

Effective Fall 2017

AP[®]

CollegeBoard

AP European History

Practice Exam and Notes

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The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information visit www.collegeboard.org.

AP® Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

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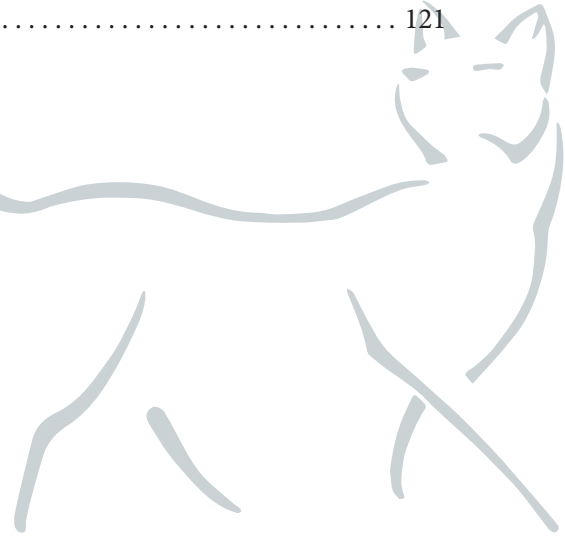


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Introduction

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

Part I of this publication is the AP European History Practice Exam. This will mirror the look and feel of an actual AP Exam, including instructions and sample questions. However, these exam items have never been administered in an operational exam, and, therefore, statistical analysis is **not** available. The purpose of this section is to provide educators with sample exam questions that accurately reflect the composition/design of the exam and to offer these questions in a way that gives teachers the opportunity to test their students in an exam situation that closely resembles the actual exam administration.

Important: Final instructions for every AP Exam are published in the *AP Exam Instructions* book. Please reference that publication, which is posted at www.collegeboard.org/apexaminstructions in March and included in schools' exam shipments, for the final instructions and format of this AP Exam.

Part II is the Notes on the AP European History Practice Exam. This section offers detailed explanations of how each question in the practice exam links back to the AP European History course framework in order to provide a clear link between curriculum and assessment. The multiple-choice rationales explain the correct answer and incorrect options. Scoring information is provided for all of the free-response sections, including short-answer questions, the document-based question, and long essay questions.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP course and exam reflects and assesses college-level expectations. AP Development Committees define the scope and expectations of the course, articulating through a course framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.



The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam—work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions, and, as applicable, through-course performance assessments, are scored by thousands of college faculty and expert AP teachers at the annual AP Reading.

AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP exam score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.



Using and Interpreting AP Scores

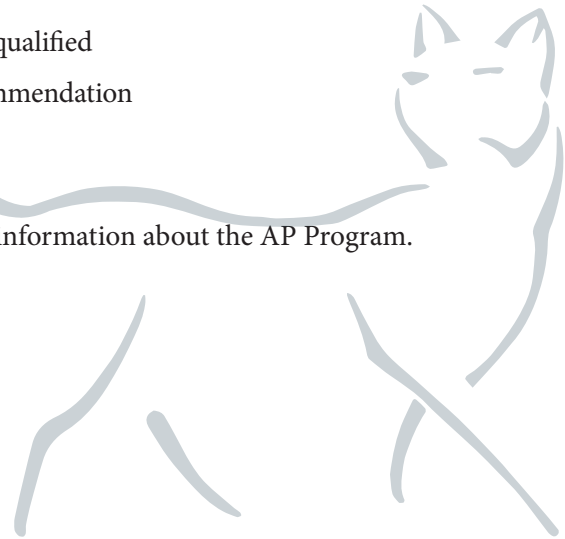
College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based on outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B-, C+, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

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Practice Exam

Exam Content and Format

The 2017 AP European History Exam is 3 hours and 15 minutes long. There are two sections:

- Section I is 1 hour, 35 minutes and consists of 55 multiple-choice questions, accounting for 40 percent of the final score, and three short-answer questions, accounting for 20 percent of the final score. Two short-answer questions are mandatory and students can choose which of the remaining two short-answer questions they respond to.
- Section II is 1 hour, 40 minutes and consists of one document-based question and three long essay questions, accounting for 40 percent of the final score. Students can choose which of the three long essay questions they respond to. Students are given a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question, but students are not forced to move from the document-based question to the long essay question.

Administering the Practice Exam

This section contains instructions for administering the AP European History Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud. Before beginning testing, have all exam materials ready for distribution. These include test booklets and answer sheets. (Reminder: Final instructions for every AP Exam are published in the AP Exam Instructions book.)

SECTION I, Part A: Multiple-Choice Questions

When you are ready to begin Section I, Part A, say:

Section I, Part A is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. If you need to erase, do so carefully and completely. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.

You have 55 minutes for this part. Open your Section I booklet and begin.

Note Start Time here _____. Note Stop Time here _____. After 55 minutes say:

Stop working. I will now collect your multiple-choice answer sheet.



SECTION I, Part B: Short-Answer Questions

When you are ready to begin Section I, Part B, say:

Section I, Part B is the short-answer portion of the exam. Write your answers in the corresponding boxes on the lined pages designated for short-answer responses. Answer Question 1 and Question 2, and either Question 3 or Question 4. Use a pen with black or dark blue ink.

You have 40 minutes for this part. Begin.

Note Start Time here _____. Note Stop Time here _____. After 40 minutes, say:

Stop working. I will now collect your Section I booklet and your short-answer responses.

There is a 10-minute break between Sections I and II.

SECTION II: Free-Response Questions

After the break, say:

Section II is the free-response portion of the exam. Answer Question 1, the Document-Based Question, and your choice of either Long Essay Question 2, Question 3, or Question 4.

You have 1 hour and 40 minutes to complete Section II. Section II begins with a 15-minute reading period. The reading period is designed to provide you with time to develop your responses. During the reading period you are advised to read Question 1 (the Document-Based Question) and plan your answer. If you have time, you may also read Long Essay Questions 2, 3, and 4. You may begin writing your responses before the reading period is over. You may use any blank space of the page the questions or documents are printed on to organize your answers and for scratch work, but you must write your answers on the lined pages provided for the free-response questions. Make sure that you circle the number of the question you are answering on that page.

The suggested writing time for Question 1 is 45 minutes. After 45 minutes, you will be advised to go on to the next question. Questions 2, 3, and 4 are weighted equally; you won't get extra credit for answering the question that may seem more difficult. Choose the question for which you are better prepared.

Note Start Time here _____. Note Stop Time here _____. After 15 minutes, say:

The reading period is over. You should begin or continue writing your responses.

Note Start Time here _____. Note Stop Time here _____. After 45 minutes, say:

It is recommended that you now move on to the next question. Remember to answer either Question 2, Question 3, or Question 4. Do not answer more than one Long Essay Question.



After 30 minutes, say:

There are 10 minutes remaining.

After 10 minutes, say:

Stop working and close your exam booklet. Put your exam booklet on your desk, face up. Remain in your seat, without talking, while the exam materials are collected.

Collect a Section II booklet from each student and check that each student wrote his or her answers on the lined pages corresponding to each question. Then say:

The exam is over. I will now collect your materials.

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Name: _____

**AP[®] European History
Answer Sheet
for Multiple-Choice Section**

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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. Indicate all of your answers to the multiple-choice questions on the multiple-choice 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.

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 of the multiple-choice questions.

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

SECTION I, Part B: Short Answer

At a Glance

Time
40 minutes
Number of Questions
3
Percent of Total Score
20%
Writing Instrument
Pen with black or dark blue ink
Questions 1 and 2
Mandatory
Question 3 or 4
Choose One Question

Instructions

For Section I, Part B of this exam, answer Question 1 and Question 2 and **either** Question 3 **or** Question 4. Write your responses in the corresponding boxes on the short-answer response sheets. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within its designated page. Fill in the circle on the Section I, Part B: Short-Answer Response page indicating whether you answered Question 3 or Question 4.



The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by the history faculty who serve on the AP European History Development Committee. In their judgment, the material printed here reflects various aspects of the course of study on which this exam is based and is therefore appropriate to use to measure the skills and knowledge of this course.

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EUROPEAN HISTORY

SECTION I, Part A

Time — 55 minutes

55 Questions

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

Source materials have been edited for the purpose of this exercise.

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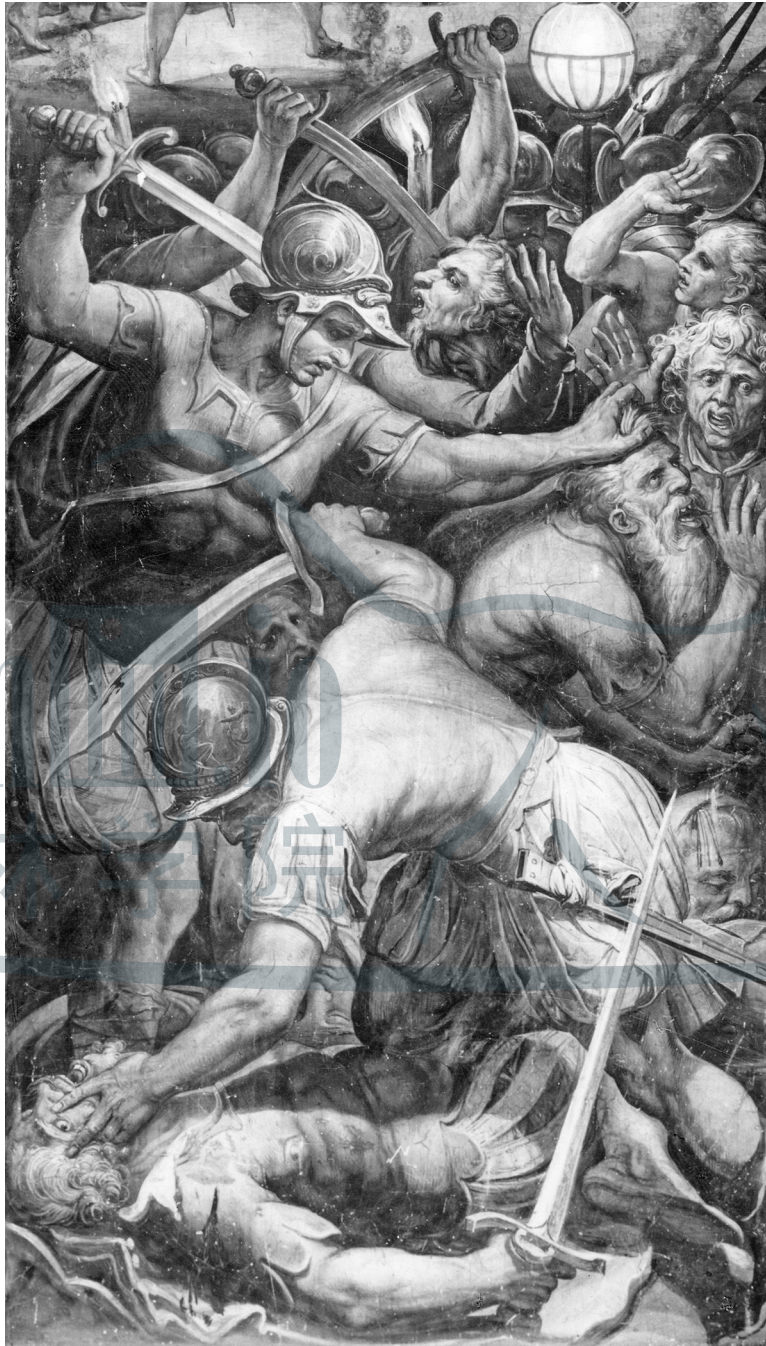
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Questions 1 - 4 refer to the image below.

Giorgio Vasari, *The Massacre of the Huguenots*, painting commissioned by Pope Gregory XIII for the papal residence in the Vatican, 1574



Alinari / Art Resource, NY



The painting depicts an episode of government-sanctioned mob violence against Protestants in France, sometimes called the Saint Bartholomew's Day Massacre (1572).

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1. Incidents such as the one depicted in Vasari's painting contributed most directly to which of the following?
 - (A) The exacerbation of conflicts between the Valois monarchy and various noble factions
 - (B) The establishment of royal absolutism under Louis XIII and Louis XIV
 - (C) The entry of France in the Thirty Years' War on the side of the Protestants
 - (D) The intensification of the grievances of the Third Estate against the nobility and the clergy
2. Which of the following was most directly intended to resolve the conflict illustrated in Vasari's painting?
 - (A) The Peace of Augsburg
 - (B) The Edict of Nantes
 - (C) The Pragmatic Sanction
 - (D) The Civil Constitution of the Clergy
3. Based on the imagery and intended audience of Vasari's painting, the artist's most likely purpose was to portray the events in the painting as
 - (A) a terrible misunderstanding
 - (B) a horrific abuse of royal power
 - (C) an example of divine retribution
 - (D) a cautionary tale against the dangers of mob violence
4. Vasari's interpretation of the events depicted in the painting would most likely have been shared by which of the following groups in the sixteenth century?
 - (A) High clergy in the Church of England
 - (B) The rebels in the German Peasants' War
 - (C) The delegates at the Council of Trent
 - (D) Christian humanists such as Erasmus of Rotterdam

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Questions 5 - 7 refer to the passage below.

“All the dregs of humanity produced in the provinces make up the population of this city, and in this lies its greatness: not in fine buildings, and not in great merchants and thinkers and men of letters, as make Paris, London, Lisbon, and Amsterdam great cities; but in those of the lowest behavior and dishonesty, who, by intermarrying increase and multiply so that each generation is worse than the one before.”

Bernardo Tanucci, satirical description of his home city of Naples, Italy,
Epistolario, 1742

5. Which of the following can best be inferred from Tanucci's sarcastic reference to Naples' greatness?
- (A) Naples was facing unique social problems that other cities were not facing during this period.
 - (B) The mercantilist policies implemented by the city's ruling class had failed to develop Naples' economy.
 - (C) The spread of print materials in vernacular languages threatened Italy's intellectual monopoly.
 - (D) Some southern European intellectuals felt that their societies were falling behind those of Atlantic Europe.
6. Tanucci's opinion of the people of Naples most clearly exemplifies which of the following?
- (A) Concern about the erosion of traditional values as a result of urbanization
 - (B) The belief that southern Italy was falling behind northern Italy economically
 - (C) Fears that Italy was reaching Malthusian population limits
 - (D) The Enlightenment belief in the perfectability of humanity
7. The growth of Naples' population as described by Tanucci is most likely a result of which of the following?
- (A) The expansion of cottage industry and the putting-out system
 - (B) The development of new financial institutions
 - (C) The imposition of guild restrictions on labor
 - (D) The expansion of commercial agriculture



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Questions 8 and 9 refer to the image below.

