

Introduction

Since the publication of this edition of the *Achiever Exam Prep Guide for European History*, the College Board has modified the content and exam format of the European History course. Though not extensive, these changes will affect how you use the current edition of this review book. The purpose of this update memo is to help you make full use of your *Achiever* in light of these changes. In most cases, the changes will be easy for you to navigate as you read through this update.

Changes in Skills

The Historical Thinking Skills (HTS) have been reduced and reorganized. The targeted skills of Synthesis (SYN) and Periodization (PER) will no longer be explicitly tested, though these skills will still feature in the course through other skills. For example, Periodization will now be covered under the skill of Change and Continuity over Time (CCOT). The so-called “turning point” questions will be rephrased in the language of CCOT, but the idea of historical eras will continue to play an important role in the course.

In addition, new terminology has been adopted to express what, in most cases, amounts to tasks similar to the former language. The HTS are now divided between Disciplinary Practices (DPs) and Historical Reasoning Skills (HRS). The DPs comprise Analyzing Historical Evidence and Argument Development. The practice of Analyzing Historical Evidence is broken down further into 1) Primary Sources and 2) Secondary Sources. For purposes of correlating these DPs to the skills addressed in the *Achiever*, it will be helpful to think of Primary Sources as corresponding to the former Analyzing Evidence: Content and Sourcing (EVCS) and Secondary Sources as corresponding to the former Interpretation (INTR).

Student ability to evaluate and construct arguments will continue to play a central role in AP European History; thus, the Disciplinary Practice of Argument Development will take the place of Argumentation (ARG) and Argumentation: Using Evidence to Support an Argument (EVARG).

The HTS (now HRS) of Comparison (COMP), Continuity and Change over Time (CCOT), Causation (CAUS), and Contextualization (CTX) remain unchanged. Below is a comparison and correlation of the former HTS and new DPs and HRS that replace them.

Former HTS	New DP or HRS
Analyzing Evidence: Content and Sourcing (EVCS)	Analyzing Historical Evidence: Primary Sources
Interpretation (INTR)	Analyzing Historical Evidence: Secondary Sources
Comparison (COMP)	No change
Contextualization (CTX)	No change
Synthesis (SYN)	Eliminated
Causation (CAUS)	No change
Continuity and Change over Time (CCOT)	No change
Periodization (PER)	Eliminated, but covered under CCOT
Argumentation (ARG)	Argument Development
Argumentation: Using Evidence to Support an Argument (EVARG)	

The chart below illustrates the current College Board organization and explanation of the DPs and HRS. Keep in mind that the focus of the course on evidence and argumentation has not altered, only that the skills have been streamlined in response to feedback from teachers and students.

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence	Practice 2: Argument Development
Students will be assessed on their ability to...	
<p><i>Primary Sources</i></p> <ul style="list-style-type: none"> ● Describe historically relevant information and/or arguments within a source. ● Explain how a source provides information about the broader historical setting within which it was created. ● Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning. ● Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience. ● Evaluate a source's credibility and/or limitations. <p><i>Secondary Sources</i></p> <ul style="list-style-type: none"> ● Describe the claim or argument of a secondary source, as well as the evidence used. ● Describe a pattern or trend in quantitative data in non-text-based sources. ● Explain how a historian's claim or argument is supported with evidence. ● Explain how a historian's context influences the claim or argument. ● Analyze patterns and trends in quantitative data in non-text-based sources. ● Evaluate the effectiveness of a historical claim or argument. 	<ul style="list-style-type: none"> ● Make a historically defensible claim in the form of an evaluative thesis. ● Support an argument using specific and relevant evidence. ● Use historical reasoning to explain relationships among pieces of historical evidence. ● Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change Over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	<p>Explain the relationship between causes and effects of a specific historical development or process.</p> <p>Explain the difference between primary and secondary causes, and between short- and long-term effects.</p>	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Changes in Themes

The College Board has added a new theme to the course beginning with the 2017–2018 school year. As with the other themes in the *Achiever*, below are a summary, overarching questions, a correspondence with Key Concepts (KCs), and a list of major topics for this new theme of National and European Identity.

