



Practice Test 1

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

50 minutes

Number of Questions

4

Percent of Total Score

20%

Writing Instrument

Pen with black or dark blue ink

Instructions

Section I, Part B of this exam consists of 4 short-answer questions. Write your responses on a separate sheet of paper.

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 passage below.

“A specter is haunting Europe—the specter of Communism. All the powers of old Europe have entered into a holy alliance to exorcise this specter; Pope and Czar, Metternich and Guizot, French radicals and German police spies.

Two things result from this fact.

I. Communism is already acknowledged by all European powers to be in itself a power.

II. It is high time that Communists should openly, in the face of the whole world, publish their views, their aims, their tendencies, and meet this nursery tale of the Specter of Communism with a Manifesto of the party itself.”

Karl Marx and Friedrich Engels, *The Communist Manifesto*, 1848

- In this passage, Marx and Engels seem to be chiefly preoccupied with
 - provoking fear to drive their readers to action
 - attacking the extreme communists who threatened to sink the entire movement
 - demonstrating the understanding of the others in point of fact
 - explaining the reasons for debunking opponents of communism
- To modern historians, the publication of this pamphlet is remembered for coinciding with which of the following events?
 - A series of revolutions that gripped Europe in the same year
 - The Ottoman Empire’s increasing pressure upon the Greek Peninsula
 - A new system of underground pamphlet distribution
 - The re-emergence of anti-Semitism as a potent European force
- By 1917, which idea in this pamphlet had become a reality in Russia?
 - The avoidance of entangling foreign alliances
 - The violent overthrow of the bourgeois by the proletariat
 - The establishment of a powerful Russian Parliament
 - The adoption of free education for all children in public schools

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Questions 4–6 refer to the painting below.



4. The clothing and general feeling of the painting reflect the influence of which important Northern European movement?
- (A) The multiple alliances of the Thirty Years' War
 - (B) The Reformation and its insistence upon sobriety and seriousness
 - (C) The Counter-Reformation and its insistence upon strict codes of moral conduct
 - (D) The end of the manorial system and the rise of cottage industry
5. The typical presence of a single person in the Golden Age of Dutch portraiture such as the one above indicates which of the following?
- (A) A societal preference for landscapes over people
 - (B) A renewed interest in the human individual following the Renaissance
 - (C) The artist's lack of appropriate subjects for painting
 - (D) A preoccupation with the latest trends in painting
6. The artist's choice of depicting a seamstress at work would seem to suggest what about the values of Dutch society in the nineteenth century?
- (A) Mundane but practical work was a necessary part of life.
 - (B) The growing middle class was nostalgic for its working-class roots.
 - (C) Clothing had recently become an even more essential part of Dutch life.
 - (D) Dutch society longed for simpler times in which manual labor was its own reward.

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Questions 7–11 refer to the following passage regarding a series of photographs of mentally ill individuals.

“Figures 34 & 23. An exceedingly tragic expression, apparently produced by the powerful contraction of the muscles of the eyebrows, with some elevation of the skin of the forehead & transverse folds. This expression if perfect would produce the so-called ‘horse-shoe’ on the forehead about which Sir Walter Scott speaks in ‘Redgauntlet’. Mrs. Scott Siddons the actress has the power of producing these lines on the forehead with singular precision. She tells me that all her family have been remarkable for this power. The lines referred are if I remember rightly well seen in Sir Joshua Reynolds’ portrait of the great Mrs. Siddons as the Tragic Muse. My brother Mr. Balfour Browne informs me that the last descendent of the Griersons of Lagg (the Redgauntlets of Sir Walter Scott) prides herself on possessing the family peculiarity, the power of producing in a striking manner, the horse-shoe on the forehead.

Figures 16. 17. 18. The action of the *pyramidalis nasi* does not convey to my mind any idea of an expressive expression. It suggests rather *painful attention*. In cases of profound melancholia I have frequently seen it combined in persistent action with the *corrugator superciliorum*, notwithstanding Duchenne’s statement that they are antagonistic.”

James Crichton-Browne, a British psychiatrist, in a letter to Charles Darwin, 1870

7. Based on the letter, it can be inferred that Crichton-Browne was a supporter of
 - (A) Romantic thought
 - (B) natural selection
 - (C) eugenics
 - (D) euthanasia
8. The underlying idea of this letter was most challenging to
 - (A) the classical concept of humans as occupying a special, exalted status in the natural world
 - (B) the insistence that classic portraiture and science were unrelated
 - (C) the desire of British upper-class society to colonize portions of Africa, India, and Asia
 - (D) the belief that medical students who robbed corpses from graves for autopsies were not contributing to modern society
9. This passage suggests what about the state of European scientific society by 1870?
 - (A) That it had atrophied beyond any hope of repair
 - (B) That it was beginning to assemble itself into organized groups through underground letters
 - (C) That it viewed Darwin as an outsider to be shunned
 - (D) That it had applied the theory of natural selection to humans as well as to animals
10. It can be presumed that one of the changes that prompted Crichton-Browne and Darwin to begin this course of study was
 - (A) the invention of photography
 - (B) the recent English adoption of the scientific method
 - (C) Gregor Mendel’s celebrated discovery of what would become the modern field of genetics
 - (D) a rising middle class that hungered for scientific knowledge
11. The subject matter and tone of this letter directly influenced which subsequent literary movement?
 - (A) Classicism
 - (B) Naturalism
 - (C) Realism
 - (D) Postmodernism

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Questions 12–14 refer to the passage below.