Jan Steen, Dutch painter, *Beware of Luxury*, 1663



Erich Lessing / Art Resource, NY

8. The features of seventeenth-century Dutch life reflected in the painting were largely a result of which of the following?
- (A) Dutch territorial gains in the Thirty Years' War
 - (B) Dutch financial innovation and overseas trade
 - (C) The accession of a member of the Dutch House of Orange to the throne of England
 - (D) The successful raids of Dutch privateers against Spanish treasure fleets
9. The painting reflects which of the following conflicts?
- (A) Urban wealth versus rural poverty
 - (B) Catholic extravagance versus Protestant austerity
 - (C) French sophistication versus Dutch simplicity
 - (D) Traditional morality versus new consumerism



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Questions 10 - 13 refer to the passage below.

“I wrote this book in the [1930s], against the background of depression at home and mounting tension abroad. The preoccupations of that unhappy time cast their shadows over its pages. I wrote with the knowledge, sometimes intimate, sometimes more distant, of conditions in depressed and derelict areas, of the sufferings of the unwanted and uprooted—the two million unemployed at home, the Jewish and liberal fugitives from Germany. . . . Admittedly, the atmosphere of the [1930s] had something to do with my choice of subject as well as with my methods of treatment. Many of my generation who grew up under the shadow of the First World War had a sincere, if mistaken, conviction that all wars were unnecessary and useless. I no longer think that all wars are unnecessary; but some are, and I still think that the Thirty Years War was one of these. It need not have happened and it settled nothing worth settling.”

Cicely Veronica Wedgwood, British historian, *The Thirty Years War*, originally published in 1938, excerpt from the revised introduction published as part of the 1956 reprint

10. The author’s conclusion regarding the significance of the Thirty Years’ War most directly challenged which of the following historical interpretations?
- (A) The Thirty Years’ War was a uniquely devastating conflict in pre-twentieth-century European history.
 - (B) The Thirty Years’ War marked a decisive turning point in European history.
 - (C) Although ostensibly a conflict driven by religious differences, the Thirty Years’ War resulted from a variety of factors.
 - (D) The devastation of the Thirty Years’ War undermined the theological justification for the concept of just war.
11. Based on the passage and the historical context in which Wedgwood’s book was originally published, which of the following most heavily influenced the author’s view of the Thirty Years’ War?
- (A) The emergence of second-wave feminism in Europe
 - (B) The spread of existentialist thought in Britain during the Great Depression
 - (C) Growing international tensions in Europe as a result of aggressive nationalism
 - (D) Increasing tensions between the United States and the Soviet Union during the Cold War



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12. Which of the following best explains why, in the 1956 edition of the book, the author stated, “I no longer think that all wars are unnecessary”?
- (A) The Second World War opened up new economic and social opportunities for women.
 - (B) The Second World War led more writers to question literary conventions and bourgeois social values.
 - (C) The Second World War opened up Europe to increased American cultural and economic influence.
 - (D) The Second World War had to be fought to stop the expansion of Nazi Germany in Europe.
13. Which of the following most directly undermines the author’s argument that the Thirty Years’ War “settled nothing worth settling”?
- (A) The Thirty Years War had a devastating impact on civilian populations in many parts of northern Europe.
 - (B) The ideal of a universal Christendom was effectively abandoned as religion largely ceased to be the major cause for warfare between European states.
 - (C) The rulers of the German states maintained the right to designate the official religion of their territories.
 - (D) Charles II was restored as the king of England after the interregnum of Oliver Cromwell’s Puritan military dictatorship.

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Questions 14 - 16 are based on the passage below.

“The 9th [of June, 1789]. The business going forward at present in the pamphlet shops of Paris is incredible. I went to the Palais Royal [where many pamphleteers’ shops were located] to see what new things were published and to procure a catalogue of all. Every hour produces something new. Thirteen came out today, sixteen yesterday, and ninety-two last week. . . .

The spirit of reading political tracts, they say, spread into the provinces, so that all the presses of France are equally employed. Nineteen out of twenty of these productions are in favor of liberty, and commonly violent against the clergy and nobility; . . . but enquiring for such as had appeared on the other side of the question, to my astonishment I find that there are but two or three that have merit enough to be known. Is it not [surprising], that while the press teems with the most leveling and seditious principles, that if put in execution would overturn the monarchy, nothing in reply appears, and not the least step is taken by the court to restrain these publications?”

Arthur Young, English writer, account of travels in France, published 1792

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14. Young's account provides potential information about the origins of the French Revolution. A historian wishing to evaluate the usefulness of his account would likely be interested in all the following questions EXCEPT:
- (A) What was the typical amount of labor required to run a printing press?
 - (B) What was the typical number of copies printed per pamphlet?
 - (C) What was the literacy rate in France on the eve of the Revolution?
 - (D) What was the typical retail price of a pamphlet, relative to average wages?
15. Since 1699 all printed materials in France had been subject to the approval of royal censors. Young's account most likely implies that
- (A) producers of pamphlets were reluctant to discuss the activities of censors, for fear of having their shops closed down
 - (B) coming from Britain, with its free press, Young was unfamiliar with the concept of state censorship of books
 - (C) by 1789 the system of royal censorship in France had largely ceased to function as originally intended
 - (D) because of the large number of titles involved, political pamphlets were not subject to the same laws and regulations regarding censorship as books
16. In addition to the political pamphlets described in the passage, which of the following did the most to turn public opinion against the Old Regime?
- (A) French physiocrats' critique of mercantilism
 - (B) Adam Smith's *Wealth of Nations*
 - (C) Discussions in French salons and coffeehouses
 - (D) The paintings of Jacques-Louis David



GO ON TO THE NEXT PAGE.

Questions 17 and 18 refer to the painting below.

Isidore Pils, French painter, *Rouget de Lisle Singing “La Marseillaise,”* 1849



Snark / Art Resource, NY

The painting portrays Claude-Joseph Rouget de Lisle, a composer, offering the first performance, in 1792, of his patriotic song “La Marseillaise,” which became the French national anthem.

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17. The painting most strongly suggests a link between nationalism and which of the following?

- (A) Anarchism
- (B) Conservatism
- (C) Neoclassicism
- (D) Romanticism

18. Pils' choice of subject matter and his treatment of it were probably most strongly influenced by which of the following contemporary developments?

- (A) The publication of Marxist theory on the causes and course of future revolutions
- (B) The outbreak of revolution in France in the previous year
- (C) The ongoing economic crisis in Europe known as the "Hungry '40s"
- (D) The institution of a more representative form of government in Great Britain as a result of the Reform Bills

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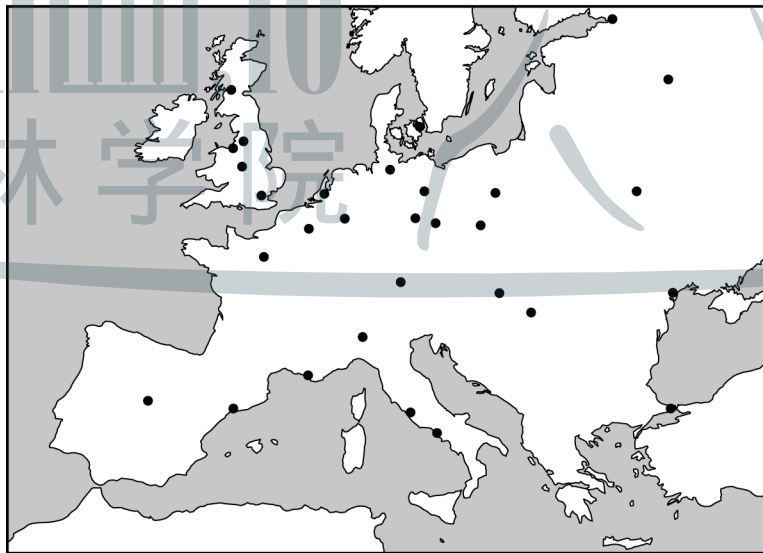
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Questions 19 - 21 refer to the maps below.

EUROPEAN CITIES WITH MORE THAN 500,000 INHABITANTS, 1850



EUROPEAN CITIES WITH MORE THAN 500,000 INHABITANTS, 1910



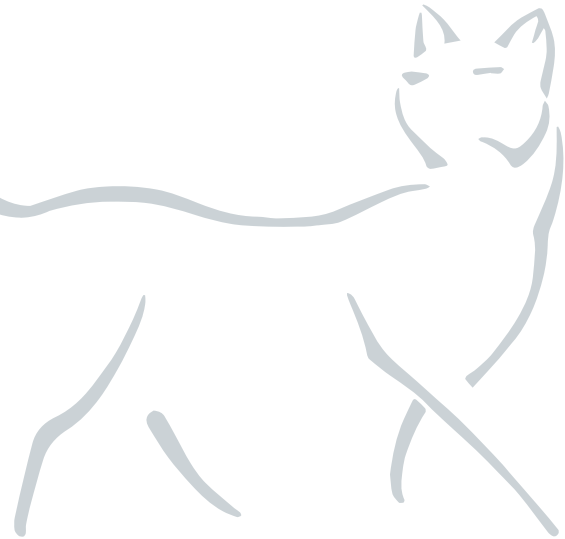
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19. Which of the following contributed most to the overall trend represented on the maps?
- (A) The increased immigration to Europe from colonial territories
 - (B) The relative peacefulness of international relations within Europe
 - (C) The unification of major European ethnic groups into nation-states
 - (D) The development of industrialized economies
20. The trend represented on the maps led most European governments in the period to adopt policies to
- (A) subsidize agriculture in an attempt to limit migration to the cities
 - (B) place additional restrictions on the political rights of urban residents
 - (C) establish police forces and enact public health measures
 - (D) encourage emigration to overseas colonies to ease overcrowding within Europe
21. The disparity on the 1910 map between the eastern region of Europe and the western and central regions was primarily the result of which of the following?
- (A) Differences in the frequency and scale of military conflicts
 - (B) Differences in the degree of political centralization
 - (C) Differences in the numbers of emigrants
 - (D) Differences in landholding patterns and agricultural practices

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Questions 22 - 24 refer to the song below.

“Father Stalin, look at this
Collective farming is just bliss
The hut’s in ruins, the barn’s all sagged
All the horses broken nags
And on the hut a hammer and sickle
And in the hut death and famine
No cows left, no pigs at all
Just your picture on the wall
Daddy and mommy are in the kolkhoz*
The poor child cries as alone he goes
There’s no bread and there’s no fat
The Party’s ended all of that
The Party man he beats and stamps
And sends us to Siberian camps.”

*collective farm

Ukrainian underground protest song, 1930s

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22. The famine described in the song was a consequence of which of the following?
- (A) The civil war between the Bolsheviks and their opponents
 - (B) The drive to modernize the Soviet economy
 - (C) The implementation of the New Economic Policy
 - (D) The onset of the Great Depression
23. The Soviet government's agricultural policies referred to in the song directly resulted in which of the following?
- (A) The embrace of free-market reforms
 - (B) The campaign to liquidate the kulaks
 - (C) The rise of authoritarian dictatorships in eastern Europe and Spain in the 1930s
 - (D) The strengthening of right-wing parties in western Europe
24. Sending people to Siberian camps was part of which of the following?
- (A) The collapse of the Russian government at the end of the First World War
 - (B) Large-scale emigration as a result of the First World War
 - (C) Stalin's efforts to purge political rivals
 - (D) Colonization of land to increase fur and timber production

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GO ON TO THE NEXT PAGE.

Questions 25 - 27 refer to the following passage.

“We see our people threatened by a mortal danger. The danger is that of a new religion. The church knows that it will have to account before God if the German people, unwarned, should turn away from Christ.

The first commandment reads: I am the Lord Thy God. Thou shalt have no other gods before me. The new religion is a rebellion against the first commandment:

- In it, the racial and folkish ideology becomes a myth. In it, blood and race, nationality, national honor, and the nation’s freedom of action become idols.
- The faith in an ‘eternal Germany’ demanded by this religion replaces the faith in the eternal kingdom of our Lord and Savior Jesus Christ.
- This false faith creates its gods in man’s image and essence. Such idolatry has nothing in common with positive Christianity. It is the expression of the Anti-Christ. . . .
- The church must not bow to the new religion’s claim that the state can bind the individual’s conscience. . . . [Jesus Christ] alone can bind and loosen a man’s conscience.
- Therefore the church must not allow itself to be pushed from the public sphere into some quiet corner of private piety, where, self-satisfied, it would betray its mission.”

Declaration of a group of German Protestant pastors, Berlin, 1935

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25. Based on the passage and the context in which it was created, it can be inferred that German authorities likely viewed the group of pastors who made the declaration as
- (A) a politically useful group that could further the Nazification of the German religious establishment
 - (B) a tradition-based group whose members would be a receptive audience to Nazism's political and social ideas
 - (C) a harmless pacifist group that could safely be left to its own devices
 - (D) a dangerous dissident group whose leaders must be targeted for reprisals and persecution
26. The passage is an example of which of the following regarding twentieth-century Christianity?
- (A) Attempts by Christian churches to formulate responses to the pressing political issues of the period
 - (B) An emphasis on social work and helping those in need in the works of church leaders and theologians
 - (C) Christian leaders' adherence to conservative positions on matters related to gender roles and family life
 - (D) Debates over Christian churches' role in the social and political life of an increasingly multicultural Europe
27. All of the following statements are factually accurate. Which would best explain why appeals such as the one in the passage had a limited effect on German public opinion in the 1930s?
- (A) Nazi ideology was also criticized by some leaders of the Catholic Church.
 - (B) Several other central and eastern European regimes espoused ideological positions similar to those criticized in the appeal.
 - (C) Protestantism was the religion of the majority of the German population.
 - (D) The German economy was in the process of recovering from the Great Depression.



GO ON TO THE NEXT PAGE.

Questions 28 - 30 refer to the image below.

Albrecht Dürer, *Self-Portrait*, 1500



Bridgeman Images

The inscription reads: "I, Albrecht Dürer of Nuremberg painted myself thus, with undying colors, in my twenty-eighth year."

