

Chief Reader Report on Student Responses: 2017 AP[®] World History Free-Response Questions

• Number of Students Scored	298,475		
• Number of Readers	1,402		
• Score Distribution	Exam Score	N	%At
	5	25,274	8.5
	4	59,370	19.9
	3	79,584	26.7
	2	88,408	29.6
	1	45,839	15.4
• Global Mean	2.76		

The following comments on the 2017 free-response questions for AP[®] World History were written by the Chief Reader, Professor Tim Keirn, California State University, Long Beach. 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 1

Max. Points: 3**Topic:** Chinese Interactions with

Nomads Image

Mean Score: 0.49***What were responses expected to demonstrate in their response to this question?***

This question addressed Key Concepts 2.2 and 3.2 of the AP World History Curriculum Framework (The Development of States and Empires and Continuity and Innovation of State Forms and Their Interactions). This question presented students with an image of a Chinese general of the Tang dynasty interacting with Uighur nomads on the frontier of China. The students were then asked to identify and explain two continuities in Chinese imperial history based on the interaction depicted in the image. Further, students were asked to identify and explain one way in which the interaction between imperial China and Central Asian nomads changed after 1100 C.E. This question tested students' ability to demonstrate and apply their knowledge of interactions between Chinese and Central Asian peoples. Even though the image is rooted in the Tang dynasty period (618–907 C.E.), students could draw on their knowledge of interactions between Chinese and Central Asian nomads in earlier periods, such as under the Han dynasty, or in later periods, such as under the Song and Ming dynasties.

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

Although many students performed well on this question, it proved to be the most difficult question of the four for students to successfully answer. Most students were able to identify a change in the interaction between imperial China and Central Asian nomads. Most frequently, they cited the Mongol conquest of China and the establishment of the Yuan dynasty. Students regularly cited continuities of interaction, including Chinese feelings of cultural superiority and their subsequent demand for respect and submission through the Chinese tributary system, which included nomadic peoples, and respectful relationships fostered by Confucian ideals. Students were more successful in their analysis of change as opposed to continuity.

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

Many students identified historical continuities and supporting evidence, but they were often not related to the interaction depicted in the image. Others correctly connected interactions in the image with historical processes but failed to note how those processes were continuities in Chinese imperial history.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “Further, this image demonstrates another historical Chinese pattern: political manipulation. Confucian and legalist rulers alike were diligent at setting nomads against each other, so that China would be left alone.” <i>(While a historically accurate statement, political manipulation is not shown in the image.)</i> 	<ul style="list-style-type: none"> “Another way in which the interaction depicts a continuity in Chinese imperial history is that the Chinese often viewed themselves as ethnically, culturally, and socially superior to their nomadic counterparts. The painting shows the general looking down upon the Uighur nomads” <i>(historically accurate and clearly illustrated in the image).</i>

- “The nomads are giving themselves up to the might of China. The interaction between China and the nomads depicts how China moved and took over the lands of the Uighur.” (*While the submission of the Uighurs to China is illustrated in the image, the student does not illustrate a historical continuity because the statement that China took over the Uighurs’ land is historically inaccurate.*)

- “This image also represents the contentious relationship China had with nomads for its dynastic history. It was northern nomads that contributed to the fall of the Han and eventually the Song. . . . The tributary system is a symptom of this tumultuous relationship.” (*The references to conflict between China and nomadic peoples during the Han and Song dynasties illustrates the connection between China and a continuity in Chinese history.*)

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?

The Short Answer Questions are new to the AP World History exam this year, and this style of question focuses on appropriate historical knowledge rather than an emphasis on a particular writing style or format. This style of response also requires the ability to demonstrate an understanding of historical context within the correct chronology and is based on the student’s content knowledge.

Teachers should give their students opportunities to evaluate historical events through the use of historical images. They should work to develop interpretive skills addressing continuity and change over time. Teachers should also give their students practice writing brief responses that go beyond simply identifying historical events or processes. It is critical for students to understand how historical thinking skills require them to move beyond mere identification.

Across all four SAQ questions, students were often very successful in identifying the appropriate historical interaction or example for the question being asked. Teachers can assist student performance by providing opportunities for students to explain interactions or examples analytically and focusing on how or why so that their response answers all aspects of the prompt.

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 AP history disciplinary practice of analyzing historical evidence in the Teaching and Assessing Modules, a link to which is found on AP Central. There are modules that focus specifically on the disciplinary practice of analyzing historical evidence in conjunction with course content that is also often a challenge for students. This module contains specific 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 on AP Central also contain a number of additional examples of Short Answer Questions along with commentary and notes on scoring student work.
- 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 World 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 151 specifically addresses the disciplinary practice of analyzing historical evidence and provides suggestions for instruction.