“His Majesty the Emperor of China agrees, that British subjects, with their families and establishments, shall be allowed to reside, for the purposes of carrying on their mercantile pursuits, without molestation or restraint, at the cities and towns of Canton, Amoy, Foochowfoo, Ningpo, and Shanghai; and Her Majesty the Queen of Great Britain, &c., will appoint Superintendents, or Consular officers, to reside at each of the above-named cities or towns, to be the medium of communication between the Chinese authorities and the said merchants, and to see that the just duties and other dues of the Chinese Government, as hereafter provided for, are duly discharged by Her Britannic Majesty’s subjects.”

Treaty of Nanjing, 1839

12. This treaty was the conclusion of a series of events that began with
- (A) the Boxer Rebellion
 - (B) a treaty between China and colonial India
 - (C) the elimination of British Corn Laws
 - (D) the British forcing the Chinese to participate in the opium trade
13. The concessions offered in this treaty most directly created British
- (A) colonies
 - (B) spheres of influence
 - (C) protectorates
 - (D) businesses
14. How did the Boxers of the early twentieth century react to the legacy of this treaty?
- (A) They initiated an armed resistance against Western interests in Northern China.
 - (B) They formed an alliance with Japan to stop Western businesses from operating in China.
 - (C) They ran for local political offices on a platform to expand the treaty.
 - (D) They defended the treaty from the opposition of Chinese rebels.

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Questions 15–18 refer to the passage below.

“The Italian nation has been at last united in our own days, and we all rejoiced in its union. Yet we may be allowed to doubt whether the union was not a little too speedy and a little too thorough. It is surely carrying unity too far to wipe out all traces of the independent being, for most purposes to wipe out the very name, of such a land as Sicily. It jars on our feelings to find that, while Ireland at least forms part of the royal style of its sovereign, Sicily is no longer even a geographical expression. The island realm of Roger has sunk to be seven provinces of the kingdom on the mainland. And there is another result of Italian unity, a result in which we may rejoice without drawbacks, but which still has somewhat of sadness about it as finally ending that great phase of the history of Europe with which we have throughout been dealing. Never were ties with the past so fully snapped as when the army of Italy entered liberated Rome. Of all novelties in European history the greatest was when Rome became the centre of a dominion with acknowledged metes and bounds, the head in short of a local Italian kingdom. “Rome the capital of Italy” was a formula which might well gladden our hearts; but it was a formula which formally swept away the œcumenical position, the œcumenical traditions, of Rome....

But the kingdom of Italy is not an appendage to Rome; Rome is the head of the kingdom. The whole is greater than its part; Rome, by her own free will and by the free will of Italy, has become less than Italy. By becoming the willing head of an Italian kingdom she has formally cast aside her Imperial traditions as they were not cast aside when brute force made her the head of a French department.”

Edward A. Freeman, British historian and politician, *The Chief Periods of European History*, 1885

15. The author expresses bittersweet feelings about the results of what major European political movement of the nineteenth century?
- (A) Romanticism
(B) Socialism
(C) Conservatism
(D) Nationalism
16. The author would likely take exception to the methods of which leader during this time period in Italy?
- (A) Napoleon III
(B) Giuseppe Garibaldi
(C) Victor Emmanuel
(D) Count Cavour
17. According to the author, Italy’s connections to its history and traditions were most “fully snapped” when
- (A) Sicily ceased to be an independent kingdom.
(B) Italians liberated Rome.
(C) Rome became the head of a French Department.
(D) French troops abandoned Rome to fight in the Franco-Prussian War.
18. The author laments the loss of which Roman traditions?
- (A) Lingual
(B) Religious
(C) Economic
(D) Artistic

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Questions 19–22 refer to the following political cartoon created by German cartoonist Ferdinand Schröder in 1849.



19. Which of the following ideologies was NOT a catalyst for the events depicted in this cartoon?
- (A) Liberalism
 (B) Conservatism
 (C) Socialism
 (D) Nationalism
20. The artist conveys that the revolutions of 1848
- (A) largely brought about significant changes to most nations in Europe
 (B) were fairly limited in terms of success due to the power of the authorities they came up against
 (C) inspired widespread popular revolts outside of the European continent
 (D) were more successful on the European mainland than on the British Isles
21. As suggested by the cartoon, why was Russia unique during the revolutions of 1848?
- (A) The success of the Chartist movement rendered such an uprising unnecessary.
 (B) Its revolution was led by a workers' revolt.
 (C) The presence of Austrian forces inside its borders severely limited the ability of the people to revolt.
 (D) Nicholas I held down any popular protest with his repressive regime.
22. The events depicted in this cartoon influenced all of the following events EXCEPT
- (A) the Decembrist Revolt
 (B) the unification of Germany
 (C) the unification of Italy
 (D) the adoption of the Charters by the British House of Commons

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Questions 23–25 refer to the passage below.