National and European Identity (NI)

Summary Prior to the development of modern nation-states, European life in the early modern era centered on local and personal loyalties and identities. Most peasants, for example, knew little from outside their local village or its immediate environs. Nobles from diverse geographic areas were likely to share more in their outlook than with the lower classes who lived near them. In Renaissance Italy, the peninsula remained divided into city-states, which served as the focal point of identity and the growth of civic humanism. Though the leaders of nation-states in the 15th and 16th centuries worked to centralize power through new administrative bodies and courts, these efforts were often resisted or even thwarted by the diversity of languages (even within a nation) or role of corporate groups, such as town charters, guilds, or aristocratic estates. In some cases, as with Spain unified under Isabella and Ferdinand, identity was hammered out on an anvil of religious identity and a crusading mindset against perceived common enemies (e.g., Jews and Muslims). Imperial dynasties, such as the Habsburgs, advanced their power through marriages and by promoting loyalty to family as well as to emerging notions of national identity. However, national identity was often limited by the diversity of lands and traditions controlled by rulers such as Charles V, who reigned over a diverse and confusing array of territories.

Before the development of popular ideologies like nationalism, rulers in the 16th and 17th centuries focused their attention on the development of institutions of centralization. For example, Henry VIII relied on Parliament to ratify policies of religious reform that fostered the growth of English identity as a Protestant nation, as did defeat of the Spanish Armada in 1588. This identity was further confirmed and advanced by the Glorious Revolution, which cemented the power of Parliament and a sense of British identity as a constitutional monarchy. At the same time, rulers like Louis XIV of France and Peter I relied on both culture and customs on one hand, and coercion and war on the other, to achieve national greatness and power. Once again, efforts at centralization often met resistance in the form of noble protest, peasant revolt, or even efforts at regional independence.

Modern nationalism arose out of Enlightenment social contract theories combined with the effort to realize those ideals during the French Revolution. Revolutionaries attempted to replace the patchwork of provincial loyalties and institutions with a uniform government based in Paris along with a new system of standardized weights and measures, including a new calendar. The success of French mass citizen armies under Napoleon revealed the power of nationalism. Despite foreign opposition to the revolution and later, the restoration settlement at Vienna (1814–1815), conservative rulers were forced to grant constitutions and other external features of popular rule, even if power continued to be concentrated in the hands of elites. During the so-called Age of Ideologies in the first half of the 19th century, Romantic writers and artists explored and glorified national traditions in word, song, and image. Nationalism became one of the most powerful ideologies of change, especially since the map of Europe did not correspond with linguistic and/or ethnic divisions. After 1848, nationalism ultimately led to the unifications of Italy and Germany, stimulating a further sense of destiny among national groupings.

Nonetheless, many Europeans held to regional or class identity over and above the claims of newly powerful states. For the former, long-oppressed groups like the Basques, Slavs, and Irish clamored for autonomy and challenged the national identities foisted upon them by larger states or empires. For the latter, many members of the working class, attracted to ideas of socialism, raised class consciousness over and above states based on racial identity.

Nationalism led to imperialism in the late 19th century. States began to envision their identity as part of a larger “civilizing mission” in the pursuit of colonial empires. The subsequent interactions often confirmed in the minds of Europeans their identity as superior nations and peoples. These nationalist attitudes led Europeans into the world wars of the 20th century, traumatic events that created new identities and challenged old ones. Efforts to create a new international order through the League of Nations failed to overcome national self-interest. In addition, Soviet communism emerged to attract workers to a movement that transcended national boundaries. At the same time, fascist ideology emphasized race as its organizing principle, persecuting Jews and other ethnic and political minorities considered a threat to the purity of the state. Nazi Germany attempted to implement these ideals during World War II in the creation of a racial empire, wreaking destruction and genocide in its path. Out of the ashes of these conflicts and in the context of Cold War division, Western Europe moved toward a new identity through institutions such as NATO and the European Union. These efforts eventually encompassed many former Soviet bloc nations; however, they have also been met with reluctance or resistance by those holding to national and regional identities, as evidenced by the Brexit vote in Britain. Adding complexity to these issues of identity has been the changing ethnic and religious composition of Europe due to post-1945 immigration from the Middle East, Africa, and South Asia. Conflicts over immigration only point up the continuing complexity of European identity and the constantly shifting boundaries and ways in which peoples find meaning and solidarity.