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28. The image is best understood in the context of which of the following developments during the Renaissance?
- (A) The emergence of Mannerist and Baroque artistic styles
 - (B) The development of cultural expressions that reflected nationalist values
 - (C) The revival of Greek and Roman classical styles
 - (D) The growth of individualist humanism in artistic expression
29. Based upon the image and its historical context, which of the following groups would have been most likely to commission paintings similar to Dürer's *Self-Portrait*?
- (A) Commercial elites who sponsored art that emphasized everyday life and naturalist style
 - (B) Religious authorities who wished to emphasize the emotional aspects of Christian faith
 - (C) Government officials who sought to be portrayed as figures from classical mythology
 - (D) Protestant religious dissidents who favored art that broke with traditional Catholic motifs
30. By the late nineteenth century, artists' self-portraits would increasingly emphasize which of the following?
- (A) Realist themes, which drew the audience's attention to the suffering of the working class
 - (B) Exotic themes, which reflected Europe's increased interaction with foreign cultures
 - (C) Positivist themes, which emphasized the improvement and perfectibility of humankind
 - (D) Subjective themes, which emphasized the portrayal of the artist's inner emotional state



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Questions 31 - 34 refer to the following list of demands made by the rebel leaders of the War of the Communities of Castile, a joint commoner-noble revolt against the heavy taxes imposed in Spain by Holy Roman Emperor Charles V in 1520.

“Officials: When a Cortes [the traditional advisory council of Castile] must be called, each district shall choose two officials to go to the Cortes, one from the nobility and one from the commoners . . . and each bishopric shall choose one cleric to go to the Cortes, and the knights shall choose two knights, and the [religious] orders shall choose two members of the orders, one Franciscan and one Dominican; and without all of these [representatives] there can be no Cortes.

Justice: The king shall not be able to name a corregidor [district judge] in any place; instead, each city and town shall on the first day of the year nominate three nobles and three commoners, and the king or his governor shall choose one noble and one commoner [from among these nominees]; these two shall then be civil and criminal judges for three years.

Money: The king shall not be allowed to take any coins out of the kingdom, nor gold or silver dust, and no coin can circulate or have value in Castile if it was not minted in the kingdom.

War: Whenever the king wishes to make war he shall summon a Cortes, and inform its members . . . explaining the reasons for the war, so that they can see whether it is just or capricious. Without their consent the king cannot fight any war.”

31. In which of the following European powers in the early modern period was a consultative body similar to the Castilian Cortes most firmly entrenched?

- (A) France
- (B) The Holy Roman Empire
- (C) England
- (D) The Ottoman Empire

32. All of the following statements are factually accurate. Which would best explain the rebels’ demands in the passage concerning money?

- (A) The massive inflow of silver from the Americas to Spain did not start until the second half of the sixteenth century.
- (B) A significant number of economic transactions in sixteenth-century Castile were still in the form of barter or exchanges in kind.
- (C) Charles’s election as Holy Roman Emperor in 1519 involved him in many expensive commitments outside Spain.
- (D) Charles’s economic policies in Castile were consistent with the principles of mercantilism.

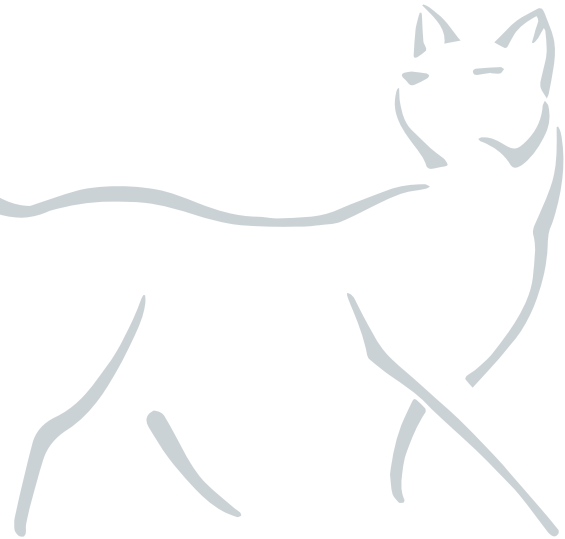


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33. The rebel leaders' insistence on the importance of the Cortes best exemplifies which of the following processes in early modern Europe?
- (A) Attempts by corporate groups to use existing institutions of shared governance to resist royal encroachment
 - (B) Attempts by commercial and professional groups to obtain political power commensurate with their economic and social standing
 - (C) Attempts by the peasantry to maintain access to common lands and other resources threatened by privatization by members of the nobility
 - (D) Attempts by members of the landed aristocracy to reverse the trend toward greater use of professional or mercenary armies

34. Based on the rebels' demands, it can be concluded that Charles V sought to implement in Castile policies characteristic of
- (A) constitutional monarchs
 - (B) Enlightened monarchs
 - (C) New monarchs
 - (D) elective monarchs

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Questions 35 - 37 refer to the tables below.

LITERACY AMONG DEFENDANTS IN SPANISH INQUISITION TRIALS, 1540–1600

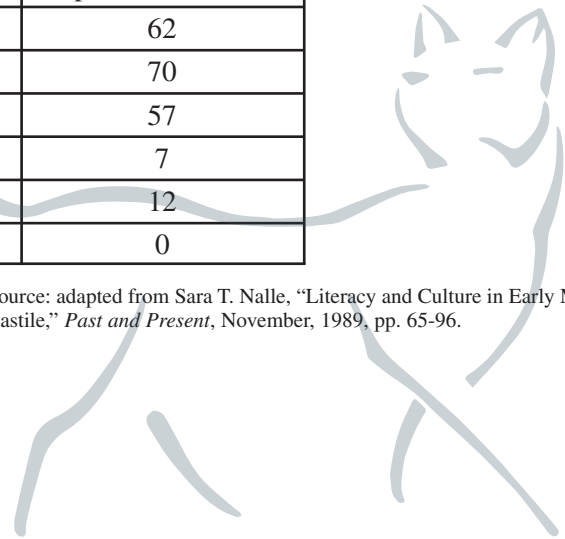
	Diocese of Cuenca	Archdiocese of Toledo
	percent literate	percent literate
<i>Males</i>	35	57
Urban	41	70
Rural	34	52
<i>Females</i>	8	4
Urban	5	7
Rural	8	2

LITERACY AMONG DEFENDANTS IN SPANISH INQUISITION TRIALS, 1601–1661

	Diocese of Cuenca	Archdiocese of Toledo
	percent literate	percent literate
<i>Males</i>	52	62
Urban	66	70
Rural	50	57
<i>Females</i>	28	7
Urban	57	12
Rural	21	0

Source: adapted from Sara T. Nalle, "Literacy and Culture in Early Modern Castile," *Past and Present*, November, 1989, pp. 65-96.

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35. Which of the following best accounts for the changes indicated in the tables between the literacy rates of the sixteenth century and those of the seventeenth century?
- (A) The revival of Classical humanist texts during the Renaissance
 - (B) Jesuit efforts to encourage the reading of the Bible
 - (C) The development of mandatory public education systems
 - (D) The development and spread of cheap printed educational materials, such as books for learning to read
36. Which of the following best accounts for the consistent difference between the male and the female literacy rates recorded in the tables?
- (A) The growth of monastic orders for women during the Catholic Reformation, such as the Ursulines
 - (B) The expectation that women would engage in different social and economic activities than men
 - (C) The weakening of traditional Catholic institutions as a result of the Protestant Reformation
 - (D) The practice of delaying marriage and postponing having children to improve economic prospects
37. A historian might use data such as those in the table to attempt to determine actual literacy rates in Spain in the period 1500–1700. All of the following statements are factually accurate. Which would LEAST limit the value of the data in the tables as a means of determining literacy rates?
- (A) The data in the tables cover a period of about 120 years (1540–1661).
 - (B) The defendants in cases brought by the Spanish Inquisition were not a representative sample of the Spanish population at the time.
 - (C) The compilers of the data in the table defined literacy as the ability to sign one's name to a document.
 - (D) The percentages in the tables were based on a very small number of cases.



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Questions 38 - 40 refer to the image below.

“The Making of Needles,” from the *Encyclopedia, or a Systematic Dictionary of the Sciences, Arts, and Crafts*, published in France between 1751 and 1772



Universal History Archive/UG / Bridgeman Images

Caption states: “Needles: Cutting from steel wire (fig. 1), flattening end (fig. 4), stamping eye (fig. 2), punching eye (fig. 3), filing eye and pointing end (fig. 7), polishing (fig. 8). Specific monotonous task. Process virtually unchanged for 200 years.”

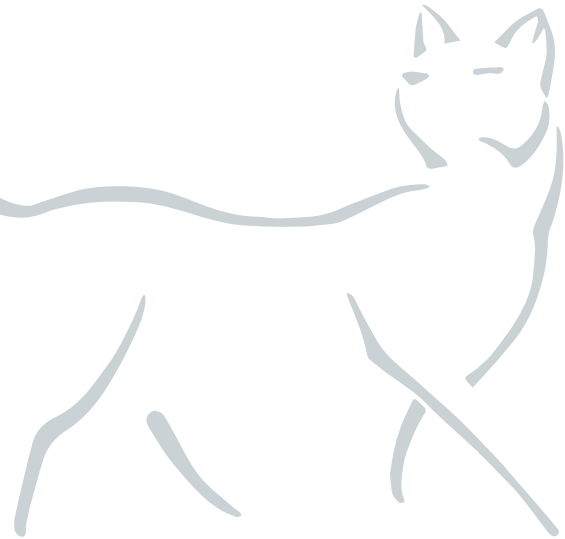
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38. The system portrayed in the image best represents which of the following processes?
- (A) The expansion of capitalist investment in joint-stock companies
 - (B) The continuation of small-scale systems of production
 - (C) The development of mercantilist trade practices
 - (D) The periodic business downturns in industrial economies
39. Which of the following would most directly transform the production method depicted in the image?
- (A) The abolition of traditional guild restrictions
 - (B) The implementation of laissez-faire trade policies
 - (C) The development of mercantilist economic theories
 - (D) The mechanization of manufacturing
40. Which of the following was the likely purpose of the publication the image appeared in?
- (A) To advocate for socialist revolution
 - (B) To encourage French nationalism
 - (C) To spread Enlightenment principles
 - (D) To appeal to new consumer markets

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Questions 41 - 43 refer to the passages below.

Source 1

“It is said that people have no more reason to fear forestalling, engrossing, and regrating* than they have to fear witchcraft. It is easy for a man to write a treatise in his closet; but if he would go to the distance of 200 miles from London and observe people at every avenue of a country town buying up butter, cheese, and all the necessaries of life they can lay hold of in order to prevent them from coming to market (which has happened to my knowledge), he would find that this is something more real and substantial than the crime of witchcraft. The country suffers most grievously by it.”

*Crimes relating to price manipulation and hoarding under English Common Law

Lord Kenyon, Lord Chief Justice of England, in the court case of *The King v. Waddington*, 1800

Source 2

“The market settles, and alone can settle, that price. Market is the meeting and conference of the consumer and producer, when they mutually discover each others’ wants. Nobody, I believe, has observed with any reflection what market is, without being astonished at the truth, the correctness, the civility, the general equity with which the balance of wants is settled. They who wish the destruction of that balance, and would, by arbitrary regulations, decree, that insufficient production should not be compensated by increased price, directly lay their axe to the root of production itself.”

Edward Law, attorney, in the court case of *The King v. Waddington*, 1800

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41. A historian could best use Lord Kenyon's attitude toward witchcraft in Source 1 as evidence of which of the following?
- (A) The embrace of folk beliefs by elites
 - (B) The spread of Enlightenment thought
 - (C) The increasing involvement of women in commercial activities
 - (D) The ongoing social and religious tensions in England as a result of the Reformation
42. The ideas expressed in the passages above formed part of a debate about the merits of which of the following?
- (A) Mercantilism
 - (B) Socialism
 - (C) Laissez-faire liberalism
 - (D) Absolutism
43. During the late nineteenth century governments in western Europe most directly responded to the issue addressed in the passages in which of the following ways?
- (A) Abolishing traditional restrictions on labor
 - (B) Attempting to manage business cycles through taxation and regulation
 - (C) Nationalizing agricultural land and heavy industry
 - (D) Expanding colonies in Africa

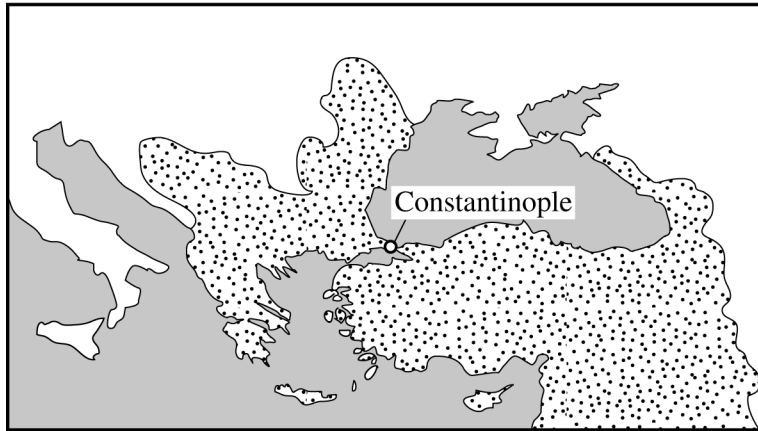
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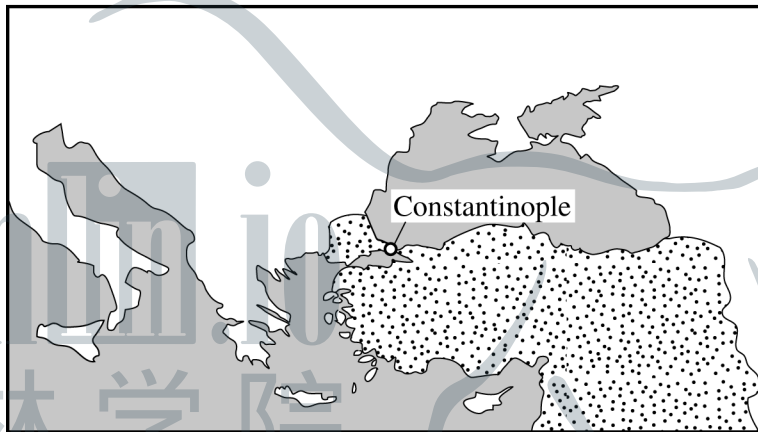
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Questions 44 - 46 refer to the following maps.