“I am in some pain lest this custom [of gambling] should get among the ladies. They are, at present, very deep in cards and dice; and while my lord is gaining abroad, her ladyship has her rout at home. I am inclined to suspect that our women of fashion will, also, learn to divert themselves with this polite practice of laying wagers. A birthday suit, the age of a beauty, who invented a particular fashion, or who were supposed to be together at the last masquerade, would, frequently give occasion for bets. This would, also, afford them a new method for the ready propagation of scandal, as the truth of several stories which are continually flitting about the town, would, naturally, be brought to the same test. Should they proceed further, to stake the lives of their acquaintances against each other, they would, doubtless, bet with the same fearless spirit, as they are known to do at brag; one husband would, perhaps, be pitted against another, or a woman of the town against a maid of honour. In a word, if this once becomes fashionable among the ladies, we shall soon see the time, when an allowance for bet money will be stipulated in the marriage articles.

As the vices and follies of persons of distinction are very apt to spread, I am much afraid lest this branch of gaming should descend to the common people. Indeed, it seems already to have got among them. We have frequent accounts of tradesmen riding, walking, eating and drinking for a wager. The contested election in the City has occasioned several extraordinary bets. I know a butcher in Leadenhall Market, who laid an ox to a shin of beef on the success of Sir John Barnard against the field; and have been told of a publican in Thames Street, who ventured a hogshead of entire beer on the candidate who serves him with beer.”

John Ashton, *The History of Gambling in England*, 1898

23. Through his description of “persons of distinction” and “common people,” the author reveals his worldview as essentially
- (A) socialist, given the view of society as an interlocking whole
 - (B) conservative, given the hierarchical nature of his outlook
 - (C) egalitarian, given his concern over society’s inequalities
 - (D) progressive, given his need for improved civil rights for gamblers
24. The Victorian tone of the passage can be seen most prominently in which of the following characteristics?
- (A) The paternalistic concern that women should avoid gambling, as the pursuit would sully the institution of marriage
 - (B) The warm-hearted embrace of working-class gamblers
 - (C) The lack of any mention of children
 - (D) The absence of distinction between private and public spheres
25. The author displays an attitude toward gambling that most clearly has its roots in
- (A) the medieval tradition of *noblesse oblige*
 - (B) the Restoration era and its witty courtliness
 - (C) the Industrial Revolution and its emphasis on productivity
 - (D) the long Puritan tradition of valuing thrift and hard work

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Questions 26–28 refer to the painting below.



Leonardo da Vinci, *Mona Lisa*, 1503

26. At the time of this painting, most Italian artists such as da Vinci earned their living through
- (A) the support of a patron
 - (B) commercial sales of their paintings
 - (C) offerings collected at daily Mass
 - (D) taxes levied by the local government
27. As with many Renaissance paintings, the defining characteristic in the portrait depicted above is
- (A) divinity
 - (B) religious iconography
 - (C) naturalism
 - (D) human centrism
28. The single-point perspective used in this painting attempts to pay homage to the
- (A) art present in medieval churches
 - (B) Northern Renaissance style
 - (C) realism of the Classical period
 - (D) imagery of the late Roman Empire

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Questions 29–31 refer to the poem excerpt below.

The sea is calm tonight.
The tide is full, the moon lies fair
Upon the straits; on the French coast the light
Gleams and is gone; the cliffs of England stand,
Glimmering and vast, out in the tranquil bay...

The Sea of Faith
Was once, too, at the full, and round earth's shore
Lay like the folds of a bright girdle furled.
But now I only hear

Its melancholy, long, withdrawing roar,
Retreating, to the breath
Of the night-wind, down the vast edges drear
And naked shingles of the world.

Matthew Arnold, English poet and critic, "Dover Beach," 1851

29. The loss that Arnold refers to in the second stanza most likely illustrates which of the following European feelings in the middle of the nineteenth century?
- (A) The awareness that science was losing ground against a new wave of skeptics
 - (B) The belief that intellectual revolution was inevitable
 - (C) The sense that the old religious traditions were being lost in a wave of technological and cultural transformation
 - (D) The idea that excellent artistic expression was being drowned in a tidal wave of mediocrity
30. Based on the poem, it can be inferred that Matthew Arnold was most influenced by which of the following?
- (A) Scholasticism
 - (B) Conservatism
 - (C) Nationalism
 - (D) Postmodernism
31. By the 1920s, the ideas reflected in the poem had undergone which of the following changes?
- (A) Scientific research failed to change European society in any significant way, prompting a return to a culture of faith.
 - (B) Europeans rediscovered religion following the terrifying massacres of the Bolsheviks.
 - (C) There was greater political stability, as the English and the French had finally made a peace across the English Channel.
 - (D) The discoveries of the 1900s and 1910s, including the destabilization of the entire continent during World War I, prompted an even deeper sense of loss and confusion.