Overarching Questions:

- How were national identities created, developed, and challenged over time?
- How and why have cultural, regional, and other social identities coexisted with national identities and challenged the idea of a unified nation or empire?
- How and why have political, economic, and religious developments challenged or reinforced the idea of a unified Europe?
- How have overseas expansion, warfare, and international diplomacy affected Europeans’ identities as part of national, cultural, regional, or transnational groups?

Key Concepts

1.2: Religious pluralism challenged the concept of a unified Europe.

1.5: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

2.1: Consolidation of different models of sovereign states defined the relationship among states and between states and individuals.

2.3: The spread of Scientific Revolution concepts and practices and the Enlightenment’s application of

these concepts and practices to political, social, and ethical issues led to an increased, but not unchallenged, emphasis on reason in European culture.

3.3: Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.

3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

4.1: Total war and political instability in the first half of the 20th century gave way to a bipolar state configuration during the Cold War, and eventually to efforts at transnational union.

4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state as demonstrated in the ideological battle among liberal democracy, communism, and fascism.

4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

Major Topics and Developments

- Invention of printing press and spread of new cultural ideas (15th–18th centuries)
- Expansion and enhancement of state power (15th–18th centuries)
- Exploration and colonization, creation of overseas empires (15th–20th centuries)
- Religious reform and religious division of Europe (16th–17th centuries)
- Development of social contract theory and nationalism (17th–19th centuries)
- Revolutions and spread of nationalism/mass citizen armies (18th–19th centuries)
- Industrialization and development of class identities (18th–20th centuries)
- National unification and pursuit of empires (19th–20th centuries)
- Racial ideologies and totalitarian movements (19th–21st centuries)
- Movements toward collective security and transnational unity (20th century)
- Immigration and shifting religious and ethnic identities (20th–21st centuries)

Changes in Key Concepts

Minimal changes have occurred in the Key Concepts (KCs). Those in Period 1 have been reordered, and several others in the course have been slightly reworded. In addition, several specific examples of content have been added to the Concept Outline (CO). The chart below provides a brief overview of these changes.

New KC	Old KC	Wording	Content
1.1	No change	The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of the world.	Petrarch added to KC 1.1.I.A
1.2	1.3	No change	Protestant work ethic added to KC 1.3.I.C
1.3	1.4	No change	No change
1.4	1.5	No change	No change
1.5	1.2	No change	"Within states, minority local and regional identities based on language and culture led to resistance against the dominant national group" added as 1.5.III.C
2.1	No change	Consolidation of different models of sovereign states defined the relationship among states and between states and individuals.	No change
2.2	No change	No change	No change
2.3	No change	The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased, but not unchallenged, emphasis on reason in European culture.	Reorganized, and "Consistent with the Romantic Movement, religious revival occurred in Europe and included notable movements such as Methodism, founded by John Wesley" added as 2.3.VI.C
2.4	No change	No change	No change
3.1	No change	No change	No change
3.2	No change	No change	No change
3.3	No change	Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.	No change
3.4	No change	No change	No change
3.5	No change	No change	No change
3.6	No change	No change	No change
4.1	No change	No change	Changed 4.1.V to 4.4.IV
4.2	No change	No change	No change
4.3	No change	No change	No change
4.4	No change	No change	Added 4.4.IV from 4.1.V

Changes in Learning Objectives

The number of Learning Objectives (LOs) has been reduced, as the previous 69 were consolidated into 38, even with the addition of the NI theme (see above). As noted in the *Achiever*, the LOs will be used by most students primarily as a self-check if you choose to consult the Curriculum Framework published by the College Board. Though exam items are coded internally by the College Board to the LOs, they are not explicit drivers of questions and thus do not feature prominently in the *Achiever*.

