resources that India had to offer. This is connected to Japan, because it shows that other world powers, like Britain, colonized other nations.” (EVIDENCE BEYOND THE DOCUMENTS—does not support an argument about Japanese motives for imperialism)</li> </ul> | <ul style="list-style-type: none"> <li>“Prior to the Meiji Restoration, Japan was an isolationist society that was decentralized and fragmented. When the US demanded that Japan opened their borders to the West for trade, the Meiji restoration period began.” (CONTEXTUALIZATION—accurate context for the era that successfully introduces historical content relevant to the prompt)</li> </ul>   |
| <ul style="list-style-type: none"> <li>“When Japan successfully took over Singapore from the British, they took everything from them. They even set up schools to teach kids Japanese and their cultures.” (EVIDENCE SUPPORTS AN ARGUMENT—document content summarized rather than used to support an argument)</li> </ul>   | <ul style="list-style-type: none"> <li>“Despite the presence of social motives, economic motives played the largest role in Japanese imperialism in the first half of the 20th century because of the necessity of raw materials, the possible territorial gain and subsequent opening of new trade markets, and the opposition to Western economic policies.” (THESIS—makes a specific defensible claim regarding the extent of economic motives for Japanese imperialism)</li> </ul> |

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

When examining student performance on this question, students often struggled more with demonstrating the skills rather than with content knowledge. Students were able to make many accurate claims about Japanese imperialism, but were not as effective in using evidence from the documents to support their claims. Students need frequent exposure to using primary sources to build arguments and specific, targeted feedback on what was effective and ineffective in their responses. Emerging writers often need to see effective arguments specifically identified and explained to them, so they can model the process in their own writing. Grouping students together in pairs or teams to work on crafting arguments based on sources can help students at varying skill levels as they practice writing extended responses. Students can also be provided with a smaller number of documents and be tasked with only creating an argument linking those documents before being provided with a full set of seven documents.

Once students have progressed to writing full responses, feedback should be targeted toward the dimensions of the Document-Based Question (DBQ) rubric—Thesis, Contextualization, Evidence, and Analysis and Reasoning. Teachers should also provide targeted discussions of the different types of Evidence and Analysis and Reasoning score points. Teachers should provide feedback on the specific points of the rubric that were both earned and not earned with detailed explanations for why or why not the response scored these points. Student responses 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 in the actual response the student wrote. This type of feedback provides a much greater benefit than using holistic scoring of students' through-year work. 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 Japanese imperialism and economic motives during the period circa 1900 to 1945.
  - Content from the following units and topics focused on this prompt with regard to historical background, contextualization, and evidence beyond the documents: Unit 6 (Imperialism) Topics 6.2, 6.4, and 6.5; Unit 7 (Global Conflict) Topics 7.1, 7.2, 7.3, 7.4, 7.5, and 7.6; Unit 5 (Industrialization and Meiji Era Japan) Topic 5.6. 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:** Religion as a Source of Political Legitimacy 1200–1750

**Max Score:** 6

**Mean Score:** 2.73

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

Students were asked to develop an argument that evaluates the extent to which religion was the main source of political legitimacy for rulers in Afro-Eurasia from circa 1200–1750. The question primarily addressed content from Units 1, 2, and 3 of the course framework, while also providing students with opportunities to bring up content knowledge from Unit 4 to earn further points. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt.

While the primary focus of the question was on content from Topics 1.1, 1.2, 1.3, 1.5, 1.7, 2.2, 2.5, 3.2, and 3.3, the broad geographic and chronological scope of the question meant that student responses could include content from virtually any topic in Units 1, 2, and 3, as well as content from Topics 4.5 and 4.6 in Unit 4 to earn points.

