



# Practice Test 1

# AP<sup>®</sup> 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

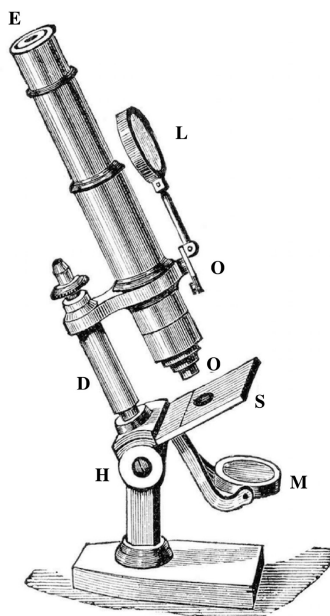
## SECTION I, Part A

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 1–3 refer to the following illustration from the nineteenth century.



**Fig. 2.** Microscope composé.

Compound microscope

- The first compound microscope was constructed
  - in fourteenth-century China
  - in fifteenth-century Portugal
  - in sixteenth-century Netherlands
  - in seventeenth-century England
- Which of the following scientists or naturalists did NOT use the compound microscope in his work?
  - Tycho Brahe
  - Robert Hooke
  - Antony van Leeuwenhoek
  - Charles Kingsley
- The compound microscope enjoyed unrivaled popularity in European scientific history until
  - the seventeenth-century Royal Society outlawed its use, due to the trade embargo instituted by Charles II
  - the eighteenth century, when Enlightenment thinkers preferred instead to reason from general premises
  - revolutionary nineteenth-century scientists discovered serious flaws in its design, which led to the revocation of several previously supported hypotheses
  - the twentieth century, when Ernst Ruska and Max Knoll invented the even more powerful electron microscope

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Questions 4–8 refer to the passage below.

Orders concerning infected Houses, and Persons sick of the Plague

*Notice to be given of the Sickness*

The master of every House, as soon as anyone in his House complaineth, either of Botch, or Purple, or Swelling in any part of his Body, or falleth otherwise dangerously Sick, without apparent Cause of some other Disease, shall give knowledge thereof to the Examiner of Health within two hours after the said Sign shall appear.

*Sequestration of the Sick*

As soon as any man shall be found by this Examiner, [Surgeon], or Searcher to be sick of the Plague, he shall the same Night be sequestered in the same House. And in case he be so sequestered, then though he afterwards die not, the House wherein he sickened shall be shut up for a Month, after the use of the due Preservatives taken by the rest.

*Airing the Stuff*

For Sequestration of the Goods and Stuff of the Infected, their Bedding, and Apparel, and Hangings of Chambers, must be well aired with Fire, and such Perfumes as are requisite within the infected House, before they be taken again to use; This to be done by the Appointment of the Examiner.

*A Collection of Very Valuable and Scarce Pieces relating to the Last Plague in the Year 1665*

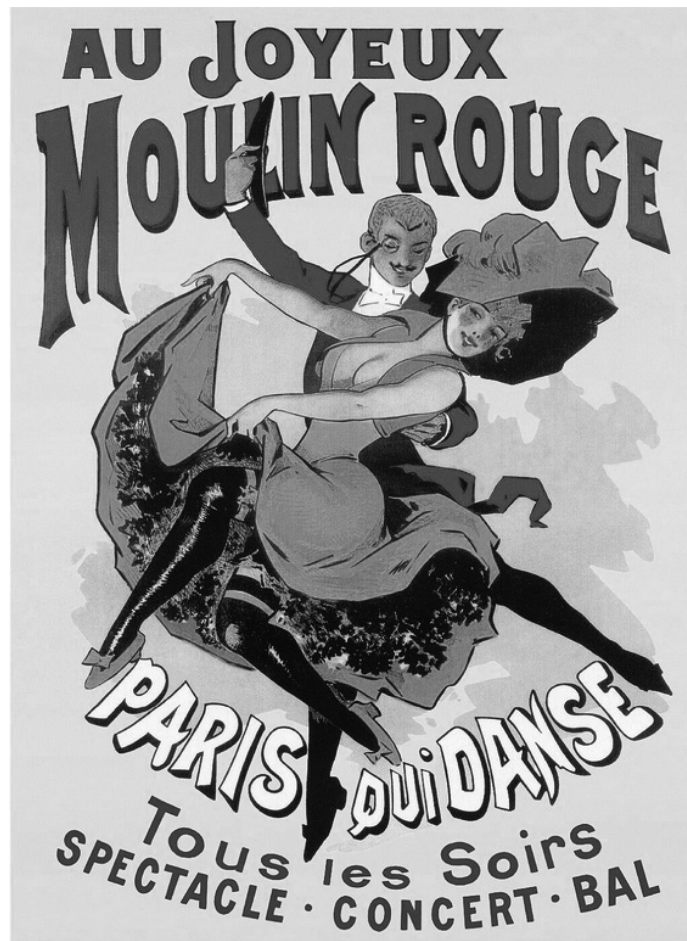
No attributed author. Publication date: 1721

