



Practice Test 2

AP[®] European History Exam

SECTION I, PART A: Multiple Choice

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

At a Glance

Time
55 minutes
Number of Questions
55
Percent of Total Score
40%
Writing Instrument
Pencil required

Instructions

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

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

Sample Question

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

Sample Answer

(A) ● (C) (D)

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

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

SECTION I, PART B: Short Answer

At a Glance

Time
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 1–4 refer to the following passage.

“The substitution of Plato for the scholastic Aristotle was hastened by contact with Byzantine scholarship. Already at the Council of Ferrera (1438), which nominally reunited the Eastern and Western churches, there was a debate in which the Byzantines maintained the superiority of Plato to Aristotle. Cosimo and Lorenzo de Medici were both addicted to Plato; Cosimo founded and Lorenzo continued the Florentine Academy, which was largely devoted to the study of Plato...The humanists of the time, however, were too busy acquiring knowledge of antiquity to be able to produce anything of value.”

Bertrand Russell, British philosopher, *History of Western Philosophy*, 1946

1. In what way does this passage best exemplify the view of twentieth-century philosophers and thinkers?
 - (A) Faced with an unprecedented number of social and technological changes, the twentieth century embraced innovation as one of the most valued characteristics of life.
 - (B) Overwhelmed by the unprecedented number of social and technological changes, the twentieth century sought refuge in the longstanding traditions of the past.
 - (C) After the devastation of World Wars I and II erased the possibility of finding a unified meaning to life, philosophers occupied themselves with finding small differences between the philosophies of past thinkers.
 - (D) Nihilists typically find ways to doubt the postulations of those who came before them.
2. According to the information in the text, the schools founded by the Medici family most favored a philosophy known as
 - (A) Neoclassicism
 - (B) Scholasticism
 - (C) Renaissance humanism
 - (D) Neoplatonism
3. It can be inferred from the passage that the Council of Ferrera
 - (A) laid the foundation for the Florentine Academy
 - (B) permanently reconciled the differences between the Eastern and Western churches
 - (C) accelerated the rediscovery of classical philosophy in Western Europe
 - (D) allowed the Byzantines to learn from Florentine scholarship
4. The cultural diffusion described by Bertrand Russell most directly influenced the composition of which text?
 - (A) *Oration on the Dignity of Man*
 - (B) *The Decameron*
 - (C) *Handbook of the Christian Knight*
 - (D) *Utopia*

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Questions 5–9 refer to the tables below.

D-Day Statistics

Unit	Allies	Germans	Ratio
Ground Troops	1 million	700,000	1.43:1
Replacements	120,000	20,000	6:1
Other Men	1.75 million	780,000	2.25:1
Total	2.87 million	1.5 million	1.92:1

Unit	Allies	Germans	Ratio
Tanks	5,500	1,400	3.93:1
Artillery	4,800	3,200	1.5:1
Others	2,000	800	2.5:1

Air Force	Bombers	Fighters	Total
RAF	624	2,172	2,796
USAAF	1,922	1,311	3,233
Luftwaffe	400	420	820
Ratio	6.4:1	8.3:1	7.4:1

- The tables indicate which of the following about World War II?
 - Rescuing Europe from the Germans was out of the question until the arrival of the American forces.
 - Keen strategy was perhaps less important to military success than the amount of available resources.
 - German replacements had slowed to an unacceptable level.
 - The ratio of artillery to tanks didn't correlate with the eventual victory.
- What might best explain the discrepancy between the number of fighter jets and bombers of the United States and the British?
 - The increased fuel efficiency of submarines at the time
 - A cultural preference for larger and smaller modes of transportation
 - The distance of North America from Europe versus the distance of Great Britain from Europe
 - Smaller production facilities in British factory towns
- The large difference in the number of tanks between the Germans and the Allies was most probably due to what?
 - The presence of the Russian army in the Allied forces
 - The German tendency towards quality, not quantity, in manufacturing
 - The enormous production capabilities of the U.S.
 - Japanese purchase of raw materials from Germany, limiting the available production
- In which unit did the Germans most closely match the Allies, according to the tables?
 - Ground Troops
 - Tanks
 - Artillery
 - Air Force
- Which of the following statements about Germany could be supported by the data shown in the tables?
 - What Germany's military lacked in ground troops, it made up for in replacements.
 - Germany relied on its use of tanks more than it did any other unit.
 - D-Day accounted for the worst losses Germany experienced during World War II.
 - As opposed to aircraft producers in the Allied countries, Germany's aviation industry did not adequately meet the production needs requested by the generals.

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Questions 10–14 refer to the cartoon below.



“And don’t forget that your Kaiser will find a use for you—alive or dead.”

