



Practice Test 2

AP[®] European History Exam

SECTION I, PART A: Multiple Choice

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Time

55 minutes

Number of Questions

55

Percent of Total Score

40%

Writing Instrument

Pencil required

Instructions

Section I, Part A, of this exam contains 55 multiple-choice questions. Fill in only the ovals for numbers 1 through 55 on your answer sheet. Because this section offers only four answer options for each question, do not mark the (E) answer circle for any question.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question

Chicago is a
(A) state
(B) city
(C) country
(D) continent

Sample Answer

(A) ☒ (C) (D)

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, PART B: Short Answer

At a Glance

Time

40 minutes

Number of Questions

3

Percent of Total Score

20%

Writing Instrument

Pen with black or dark blue ink

Instructions

Section I, Part B of this exam consists of 3 short-answer questions. Write your responses on a separate sheet of paper. After the exam, you must apply the label that corresponds to the last short-essay question you answered—Question 3 or 4. For example, if you answered Question 3, apply the label [3]. Failure to do so may delay your score.

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EUROPEAN HISTORY

SECTION I, Part A

Time—55 minutes

55 Questions

Directions: Each of the questions or incomplete statements below is followed by either four suggested answers or completions. Select the one that is best in each case and then fill in the appropriate letter in the corresponding space on the answer sheet.

Questions 1–5 refer to the passage below.

They have seen the French rebel against a mild and lawful monarch with more fury, outrage, and insult than ever any people has been known to rise against the most illegal usurper or the most sanguinary tyrant. Their resistance was made to concession, their revolt was from protection, their blow was aimed at a hand holding out graces, favors, and immunities. This was unnatural.

Were all these dreadful things necessary? Were they the inevitable results of the desperate struggle of determined patriots, compelled to wade through blood and tumult to the quiet shore of a tranquil and prosperous liberty? No! nothing like it. The fresh ruins of France, which shock our feelings wherever we can turn our eyes, are not the devastation of civil war; they are the sad but instructive monuments of rash and ignorant counsel in time of profound peace.

Edmund Burke, *Reflections on the Revolution in France*, 1790

1. Burke's opinion of the recklessness of the French Revolution is most similar to which of the following?
 - (A) An Italian university student's opinion of the Revolutions of 1848
 - (B) A Russian noble's opinion of Peter the Great's attempts at modernization in 1700
 - (C) A Polish peasant's opinion of the Third Partition of 1793
 - (D) An English Catholic's opinion of the overthrow of King James II in 1688
2. Following publication of the book, Burke most likely
 - (A) changed his opinion based on the newly peaceful revolt
 - (B) maintained his opinion based on worsening violence
 - (C) traveled to France to persuade the people to seek peace
 - (D) lost his position as a university lecturer
3. Which of the following people in the nineteenth century would most likely have agreed with the sentiments in this passage?
 - (A) Giuseppe Garibaldi
 - (B) Benjamin Disraeli
 - (C) Prince von Metternich
 - (D) David Hume
4. The political condition described in the passage did not stabilize until
 - (A) 1791
 - (B) 1795
 - (C) 1800
 - (D) 1830
5. The passage clearly shows the influence of which of the following trends in eighteenth-century thought?
 - (A) Conservatism
 - (B) Rationalism
 - (C) Enlightened absolutism
 - (D) Neoclassicism

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Questions 6–9 refer to the following passage.

As far as this, after suffering great hardships, the Dutch, in recent times have progressed towards the top of the world, seeking unknown lands, and if there is any shorter way to China. Wonderful are their discoveries! Strange things have happened! Go on, O blessed progeny of Neptune, and add new honors to our race. You have begun ill if you stop here. It is a hard task, but endure. Do not yield to misfortune, but on the contrary be more daring. Fate will clear the way.

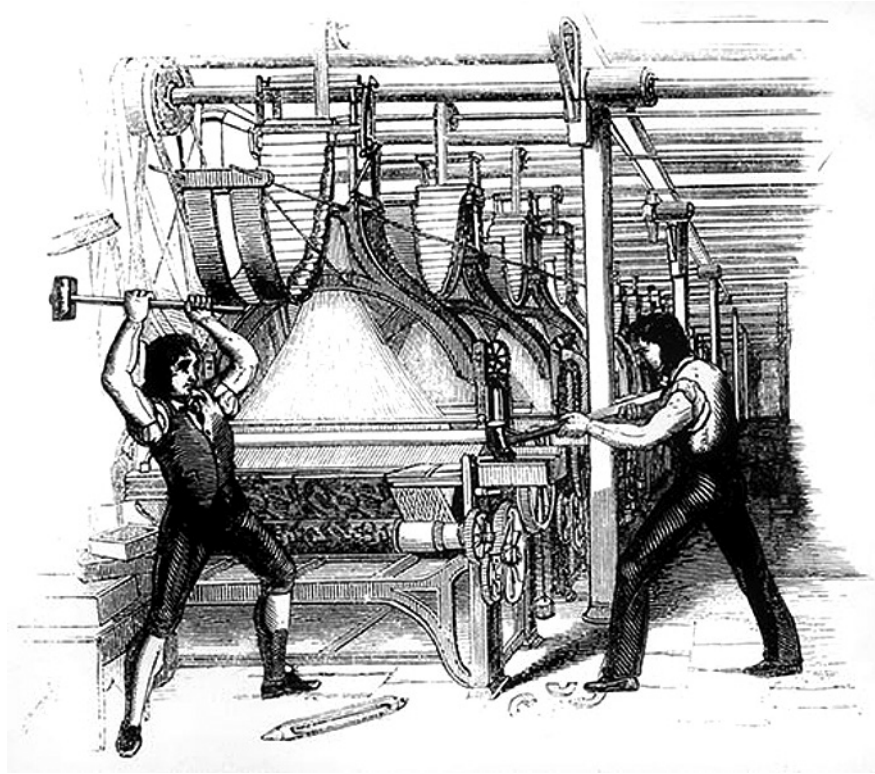
Inscription on a Dutch globe manufactured by William Blaeu of Alcmár, 1599