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Questions 32–36 refer to the passage below.

“The Government of the German Reich and The Government of the Union of Soviet Socialist Republics desirous of strengthening the cause of peace between Germany and the U.S.S.R., and proceeding from the fundamental provisions of the Neutrality Agreement concluded in April, 1926 between Germany and the U.S.S.R., have reached the following Agreement:

Article I. Both High Contracting Parties obligate themselves to desist from any act of violence, any aggressive action, and any attack on each other, either individually or jointly with other Powers.

Article II. Should one of the High Contracting Parties become the object of belligerent action by a third Power, the other High Contracting Party shall in no manner lend its support to this third Power.

Article III. The Governments of the two High Contracting Parties shall in the future maintain continual contact with one another for the purpose of consultation in order to exchange information on problems affecting their common interests.

Article IV. Should disputes or conflicts arise between the High Contracting Parties shall participate in any grouping of Powers whatsoever that is directly or indirectly aimed at the other party.

Article V. Should disputes or conflicts arise between the High Contracting Parties over problems of one kind or another, both parties shall settle these disputes or conflicts exclusively through friendly exchange of opinion or, if necessary, through the establishment of arbitration commissions.”

Molotov-Ribbentrop Pact, 1939

32. This agreement allowed both nations involved to freely invade which country?
- (A) Denmark
(B) Finland
(C) France
(D) Poland
33. The Soviets were most strongly motivated to create this agreement because
- (A) Germany promised to help regain Soviet land lost in the First World War
(B) the attempt by the Soviets to form an alliance with Britain and France had failed
(C) they wanted to assist the Germans in seizing land from Czechoslovakia
(D) they held debt to Germany stemming from the First World War
34. It can be inferred from the text that Germany and the Soviet Union
- (A) had some degree of a nonaggression agreement since at least 1926
(B) created their first peace agreement in 1926
(C) had technically been in a state of war since 1926
(D) previously held a peace agreement that expired in 1926
35. The article listed above that was violated by Operation Barbarossa was
- (A) Article I
(B) Article II
(C) Article III
(D) Article IV
36. The agreement described in the text is most similar to the
- (A) Triple Entente (1907)
(B) Sykes-Picot Agreement (1916)
(C) Lateran Treaty (1929)
(D) Munich Agreement (1938)

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Questions 37–41 refer to the passage below.

“But you, my dear Pangloss,” said Candide, “how can it be that I behold you again?”

“It is true,” said Pangloss, “that you saw me hanged. ...A surgeon purchased my body, carried home, and dissected me. He began with making a crucial incision on me from the navel to the clavícula. One could not have been worse hanged than I was. The executioner of the Holy Inquisition was a sub-deacon, and knew how to burn people marvellously well, but he was not accustomed to hanging. The cord was wet and did not slip properly, and besides it was badly tied; in short, I still drew my breath, when the crucial incision made me give such a frightful scream that my surgeon fell flat upon his back ... [At length he] sewed up my wounds; his wife even nursed me. I was upon my legs at the end of fifteen days....

One day I took it into my head to step into a mosque, where I saw an old Iman and a very pretty young devotee who was saying her paternosters....She dropped her bouquet; I picked it up, and presented it to her with a profound reverence. I was so long in delivering it that the Iman began to get angry, and seeing that I was a Christian he called out for help. They carried me before the *cadi*, who ordered me a hundred lashes on the soles of the feet and sent me to the galleys. I was chained to the very same galley and the same bench as the young Baron. On board this galley there were four young men from Marseilles, five Neapolitan priests, and two monks from Corfu, who told us similar adventures happened daily. The Baron maintained that he had suffered greater injustice than I... We were continually disputing, and received twenty lashes with a bull’s pizzle when the concatenation of universal events brought you to our galley, and you were good enough to ransom us.”

“Well, my dear Pangloss,” said Candide to him, “when you had been hanged, dissected, whipped, and were tugging at the oar, did you always think that everything happens for the best?”