Punch Magazine, 1917

10. The concept of “total war” as practiced by the kaiser in the sketch included all of the following EXCEPT
- (A) food rationing
 - (B) women moving into factory production
 - (C) propaganda
 - (D) attacks specifically targeting civilians
11. The long-term impact of the event portrayed in the cartoon could best be seen through the
- (A) proliferation of governmental regulation of industry throughout Europe
 - (B) end of European countries’ imperial ambitions
 - (C) demilitarization of Germany
 - (D) end of the Kaiser’s rule in Germany
12. One consequence that resulted from the situation depicted in the cartoon was
- (A) a rise in unemployment
 - (B) a dramatic decline in food production
 - (C) the prohibition of cannon usage
 - (D) the decrease in funds available for the war effort

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13. The perspective of the cartoonist is most likely influenced by his
- (A) experience in the Kaiser's army
 - (B) experience working for the Kaiser
 - (C) British citizenship
 - (D) German citizenship
14. The cartoonist would be mostly likely to agree with which of the following statements?
- (A) The Kaiser's popularity was not limited to Germany.
 - (B) During a time of war, the Kaiser was the best leader that Germany could hope for.
 - (C) The Kaiser placed more value on the war effort than on the well being of his people.
 - (D) The Kaiser's immorality ultimately led to his downfall.

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Questions 15–19 refer to the passage below.

“After all the slaves had been brought together and severally marked with the letter G, the emperor’s fifths and then Cortés’ were deducted before we were aware of it; and, besides this, on the night preceding, the finest of the Indian females had been secretly set apart, so that when it came to a division among us soldiers, we found none left but old and ugly women.... Another soldier asked Cortés if the division he had made of the gold in Mexico was not a sufficient imposition, for, at first, he had merely spoken of 300,000 pesos, but when we were obliged to retreat from the city, it was estimated at 700,000 pesos. And now he was going to deprive the poor soldier, who had undergone so many hardships, and suffered from innumerable wounds, of this small remuneration, and not even allow him a pretty Indian female for a companion...

[Later], when Cortés learnt that there were still a great many bars of gold among the men, and heavy gambling in consequence, (for, according to the old saying, gold and love cannot lie long concealed,) he made known, under threats of severe punishment, that everyone should produce the gold he had obtained on the night of our retreat, of which one third was to be returned to him; but that anyone who refused to pay this, should have the whole taken from him. Many of our men refused downright to comply with this; yet Cortés managed to extort a good deal of it under the pretence of a loan...”

The Memoirs of the Conquistador Bernal Diaz del Castillo, 1568

15. As described by the author, the driving philosophy behind the *conquistadores*' search for gold was the economic policy known as
- (A) protectionism
 - (B) laissez-faire
 - (C) mercantilism
 - (D) supply-side
16. Upon the return of Cortés's expedition, which of the following was a consequence of the actions described in the memoir?
- (A) A decentralized political state
 - (B) A strengthened agricultural sector
 - (C) An increased rate of inflation
 - (D) Less tolerance for Jews and Muslims
17. The motivations described in the text are most similar to those of which explorer?
- (A) Christopher Columbus
 - (B) Vasco de Gama
 - (C) Francisco Pizarro
 - (D) Bartholomew Dias
18. The events described in the passage most likely occurred in which modern-day country?
- (A) Argentina
 - (B) South Africa
 - (C) Mexico
 - (D) Peru
19. The *encomienda* system, which is described in the text and was used during the colonization of the Americas to regulate the indigenous people, was NOT ended by which of the following?
- (A) The protests of the Catholic missionaries against abuses of forced labor
 - (B) The lack of new land to assign to well-connected Spaniards and conquistadores
 - (C) The Spanish royal crown's desire to control the estates more directly
 - (D) An increase in the number of mestizos, who by law were forbidden from working on the *encomiendas*

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Questions 20–24 refer to the cartoon below.



“The Devilfish in Egyptian Waters,” 1882

20. Which was NOT a factor that led to the issue depicted in this cartoon?
- (A) A natural system of internal waterways that facilitated transportation of raw materials and finished goods
 - (B) A natural barrier between England and possible invading armies from the European mainland
 - (C) A long tradition of technological innovation
 - (D) A top-down political system that implemented changes quickly and efficiently
21. The cartoon was created in reaction to Great Britain’s ambitions following
- (A) the Suez Canal Crisis
 - (B) the near war over Foshoda
 - (C) the completion of construction by the Suez Canal Company
 - (D) Russia’s actions in the “great game.”
22. The Primrose League’s opinion of this cartoon would likely be one of
- (A) indifference, since they saw both the benefits and drawbacks of colonialism
 - (B) displeasure at the cartoonists’ critique of a noble pursuit
 - (C) agreement with the criticisms offered by the cartoon
 - (D) harsh condemnation for glorifying violent imperialism
23. A similar cartoon could be made about each of the following countries prior to 1890 EXCEPT
- (A) Netherlands
 - (B) France
 - (C) Belgium
 - (D) Germany
24. This cartoon could be used as evidence to support the claim that
- (A) European lands were not immune to Great Britain’s imperialism
 - (B) Great Britain did not extend their imperial conquest to South Africa
 - (C) the British Empire was limited to one hemisphere
 - (D) Great Britain experienced little resistance to its colonial ambitions

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Questions 25–29 refer to the passage below.