### ***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 generally successful in addressing the historical developments and processes referred to in the prompt. The majority of responses showed that students have a general understanding of the use of religion to legitimize governance during this time period. Successful responses were able to identify evidence from a variety of religious ideologies/philosophies, specifically Christianity, Islam, Confucianism, divine right and the mandate of heaven, and apply that evidence in several different historical contexts. Many responses also identified a wide variety of evidence that showed their understanding of the political authority that was held by a variety of rulers and empires throughout Afro-Eurasia, including the Song, Yuan, Ming, and Qing Dynasties of China, the Mughals, Ottomans, and Safavids in the Islamic world, various kings and queens as well as the Catholic Church in Europe, the mansas of Mali, and the Mongol khans.

Many successful responses were able to explain the connection between religion and political legitimacy in their theses. Successful responses provided ample evidence relevant to the prompt, and generally connected that evidence to an argument in order to earn the two evidence points. The wide variety of responses was due to the fact that students were able to choose from any system of governance in Afro-Eurasia. Successful attempts at earning the point for demonstrating a complex understanding often centered around arguments that religiously tolerant states (like the Mughal Empire under Akbar), and states that enforced a more rigid adherence to a state religion (like the Safavids) were both able to legitimize their power through very different methods. Other successful approaches to earning the point for demonstrating a complex understanding involved providing a plethora of evidence and using it in a sophisticated manner to support an argument.

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

Students generally understood the prompt well, and, because the chronological scope of the question is so broad, there were very few responses that were completely out of period. Some responses, however, focused on the Americas, with a great deal of discussion of the Aztecs and Incas, which is outside of the geographical scope of the prompt.

Many student responses did not deploy the historical reasoning processes (including causation, even though it is embedded in the prompt) explicitly or consistently enough. In such response, historical reasoning was often entwined within the evidence, or it was not present at all.

Students struggled with contextualization, especially when describing broader historical processes that occurred before the time frame of the question. Often contextualization was embedded within the body paragraphs.

| <i>Common Misconceptions/Knowledge Gaps</i>  | <i>Responses that Demonstrate Understanding</i>   |
|--|---|
| <ul style="list-style-type: none"><li>Unsuccessful attempt at a thesis because it does not establish a clear line of reasoning: “Religion was extremely important and on of the main sources of political legitimacy for rulers in Afro-Eurasia as seen through different states and empires.”</li></ul>   | <ul style="list-style-type: none"><li>Successful thesis that has a clear line of reasoning, “Some ways that religion was a main source of political legitimacy for rules in Afro-Eurasia during 1200–1750 was through the Mandate of Heaven in Chinese dynasties, and the Divine Right of Kings in European states.”</li></ul>  |
| <ul style="list-style-type: none"><li>Unsuccessful attempt at evidence that supports an argument because it provides evidence that is outside of the region. “Religion being used to legitimize rule could also be seen through human sacrifice in the Americas. This tradition was seen as sacrificing people to the Gods of the Aztec and Incas. The tradition expanded through both societies and showed people how connected their leader was with God to the point where he could give to God through sacrifice. This helped the ruler legitimize their rule using the religion of him and his people.”</li></ul> | <ul style="list-style-type: none"><li>Successful example of a specific piece of evidence that supports an argument. “One way that religion was used as a main source of political legitimacy in East Asia was the Mandate of Heaven which is the belief that the emperor or ruler of a Chinese dynasty was chosen by God and the heavens, which led citizens to believe that they were acting on the duties of God and could not be ousted unless they lost the Mandate of Heaven and someone else claimed it.”</li></ul> |

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

Teachers should ensure that students understand and practice the skill of argumentation. The historical facts in an essay need to be deployed to support an argument. Teachers should utilize prompts such as this and work with students in order to formulate thesis statements and topic sentences that explicitly address historical reasoning. Students should work on developing arguments with specific evidence connected to the learning objective.

Practice brainstorming specific evidence that could be used to support an argument as a class, ensuring that the evidence is specific enough to earn the evidence point. Then have the students work to utilize that evidence to support an argument that addresses the prompt.

Teachers should continue to reinforce the importance of understanding chronology and geography.

