

Chief Reader Report on Student Responses: 2018 AP[®] European History Free-Response Questions

• Number of Students Scored	101,740			
• Number of Readers	519			
• Score Distribution		Exam Score	N	%At
		5	12,101	11.9
		4	20,297	19.9
		3	26,331	25.9
		2	30,558	30.0
		1	12,453	12.2
• Global Mean	2.89			

The following comments on the 2018 free-response questions for AP[®] European History were written by the Chief Reader, Paul Deslandes, University of Vermont. 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.

Question #1**Task:** Short Answer Question**Topic:** French Revolution Secondary Source**Max. Points:** 3**Mean Score:** 1.38***What were the responses to this question expected to demonstrate?***

a) Describe one prior intellectual change that influenced the events described in the passage.

Responses were expected to describe an intellectual change, generally speaking from the Enlightenment, and its influence on the events outlined in the passage. These topics are addressed in the curriculum framework under Key Concept 2.3.I. A, B, and C, and 2.3.II. A and B.

b) Explain why the pattern of social changes that Jaurès describes led to the French Revolution.

Responses were expected to explain how the growing social and economic clout of the bourgeoisie was not accompanied by an increase in political influence and power. Responses were also intended to show how this set of conditions was, according to Jaurès, one of the reasons for the outbreak of the French Revolution. This content information is addressed in the curriculum framework in Key Concept 2.1. IV. A and B and Thematic Learning Objective PP-4.

c) Explain how an ideology of the 1800s influenced Jaurès' interpretation of the causes of the French Revolution

Responses were expected to explain how 19th-century ideologies, including Marxism, Liberalism, Socialism, Nationalism, Conservatism, or Romanticism, influenced Jaurès' interpretation of the causes of the French Revolution. This content information is addressed in the curriculum framework in Key Concept 3.3. I. A, B, C, D, and F; Key Concept 3.3. III. B; and Thematic Learning Objectives SP-2, OS-5, and SP-4.

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

In Part A, responses were expected to display an effective understanding of the intellectual impact of the Enlightenment. Better responses were able to articulate particularly influential ideas of the Enlightenment (individual liberty, etc.) and illustrate that ideas of this nature had an impact on both the rise of the bourgeoisie and the French Revolution. In this instance, "describe" was intended to cue students to the fact that they needed to offer a useful identification of an intellectual change that had an impact on the events described in the passage. Because students have a good grasp of the Enlightenment, those who were able to identify that this intellectual change was important were able to provide good detail. This short essay question enabled students to display their understanding of causation.

In Part B, responses were expected to highlight the social and economic changes that led to the rise of the bourgeoisie and their desire for greater political power. Better responses were able to identify social changes associated with these developments and illustrate how the rise of the bourgeoisie led to circumstances that contributed to the outbreak of the French Revolution. Again, causation was a skill showcased here.

In Part C, responses were expected to show how a nineteenth-century ideology influenced Jaurès' interpretation. Better responses were also able to assess the intellectual and historical context in which Jaurès was writing. The quality of the better responses revealed that the skill of reading secondary sources is being taught effectively and that students in the course are learning how to read complex (but still accessible) documents closely. Effective answers to questions displayed not only an ability to read carefully, but also an ability to integrate course content into short answer responses.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> In Part B, weaker responses conflated the bourgeoisie and the peasantry, identifying them all as poor and downtrodden. Responses of this sort tended to assume uniformity of experience because both were members of the Third Estate. 	<ul style="list-style-type: none"> “The middle class, bourgeoisie, was continually increasing...And they consisted of a large proportion of the Third Estate, which had restrictions on voting. Because of the increasing amount of wealth they earned, they required a voice in the government as well. Thus, this led to the French Revolution.” <i>(Effective responses like this one recognized that while the bourgeoisie and the peasantry were both members of the Third Estate, the bourgeoisie had more financial influence and power and recognized that their voice in governance was not proportionate to their influence economically or socially.)</i>
<ul style="list-style-type: none"> In Part C, weaker responses were unable to explain the influence of a nineteenth century ideology on Jaurès’ interpretation of the causes of the French Revolution. 	<ul style="list-style-type: none"> “Marxism influenced Jaurès’ interpretation of the French Revolution as he views it through the lens of a class struggle... Jaurès also applies the concept of class consciousness, a Marxist idea concerning the enlightenment of each class with its people collectively of their place in society” <i>(Effective responses like this one were able to situate Jaurès in his proper, intellectual context and were able to illustrate how prevalent ideologies may have impacted his line of analysis and interpretations.)</i>

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

- Teachers should introduce students to the Short-Answer Question format early in the academic year and remind them that mastering this form of writing is an important building block in the development of successful historical writing skills.
- Teachers should instruct students on the value of annotating the stimulus material before they read the questions. The same annotation exercise can also be undertaken in reading the prompts, paying particular attention to the tasks that they are being asked to perform in response to the question(s).
- Teachers should remind students that successful responses should be well-developed and historically-rich paragraphs that address all elements of the prompt. They should also learn to think about how mastering the Short-Answer Question, as a form of writing, will help them construct more effective LEQ and DBQ responses.

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

- Teachers will find lessons on teaching the historical disciplinary practice of secondary source analysis in the Teaching and Assessing Modules on AP Central. The module titled *Interpreting the French Revolution* includes an example of a secondary source analysis SAQ connected to specific content related to the French Revolution. This module contains lessons that address analyzing historical evidence, videos explaining instruction for this practice, and examples of assessments and student responses for tasks whose skill focus is analysis of historical evidence.
- The Teaching and Assessing Modules also contain resources focused specifically on scoring responses that include secondary source analysis using the AP European history scoring rubric. The focus on assessment found in the Teaching and Assessing Module, titled *Interpreting the French Revolution*, offers insight into how to address assessing source analysis. This includes examples and commentary on what earned points and what did not for tasks whose primary focus is source analysis.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The Online Teacher Community is a good resource for teachers to seek additional feedback and support from peers by posting a question or comment in the discussion section, or by checking what resources have already been posted in the “resources” tab on the Online Teacher Community.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section beginning on page 184 specifically addresses the practice of source analysis and provides suggestions for instruction.