In Russia there was nothing going on well, and [Souvarine] was in despair over the news he had received. His old companions were all turning to the politicians; the famous Nihilists who made Europe tremble—sons of village priests, of the lower middle class, of tradesmen—could not rise above the idea of national liberation, and seemed to believe that the world would be delivered—when they had killed their despot...

“Foolery! They’ll never get out of it with their foolery.”

Then, lowering his voice still more, in a few bitter words he described his old dream of fraternity. He had renounced his rank and his fortune; he had gone among workmen, only in the hope of seeing at last the foundation of a new society of labour in common. All the sous in his pockets had long gone to the urchins of the settlement; he had been as tender as a brother with the colliers, smiling at their suspicion, winning them over by his quiet workmanlike ways and his dislike of chattering. But decidedly the fusion had not taken place.

His voice changed, his eyes grew bright, he fixed them on Étienne, directly addressing him:

“Now, do you understand that? These hatworkers at Marseilles who have won the great lottery prize of a hundred thousand francs have gone off at once and invested it, declaring that they are going to live without doing anything! Yes, that is your idea, all of you French workmen; you want to unearth a treasure in order to devour it alone afterwards in some lazy, selfish corner. You may cry out as much as you like against the rich, you haven’t got courage enough to give back to the poor the money that luck brings you. You will never be worthy of happiness as long as you own anything, and your hatred of the bourgeois proceeds solely from an angry desire to be bourgeois yourselves in their place.”

Émile Zola, French writer, *Germinal*, 1885

25. The conflict referred to in the final paragraph of the passage was best described in which book?
- (A) *On Liberty*, by John Stuart Mill
 (B) *The Communist Manifesto*, by Marx and Engels
 (C) *Protocols of the Elders of Zion*
 (D) *Looking Backward*, by Edward Bellamy
26. The radical movement known as anarchism, alluded to in the first paragraph, had been related to all of the following EXCEPT
- (A) the International Workingman’s Association
 (B) Pierre-Joseph Proudhon
 (C) the Congress of Vienna
 (D) the Paris Commune
27. The passage displays the direct concern for the welfare of the working classes that was typically a part of which movement?
- (A) Capitalist
 (B) Scientific
 (C) Communist
 (D) Existentialist
28. In European industry, the mining industry as discussed in the passage grew in importance following the invention of
- (A) the water frame
 (B) the spinning jenny
 (C) the steam engine
 (D) the internal combustion engine
29. A nineteenth-century Russian historian evaluating this passage would probably be most interested in
- (A) the Russian interest in French culture
 (B) the spirit of camaraderie amongst the miners
 (C) the sense of continual class struggle
 (D) the need for *noblesse oblige*

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Questions 30–34 refer to the passage below.

“In 1500 that work appeared which Erasmus had written after his misfortune at Dover, and had dedicated to Mountjoy, the *Adagiorum Collectanea*. It was a collection of about eight hundred proverbial sayings drawn from the Latin authors of antiquity and elucidated for the use of those who aspired to write an elegant Latin style. In the dedication Erasmus pointed out the profit an author may derive, both in ornamenting his style and in strengthening his argumentation, from having at his disposal a good supply of sentences hallowed by their antiquity. He proposes to offer such a help to his readers. What he actually gave was much more. He familiarized a much wider circle than the earlier humanists had reached with the spirit of antiquity.

Until this time the humanists had, to some extent, monopolized the treasures of classic culture, in order to parade their knowledge of which the multitude remained destitute, and so to become strange prodigies of learning and elegance. With his irresistible need of teaching and his sincere love for humanity and its general culture, Erasmus introduced the classic spirit, in so far as it could be reflected in the soul of a sixteenth-century Christian, among the people. Not he alone; but none more extensively and more effectively. Not among all the people, it is true, for by writing in Latin he limited his direct influence to the educated classes, which in those days were the upper classes.

Erasmus made current the classic spirit. Humanism ceased to be the exclusive privilege of a few. According to Beatus Rhenanus he had been reproached by some humanists, when about to publish the *Adagia*, for divulging the mysteries of their craft. But he desired that the book of antiquity should be open to all.”

