



AP[®] European History

About the Advanced Placement Program[®] (AP[®])

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.

AP History Program

The AP Program offers three history courses: AP European History, AP United States History, and AP World History: Modern. All three history courses focus on the development of historical thinking while learning required course content. Themes foster deep analysis by making connections and comparisons across different topics within the course. Each AP History course corresponds to a typical introductory college history course.

AP European History Course Overview

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; economic and commercial development; cultural and intellectual development; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovations.

RECOMMENDED PREREQUISITES

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

AP European History Course Content

- The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course:

- **Unit 1:** Renaissance and Exploration
- **Unit 2:** Age of Reformation
- **Unit 3:** Absolutism and Constitutionalism
- **Unit 4:** Scientific, Philosophical, and Political Developments
- **Unit 5:** Conflict, Crisis, and Reaction in the Late 18th Century
- **Unit 6:** Industrialization and Its Effects
- **Unit 7:** 19th-Century Perspectives and Political Developments
- **Unit 8:** 20th-Century Global Conflicts
- **Unit 9:** Cold War and Contemporary Europe

AP European History Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The list that follows presents these skills, which students should develop during the AP European History course:

- **Developments and Processes:** Identify and explain historical concepts, developments, and processes.
- **Sourcing and Situation:** Analyze a source's point of view, purpose, historical situation, and audience, including how these may affect its usefulness.
- **Claims and Evidence in Sources:** Identify, describe, and evaluate claims and evidence in primary and secondary sources.
- **Contextualization:** Explain how a historical development or process is situated within a broader historical context.
- **Making Connections:** Identify and explain patterns, similarities, differences, and relationships among historical developments and processes.
- **Argumentation:** Make historically defensible claims and support arguments using specific and relevant evidence, using historical reasoning to explain relationships and develop complex arguments.

AP European History Exam Structure

AP EUROPEAN HISTORY EXAM: 3 HOURS, 15 MINUTES

Assessment Overview

The AP European History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question. The document-based question presents students with seven documents offering various perspectives on a historical development or process.

Format of Assessment

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

Typically appear in sets of 3–4 questions, each with one or more stimuli, including primary and secondary texts, maps, and charts.

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

Question 1 includes a secondary text source

Question 2 includes a primary text source

Question 3 includes a primary or secondary non-text source

Section II: Free-Response | 2 Questions | 1 Hour, 40 Minutes | 40% of Exam Score

Question 1 is document-based, with seven documents offering various perspectives (25% of Exam Score; 60 minutes).

Question 2 is a long essay question which presents a broad prompt, allowing students to draw evidence from across approximately half of the time periods covered in the course. (15% of Exam Score; 40 minutes).

Exam Components

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 Questions

Document-Based Question: Evaluate whether the Thirty Years' War was fought primarily for religious or primarily for political reasons. Students examine seven primary source documents, including selections from writings by the Holy Roman Emperor, a Jesuit official in Bavaria, Gustavus Adolphus of Sweden, and Pope Innocent X as well as the constitution of Bohemia, a confidential account of a meeting between officials from Sweden and Brandenburg, and a French cartoon depicting Cardinal Richelieu.

Long Essay Question: During the period 1650 to 2001, European individuals and movements challenged political and economic structures as well as social hierarchies, often through revolution. Evaluate the extent to which political revolutions transformed Europe during the period 1650 to 2001.

Your response may focus on any political revolution(s) that occurred during the period 1650 to 2001. You are not expected to address the entire time period in your response.

Short-Answer Question

Use the image below to answer all parts of the question that follows.

**Xavier Badia-Vilatò, Spanish artist,
poster produced for Spanish anarchist group, 1936**



The text of the poster reads: Ambition, Militarism, War.

This is Fascism. Unite to Destroy It.

- (A) Describe the historical situation in Spain reflected in the poster.
- (B) Describe one way in which the poster reflects broader historical developments in Europe.
- (C) Explain one way in which the artist's political affiliation influenced the view expressed in the poster.