4. Which of the following was NOT an obstacle to effectively gauging the number of deaths caused by this plague?
  - (A) The absence of people employed to count the dead
  - (B) Clerks who covered up the causes of death in their parishes
  - (C) The lack of a formal census
  - (D) The speed with which the bodies were disposed
5. Plagues such as the one described above were mostly eradicated in the nineteenth century by
  - (A) the invention of penicillin
  - (B) rapid improvements in public sanitation
  - (C) global reduction in rat population
  - (D) a European population with increased immunity
6. Centuries of devastating plagues across Europe were naturally accompanied by
  - (A) a tradition of demagogic politicians who exploited the fears of the people
  - (B) a long-standing embargo on products imported from China
  - (C) a high birth rate, given an unknowable life expectancy
  - (D) a strong faith in the power of the Catholic priesthood to prevent such epidemics
7. The municipal actions described in the second section (“Sequestration of the Sick”) are most commonly referred to as
  - (A) detention
  - (B) contagion
  - (C) quarantine
  - (D) isolation
8. From a socioeconomic perspective, the Great Plague of 1665 resulted in
  - (A) more casualties among the poor than among the wealthy, who could afford to leave London
  - (B) the return of Royalists to the city at the end of the Commonwealth
  - (C) the hasty construction of plague pits for the dead
  - (D) the development of the plague doctor costume, with bird-like beak masks, gloves, boots, and a wide-brimmed hat

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Questions 9–11 refer to the following image.

Alfred Choubrac, Moulin Rouge poster, 1896



9. The style of art depicted in the poster was popular during the French
- (A) Enlightenment era
  - (B) age of revolution
  - (C) *fin de siècle* decade
  - (D) existentialist period
10. The characteristics that are associated with this period of art most commonly include
- (A) materialism and bourgeois sensibility
  - (B) ennui and subjectivism
  - (C) passion and reason
  - (D) religiosity and high art
11. This period of art occurred simultaneously with all of the following EXCEPT
- (A) the Vichy regime
  - (B) the Belle Époque
  - (C) the Third French Republic
  - (D) Symbolism

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Questions 12–15 refer to the passage below.

Greys

- No. 9. *Ash Grey*, is the characteristic color of Werner’s greys; he gives no description of its component parts; it is composed of snow white, with portions of smoke and French grey, and a very little yellowish grey and carmine red.
10. *Smoke Grey*, is ash grey mixed with a little brown.
11. *French Grey*, nearly the steel grey of Werner, without the lustre, is greyish white, with a slight tinge of black and carmine red.
12. *Pearl Grey*, is ash grey mixed with a little crimson red and blue, or bluish grey with a little red.
13. *Yellowish Grey*, is ash grey mixed with lemon yellow and a minute portion of brown.
14. *Bluish Grey*, is ash grey mixed with a little blue.
15. *Greenish Grey*, is ash grey mixed with a little emerald green, a small portion of black, and a little lemon yellow.

*Werner’s Nomenclature of Colors*, Abraham Gottlob Werner  
(with additions by Patrick Syme), 1821

12. The organization of the passage bears a strong resemblance to
- (A) analogous structures
  - (B) Linnaean taxonomy
  - (C) inductive reasoning
  - (D) deductive reasoning
13. The desire to order and classify the natural world is primarily a hallmark of
- (A) the scientific era
  - (B) the Enlightenment
  - (C) neoclassicism
  - (D) Neoplatonism
14. Charles Darwin contributed to scientific classification in which of the following ways?
- (A) He underscored the importance of maintaining a strictly disciplined view of the natural world.
  - (B) He ended the practice of excessively detailed description of living creatures.
  - (C) He declared that all previous biological nomenclatures had been founded on false assumptions.
  - (D) He argued that biological nomenclature was not static, but constantly changing.
15. Given the fact that Werner died in 1817, it can be most safely assumed that Syme’s posthumous edits point to a general belief that
- (A) Werner had been wrong in many of his conclusions
  - (B) bodies of scientific knowledge require continuous enlargement
  - (C) all of color theory couldn’t be adequately covered by a single individual
  - (D) recent advances in optical technology had revealed gaps in Werner’s theory

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Questions 16–19 refer to the painting below.