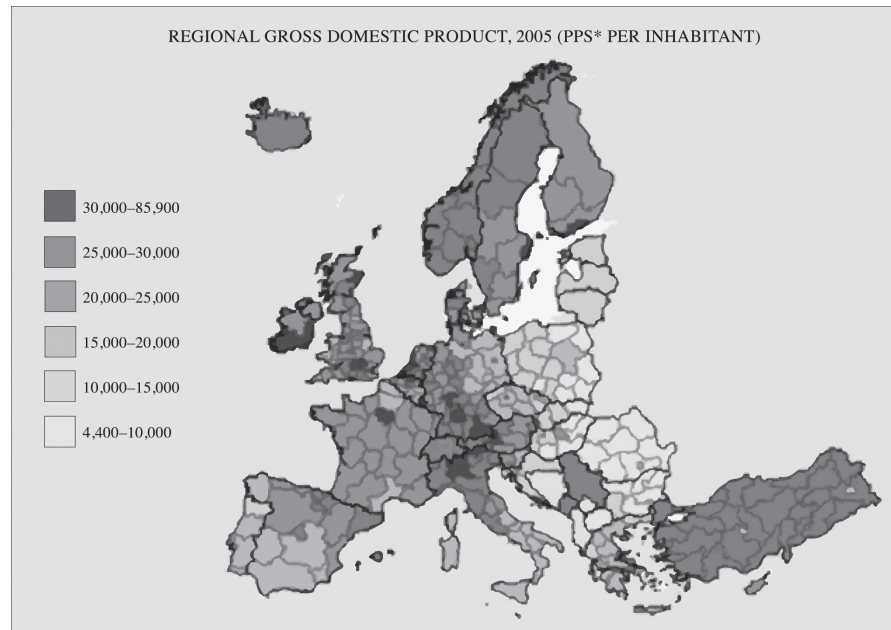
“I am still of my first opinion,” answered Pangloss, “for I am a philosopher and I cannot retract, especially as Leibnitz could never be wrong; and besides, the pre-established harmony is the finest thing in the world, and so is his *plenum* and *materia subtilis*.”

Voltaire, French Enlightenment writer, *Candide*, 1759

37. The themes of the passage and the mode in which Pangloss tells them show the influence of
- (A) Medievalism
 - (B) Empiricism
 - (C) Rationalism
 - (D) Romanticism
38. The mockery of the Inquisition executioner who failed to hang Pangloss reflects the era’s
- (A) personal experience at the hands of Torquemada
 - (B) embrace of the Islamic way of life
 - (C) general rejection of Catholic dogma
 - (D) insistence on even stricter forms of religious discipline
39. The “concatenation of universal events” that brought the men together on the ship illustrates the eighteenth-century fondness of
- (A) demonstrating high social status through large vocabulary
 - (B) exploiting naval power to European nation-states
 - (C) drawing universal conclusions from a wide range of concrete data
 - (D) using cause-and-effect to systematize the understanding of human behavior
40. Candide’s statement that “everything always happens for the best” can be seen as a reflection of the Enlightenment belief that
- (A) society can be perfected if you apply the scientific method to it
 - (B) a people without a strong central authority are doomed to live in a state of nature
 - (C) the only purpose of a government is to secure the rights of life, liberty, and property
 - (D) only free markets can lead nations to wealth and happiness
41. The critiques offered by Voltaire through *Candide* are most closely shared by what other philosopher?
- (A) Cesare Baccaria
 - (B) Jean-Jacques Rousseau
 - (C) Adam Smith
 - (D) David Hume

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Questions 42–46 refer to the following map showing European gross domestic product in 2005.



* PPS, or purchasing power standards, is a standardized unit used to measure the wealth or economic capacity of one country against another.

42. The lower gross domestic product of Eastern European countries is most attributable to
- (A) the tricky definition of what constitutes a domestic product
 - (B) their lack of access to marine ports
 - (C) their fifty years spent within the centrally planned totalitarian system of the Soviet Union
 - (D) the small amount of natural resources that are found in that region
43. All of the following nations exhibited strong economic power in 2005 EXCEPT
- (A) Ireland
 - (B) the Netherlands
 - (C) England
 - (D) Greece
44. The map suggests which of the following about northern and southern Italy?
- (A) The Democratic Party had its base in the skilled northern urban workers.
 - (B) Mussolini's Battle For Wheat initiative had finally sprouted some success.
 - (C) The rapid changes of parliaments and prime ministers in the post-World War II era had a major effect upon the country.
 - (D) The historic gap in economic production between the two regions had yet to be closed.
45. Which of the following generalities about European economics is NOT justified by the map?
- (A) Regions containing major cities tend to have stronger economies than regions without major cities.
 - (B) The warmer southern Mediterranean regions of Europe are generally less economically productive than the colder northern regions.
 - (C) Turkey's inclusion in the European Union would be advantageous to the entire continent.
 - (D) The countries that joined the European Coal and Steel Community first have generally advanced the furthest.
46. According to the map, which of the following countries had the most consistent GDP across its regions?
- (A) Norway
 - (B) Poland
 - (C) Spain
 - (D) Sweden

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Questions 47–50 refer to the following account of the Paris Exposition of 1889.

“The opportunities to study the natural history of man in Paris during the Exposition, and especially in August, when the great Congresses and the French Association held their sessions, were unparalleled in the history of anthropology. At any time the French capital affords rare advantages to the anthropologist. The Musée and Laboratoire Broca, the anthropometric operations of Bertillon in the Palais de Justice, the courses of lectures in the École d’Anthropologie, the collections in the Jardin de Plantes, the facilities for original work in the Écoles de Médecine, and the hospitals give to the comparative anatomist and biologist abundant employment.”