Question #2**Task:** Short Answer
Question 2**Max. Points:** 3**Topic:** Richards Land Use and
Biodiversity Secondary Source**Mean Score:** 0.72***What were responses expected to demonstrate in their response to this question?***

This question gave students the opportunity to address a broad range of historical content from the AP World History Curriculum Framework. Students' responses could reference content from Key Concepts 1.2, 2.3, 3.1, 3.3, 4.1, 4.2, and/or 6.1 of the Curriculum Framework (The Neolithic Revolution and Early Agricultural Societies; Emergence of Interregional Networks of Communication and Exchange; Expansion and Intensification of Communication and Exchange Networks; Increased Economic Productive Capacity and Its Consequences; Globalizing Networks of Communication and Exchange; New Forms of Social Organization and Modes of Production; and/or Science and the Environment). This question presented students with a passage written by a historian who studies environmental history in the early modern period (1450–1750 C.E.). Students were asked to identify and explain a historically specific example of intensified human land use in that period that would support the author's argument, one historically specific example of intensified human land use in the period before 1450 C.E. that would also support the author's argument, and one late-twentieth-century development that explains the historian's interest in the subject of the passage. The question tested students' ability to comprehend the passage and then apply their understanding relative to the use of land in a historically meaningful way across three different time periods.

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

This question appeared to be a more difficult question than Questions 3 and 4 but easier than Question 1 on the short answer portion of the exam. Most students were able to identify at least one aspect of the question and explain how that aspect was representative of the passage, thereby demonstrating their ability to utilize the historical thinking skills of contextualization and interpretation successfully. The most commonly cited historically specific examples for part a) were plantation agriculture, mining (if linked to land use), and slavery (also if linked to land use) during the Columbian Exchange and in European colonies in the Americas. Mesoamerican civilizations (e.g. the Aztecs with *chinampas* and the Incas with terraced agriculture) were also common. For part b) the most common responses included irrigation or the cultivation of cereal crops in river valley civilizations during the Neolithic Revolution. Students also discussed the three-field system in medieval Europe and improved plows and greater rice cultivation in Song dynasty China. For part c) reference to the Green Revolution, GMOs, and uses of pesticides and chemicals were common acceptable responses, as well as the environmental movement and global warming.

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

Many students identified a historically specific example but did not explain the link or impact of intensified human land use. For example, "trading crops and livestock" or "new crops being imported and exported to new places" are not directly related to land use or environmental impact. Others identified historical examples but outside the time period, such as the Industrial Revolution, the Dust Bowl, or the Irish potato famine. Also, the identification or explanation was either described in excessively vague terms or did not include enough detail; for example, "The start of agriculture led to population increase and the start of societies" (not linked to land use) or "agriculture is still around and how it is still interesting" (not linked to anything). Students also sometimes got sidetracked and described trade, economic factors, or population increases rather than concentrating on intensified human land use.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “One key example to support the author’s claim would be the Columbian Exchange. This is one main example of intensified land use in the period 1450–1750 due to the fact of trading crops and livestock that happened.” (<i>“Trading crops and livestock” is not specifically connected to land use.</i>) 	<ul style="list-style-type: none"> “The growth of plantation-style agriculture in European colonies supports the author’s argument. Plantation-style agriculture dedicated large amounts of land to the growth of a few major cash-crops such as sugar, cotton, and tobacco which significantly reduced the diversity in the vegetation” (<i>clearly demonstrates the way in which plantation agriculture required intensified land use and connects the example to the author’s argument.</i>)
<ul style="list-style-type: none"> “One example is the Irish Potato Famine. They overworked the land to a point where it would not yield crops.” (<i>Although the student is illustrating an example of intensified land use, the example is outside the time period.</i>) 	<ul style="list-style-type: none"> “When the Spanish and Portuguese conquered Latin America in the 1450–1750 C.E. period, they established sugar cane plantations there ... As they only grew sugar cane, they purposely reduced the biodiversity” (<i>an example of intensified land use within the time period.</i>)
<ul style="list-style-type: none"> “Humans intensified land use in many ways, one way they did it through the time period before 1450 C.E. would be when they were really getting their agricultural systems together because you need land use when putting together a system to feed and water an amount of people.” (<i>The evidence is too vague to be historically defensible.</i>) 	<ul style="list-style-type: none"> “During the Neolithic Revolution starting in 8000 B.C.E. humans began expanding the use of agriculture, mostly around river valleys. Populations grew and so cultivation of crops such as wheat, rye, and barley dominated and reduced the variety of plant species.” (<i>The response presents a specific example of intensified land use and demonstrates how the example is connected to the author’s argument.</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?

