



AP[®] European History

Course and Exam Description Clarifications and Corrections

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The Advanced Placement Program[®] has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus. We commit to supporting educators and communities in their efforts to make AP courses widely available, advancing students in their plans for college and careers.

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Implemented for Fall 2026

General Clarifications

Available Resources listed in the topic pages were updated to indicate whether they can now be found in AP Classroom or in the Online Teacher Community.

Exam Information Clarifications and Corrections

The AP European History Exam has been updated, beginning with the May 2027 exam, to provide a more consistent exam experience and give students more flexibility to demonstrate what they've learned throughout the course. Accordingly, the Course and Exam Description has been updated to account for this change.

EXAM OVERVIEW

- **Short-Answer Section (p.237)**

Details on the three short answer questions have been revised to align with the updated exam format. Specifically, students will be presented with three short-answer questions, all of which will include source material. Students must answer all three questions.

- **Long Essay Question (p. 238)**

Details on the approach to the long essay question have been revised to align to the updated exam format. Specifically, students are presented with one long essay question which they are required to answer.

The long essay question presents a broad prompt, allowing students to draw evidence from across approximately half of the time periods covered in the course. Students may choose to focus on one (or more) historical development(s) referenced in the prompt. Students are not expected to address the entire time period in their response.

A new sample long essay question (p. 254) and corresponding scoring guidelines (pp. 277-284) have been included in the Course and Exam Description.