6. The impulse towards exploration was displayed most strongly by what other nation during this time?
 - (A) Italy
 - (B) Portugal
 - (C) France
 - (D) Austria-Hungary
7. The ability of the Dutch to undertake such exploration was reflected by all of the following EXCEPT
 - (A) their status as the premier shipbuilders in Europe
 - (B) their invention of the telescope
 - (C) their usage of Mercator projection maps
 - (D) their Catholic work ethic
8. Based on the passage, which of the following can be safely inferred about European explorers of the sixteenth century?
 - (A) No other country had suffered greater hardships than the Dutch in the sixteenth century.
 - (B) Only those who had personally sailed in exploration were allowed to design globes.
 - (C) The Dutch had gone further in their travels than any other nation.
 - (D) Christopher Columbus had been unsuccessful in finding a shorter path from Europe to Asia.
9. Attitudes like the one found in Blaeu's inscription can be tied to the development of what major nineteenth-century intellectual trend?
 - (A) Nationalism
 - (B) Romanticism
 - (C) Socialism
 - (D) Liberalism

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Questions 10–12 refer to the following illustration.

Luddites, England, 1812. Unattributed.



10. The attitude exemplified by the illustration was most likely first influenced by which of the following?
- (A) The invention of the power loom
 - (B) The growth of transnational corporations
 - (C) The guild system
 - (D) The Enclosure Acts
11. The primary reason for the Luddites' violence was their view that
- (A) the machines had eliminated their jobs
 - (B) less skilled workers were being hired to run the machines
 - (C) automation was inherently wicked because it contradicted the Bible
 - (D) neither the king nor Parliament was hearing their demands
12. Which of the following international events directly precipitated the Luddite movement?
- (A) The Napoleonic Wars
 - (B) The French Revolution
 - (C) The modernizing reforms of Joseph II of Austria
 - (D) The War of the Spanish Succession

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Questions 13–17 refer to the passage below.

[By 1861] it could already be seen, from various external signs, that affairs in Russia were no longer the same as in Nicholas' time... More newspapers were about, and in 1861 journals of all kinds were on sale at the railway stations, which had not been the case in 1857.

In 1857 it was absolutely necessary to put on evening clothes in order to be admitted into the picture-gallery of the Hermitage, for was not the Hermitage a palace? In 1861 this rule was no longer in force.

In 1857 smoking on the streets of St. Petersburg was forbidden. In 1861 it was permitted, or at least tolerated.

In the passport offices, the clerks of the year 1857 used to take bribes freely, in the form of paper money, conveniently folded in the document to which their signature was required. In 1861 I learned that it was neither considered necessary nor desirable, nor even, in some cases, polite to offer bribes at random.

Henry Sutherland Edwards, *The Russians At Home and the Russians Abroad*, 1879

13. Based on Edwards's account, it can be inferred that by 1861 Russia's leadership had been influenced by which of the following?
 - (A) Conservatism
 - (B) Liberalism
 - (C) Nationalism
 - (D) Anarchism
14. One major political event that occurred in Russia in 1861 that might account for some of these changes was
 - (A) the establishment of the Duma
 - (B) the abolishment of serfdom
 - (C) the murder of the Romanov ruling family
 - (D) the limitation of corvée labor to three days a week
15. Prior to 1861, the Westernization referred to in the passage had been attempted most extensively by which Romanov leader?
 - (A) Peter the Great
 - (B) Catherine the Great
 - (C) Nicholas I
 - (D) Nicholas II
16. The change described in the passage found its best intellectual expression in which of the following works of the nineteenth century?
 - (A) *Le Politique*, Henri Saint-Simon
 - (B) *On the Genealogy of Morals*, Friedrich Nietzsche
 - (C) *The Communist Manifesto*, Karl Marx and Friedrich Engels
 - (D) *On Liberty*, John Stuart Mill
17. By the 1930s, the ideas concerning openness in Russian society reflected in the passage had undergone which of the following transformations?
 - (A) The ideas came to be regarded with suspicion by many European intellectuals.
 - (B) The ideas were enlarged by the addition of representative democracy in Russia.
 - (C) The ideas were regarded with increasing hostility by satellite states in Eastern Europe.
 - (D) The ideas were largely rejected as being incompatible with Soviet doctrine.