Otis T. Mason, American ethnologist and curator, 1889

47. It can be inferred from the text that at the time of the Paris Exposition, the scientific community was changing due to
- (A) the inclusion of women
 - (B) an increase in funding from officials in the French capital
 - (C) the development of universal public education in many European countries
 - (D) the development of new, specialized fields
48. The field primarily described in this passage was born when
- (A) scientific societies needed new ways of attracting members who were less interested in the study of the natural world
 - (B) there arose a sudden interest in expanding human rights throughout the French colonies
 - (C) scientific principles were applied to other cultures as a result of the sudden expansion of European dominance across large parts of the globe
 - (D) a large influx of immigrants from Africa and Asia arrived in Europe
49. The scientists described in the account of the Paris Exposition would have been most influenced by the work of which scientific pioneer?
- (A) Einstein
 - (B) Planck
 - (C) Nobel
 - (D) Darwin
50. The opportunities described in the text can be attributed to
- (A) the stability brought to France by the Third Republic
 - (B) France’s preparation for the upcoming Franco-Prussian War during the Second Empire
 - (C) the labor friendly policies of the Second Republic
 - (D) financial power of the bourgeoisie during the Bourbon Restoration

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Questions 51–55 refer to the passage below.

“When a stream is brimful, a slight rise suffices to cause an overflow. So was it with the extreme distress of the eighteenth century. A poor man, who finds it difficult to live when bread is cheap, sees death staring him in the face when it is dear. . . . In 1788, a year of severe drought, the crops had been poor. In addition to this, on the eve of the harvest, a terrible hail-storm burst over the region around Paris, from Normandy to Champagne, devastating sixty leagues of the most fertile territory, and causing damage to the amount of one hundred millions of francs. Winter came on, the severest that had been since 1709. . . . In Vivarais, and in the Cevennes, whole forests of chestnuts had perished, along with all the grain and grass crops on the uplands.

After the spring of 1789 the famine spread everywhere, and it increased from month to month like a rising flood. In vain did the Government order the farmers, proprietors, and corn-dealers to keep the markets supplied. In vain did it double the bounty on imports, resort to all sorts of expedients, involve itself in debt, and expend over forty millions of francs to furnish France with wheat. . . . Neither public measures nor private charity could meet the overwhelming need. . . . In many parishes one-fourth of the population are beggars. . . . In Lorraine, according to the testimony of all observers, ‘the people are half dead with hunger.’

In Paris, the number of paupers has been trebled; there are thirty thousand in Faubourg Saint-Antoine alone. Around Paris there is a short supply of grain, or it is spoilt. Paris thus, in a perfect sense of tranquility, appears like a famished city put on rations at the end of a long siege. . . .”

Hippolyte A. Taine, French critic and historian, *The Origins of Contemporary France*, Vol. 2, 1870

51. In the passage, Taine stresses the fact that the roots of the French Revolution were largely agricultural. What evidence would best support this argument?
- (A) A well-preserved stalk of wheat from the era submitted to modern scientific analysis
 (B) Several years’ of tax records of various local French food markets
 (C) Sketches of the subsequent mob scenes
 (D) A recipe list compiled by the private chef to a nobleman
52. Which of the following is a factor that contributed to France becoming “brimful,” according to Taine’s terminology?
- (A) The accumulation of war debt
 (B) The passage of the Stamp Act
 (C) The Tennis Court Oath
 (D) The Commune of Paris
53. The events referred to in the text led most directly to which other event?
- (A) The swift Napoleonic conquest of Europe
 (B) A large-scale uprising launched by the Third Estate
 (C) The assemblage of the Concert of Europe
 (D) The June Rebellion
54. Which of the following periods was most similar to the situation described in the passage?
- (A) 1610s Netherlands
 (B) 1840s Ireland
 (C) 1870s Germany
 (D) 1890s England
55. It can be inferred from the passage that Taine most strongly felt that
- (A) King Louis XIV was primarily responsible for the economic conditions experienced by the French people
 (B) the impact of famine on French history has been surprisingly minimal
 (C) government-led economic interventions usually fail to succeed
 (D) the French Revolution was inevitable, due to particular social and economic circumstances

GO ON TO THE NEXT PAGE.

EUROPEAN HISTORY

SECTION I, Part B

Time—50 minutes

4 Questions

Directions: Read each question carefully and write your responses on a separate sheet of paper.

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.

1. Use the passage below and your knowledge of European history to answer all parts of the question that follows.

“I can easily conceive, most Holy Father, that as soon as some people learn that in this book which I have written concerning the revolutions of the heavenly bodies, I ascribe certain motions to the Earth, they will cry out at once that I and my theory should be rejected....Accordingly, when I considered in my own mind how absurd a performance it must seem to those who know that the judgment of many centuries has approved the view that the Earth remains fixed as center in the midst of the heavens, if I should, on the contrary, assert that the Earth moves; I was for a long time at a loss to know whether I should publish the commentaries which I have written in proof of its motion... Therefore, when I considered this carefully, the contempt which I had to fear because of the novelty and apparent absurdity of my view, nearly induced me to abandon utterly the work I had begun.”