Johan Huizinga, twentieth-century Dutch philosopher, *Erasmus and the Age of Reformation*, 1924

30. Based on Huizinga’s description of Erasmus’s career, the contributions of Erasmus are most similar to those of
- (A) Johannes Gutenberg
 - (B) Martin Luther
 - (C) Francesco Petrarach
 - (D) Christine de Pisan
31. What was the primary impact of “Humanism ceas[ing] to be the exclusive privilege of the few”?
- (A) The populous demanded rights from the state.
 - (B) People could begin to question the Church on a wider scale.
 - (C) Latin replaced many of the vulgar languages throughout Europe.
 - (D) European literature stagnated due to widespread interest in the writings of antiquity.
32. Huizinga’s apparent support of Erasmus’ belief in the “book of antiquity” being “open to all” is most likely a product of
- (A) the author’s life as a member of twentieth-century Europe, which prized such characteristics
 - (B) the longevity of Erasmus’ works
 - (C) the Dutch reverence for the works of Erasmus
 - (D) the typical unflinching support of one philosopher for another philosopher’s work
33. The type of humanism attributed to Erasmus in this passage is most similar to what Southern Renaissance movement?
- (A) Neoplatonism
 - (B) Antitrinitarianism
 - (C) Pietism
 - (D) Rationalism
34. According to Huizinga, Erasmus’s legacy was more significant than that of earlier humanists because
- (A) he had more support from the Church
 - (B) he wrote in a language that was understandable to the masses, unlike his predecessors
 - (C) he wrote exclusively about religious matters
 - (D) he valued educating the masses more than his predecessors had

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38. Which of the following would most directly have contributed to the scene depicted in the engraving?
- (A) Enclosure Acts
 - (B) the Sadler Committee
 - (C) Poor Laws
 - (D) the Act of Settlement

39. Art critics would most likely criticize Hogarth's work for all of the following reasons EXCEPT its
- (A) emphasis on traditional portrayals of humans
 - (B) use of stereotyped characters
 - (C) attention to realistic detail
 - (D) typical portraiture composition

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Questions 40–44 refer to the passage below.

“Buckingham Palace, 10th May 1839.

The Queen forgot to ask Lord Melbourne if he thought there would be any harm in her writing to the Duke of Cambridge that she really was fearful of fatiguing herself, if she went out to a party at Gloucester House on Tuesday, an Ancient Concert on Wednesday, and a ball at Northumberland House on Thursday, considering how much she had to do these last four days. If she went to the Ancient Concert on Wednesday, having besides a concert of her own here on Monday, it would be four nights of fatigue, really exhausted as the Queen is.

But if Lord Melbourne thinks that as there are only to be English singers at the Ancient Concert, she ought to go, she could go there for one act; but she would much rather, if possible, get out of it, for it is a fatiguing time....

As the negotiations with the Tories are quite at an end, and Lord Melbourne has been here, the Queen hopes Lord Melbourne will not object to dining with her on Sunday?”

*The Letters of Queen Victoria, Volume 1 (of 3), 1837–1843:
A Selection from Her Majesty’s Correspondence Between the Years 1837 and 1861*

40. The long evenings of entertainment for Queen Victoria suggest what about the nature of the English monarchy in the nineteenth century?
- (A) That true political power lay elsewhere
(B) That she was very fond of attending balls and concerts
(C) That important political progress could only be made by attending social events
(D) That with England’s nineteenth-century economic success came more leisure time for the upper classes
41. The phrase “negotiations with the Tories” suggests that what historical transition had been made complete?
- (A) The switch from a liberal-dominated to a conservative-dominated Parliament
(B) The conversion from male-dominated politics to female-dominated politics
(C) The change from a divinely-ordained monarch to a constitutionally-approved monarch
(D) An end to war and the creation of a lasting peace
42. A similar fondness for entertainment amongst the nobility was taken to its most outrageous degree in which of the following eras and places?
- (A) Sixteenth-century Spain
(B) Seventeenth-century Netherlands
(C) Eighteenth-century France
(D) Nineteenth-century Prussia
43. Modern historians are noted for their tendency to portray leaders and historical figures as merely human, even flawed. What might such a historian find most notable about the queen’s letter?
- (A) The odd capitalization of certain words
(B) Her sense of duty to support English singers
(C) Her referral to herself in the third-person
(D) Admitting her exhaustion at having to attend so many social functions
44. Apart from a grueling social calendar, which of the following most challenged Queen Victoria during her reign from 1837 to 1901?
- (A) An English potato famine in 1845
(B) An unprecedented onslaught of industrial, social, cultural, political, and scientific change
(C) Constant military attacks from mainland Europe
(D) A rapidly shrinking number of overseas colonies

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Questions 45–49 refer to the maps below, which show the Soviet Union before (top) and during (bottom) the Cold War.