Cross-period comparisons would be very helpful for students to improve their scores on Short Answer Questions. Students could also develop a stronger sense of periodization that would help improve their understanding of historical chronology. Practice at reading and analyzing different types of secondary sources, as well as writing responses to prompts derived from those sources, would be opportunities for students to improve the skills necessary to do well on SAQs, encourage historical thinking, and improve their critical reading and writing skills overall. In working with secondary sources, students should also be taught to contextualize contemporary historical writing.

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 AP history disciplinary practice of analyzing secondary sources in the Teaching and Assessing Modules, a link to which is found on AP Central. There are modules that focus specifically on the disciplinary practice of secondary source analysis in conjunction with course content that is also often a challenge for students. This module contains specific 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 on AP Central also contain a number of additional examples of Short Answer Questions along with commentary and notes on scoring student work.
- 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 World 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 151 specifically addresses the disciplinary practice of analyzing historical evidence and provides suggestions for instruction.

Question #3**Task:** Short Answer
Question 3**Max. Points:** 3**Topic:** Industrialization as a Turning
Point in Global History**Mean Score:** 0.77***What were responses expected to demonstrate in their response to this question?***

This question addressed Key Concepts 5.1 and 5.2 of the AP World History Curriculum Framework (Imperialism and Nation-State Formation and Nationalism, Revolution, and Reform). This question asked students to identify and explain three ways in which industrialization in the period circa 1750–1900 can be considered an economic turning point in global history: one economic, one political, and one social. The question assessed students’ ability to recognize how the process of industrialization had long-term consequences across the globe.

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

This question was one of the highest performing questions in the Short Answer portion of the exam, and students often successfully demonstrated their ability to use the historical thinking skill of periodization. Many students were able to identify and explain at least one of the turning points. For part a) students frequently identified changes in global economic systems and explained how machine-based factory production led to greater, faster, and cheaper production of consumer goods, replacing older methods of production. For part b) many students identified that industrialization led to a greater need for raw materials and explained how the need for raw materials led to a wave of new imperialism that encompassed areas like Africa, South Asia, and Latin America, putting those areas under the political control of industrialized European nations for the first time. For part c) students frequently explained how women’s entry into the industrial working world helped pave the way for women’s rights movements that had largely been absent before industrialization.

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

Many students were able provide accurate factual information regarding economic, political, or social changes that resulted from industrialization but could not explain them as turning points in world history. Students also misidentified the nature of the turning points, incorrectly labeling them as economic, political, or social.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “Industrialization in the 1750s through 1900s can be considered an economic turning point in global history because it brought wealth to the economy as factories were producing large quantities of goods to be sold through trade.” <i>(The response needs greater specificity and a clear explanation of how the changes alluded to constituted a turning point.)</i> 	<ul style="list-style-type: none"> “Industrialization in the period 1750–1900 was the driving force behind creating a truly global economy. Factories in Europe produced manufactured goods desired by those in Africa and Asia, while provid[ing] raw materials like silk and porcelain. Africa had precious metals to trade for manufactured goods, while India traded cotton that could be made into textiles.” <i>(a detailed response that explains how industrialization led to the creation of a truly global economy).</i> “Industrialization was a shift from agriculture being a main source of economy to industrial powers and factories.” <i>(a less detailed response that sufficiently explains why industrialization was a turning point).</i>

<ul style="list-style-type: none"> • “Additionally, industrialization changed politics through the creation of free-market capitalism in many developed nations.” (<i>The explanation for this response does not clearly demonstrate how the emergence of free-market capitalism was a political turning point.</i>) 	<ul style="list-style-type: none"> • “It led to the expanding economic growth of Europe and the western economy. This push for countries to become industrial powerhouses also pushed nations to find countries to exploit for their raw materials. This led to massive imperialism in the southeast of Asia, Indo-China, and India.” (<i>This response provides a specific of European imperialism to illustrate a political turning point.</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 provide their students opportunities to analyze historical processes beyond their short-term effects, focusing also on the long-term impact of those processes and what makes them so important. Teachers should also emphasize the difference between identification and explanation. An explanation should address the analytical questions of how or why. Students should also develop and retain content knowledge through the instructional provision of coherent frameworks of periodization aligned with the specific course themes. Teachers should also encourage students to see the connection between the analysis of continuity and change and that of periodization.