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Questions 18–20 refer to the passage below.

“When, after [Dreyfus’s] arrival, I went to see the prisoner he was in a state of excitement impossible to describe—like a madman. His eyes were bloodshot, and he had upset everything in his room. I was able at length to quiet him. I felt that he was innocent....

“On the 24th, in the morning, his mental state, bordering on insanity, seemed so serious that, anxious to screen my responsibility, I reported it to the minister of war and to the governor of Paris. In the afternoon I was summoned by General de Boisdeffre, and accompanied him to the war office. The general asked me my opinion. I replied without hesitation that Dreyfus was not guilty....

“After the verdict Dreyfus was taken back to his cell, where I saw him about midnight. On seeing me he burst into sobs and said, ‘My only crime is to be born a Jew.’”

Major Forzinetti, as quoted in *Dreyfus and the Shame of France*, C.M. Stevans, 1899

18. The beliefs of those who accused Dreyfus based solely on his religion are best expressed in which contemporary work?
- (A) *The Protocols of the Elders of Zion*
 - (B) *J’Accuse*, Émile Zola
 - (C) *The Jungle Book*, Rudyard Kipling
 - (D) *Heart of Darkness*, Joseph Conrad
19. The Dreyfus Affair did NOT demonstrate which of the following about France at the turn of the twentieth century?
- (A) The persistence of anti-Semitism amongst the French public
 - (B) The demonstration of the growing power of the media and public opinion in an era of mass politics
 - (C) The efficiency with which the Third French Republic addressed civil issues
 - (D) The strengthening of French parliamentary democracy
20. His coverage of the Dreyfus Affair inspired Austro-Hungarian journalist Theodor Herzl to
- (A) urge Jews living in Western Europe to continue assimilating themselves into Christian society
 - (B) plead for reconciliation between the different factions of the controversy
 - (C) call for the restoration of a Jewish state in its historic homeland of Israel
 - (D) condemn the growing Jewish separatist movement as undemocratic

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Questions 21–25 refer to the passage below.

What also is the cost of these fleets and garrisons which we have abroad to guard our interests and maintain our influence? I find that ... after supplying the sums necessary to maintain these defences and guard these interests, there still remains a vast amount of public expenditure under these heads that is still unaccounted for.... But then a plausible objection may be taken—‘You forget that the military and naval condition of England is, at the present moment, one of transition; that you are changing in this age of scientific discovery, and especially of scientific discovery as applied to armaments, your whole system of armaments, and that this leads to the vast expenditure which cannot be accounted for.’

...I believe I am right in saying that from the siege-train to the ambulance England was never so profusely and so effectively furnished as at the present moment. The conclusion we must come to when we find out that these armaments have been carried out so effectively and so completely, and apparently are so near entire fulfillment, is that the time has come ... when a considerable reduction may be made in our naval and military expenditure without the least impairing our home defences or the efficiency of those forces which defend our interests abroad.

Benjamin Disraeli, speech on Mr. Walpole’s Resolution, 1862

21. Disraeli’s speech can be viewed as a call to resist which of the following?
 - (A) Imperialism
 - (B) Nationalism
 - (C) Militarism
 - (D) Industrialism
22. According to the first paragraph, Disraeli’s primary objection to England’s military buildup was that
 - (A) it was technologically inferior
 - (B) it wasn’t economically sound
 - (C) it had been opposed by his political enemies
 - (D) it had been undertaken during a period of transition
23. Based on the speech, a modern historian might assume that military service in Britain had been increasingly portrayed as
 - (A) a horrific bloodbath to be avoided
 - (B) a noble calling to be pursued
 - (C) a largely intellectual exercise
 - (D) an expensive indulgence that would bankrupt the nation
24. The increase in national armaments during the nineteenth century was NOT a major cause of which of the following?
 - (A) The Crimean War
 - (B) The scramble for Africa
 - (C) The Bolshevik Revolution
 - (D) World War I
25. The English military differed from the Prussian military mostly in that
 - (A) the English military focused primarily on building its naval forces, not its land forces
 - (B) the English military occupied a significant part of the national budget
 - (C) the English military benefited from the popular image of soldiers as heroes
 - (D) the English military maintained a strict chain of command

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Questions 26–29 refer to the passage below.

Understanding from your letter to the Lord Cary that you approve my writings, I not only took it as a matter of congratulation with myself, but thought I ought to write and tell you how much pleasure it had given me. You are right in supposing that my great desire is to draw the sciences out of their hiding-places into the light. For indeed to write at leisure that which is to be read at leisure matters little; but to bring about the better ordering of man's life and business, with all its troubles and difficulties, by the help of sound and true contemplations—this is the thing I am at. How great an enterprise in this kind I am attempting, and with what small helps, you will perhaps learn hereafter...