Nicolaus Copernicus, Dedication of the Revolutions of the Heavenly Bodies to Pope Paul III, 1543

- a) Describe TWO factors that facilitated the growth of the Scientific Revolution.
- b) Describe ONE factor that inhibited the growth of the Scientific Revolution.

GO ON TO THE NEXT PAGE.

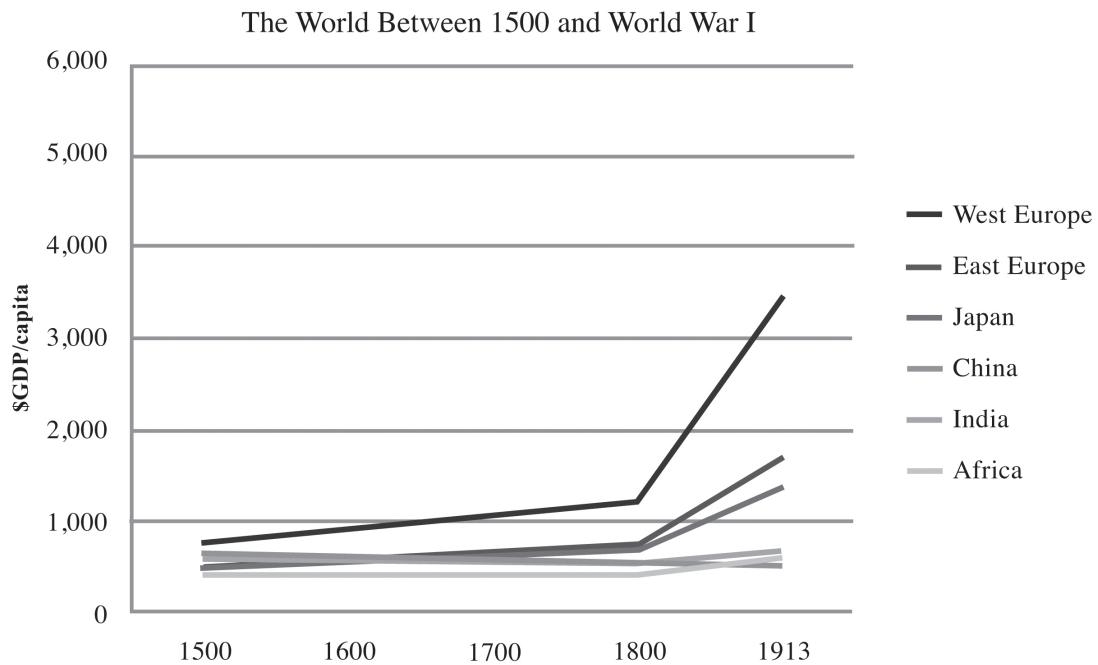
2. Use your knowledge of European history to answer all parts of the question that follows.

Historians have proposed various causes for the defeat of the Nazi menace at the end of World War II. These include:

- Hitler's relationship with his generals
 - the Russian winters
 - fighting a war on two fronts
 - the German allies
 - Nazi ideology
- a) Briefly explain why ONE of the above reasons represents the most important factor in the German defeat.
- b) Briefly explain why ONE of the above reasons represents the least important factor in the German defeat.

GO ON TO THE NEXT PAGE.

3. Use the following chart and your knowledge of European history to answer the question that follows.



The chart above measures GDP (gross domestic product), which measures the economic output of a nation or region. Explain TWO reasons for Western Europe's success.

GO ON TO THE NEXT PAGE.

4. Use the passage and your knowledge of European history to answer the question that follows.

“I sometimes think of the time, a year ago, when I came here to The Hague. I had imagined that the painters formed a kind of circle or society in which warmth and cordiality and a certain kind of harmony reigned. This seemed to me quite natural, and I didn’t suppose it could be different.

Nor should I want to lose the ideas I had about it then, though I must modify them and distinguish between what is and what might be. I cannot believe so much coolness and disharmony is natural.

What’s the reason??? I don’t know and it’s not my business to find out, but it’s a matter of principle with me that I personally must avoid two things. First, one must not quarrel but, instead of that, try to promote peace—for others as well as for oneself. And second, my opinion is that if one is a painter, one must not try to be something other than a painter in society; as a painter, one must avoid other social ambitions and not try to keep up with the people who live in the Voorhout, Willemspark, etc. For in the old dark, smoky studios there was a good fellowship and genuineness which was infinitely better than what threatens to replace it.”

Vincent van Gogh, in a letter to his brother Theo, 1882

As described in the letter, van Gogh felt a change in the way art was being created. Explain TWO factors that account for this historical shift.

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, 30 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

Reading Period
Time

15 minutes (suggested). Use this time to read the questions and plan your answer to Question 1, the document-based question.

Writing Period
Time

1 hour, 15 minutes

**Question 1 (DBQ):
Mandatory**

Question 1 (DBQ)

Suggested Time

40 minutes

Percent of Total Score

25%

**Question 2 or 3: Choose
One Question**

Answer either Question 2 or 3

Suggested Time

35 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 and 3.