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 associated with the Short Answer Questions located on AP Central. There are modules that focus specifically on the Short Answer Question along with course content that is also often a challenge for students. These modules contain specific lessons that address instruction and support for the Short Answer Question, videos explaining instruction for this task, and examples of assessments and student responses for responding to these questions.
- The Teaching and Assessing Modules on AP Central also contain a number of additional examples of Short Answer Questions along with commentary and notes on scoring student work.
- 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 World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. This section begins on page 145 of the AP World History Course and Exam Description.

Question #4**Task:** Short Answer
Question 4**Max. Points:** 3**Topic:** Three Technologies Leading to
Globalization**Mean Score:** ****What were responses expected to demonstrate in their response to this question?***

This question addressed Key Concepts 6.1 and 6.3 of the AP World History Curriculum Framework (Science and the Environment and New Conceptualizations of Global Economy, Society, and Culture). This question asked students to identify three technologies that have contributed to globalization since the end of the Second World War and explain how each one contributed to globalization. Students earned 1 point for each technology that was identified and for explaining how that technology contributed to globalization. This question tested students' ability to understand causal relationships between technology and globalization and apply specific evidence in support of those interpretations, given the timeline provided.

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

Students performed well on this question. Most students were able to identify at least two technologies that have contributed to globalization. Many students also supplied a clear causal explanation of how that technology contributed to globalization.

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

Most students were able to identify innovations or expanded use of technology for the time period, but some struggled with placing their identifications within the time period asked for in the question. Many successfully discussed some of the opportunities that new technologies presented, but the most common student omission was connecting increased access to technology to the phenomenon of globalization.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> “A second technology that has contributed to globalization since the end of the Second World War is the telephone. This is because the telephone allowed for easy communication between leaders in different parts of the world.” (<i>The invention and extensive use of the telephone preceded the Second World War.</i>) 	<ul style="list-style-type: none"> “One technology that has contributed to globalization since the end of the Second World War is the television. This is because the television is an integral part of broadcasting major events to the entire world. This made it easier for all countries to be aware of each other and current events, which contributed to globalization.” (<i>The invention of the television occurred following the Second World War and the response clearly explains how the television contributed to globalization.</i>)
<ul style="list-style-type: none"> “Second, the development of efficient airlines. Airplanes aren't new but they certainly are more accessible. This ... helped move more people and products.” (<i>The connection between more efficient airlines and globalization is not clearly explained.</i>) 	<ul style="list-style-type: none"> “Another technology that has contributed to globalization is music players such as the MP3 player, the Walkman, or cassette players. All of these innovations have served to spread music, and thereby the cultures associated with them, across the globe.” (<i>Clear explanation of how technology has contributed to globalization by spreading culture.</i>)

* Question not scored

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?

Causation is one of the historical reasoning skills of the curriculum. Teachers are clearly covering new technologies and globalization, and should continue doing so, while emphasizing the impact of new technologies throughout history. Teachers should provide students with conceptual frameworks and substantive concepts to promote more sophisticated thinking about causation, such as analyzing the relative significance of multiple, or short- and long-term, causes and/or effects.

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 associated with the Short Answer Questions located on AP Central. There are modules that focus specifically on the Short Answer Question along with course content that is also often a challenge for students. These modules contain specific lessons that address instruction for the Short Answer Question, videos explaining instruction for this task, and examples of assessments and student responses for responding to these questions.
- The Teaching and Assessing Modules on AP Central also contain a number of additional examples of Short Answer Questions, along with commentary and notes on scoring student work.
- 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 World History Course and Exam Description offers another collection of resources for teachers that address each of the specific skills needed for the course. This section begins on page 145 of the AP World History Course and Exam Description.

Question #1**Task:** Document-Based Question**Max. Points:** 7**Topic:** Religious and State Responses to Wealth Accumulation**Mean Score:** 1.44***What were responses expected to demonstrate in their response to this question?***

The intent of this question was to assess students' ability to articulate and defend an argument based on historical documents. This DBQ asked students to evaluate the extent to which states and religions differed in their views regarding wealth accumulation in both the classical and post-classical eras. The question addressed Key Concepts 2.1, 2.2, 2.3, 3.1, 3.2, and 3.3 of the AP World History Curriculum Framework (The Development and Codification of Religious and Cultural Traditions; The Development of States and Empires; Emergence of Interregional Networks of Communication and Exchange; Expansion and Intensification of Communication and Exchange Networks; Continuity and Innovation of State Forms and Their Interactions; and Increased Economic Productive Capacity and Its Consequences). The seven documents provided students with opportunities to examine both religious views of wealth accumulation (with documents representing Confucian, Christian, Muslim, and Buddhist views) and state views of wealth accumulation (with documents representing Warring States China, the Mauryan Empire, the Roman Empire, and a thirteenth-century South Indian kingdom). As part of their responses, students had to present a historically defensible thesis; develop a cohesive argument that accounts for the historical complexities of the question; utilize the content of at least six documents in support of the thesis or a relevant argument; explain the significance of authorial purpose, point of view, the document's historical context, or its intended audience for at least four documents; situate the argument in a broader historical context; provide at least one example of specific evidence not mentioned in the documents to support or qualify the argument; and extend the argument by either connecting it to a different course theme or another discipline or by comparing it to developments in other regions or time periods.

