

### About the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>)

The Advanced Placement Program<sup>®</sup> has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

### AP History Program

The AP Program offers three history courses: AP European History, AP United States History, and AP World History. All three history courses focus on helping students develop historical thinking while learning required course content. Course themes foster deep analysis by making connections and comparisons across different topics.

### AP European History Course Overview

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

#### PREREQUISITES

There are no prerequisites for AP European History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

### AP European History Course Content

The AP European History course is structured around themes and concepts in four different chronological periods from approximately 1450 to the present:

Period 1: c. 1450 to c. 1648

Period 2: c. 1648 to c. 1815

Period 3: c. 1815 to c. 1914

Period 4: c. 1914 to the present

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.

### AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and reasoning skills while learning historical content. The practices and skills that students should develop in all AP history courses are listed below, along with a condensed description of what students should be able to do with each. Every AP Exam question will assess one or more of these practices and skills.

#### AP HISTORY DISCIPLINARY PRACTICES

##### Practice 1: Analyzing Historical Evidence

###### Primary Sources

- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

###### Secondary Sources

- Explain how a historian's claim or argument is supported with evidence.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

##### Practice 2: Argument Development

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

#### AP HISTORY REASONING SKILLS

##### Skill 1: Contextualization

- Use context to explain the relative historical significance of a specific historical development or process.

##### Skill 2: Comparison

- Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

##### Skill 3: Causation

- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain the relative historical significance of different causes and/or effects.

##### Skill 4: Continuity and Change Over Time

- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

## AP European History Exam Structure

### AP EUROPEAN HISTORY EXAM: 3 HOURS 15 MINUTES

#### Assessment Overview

The AP Exam questions measure students' knowledge of European history and their ability to think historically. Questions are based on learning objectives, key concepts, course themes, and AP history disciplinary practices and reasoning skills.

#### Format of Assessment

**Section I, Part A:** Multiple Choice | 55 Questions | 55 Minutes | 40% of Exam Score

- Questions appear in sets of 2–5.
- Students analyze primary and secondary texts, images, graphs, and maps.
- Questions cover all course periods.

**Section I, Part B:** Short Answer | 3 Questions | 40 Minutes | 20% of Exam Score

- Students respond to 2 required questions and choose between 2 options for a third question.
- Questions 1 and 2 cover the years 1600 to 2001 of the course; students choose between answering either question 3 (covering periods 1–2) or question 4 (periods 3–4).
- Students analyze historians' interpretations, historical sources, and propositions about history.

**Section II, Part A:** Document Based | 1 Question | 60 Minutes | 25% of Exam Score

- Students assess written, visual, and quantitative sources as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- Question covers the years 1600 to 2001 of the course.

**Section II, Part B:** Long Essay | 1 Question | 40 Minutes | 15% of Exam Score

- Students select one question among three different periods (1, 2–3, 3–4) of the course.
- Students explain and analyze significant issues in European history.
- Students develop an argument supported by an analysis of historical evidence.

## AP EUROPEAN HISTORY SAMPLE EXAM QUESTIONS

### Sample Multiple-Choice Question

The foundations of old knowledge have collapsed.  
Wise men have probed the depths of the earth;  
Treasures of buried strata furnish the proofs of creation.  
[Religion] is no longer the apex of fulfillment for the intelligent.  
Atlas does not hold up the earth, nor is Aphrodite divine;  
Plato's wisdom cannot explain the principles of evolution.  
'Amr is no slave of Zayd, nor is Zayd 'Amr's master \*—  
Law depends upon the principle of equality.  
Neither the fame of Arabia, nor the glory of Cairo remains.  
This is the time for progress; the world is a world of science;  
Is it possible to maintain society in ignorance?"

Sâdullah Pasha, Ottoman intellectual,  
*The Nineteenth Century*, poem, 1878

\* Zayd and 'Amr are Muslim names traditionally used in Islamic legal opinions in the generic sense of "John Doe 1" and "John Doe 2."

The last three lines of the poem best illustrate which of the following aspects of Europe's relationship with the rest of the world in the late nineteenth century?

- (A) European imperial encroachments provoked a cultural backlash and a rejection of Western values in many areas of Africa and Asia.
- (B) Colonial subjects began organizing politically to overthrow European rule.
- (C) Many countries were made dependent on Europe economically and politically through treaties and trade agreements.
- (D) Adoption of Western ideas caused many non-Western peoples to call for the modernization of their own societies and states.

Correct Answer: D

### Sample Short-Answer Question: Comparison

Answer parts A, B, and C.

- A) Describe ONE important similarity between the wars of religion in France and the English Civil War.
- B) Explain ONE important difference between the wars of religion in France and the English Civil War.
- C) Explain ONE factor that accounts for the difference you identified between the wars of religion in France and the English Civil War.

### Sample Free-Response Question: Document-Based Question

Evaluate the extent to which the experience of war altered the lives of European women during the First World War and its immediate aftermath. Students examine seven primary source documents, including a weekly magazine cover illustration, two letters (one from the Chief of the German General Staff to the German Chancellor, and one from a British frontline soldier to his fiancée), writings by a French female countess, a poem, a memoir, and a chart showing women as a percentage of the industrial workforce in France in the early 20th century.

### Sample Free-Response Question: Long Essay Question Focused on Comparison

Evaluate the most significant difference between the Italian Renaissance and the Northern Renaissance.