Anthony van Dyck, *The Lomellini Family*, Genoa, Italy, 1623



16. In seventeenth-century Italy, such aristocratic families typically lived in
- (A) sprawling estates in the farmlands
  - (B) spacious *palazzi* in the cities
  - (C) rustic chateaus in the mountains
  - (D) ornate apartments in suburban areas
17. One common way for Italian families to enter the upper classes was through
- (A) bravery in warfare
  - (B) exemplary achievement in the arts
  - (C) ecclesiastical promotion
  - (D) amassing a fortune
18. In the republics of both Genoa and Venice, the head of state carried the title of
- (A) marchese
  - (B) barone
  - (C) doge
  - (D) signori
19. The Dutch background of the artist, Anthony van Dyck, is NOT seen in the
- (A) lace and ruff collars
  - (B) playful dog
  - (C) serious tone
  - (D) minimal use of light

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Questions 20–23 refer to the passage below.

Theresa inherited [her mother’s] wealth of hair, but with more colour in it—bright golden colour. Beneath its coils and curls her forehead no longer looked disproportionately high. Her mother’s blue eyes were in keeping with the flower-like beauty of her youth. Theresa’s eyes were grey, though with gleams of blue in them—eyes so full of sparkle that they seemed to give out light rather than reflect it.

Though deficient as yet in physical strength, there was no doubt of the vigour of her mental powers.... But she had an inborn aptitude for observation, reflection, and logical reasoning. Save in the sphere of religion, where she had been led to believe that inquiry was deadly sin, she proved quite capable of thinking for herself, of taking direct, unbiased views of things, and of forming her own opinions of the social and political worlds of her day in so far as she was acquainted with them. Her will was strong.

Mary Maxwell Moffat, *Maria Theresa*, 1911

20. The author’s reference to “the sphere of religion” is best interpreted as
- (A) an expression of twentieth-century agnosticism
  - (B) an overt attack upon the Protestant ruling elite of Austria-Hungary
  - (C) a cautious judgment of Maria Theresa’s neutrality during the Wars of Religion
  - (D) a subtle criticism of the Catholic Church for its doctrine of infallibility
21. Maria Theresa spent seven years defending her own right to inherit the throne of Austria-Hungary in a conflict known as
- (A) the Defenestration of Prague
  - (B) the Austro-Prussian War
  - (C) the War of Austrian Succession
  - (D) the Seven Years’ War
22. For women, the type of mentality described in the passage was most easily expressed in which of the following eighteenth-century institutions?
- (A) Dutch universities
  - (B) Parisian salons
  - (C) English scientific societies
  - (D) Italian coffeehouses
23. Moffat’s attitude towards Maria Theresa was most likely LEAST influenced by which of the following organizations or events?
- (A) The Great Reform Act
  - (B) The Women’s Freedom League
  - (C) The Women’s Tax Resistance League
  - (D) The Women’s Social and Political Union

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Questions 24–27 refer to the following map of Europe in 1914.



24. Four years after this map was made, which of the following territories would continue to exist as an autonomous state?
- (A) Austro-Hungarian Empire  
 (B) Germany  
 (C) Serbia  
 (D) Ottoman Empire
25. Though it's often called the Dual Monarchy, the Austro-Hungarian Empire was structurally more complex than its name would suggest. Which of the following reasons best explains this?
- (A) It featured nearly twenty different ethnic groups, each with its own language.  
 (B) It contained seven parliaments with multiple different speakers vying for control.  
 (C) It was composed of five different religions, in roughly equal numbers, often in large-scale strife.  
 (D) Its ruling classes were drawn from different cultures than its peasantry.
26. One country absent from this map, Poland, was erased in the late 1700s, when it had been partitioned by Russia, Prussia, and Austria. When would Poland be reformed?
- (A) 1919  
 (B) 1941  
 (C) 1945  
 (D) 1990
27. The system of alliances depicted in the map would be re-enacted, with only slight changes, in what later conflict?
- (A) The Russian Revolution  
 (B) The Spanish Civil War  
 (C) World War II  
 (D) The Yugoslav Wars

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Questions 28–31 refer to the passage below.

An English dinner-party, in the present year of grace, is not at all ugly. It may be—and sometimes is—almost a thing of beauty. The modern dinner table approaches as nearly to the old Greek type as is compatible with the widely divergent character of the two civilisations. It certainly follows the classic pattern in two valuable particulars—beauty and repose. True, we do not wreath our heads in roses, nor carry doves nestling in the folds of our robes, nor pour libations of wine over one another (such a messy habit!), but we have done away, for good and for all, let us hope, with the dreadful mid-Victorian table decorations. Instead of hideous dish-covers, branching candelabra, hideous *épigernes*, and appalling set pieces, we have Hawthorn bowls of roses, delicate Venetian glass, beaten copper finger-bowls, perfectly plain silver, and the simplest kind of white china. Everything perfect of its kind, and its kind the non-ostentatious....