***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 religion as a source of political legitimacy during the period circa 1200 to 1750.
  - Unit 1 Topics 1.1, 1.2, 1.3, and 1.5 focus on state formations and religious foundations; Unit 2 Topics 2.2 and 2.5 focus on the Mongol Empire and increasing cross-cultural interactions; Unit 3 Topics 3.2 and 3.3 focus on land-based empires and how they legitimized and consolidated their control; Unit 4 Topics 4.5 and 4.6 focus on the establishment of European maritime empires and the impact on various Indigenous groups as well as resistance movements. 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:** Discontent with Monarchical and/or Imperial Rule and New Ideologies, 1750–1900

**Max Score:** 6

**Mean Score:** 3.26

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

Students were asked to develop an argument that evaluates the extent to which discontent with monarchist or imperial rule was the main source of new political ideologies or systems of government between 1750–1900. The question primarily addressed content from Unit 5 and 6 of the course framework, while also providing students with opportunities to bring up content knowledge from Unit 4 to earn the contextualization point. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt.

The question primarily addressed content from Topics 5.1, 5.2, 5.8, 5.9, 6.1, and 6.3, with additional contextualization and evidence opportunities from Topics 4.4, 4.5, 4.6, 4.7, 5.3, 5.4, 5.5, 6.2, 6.4, and 6.5.

***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 who successfully answered this question demonstrated a wide range of knowledge on the period of revolution and rebellion against existing governments at the end of eighteenth and the beginning of the nineteenth century, leading to the establishment of new political ideologies and systems of government around the world. Successful responses often explained how Enlightenment philosophies applied new ways of understanding the world and empiricist approaches to science that emphasized the importance of reason. Many responses successfully connected such Enlightenment principles to new ideas about the individual, natural rights, and the social contract that ultimately bred discontent with monarchical or imperial rule. Many successful responses also were able to explain the causes and effects of the various revolutions (American, Haitian, French, and Latin American) in the period 1750–1900 including the development of post-Enlightenment systems of government and ideologies, such as democracy, communism, and liberalism.

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

Some student responses focused on events, ideologies and systems of government that were outside the time period (Russian and Mexican Revolutions), with references to Lenin and Stalin. Many students also discussed non-violence in India with references to Gandhi.

Some students struggled with developing a historically defensible claim or line of reasoning in their thesis attempts, most often not identifying a specific political ideology or system of government that was created as a result of the discontent with monarchical or imperial rule. A number of responses discussed how discontent led to revolutions rather than how, as the prompt requires, how discontent led to the emergence of new political ideologies or systems of government. Student content knowledge about the prompt was generally strong, but some responses demonstrated basic gaps in understanding; such responses often resorted to

offering generic explanations of why people were discontent without providing specific historical examples relevant to the prompt.

| <i>Common Misconceptions/Knowledge Gaps</i>  | <i>Responses that Demonstrate Understanding</i>  |
|--|--|
| <ul style="list-style-type: none"> <li>Unsuccessful attempt at thesis that repeats the generic categories of analysis provided in the prompt without adding a discernible line of reasoning that identifies a new political ideology or system of government: “In the period from 1750–1900, to an extent monarchist rule was a source for new governance, while to a greater extent imperialistic rule was a source of new forms of governance since it allowed whole new nations with brand new systems of governance to be created.”</li> </ul>   | <ul style="list-style-type: none"> <li>Successful thesis that has a historically defensible claim and a clear line of reasoning: “Over time, these colonies grew increasingly discontent with the rule of European nations, leading to many revolutions and independence movements that would allow these colonies to gain freedom from the Europeans. Discontent with monarchist and imperial rule was a main source of new political ideologies and systems of government, such as democracy and communism.”</li> </ul>  |
| <ul style="list-style-type: none"> <li>Unsuccessful attempts at evidence and support of an argument that provide overgeneralized or examples that are outside of the time period 1750–1900: “Communism a new government system emerged due to imperial rule. Developing countries such as Russia came to occupy the use of communism. Communism was made for the goverment to be able to distribute everying to [its] people equally if the goverment did this they would be able to obtain much more wealth from imperializing other states and making these states communist countries which benefited them positvly. This is why The imperial rulers resorted to a communist style goverment.”</li> </ul> | <ul style="list-style-type: none"> <li>Successful evidence and support of an argument: “Another event that challenged monarchist power and imperial rule was the French Revolution. The French Revolution was prefaced by social and economic division between the upper classes of French society and the lower classes. This division would cause much of the French populace to advocate for a check to the powers of the monarchy. The French monarchy had previously been expanded upon by Louis XIV as he centralized power in the French crown during the period of absolutism. His justification to the centralization of power was based largely on the divine right of kings, which advocated for the Catholic Church in France to support the legitimacy of the monarchy. The usage of state religion to enforce a monarch’s powers became less popular as time went on and many French revolutionaries sought to create a constitution to limit the powers of the monarchy. When the French Revolution ended, the First French Republic was established.” This response would also earn a point for Historical Reasoning.</li> </ul> |