Francis Bacon, "Letter to Casaubon," undated, seventeenth century

26. A modern historian might interpret the phrase "out of their hiding-places into the light" as a reference to
- (A) the forgotten scientific advances made by the Neoplatonists
 - (B) the popular oppression that faced ancient scientists when they presented their findings
 - (C) the dominance of the Aristotelian tradition in European intellectualism
 - (D) the secretiveness with which Bacon had to conduct his experiments
27. By the nineteenth century, the type of thinking described by Bacon in the passage had led to which of the following in England?
- (A) An acceleration in the innovation and adoption of technology
 - (B) A series of costly wars with continental Europe
 - (C) The development of the most feared army in the world
 - (D) The reestablishment of the divine power of the monarchy
28. Despite Bacon's claim that he had only *small helps* to achieve his goals, all of the following figures could be viewed as his peers EXCEPT
- (A) Tycho Brahe
 - (B) William Gilbert
 - (C) Johannes Kepler
 - (D) Voltaire
29. Bacon did NOT make a great contribution to which of the following?
- (A) The scientific method
 - (B) Deductive reasoning
 - (C) Inductive reasoning
 - (D) Empiricism

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Questions 30–33 refer to the photograph below.

Casa Pilatos, Seville, 1540.



Detail of *ajimez* (paired horseshoe arch windows) with *alfiz* (rectangular surround) of carved stucco, and walls decorated with *azulejos* (glazed, patterned ceramic tiles) in geometric patterns.

30. The creators of Casa Pilatos had primarily been influenced by whom?
- (A) The French, whose cultural achievement was the highest in Europe
 - (B) The Portuguese, who were Spain's nearest neighbors
 - (C) The Moors, who occupied the Iberian peninsula for centuries
 - (D) The Habsburgs, who ruled both Spain and the Holy Roman Empire
31. In sixteenth-century Spain, the religious sentiment that was reflected in the design of the building had been largely viewed as which of the following?
- (A) Extremely inspirational, because the Spanish viewed all religious architecture as profound
 - (B) Overly intricate, because the Spanish preferred more streamlined design
 - (C) Highly technical and therefore worthy of emulation, especially in universities
 - (D) Undesirable, because the people who had inspired the design had been forced to either leave Spain or convert
32. One of the things that made the Spanish Inquisition difficult to implement was the fact that
- (A) many Jews and Muslims shared common ancestry with Christians
 - (B) the low levels of animosity towards Jews and Muslims was displayed by Catholic Church officials
 - (C) king Ferdinand and Queen Isabella disapproved of the oppression of minorities
 - (D) Jews and Muslims refused to renounce their religions
33. One of the longest-lasting consequences of the expulsion of the Moors from Spain was
- (A) a wealthier middle class as a result of increased trade
 - (B) economic inequality as a result of uneven distribution of reconquered lands
 - (C) stricter oversight of conquistadores' activities in the Americas
 - (D) faster adoption of customs from other parts of Europe

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Questions 34–38 refer to the passage below.

Somebody made a remark not very complimentary to Bismarck's enemies, to which [Bismarck] replied in a playful tone—"Believe me, there is nothing some of my enemies find so difficult to forgive me as the crime of having become a rich man. Well, I suppose I must admit that I have been fairly successful in a material sense; even I wonder at it sometimes. For when I look back it seems to me that my wants were not extravagant. So long as I have a chair, and a table, and something overhead to keep the rain off, I am sure I could be happy."

And in saying this he turned his face upwards and made a gesture—simulating an attitude of seeking protection from a threatened rainfall. Bismarck had been cruelly slandered by his foes, and there was an element of tragic pathos in the situation; yet it would've taken a bold man to offer condolence to one who, in his day, had so often smitten his enemies hip and thigh.... Kind as was the expression on Bismarck's face when he was comfortably seated at his own fireside, there were yet moments when his large, expressive eyes lit up with a threatening gleam. It was like sheet lightning shot across a landscape of a summer's eve, just sufficient to remind us amid an idyll that there are forces ever latent in men as in nature that need only be called into play to terrify us.