Question #2 **Task:** Short Answer Question **Topic:** Post-World War I Political Cartoon
Max. Points: 3 **Mean Score:** 1.59

What were the responses to this question expected to demonstrate?

a) Describe one cause of the international situation depicted in the cartoon.

Responses were expected to demonstrate an understanding of the post-World War I Versailles Treaty settlement and its economic and political impact on Germany, especially the assignment of guilt and the imposition of reparations, which are addressed in the curriculum framework in Key Concept 4.1.II. C and Thematic Learning Objective SP-7.

b) Explain one effect of the international situation depicted in the cartoon.

Responses were expected to demonstrate an understanding of how Germany’s post-World War I economic crisis led to a variety of effects, including currency inflation, the Allied occupation of the Ruhr, U.S. intervention through the Dawes Plan, or (more typically) the rise of Nazism as a result of popular disillusionment with the Weimar government. These issues are addressed in the curriculum framework in Key Concept 4.2.

c) Explain the cartoonist’s perspective on the international situation depicted in the cartoon.

Responses were expected to demonstrate the skill of primary source analysis, particularly the analysis of visual stimulus material. More specifically, they were expected to show that students can assess intent and perspective when interpreting primary documents. These skills are addressed in the curriculum framework.

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

In Part A, responses were expected to show an understanding of historical causation. In general, most responses successfully demonstrated detailed knowledge of how World War I and the postwar settlement of the Treaty of Versailles—specifically the clauses that affected Germany (the “war guilt” and reparations clauses)—led to the devastation of the German economy in the early 1920s, and the weakening of the Weimar Republic. Many successful responses also addressed the ongoing hostility between the Allied powers (Britain and France) and Germany well into the interwar period.

In Part B, responses were also expected to show an understanding of historical causation. Most addressed the rise of Nazism in the 1930s as a response to growing nationalism and hostility toward the Allies over the harsh terms of the Treaty of Versailles. A minority of responses addressed developments such as the currency inflation of the early 1920s, the French invasion of the Ruhr as a result of unpaid German reparations, and the Dawes-Young plans. Responses that were ineffective tended to offer generalized assertions about the second world war resulting from the international situation depicted in the cartoon, without explaining in a detailed way how or why these events were connected.

In Part C, responses were expected to analyze the point of view of the primary source. This was generally more challenging for students because it demanded that they both identify that the cartoon had an anti-German perspective, and then explain why this was the case. Some students erroneously responded that the cartoonist had sympathy for Germany, while others engaged in a detailed description of the cartoon that neglected to consider the cartoonist’s point of view or explain why a British cartoonist would hold anti-German views in 1921.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> In Part B, less effective responses suggested that the rise of Hitler, Nazism, or the onset of World War II were the direct result of the international situation depicted in the cartoon, without explaining how these events were connected to Germany’s postwar economic and political crises. 	<ul style="list-style-type: none"> “The German people felt betrayed by their government for allowing other countries to demand so much in reparations and be ignored by the rest of Europe. This would foster hatred for Western European countries and an increase in nationalism. The German people would soon desire change in government and elect leaders like Hitler that promised to return prosperity to Germany and a repeal of the conditions placed on Germany by the Treaty of Versailles.” <i>(Effective responses like this one displayed an ability to provide detailed knowledge and directly link this knowledge to a discussion of impact on the domestic and international situation.)</i>
<ul style="list-style-type: none"> In Part C, less effective responses frequently claimed that the cartoonist’s perspective was pro-German, and that the cartoon sought to challenge the overly harsh terms of the reparations clauses of the Treaty of Versailles. 	<ul style="list-style-type: none"> “The cartoonist’s perspective is influenced by his or her location as a British cartoonist, as a result of being one of the countries obtaining Germany’s reparations, the cartoonist thinks that Britain and France could be paid back quicker if Germany would only work harder and fend for itself better, of which it could, as shown in the cartoon where Germany asks for help when it doesn’t need it.” <i>(Effective responses like this one were able to address both the national context of the illustration and identify how political perspectives influenced the point of view of the cartoonist.)</i>

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

- Teachers need to introduce their students to a broad range of primary materials, including stimulating visual sources. The ability to read and interpret paintings, cartoons, and photographs (among a variety of other materials) must be highlighted as central.
- Teachers need to encourage their students to think carefully about the context in which visual materials are produced. To this end, they should teach them how to think about intent, purpose, and point of view. Students should also be taught how to think about satirical perspectives and the many purposes that a visual source might serve in the crafting of historical arguments.

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

- Teachers will find lessons on teaching the historical reasoning skill of causation in the Teaching and Assessing Modules found on AP Central. The module, titled *Analyzing Quantitative Sources: Causes of the Commercial and Agricultural Revolutions*, focuses on the reasoning skill of causation. This module contains specific lessons that address causation, videos explaining causation in conjunction with course content, and examples of assessments and student responses for tasks whose skill focus is causation.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section on page 193 specifically addresses the historical reasoning skills provides suggestions for instruction.

Question #3**Task:** Short Answer Question**Topic:** Luther's Critique, Catholic Response, and Social Change**Max. Points:** 3**Mean Score:** 1.66***What were the responses to this question expected to demonstrate?***

a) Describe one reason for Martin Luther's critique of the Catholic Church in the early 1500s.

Responses were expected to show one way in which Martin Luther critiqued Catholic practices and beliefs (indulgences, etc.) and why that critique may have been levied. More successful responses discussed how these critiques established new interpretations of Christian doctrine and practice. This part of the question, and others in the three-part SAQ prompt, asked students to explicitly grapple with the issue of how religious pluralism challenged the concept of a unified Europe. This content is addressed in the curriculum framework in Key Concept 1.2.I. B.

b) Describe one Catholic response in the 1500s to Luther's critique.

Responses were expected to address how the Catholic Church responded to critiques made by Luther, focusing primarily on the Catholic Reformation and the ways in which these responses were reflected in developments like the establishment of the Jesuit order or the Council of Trent. More successful responses were able to illustrate how these developments were intended to revive Catholicism and highlight how these may have exacerbated religious divisions. This content is addressed in Key Concept 1.2.I. D in the curriculum framework.

c) Explain how Luther's protest contributed to social change in Europe in the period 1517 to 1600.

