

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

The Advanced Placement Program<sup>®</sup> enables willing and academically prepared students to pursue college-level studies — with the opportunity to 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 skills while they learn the required course content. Course themes foster deep analysis by making connections and comparisons across different topics. Each AP History course corresponds to two semesters of a typical introductory college history course.

**AP European History Course Overview**

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

**RECOMMENDED PREREQUISITES**

There are no prerequisite courses, although 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.

**Historical Thinking Skills**

The historical thinking skills provide opportunities for students to learn to think like historians, most notably to analyze evidence about the past and to create persuasive historical arguments. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history. Skill categories and examples for each are listed below.

**Analyzing Evidence: Content and Sourcing**

- Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
- Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

**Interpretation**

- Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
- Analyze diverse historical interpretations.

**Comparison**

- Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.
- Compare different historical individuals, events, developments, and /or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/or geographical location.

**Contextualization**

- Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

**Synthesis**

- Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.
- Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

**Causation**

- Explain long and/or short-term causes and/or effects of an historical event, development, or process.
- Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

**Patterns of Continuity and Change Over Time**

- Identify patterns of continuity and change over time, and explain the significance of such patterns.
- Explain how patterns of continuity and change over time relate to larger historical processes or themes.

**Periodization**

- Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.
- Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.
- Analyze different and/or competing models of periodization.

**Argumentation**

- Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.
- Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., *comparison*, *causation*, *patterns of continuity and change over time*, or *periodization*).
- Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.
- Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

## 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 and supporting concepts, course themes, and historical thinking 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.
- Analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

**Section I Part B:** Short Answer | 4 Questions | 50 Minutes | 20% of Exam Score

- Questions provide opportunities for students to explain the historical examples that they know best.
- Some questions include texts, images, graphs, or maps.

**Section II Part A:** Document Based | 1 Question | 55 Minutes | 25% of Exam Score

- Analyze and synthesize historical data.
- Assess written, quantitative, or visual materials as historical evidence.

**Section II Part B:** Long Essay | 1 Question | 35 Minutes | 15% of Exam Score

- Select one question among two.
- Explain and analyze significant issues in European history.
- Develop an argument supported by an analysis of historical evidence.

## AP EUROPEAN HISTORY SAMPLE EXAM QUESTIONS

### Sample Multiple-Choice Question

“Marx himself was passionately interested in the history of the French Revolution... in all of Marx’s historical writings, the Revolution served as a touchstone; it fostered the development of capitalism by breaking the feudal stranglehold on production, and it brought the bourgeoisie as a class to power. These two, inseparable elements—the establishment of a suitable legal framework for capitalist development and the class struggle won by the bourgeoisie—have characterized Marxist historical accounts of the Revolution ever since... In the Marxist account, the Revolution was bourgeois in nature because its origins and outcomes were bourgeois.”

Lynn Hunt, historian, *Politics, Culture, and Class in the French Revolution*, 1984

In the passage, Lynn Hunt outlines the Marxist interpretation of the French Revolution. What evidence would support the argument that the Revolution was fundamentally bourgeois?

- (A) The wave of spontaneous peasant attacks on the nobility in 1789
- (B) The abolition of hereditary privileges by the National Assembly during the first phase of the Revolution
- (C) The price controls on basic foodstuffs instituted by the Revolutionary government
- (D) The leading role in the Revolution of members of the nobility, such as the Marquis de Lafayette

Correct Answer: B

### 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 Periodization Historical Thinking Skill

Evaluate the extent to which the revolutions of 1848 can be considered a turning point in European political and social history.

### Sample Short-Answer Question: Comparison

Answer parts A, B, and C.

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