OTTOMAN EMPIRE, 1815



OTTOMAN EMPIRE, 1914



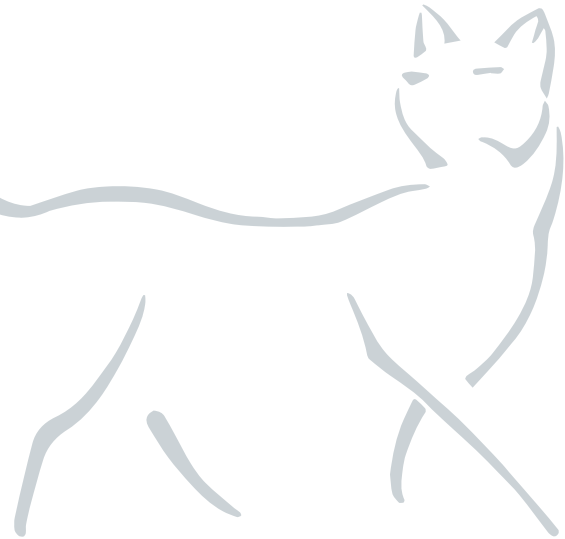
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44. Which of the following was the most significant factor that contributed to the changes to Ottoman territory shown on the maps?
- (A) Western European efforts to halt the spread of Islam in Europe
 - (B) The spread of nationalism in the Balkans
 - (C) The economic and social disruptions caused by the industrialization of the Ottoman Empire
 - (D) The defeat of Napoleon by a coalition of conservative monarchies
45. The changes shown on the maps contributed most directly to
- (A) the destabilization of the European balance of power
 - (B) the dissolution of Austria-Hungary
 - (C) the modernization of the Russian Empire
 - (D) the greater integration of Eastern Europe into the global trade system
46. In the period 1815–1914, which of the following regions of Europe experienced political developments that most strongly contrasted with those shown on the maps?
- (A) Spain
 - (B) The British Isles
 - (C) France
 - (D) The Italian Peninsula

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Questions 47 - 49 refer to the passage below.

“Experience has no value for the arrogant man; faith is nothing to him. He substitutes for faith a pretended individual conviction, and he dispenses with all inquiry and study. For inquiry and study appear too trivial to a mind that believes itself strong enough to embrace at one glance all questions and all facts. Laws have no value for him, because he has not made them. Besides, he thinks it would be beneath a man like him to recognize the rules established by earlier generations that he considers rude and ignorant. Instead, he believes that power resides in himself alone.”

Klemens von Metternich, letter to Tsar Alexander I, 1820

47. Which of the following is Metternich most strongly critiquing in his letter to the tsar?
- (A) Utilitarianism
 - (B) Utopian socialism
 - (C) Mercantilism
 - (D) Skepticism
48. Based on the letter and its context, Metternich most clearly supported which of the following principles?
- (A) The maintenance of traditional social structures and values
 - (B) The right to national self-determination
 - (C) The application of scientific laws to society
 - (D) The redistribution of resources and wealth
49. Metternich likely expressed these sentiments in a letter to the tsar because of
- (A) Russia’s close cooperation with Austria against the Ottoman Empire
 - (B) Russia’s strong support for the Concert of Europe after the Congress of Vienna
 - (C) Russia’s support for Slavic independence movements in the Balkans
 - (D) Russia’s expansionist aims in Central and East Asia

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Questions 50 - 52 refer to the image below.

Photo of a unit of the *Mocidade Portuguesa Feminina* (Portuguese Women's Youth Organization) in front of a monument to Henry the Navigator, Lisbon, late 1930s.



Z1 Collection / Alamy

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50. The image most clearly represents which of the following trends of the interwar period?
- (A) Growing communist sympathy in western Europe
 - (B) Increased United States influence on European affairs
 - (C) Growing discontent with colonial European rule
 - (D) Increased nationalism reinforced through militarism
51. The ideology represented in the image had which of the following effects on neighboring Spain?
- (A) Spanish industrialization lagged behind that of the rest of western Europe.
 - (B) Spain lost its remaining colonies in the Americas.
 - (C) Germany and Italy intervened in the Spanish Civil War.
 - (D) Spain joined the NATO alliance after the Second World War.
52. The organization in the image is best understood as a continuation of which of the following?
- (A) The emergence of second-wave feminism
 - (B) The political and military mobilization of women during the First World War
 - (C) The success of the women's suffrage movement
 - (D) The growth of new concepts of marriage and motherhood

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Questions 53 - 55 refer to the passage below.

“Unfortunately, Americans focus more on Soviet military hardware than on [Soviets’] limited political prestige. That is responsible for your overestimation of Soviet power, as if power in history is the same as force of arms! What myopia and short-sightedness. There is more power in rock music, videos, blue jeans, fast food, news networks and TV satellites than in the entire Red Army.”

Régis Debray, leftist French philosopher, 1986

53. Which of the following events of the 1980s or 1990s best supported Debray’s assessment of the relative importance of cultural capital versus military power?
- (A) Soviet leader Mikhail Gorbachev’s policy of *glasnost*
 - (B) The Soviet defeat in Afghanistan
 - (C) The Communist crackdown on the Polish Solidarity labor movement
 - (D) The outbreak of ethnic violence in Yugoslavia
54. The cultural trends referenced by Debray were mostly a result of which of the following?
- (A) The breakdown of economic and cultural barriers as a result of the formation of the European Economic Community
 - (B) The increasing influence of American popular culture in Europe after the Second World War
 - (C) The growing influence of French existentialist and postmodernist philosophers on Western European culture
 - (D) The propaganda spread by the Soviet bloc to undermine European democracies
55. All of the following statements about Debray are factually accurate. Which one would be most useful in evaluating his perspective in the passage?
- (A) He participated in a guerrilla movement alongside Che Guevara, the Marxist revolutionary, in Bolivia during the 1960s.
 - (B) He founded an academic discipline dedicated to the scientific study of the spread of ideas through mass media.
 - (C) He became more politically moderate and concerned with religious affairs later in life.
 - (D) He supported the 2003 law prohibiting the wearing of Muslim head scarves in French schools.



GO ON TO THE NEXT PAGE.

END OF PART A
IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON PART A.
DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.

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EUROPEAN HISTORY

SECTION I, Part B

Time—40 minutes

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

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

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

“[When] the middle class, instead of struggling for change, struggles to preserve the *status quo* . . . a new species of dictator emerges—the ‘crisis man’—whose primary economic function is not the freeing of business enterprise from the restraints of aristocracy, as in the past, but the suppression of the revolutionary power of labor in a period of crisis. Thereafter, the crisis-man, whose prototype is Napoleon I, looms up whenever the established order . . . is seriously threatened from the left. . . . At a time of crisis the capitalistic business man accepts the dictatorship of the Napoleon to preserve his capital and title to property, even at the partial sacrifice of his freedom.”

Albert Carr, *Juggernaut: The Path of Dictatorship*, 1939

1. a) Describe how one specific piece of evidence supports Carr’s interpretation of the nature of Napoleon’s rule.
b) Describe how one specific piece of evidence undermines Carr’s interpretation of the nature of Napoleon’s rule.
c) Explain how one feature of the political context of the interwar period in which Carr was writing influenced his interpretation of Napoleon’s rule.

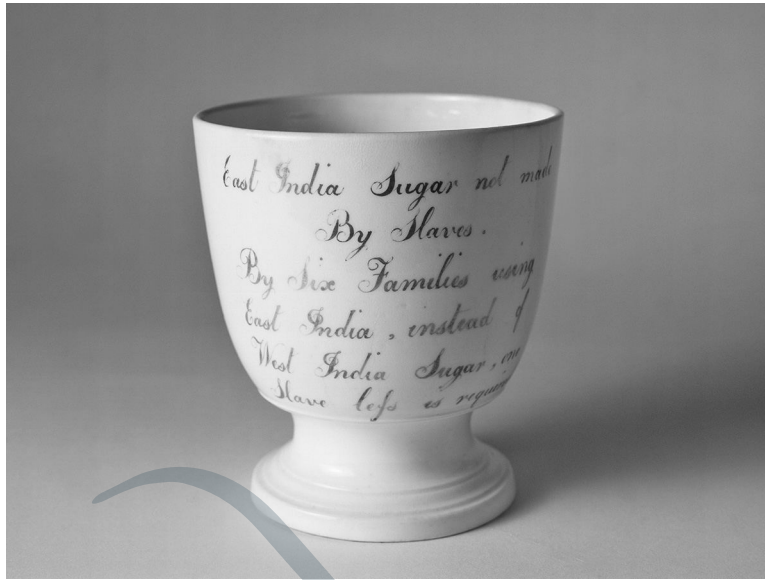
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GO ON TO THE NEXT PAGE.

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

Sugar Bowl, Great Britain, 1820s



© Museum of London, UK / Bridgeman Images

The inscription reads as follows: "East India Sugar not made by slaves. By Six Families using East India [Indian Ocean], instead of West India [Caribbean] Sugar, one slave less is required."

2. a) Describe ONE effect of the idea expressed in the inscription on the sugar bowl.
- b) Explain ONE way in which the inscription reflects changes in European overseas empires and trade in the nineteenth century.
- c) Explain ONE way in which the sugar bowl reflects continuities in European consumer habits during the eighteenth and nineteenth centuries.

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GO ON TO THE NEXT PAGE.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

Answer all parts of the question that follows.

3. a) Describe one reason for the growth of a commercial economy in Europe during the period 1450-1600.
- b) Explain one effect of the growth of a commercial economy on politics in Europe during the period 1450-1600.
- c) Explain one effect of the growth of a commercial economy on social structures in Europe during the period 1450-1600.

Answer all parts of the question that follows.

4. a) Describe one reason for the expansion of women's rights in twentieth-century Europe.
- b) Explain one effect of the expansion of women's rights on politics in twentieth-century Europe.
- c) Explain one effect of the expansion of women's rights on social structures in twentieth-century Europe.

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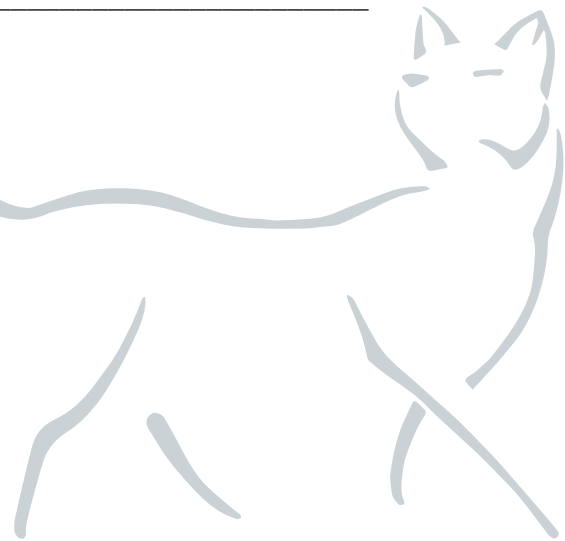
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END OF SECTION I
IF YOU FINISH BEFORE TIME IS CALLED,
YOU MAY CHECK YOUR WORK ON THIS SECTION.
DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

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Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box.



End of response area for Q2

Important: After you have completed your response to either Question 3 or Question 4, completely fill in the circle that corresponds to the question you answered.

Question 3

Question 4

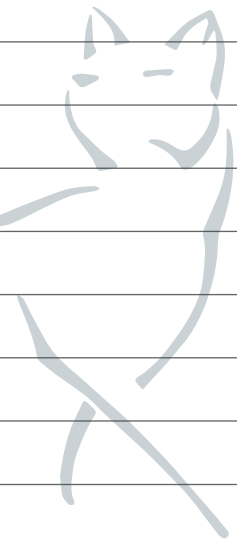


Write your answer to SHORT-ANSWER QUESTION 3 or 4 on this page only. Do NOT write outside the box.

Q3

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Q4



End of response area for Question 3 or Question 4

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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 and 40 minutes

Number of Questions

2

Percent of Total Score

40%

Writing Instrument

Pen with black or dark blue ink

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

1 hour

Reading Period

15 minutes. Use this time to read Question 1 and to plan your answer. You may begin writing your response before the reading period is over.

Suggested Writing Time

45 minutes

Percent of Total Score

25%

Question 2, 3, or 4: Choose One Question

Answer Question 2, Question 3, or Question 4

Suggested Writing Time

40 minutes

Percent of Total Score

15%

IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name

First letter of your first name

2. Date of birth

Month Day Year

3. Six-digit school code

4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.

No, I do not grant the College Board these rights.

Instructions

The questions for Section II are printed in this booklet. You may use the pages on which the questions and documents are printed to organize your answers and for scratch work, but you must write your answers on the lined pages provided after the questions. No credit will be given for any work written on the pages on which the questions and documents are printed.

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 (DBQ). If you have time, you may also read Questions 2, 3, and 4. You may begin writing your responses before the reading period is over.

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

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

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EUROPEAN HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

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

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

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

In your response you should do the following.

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



GO ON TO THE NEXT PAGE.

1. Evaluate whether or not the term “absolute monarchy” accurately describes Louis XIV’s rule.

Document 1

Source: Charles-François Poerson, portrait of Louis XIV (1654) sitting on the throne of the supreme Roman god Jupiter. The painting commemorated the king’s defeat of the Fronde, a rebellion of nobles (1648–1653), and was displayed at the palace complex of Versailles.



Erich Lessing / Art Resource, NY

Translation of the Latin inscription on the plaque below the painting: “Jupiter, applauding Louis, ceases his thundering and now the world sees that a new Jupiter has arrived.”



GO ON TO THE NEXT PAGE.

Document 2

Source: Louis XIV, *Memoirs for the Instruction of the Dauphin* [eldest son and heir of the king], describing the year 1662

It was then that I adopted the emblem that I have retained ever since and that you see everywhere. I believed that rather than dwelling on something private and minor, it should in some way portray the duties of a prince and always inspire me to fulfill them. Chosen as a symbol was the sun, which . . . is the noblest of all, by virtue of its uniqueness, by the brilliance that surrounds it, by the light that it imparts to the other heavenly bodies that seem to pay it court, by its equal and just distribution of this same light to all the various parts of the world, by the good that it does everywhere, constantly producing life, joy, and activity everywhere, by its perpetual yet always imperceptible movement, by never departing or deviating from its steady and invariable course.

Document 3

Source: Claude Bouchu, *intendant*,* report to Jean-Baptiste Colbert, finance minister, 1669

You will find enclosed my report and recommendation concerning the establishment of a general hospital in Dijon [a city in the Burgundy region of eastern France], which, although it is urgently necessary, will never be possible unless you give it your special protection because of the opposition of the *Parlement*** of Burgundy, which opposes on every possible occasion all the good one would like to accomplish. They are so totally carried away with their sovereignty that they believe they alone can initiate action and that the orders coming from the royal council are usurpations, although I've done what I could to disabuse them of this idea; and thanks to your aid and protection I've established many good procedures and fully reestablished the authority of the king against all those who do not acknowledge it. But I can assure you that I have not yet been able to suppress their desire for their former grandeur, and they do not fail to say frequently that they are waiting for better times.