- 45. The post-World War II geographic expansion of the Soviet Union began with
 - (A) the decision to expand to the Black Sea
 - (B) the ten-month-long blockade of Berlin
 - (C) the invasion of Afghanistan
 - (D) the decision at the Conference at Yalta to divide Germany into four different zones

- 46. During the Cold War, Yugoslavia and Hungary were part of a treaty organization known as
 - (A) NATO
 - (B) the KGB
 - (C) the Warsaw Pact
 - (D) the Iron Curtain

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47. Which of the following statements about the Soviet Union's influence is consistent with the Cold War map's border?
- (A) Stalin could not force his ideology on the Austrian president.
 - (B) Finland largely held on to a command economy.
 - (C) Greece and other Balkan nations maintained a strong alliance.
 - (D) Czechoslovakia was able to maintain a free economy.
48. The only country in Eastern Europe that presented serious resistance to Soviet control was Poland. What was NOT a general reason for this?
- (A) The popular perception that Western powers had abandoned them to the Soviets
 - (B) The questionable authenticity of the first postwar elections, in which communists won nearly all positions
 - (C) A general agreement with Soviet tactics during the war
 - (D) The reluctance to lose their identity as a country once again
49. Which of the following is NOT true regarding the divided Germany shown on the second map?
- (A) The capital of West Germany was located in East Germany.
 - (B) West Germany experienced a postwar economic miracle.
 - (C) Both East Germany and West Germany were allowed to rearm.
 - (D) France had occupied West Germany.

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Questions 50–52 refer to the painting below.



Johannes Vermeer, *The Music Lesson*, 1665

50. How does the content of Vermeer's painting depict a lifestyle that is different from that of the Southern Renaissance?
- (A) Art was often placed in homes, as they were commissioned by a new wealthy merchant class, rather than by church officials.
 - (B) Music outside of the church was not central to Italian life, but was important to the Dutch middle class.
 - (C) Dutch architecture was more ornate than that of Italy.
 - (D) Dutch servants lived in the home, as opposed to the servants in Southern Europe.
51. The standard of living reflected in Vermeer's painting could be attributed to all of the following EXCEPT
- (A) cheap energy available from windmills and peat
 - (B) Protestant and Jewish skilled craftsmen who immigrated to escape persecution in other lands
 - (C) a thriving fruit-and-vegetable export industry
 - (D) the establishment of the Dutch East India Company
52. *The Music Lesson* is indicative of the Golden Age of Dutch art, which often featured images of
- (A) the ancient world
 - (B) royalty
 - (C) saints
 - (D) everyday life

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Questions 53–55 refer to the passage below.

“XI. As the present sciences are useless for the discovery of effects, so the present system of logic is useless for the discovery of the sciences.

XIX. There are and can exist but two ways of investigating and discovering truth. The one hurries on rapidly from the senses and particulars to the most general axioms, and from them, as principles and their supposed indisputable truth, derives and discovers the intermediate axioms. This is the way now in use. The other constructs its axioms from the senses and particulars, by ascending continually and gradually, till it finally arrives at the most general axioms, which is the true but unattempted way.

XXII. Each of these two ways begins from the senses and particulars, and ends in the greatest generalities...

XXXVI. We have but one simple method of delivering our sentiments, namely, we must bring men to particulars and their regular series and order, and they must for a while renounce their notions, and begin to form an acquaintance with things.”

Francis Bacon, English philosopher and essayist, *Novum Organum*, 1620

53. The method of inquiry elucidated by Francis Bacon in the passage is known as
- (A) humanism
 - (B) deduction
 - (C) empiricism
 - (D) scientific socialism
54. How does the approach outlined in *Novum Organum* differ from the studies of the Renaissance era that preceded it?
- (A) The Renaissance was anchored in Italy; the scientific era was barely noticed there.
 - (B) The Renaissance revered the natural teachings of classical authority; Bacon’s writings sought to overturn them.
 - (C) The Renaissance was sponsored primarily by the Church, whereas scientific societies were sponsored mainly by wealthy merchants.
 - (D) The Renaissance featured a wild spirit of discovery, but the scientific pioneers were much more cautious in their pronouncements.
55. By the 1800s, the method of empirical reasoning reflected in the passage had undergone which of the following changes?
- (A) It had weakened to the point of irrelevance.
 - (B) It had become a core principle of European culture.
 - (C) It had been refined and changed by so many people that it had become unrecognizable to those such as Bacon who had pioneered it.
 - (D) It had stagnated to the point that the common person had begun to search for a new organizing principle of life.