**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 continue to emphasize the importance of deploying the relevant historical thinking skills and reasoning processes when crafting responses to the LEQ prompts. Highlight the distinction between responses that merely provide evidence and responses that use the relevant historical thinking skills or

processes to frame or structure an analytical argument. Have students peer review each other's writing to identify when they are deploying the relevant skills and/or reasoning processes.

Teachers should emphasize that LEQ prompts are evaluative tasks that require students to construct an argument supported by evidence, not just list facts. Practice developing argumentation with students, both in the thesis-evidence (argument-first) and in the evidence-conclusion (argument-last) formats.

Teachers should emphasize that students must attempt to earn all points of the rubric in their responses, including the points for using the historical thinking skill and the point for demonstrating a complex understanding.

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

- The Course and Exam Description provides a section on “Developing the Historical Thinking Skills and Reasoning Processes” on pages 180–191. This section provides examples of questions and instructional strategies for incorporating the course skills into classroom instruction.
- The following resources are available in AP Classroom to provide instructional support for an LEQ on how discontent with monarchist or imperial rule may have led to new political ideologies or systems of government during the period circa 1750 to 1900.
  - Unit 5 Topics 5.1, 5.2, 5.8, and 5.9 focuses on the Enlightenment, nationalism, and revolutions; Unit 6 Topics 6.2, 6.4, and 6.5 focus on state expansion and imperialism; Unit 4 Topics 4.4, 4.5, 4.6, and 4.7 focus on the establishment of European maritime empires and local challenges to that expansion. All of these topics include resources, such as AP Daily videos and topic questions that serve as formative assessment tools.
  - AP Classroom contains AP Exam On-Demand Review videos for 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:** Twentieth-Century Globalization Economic vs Non-Economic Factors

**Max Score:** 6

**Mean Score:** 2.58

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

Students were asked to develop an argument that evaluates the extent to which globalization was primarily driven by economic factors during the late 20th century. The prompt referenced new technologies and politics as other factors that may also have driven globalization at that time. 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 and evidence points. Students were expected to present a historically defensible thesis, describe a historical context relevant to the prompt, use at least two specific examples of evidence relevant to the topic of the prompt, use that evidence to support an argument in response to the prompt, use historical reasoning skills to frame or structure their argument, and demonstrate a complex understanding of the historical development that is the focus of the prompt.

The question primarily addressed content from Topics 9.3, 9.4, and 9.6, with additional contextualization and evidence opportunities from Topics 7.4, 7.7, 8.2, 8.3, 8.5, 8.6, 8.8, 9.1, 9.2, 9.5, 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?***

Responses that successfully addressed the prompt demonstrated a good grasp of a wide range of course content, most often focusing on technological developments in transportation and communication such as airplanes, container ships, cell phones, and the internet. Alternatively, responses focused on economic elements such as multinational corporations and the shift in manufacturing to developing countries. To a lesser extent, some responses focused on the impact of political factors like the promotion of competing ideologies during the Cold War, and international efforts towards cooperation and peace-keeping such as the United Nations.