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 or 3 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 or 3. For example, if you answered Question 2, apply the label . Failure to do so may delay your score.

EUROPEAN HISTORY

SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 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 1–7. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four of the documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

GO ON TO THE NEXT PAGE.

Question 1: Using the documents and your knowledge of European history, describe and analyze the responses to the issue of human rights in France during the French Revolution.

Document 1

Source: Denis Diderot, excerpt from *Encyclopédie*, 1755.

It is to the general will that the individual must address himself to learn how to be a man, citizen, subject, father, child, and when it is suitable to live or to die. It fixes the limits on all duties. You have the most sacred *natural right* to everything that is not disputed by the rest of the species. The general will enlightens you on the nature of your thoughts and your desires. Everything that you conceive, everything that you meditate upon will be good, grand, elevated, sublime, if it is in the general and common interest . . . Tell yourself often: I am a man, and I have no other true, inalienable *natural right* than those of humanity.

Document 2

Source: Royal Edict of Toleration, granting Calvinists certain rights within France, 1787.

. . . The Catholic religion that we have the good fortune to profess will alone enjoy in our kingdom the rights and honors of public worship, while our other, non-Catholic subjects, deprived of all influence on the established order in our state... will only get from the law what natural right does not permit us to refuse them, to register their births, their marriages, and their deaths, in order to enjoy, like all our other subjects, the civil effects that result from this.

Document 3

Source: Abbé Siéyès, leading writer during the French Revolution, *What Is the Third Estate?*, 1789.

Who therefore dares to say that the Third Estate does not contain within itself all that is needed to form a complete Nation? The Third Estate is like a strong and robust man with one arm still in chains. If we remove the privileged order, the Nation will not be something less but something more. Thus, what is the Third Estate? All but all that is shackled and oppressed. What would it be without the privileged order? All, but an all that is free and flourishing. Nothing can be done without it; everything would be infinitely better without the other two orders.

Document 4

Source: *Declaration of the Rights of Man and Citizen*, 1789.

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.

GO ON TO THE NEXT PAGE.

Document 5

Source: Report presented to the National Assembly dealing with the question as to who should be allowed to vote, 1789.

The Committee proposes that the necessary qualifications for the title of active citizen in the primary assembly of the canton be: 1) to be French or to have become French; 2) to have reached the age of one's majority; 3) to have resided in the canton for at least one year; 4) to pay direct taxes at a rate equal to the local value of three days of work . . . ; 5) to not be at the moment a servant.

Document 6

Source: La Fare, Bishop of Nancy, *Opinion on the Admissibility of Jews to Full Civil and Political Rights*, 1790.

Thus, Sirs, assure each Jewish individual his liberty, security, and the enjoyment of his property. You owe it to this individual who has strayed into our midst; you owe him nothing more. He is a foreigner to whom, during the time of this passage and his stay, France owes hospitality, protection, and security. But it cannot and should not admit to public posts, to the administration, to the prerogative of the family a tribe that, regarding itself everywhere as foreign, never exclusively embraces any region.

Document 7

Source: Olympe de Gouges, a self-educated woman who wrote pamphlets and plays on various political topics, *The Declaration of the Rights of Woman*, 1791.

1. Woman is born free and remains equal to man in rights. Social distinctions may be based only on common utility.
2. The purpose of all political association is the preservation of the natural and imprescriptible rights of women and men. These rights are liberty, property, security, and especially resistance to oppression.
13. For maintenance of public authority and for expenses of administration, taxation of women and men is equal; she takes part in all forced labor service, in all painful tasks; she must therefore have the same proportion in the distribution of places, employments, offices, dignities, and in industry.

END OF PART A

GO ON TO THE NEXT PAGE.

EUROPEAN HISTORY

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies the historical thinking skill of continuity/change over time.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

Question 2: Evaluate the extent to which the English Revolution of 1642 can be considered a pivotal point in the history of England, as well as Western Europe in general. In the development of your argument, consider what changed and what stayed the same after the English Revolution of 1642.

Question 3: Evaluate the extent to which the revolutionary sentiment in Europe between 1815 and 1830 can be considered a pivotal moment in the history of Europe. In the development of your argument, consider what changed and what stayed the same after this period, as well as how the great powers of Europe attempted to address revolutionary sentiment.

END OF EXAMINATION



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

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

SIGNATURE: _____ DATE: ____/____/____

HOME ADDRESS: _____
(Print) Number and Street

City State Zip Code

PHONE NO.: _____

5. YOUR NAME

First 4 letters of last name				FIRST INIT	MID INIT
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IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

2. TEST FORM

3. TEST CODE			4. REGISTRATION NUMBER						
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6. DATE OF BIRTH

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7. GENDER

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13. (A) (B) (C) (D) (E)	31. (A) (B) (C) (D) (E)	49. (A) (B) (C) (D) (E)	67. (A) (B) (C) (D) (E)
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