From *The Cult of the Chafing Dish*, Frank Schloesser, 1905

28. The author’s emphasis upon “perfectly plain silver” and “the simplest kind of white china” is most commonly associated with which of the following?
- (A) Baroque art
  - (B) Catholicism
  - (C) Chinoiserie
  - (D) Protestantism
29. The discussion of “dreadful mid-Victorian table decorations,” together with the publication date of the passage, indicates that the author may be viewed as
- (A) influenced by opponents of Queen Victoria
  - (B) emblematic of the thinking behind twentieth-century modern design
  - (C) an example of the strong avant-garde tendencies present across Europe at the time
  - (D) opposed to the finer things in life
30. From a socioeconomic perspective, the criticism of excess in decor implies that the author is
- (A) possessed of better taste than his subjects
  - (B) a defender of the peasantry
  - (C) opposed to the bourgeois sensibility of the era
  - (D) aligned with traditionally aristocratic tastes
31. In looking to the ancient Greeks as a guide to style, the author allies himself with all of the following principles EXCEPT
- (A) moderation
  - (B) symmetry
  - (C) balance
  - (D) lack of excess

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Questions 32–34 refer to the image below.

Hans Holbein, “The Monk,” from his collection *The Dance of Death*, 1525



32. The image above was most likely inspired by which of the following events in European history?
- (A) The Spanish Inquisition
  - (B) The Münster Rebellion
  - (C) The Black Death
  - (D) The Protestant Reformation
33. In the year this work was produced, its northern German audience may have taken special interest in the death of a church official, as depicted in the woodcut. Which of the following reasons might explain this?
- (A) The recent painting of the Sistine Chapel
  - (B) The church's corruption via sale of indulgences
  - (C) The failure of the papacy to stand up to the Ottoman Empire
  - (D) The expulsion of the Moors from Spain
34. The artist's spirit of humor and religiosity is most similar to that of which of the following figures of the same period?
- (A) Martin Luther
  - (B) King Henry VIII
  - (C) Thomas More
  - (D) Desiderius Erasmus

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Questions 35–39 refer to the passage below.

**Sir Thomas Lyster**, Knight, of Rowan Castle, bapt. Alderbury 15 Oct. 1612, Knighted at Stoneleigh Abbey 1 Oct. 1642; a devoted adherent of King Charles I, whom he entertained in his house during the Civil War. He held a high command in the garrison established in Shrewsbury; on the fall of that town he was taken prisoner, but his lady gallantly held the Castle of Rowton for nearly a fortnight against all the efforts of the Cromwellian officer, Col. Mytton, nor did she surrender until she had obtained good terms from that commander. Sir Thomas d. 1665, and was bur. in St. Chad's, Shrewsbury, having m. 1st, by lic. dated 9 March 1635/6, Elizabeth Adye, spinster, of the parish of St. Sepulchre's, London, aged eighteen, dau. John Adye, Esq., of London and Kent; he m. 2ndly Mary, dau. Sir John Hamner, Bart., of Hanmer, by whom he had **Thomas**, d. unm., **Dorothy**, m. Wm. Jordan, Esq., and **Mary**, d. unm. By his first wife he had issue (besides **John**, bur. 23 Feb. 1637 at Alderbury; **Dorothy**, bapt. St. Chad's, Shrewsbury, 20 July 1643; **Elizabeth**, m. . . . Draycott, of Ireland) a son:—

**Richard Lyster**, Esq., of Rowton Castle, High Sheriff 1684, d. 1698, having m. 1st Elizabeth, dau. Sir Thomas Eyton of Eyton ...