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EUROPEAN HISTORY

SECTION I, Part B

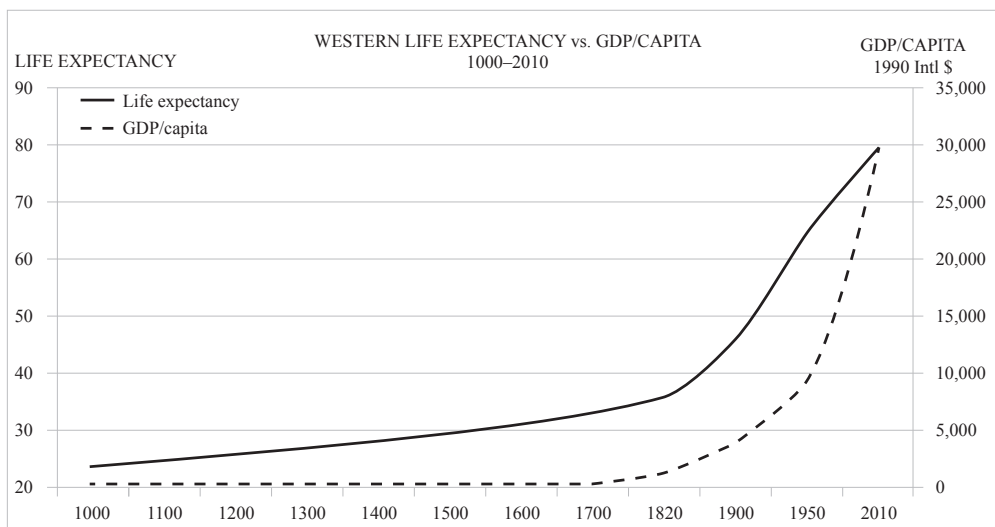
Time—50 minutes

4 Questions

Directions: Read each question carefully and write your responses in the corresponding boxes 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 chart below and your knowledge of European history to answer all parts of the question that follows.



- a) Describe ONE similarity between the First Industrial Revolution and the Second Industrial Revolution.
 b) Describe ONE difference between the First Industrial Revolution and the Second Industrial 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 praised many philosophers for ushering in the Enlightenment. These philosophers include

- John Locke
 - Thomas Hobbes
 - Adam Smith
 - René Descartes
 - David Hume
- a) Briefly explain why TWO of the thinkers on the list represent Enlightenment ideals.
- b) Briefly explain why ONE of the thinkers on the list does not represent Enlightenment ideals.

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

“In this unholy work, to such extremes has their impiety, practised in all the arts of Satan, been carried, that it would seem almost impossible to confine it within bounds; and did we not rely on the splendid promises of the Saviour, who declared that he had ‘built his Church on so solid a foundation, that the gates of hell should never prevail against it,’ we should be filled with most alarming apprehension lest, beset on every side by such a host of enemies, assailed by so many and such formidable engines, the Church of God should, in these days, fall beneath their combined efforts. To omit those illustrious states which heretofore professed, in piety and holiness, the Catholic faith transmitted to them by their ancestors, but are now gone astray, wandering from the paths of truth, and openly declaring that their best claims of piety are founded on a total abandonment of the faith of their fathers: there is no region however remote, no place however securely guarded, no corner of the Christian republic, into which this pestilence has not sought secretly to insinuate itself.”

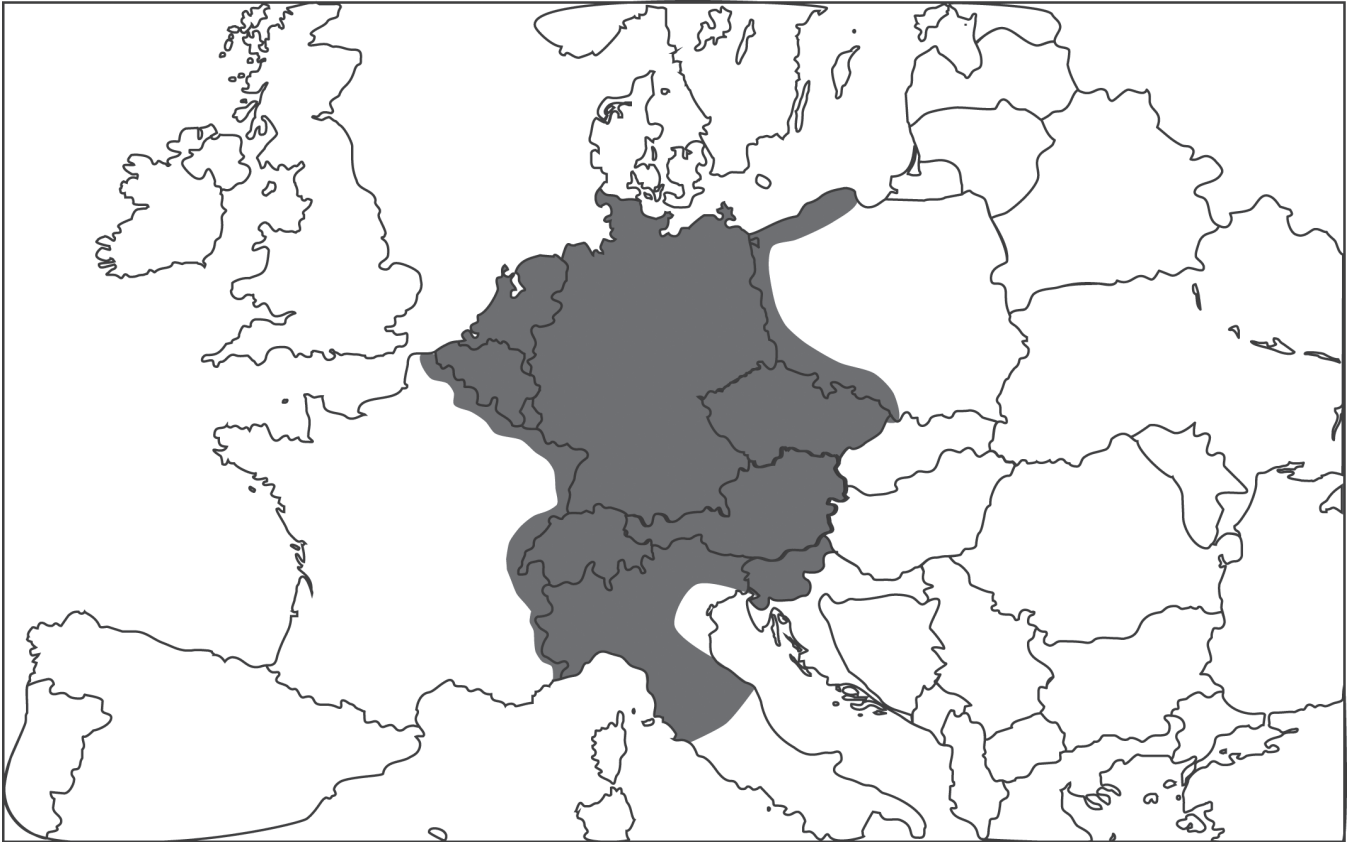
The Catechism of the Council of Trent, 1566