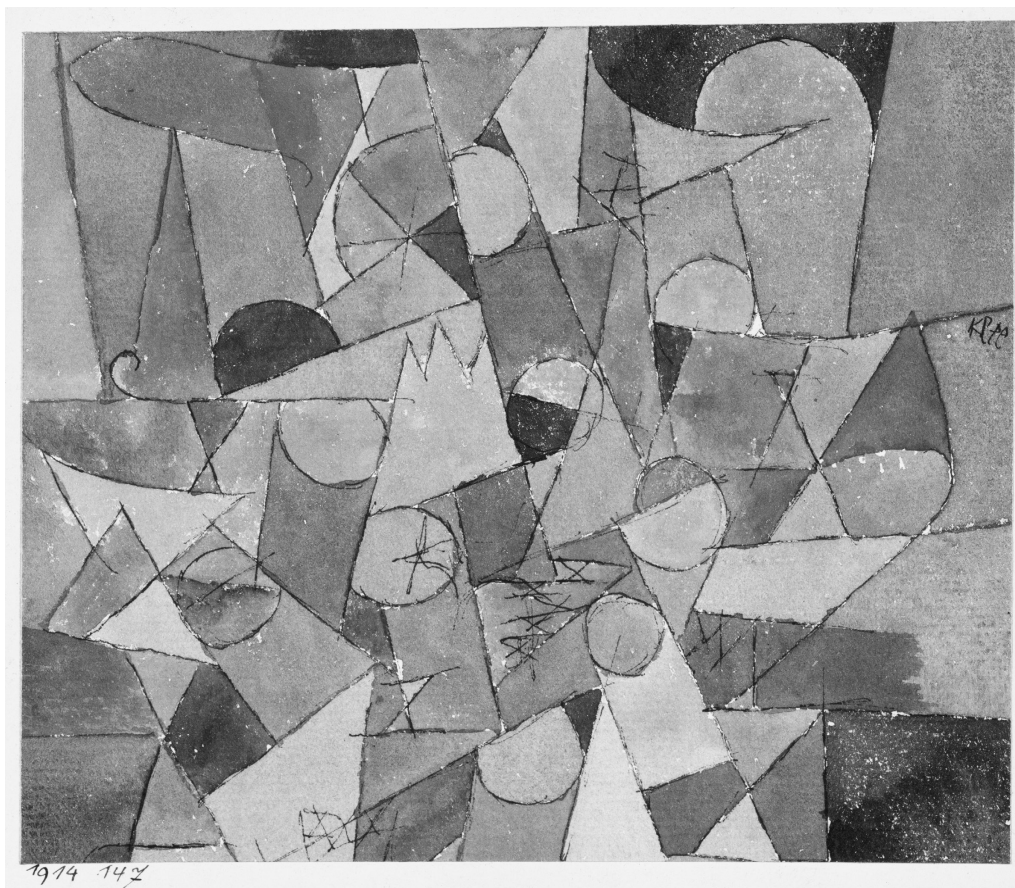
Personal Reminiscences of Prince Bismarck, Sidney Whitman, 1902

34. At the time of Whitman's visit, the political accomplishments of Otto von Bismarck were
- (A) being vigorously lauded by European leaders across the continent
 - (B) regarded as part of a larger conspiracy against the spread of democracy
 - (C) part of the historical record, and irrelevant to the lives of his people
 - (D) in the past, but nonetheless viewed as integral to the strength of his nation
35. Bismarck's foreign policy, known as *realpolitik*, culminated in which military action?
- (A) The War of Austrian Succession
 - (B) The Schleswig-Holstein Affair
 - (C) The Austro-Prussian War
 - (D) The Franco-Prussian War
36. Which of the following developments in German history is viewed as an obvious attempt by Bismarck to steal political support from socialist rivals?
- (A) His waging of the *Kulturkampf* against Catholics
 - (B) His initial refusal to impose protective tariffs
 - (C) His "blood and iron" speech
 - (D) His creation of national health insurance, accident insurance, and pension programs
37. Which of the following conclusions is best supported by Whitman's account?
- (A) That Bismarck was capable of inflicting great cruelty upon his visitors
 - (B) That Bismarck had once been a powerful and effective politician
 - (C) That the modern nation of Germany was entirely Bismarck's responsibility
 - (D) That Bismarck was a simple man of humble origins
38. At various times, Bismarck attempted to silence or restrain all of the following groups EXCEPT
- (A) Junkers
 - (B) the media
 - (C) Socialists
 - (D) Catholics

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Questions 39–41 refer to the following painting.

Paul Klee, *Untitled*, 1914



39. The painting is primarily an example of which of the following developments in European art?
- (A) Artists' abandonment of the figurative style in favor of more abstract ideas
 - (B) Artists' embrace of overtly political metaphors in an age of war
 - (C) Artists' sense of hopelessness in the face of a culture suspicious of innovation
 - (D) Artists' understanding of asymmetrical design inspired by non-European cultures
40. The sense of dislocation seen in the painting was most profoundly reflected by what event?
- (A) The sudden adoption of the scientific method
 - (B) The invention of the spinning jenny
 - (C) World War I
 - (D) World War II
41. The underlying social forces that brought about Klee's painting did NOT produce which of the following?
- (A) Albert Einstein's theory of relativity
 - (B) The Catholic Church's doctrine of moral absolutism
 - (C) James Joyce's stream-of-consciousness novels
 - (D) Germany's use of chemical weapons in World War I to cause mass death

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Questions 42–45 refer to the passage below.