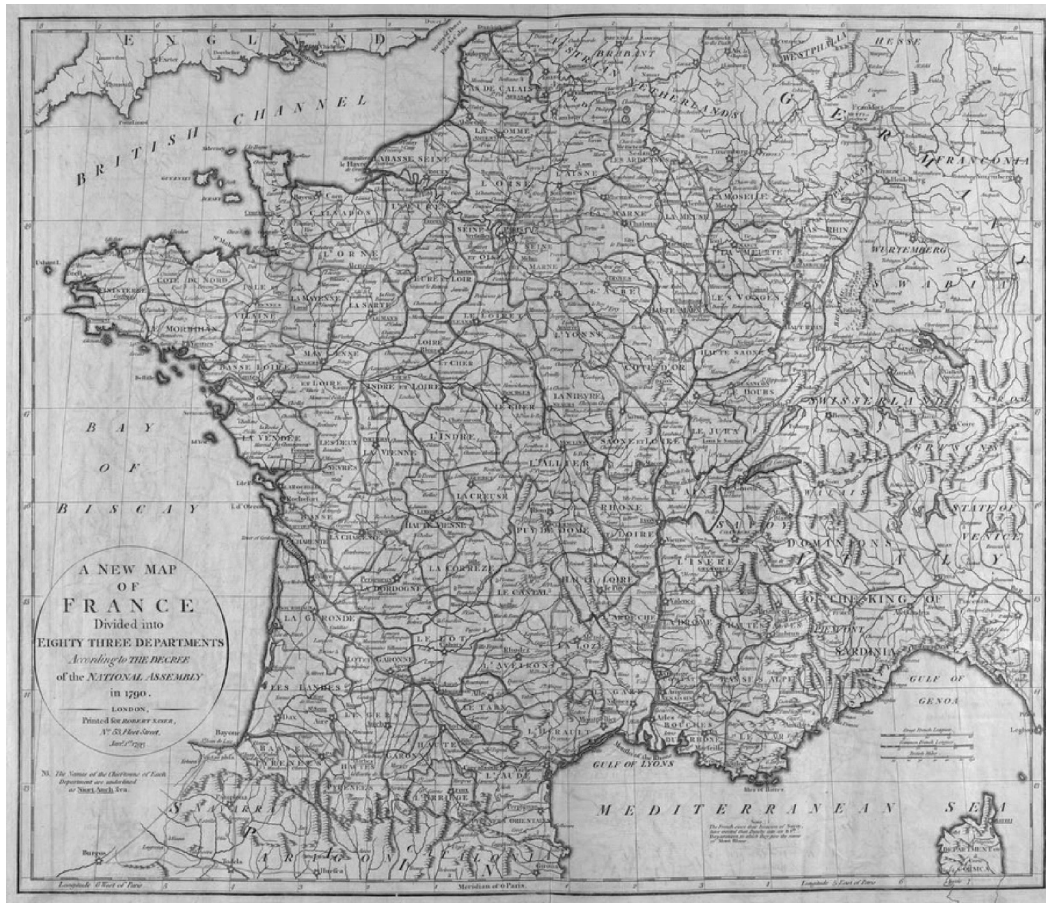
Henry Lyttleton Lyster Denny, *Memorials of an ancient house: a history of the family of Lister or Lyster*, 1913

35. It can be safely concluded from the passage that
- (A) all English families had many children
  - (B) local church records were the primary way of tracking family history
  - (C) awareness of one's family lineage was found in traditional English country life
  - (D) it was typical for men to have second wives after the first had died
36. The long historical continuity of such families was NOT significantly disrupted by
- (A) Victorian emphasis upon private and public spheres
  - (B) the arrival of the *laissez-faire* market of free trade
  - (C) the end of the feudal system
  - (D) the growth of metropolitan cities in the nineteenth century
37. The description of Sir Thomas Lyster as "a devoted adherent of King Charles I" indicates that he had been most likely
- (A) disappointed by the ascension of Oliver Cromwell
  - (B) a Roundhead by default
  - (C) threatened by the strength of the Diggers
  - (D) oppressed by Parliamentarians
38. It can be best concluded that the Lyster family was
- (A) not part of the peasantry
  - (B) open to the idea of establishing a constitutional monarchy
  - (C) a family that was skilled in negotiation
  - (D) skeptical of the divine right of kings
39. The English Civil War is historically defined as
- (A) a social crusade masquerading as a political conflict
  - (B) a protracted battle funded by the merchant class
  - (C) a religious conflict between Catholics and Protestants
  - (D) a series of wars and political machinations between parliamentarians and royalists

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Questions 40–43 refer to the map below.

A new map of France, divided into 83 departments,  
according to the decree of the National Assembly in 1790



40. The year before this map was drawn, the French legislative body had been called to
- (A) review the king's declaration of war on Spain
  - (B) institute radical change to existing tax structures
  - (C) tamp down the revolution that was brewing
  - (D) discuss solutions to the financial crisis
41. The political division of France into 83 departments was evidently intended as a response to
- (A) the power of the *intendants*
  - (B) the rise of the *sans-culottes*
  - (C) the decline of the power of the *bourgeoisie*
  - (D) the expulsion of Napoleon I
42. In which of the following ways did the Estates General transform into the National Assembly?
- (A) The king granted the title of National Assembly to the First Estate after it advocated for greater royal control of church officials.
  - (B) The Second Estate, refusing to shoulder a greater tax burden, announced the reformation of a completely aristocratic National Assembly.
  - (C) The Third Estate, whose numbers exceeded the combined numbers of the other estates, simply declared itself the National Assembly.
  - (D) The Fourth Estate, refusing to report on the controversies of Estates General, introduced itself as an alternative legislature called the National Assembly.