* royal official appointed to enforce the king's policies in a particular region

** the highest law court for the province of Burgundy; its magistrates owned their offices and were neither appointed by nor removable by the king



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Document 4

Source: Declaration of the Assembly of the Clergy of France,* 1682

Saint Peter and his successors, the vicars of Jesus Christ [the popes], and the entire church have received their power from God only in spiritual matters that concern salvation, but not in temporal and civil matters. . . . We declare as a result that kings and sovereigns are not subjected by the order of God to any ecclesiastical authority in temporal matters; that kings cannot be deposed either directly or indirectly by authority of the head of the church; that kings' subjects cannot be released from their duty of submission and obedience or absolved from their oath of fidelity; and that this doctrine, necessary for the public peace and equally advantageous for the church and for the state, must be inviolably followed because it is in conformity with the Word of God, with the tradition of the Holy Fathers, and with the examples of the saints.

* An assembly called by Louis XIV in response to a dispute between the king and the pope concerning the king's appointment of bishops

Document 5

Source: Pierre Arnoul, *intendant* in the coastal city of La Rochelle, report to a government minister regarding efforts to convert French Protestants to Catholicism following the revocation of the Edict of Nantes, 1685

On this task I will employ all possible energy, care and perseverance. I do not dare to promise you success, but I hope to achieve much by the grace of God. . . . I will immediately go from town to town, village to village with a group of missionaries. . . . But those who have converted begin now to do their [new religious] duties outwardly, yet in their hearts nearly all still follow their previous faith [Protestantism]. . . . And just as general medicines do not have nearly as much effect as those which are created to work on specific temperaments, in the same way it seems to me that we need particular remedies for each place. I understand, my lord, your instructions concerning those who might intend to depart for foreign lands and that the intention of the king is that I arrest those whom I know to be taking measures to leave. I am doing what I can to find some way to impede merchants and others who wish to leave from selling their properties, but trade is something so delicate that I have not found any way to do so that is not dangerous. In this region, it is only merchants who have this intention and thus I find myself frustrated. It is apparent that many have remitted all their funds to the Netherlands, and I have no way to stop them because I cannot interrupt the flow of letters of credit and if I threw anyone into prison for [sending their funds abroad] I would run the risk of causing bankruptcies.

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Document 6

Source: François Fénelon, French nobleman, archbishop, and tutor to Louis XIV's grandson, letter to Louis XIV, circulated at the royal court circa 1694

You, Sire, who could gain such lasting and peaceful glory by being a father of your subjects and an arbiter to your neighbors, have become the common enemy of your neighbors and a hard taskmaster within your kingdom. . . . Your peoples, however, whom you ought to love as your children . . . are starving to death. Agriculture is all but abandoned; the towns and the countryside are being depopulated, all trades languish and no longer feed the workers. . . . The whole of France is no more than one great hospital, desolate and unprovided for.

If a king had a father's heart for his people, would he not glory in providing bread for them, rather than in keeping a few frontier towns which lead to more war? . . . Furthermore, while the people lack bread, you yourself lack money, and you refuse to see the extremity to which you are reduced.

[But] God will one day lift the veil that covers your eyes. He has long since held his arm raised above you, but he is slow to strike because he feels pity for a prince who all his life has been surrounded by flatterers. . . . But he will bring you low in order to convert you, for you will become a Christian only through humiliation.

Document 7

Source: Anonymous parody of the Lord's Prayer, a traditional Christian prayer, that circulated in France during the War of the Spanish Succession (1701–1714), late in Louis XIV's reign

Our Father at Versailles,
Your name is no longer hallowed.
Your kingdom is a shambles.
Your will is no longer done.
Give us the bread that we lack.
May our enemies forgive our blunders.
Save us from Chamillart* and La Maintenon.**

* finance minister and war minister in the later part of Louis XIV's reign

** second wife of Louis XIV

END OF DOCUMENTS FOR QUESTION 1



GO ON TO THE NEXT PAGE.

Question 2, 3, or 4 (Long Essay)
Suggested writing time: 40 minutes

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

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the extent to which the Protestant and Catholic Reformations changed Europeans' relationship with religious authority.

3. Evaluate the extent to which technological developments in the period from 1750 to 1850 altered the working lives of individual Europeans.

4. Evaluate the extent to which European ideas concerning race changed in the period 1850 to 2000.



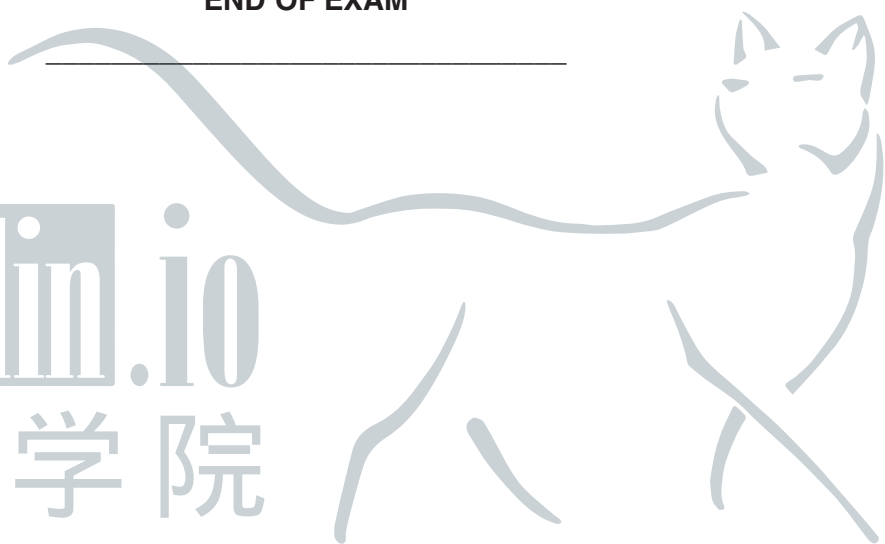
✓ YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

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STOP

END OF EXAM

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Notes on the Practice Exam

Introduction

This section provides a description of how the questions in the AP Practice Exam correspond to the components of the course framework included in the *AP European History Course and Exam Description*. For each of the questions in the AP Practice Exam, the key concepts, learning objectives, and primary practice or skill from the course framework are indicated.

In addition, the multiple-choice and free-response questions include the following features:

- For multiple-choice questions, the correct response is indicated with a justification for why it is correct. There are additional explanations that address why the other responses are incorrect.
- Free-response questions include scoring guidelines that explain how students can use knowledge learned in the AP European History course to answer the questions.

The AP European History Exam is 3 hours and 15 minutes long and includes both a 1 hour, 35 minute multiple-choice and short-answer section (Section I) and a 1 hour, 40 minute free-response section (Section II). Each section is divided into two parts, as shown in the table on the following page. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

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Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	3 questions	40 minutes	20%
		<ul style="list-style-type: none"> • Required Question 1: 1600–2001 • Required Question 2: 1600–2001 • Choose between <ul style="list-style-type: none"> • Question 3: periods 1–2 OR • Question 4: periods 3–4 		
II	Part A: Document-based question	1 question: topics from 1600–2001	60 minutes (includes 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: <ul style="list-style-type: none"> • period 1 • periods 2–3 • periods 3–4 	40 minutes	15%

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Students will not be able to move on to Part B of Section I until the 55 minutes of Part A are completed and their responses to the multiple-choice questions are collected. Time management is especially critical with regard to Section II, which consists of two essay questions. Students are given a 15-minute reading period and recommended time of 45 minutes of writing time for the document-based question and 40 minutes for the long essay question, but students are not forced to move from the document-based question to the long essay question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.



Multiple-Choice Questions

Section I, Part A of the AP Exam consists of 55 multiple-choice questions that are organized into sets of between two to five questions each. The questions in each set ask students to respond to a primary or secondary source, such as written texts, images, charts, graphs, or maps, reflecting the types of material that historians use in studying the past. Multiple-choice questions assess students' ability to reason about this source material in tandem with their knowledge of content required by the course. The possible answers for a multiple-choice question reflect the level of detail present in the required historical developments found in the concept outline for the course. While a set may focus on one particular period of European history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Course Framework Alignment and Rationales

Question 1

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.	1.2.II
(A)	This option is correct. Vasari's painting depicts a key episode of the French religious wars, in which the Catholic Valois monarchy attempted to eliminate noble Huguenot (Protestant) rivals. This event sharpened religious divisions and fomented further opposition to the French monarchy.	
(B)	This option is incorrect. Though Louis XIII and Louis XIV established the foundations for royal absolutism in France, this development only occurred later in the seventeenth century and after the resolution of the French religious wars with the Edict of Nantes (1598).	
(C)	This option is incorrect. Despite its majority Catholic status, France did side with German Protestants in the Thirty Years' War; however, this development took place decades after France's internal religious conflict and was not a result of the state-sanctioned attacks on the Huguenots.	
(D)	This option is incorrect. The Third Estate and its grievances bear little relevance on the scene painted by Vasari, and further, this reference describes a major cause of the French Revolution, the causes of which were not evident until the late eighteenth century.	



Question 2

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.	1.2.III
(A)	This option is incorrect. The Peace of Augsburg (1555) settled the first phase of religious conflict in Germany, wherein Lutheran princes were granted the prerogative to control religion within their territories, a major concession by Holy Roman Emperor Charles V.	
(B)	This option is correct. The Huguenots won legal recognition to practice their faith and protect their towns with the compromise Edict of Nantes (1598), issued by Henry IV, a former Huguenot who converted to the majority Catholic faith to win over public support for his new Bourbon monarchy. These actions ended the French religious wars.	
(C)	This option is incorrect. With the Pragmatic Sanction, the Holy Roman Emperor Charles IV negotiated among Europe's rulers the legal recognition of his daughter Maria Theresa (1740–1780) as legitimate heir to his ancestral Habsburg lands, an issue not relating directly to French politics.	
(D)	This option is incorrect. During the French Revolution, the National Assembly brought the Roman Catholic Church under state control and required clergy to take an oath of loyalty to the Revolution, an event chronologically distant from and not relevant to Vasari's painting.	

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Question 3

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe from 1450 to the present.	1.2.I
(A)	This option is incorrect. No evidence is provided in the scene for the Saint Bartholomew's Day Massacre as a misunderstanding, particularly since no cause is depicted.	
(B)	This option is incorrect. Since the French monarchy was protecting the state religion of Catholicism in the action, the papacy, which commissioned the work, would have been unlikely to portray it in a negative light.	
(C)	This option is correct. Given that the painting was commissioned by the papacy and displayed in the Vatican, it can be inferred that the scene provides a Catholic take on the religious wars. Those killing appear stoic and dutiful (Catholic forces), while the victims (Huguenots) are presented as animalistic and debauched.	
(D)	This option is incorrect. The religious wars of the sixteenth and seventeenth centuries were marked by mob violence, and though our contemporary stance might oppose this, the actions of both Protestants and Catholics in defense of their faith tended to be perceived as justified in their protection of the proper interpretation of Christianity.	

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Question 4

Main Practice/Skill Assessed	Learning Objective	Key Concept
Comparison	OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.	1.2.I
(A)	This option is incorrect. England's Anglican Church broke from Catholicism, and its monarchs, such as Elizabeth I, supported movements of Protestant opposition to the political and religious ambitions of Catholicism. Thus, Anglican clergy would not have supported the massacre of other Protestants.	
(B)	This option is incorrect. During the German Peasants' War, rebels used the new religious ideas of radical Protestant reformers to justify their movement toward greater social and economic equality. Since these peasant rebels were crushed by the state, they would not have supported similar actions depicted in Vasari's painting.	
(C)	This option is correct. Given that the clerics gathered at the Catholic Council of Trent (1545–1563) reinforced traditional doctrine and practice, they would have been most likely to support the actions of their coreligionists in defense of the faith.	
(D)	This option is incorrect. Though Christian humanists like Erasmus remained Catholic, their criticism of Catholic abuses and pleas for tolerance would have precluded the use of violence shown in the scene.	

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Question 5

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	2.4.IV
(A)	This option is incorrect. Many cities faced problems similar to those Tanucci attributes to Naples.	
(B)	This option is incorrect. Tanucci makes no references to policies, mercantilist or otherwise, as a basis for his portrayal of Naples. Since some of the contrasting cities pursued mercantilism, that economic theory could not be the reason for Naples' problems.	
(C)	This option is incorrect. The printing press dates from 1455 (almost three centuries before Tanucci writes), making unlikely the claim that printed materials in the vernacular explain Naples' predicament in 1742.	
(D)	This option is correct. The cities Tanucci casts in a positive light lie along the commercial Atlantic, which accounts for both their wealth and their access to ideas (presumably the Enlightenment). In contrast, Tanucci presents Naples as intellectually backward and socially corrupted.	

Question 6

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	2.4.IV
(A)	This option is correct. Tanucci's complaints about the population of Naples are based on the people's morality, not the size of the population overall.	
(B)	This option is incorrect. It can be inferred that Tanucci believed Naples to be economically backward, but he does not draw this conclusion in relation to northern Italy; further, Tanucci's primary concern revolves around the social and intellectual status of Naples.	
(C)	This option is incorrect. Tanucci disparages the "dregs" of Naples for their lack of morality, and nothing in the passage suggests that he is concerned about Italy or Naples experiencing a Malthusian trap of starvation resulting from overpopulation and having inadequate food supplies.	
(D)	This option is incorrect. Given Tanucci's pessimistic view of Naples' situation and future, the passage does not endorse the Enlightenment notion of human progress.	



Question 7

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	2.4.I
(A)	This option is incorrect. Since cottage industry provided a means for rural families to supplement incomes, it would have allowed marginal families to continue their rural lifestyle without having to move to cities.	
(B)	This option is incorrect. This era did witness the adoption of new financial practices (the Commercial Revolution); however, as Tanucci portrays in the passage, Naples remained on the periphery of these developments, with “dregs” seeking patronage and position, not industry and commerce.	
(C)	This option is incorrect. Guild restrictions did limit the entrance of laborers into skilled positions; however, Tanucci gives no indication that these limits explain the situation of the “dregs” in his satire.	
(D)	This option is correct. Though southern Italy lagged behind western Europe, it also had adopted by the eighteenth century features of commercial agriculture, which improved crop yields. These improvements reduced the need for rural labor and drove smallholders and landless laborers into cities in search of employment.	

Question 8

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.	2.2.II
(A)	This option is incorrect. Though the Dutch gained their formal independence from Spain after the Thirty Years’ War, the Peace of Westphalia, which ended the conflict, awarded them no additional territories.	
(B)	This option is correct. Without substantial natural resources, a strong central government, or a feared military, the Dutch arose as the leading commercial power in the first half of the seventeenth century. The Dutch skillfully deployed new financial and commercial techniques to attain an envied position of prosperity among European nations.	
(C)	This option is incorrect. It is true that William of Orange became co-ruler of England in 1689, but this fact followed Dutch dominance, and, further, it involved the Dutch needlessly in English conflicts.	
(D)	This option is incorrect. During the revolt against Spain (1566–1648), the Dutch attacked Spanish shipping; however, any treasure gained played a minimal role in expanding Dutch commerce overall.	