- a) Describe TWO figures to which the Council of Trent was reacting.
- b) Explain ONE response of the Catholic Church to this challenge.

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Section I

4. The map below shows the extent of the Holy Roman Empire in the year 1600. Use the map and your knowledge of European history to answer all parts of the question that follows.



- a) Describe ONE religious conflict that weakened the Holy Roman Empire before 1600.
b) Describe ONE religious conflict that weakened the Holy Roman Empire after 1600.

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 evaluate the attitudes of those who saw Chartism as a revolutionary movement versus those who saw it as essentially moderate.

Document 1

Source: Minutes of the London Working Men’s Association, May, 15, 1838.

Resolved, That the Members of the Working Men’s Association fully concurring in the great principles of Universal Suffrage, Annual Parliaments, the Ballot, and all the other essentials to the free exercise of Man’s political rights—and hearing that a meeting is to be held at Glasgow on the 21st of May in furtherance of those objects do request our Honorary Members Mr. Thos. Murphy and the Revd. Dr Wade to present to that meeting our pamphlet entitled the ‘People’s Charter’ being the outline of an act to provide for the just representation of the people of Great Britain in the Commons House of Parliament—embracing the principles of Universal Suffrage, No Property Qualifications, Annual Parliaments, Equal Representation, Payment of Members, and Vote by [secret] Ballot prepared by a committee of twelve persons, six members of parliament and six members of the Working Men’s Association.

Document 2

Source: J. R. Stephens, in a speech at a Chartist Rally in Manchester, September 1838.

This question of Universal Suffrage was a knife and fork question after all; this question was a bread and cheese question, notwithstanding all that had been said against it; and if any man ask him what he meant by Universal Suffrage, he would answer, that every working man in the land had a right to have a good coat to his back, a comfortable abode in which to shelter himself and his family, a good dinner upon his table, and as much wages for that work as would keep him in plenty, and afford him the enjoyment of all the blessings of life which a reasonable man could desire.

Document 3

Source: Article from *The Chartist*, May 1839.

It is also upon all sides agreed that this is a fearful remedy, which, like hazardous, extreme, and painful operations in surgery, is only to be brought into action in very extreme cases, when all ordinary courses of treatment have failed. Physical force is a thing not to be lightly had recourse to; it is the last remedy known to the Constitution...

Document 4

Source: Thomas Cooper, from his poem “The Lion of Freedom,” written in honor of Chartist leader Feargus O’Connor, 1841.

...The pride of the nation, he’s noble and brave
He’s the terror of tyrants, the friend of the slave,
The bright star of freedom, the nobles of men,
We’ll rally around him again and again.

Though proud daring tyrants his body confined,
They never could alter his generous mind;
We’ll hail our caged lion, now free from his den
And we’ll rally around him again and again...

GO ON TO THE NEXT PAGE.

Document 5

Source: Excerpt from *Leeds Mercury*, August 1842.

Last evening, a Chartist tea party and ball, as previously announced by placard were given in the Carpenters' Hall, by 'The committee for the erection of Hunt's monument.' The room and gallery were densely crowded, and an amateur band was in attendance. John Murray presided. After tea, the Rev. James Scholefield entered the room, and announced that Mr. Feargus O'Connor was unable to attend, as he was, in conjunction with other Chartists, engaged in considering what measures were best to be adopted in the present crisis [the call for a general strike].

Document 6

Source: Address of the Female Political Union, a Chartist organization, to their fellow countrywomen, February 1839.

Year after year has passed away, and even now our wishes have no prospect of being realized, our husbands are overwrought, our houses half furnished, our families ill-fed, and our children uneducated—the fear of want hangs over our heads, the scorn of the rich is pointed towards us; the brand of slavery is on our kindred, and we feel the degradation. We are a despised caste, our oppressors are not content with despising our feelings, but demand the control of our thoughts and wants!—want's bitter bondage binds us to their feet, we are oppressed because we are poor.