Many responses were able to contextualize the process of late 20th century globalization with discussions of the impact of 19th century industrialization, or the effect of the two world wars and/or the Cold War. Responses usually demonstrated good command of historical reasoning, most often the historical reasoning process of causation, and less frequently the historical reasoning process of continuity and change.

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

Some students inverted their argument to show how globalization impacted the economy, instead of how the economic factors led to globalization. Some responses demonstrated chronological misconceptions, for example attributing twentieth-century globalization to technological development dating back to the early nineteenth century or earlier.



| <i>Common Misconceptions/Knowledge Gaps</i>   | <i>Responses that Demonstrate Understanding</i>   |
|---|---|
| <ul style="list-style-type: none"> <li>Some students inverted their response to show how globalization acted upon economic, political, or cultural elements such as “globalization led to an increase in consumerism,” or “Globalization during this period helped to bring people together, facilitate declining mortality rates with help of vaccines, the telephone, democratic govts, and spread [fast] food chains.” Frequently students who failed to demonstrate an argument simply restated the prompt or addressed in an overly generalized way with no specific reasonable qualification, such as “In the late twentieth century, globalization was driven by a variety of factors, including new technologies and economic and political change. Globalization was primarily driven by economic factors during this period like wealth and more people coming.”</li> </ul> | <ul style="list-style-type: none"> <li>Some students were able to demonstrate a comprehensive response to the prompt such as “However, this globalization was primarily driven by various reasons, other than the historically economic reasons of the past. Economically, as companies began globalizing and hosting their operations in different states, the rise of transnational corporations arose. Socially, the rise of a unified pop culture fostered by communication technologies arose. And the interlinking of politics forced and created global organizations to help organize this closer world. Thus, economic reasons were not the only primary reason for globalization in the late 20th century.” Many students had an acceptable, but more simplified response to the prompt, such as “Globalization was primarily driven by economic factors in the 20th century to a large extent because there was the development of global stock trade companies and the increased transportation due to the invention of the airplane.”</li> </ul> |
| <ul style="list-style-type: none"> <li>Some students misidentified aspects of the 19th century as being developments of the 20th century, such as “Having new technology that were made for trading and other economical technologies. Some of which came from the industrial revolution. Those being steam boats.”</li> </ul>  | <ul style="list-style-type: none"> <li>Responses often explained how the world was restructured into developing countries manufacturing products for developed countries, such as “This led to Britain, America, Canada, and many other countries consuming products manufactured in Asian countries, which increased globalization.”</li> </ul>  |

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

Teachers need to continue emphasizing the importance of crafting solid thesis statements that provide a qualified claim that goes beyond merely restating the prompt. The message about framing topic sentences around major parts of the essay’s argument is apparent in responses and needs to continue as well.

This question was particularly tailored toward giving students the ability to show their fundamental knowledge of an overarching process that is key to the course and an understanding of the world that they experience as lived history. Students were able to give at least basic evidence regarding this process, particularly with regard to cell phones and the internet use. At the same time, responses revealed that many students struggle to provide in-depth responses to truly contemporary essay topics. Teachers should strive to cover the full chronological scope of the course with the same amount of detail and analytical instructional framing.

**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 globalization and economic factors during the late twentieth century.
  - Unit 9 Topics 9.3, 9.4, and 9.6 focus on technological advances, the global economy and globalized culture with additional content that can be pulled from Topics 9.1, 9.2, 9.5, and 9.7 that examine other factors related to globalization; Unit 7 Topics 7.4 and 7.7 focus on the economy post World War I and World War II; Unit 8 Topics 8.2, 8.3, 8.5, 8.6, and 8.8 focus on the Cold War and its effects, decolonization, the rise of newly independent states, and the end of the Cold War. 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.”
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