Frenchmen! In commencing the War for maintaining the national independence, I relied on the union of all efforts of all desires, and the concurrence of all the national authorities. I had reason to hope for success, and I braved all the Declarations of the Powers allied against me. Circumstances appear to be changed. I offer myself sacrifice to the hatred of the Enemies of France. May they prove sincere in their Declarations, and have really directed them solely against my power. My political life is terminated; and I proclaim my Son, under the title of Napoleon II, Emperor of the French.

Napoleon Bonaparte, declaration of abdication as Emperor, 1815

42. Napoleon's reference to the "the Powers allied against me" is best understood to refer to which of the following?
- (A) The Catholic Church's opposition to his reign
 - (B) The coalition of European armies that had assembled to oppose his return to power
 - (C) The Portuguese forces that threatened his reign
 - (D) The economic sanctions that Europe had placed upon France while he was in power
43. The "War for maintaining the national independence" is best interpreted as a reference to
- (A) the Hundred Days
 - (B) the invasion of Russia
 - (C) the Peninsular War
 - (D) the Directory
44. A modern historian would probably point to which of the following as strongest evidence of Napoleon's lasting influence in Europe?
- (A) His dissolution of the Directory
 - (B) His unique naval military strategy
 - (C) His economic blockade of England via the Continental System
 - (D) His legal reform through the Napoleonic Code
45. England resisted Napoleon's intrusions in all of the following ways EXCEPT
- (A) the strength of its navy
 - (B) appeals to the power of the papacy to interfere
 - (C) subsidies to allies on the continental mainland who were affected by the blockade
 - (D) military support provided to Portugal during the Peninsular War

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Questions 46–50 refer to the the image below.

Queen Victoria post office box, London, late nineteenth century.



46. Which of the following developments in late nineteenth-century England was most responsible for the popularity of the postal system?
- (A) Better living conditions
 - (B) Improved methods of steel production
 - (C) Increased literacy rates
 - (D) A decrease in leisure time for the middle class
47. In late nineteenth-century Europe, national postal systems were in most direct competition with what other form of communication?
- (A) Telegraph
 - (B) Telephone
 - (C) Radio
 - (D) Television
48. In Great Britain, the increased speed with which the postal system delivered items was mostly dependent upon which of the following?
- (A) The network of trains and steamships that covered the island
 - (B) The invention of the internal combustion engine
 - (C) The first successful airplane launch
 - (D) The national system of electrical power stations
49. The massive economic changes that gripped Europe in the nineteenth century, producing this postal box, are collectively known as
- (A) the Scientific Revolution
 - (B) the Enlightenment
 - (C) the First Industrial Revolution
 - (D) the Second Industrial Revolution
50. In the nineteenth century, economic thinkers used examples such as a postal system to argue for
- (A) a return to conventional social order
 - (B) the greatest good for the greatest number of people
 - (C) a radical uprising to seize the means of production from the bourgeoisie
 - (D) the need for a strong sense of national unity

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Questions 51–55 refer to the text below.

“[Let us] return again unto our Courtier, whom in letters I will have to be more than indifferently well seen, at the least in those studies which they call Humanity, and to have not only the understanding of the Latin tongue, but also of the Greek, because of the many and sundry things that with great excellency are written into it. Let him much exercise himself in poets, and no less in orators and historiographers, and also in writing both rhyme and prose, and especially in this our vulgar tongue.... For truly it happeneth very seldom that a man not exercised in writing, how learned soever he may be, can at any time know perfectly the labor and toil of writers, or taste of the sweetness and the excellency of styles, and those inner observations that oftentimes are found in them of old time. And beside that, those studies shall make him copious, and, as Aristippus answered that Tiran, bold to speak upon a good ground with every man.”

The Book of the Courtier, Baldassare Castiglione, 1528

51. The recommendation that Castiglione makes in the passage was regarded as which of the following?
- (A) Irrelevant, because few people saw the usefulness of studying poetry
 - (B) Unusual, since only future scholars studied ancient Greek and Latin
 - (C) Typical, for the study of antiquity was seen as part of a well-rounded education
 - (D) Misguided, because becoming a writer wasn't seen as a path to fortune
52. The system of *studia humanitatis* in sixteenth-century Italy insisted upon the study of Greek and Latin texts partly because of
- (A) the frequent use of those languages in daily life on the Italian peninsula
 - (B) the plentiful number of those books in circulation
 - (C) the novelty of those texts, which had only recently been rediscovered through trade with Arabs
 - (D) the pope's decree that their study was mandatory
53. Renaissance humanistic education of the type expressed in the passage did NOT include which of the following?
- (A) Grammar
 - (B) Logic
 - (C) Economics
 - (D) Rhetoric
54. One reason that Renaissance humanism began on the Italian peninsula was
- (A) its frequent trade with northern Europe, which brought intellectual breakthroughs to the south
 - (B) its rural nature, which allowed uninterrupted study of new texts
 - (C) its unified political state, which enabled the quick spread of ideas
 - (D) its location on the Mediterranean as the center of exchange of both goods and ideas
55. The changes in Italian Renaissance education can be best characterized as
- (A) a reaction against the narrow ecclesiastical nature of medieval education
 - (B) a continuation of traditional perspectives on the value of religious education
 - (C) a rejection of all belief systems that had come before
 - (D) an affirmation of the idea that education was an elite pastime

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EUROPEAN HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Use complete sentences; an outline or bulleted list alone is not acceptable. On test day, you will be able to plan your answers in the exam booklet, but only your responses in the corresponding boxes on the free-response answer sheet will be scored.