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

The 2017 DBQ proved challenging as it included new elements (synthesis, context, and outside evidence) and no longer assessed the grouping of documents or the request for additional documents. Some teachers were not aware of changes to the DBQ, and some students, for example, continued to address the need for an additional document. Moreover, the new DBQ rubric demanded considerably more from old components. Higher thresholds were demanded for the sourcing of documents (four instead of two), and students no longer received points for simply addressing documents. In addition, the question stem was new and unfamiliar.

Students did fairly well articulating thesis statements for a very complex prompt that required an assessment of "to what extent" religious responses differed from state responses to wealth accumulation. Many students were able to make a historically defensible claim that responded to all parts of the question.

While many students were successful in utilizing at least six documents to support their argument, a significant number struggled to achieve this. This challenge seemed partially related to the complexity of the documents that often evidenced multiple responses to wealth accumulation as well as the new prompt language.

Argument development seemed to be the least awarded point. Many students struggled to identify a variety of state and religious responses. Many students still wrote essays that addressed the documents in numeric order and did not put the documents in conversation with each other.

Sourcing four documents was difficult for many students. A large number of students stated "the purpose of this doc is ..." but failed to explain the significance of that purpose. This phenomenon was true for all four types of sourcing (point of view, purpose, audience, and historical context).

Most students were not successful in contextualizing the topic. Most students did not attempt Synthesis or Evidence Beyond the documents.

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

Students often failed to earn the sourcing point because they did not explain the significance for the example of the purpose or historical context that informed the creation of the document. Students who did not earn the thesis point often did not do so because they failed to address “the extent to which” religious and state responses to wealth accumulation differed.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Student states the purpose of the document without explaining its significance: “The purpose of the Chronicle of Zhuo was written to show that they were allowing free trade to grant peace.” 	<ul style="list-style-type: none"> Student uses context to explain significance: “The Zhou document outlines a pact between rulers and merchants to ensure that as long as merchants do not revolt their rights will be protected. While the source is reflective of the Warring States Period in China, one of a lack of political order, the covenant between rulers and merchants illustrates that stability of the state of the state greatly overpowered the individual pursuits of citizens.”
<ul style="list-style-type: none"> Thesis fails to address “the extent to which” and thus not all components of the question: “From 600 B.C.E. to 1500 C.E. state responses differed greatly from religious responses to wealth accumulation.” 	<ul style="list-style-type: none"> “While both state responses and religious responses were largely negative, state responses were comparatively more so based on the premise that wealth accumulation would lead to instability in the empire. On the other hand, religious responses see a more pronounced emphasis on charity, goodness and an appeal to spirituality.”

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?

In order to achieve argument development, teachers should explain to students the importance of clearly articulating their arguments. Students would benefit from specific tools/tips to achieve this, including: analytical topic sentences that articulate subclaims, putting documents in conversation with each other in order to support subclaims, and including words that make and explain connections between those documents such as *corroborate* or *qualify* as found in the DBQ rubric.

Students need training and practice in utilizing primary sources in relation to a complex prompt. Teachers should provide students with scaffolded activities with small numbers of documents to practice using the documents as evidence to substantiate claims and assertions relative to a specific prompt. Students struggled to relate both the given documents and attempted “evidence beyond the documents” to their argument in relation to this complex DBQ prompt. Students can only learn this if they are given tasks of similar difficulty in the classroom in formative settings where they receive constructive feedback.

Teachers should also consider using SAOs with one or two documents to prompt and scaffold students to better ‘source’ documents by demonstrating the *significance* of the audience, purpose, or historical context associated with the primary source.

Teachers should also consider presenting content to students framed around coherent substantive concepts associated with global historical processes such as ‘patriarchy,’ ‘migration’ or ‘colonialism’ and do so purposefully within specific time periods. This will support students situating the topic of the essay within a larger global

process, perhaps in the period preceding that of the question, and provide the opportunity to earn the contextualization point.

On a regular basis teachers should implement short classroom activities that challenge students to provide an additional *example* of a historical development beyond that found in a small number of documents and in response to a specific point. This will improve students' ability to earn the outside evidence point.