Document 7

Source: Letter from middle-class merchant to his wife, April 1848.

London is in a state of panic from the contemplated meeting of the Chartists, 200,000 strong on Monday; for myself, nothing that happened would in the least surprise me: I expect a revolution within two years: there may be one within three days. The Times is alarmed beyond all measure. I have it from good authority that the Chartists are determined to have their wishes granted.

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 comparison.
- **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: Compare the extent to which the term “enlightened absolutism” applied to certain rulers in Eastern Europe and Russia during the eighteenth century.

Question 3: Compare the domestic problems faced by TWO of the great European powers in the decade immediately prior to the outbreak of the First World War.

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
A	A	A	A	A	A
B	B	B	B	B	B
C	C	C	C	C	C
D	D	D	D	D	D
E	E	E	E	E	E
F	F	F	F	F	F
G	G	G	G	G	G
H	H	H	H	H	H
I	I	I	I	I	I
J	J	J	J	J	J
K	K	K	K	K	K
L	L	L	L	L	L
M	M	M	M	M	M
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O	O	O	O	O	O
P	P	P	P	P	P
Q	Q	Q	Q	Q	Q
R	R	R	R	R	R
S	S	S	S	S	S
T	T	T	T	T	T
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V	V	V	V	V	V
W	W	W	W	W	W
X	X	X	X	X	X
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Z	Z	Z	Z	Z	Z

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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4	E	N	4	4	4	4	4	4	4
5	F	O	5	5	5	5	5	5	5
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6. DATE OF BIRTH

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7. GENDER

MALE

FEMALE



1. (A) (B) (C) (D) (E)	19. (A) (B) (C) (D) (E)	37. (A) (B) (C) (D) (E)	55. (A) (B) (C) (D) (E)
2. (A) (B) (C) (D) (E)	20. (A) (B) (C) (D) (E)	38. (A) (B) (C) (D) (E)	56. (A) (B) (C) (D) (E)
3. (A) (B) (C) (D) (E)	21. (A) (B) (C) (D) (E)	39. (A) (B) (C) (D) (E)	57. (A) (B) (C) (D) (E)
4. (A) (B) (C) (D) (E)	22. (A) (B) (C) (D) (E)	40. (A) (B) (C) (D) (E)	58. (A) (B) (C) (D) (E)
5. (A) (B) (C) (D) (E)	23. (A) (B) (C) (D) (E)	41. (A) (B) (C) (D) (E)	59. (A) (B) (C) (D) (E)
6. (A) (B) (C) (D) (E)	24. (A) (B) (C) (D) (E)	42. (A) (B) (C) (D) (E)	60. (A) (B) (C) (D) (E)
7. (A) (B) (C) (D) (E)	25. (A) (B) (C) (D) (E)	43. (A) (B) (C) (D) (E)	61. (A) (B) (C) (D) (E)
8. (A) (B) (C) (D) (E)	26. (A) (B) (C) (D) (E)	44. (A) (B) (C) (D) (E)	62. (A) (B) (C) (D) (E)
9. (A) (B) (C) (D) (E)	27. (A) (B) (C) (D) (E)	45. (A) (B) (C) (D) (E)	63. (A) (B) (C) (D) (E)
10. (A) (B) (C) (D) (E)	28. (A) (B) (C) (D) (E)	46. (A) (B) (C) (D) (E)	64. (A) (B) (C) (D) (E)
11. (A) (B) (C) (D) (E)	29. (A) (B) (C) (D) (E)	47. (A) (B) (C) (D) (E)	65. (A) (B) (C) (D) (E)
12. (A) (B) (C) (D) (E)	30. (A) (B) (C) (D) (E)	48. (A) (B) (C) (D) (E)	66. (A) (B) (C) (D) (E)
13. (A) (B) (C) (D) (E)	31. (A) (B) (C) (D) (E)	49. (A) (B) (C) (D) (E)	67. (A) (B) (C) (D) (E)
14. (A) (B) (C) (D) (E)	32. (A) (B) (C) (D) (E)	50. (A) (B) (C) (D) (E)	68. (A) (B) (C) (D) (E)
15. (A) (B) (C) (D) (E)	33. (A) (B) (C) (D) (E)	51. (A) (B) (C) (D) (E)	69. (A) (B) (C) (D) (E)
16. (A) (B) (C) (D) (E)	34. (A) (B) (C) (D) (E)	52. (A) (B) (C) (D) (E)	70. (A) (B) (C) (D) (E)
17. (A) (B) (C) (D) (E)	35. (A) (B) (C) (D) (E)	53. (A) (B) (C) (D) (E)	
18. (A) (B) (C) (D) (E)	36. (A) (B) (C) (D) (E)	54. (A) (B) (C) (D) (E)	