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

In the homes of the upper and middle classes Englishwomen suffer certain disadvantages in comparison with their poorer sisters, while they face other difficulties peculiarly their own. Physical brutality and drunkenness with the wretchedness of material surroundings they of course escape, but the domestic relations laws hang over them like the sword of Damocles, so that for the unhappily married woman of any class there is little hope of relief....

[Girls] are seldom given any practical education which would enable them to make their own livings, while primogeniture ensures the bulk of the family inheritance to the eldest son, that remaining for the daughters being usually a mere pittance.... Girls are consoled for their lack of advantages with the prospect of marriage, but their marriage is neither arranged nor are they given any adequate opportunity to achieve it for themselves ... There are thousands of homes today where the daughters can arrange neither their lives nor their friendships, but merely the flowers in their mothers' vases. All this is of course changing, and changing very rapidly in the middle class, but the home life of girls still remains on the whole seriously disadvantageous to their best interests.

What Women Want, Beatrice Forbes-Robertson Hale, 1914

1. a) Describe ONE goal of the feminist movement in the early twentieth century.
b) Describe TWO methods that women used to achieve this goal.

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Use your knowledge of European history to answer all parts of the question that follows.

There were various punishments inflicted upon Germany by the Treaty of Versailles at the conclusion of World War I. These included:

- Billions of dollars in reparations were paid back to the Allies for damage done.
- All German colonies were handed over to Britain and France, including the Alsace-Lorraine and Saar regions.
- The German army was restricted to 100,000 people.
- The German navy was restricted to six battleships and no submarines.
- Germany was prohibited from joining the League of Nations.

2. a) Briefly explain why ONE of the above reasons represents the most important factor in the rise of Adolf Hitler and the Nazi menace.
- b) Briefly explain why ONE of the above reasons represents the least important factor in the rise of Adolf Hitler and the Nazi menace.

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Question 3 or 4

Directions: Answer either Question 3 or Question 4.

Answer (a), (b) and (c).

3. a) Describe one way that the enlightened despots supported reform movements in their societies in the eighteenth century.
- b) Describe one way that the enlightened despots undermined reform movements in their societies in the eighteenth century.
- c) Explain one significant cause of the changes in the relationship between European monarchs and the citizenry in the eighteenth century.

GO ON TO THE NEXT PAGE.

Answer (a), (b) and (c).

4. a) Describe one significant continuity in the role of nationalism in Europe in the nineteenth century.
b) Describe one significant change in the role of nationalism in Europe in the nineteenth century.
c) Explain how the rise of nationalism affected the events of the twentieth century in European life.

STOP

END OF SECTION I

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION.
DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

AP[®] European History Exam

SECTION II: Free Response

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

At a Glance

Total Time

1 hour, 40 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

**Question 1 (DBQ):
Mandatory****Suggested Reading and
Writing Time**

60 minutes

Percent of Total Score

25%

**Question 2, 3, or 4 (Long
Essay): Choose ONE
Question**

Answer either Question 2, 3, or 4

Suggested Time

40 minutes

Percent of Total Score

15%

Instructions

The questions for Section II are printed in the Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2, 3, and 4.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2, 3, or 4 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2, 3, or 4. For example, if you answered Question 2, apply the label **2**. Failure to do so may delay your score.

GO ON TO THE NEXT PAGE.

EUROPEAN HISTORY

SECTION II

Total Time—1 hour, 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point-of-view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

GO ON TO THE NEXT PAGE.

1. Using the documents and your knowledge of European history, compare and contrast the relationship of England with both Spain and Portugal during the period 1421 to 1721.

Document 1

Source: Letter from King Alfonso V of Portugal to all English merchants in Portugal, 1443

Through our good friendship and our ancient treaty with the King of England, our beloved brother, we secure all English merchants coming to our kingdom to trade, with their ships and the merchandise in them, so that they shall not be seized, nor be made to suffer any other harm or discomfort within our domain. Moreover we order the admiral and head captain of our fleet, and all the shipmasters and people of our kingdom, if they meet the English on the sea, coming to trade, not to rob, arrest, or spoil them, nor do them any other harm.

Document 2

Source: Peace of Utrecht, 1713

[W]hereas the Most Serene and Most Mighty Lady Anne, by the grace of God, Queen of Great Britain, France, and Ireland, &c. and the Most Serene and Most Mighty Prince Philip the Fifth, by the grace of God, Catholic King of Spain, &c. wish for nothing more heartily, and endeavour nothing more earnestly, than that the ancient bonds of alliance and friendship between the British and Spanish nations should not only be renewed, but also more strongly knit together by fresh engagements of amity and interest on both sides, and transmitted indissoluble to all posterity....