Question 9

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	2.4.IV
(A)	This option is incorrect. The scene is not rural, nor are any symbols of agriculture on display.	
(B)	This option is incorrect. Though the painting depicts extravagance, the scene does not provide any clear religious affiliation as the cause of the household's moral chaos.	
(C)	This option is incorrect. The painting does not depict France <u>and</u> shows a lack of simplicity in Dutch economic and social life.	
(D)	This option is correct. The scene shows a household flowing with the signs of prosperity; however, the household also demonstrates chaos and moral breakdown (seemingly caused by materialism) in the suggestive pose of the inebriated young woman; in the mistress of the house sleeping, oblivious to the mayhem caused by her children; and in the clerical figures on the right, unsuccessfully attempting to use a (biblical?) text to address the moral breakdown.	

Question 10

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe from 1450 to the present.	1.5.I
(A)	This option is incorrect. Historians have generally regarded the Thirty Years' War as the most violent conflict prior to the world wars of the twentieth century, and Wedgwood does not question that assumption.	
(B)	This option is correct. Wedgwood explicitly states that the Thirty Years' War settled nothing, so if that is the case, the war and the treaty that ended it (Westphalia) could not form a turning point in European history.	
(C)	This option is incorrect. Though it is true that many complex causal factors shaped the onset and course of the Thirty Years' War, Wedgwood's interpretation does not address causal factors <u>per se</u> , but rather the war's impact and significance.	
(D)	This option is incorrect. Wedgwood does question the purpose of the Thirty Years' War, but she does not do so in theological terms.	



Question 11

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	4.2.II
(A)	This option is incorrect. Second-wave feminism developed after the Second World War and would not have affected Wedgwood's original (1938) view; additionally, no mention of feminism or the author's status as a female historian is included in the passage.	
(B)	This option is incorrect. Given the lack of existentialist language in the passage, it is reasonable to exclude this option.	
(C)	This option is correct. Wedgwood published her original edition in 1938, a year defined by appeasement of fascist aggression and one year before the onset of the First World War. It is likely that these fears of yet another war caused by nationalist aggression influenced her perception of the Thirty Years' War.	
(D)	This option is incorrect. Cold War tensions may have affected the revised introduction, written in 1956, but could not have influenced the original introduction, written in 1938, since the Cold War had not yet begun.	

Question 12

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.	4.1.III
(A)	This option is incorrect. It is true that both world wars opened employment opportunities for women; however, this concern does not seem to figure in Wedgwood's assessment of total war in the twentieth century.	
(B)	This option is incorrect. New literary conventions and social values after the Second World War do not figure in the interpretation, which centers on diplomacy and politics.	
(C)	This option is incorrect. The United States emerged as a major European power after the Second World War, but Wedgwood does not address US influence in the passage.	
(D)	This option is correct. Europeans across the political spectrum believed that the Axis powers must be defeated and thus that the Second World War was justified to halt aggression and genocide. These conclusions certainly would have influenced Wedgwood's perspective on war.	



Question 13

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.	1.5.I
(A)	This option is incorrect. The Thirty Years' War did devastate Germany, but this fact would support Wedgwood's original claim that the war was useless, killing many for no good political or diplomatic end.	
(B)	This option is correct. With the Peace of Westphalia, the Habsburgs effectively abandoned the notion of a centralized Christian empire and turned toward territorial ambitions in the east. This result did settle the condition of the Holy Roman Empire and the issue of political sovereignty over religion, in contradiction to Wedgwood's original claim.	
(C)	This option is incorrect. It is true that Westphalia confirmed the Peace of Augsburg (with the addition of Calvinism), a reality that would support Wedgwood's original assertion that the war need not be fought, since it only confirmed the situation in Germany prior to its onset.	
(D)	This option is incorrect. England's unique political conflict between Parliament and the Stuart monarchy affected the course of the Thirty Years' War minimally, and Charles II's restoration (1660) occurred after the war had already concluded.	

Question 14

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	IS-1 Explain the role of technology in forming and transforming European society.	2.3.II
(A)	This option is correct. Young's account addresses the range of public opinion aimed against the French monarchy and the Old Regime. The labor requirements of publishing do not bear on the influence that political publications such as those described by Young would have had.	
(B)	This option is incorrect. Knowing the number of copies printed for each pamphlet would have been relevant to determining the reach of such publications.	
(C)	This option is incorrect. Knowing France's literacy rate (and its composition) would help a historian understand how many and what social groups might have read works critical of the French government.	
(D)	This option is incorrect. Knowing the price of pamphlets relative to wages would provide historians with a sense of which social classes would have been able to purchase such works.	



Question 15

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.	2.3.II
(A)	This option is incorrect. Young suggests that antigovernment publishers acted boldly and without fear, not to mention with little or no response from government supporters.	
(B)	This option is incorrect. Britain's censorship laws operated much more leniently than France's, but Young would have been familiar with censorship both in England and through his travels in France.	
(C)	This option is correct. If, as Young writes, nineteen out of twenty pamphlets were for liberty (and against the government), that fact would have revealed a massive failure of the government to control publications that were opposed to its powers.	
(D)	This option is incorrect. Young does not suggest that pamphlets were free from censorship laws, merely that such laws seemed ineffective in light of the prevalence of these publications.	

Question 16

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.	2.3.II
(A)	This option is incorrect. Physiocracy did question mercantilist policies, but the monarchy also patronized the movement in a failed attempt to modernize French finances. Thus, Physiocratic economic theory did not in itself oppose the monarchy.	
(B)	This option is incorrect. Smith's ideas exercised more influence in Britain, and as an economic system, did not bear as directly on the political concerns expressed by the pamphlets in Young's account.	
(C)	This option is correct. Salons and coffeehouses provided venues for the growth of civil institutions, both as gathering places for the spread of public opinion and as conduits for spreading Enlightenment ideals critical of absolutism.	
(D)	This option is incorrect. Though David's paintings promoted an ideal of Enlightenment citizenship, they did not provide the widespread arenas, such as coffeehouses and salons, for the discussion of political issues.	



Question 17

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.	3.6.I
(A)	This option is incorrect. The scene implicitly condemns absolute monarchy, but not government in general.	
(B)	This option is incorrect. Conservatives, such as Edmund Burke, opposed the French Revolution.	
(C)	This option is incorrect. Neoclassical art did influence the French Revolution; however, this painting provides no classical references and does not fit with the usual restrained and strongly composed style of Neoclassical art.	
(D)	This option is correct. The scene employs several features of Romanticism—the gesture of de Lisle, the rapt expressions of the listeners, and the glorification of this moment as symbolic of the Revolution’s quest for liberty. Moreover, revolutions of the first half of the nineteenth century were often inspired by a Romantic conception of nationalism.	

Question 18

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.	3.4.I
(A)	This option is incorrect. Though Marx and Engels published the <i>Communist Manifesto</i> in 1848, the painting provides no indications of class conflict or other Marxist ideas.	
(B)	This option is correct. The scene glorifies the French Revolution and was likely painted to connect the goals of the revolutionaries in 1848 with those of the (incomplete) French Revolution of 1789.	
(C)	This option is incorrect. The Hungry 40s helped cause the revolutions of 1848, but again, those depicted seem to be from the middle classes, not the poor and destitute most affected by poor economic times in the 1840s.	
(D)	This option is incorrect. Since the painting portrays events of historic importance in France, it is unlikely that legislation specific to Britain had any influence on its subject matter or treatment.	



Question 19

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	3.2.II
(A)	This option is incorrect. If anything, immigration involved Europeans leaving the continent and heading to colonial areas, especially the Americas, in pursuit of economic opportunity or to escape political oppression.	
(B)	This option is incorrect. It would be incorrect to characterize Europe's diplomacy in the period represented by the maps (1850–1910) as peaceful, given the Crimean War and the conflicts related to the unifications of Italy and Germany.	
(C)	This option is incorrect. Though Italy and Germany established unified nation-states around ethnicity during this period, the trend of industrialization more directly affected the pace of urbanization.	
(D)	This option is correct. Industrialization improved productivity and, in general terms, both supported an increasing population and stimulated migration from rural to urban areas.	

Question 20

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	3.3.II
(A)	This option is incorrect. European governments did not generally subsidize agriculture during this era to maintain rural populations.	
(B)	This option is incorrect. Though mass politics in this era often fell short of its claims to popular legitimacy, it is inaccurate to portray urban residents as subject in particular to limitations on their rights.	
(C)	This option is correct. Rapid population influx into cities created a myriad of social problems. For fear of revolution and moral breakdown, most states adopted modern police forces as well as public health measures to combat infectious diseases.	
(D)	This option is incorrect. While most European states created overseas colonies in the nineteenth century, their main purpose was extracting resources and gaining markets for manufactured goods, not for settlement. The vast majority of emigration from Europe in the time period of the maps was to the independent states in the Americas, not to European colonies.	



Question 21

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	3.1.II
(A)	This option is incorrect. The limited wars fought on European soil between 1850 and 1910 did not occur more frequently in eastern Europe compared with western Europe, and therefore did not significantly affect population patterns.	
(B)	This option is incorrect. Other than Russia, it may be true that eastern Europe experienced a lower degree of political cohesion, but this factor did not bear as heavily on urbanization as did economic and social factors, such as the size of the middle class.	
(C)	This option is incorrect. Many Europeans increasingly emigrated from eastern and southern Europe in this period; however, Europe as a whole experienced out-migration, which does not explain the disparity between western and eastern urbanization.	
(D)	This option is correct. Russia continued to practice serfdom until 1861, and most of the eastern European states suffered under antiquated agricultural practices, which limited economic productivity and industrial growth in cities.	

Question 22

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	SP-3 Explain how and why the economic roles of European governments have changed over time.	4.2.I
(A)	This option is incorrect. By the 1930s, the Russian Civil War had been over for a decade, a time during which the Bolsheviks had consolidated their absolute control over the Soviet state.	
(B)	This option is correct. The poem satirizes Stalin's forced collectivization of agriculture and Five-Year Plans, both aimed to modernize the Soviet economy in the span of a few decades. These policies boosted Soviet production but only at the cost of lives, freedoms, and consumer goods.	
(C)	This option is incorrect. Lenin's New Economic Policy (1921–1924) had been abandoned by Stalin in his drive to centralize control of the economy in pursuit of forced modernization.	
(D)	This option is incorrect. Though the Great Depression decimated economies across Europe and the world, the Soviet Union seemed immune to its downward spirals. Given its economic isolation and high degree of government control, the Soviet Union essentially avoided the Great Depression.	



Question 23

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	4.2.I
(A)	This option is incorrect. Stalin's Five-Year Plans ran directly counter to free-market reforms in their high degree of government centralization of the economy.	
(B)	This option is correct. The so-called kulaks, or wealthy peasants, predominated in Ukraine. When they resisted Stalin's forcible removal to collective farms, the kulaks were killed by the millions, as suggested by the protest song.	
(C)	This option is incorrect. Authoritarian dictatorships arose in these nations not from any direct Soviet influence, but primarily because of the failure of weak democracies and the inability to solve the economic crises in the interwar period.	
(D)	This option is incorrect. Right-wing (or fascist) parties gained popularity prior to Stalin's policies. Even though anticommunism defined fascist ideology, the popularity of these movements related only indirectly to Stalin's policies.	

Question 24

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices. IS-4 Explain how and why the status of specific groups within society has changed over time.	4.2.I
(A)	This option is incorrect. The tsarist government did collapse at the end of the First World War, but this brought the Bolsheviks to power. Only later did the Bolsheviks employ political terror and labor camps to strengthen their political hold.	
(B)	This option is incorrect. "Emigration" connotes voluntary relocation. However, the government forced opponents into the Siberian labor camps.	
(C)	This option is correct. To eliminate perceived rivals and ethnic minorities, Stalin employed a variety of techniques such as staged trials, executions, and removal to labor camps in Siberia. Some historians label these policies the Great Purges.	
(D)	This option is incorrect. Those removed to labor camps were forced into brutal labor, but the economic motivation for the camps was always secondary to their political purpose.	



Question 25

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.	4.2.II
(A)	This option is incorrect. It is clear from the declaration that the pastors oppose the ideology and methods of the Nazis and thus would make poor supporters of the regime.	
(B)	This option is incorrect. Though the pastors may support traditional morality and religious practices, it is clear from their denunciation of Nazi racial goals and glorification of the state/leader that the pastors are not a receptive audience.	
(C)	This option is incorrect. In the last point of the declaration, the Protestant pastors state that the church should not allow itself to be pushed into a “quiet sphere.” Given the large Protestant population in Germany, this was not a fringe group the Nazis could safely ignore.	
(D)	This option is correct. Hitler and the Nazis quickly established a totalitarian regime upon taking power in 1933. Ideas and movements that threatened the party or the state, such as the Protestant pastors, were brutally repressed by police (Gestapo).	

Question 26

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.	4.3.III
(A)	This option is correct. Christian churches struggled throughout the twentieth century to formulate responses to difficult issues of war, ideological conflict, and changing values; however, in the declaration, the pastors attempt to take a political and moral stand against a regime they believe violates principles of Christianity.	
(B)	This option is incorrect. The passage does not mention social work or charity, even if churches certainly provided these services.	
(C)	This option is incorrect. Many Christian churches attempted to maintain traditional gender and sexual standards in the face of changing morals, yet the declaration addresses only political and ideological views.	
(D)	This option is incorrect. The issue of multiculturalism took root after 1945 with increased immigration to Europe. This declaration deals with the political issue of totalitarian political control during the interwar period.	



Question 27

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Primary Sources	<p>PP-5 Explain how individuals, groups, and the state responded to economic developments over time.</p> <p>SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.</p>	<p>4.2.II</p> <p>4.2.III</p>
(A)	This option is incorrect. The Roman Catholic Church criticized the Nazi euthanasia program; however, such criticism would tend to give credence to the pastors' denunciation of Nazi racial ideology, not undermine it.	
(B)	This option is incorrect. The spread of authoritarian regimes in other central and eastern European nations would likely have limited influence on a great power such as Germany and its own Protestant Christian traditions.	
(C)	This option is incorrect. Most Germans did practice Protestant Christianity, yet this fact would tend to increase, not limit, the appeal of the pastors' declaration.	
(D)	This option is correct. Because of the crisis of the Great Depression, which struck Germany especially hard, many Germans were willing to accept extreme measures from the Nazis to increase employment and restore German honor.	