Changes in the Exam Format

Several changes to the test format should make the course and exam more manageable for both students and teachers. The multiple-choice section (MC) will continue to be based on stimulus material and total 55 questions, ordered in sets. Though stimulus material may be drawn from the recent past, no correct answer will require knowledge of events after 2001.

The number of Short-Answer Questions (SAQs) has been reduced from four to three. Again, no content will be covered beyond 2001. One of the SAQs will employ **secondary source** material as stimulus, one will employ **primary source** material, and one will be **non-stimulus based**. Further, the chronological distribution of the questions has changed to deemphasize the earliest period of the course. Thus, two questions will cover the period 1600-2001, and the third will offer students a choice between two SAQs--one covering Periods 1-2 and the other Periods 3-4. Students would, therefore, be able to avoid writing on the period prior to 1600 if they wish. Because of the reduction of questions from four to three, the time allotted for the SAQs has been reduced from 50 to 40 minutes

With the Document-Based Question, students will gain an additional 5 minutes to complete the tasks (55 to 60 minutes). Your completion of these tasks will be guided by a new rubric, which makes some slight changes to how points are assigned. See below for these changes. To put it as simply as possible, the former Argumentation (ARG) and Synthesis (SYN) points have been combined to form the second point of the Analysis and Reasoning section, which measures student ability to approach the question in a complex and sophisticated manner. The point left over from this combination has been added to the Use of Evidence category by dividing document use into two points (rather than one) to create a quantitative and qualitative tier of points (one point for **addressing** three documents, one point for using six documents to **advance an argument**). To earn the point for Source Analysis, students will now need to provide three examples instead of four (now the first point for Analysis and Reasoning). The other points for the DBQ rubric remain as before. Finally, no DBQ topic will cover any material prior to 1600.

Similar changes were made to the Long-Essay Question. Students can now write for 40 minutes (up from 35 minutes). The rubric will continue to employ a 6-point scale; however, the tasks have been slightly reorganized. As with the DBQ, the Synthesis point has been eliminated and replaced with Contextualization (CTX). Students should approach this skill just as they would with the DBQ, looking to establish the basis for their thesis by providing 2-3 sentences of background on processes or developments relevant to the prompt. This can often be done successfully as a strategy to begin your introductory paragraph. The section of the rubric for Analysis and Reasoning is divided into two points. Students can earn the first point by explicitly employing one of the HRS, such as causation, in addressing

the prompt (if that is the focus on the question). The second point is awarded for some demonstration of complexity (very similar to the DBQ rubric), such as expanding analysis of the HRS involved (such as considering continuity for a prompt that asks for discussion of change), connecting to a course theme over time, or addressing counterclaims to your argument. Finally, students will now have three (rather than two) choices of questions. Option 1 will cover Period 1, Option 2 will cover Periods 2-3, and Option 3 will cover Periods 3-4.

The chart will assist you in understanding the changes to the test format beginning with the 2017-2018 school year.

Section	# of Questions	Time Allotted	Chronology
Multiple Choice	55	55 minutes	1450–2001
Short-Answer Questions (SAQs)	3 of 4 (secondary source, primary source, non-stimulus)	40 minutes	1600–2001 (1 option from Period 1)
Document-Based Question (DBQ)	1	60 minutes	1600–2001
Long-Essay Question (LEQ)	1 (of 3)	40 minutes	Period 1, Periods 2-3, Periods 3-4

Changes in the Rubrics

AP History DBQ Rubric (7 points)