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 disciplinary practices and the historical reasoning skills associated with the DBQ in the Teaching and Assessing Modules, a link to which is found on AP Central. These modules contain specific lessons that address instruction of DBQ skills, including analyzing historical evidence, argument development, and contextualization. Additional materials can be found on AP Central in conjunction with related course content, as well as examples of assessments and student responses for tasks whose skill focus relates to the DBQ.
- The Teaching and Assessing Modules also contain resources focused specifically on scoring responses on DBQs using the AP World history scoring rubric. The focus on assessment found in the Teaching and Assessing Modules offers insights into how to address document-based-question skills. This includes examples and commentary on what earned points and what did not for tasks whose primary skill focus is related to DBQ skills.
- 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 World 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 161 specifically addresses using historical reasoning skills in argument development and provides suggestions for instruction.

Question #2**Task:** Long Essay
Question**Max. Points:** 6**Topic:** Continuities and Changes in
Labor Migrations, 1450–1750 C.E.**Mean Score:** 1.07***What were responses expected to demonstrate in their response to this question?***

The intent of this question was to assess students' knowledge of continuities and changes in patterns of labor migration in the period between 1450 and 1750 C.E. This content is part of Key Concepts 4.1, 4.2, and 4.3 of the AP World History Curriculum Framework (Globalizing Networks of Communication and Exchange; New Forms of Social Organization and Modes of Production; and State Consolidation and Imperial Expansion). The question's geographic scope was global, and its chronological scope encompassed the period of new large-scale mass migrations from Afro-Eurasia to the Americas that followed the Age of Exploration, as well as the continuation of previous patterns of labor migrations, such as intra-Africa slavery, slave trade networks in the Muslim World, and global rural-to-urban migration movements. The question was designed to allow students to demonstrate their knowledge of multiple types of labor migrations, including involuntary migration (slavery, indentured servitude) and voluntary migration (for economic, religious, or political reasons). Students were expected to present a historically defensible thesis, describe both a historical continuity and a historical change in labor migrations during this period, explain the reasons for the historical continuity and the reasons for the historical change, address the topic with specific examples of relevant evidence, deploy the evidence to fully and effectively substantiate the thesis or a relevant argument, and extend the argument by either connecting it to a different course theme or another discipline or by comparing it to developments in other time periods.

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

Students struggled with this question. Only 40 percent of students chose to answer the first LEO (Question 2 on the exam), and this cohort also performed significantly worse on the multiple-choice component of the exam. Students who chose Question 2 overwhelmingly developed essays that addressed the forced migration of Africans to the Americas within the Atlantic slave trade. Students were very well versed in this topic, demonstrating their knowledge with extensive specific evidence germane to the topic and often in support of the Atlantic slave trade as a change or continuity in labor migration. The Atlantic slave trade was accepted as either a change (which was introduced with the colonization of the Americas) or a continuity (the transatlantic slave trade began with the Portuguese use of African slave labor on African Atlantic islands in the mid-fifteenth century), but it could not be used in the same essay as both. Students also did an excellent job substantiating arguments about the reasons for the transatlantic slave trade through well-developed explanations that included reference to the impact of disease and the formation of *encomienda*, plantation, and extractive economies. Aside from the Atlantic system, some students successfully introduced rural to urban labor migrations as a change associated with the Agricultural Revolution on the eve of the Industrial Revolution.

Many students struggled on this question because they did not recognize that the Atlantic slave trade — while involuntary — was a labor migration. The majority of students who did recognize and articulate the Atlantic slave trade as a change or continuity could not identify or explain another labor migration to juxtapose as a continuity or change. The inability to identify and explain a change and continuity meant students could not earn the thesis point or both the historical argumentation points. Moreover, many students addressed changes and continuity in labor systems or organizations but not labor *migration*. Lastly, the majority of students did not attempt the synthesis point in their essays.

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

Students struggled with meeting the specificity of the prompt and the much higher expectations of the 2017 rubric. Very few students earned the thesis point as the rubric demanded that it address all aspects of the question that in this case called students to *both* identify and explain *both* continuity and change in labor migrations. Even if a student could identify a continuity and change in the thesis statement, few could introduce some element of 'explain' while doing so. As noted, most students could not identify or describe, let alone explain,