Responses were expected to showcase an understanding of how these religious critiques and disputes led to both religious and social change. More successful responses focused on changes to family structures and gender roles, the shifting status of different social groups, and the ways in which religion moved from being a matter of public concern to one of private belief. These topics are addressed in Thematic Learning Objectives IS-2, IS-4, and OS-8 in the curriculum framework.

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

In Part A, responses were expected to display some detailed knowledge of the Catholic practices that Luther was critiquing. Effective responses frequently noted Luther's objections to the practice of indulgences, but they also referred to the exclusive use of Latin in translating the Bible and in church rituals, plurality of office, simony, or clerical incompetence.

In Part B, responses were expected to discuss one of the many ways in which the Catholic Church responded to Luther's critiques. Acceptable responses often described how the Church shored up its interpretation of some theological concepts and practices (such as the reinstatement of the Latin translation of the Bible) while conceding points on others. An example of responses to Part A and Part B working in tandem was a response that illustrated the evolving Church policy on indulgences, which were declared efficacious for salvation in 1563 and yet banned for sale by Pope Pius V in 1567. Students frequently pointed to the improvement of clerical education and the conjoined educational and missionary goals of the Jesuits and Ursulines.

In Part C, responses were expected to move beyond theological disputes, focusing on how the protests raised by Luther contributed to some form of social change. Acceptable responses linked Luther’s theological arguments to a noticeable change in personal relationships, such as between social classes, within nation-states, or among family members. The point could be earned in a variety of ways, but students often identified increasing rates of literacy as a primary social change. Discussions of literacy were combined, quite rightly, with discussions of the emergence of vernacular translations of the Bible and other Protestant material disseminated through the printing press. Some responses addressed growing self-awareness among the lower classes, especially during the Peasants’ War of the 1520s. Several successful responses identified new roles for women, in both public and private settings, drawing on Luther’s concept of “the priesthood of all believers”.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses argued that the Church ignored Luther’s criticisms and did nothing in response to them. 	<ul style="list-style-type: none"> “One Catholic response in the 1500s to Luther’s critique was the meeting of the Council of Trent because here the church cleaned up church abuses and clarified church doctrine. For example, the church’s practice of simony was stopped...” <i>(Effective responses like this one revealed an understanding, with specific detail, of how the Catholic Church chose to address these critiques. The response highlights developments and practices explicitly, showcasing an ability to use evidence.)</i>
<ul style="list-style-type: none"> Some responses asserted that the mere availability of new denominational choices or the advent of religious violence constituted a “social change.” 	<ul style="list-style-type: none"> “Luther’s protest provided an avenue through which the lower, uneducated classes could create relationships with God without church interference. This separation led to a more independent and free-thinking lower class that became interested in scientific answers for things and not Church-provided propaganda.” <i>(Effective responses like this one were able to link religious change and developments to specific social changes that addressed issues like shifting status or the social influence of new groups.)</i>

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

- With specific reference to the topic of this prompt, teachers might have students go through several of the 95 Theses, detailing what precise abuse Luther was objecting to and the basis of his argument. Students could then construct a table of these, with the various decisions of the Council of Trent placed in an adjoining table. This would help students to map, in an identifiable way, Luther’s specific critiques and the Church’s corresponding response. Students could be encouraged to see why the Church “doubled-down” on some points, while yielding ground on others.

- In an effort to illustrate the ways in which these critiques led to shifts in gender roles, teachers could also assign primary source documents relating to the experiences of prominent Protestant women like the Lutheran Argula von Grumbach or the Anabaptist Elizabeth Dirks.

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

- Teachers will find lessons on teaching the historical reasoning skill of causation in the Teaching and Assessing Modules found on AP Central. The module titled *Analyzing Quantitative Sources: Causes of the Commercial and Agricultural Revolutions* is one of the modules that focuses on the reasoning skill of causation. This module contains specific lessons that address causation, videos explaining causation in conjunction with course content and examples of assessments and student responses for tasks whose skill focus is causation.
- Additionally, the module titled *Interaction of Europe and the World Over Time* contains an SAQ assessment and scoring explanation for an SAQ whose skill focus is causation.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section beginning on page 196 specifically addresses the historical reasoning skill of causation and provides suggestions for instruction.

Question #4**Task:** Short Answer Question**Max. Points:** 3**Topic:** Lenin and Stalin**Mean Score:** 1.48***What were the responses to this question expected to demonstrate?***

a) Describe one of Lenin's critiques of the Russian monarchy.

Responses were expected to demonstrate an understanding of some of Lenin's critiques of the Russian monarchy, highlighting one in particular. Responses ranged widely and included a number of different points and pieces of evidence. These included the consequences of widespread economic inequality in Russia; individual, group, and state responses to economic developments at the turn of the century; the nature of the Russian monarchy and its resistance to change; and the evolution of tension between Russians and the Tsar between, roughly, 1900 and 1917. These points are addressed in Key Concept 4.2. and the following Thematic Learning Objectives: PP-3, 4, and 5; IS-2; and SP-7.b) Describe one effect of Lenin's critique on Russian politics.

Responses were expected to illustrate causation by describing one effect of the critiques that Lenin developed. In answering this part of the prompt, responses frequently focused on the political and economic roles of the Russian government and how that government changed (in 1917 and immediately thereafter). Many responses focused on how the Russian state's economic roles shifted following the Revolution, partially in response to Lenin's critiques. Other responses discussed how the Russian state tried to deal with social tensions that were partially rooted in earlier policies of the monarchy. Finally, some responses were able to link developments in Russian politics (partially as responses to Lenin's critique) to discussions of national, regional, and social identities. These points are addressed in Key Concept 4.2 and Thematic Learning Objectives, SP-1, 2, 3 and 7; IS-2, 3 and 4; and NI-1, 2, and 4.

c) Explain how Stalin's policies departed from Lenin's policies.

Responses were expected to engage in some historical comparison by examining how Stalin's approaches departed from those of Lenin. In particular, this question asked students to think about the roles played by Stalin and Lenin in the creation of a new Russian/Soviet state. Most students chose to focus on the economic policies of these two leaders and discussed the evolution of the Russian state's role in the period between 1917 and 1930. Again, here some responses explored the status of different social groups in Russia and examined aspects of national, regional, and social identities. These points are addressed in Key Concept 4.2 and Thematic Learning Objectives PP-3, 4, and 5; SP-1, 2, 3, and 7; and IS-2, 3, and 4.