Question 28

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.	1.1.I
(A)	This option is incorrect. The Mannerist and Baroque artistic styles developed later in the sixteenth and early seventeenth centuries were associated with the breakdown of the independent city-states in Italy and the growth of religious conflict.	
(B)	This option is incorrect. Dürer's painting provides no obvious motifs of nationalism, an ideology that arose later with social contract theories and revolutionary ideologies.	
(C)	This option is incorrect. Renaissance humanists and artists did revive classical styles; however, the self-portrait by Dürer does not present the artist in a classical setting.	
(D)	This option is correct. Self-portraiture corresponds with the development of artists being seen as unique and creative geniuses as opposed to merely craftsmen. Dürer's subject matter (himself) and the inscription suggest the type of self-conscious individualism characteristic of the Renaissance.	



Question 29

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	PP-3 Explain how society has changed over time as a result of the development of capitalism.	1.4.I
(A)	This option is correct. Renaissance humanism was fed by an economic recovery in the fifteenth century. Commercial elites patronized the arts in order to exhibit their status and cultural refinement in works much like Dürer's.	
(B)	This option is incorrect. The Catholic Church promoted Renaissance art, but not in works like Dürer's. A better example of Church-supported art would be Michelangelo's grandiose frescoes in the Sistine Chapel.	
(C)	This option is incorrect. Government officials and princes patronized the arts; however, classical mythology in support of the state does not figure in Dürer's work.	
(D)	This option is incorrect. Dürer expressed interest in Lutheran ideas, but his self-portrait provides no religious symbols and in fact seems to run counter to the notion of human sinfulness and the necessity for God's grace that marked Protestant theology.	

Question 30

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.	3.6.III
(A)	This option is incorrect. Realism in art dominated the period from 1850–1875; however, its main focus revolved not around individualism and self-portraiture, but the documentation of social and economic problems such as poverty.	
(B)	This option is incorrect. Gauguin traveled to the South Pacific and did include self-portraiture in his works, but the primary impact of his interaction with the non-European world was the way in which his work changed the style of European art.	
(C)	This option is incorrect. By the late nineteenth century, European art reflected the broader intellectual climate of embracing the irrational and the subjective, themes in conflict with positivism and progress.	
(D)	This option is correct. By the nineteenth century, artists had broken with traditional aesthetic standards and redefined the purpose of art as an exploration of the inner world of the artist, as in Van Gogh's famous self-portraits.	



Question 31

Main Practice/Skill Assessed	Learning Objective	Key Concept
Comparison	SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.	1.5.III
(A)	This option is incorrect. French monarchs imposed taxes and legislation during the fifteenth and sixteenth centuries, bypassing the Estates-General except in times of emergency.	
(B)	This option is incorrect. As a decentralized polity, power in the Holy Roman Empire was distributed among free cities, ecclesiastical states, and territories. Emperors could call diets, but these tended to be ad hoc and short-lived.	
(C)	This option is correct. England's Parliament effectively established its co-governance with the monarchy during the late Middle Ages and early modern period, approving taxes and legislation.	
(D)	This option is incorrect. In theory the Ottoman sultan experienced no checks on his power, though the empire tended to be limited by geographic expanse and ethnic and cultural diversity.	

Question 32

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.	1.3.III
(A)	This option is incorrect. It is true that Spain's empire provided silver; however, since the subsequent price revolution had not yet occurred, there is no reason it would have figured into the noble-commoner demands.	
(B)	This option is incorrect. Even if barter had continued as a primary form of exchange, this fact would not have raised concerns about Spanish currency leaving the kingdom.	
(C)	This option is correct. Charles famously spent much of his reign on horseback, dealing with emergencies in his diverse realm. However, it was his Castilian lands that bore the brunt of taxation to fund his ventures, thus the demand that he not spend Castilian tax revenues abroad or attempt to introduce (perhaps less desirable) currencies into Spain in exchange for indigenous coinage.	
(D)	This option is incorrect. As with most colonial powers, Spain practiced mercantilism in the sixteenth and seventeenth centuries; however, if these policies were having the desired effect, it would have meant hard money coming into Spain, and there would have been no demands about hard money leaving Spain.	



Question 33

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	SP-2 Explain how and why the political forms of European governments have changed over time.	1.5.III
(A)	This option is correct. It is clear from the source that the various groups that were in revolt drew from traditional institutions (the Cortes) and practices to limit royal power and share in governance. There are no references in the demands to revolutionary ideologies or bodies.	
(B)	This option is incorrect. Though commercial and professional groups advanced in the sixteenth century, these do not seem to be involved in the demands, drawn by nobles and commoners (knights, peasants, and religious orders).	
(C)	This option is incorrect. The demands do not refer to issues specific to agriculture or to the experience of peasants, but instead to legal and political control of the kingdom.	
(D)	This option is incorrect. War is mentioned in the demands but only in specifying that the king consult the Cortes in making it, and for the king not to revert to the system from the medieval period of using noble armies.	

Question 34

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	SP-2 Explain how and why the political forms of European governments have changed over time.	1.5.I
(A)	This option is incorrect. The demands of the rebels are pragmatic and aimed at specific mechanisms to limit royal power; they are not characteristic of the trend toward constitutional monarchy of the seventeenth and eighteenth centuries that was based on the new political theories coming from the Scientific Revolution and the Enlightenment.	
(B)	This option is incorrect. Since the Enlightenment did not occur until the eighteenth century, those who were in revolt could not have drawn on its principles.	
(C)	This option is correct. Charles exemplifies the trend of the new monarchies, along with figures like Henry VIII, who attempted to centralize authority after the dynastic instability of the fourteenth and fifteenth centuries.	
(D)	This option is incorrect. Though Charles was elected as the Holy Roman Emperor, Spain's monarchy was dynastic, and those rebelling did not question the legitimacy of that form of rule.	



Question 35

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	IS-1 Explain the role of technology in forming and transforming European society.	1.1.II
(A)	This option is incorrect. Classical humanist texts would have appealed primarily to upper-class men, but the statistics show that even people in rural areas and women gained in literacy, indicating a different causal factor.	
(B)	This option is incorrect. Jesuits promoted a broad humanist education not limited to Bible reading; moreover, the Jesuits worked primarily in missionary capacities in the Americas and Asia or to restore Catholicism to areas of Europe where Protestants had made inroads. Given the effectiveness of the Inquisition, Spain did not face a significant Protestant threat to the primacy of the Roman Catholic Church.	
(C)	This option is incorrect. It was only in the late nineteenth century that states promoted universal compulsory schooling.	
(D)	This option is correct. With the printing press and the spread of books in the vernacular, even members of the non-elite could afford reading materials that facilitated literacy and provided incentives to read.	

Question 36

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.	1.4.IV
(A)	This option is incorrect. Considering the requirement that members of the clergy be literate, the establishment of female monastic orders would have tended to increase literacy for women, not maintain a gap in favor of males.	
(B)	This option is correct. Based on gender attitudes and economic pressures, early modern Europeans expected that women would focus on basic productive activities, such as spinning wool or threshing grain, and take the primary role in child rearing, none of which seemed to require the ability to read and/or write.	
(C)	This option is incorrect. As noted above, Protestantism never took hold in Spain and thus would have had minimal impact on Catholic institutions and, by extension, literacy rates.	
(D)	This option is incorrect. The European marriage pattern involved delaying marriage for economic reasons, but this phenomenon would have affected men and women in similar ways and thus would not have accounted for gender differences in literacy.	



Question 37

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Secondary Sources	IS-1 Explain the role of technology in forming and transforming European society.	1.1.II
(A)	This option is correct. Since the table aims to show changes in literacy over time, the fact that it covers over a century of data enhances rather than detracts from its value.	
(B)	This option is incorrect. It is possible that those brought before the Inquisition fell under suspicion of heresy because of their reading habits and intellectual pursuits, making them less than representative of the broader public.	
(C)	This option is incorrect. By modern standards, literacy entails the ability to engage with substantive texts and to convey ideas through the written word, standards well beyond the simple ability to write one's name, which is an ability easily mastered and not indicative of deeper intellectual engagement.	
(D)	This option is incorrect. The validity of statistics depends on sample size. Since the percentages in the table are based on a small group, it may be impossible to state with confidence whether these trends held for the population at large.	

Question 38

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	PP-1 Explain how capitalism has developed as an economic system.	2.2.I
(A)	This option is incorrect. Joint-stock ownership involved large-scale trade and commerce, not small-scale manufacturing as depicted in the image.	
(B)	This option is correct. As the image shows, production of needles involves a small number of workers (8) using ordinary tools. Moreover, the caption indicates that the methods used have not changed in “200 years.”	
(C)	This option is incorrect. Small scale production of low value bulk products, such as needles, was not a significant feature of mercantilist trade policies.	
(D)	This option is incorrect. The scene shows preindustrial rather than industrial (mechanized) methods, and further, there is no indication of business downturns.	



Question 39

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	3.1.III
(A)	This option is incorrect. The abolition of traditional guild restrictions may have promoted cottage industry, which also would have employed the small-scale methods depicted.	
(B)	This option is incorrect. Laissez-faire trade policies coincided with the growth of capitalism and industry; however, the continuation of small-scale production is possible under such a trade system.	
(C)	This option is incorrect. Mercantilist policies coincided in many states with the existence of small-scale production and artisanal shops, as shown in the image.	
(D)	This option is correct. The traditional small-scale methods shown in the image would change with the advent of steam power and mechanized (factory) production, which would separate capital from labor while increasing productivity.	

Question 40

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.	2.3.I
(A)	This option is incorrect. European socialism developed in response to the French Revolution and the Industrial Revolution, which had not yet occurred at the time of the image's publication.	
(B)	This option is incorrect. The scene portrays economic production and offers no symbols or reference to nationalism; moreover, the Encyclopedia aimed to capture universal not national ideals.	
(C)	This option is correct. Considering that the print appeared in the Encyclopedia, it can be inferred that it was intended to promote a scientific and empirical approach to human affairs in keeping with Enlightenment principles.	
(D)	This option is incorrect. The Encyclopedia promoted a rationalist approach to human problems, rather than the advancement of consumerism per se.	



Question 41

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.	2.3.I
(A)	This option is incorrect. Lord Kenyon rejects the validity of witchcraft.	
(B)	This option is correct. Lord Kenyon compares negative economic practices with witchcraft to demonstrate that the former exercise actual harm while the latter is nonexistent. This view represents the skepticism about the crime of witchcraft that grew among elites during the spread of Enlightenment rationalism.	
(C)	This option is incorrect. Nowhere in Kenyon's account does he mention or condemn the activity of women in the economy.	
(D)	This option is incorrect. Kenyon writes centuries after the Reformation in England and the religious settlement of the Glorious Revolution. Further, he does not employ theological language to condemn economic practices.	

Question 42

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	PP-1 Explain how capitalism has developed as an economic system.	2.3.III
(A)	This option is incorrect. By 1800, mercantilism had fallen out of favor in English economic life; moreover, mercantilism involved government direction of the economy, and the sources differ over the actions of individuals.	
(B)	This option is incorrect. Socialism had not yet developed as an economic theory or movement by 1800, and the passage does not reference the conditions or status of workers, the group most likely to embrace socialism.	
(C)	This option is correct. While Kenyon fears practices of the free market, Edward Law argues that it should be allowed to operate unfettered from government control. This dispute highlights the debate over laissez-faire liberalism.	
(D)	This option is incorrect. Britain by 1800 operated under a constitutional monarchy with a sovereign Parliament, not an absolutist government.	



Question 43

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	PP-3 Explain how society has changed over time as a result of the development of capitalism.	3.1.II
(A)	This option is incorrect. With the advent of industrialization, most traditional restrictions on labor (such as guilds) had already been abolished or had faded in the face of competition from mechanized enterprises (factories).	
(B)	This option is correct. Both passages address the anomalies and problems arising from a laissez-faire economic approach. By the end of the nineteenth century, these problems had reached a crisis, leading governments to abandon classical liberalism in favor of market regulation and economic and social reforms.	
(C)	This option is incorrect. Nationalizing property represents a radical socialist solution to the problems of the free market, and no governments in Europe prior to the Russian Revolution (1917) espoused such policies.	
(D)	This option is incorrect. It is true that many governments pursued colonialism in hopes of allaying the effects of downturns in business cycles, but these policies only indirectly addressed issues such as working-class discontent and unsanitary cities.	

Question 44

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	3.4.III
(A)	This option is incorrect. After the 1683 siege of Vienna, the Ottoman Empire ceased to be a major threat to the great powers of Europe.	
(B)	This option is correct. The Ottoman Empire traditionally ruled over Slavic (mostly Christian) minorities in the Balkans. As nationalism spread across Europe in the nineteenth century, these minorities clamored and fought for independence, causing the decline in Ottoman territory shown on the map.	
(C)	This option is incorrect. Because of its technological and economic underdevelopment relative to Western Europe, the Ottoman Empire had not industrialized by the time depicted on the maps.	
(D)	This option is incorrect. Napoleon's ultimate defeat in 1815 did not materially affect the territorial status of the Ottoman Empire.	



Question 45

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.	3.4.III
(A)	This option is correct. As the Ottoman Empire receded, it left a vacuum of power. This vacuum led to conflict between Austria and Russia in the Balkans, as well as ethnic conflicts among the smaller Balkan states, each of which provoked diplomatic crises between 1875 and 1914.	
(B)	This option is incorrect. Austria-Hungary did dissolve, but only after the stresses of the First World War, in 1918.	
(C)	This option is incorrect. The question of Russia's modernization was a long-standing one; however, it was not caused by the status of the weaker Ottoman Empire but by competition with the other, more advanced, great powers.	
(D)	This option is incorrect. Eastern Europe lagged behind the rest of the continent because it tended to concentrate on agricultural production for domestic consumption and thus was minimally involved in global trade.	

Question 46

Main Practice/Skill Assessed	Learning Objective	Key Concept
Comparison	NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	3.4.III
(A)	This option is incorrect. By the early twentieth century, Spain had become a peripheral power concerned over its fading empire and economic and cultural backwardness, much like the Ottoman Empire.	
(B)	This option is incorrect. Britain maintained its territorial integrity from 1815 to 1914, but did face ethnic agitation from the Irish question, making Britain to that extent similar to the Ottoman Empire.	
(C)	This option is incorrect. Though rulers such as Napoleon III attempted to reestablish its greatness, France actually lost Alsace-Lorraine to Germany during the Franco-Prussian War, similar to Ottoman loss of territory.	
(D)	This option is correct. Since the maps indicate the dissolution of a state, the answer must indicate an opposite trend: the consolidation of a state. In the middle of the nineteenth century, after a series of wars and revolts, Italy was unified for the first time since the Roman Empire.	