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43. A modern historian would most likely view the National Assembly's redrawing of the entire map of France as
- (A) a religiously motivated redistricting intended to grant greater powers to Huguenots
  - (B) a radical move by a newly self-declared governing body in order to seize control of a society spiraling into financial ruin
  - (C) a cautious decision undertaken by a team of geographic scholars to realign the federal structure with the reality of life on the ground
  - (D) an intellectual exercise designed to express some of the most vital ideas of the Enlightenment

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Questions 44–48 refer to the passage and table below.

When war has ceased and o'er the minds of men  
 Another lucid interval breaks in light  
 When Peace once more sits throned in splendor bright,  
 And Labour, God-beloved, returns again:  
 What thing in all its devilish blackness then  
 Shall stand out monumental in its fright?  
 A Christian nation fighting for its Might  
 With hell's munitions more than sword and pen.  
 Ah Germany, we little dreamed that thou  
 Wert leagued with hell, with all its powers enthralled,  
 And that thy friends were Heaven's own enemies!  
 England had shrunk from war I do avow,  
 Had she but known that thou had had'st installed  
 A private wire with Mephistopheles.

William Dowding, "Burning Fire," 1916

**The Alliances in World War I: Resources of 1913**

	TERRITORY			GDP IN 1990 PRICES	
	Population, millions	million sq. km	hectares per capita	\$ billion	\$ per capita
<b>Allies</b>					
<i>November 1914</i>					
Allies, total	793.3	67.5	8.5	1,096.5	1,382
UK, France, and Russia only	259.0	22.6	8.7	622.8	2,405
<i>November 1916</i>					
Allies, total	853.3	72.5	8.5	1,213.4	1,422
UK, France, and Russia only	259.0	22.6	8.7	622.8	2,405
<i>November 1918</i>					
Allies, total	1,271.7	80.8	6.4	1,760.5	1,384
UK, France, and Russia only	182.3	8.7	4.8	876.6	4,809
<b>Central Powers</b>					
<i>November 1914</i>					
Central Powers, total	151.3	5.9	3.9	376.6	2,489
Germany and Austria-Hungary only	117.6	1.2	1.0	344.8	2,933
<i>November 1915</i>					
Central Powers, total	156.1	6.0	3.8	383.9	2,459

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44. The poem's reference to "hell's munitions more than sword and pen" is an allusion to
- (A) the desire of Christian nations to win at all costs
  - (B) the deadly military technology being used for the first time in WWI
  - (C) the power of the written word compared with the power of weaponry
  - (D) the belief in an afterlife even for those who commit the worst war atrocities
45. The last three lines of the poem are best interpreted to mean that
- (A) England wouldn't have become involved in the war if it had known how forceful the Germans would become
  - (B) the military's use of private telephone lines meant the difference between winning and losing
  - (C) England had initially avoided war to fulfill its political vows
  - (D) Germany had been painted as a demonic character by English propaganda efforts
46. In contrast with the poem, the table suggests that one important factor in the victory of the Allies over the Central Powers was
- (A) the presence of France in the alliance
  - (B) wise and strategic leadership
  - (C) overall population and industrial production
  - (D) ratio of territory to gross domestic product
47. The mobilization of all of a society's resources for warfare, as suggested by the table, is known as
- (A) conscription
  - (B) reparation
  - (C) militarism
  - (D) total warfare
48. At the end of the war, all of the following factors helped England to defeat the Central Powers EXCEPT
- (A) aid from the United States
  - (B) the late entrance of Russia into the war
  - (C) blockades
  - (D) the defensive, isolated nature of their island

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Questions 49–52 refer to the passages below.

We have shewed before that it is God that does appoint kings, who chooses them, who gives the kingdom to them: now we say that the people establish kings, puts the scepter into their hands, and who with their suffrages approves the election. God would have it done in this manner, to the end that the kings should acknowledge, that after God they hold their power and sovereignty from the people, and that it might the rather induce them, to apply and address the utmost of their care and thoughts for the profit of the people, without being puffed with any vain imagination, that they were formed of any matter more excellent than other men, for which they were raised so high above others; as if they were to command our flocks of sheep, or herds of cattle. But let them remember and know, that they are of the same mould and condition as others, raised from the earth by the voice and acclamations, now as it were upon the shoulders of the people unto their thrones, that they might afterwards bear on their own shoulders the greatest burdens of the commonwealth.

Hubert Languet, *A Defense of Liberty Against Tyrants*, 1579  
Translator unknown, 1689

As there is not a thing so necessary to be known by the people of any land, next the knowledge of their God, as the right knowledge of their allegiance according to the form of government established among them, especially in a monarchy (which form of government, as resembling the divinity, approacheth nearest to perfection, as all the learned and wise men from the beginning have agreed upon, unity being the perfection of all things), so hath the ignorance and (which is worse) the seduced opinion of the multitude, blinded by them who think themselves able to teach and instruct the ignorants, procured the wrack and overthrow of sundry flourishing commonwealths and heaped heavy calamities threatening utter destruction upon others.