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

In part A, effective responses frequently noted Lenin's harsh critiques of the Russian monarchy's autocratic and overly bureaucratic government, its lack of concern for the lower classes (workers and peasants), the absence of civil and political rights, its economic and social backwardness, its chauvinistic Great Russian policies, and its involvement in World War I. In describing these critiques, effective responses also demonstrated an ability to engage with notions of historical change.

In part B, effective responses ably demonstrated an understanding of causation by noting that Lenin's critiques of the Russian state (and the political system) led to such developments as: growing support (by workers and peasants) for the Bolshevik movement, which in turn led to the Russian revolutions; Russia's exit from the first world war; the breakup of the Russian empire; the Russian civil war; and a host of economic and social reforms (land redistribution and also, in the wake of the civil war, the New Economic Policy).

In part C, effective responses explicitly (or in some cases implicitly) compared and characterized Lenin’s and Stalin’s policies in the new Russian/Soviet state. In the course of advancing this comparison, responses regularly discussed the development of new economic policies and their economic, social, and political consequences (NEP vs Stalin’s 5-Year plans). They also explained the differences in Lenin’s and Stalin’s views on communist revolution (world revolution versus socialism in one country) or commented on the differing approaches to running the new Russian/Soviet state.

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

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses had a poor understanding of what the Russian monarchy was and when it was in power (e.g., the response confused the Russian monarchy with the Soviet state). 	<ul style="list-style-type: none"> “At the beginning of the 20th century, Lenin criticized the Russian monarchy’s backwardness and oppressive rule;” “Lenin critiqued the Russian Tsar’s involvement in World War One for not being in the interests of the Russian workers.” <i>(Effective responses like these reveal an understanding of the powers of the Russian monarchy and an understanding of how some of their individual actions before the Revolution bred resentment.)</i>
<ul style="list-style-type: none"> Some responses did not recognize that Part B prompted them to describe an effect. They seemed to assume that a second type of critique was expected. 	<ul style="list-style-type: none"> “One consequence of Lenin’s critiques was that more and more peasants and workers supported the Bolsheviks; this, in turn, led to the February and October revolutions in 1917;” “One effect of Lenin’s criticisms of Russia’s involvement in World War One is that he took Russia out of the war after the Tsar was overthrown.” <i>(Effective responses like these illustrate an understanding of causation and reflect an ability to detail specific political consequences.)</i>
<ul style="list-style-type: none"> Some responses sought to discuss the entirety of Stalin’s rule as the basis for the comparison with Lenin or focused mainly on the period around World War II and its aftermath, rather than the implied focus on the 1920s or the early 1930s. 	<ul style="list-style-type: none"> “Stalin deviated from Lenin’s policies by replacing the NEP’s gradual, partially capitalist, approach to industrial and agricultural advancement with the rigidly centralized 5-Year plans and their promotion of collectivized agriculture and rapid industrialization.” <i>(Effective responses like this one provided a high degree of specificity that was especially beneficial, and quite sophisticated, in illustrating Stalin’s departures from Lenin.)</i>

<ul style="list-style-type: none"> Some responses demonstrated extensive knowledge of the Soviet Union under Stalin, but neglected to differentiate Stalin’s policies from Lenin’s. 	<ul style="list-style-type: none"> “Whereas Lenin viewed the communist revolt in Russia as part of a wider, world communist revolution, Stalin championed the cause of “socialism in one country,” thus prioritizing Russia’s transformation into a communist/Marxist state/society.” <i>(Effective responses like this one showcased important distinctions between Lenin and Stalin and were able to discuss their different approaches to communism as a political system.)</i>
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Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers should instruct students to be specific in their responses, providing detailed evidence when at all possible. In thinking about the how they marshal their evidence, it is important that students be reminded to identify and think about the cognitive demands/historical reasoning skills required by the question. In the instance of SAQ 4, they should have been thinking about both causation and comparison.
- Teachers need to work with their students so that they understand the nature of different forms of government in European history (monarchical, democratic, authoritarian/dictatorial, communist, capitalist, socialist, etc.). Having a good background in these areas will make it easier for them to answer questions of this sort.
- Students should be reminded that they need to understand the ways in which transitions in government leaders and political systems will often result in the implementation of policies and approaches that are broadly reflective of ideological positions and perspectives.

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

- Teachers will find lessons on teaching the historical reasoning skill of causation in the Teaching and Assessing Modules found on AP Central. The module titled *Analyzing Quantitative Sources: Causes of the Commercial and Agricultural Revolutions* focuses on the reasoning skill of causation. This module contains specific lessons that address causation, videos explaining causation in conjunction with course content, and examples of assessments and student responses for tasks whose skill focus is causation.
- Additionally, the module titled *Interaction of Europe and the World Over Time* contains an SAQ assessment and scoring explanation for an SAQ whose skill focus is causation.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section beginning on page 196 specifically addresses the historical reasoning skill of causation and provides suggestions for instruction.

Question #1**Task:** Document Based Question**Max. Points:** 7**Topic:** Evaluate whether the Thirty Years' War was fought primarily for religious or primarily for political reasons.**Mean Score:** 3.12***What were the responses to this question expected to demonstrate?***

The Document — Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in order to construct an analytical essay that responds to the tasks required by the prompt (as outlined in the exam instructions). This particular DBQ asked students to evaluate whether the Thirty Years' War was fought primarily for religious or primarily for political reasons. Students were provided with seven documents (including an image) on which to base their responses. In order to answer this question, students had to have an understanding of the 17th century and recognize that the Thirty Years' War was fought for a variety of reasons. These themes are discussed in Key Concept 1.5 in the curriculum framework. Responses were assessed on how they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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