Category	Scoring Criteria	Explanation
A. THESIS/CLAIM (0-1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B. CONTEXTUALIZATION (0-1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
C. EVIDENCE (0-3 pts)	Evidence from the Documents	<i>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents. To earn two points, the response must accurately describe—rather than simply</i>
	1 pt. Uses the content of at least three documents to address the topic of OR 2 pts. Supports an argument in response to the	

	the prompt.	prompt using at least six documents.	<i>quote—the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>
	Evidence Beyond the Documents		<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>
	1 pt. Uses at least one additional piece of evidence (beyond that found in the documents) relevant to an argument about the prompt.		
D. ANALYSIS AND REASONING (0-2 pts)	1 pt. For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.		<i>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.		<i>A response may demonstrate a complex understanding in a variety of ways, such as:</i> <ul style="list-style-type: none"> ● <i>Explaining nuance of an issue by analyzing multiple variables</i> ● <i>Explaining both similarity & difference, or explaining both continuity & change, or explaining multiple causes, or explaining both cause & effect</i> ● <i>Explaining relevant and insightful connections within and across periods</i> ● <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> ● <i>Qualifying or modifying an argument by considering diverse or alternate views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>

AP History LEQ Rubric (6 points)

Category	Scoring Criteria		Explanation
A. THESIS/CLAIM (0-1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning		<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B. CONTEXTUALIZATION (0-1 pt)	1 pt. Describes a broader historical context relevant to the prompt.		<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
C. EVIDENCE (0-2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt.	OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points, the response must use specific historical evidence to support an argument in response to the prompt.</i>
D. ANALYSIS AND REASONING (0-2 pts)	1 pt. Use historical reasoning (e.g., comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	OR 2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<i>A response may demonstrate a complex understanding in a variety of ways, such as: Explaining nuance of an issue by analyzing multiple variables</i> <ul style="list-style-type: none"> ● <i>Explaining both similarity & difference, or explaining both continuity & change, or explaining multiple causes, or explaining both cause & effect</i> ● <i>Explaining relevant and insightful connections within and across periods</i> ● <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> ● <i>Qualifying or modifying an argument by considering diverse or alternate views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>

How to Use Your Review Book

Even with the changes above, your *Achiever* review book will continue to serve you well as a companion to your course and in preparation for the AP exam. However, you should keep in mind these changes as you study, practice the questions in the review book, and apply the rubrics in scoring the samples and your work. To focus your time and attention, I've listed below the changes, **in descending order of importance** as they relate to your need to adapt.

- Changes in the Test Format—Because you will be taking a high-stakes test as a culmination of your work, it is vital that you remain aware of the format of the exam, especially in terms of chronology, number of test items, and range of choices. The two practice exams in the *Achiever*, as well as other testing materials, can either be taken as is or easily adapted to suit the format as of 2017-2018.
- Changes in the Rubrics—Your DBQ and LEQ will be scored using a slightly different rubric than that in the *Achiever*. It will be useful practice for you to read the samples of writing in the book and attempt to apply the new rubric to these essays. Consistent application of the rubric will ensure that you have internalized the skills required when it comes time for you to write your own essays.
- Changes in the Skills—You no longer need to consider Synthesis and Periodization explicitly in either the DBQ/LEQ rubrics or as a targeted skill for any type of question. However, I believe Periodization is a vital historical reasoning skill and recommend keeping it in mind as you tackle related skills, particularly CCOT. As noted above, the focus of the course remains argument development and use of evidence. The way in which the disciplinary practices (DPs) and reasoning skills (HRS) have been reorganized matters most when dealing with rubric points (see above).
- Changes in the Themes—Basically, you will need to consider the additional theme of National and European Identity (NI) as you study. Since the theme is laid out above, this should be straightforward work for you. Moreover, the NI theme has been largely hived off from the SP (primarily) and other themes (IS and OS secondarily). Thus, you will not find Theme Music comments for the NI theme, but I recommend keeping your eye out for those that may apply when you read the other Theme Music boxes.
- Changes in the Key Concepts—Other than the very small number of content additions, the KCs have basically been reordered for Period 1 and some minor changes of wording added in other instances. As you read the multiple choice explanations and coding, please keep in mind this new numbering.
- Changes in the Learning Objectives—Given that most students would likely have not focused much attention on the LOs, I would not recommend spending energy learning the new LOs. They remain useful as a self-test for your review, but they do not drive test items.

Good luck in your studying and preparation, as you encounter the exciting content of European History and immerse yourself in a range of skills that will assist you in many endeavors in the future.