King James I of England, *The True Law of Free Monarchies*, 1598

49. Languet’s observation that kings “are of the same mould and condition as others” is a rebuke of King James’s assertion that monarchy
- (A) “procured the wrack and overthrow of ... flourishing commonwealths”
  - (B) “be known by the people of any land”
  - (C) “heaped heavy calamities ... upon others”
  - (D) “approacheth nearest to perfection”
50. In the second passage, King James I argues for
- (A) hereditary monarchy
  - (B) the divine right of kings
  - (C) constitutionalism
  - (D) absolute monarchy
51. In the context of the century in which it was written, Languet’s passage can best be seen as
- (A) a natural outgrowth of logic, reason, and natural laws
  - (B) an expression of egalitarianism that was also evidenced in religious upheaval
  - (C) a celebration of political justice
  - (D) the result of new perspectives discovered amongst Indigenous cultures of the Western hemisphere
52. In England, the conflict described between the two passages was finally resolved with
- (A) the execution of Charles I
  - (B) Oliver Cromwell’s Commonwealth
  - (C) the Restoration era
  - (D) the abdication of King James II and the Glorious Revolution

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Questions 53–55 refer to the passage below.

Catalonia consists of four provinces, Barcelona, Girona, Lérida, and Tarragona, with a population of a little more than three million people. Catalans also live in the Balearic Islands, in parts of Aragon, and in a section of Valencia. French and Spanish Catalans together number about five million.

Economic inequality has accentuated regional and historical differences. Catalonia was never held in the grip of the monarchy as tightly as was the rest of Spain. Industry had a better chance to develop. In medieval days, Barcelona, the chief city of Catalonia, was a commercial city-state in the style of Venice.... Catalonia produces about twenty percent of the country's total agricultural output. The port of Barcelona is the most important in the country and handles one quarter of the total commercial traffic.

Harry Gannes, *Spain in Revolt*, 1936

53. At the time of this passage, Catalonia was becoming most known globally for
- (A) its exceptionally incisive writers
  - (B) its enormous wine production
  - (C) its role in the Republican resistance against the Spanish Nationalists
  - (D) its harboring of fugitive Nazis
54. The passage implies that one important reason for Spain's desire to retain Catalonia during the Civil War was
- (A) linguistic; Catalans spoke a distinct Romance language
  - (B) political; Catalans held a special relationship with France
  - (C) religious; Catalans shared a common Catholic background
  - (D) economic; Catalans were industrious and productive
55. Because the Nationalists represented the conservative, wealthy, land-owning segment of the Spanish population, they were most strongly opposed to
- (A) communism
  - (B) fascism
  - (C) religious passion
  - (D) capitalism

**GO ON TO THE NEXT PAGE.**

## 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 response 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.**

The British Empire comprises some 13 million square miles of territory, with a population of over 400 millions. Of this the territory of the United Kingdom forms less than a hundredth part, and its population is approximately ten percent of the total. The inhabitants of the more or less self-governing Colonies account for, say, a further four percent (although, of course, of these there are many who do not enjoy complete political freedom), the Colonies without self-government constitute something less than two percent; and the remainder, that is about eighty-four percent or some 350 millions, are members of the subject races, the bulk of whom are practically ruled by the officials of the dominant race.

This rule is arbitrary; it is commonly supposed to be benignant; and it is not unfrequently referred to as “benevolent despotism.” This adjective may be taken to express that apology which, it seems to be intuitively felt, government by an alien race demands.... Naked despotism is repugnant to [the average Englishman], but “benevolent” despotism—when exercised by a superior race, such as that to which he belongs—sounds reassuring.

John George Godard, *Racial Supremacy, Being Studies in Imperialism*, 1905

1. a) Using a specific example, analyze ONE reason that England used to justify its control of its colonies.  
b) Using a specific example, describe how ONE colony rejected Godard’s “benevolent despotism” by throwing off British rule after 1905.

**GO ON TO THE NEXT PAGE.**

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

James Gilray, *Politeness*, late eighteenth century



2. a) Briefly explain ONE reason for the poor state of the relationship between England and France before 1815.
- b) Briefly explain ONE reason for the improved state of the relationship between England and France after 1815.

**GO ON TO THE NEXT PAGE.**

Question 3 or 4

**Directions:** Answer either Question 3 or Question 4.

**Answer (a) and (b).**

3. a) Describe ONE significant change that occurred to education during the Italian Renaissance.
- b) Analyze ONE significant consequence of the changes that occurred to education during the Italian Renaissance.