Most responses attempted to write a thesis in the introduction or conclusion and most were successful at providing a line of reasoning for their claim that the Thirty Years' War was fought for religious or political reasons. In some instances, responses did not provide a line of reasoning or merely offered a restatement of the prompt. Theses were sometimes more specific in the conclusion than in the introduction and occasionally they were contained within a long contextualization paragraph in the introduction. Nonetheless, in these instances, the thesis could still be located in an identifiable place (at the beginning of the essay). In some cases, responses without a viable thesis were still able to develop an argument or line of reasoning over the course of their document analysis. Responses were moderately successful at contextualizing the Thirty Years' War with references to the Protestant Reformation as the starting point for religious conflict, the religious and political composition of the Holy Roman Empire, and events like the Peace of Augsburg and the Defenestration of Prague as precipitating causes. Most responses provided context in the introduction and tied it to the thesis. Most were also successful at describing the content of at least three relevant documents, although some struggled to use the content of at least six documents to make an argument about whether the Thirty Years' War was fought for religious or political reasons. Many responses attempted to provide evidence beyond the documents, especially with specific information not contained in the documents. The responses that earned the complexity point frequently did so by making an evaluative claim that while the Thirty Years' War was fought for both religious and political reasons, one carried more weight. They could also connect the Thirty years' War to another religious war from a different time period or geographical area. Some responses made a more nuanced analysis by providing complexity throughout the essay with multiple arguments and by using the documents to establish those arguments. Many also did so by pointing out that it is difficult to separate religion and politics in the 17th century and by making a complex point that what seemed religious was in fact political in the context of the Thirty Years' War.

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

On the whole, this question was clear, accessible, and a mainstream topic about which students knew a great deal. The most common misconceptions and omissions in responses to this question concerned religious confusion, such as incorrectly stating that Gustavus Adolphus was a Catholic. Some responses interpreted the documents incorrectly, often by pulling a portion out. Because these documents were often lengthy, students occasionally correctly analyzed one part but missed that the rest of the document contradicted that information. Even though the rubric point for describing the content of three documents related to the Thirty Year’s War is quite accessible, some responses merely provided a synopsis of the documents. The point for using six documents to make an argument or develop a line of reasoning proved somewhat more challenging for students. The sourcing point continued to be challenging for students, and a significant portion of the responses did not earn it. Students often did not attempt the point for complex understanding or attempted to do so by making a comparison to another religious or political event like the Crusades or the Holocaust, but without establishing a valid and relevant connection to the topic of the question or the Thirty Years’ War.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Some responses misidentified Gustavus Adolphus as a Catholic and failed to use the document accurately to support an argument about Sweden’s motivations for entering the war.	<ul style="list-style-type: none">“However, the war was in fact religiously motivated. In a letter from Gustavus Adolphus to the elector of Brandenburg, Adolphus declares that the Holy Roman Emperor only wants to root out the Protestant religion.” <i>(Effective responses like this one accurately described and connected the content of the document to an argument about the motivations for the Thirty Years’ War.)</i>
<ul style="list-style-type: none">Many responses lacked complexity. They neither provided a broader nuanced argument about the connected relationship between religious and political motivations, nor examined several of the documents which contained both religious and political elements.	<ul style="list-style-type: none">“Cardinal Richelieu in document 6 is achieving political gains and using religion as an excuse. As a politique he is willing to disregard his religious beliefs in favor of the state. He is killing two birds with one stone by removing Huguenots and increasing unity in France. Along with Adolphus, these leaders are extending the security of their states and increasing their power.” <i>(Effective responses like this one explained the nuance of an issue by analyzing how a ruler can use religious and political motivations to achieve their goal of increasing the power of the state. This example demonstrates an understanding of the broader historical developments that inform the source.)</i>

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

- Teachers should remind students that thesis statements need to be discrete, appearing in the introduction or the conclusion, and that they should be responding to the question with not only a claim or argument, but a line of reasoning that they will use to support that argument. In addition, as a step towards demonstrating complex understanding, a thesis that presents two sides of the argument often helps guide the response towards a greater level of sophistication. Through the use of practice DBQs, teachers can create discrete exercises to help students read documents and prompts carefully and create effective thesis statements. One possible approach would be to get students to spend 15 minutes reading documents, planning answers, and crafting theses on a practice DBQ. Following the allotted time, students could then pair-check each other’s work and practice revising thesis statements and response approaches for particular DBQs.

- Teachers should continue to train students to accurately use at least six of the seven documents to support an argument in the body of the essay. It is helpful to the reader if the student identifies which document they are referencing either through attribution of the source or in a parenthetical citation at the end of a sentence. Supporting an argument often involves placing similar documents in a body paragraph that follows a thesis point. Teachers can again practice this throughout the year by adding to the 15-minute thesis exercise above, asking students to demonstrate which documents they would use to illustrate which argument in their thesis/essay.
- In providing guidance to students on sourcing, teachers should remind them to think about the motivation of particular authors, the purpose of the document/source, the audience it might be addressing, and the historical situation or context of the document/source. This can be achieved by doing regular primary source exercises throughout the academic year. Practice DBQs can be used exclusively for sourcing. After a DBQ has been graded, teacher feedback in class and individually can involve asking students to find as many of the four types of sourcing for each document as possible.
- Teachers should begin to introduce the different ways of earning complexity points early in the academic year. One of the common ways to demonstrate complexity is by explaining both sides. Similar exercises to those outlined above can be employed for teaching complexity.

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

- Teachers will find lessons on teaching the skills necessary for success on the Document Based Question in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled *Analyzing Quantitative Sources: Causes of the Commercial and Agricultural Revolutions* focuses on the Analyzing Evidence practices that are central to the DBQ. This module contains specific lessons that address analysis of evidence of a variety of formats, videos explaining this in conjunction with course content from the Commercial and Agricultural Revolutions, and examples of assessments and student responses for tasks whose focus is the DBQ.
- Teachers will also find lessons on teaching the skills and practices necessary for success on the DBQ in the Teaching and Assessing modules titled *Analyzing Visual Sources* and *Evaluating Patterns of Continuity and Change in European Marginalization of the “Other,”* each of which focuses on the skills that are central to the DBQ. These modules also contain specific lessons that address analysis of evidence of a variety of formats, videos explaining this in conjunction with course content, and examples of assessments and student responses for tasks whose focus is the DBQ.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- With regard to the complex understanding scoring point, there was a session at the Annual AP Conference this July in Houston on *Demonstrating Complex Understanding*. This presented specific examples and teaching strategies. This resource is now available online afterwards on the Online Teacher Community site.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that addresses each of the skills needed for the course. The section, beginning on page 183, addresses the practice of analyzing historical evidence, and provides suggestions for instruction.

