

# AP<sup>®</sup> EUROPEAN HISTORY

Through 2014-15 Academic Year



## 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 to receive college credit and/or placement into advanced courses in college. 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 cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

### PREREQUISITE

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 AP European History course is structured around the investigation of key cultural, diplomatic, economic, intellectual, political, and social developments from approximately 1450 to the present:

- Intellectual and Cultural History
- Political and Diplomatic History
- Social and Economic History

## Goals of AP European History

In addition to providing a basic narrative of events and movements, the goals of the AP European History course are to develop

- An understanding of some of the principal themes in modern European history;
- An ability to trace thematically linked historical developments through several chronological periods;
- An ability to analyze historical evidence and historical interpretation; and
- An ability to express historical understanding in writing.

## AP European History Exam Structure

### AP EUROPEAN HISTORY EXAM: 3 HOURS 5 MINUTES

#### Assessment Overview

The AP Exam questions measure students' knowledge of European history from the High Renaissance to the present. Approximately one-third of the questions focus on cultural and intellectual themes, one-third focus on political and diplomatic themes, and one-third focus on social and economic themes. Exam questions represent various geographical regions across Europe.

#### Format of Assessment

**Section I:** Multiple Choice | 80 Questions | 55 Minutes | 50% of Exam Score

- Questions assess concepts, major historical facts and personalities, and historical analysis.
- Questions assess all of the course themes and historical developments and processes from 1450 to 2001.

**Section II:** Free Response | 3 Questions | 130 Minutes | 50% of Exam Score

- Part A: Document-Based Essay Question (45 minutes, including a 10-minute reading period); worth 45% of free-response score
- Parts B and C: Thematic Essays: 2 Questions (students select one question from each of two groups of three questions); worth 55% of free-response score

## AP EUROPEAN HISTORY SAMPLE EXAM QUESTIONS

### Sample Multiple-Choice Question

In comparison to a preindustrial economy, the most distinctive feature of a modern economy is its

- (A) greater capacity to sustain growth over time
- (B) increased democratization of the workplace
- (C) lower wages for the literate middle class
- (D) lack of economic cycles
- (E) elimination of hunger and poverty

Correct Answer: A

### Sample Document-Based Essay Question

Identify the issues raised by the growth of Manchester and analyze the various reactions to those issues over the course of the nineteenth century.

*Historical Background:* Manchester, England, became a leading textile manufacturing center soon after its first large mechanized cotton mill was built in 1780. Its population increased from 18,000 in 1750 to over 300,000 by the census of 1851, much of this made up of the working class and immigrants. In the 1832 Reform Bill, Manchester was granted representation in Parliament and middleclass men received the vote. After Queen Victoria's visit in 1851, Manchester was granted a royal charter.

Students examine seven primary source documents, including a map, newspaper articles, a letter, song lyrics, and a folk saying.

### Sample Thematic Essays

Students select one from among a set of three questions.

1. Analyze the differences between the political ideals expressed in the visual arts of the Renaissance (fifteenth–sixteenth centuries) and the political ideals expressed in the visual arts of the Neoclassical/Romantic period (eighteenth–nineteenth centuries).
2. Analyze the differences between the motives that shaped European colonial expansion in the period 1450–1750 and the motives that shaped European colonial expansion in the period 1850–1914.
3. Analyze the differences between the impact of Newtonian physics on European culture and the impact of Darwinian biology on European culture.