**Answer (a) and (b).**

Yugoslavia was a nation that existed in the southern Balkans from 1918 to 1991. It consisted of the following states:

- Serbia
- Bosnia and Herzegovina
- Croatia
- Slovenia
- Montenegro
- Macedonia

4. a) Explain ONE historical reason for the creation of a unified Slavic state.
- b) Analyze ONE reason that Yugoslavia failed as a nation.

**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<sup>®</sup> 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. Describe the extent to which World War I contributed to the collapse of the Austro-Hungarian Empire.

Document 1

Source: G.E. Mitton, British editor and guidebook writer, *Austria-Hungary*, 1914.

At the present time Austria and Hungary are governed by Francis Joseph, Emperor of Austria and King of Hungary. The two countries are united for the purposes of Defence, Foreign Affairs, and Finance, including the Post Office, but have separate Houses of Parliament... It is the tie of the Royal House alone which unites them, and it is expediency only which dictates the amalgamation of the military power and finance in the two countries.... The inhabitants of the two countries are not men of one blood and one tongue as the English and the Scots are, but are separated by lines of deep cleavage. And this main cleavage is repeated in numerous smaller fractures, so that the kingdom is split and cracked in many directions.

There are no less than eleven languages in this polyglot country, and over all rules the one German-speaking monarch.

Document 2

Source: Map, Austro-Hungarian Empire, 1910.



GO ON TO THE NEXT PAGE.



Document 3

Source: Photo, Archduke Francis Ferdinand of Austria, shortly before his assassination in 1914.



GO ON TO THE NEXT PAGE.

Document 4

Source: *Austria-Hungary*, by Geoffrey Drage, 1909.

As regards religion, although the lack of religious unity has deprived Hungary of what might be a unifying influence, yet the religious differences have not, except as between Croat and Serb, been a cause of much dissension....

In Hungary there is now perfect legal equality among all recognized religions....Each has the independent administration of its own affairs, and this principle has, on the whole, been loyally respected....

Document 5

Source: Wolf von Schierbrand, *Austria-Hungary: The Polyglot Empire*. 1917.

[Food conditions] are vastly better in Hungary than in Austria, Hungary being largely an agricultural country, whereas in Austria industrial interests predominate.... If the foodstuffs of both Hungary and Austria were put into a joint pool, so to speak, and the people of the whole monarchy fed out of it evenly, there would be no serious difficulty. But Hungary is a sovereign state, just as much as is Austria, and Hungarians do not propose to stint themselves to please the people of the other half of the Dual Monarchy.

During September and October, 1916, the poor in Vienna had to go without potatoes; and bread, their only other staple, was sold in but insufficient bulk....

Document 6

Source: *Should Austria-Hungary Exist?* by Charles Pergler, 1918.

Conditions among the non-German nationalities in Austria were bad enough in times of peace. Today after three years of war, they beggar description. The meager right to use the Bohemian language in administrative offices in Bohemia has been abolished, and German has been established as the official language. On the railroads the humblest laborer cannot obtain any position unless he has a command of the German language. A conversation in Czech is treated as a gross breach of discipline.

When we come to the Hungarian part of Austria we meet a condition which, if anything, is still worse. For three million Slovaks, there does not exist in Hungary a single adequate Slovak school conducted in the Slovak language.

Document 7

Source: Memorandum written to the Allied forces by Tomas Masaryk, an activist for Czechoslovak independence, 1915.

Austria owes her origin to the invasions of the Turks, and previously of the Huns (Magyars); Austria means the Eastern Empire, the German provinces, Bohemia and Hungary joined in a federation against Turkey. With the fall of the Turks Austria falls also; Austria lost her ruling idea, and is unable to find a positive idea. So Austria falls from step to step. The Austrian-Spanish Empire was dissolved. Austria lost the greater part of Silesia and was driven by Prussia to abandon Germany; in 1848, saved by Russia, she lost in 1859 the Italian provinces; in 1866 she was beaten by Prussia. Since then she exists only as the vassal of Berlin, being divided into Austria and Hungary; it is to Berlin that both the Germans and Magyars owe their dominating position in Austria.

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. Below is a list of four different branches of Protestantism that appeared in northern Europe in the sixteenth century. Select THREE and compare and contrast each during this period.

- Lutherans
- Anabaptists
- Calvinists
- Anglicans

3. Describe the working-class responses to industrialization during the nineteenth century.

4. Explain the relationship between the Soviet Union and Germany from 1945 to 1989.

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

**STOP**

**END OF EXAM**

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Completely darken bubbles with a No. 2 pencil. If you make a mistake, be sure to erase mark completely. Erase all stray marks.

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

2. TEST FORM

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