Question #2**Task:** Long Essay**Topic:** Old and New Imperialism**Max. Points:** 6**Mean Score:** 3.02***What were the responses to this question expected to demonstrate?***

The LEQ asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2018, each LEQ asked students to compare developments between periods or compare events from different periods in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 2, responses were expected to demonstrate historical reasoning, specifically analyzing differences and similarities in Europe's interactions with its overseas colonies during two distinct periods: 1500–1650 and 1815–1914. Responses were expected to frame an argument by analyzing both time periods and to support an argument with specific evidence that related to European interactions with overseas colonies. Responses were expected to analyze how encounters between Europe and the wider world shaped European and non-European societies. These themes are addressed in Key Concepts 1.3.III and 3.5.III of the curriculum framework. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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

The majority of responses to this question demonstrated some ability to contrast European colonial/imperial relations with non-European regions of the world in two different time periods. Some responses went well beyond analyzing differences by exploring similarities between both eras. Some responses took a nuanced approach by analyzing, within the early period, differences between European interactions in the New World with colonial approaches in Africa and Asia. Students possess good detailed knowledge of imperialism as a historical development and tended to be able to cite specific examples in their responses. They were particularly adept at discussing economic factors, but many of the better students were able to address subtleties in racial attitudes, religious factors, forms of colonial governance, etc. Most responses made at least some attempt to contrast both time periods and seemed to understand the idea of comparing chronological eras.

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

Some responses failed to adequately establish the distinctions between the two periods and tended to argue, without effective substantiation, that they were identical in nature. Similarly, as is inevitable in questions that ask for chronological comparisons, some developments were identified as occurring in the wrong period. Students tended to confuse, for example, chronologies about the slave trade. They also tended to sometimes misunderstand the relationships between European imperialists and indigenous peoples. Finally, some misunderstood the meaning of “the extent to which” and did not take the cue to think about this as an opportunity for assessment.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">Some responses placed historical information in the wrong time period (e.g., Atlantic slave trade late located primarily in the 1815-1914 period).	<ul style="list-style-type: none">“Old Imperialism was all about creating new world colonies and sending people there to live and also control useful resources...New Imperialism focused on behind the scenes control. Examples of this are Belgian Congo where the population stayed mostly natives, but Belgium used it for resources...” <i>(Effective responses like this one supported an argument using specific and relevant evidence in both historical periods.)</i>
<ul style="list-style-type: none">Some responses described overly positive relations between Europeans and indigenous peoples in the New World in the early period (e.g., the Inca and Aztecs), perhaps confusing the nature of this relationship with trade relationships in Africa and Asia.	<ul style="list-style-type: none">“Europe’s interactions with colonies differed between the two periods because the first was mainly about glory and labor, while the second was more concerned with trade and racial superiority. The main goal of the first period was state glory, which many states found through the discovering of new lands and peoples. For example, Henry the Navigator brought glory to Portugal with his funding of expeditions up and down the coast of Africa...” <i>(Effective responses like this one displayed an ability to provide relevant comparisons between the two periods, using ample and effective relevant evidence. In this example, there is the beginning of some complex argumentation, as well.)</i>

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

- Teachers need to remind their students that theses should make clear claims and establish an effective line of reasoning. It might be useful for teachers to encourage students to develop several lines of reasoning to showcase complex thinking. An example might read, “European states in the early period were concerned more with mercantilist principles while in the later period they were more concerned with extracting natural resources to boost economic and state power.”

- Teachers should encourage students to contextualize in the opening paragraph of their essay or, perhaps, in the conclusion. Many successful responses to LEQ 2 included contextualization in the opening paragraph prior to the thesis (e.g., exploration and technology). Similarly, contextualization for information beyond the terminal date of the question was, in LEQ 2, often found in the concluding paragraph of strong responses (e.g., decolonization after World War II).
- Teachers should remind students that the second evidence point requires support of the argument. Students should be taught to connect evidence to their major claims—how it was similar to or different from the other period. For instance, instead of writing, “Bismarck organized the Berlin Conference as a means of carving up Africa,” a more effective use of evidence might read, “Bismarck organized the Berlin Conference as a means of carving up Africa, thus demonstrating that Europeans sought to conquer African territory rather than merely establish trade relationships with Africans, much as they they had done in the 16th century.”
- Teachers should recognize that complexity is perhaps the most challenging point to earn. The clearest path to earning the point is to explain, in a concrete way, BOTH differences and similarities. This is a point that less sophisticated responses can earn if they address both sides adequately. Another approach is to train students to think thematically. Rather than addressing the early period in the first body paragraph and the later period in the second body paragraph, a more sophisticated response to this prompt might have established two or three themes, each with its own paragraph. For example, a response might have addressed economic issues in discussing the mercantilism of the early period and capitalism in the second period; it might have juxtaposed the slave trade of the early period with the forced labor of Africans in extracting raw materials in the later period; or it might have contrasted state-sponsored Christianization in the early period with private missionary efforts in the later period.

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

- Teachers will find lessons on teaching the historical reasoning skill of comparison in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled *Comparing Interaction of Europe and the World Over Time* focuses on the reasoning skill of comparison during the Colonial and the Imperial eras in European history. This module contains specific lessons that address comparison, videos explaining comparison in conjunction with colonialism and imperialism, and examples of assessments and student responses for tasks whose skill focus is comparison.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The Online Teacher Community is a good resource for teachers to seek additional feedback and support from peers by posting a question or comment in the discussion section, or by checking what resources have already been posted in the “resources” tab on the Online Teacher Community.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section on page 195 specifically addresses the skill of continuity and change over time and provides suggestions for instruction.