Document 3

Source: Account of quantities of wine imported into London and Outports of England in sixteen years and a quarter, from Michaelmas 1696 to Christmas 1712

LONDON.

Years.	France.	Portugal.	Spain.	Italy.	Rhenish.
	Tons. H. G.	Tons. H. G.	Tons. H. G.	Tons. H. G.	Tons. H. G.
² 1696	} 184 0 18	4,260 0 61	6,935 0 10	332 0 0	396 2 62
1697					
1697					
1698					
³ 1698	} 1,439 0 34	3,621 0 29	5,931 2 60	775 0 0	693 0 45
1699					
1700					
1701					
1702	1,732 2 47	6,372 3 53	8,477 2 34	1,288 2 4	669 1 21
1703	1,297 1 62	5,069 0 55	5,849 1 39	932 1 30	632 1 15
1704	156 0 13	7,425 3 6	334 2 27	1,044 0 37	697 3 21
1705	391 0 27	8,164 1 5	980 1 55	1,931 1 58	590 2 52
1706	679 2 17	6,006 1 31	1,661 0 38	1,255 3 53	399 1 29
1707	186 2 11	3,094 2 28	1,623 0 7	205 3 3	299 1 29
1708	733 0 52	7,072 2 5	1,363 1 5	1,229 2 16	522 1 12
1709	119 3 38	7,515 2 41	1,414 3 36	1,670 2 3	524 1 10
1710	302 2 53	6,168 1 32	2,356 3 38	880 2 6	486 0 35
1711	149 2 40	5,427 1 48	4,664 2 13	2,459 1 50	411 1 43
1712	606 1 18	5,811 1 14	3,487 3 61	1,008 2 15	466 3 44
1712	698 1 36	5,647 2 62	3,625 0 62	827 3 4	433 0 18
Totals	9,613 3 43	97,071 1 22	67,530 0 21	20,484 0 24	8,356 0 37

GO ON TO THE NEXT PAGE.

Document 4

Source: “The Spanish Armada,” Thomas Deloney, English balladeer, 1588

The chiefest captain
 of this galleon so high,
 Don Hugo de Moncaldo, he
 within this fight did die:
 Who was the General
 of all the Galleons great;
 But through his brains, with powder’s force,
 a bullet strong did beat.
 And many more,
 by sword, did lose their breath,
 And many more within the sea
 did swim, and took their death.
 There you might ace
 the salt and foaming flood,
 Died and stained like scarlet red
 with store of Spanish blood.

Document 5

Source: Friedrich Schiller, *The History of the Thirty Years’ War in Germany*, 1799

Spain and Italy, from which Austria derived its principal strength, were still devoted to the See of Rome with that blind obedience which, ever since the days of the Gothic dynasty, had been the peculiar characteristic of the Spaniard. The slightest approximation in a Spanish prince to the obnoxious tenets of Luther or Calvin would have alienated forever the affections of his subjects, and a defection from the Pope would have cost him his kingdom. A Spanish prince had no alternative but orthodoxy or abdication.

Document 6

Source: Grant of privileges in Portugal to Nicholas Brown, an English merchant, 1448

To all judges, etc.... Wishing to show favour to Nicholas Brown, an English merchant, bearer of this letter, we privilege and grant unto him that henceforth he shall be exempted from paying any of our special taxes, grants, excises, tallages, imposts, services, and all other charges that may be imposed by us or our council; nor shall he serve by sea or land in any part whatsoever, nor in any labours at walls, bridges, fountains, pavements, nor shall he keep arms nor a horse for our service... Moreover, we forbid that any person shall be lodged in his house, nor take his bread, wine, clothes, straw, wood, hens, cattle, nor his beasts of saddle or pack, nor any other of his possessions, under a penalty of 6 milreis...

Document 7

Source: Letter from William Stanhope to Sir Luke Schaub, Madrid, 1721

Reprinted in *The History of Gibraltar and of its political relation to events in Europe*, Frederick Sayer, 1862

“It is very unfortunate that our hands are tied as to Gibraltar, so as not to take advantage of this immoderate desire the King of Spain has to obtain it; for were it otherwise, notwithstanding the pretend promise of it, I am fully persuaded we might yet sell it for double its worth, in advantages to our commerce.”

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

Question 2, 3 or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Choose Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity, or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
-
2. Evaluate the ways in which the modern notion of individualism was born on the Italian peninsula during the period from 1400 to 1550.
 3. Outline the factors that led to England's role as the leader of the industrialization of Europe during the period 1760 to 1840.
 4. Describe the causes of the Cold War.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

1. YOUR NAME: _____
(Print) Last First M.I.

SIGNATURE: _____ DATE: ____/____/____

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(Print) Number and Street

City State Zip Code

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IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

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