both a change and continuity. Unlike in the previous year, in 2017 students did not have the opportunity to earn at least 1 point (out of 2 points) for knowing one or the other.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> No explanatory element in the thesis: “The continuity of the labor migration was the slave trade in the period 1450–1750. However, a significant change was that unlike in the 1450s, in the 1750s the peasant classes in Europe made internal migrations to major cities.” 	<ul style="list-style-type: none"> “African slaves were continually being migrated to the Americas to work on plantation sites by Europeans. A change in labor migration during this period was the movement of rural people from rural places to urban areas to take part in manufacturing labor.”
<ul style="list-style-type: none"> Fails to identify and explain a continuity in labor <i>migration</i>: “Labor migration in 1450–1750 took a drastic shift. As the Age of Exploration began in the 1450s, Europeans established plantations and the need for slaves developed. Sparked by the Columbian Exchange and the impact of disease on Native Americans, Europeans brought slaves from Africa ... the continuity was the use of labor through the <i>encomienda</i> and <i>mita</i> system.” 	<ul style="list-style-type: none"> “A significant change in labor migration was the intensification in labor migrations of African slaves that were forcefully sent to plantations in the Americas where labor was needed and Native Americans were dying off ... A significant continuity in labor migration through most of the period was the use of indentured servants throughout the period and especially in the settler colonies in North America where labor was used that was too poor to pay their transport on their own.”

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 teach to the curriculum as informed by the AP World History Course and Exam Description as opposed to the detailed textbook. The content of the course needs to be present in learning frames that generate spatial, temporal, and conceptual coherence (e.g., through the substantive concept of migration) for students to more effectively build (and remember) their content knowledge of world historical development.

Students also need to be encouraged to write to the prompt. Teachers should move away from teaching students to write in prescribed categories (SPEC, SPRITES, SPICE, etc.), and instead focus on developing historical thinking skills and applying them to historical writing. Continued emphasis should be placed on thesis development, prewriting strategies, and overall structural organization of the essay. Prewriting in particular stands out as an area for teachers to address, since many students seemed to run out of time on the LEQ, ending in mid-sentence or even saying “I ran out of time” on the page. Taking a few minutes to outline or plan both the DBQ and LEQ would probably help students to develop both essays more specifically within the time period. Students need more practice on the LEQ, and they do not always need to write time-consuming full essays for teachers to monitor the development of their performance on this assessment type. For example, students can produce a graphic organizer in response to a LEQ prompt where they state their thesis, topic sentences and assertions, bullet evidence, and briefly explain how they would explain continuity and change. These graphic organizers are relatively easy to grade, target appropriate feedback to students aligned to the rubric, and also scaffold prewriting strategies for the exam.

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 continuity and change over time in the Teaching and Assessing Modules found on AP Central. The modules focus on the historical reasoning skills, disciplinary practices, and key course content. Different modules contain specific lessons that address continuity and change over time, videos explaining continuity over time in conjunction with course content and examples of assessments and student responses for tasks whose skill focus is analysis of continuity and change over time.
- 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 World 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 165 specifically addresses the skill of continuity and change over time and provides suggestions for instruction.

Question #3**Task:** Long Essay
Question**Max. Points:** 6**Topic:** Continuities and Changes in
Global Balance of Power since 1900**Mean Score:** 1.37***What were responses expected to demonstrate in their response to this question?***

The intent of this question was to assess students' knowledge of continuities and changes in the global balance of political power in the period from 1900 C.E. to the present. This content is part of Key Concepts 6.2 and 6.3 of the AP World History Curriculum Framework (Global Conflicts and Their Consequences and New Conceptualizations of Global Economy, Society, and Culture). The question covered a broad scope of course content and allowed students to demonstrate their knowledge of twentieth-century political history in relationship to the concept of global balance of power. To succeed in the question students had to clearly identify both a continuity and a change. Successful answers had to address at least one continuity across most of the century (for example, reliance on alliances and coalitions, continued dominance of the West, continued disparities in economic and military power between developed and developing areas, etc.) and at least one significant change in the period (for example, the rise and fall of the Soviet Union, the collapse of European colonial empires, the rise and fall of Nazi Germany, etc.) Some historical developments during the period, for instance, the role of the United States in the global balance of power, could be presented as either continuities or changes, depending on the direction of the student's argument. Students had to present a historically defensible thesis, describe both a historical continuity and a historical change in the global balance of power during this period, explain the reasons for the historical continuity and the reasons for the historical change, address the topic with specific examples of relevant evidence, deploy the evidence to fully and effectively substantiate the thesis or a relevant argument, and extend the argument by either connecting it to a different course theme or another discipline or by comparing it to developments in other time periods.