Question #3**Task:** Long Essay**Topic:** Glorious Revolution and French Revolution**Max. Points:** 6**Mean Score:** 3.06***What were the responses to this question expected to demonstrate?***

The LEQ asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2018 each LEQ asked students to compare developments between periods or compare events from different periods in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. Responses to LEQ 3 were expected to demonstrate chronological reasoning, specifically by comparing differences between the impact of the Glorious Revolution and the French Revolution. More specifically, responses were expected to frame an argument establishing a line of reasoning about the extent to which the political consequences of the Glorious Revolution differed from the political consequences of the French Revolution. The Glorious Revolution is covered in Key Concept 2.1.II of the curriculum framework, and the French Revolution is covered in Key Concepts 2.1.IV and 2.1.V. Responses were expected to establish a context for one or both revolutions and to make and develop a claim based on specific historical evidence about each episode in European history. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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

The majority of responses to this question demonstrated some ability to contrast the political consequences of the Glorious and the French revolutions. Some responses went well beyond immediate political consequences by analyzing differences over a broad span of years or by analyzing similarities, as well as differences, in the political consequences of each revolution. Some responses took a nuanced approach by analyzing thematically the underlying causes of each revolution, as well as the resulting consequences and by linking the discussion to particular themes (e.g. religious causes and/or the impact of both revolutions on religion, the relationship between the ruler and the legislature before and after the revolutions, and the impact of both revolutions on European and world affairs). Because these are well-covered topics in most courses, students possess good knowledge of both events and tend to have mastered the narratives of, at the very least, the French Revolution. Many responses grasped the political import of these events and could then discuss significance.

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

There was some imbalance in the responses, with many students possessing more detailed knowledge of the French Revolution than the Glorious Revolution. Some responses displayed a lack of chronological understanding by confusing the Glorious Revolution with the English Civil War or the French Revolution with the French Wars of Religion. Some responses also confused historical actors (the Napoleons, for example) or the nature of religious disputes in 17th century England. Responses occasionally struggled with making historically defensible claims. Occasionally, they misstated impact or confused the effects of major developments. They also had a tendency to occasionally confuse the class origins and roles of particular historical actors.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses placed historical information in the wrong time period (e.g. confusing Napoleon I with Napoleon III, confusing religious issues of the English Reformation with religious issues of the Glorious Revolution). 	<ul style="list-style-type: none"> “The political changes that resulted from the revolutions in Britain and France differed in which types of government emerged. Once James II had fled Britain against overwhelming opposition, the Parliament obliged William and Mary of Orange to agree to the English Bill of Rights, placing a clear limit on royal power.” <i>(Effective responses like this one used evidence about Parliament’s actions and attempts to limit monarchy to illustrate the political impact of the Glorious Revolution. The order of the events described is chronologically correct.)</i>
<ul style="list-style-type: none"> Some responses began with a historically indefensible argument (e.g. the Glorious Revolution created democracy or the Glorious Revolution was linked to the grievances of the lower classes in England). 	<ul style="list-style-type: none"> “The French Revolution was preceded by the Enlightenment where morals, systems of government, and institutions were questioned. These ideas like natural rights, democracy, and constitutionalism hit France in full force causing a drastic revolution. The Glorious Revolution differed from the French Revolution as it established a stable constitutional monarchy and was nonviolent and set the framework for future powerful democracies.” <i>(Effective responses like this one made a historically defensible claim that addressed the differences between the Glorious and the French Revolutions. The response clearly linked the Enlightenment to the French Revolution and implicitly linked the political consequences of the Glorious Revolution to the later American Revolution.)</i>

<ul style="list-style-type: none"> Some responses struggled with how to use evidence in support of an argument, simply providing detail without considering how it is furthering a claim or line of reasoning. 	<ul style="list-style-type: none"> “The first difference in the revolutions was the reason why they occurred in the first place. The French Revolution had occurred from the bourgeoisie realizing their power, wealth, and abuse of rights. They noticed how the king, First Estate (clergy), and Second Estate (nobility) had been abusing their power by having less population yet gaining the most representation. The Third Estate (bourgeoisie) responded by declaring themselves the National Assembly and demanding more power by creating the Declaration of the Rights of Man. They fought for representation in society.” <i>(Effective responses like this one used evidence about class inequality during the Ancien Regime to establish the grievances of the Third Estate and illustrate how those grievances were addressed during the Revolution.)</i>
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Based on your experience at the AP® Reading with student responses, what advice would you offer to teachers to help them improve the student performance on the exam?

- Teachers should train students to write a thesis that makes a claim/argument directly related to the prompt and establishes a line of reasoning (e.g., “The political consequences of the Glorious Revolution differed from those of the French Revolution immensely as seen through the greater importance of Parliament and overall stability”).
- Teachers should instruct students to write a thesis that addresses the historical reasoning skill linked to the question (e.g., comparison, causation, etc.). While these skills are no longer identified in the prompt parenthetically (as they were in 2017), having students bear in mind what the question is asking them to do will enable more effective responses to the prompt. In most cases, the skill will be discernible to the students and they should be encouraged to think about the kind of skill that they are being asked to utilize. An example might read, “Both the Glorious Revolution and the French Revolution were instances where people were unhappy with their rulers and desired change. The bloodless manner of the Glorious Revolution and the way it simply shifted power to another monarch allowed for Britain to remain stable and encourage reform in the future while France’s Terror and complete remaking of the government created instability and a move towards authoritarian figures.”
- Teachers should help students learn how to contextualize in the opening paragraph and/or in the conclusion. Many successful responses to LEQ 3 included contextualization in the opening paragraph prior to the thesis (e.g., background details on the causes of both revolutions). Similarly, contextualization for information beyond the dates included in the question is often found in the concluding paragraph of strong responses (e.g., linking the political instability of France as a result of the French Revolution to the 19th-century revolutions of 1830 and/or 1848).
- Teachers should remind students that they need to connect their evidence to an argument. In the case of LEQ 3, the evidence needed to relate to arguments about either/or both revolutions.
- Students should be reminded that the complexity point is the most challenging one to earn and provided with strategies for performing this task effectively. One approach is to give them the ability to think like a historian and get them to discuss alternative interpretations about an event or set of developments or to rehearse historical disagreements about a given topic (e.g. the Glorious Revolution is often portrayed positively because of the lack of violence but the French Revolution is viewed negatively because of the violence). In LEQ 3, this was done with success by students who juxtaposed Burke’s and Voltaire’s views on the revolutions).