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

Sixty percent of students chose to answer the second LEO (Question 3 on the exam), and this cohort also performed significantly better on the multiple-choice component of the exam. Students demonstrated significant content knowledge of the twentieth century, particularly about the world wars and the Cold War, so they generally provided answers that were on task on this question. Some were quite lengthy. Students had success meeting the lower skills points such as argument development (describe) and using evidence (examples), but they struggled more with the more sophisticated historical skills such as explanation and substantiation. A few students wrote sophisticated analyses of the turbulence of the past century in the context of the continuity of Cold War conflicts. Many spoke of the continuity of the United States' role as a superpower, and many also described the fall of the Soviet Union as an important shift in global power. Students who focused on the first half of the century had greater difficulty describing and explaining both change and continuity.

If students could not identify and explain a change and continuity that meant they could not earn the thesis point or both the historical argumentation points. Moreover, many students wrote essays about economic power (industrialization, technology) or about ideologies (capitalism, democracy), and only some of the students were able to link those concepts to global balance of political power.

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

Another common error was the omission of the continuity, so some essays entirely focused on changes. Finally, students often failed to make the connection to one or more pieces of the prompt, such as "global" or "political," in their writing.

Students struggled with meeting the specificity of the prompt and the much higher expectations of the rubric in 2017. Very few students earned the thesis point as the rubric demanded that it address all aspects of the question, which in this case called students to *both* identify and explain *both* continuity and change in labor migrations. Even if a student could identify a continuity and change in the thesis statement few could introduce some element of 'explain' while doing so. Most students could not identify or describe, let alone explain, both a change and

continuity. Unlike in the previous year, in 2017 students did not have the opportunity to earn at least 1 point (out of 2 points) for knowing one or the other.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Does not contain an explanatory element in the thesis: "In relation to continuity from 1900 the West is still a significant power. However since WWII the US and Russia increased in power as well as China more recently." 	<ul style="list-style-type: none"> "From 1900 the U.S. grew steadily through industrial and military expansion and continued to be a global power. In the same timeframe, China transformed itself from a failing empire to a global power based on a growing economy."
<ul style="list-style-type: none"> Fails to identify and explain both a continuity and change in the global balance of power: "Throughout the 20th century, war was a continuous experience from the first and second world wars, followed by the Korean and Vietnam Wars to the war on terrorism today ... the creation of nuclear warheads had a significant impact on promoting the USA and USSR as superpowers after World War II." 	<ul style="list-style-type: none"> "Throughout the 1900s the US has been a dominant global power. During WWI US economic support was key to the defeat of Germany. During WWII the US proved itself as a military power and developed the atom power and remained dominant during and after the Cold War ... A significant change in global power is the recent emergence of China on the basis of its expanding manufacturing from outsourcing from the West."

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 may want to consider increasing their focus on specificity for all of the scoring points. For instance, in the thesis, students often successfully conceived of a change and a continuity without being able to clearly name or identify their parameters, so teachers may want to practice that skill with students. Another place where students lost points in the essays was in Argument Development — Explanation, so teachers might consider having students practice writing a summary sentence at the end of the paragraph that discusses the reason for the change/continuity, the cause of that change/continuity, or the larger significance of that change/continuity.

Teachers need to teach to the curriculum as informed by the AP World History Course and Exam Description as opposed to the detailed textbook. The content of the course needs to be present in learning frames that generate spatial, temporal, and conceptual coherence (e.g., through the substantive concept of migration) for students to more effectively build (and remember) their content knowledge of world historical development. Given the wealth of relevant material in the second half of the twentieth century to answer this question, teachers do their students a disservice if they do not complete the curriculum.

Continued emphasis should be placed on thesis development, prewriting strategies, and overall structural organization of the essay. Prewriting in particular stands out as an area for teachers to address, since many students seemed to run out of time on the LEO, ending in mid-sentence or even saying "I ran out of time" on the page. Taking a few minutes to outline or plan both the DBQ and LEO would probably help students to develop both essays more specifically within the time period. Students need more practice on the LEO, and they do not always need to write time-consuming full essays for teachers to monitor the development of their performance on this assessment type. For example, students can produce a graphic organizer in response to a LEO prompt where student state their thesis, topic sentences and assertions, bullet evidence, and briefly explain how they would explain continuity and change. These graphic organizers are relatively easy to grade, target appropriate feedback to students aligned to the rubric, and also scaffold prewriting strategies for the exam.

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 continuity and change over time in the Teaching and Assessing Modules found on AP Central. The modules focus on the historical reasoning skills, disciplinary practices, and key course content. Different modules contain specific lessons that address continuity and change over time, videos explaining continuity over time in conjunction with course content and examples of assessments and student responses for tasks whose skill focus is analysis of continuity and change over time.
- 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 World 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 165 specifically addresses the skill of continuity and change over time, and provides suggestions for instruction.