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

- Teachers will find lessons on teaching the historical reasoning skill of comparison in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled *Comparing Interaction of Europe and the World Over Time* focuses on the reasoning skill of comparison during the colonial and imperial eras in European history. This module contains specific lessons that address comparison, videos explaining comparison in conjunction with colonialism and imperialism, and examples of assessments and student responses for tasks whose skill focus is comparison.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The Online Teacher Community is a good resource for teachers to seek additional feedback and support from peers by posting a question or comment in the discussion section, or by checking what resources have already been posted in the “resources” tab on the Online Teacher Community.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section on page 195 specifically addresses the skill of continuity and change over time and provides suggestions for instruction.

Question #4**Task:** Long Essay**Topic:** European/US relations**Max. Points:** 6**Mean Score:** 2.80***What were the responses to this question expected to demonstrate?***

The LEQ asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. In 2018 each LEQ asked students to compare developments between periods or compare events from different periods in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. Responses to LEQ 4 were expected to demonstrate the historical reasoning skill of comparison, by evaluating the extent to which Europe's political relationship with the United States in the period 1918 to 1939 differed from Europe's political relationship with the United States in the period 1945 to 1989. Responses were expected to establish a line of reasoning concerning developments in these two periods, and to describe a broader historical context relevant to the prompt. They were also expected to provide specific examples of evidence appropriate to the topic of the U.S.–European relationship and to use this evidence in support of an argument. Responses were assessed on the extent to which they performed in the following four categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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

Responses typically argued that the relationship was driven by American isolationism in the first period and American interventionism in the second period, pointing to the formative effects of the two world wars, the Great Depression, and the Cold War. Student responses demonstrated a broad range of relevant content knowledge contained in Key Concepts 4.1 of the curriculum framework (mostly, but not exclusively, 4.1.I.A; 4.1.II.A; 4.1.II.B, 4.1.III.A; and 4.1.IV.A, 4.1.IV B, 4.1.IV C, and 4.1.IV D). For the most part, responses cited at least two relevant pieces of evidence, although some struggled to use this evidence in support of an argument. In order to describe a broader historical context relevant to the prompt, responses could draw upon the same Key Concepts in the curriculum framework as well as 4.1.VI.A, 4.1.VI.B, and 4.1.VI.C. Responses were expected to use the historical reasoning skill of comparison to frame an argument addressing the similarities and differences in the American-European political relationship during these two time periods and, in general terms, it seems that most students grasped this reasoning skill and were able to implement effective comparisons.

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

While students performed well on this LEQ, some struggled with a few issues. Some student responses, for instance, wanted to make it an essay about the First World War and the Second World War. While these were frequently important in establishing context, responses that constructed arguments about US involvement in the wars exclusively were mistaken. Similarly, students struggled sometimes with chronology, placing events in incorrect periods or misidentifying the significance of a development they had identified in their responses. Misidentifications of this sort made it difficult to develop historically defensible claims. Some responses also had difficulty in establishing context effectively. They could make passing references to related events, but they occasionally failed to relate those attempts at contextualization to the topic of the essay prompt.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses correctly cited particular events or developments, such as the Dawes and Marshall Plans, but then confused the chronology of these events. This made it difficult to construct a feasible argument about the evidence. 	<ul style="list-style-type: none"> “After 1945, The United States became much more involved in European politics. The Truman Doctrine was established to make it known that the US would intervene if communism threatened European nations and practice containment. The US also became a part of the United Nations, formally aligning itself with many European nations.” <i>(Effective responses like this one used specific pieces of evidence, including the Truman Doctrine, joining the UN, and the Marshall Plan, to support an argument about U.S. involvement in Europe and the relationship between the two regions.)</i>
<ul style="list-style-type: none"> In their attempts to describe a broader historical context relevant to the prompt, some responses often consisted of no more than a passing reference to an earlier, contemporary, or later event or development. 	<ul style="list-style-type: none"> “Though previously, European powers had intervened into American affairs with French support of the American Revolution and British involvement in the War of 1812, this [WWI] marked the first real American involvement in Europe. America was reluctant to get involved but did after the sinking of the Lusitania and other events that shifted American popular opinion...” <i>(Effective attempts at contextualization like this appeared in the introduction and led to a thesis explaining the difference between non-intervention and intervention. This particular response also shifted the focus from US actions and policies to European involvement in North America).</i>

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

- Teachers should emphasize that contextualization must consist of more than a simple passing phrase or reference to developments in another time period or region; they must also describe the context in a way that relates it to the topic of the prompt. Although students can choose to include such contextualization anywhere in the body of their response, teachers should instruct students to begin their essays by “setting the stage” for both the topic and the time period; they can encourage students to use their first paragraphs to introduce both context and their thesis.
- Teachers should attempt to explore the various pathways towards earning the second analysis and reasoning point for complexity as detailed in the right-hand column of the scoring guidelines for this question. They can encourage students to examine both significant differences and similarities seen during these periods or move beyond the explicitly political focus of the prompt by examining the economic and cultural aspects of the US-European relationship.
- Teachers should also remind students that they do not need to organize their responses chronologically (in the case of LEQ 4, focusing first on the period 1918-1939 and, then, 1945-1989). Rather, students might be encouraged to structure their responses according to conceptual categories or arguments, such as American attempts to shape domestic European politics through economic intervention and aid programs as seen throughout these two periods.

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

- Teachers will find lessons on teaching the historical reasoning skill of comparison in the Teaching and Assessing Modules, a link to which is found on AP Central. The module titled *Comparing Interaction of Europe and the World Over Time* focuses on the reasoning skill of comparison during the colonial and the imperial eras in European history. This module contains specific lessons that address comparison, videos explaining comparison in conjunction with colonialism and imperialism, and examples of assessments and student responses for tasks whose skill focus is comparison.
- Teachers will find example responses from this question on AP Central, along with specific commentary explaining why each point was or was not earned.
- The Online Teacher Community is a good resource for teachers to seek additional feedback and support from peers by posting a question or comment in the discussion section, or by checking what resources have already been posted in the “resources” tab on the Online Teacher Community.
- The instructional section of the AP European History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. The section on page 195 specifically addresses the skill of continuity and change over time and provides suggestions for instruction.