Question 47

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.	2.3.IV.A
(A)	This option is incorrect. The beliefs of the hypothetical individual critiqued by Metternich do not correspond closely to Utilitarianism, a nineteenth-century political philosophy that emphasized the maximization of the social good.	
(B)	This option is incorrect. Utopian socialists sought to create ideal communities where property was held in common and there was no exploitation of the working class. Metternich is not critiquing this political philosophy.	
(C)	This option is incorrect. Mercantilism was an economic school of thought that emphasized the maintenance of a favorable balance of trade through colonization and government support of selected industries. Metternich's hypothetical individual does not exhibit any mercantilist ideas.	
(D)	This option is correct. In the letter, Metternich is decrying individuals who are (in his opinion) overly influenced by Enlightenment empiricism. According to his view, such people are prone to be skeptical of all traditional sources of authority and generally seek to overthrow them.	

Question 48

Main Practice/Skill Assessed	Learning Objective	Key Concept
Contextualization	OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.	3.3.I.C
(A)	This option is correct. In the passage, Metternich's attack on those who refuse to "recognize the rules established by earlier generations" is a typical expression of early nineteenth-century conservatism. Conservatives of this period championed the traditional social order that had been challenged by the French Revolution and Napoleon.	
(B)	This option is incorrect. Metternich, as the chief minister of the multiethnic Austrian Empire, saw national self-determination as a deadly threat to the Austrian monarchy.	
(C)	This option is incorrect. Metternich is implicitly condemning rather than supporting the idea that scientific laws should be applied to society.	
(D)	This option is incorrect. In the passage, Metternich gives no indication that he would support the redistribution of wealth, and such an idea was repugnant to most conservatives.	



Question 49

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.	3.4.I.A
(A)	This option is incorrect. Despite the tsar's general support for Metternich's aims, Russia did not cooperate closely with Austria against the Ottoman Empire in this period, and the passage does not directly touch on this issue.	
(B)	This option is correct. After the Congress of Vienna (1815), the Russian tsar strongly supported Metternich's vision of an alliance of conservative monarchies pledged to support each other and suppress any revolutions that threatened the status quo. This arrangement was known as the Concert of Europe. Metternich's reassertion of the value of the conservatism in the letter is a recognition that the tsar shares the same beliefs.	
(C)	This option is incorrect. Support for Slavic independence (which Russia began to favor more openly in the mid-nineteenth century) would have been seen as a threat by Metternich and not an occasion for asserting the values of conservatism.	
(D)	This option is incorrect. Metternich would not have been particularly concerned by Russian expansion in central Asia, which was largely Muslim and distant from Austria.	

Question 50

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.	4.2.II
(A)	This option is incorrect. Western European nations generally feared the "Soviet menace" and even appeased fascist movements and powers to act as a bulwark against the spread of communist revolution from the east.	
(B)	This option is incorrect. Even with increased American economic influence, the United States adopted a position of diplomatic isolationism, refusing to join the League of Nations or guarantee the security of the western allies.	
(C)	This option is incorrect. During this period, Portugal maintained several colonies in Africa and India, symbols of nationalism that the women depicted likely would have endorsed.	
(D)	This option is correct. The women wear military uniforms and stand in front of a symbol of Portuguese nationalism. During the interwar period Europe experienced a wave of extreme nationalism, aimed against communism and expressing dissatisfaction with the Versailles settlement.	



Question 51

Main Practice/Skill Assessed	Learning Objective	Key Concept
Causation	SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.	4.2.II
(A)	This option is incorrect. Spanish industrialization did lag behind that of the other western European nations, but this lag predates the emergence of fascist ideology in Spain.	
(B)	This option is incorrect. Spain lost its remaining empire in the Western Hemisphere after the 1898 Spanish-American War, well before the date of this photograph.	
(C)	This option is correct. The battle between fascism and communism prior to the Second World War took place in Spain during its civil war, ultimately won by Francisco Franco (and his Falange fascist allies) with the help of fascist Italy and Nazi Germany.	
(D)	This option is incorrect. Spain joined NATO in 1982, but only after the end of Franco's nationalist regime (1975) and by putting aside its centuries-long cultural isolationism.	

Question 52

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.	4.4.II
(A)	This option is incorrect. Second-wave feminism did not take root in Europe until after the Second World War, with the return of prosperity and a renewed focus on social reform.	
(B)	This option is correct. During the First World War, women entered the industrial work force in large numbers; moreover, propaganda emphasized women as symbols to motivate sacrifice on behalf of the nation, much like the photograph might have inspired.	
(C)	This option is incorrect. Women did gain the vote in many nations after the First World War but not in Mediterranean nations such as Portugal, making it unlikely that Portugal's authoritarian government would have supported an independent role for women.	
(D)	This option is incorrect. During the 1920s and 1930s, women lost their wartime work roles, and the preoccupation with birth rates in many nations led them to pursue policies that restricted birth control and abortion rights.	



Question 53

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.	4.2.V
(A)	This option is correct. Gorbachev's <i>glasnost</i> policy of openness demonstrated his recognition that the Soviet Union could no longer wall itself off from outside cultural influences such as western music and consumer products, a tacit admission of their appeal and power.	
(B)	This option is incorrect. The Soviet Union was forced to withdraw from Afghanistan, but so was the United States from Vietnam in the 1970s, both of which demonstrated the limitations of superpower military strength.	
(C)	This option is incorrect. Poland did establish martial law in 1981 to subdue the Solidarity labor movement (unsuccessfully), but this event revealed more about the nationalist rejection of Soviet communism than the appeal of western capitalism.	
(D)	This option is incorrect. The ethnic violence experienced during the breakup of Yugoslavia (a communist nation) can be attributed to the complex history of Balkan nationalism rather than to the influence of American capitalism and consumer culture.	

Question 54

Main Practice/Skill Assessed	Learning Objective	Key Concept
Continuity and Change over Time	INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.	4.3.IV
(A)	This option is incorrect. Though the movement toward European unity aided in the spread of a common culture, the EEC was not founded until 1957, and by then the United States was already exercising influence in Europe.	
(B)	This option is correct. The products Debray cites as influential capitalist symbols were associated with the United States and its increasing economic and cultural sway after the Second World War.	
(C)	This option is incorrect. It is true that French existentialism contributed to elite intellectual life, but Debray discusses the wider influence of pop culture in his interpretation.	
(D)	This option is incorrect. Debray argues that the power of western consumerism surpassed the threat posed by communist weaponry, which is the reverse of what this choice presents.	



Question 55

Main Practice/Skill Assessed	Learning Objective	Key Concept
Analyzing Primary Sources	NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.	4.4.IV
(A)	This option is incorrect. Since it was already stated that Debray was a leftist philosopher, his involvement in Marxist causes abroad would have been of interest but could have been inferred from his political sympathies.	
(B)	This option is correct. Considering Debray's thesis regarding the effects of western culture, his background as an academic in the field of media studies would have added to his credibility on the topic.	
(C)	This option is incorrect. Debray's turn toward religion, while intriguing, would not have affected the presentation of his interpretation of the clash between eastern communism and western consumerist capitalism.	
(D)	This option is incorrect. Since Debray seems to recognize the way in which external culture could affect Europe, it is not surprising that he perceived traditional Islamic dress as a threat to France's revolutionary secular heritage.	

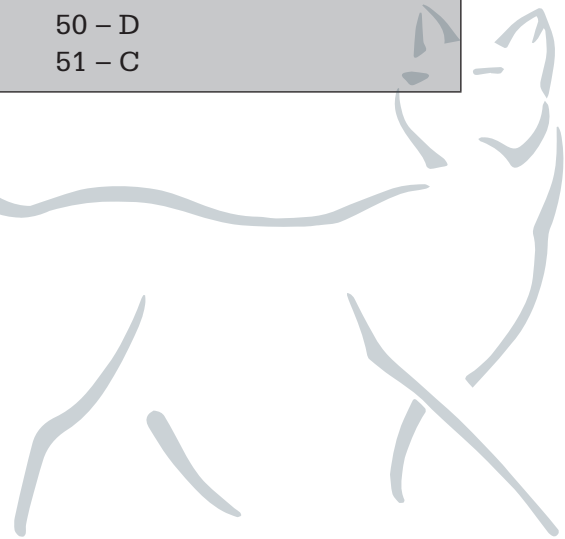
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Answers to Multiple-Choice Questions

1 - A	18 - B	35 - D	52 - B
2 - B	19 - D	36 - B	53 - A
3 - C	20 - C	37 - A	54 - B
4 - C	21 - D	38 - B	55 - B
5 - D	22 - B	39 - D	
6 - A	23 - B	40 - C	
7 - D	24 - C	41 - B	
8 - B	25 - D	42 - C	
9 - D	26 - A	43 - B	
10 - B	27 - D	44 - B	
11 - C	28 - D	45 - A	
12 - D	29 - A	46 - D	
13 - B	30 - D	47 - D	
14 - A	31 - C	48 - A	
15 - C	32 - C	49 - B	
16 - C	33 - A	50 - D	
17 - D	34 - C	51 - C	

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Short-Answer Questions

Section I, Part B of the AP European History Exam consists of three short-answer questions. Students are required to answer the first and second questions and then answer either the third or the fourth question.

- The first question primarily assesses the practice of **analyzing secondary sources**, asking students to respond in writing to a historian’s argument. This question addresses content from 1600 to 2001.
- The second question primarily assesses either the skill of **causation** or **continuity and change over time**, and ask students to respond in writing to a primary source written text or to visual sources such as images, charts, or maps. This question also addresses content from 1600 to 2001.
- Students choose to answer either the third **or** the fourth short-answer questions, which deal with periods 1–2 and 3–4, respectively. The third and fourth questions ask students to respond in writing to general propositions about European History, and primarily assess the same skill, either **causation** or **continuity and change over time**: neither question will assess the same skill as the second short-answer question.

Each short-answer question asks students to describe examples of historical evidence relevant to the question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Short-Answer Questions	Primary Practice or Skill Assessed	Source Type	Periods Assessed
Students are required to answer short-answer question 1 AND short-answer question 2			
1	Analyzing Secondary Sources	Secondary source	1600–2001
2	Causation or Continuity and Change over Time	Primary source text or visual source	1600–2001
Students select short-answer question 3 OR short-answer question 4			
3	Causation or Continuity and Change over Time (Different skill from short-answer question 2)	No stimulus	Periods 1–2
4			Periods 3–4

Course Framework Alignment for Short-Answer Question 1

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Secondary Sources	<p>PP-4 Explain the causes and consequences of economic inequality.</p> <p>IS-4 Explain how and why the status of specific groups within society has changed over time.</p> <p>SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.</p>	<p>2.1.V</p> <p>4.2.I</p> <p>4.2.II</p>



Scoring Guidelines for Short-Answer Question 1

“[When] the middle class, instead of struggling for change, struggles to preserve the *status quo* . . . a new species of dictator emerges—the ‘crisis man’—whose primary economic function is not the freeing of business enterprise from the restraints of aristocracy, as in the past, but the suppression of the revolutionary power of labor in a period of crisis. Thereafter, the crisis-man, whose prototype is Napoleon I, looms up whenever the established order . . . is seriously threatened from the left. . . .At a time of crisis the capitalistic business man accepts the dictatorship of the Napoleon to preserve his capital and title to property, even at the partial sacrifice of his freedom.”

Albert Carr, *Juggernaut: The Path of Dictatorship*, 1939

- Describe how one specific piece of evidence supports Carr’s interpretation of the nature of Napoleon’s rule.
- Describe how one specific piece of evidence undermines Carr’s interpretation of the nature of Napoleon’s rule.
- Explain how one feature of the political context of the interwar period in which Carr was writing influenced his interpretation of Napoleon’s rule.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing how one specific piece of evidence supports Carr’s interpretation
- ONE point for describing how one specific piece of evidence undermines Carr’s interpretation
- ONE point for explaining how one feature of the political context of the 1920s and 1930s (the interwar period) influenced Carr’s interpretation



Scoring Notes

Carr offers a number of complementary assertions about Napoleon's rule, any of which can be supported in a) or undermined in b). Carr's main assertions are: Napoleon was a preserver of the status quo, a protector of business interests, a suppressor of revolutionary labor, and someone who protected private property while curbing liberty. Responses to a) and b) can focus on one of these assertions or they can deal with a more generalized summary of Carr's ideas.

Examples of responses to part (a) that would earn credit:

Responses supporting Carr's interpretation of Napoleon may include the following.

- Napoleon encouraged economic expansion while suppressing dissent, exercising censorship, and using secret police
- Napoleon ruled as a dictator, not according to republican principles
- Napoleon received extensive support from the wealthy bourgeoisie
- Napoleon generally respected private property rights

Examples of responses to part (b) that would earn credit:

Responses undermining Carr's interpretation of Napoleon may include the following.

- The laboring classes were already being suppressed by the earlier Revolutionary governments by legislation like the La Chappelier Law
- Napoleon gained initial notoriety after suppressing an attempted royalist coup in 1795 (the Vendemiaire), not a labor revolt
- The Brumaire coup that put Napoleon in power in 1799 was also not a direct response to labor troubles
- Napoleon's policies sometimes interfered with business and trade (e.g., the Continental system)
- Napoleon continued the French Revolutionary war against the Conservative powers of Europe

Examples of responses to part (c) that would earn credit:

Responses explaining how the interwar political context influenced Carr's interpretation of Napoleon may include the following.

- Carr is influenced by the rise of Hitler, who was supported by the German business elite that feared a communist takeover
- Carr is influenced by the perceived threat of Soviet Russia to liberal democracy in the interwar period
- The Great Depression resulted in political crises across Europe that undermined democratic states



Course Framework Alignment for Short-Answer Question 2

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Analyzing Secondary Sources	<p>INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.</p> <p>INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.</p> <p>PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.</p> <p>SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.</p>	<p>2.2.II</p> <p>2.4.II</p> <p>3.2.IV</p> <p>3.3.III</p> <p>3.5.I</p>

Scoring Guidelines for Short-Answer Question 2

Sugar Bowl, Great Britain, 1820s



© Museum of London, UK / Bridgeman Images



The inscription reads as follows: “East India Sugar not made by slaves. By Six Families using East India [Indian Ocean], instead of West India [Caribbean] Sugar, one slave less is required.”

- Describe ONE effect of the idea expressed in the inscription on the sugar bowl.
- Explain ONE way in which the inscription reflects changes in European overseas empires and trade in the nineteenth century.
- Explain ONE way in which the sugar bowl reflects continuities in European consumer habits during the eighteenth and nineteenth centuries.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing a consequence of the idea expressed in the inscription
- ONE point for explaining one way in which the inscription reflects changes in European overseas empires and trade in the nineteenth century
- ONE point for explaining one way in which the sugar bowl reflects continuities in European consumer habits from the eighteenth through the nineteenth centuries

Scoring Notes

The sugar bowl was produced as part of the British campaign to abolish slavery, which succeeded in the 1830s. Apart from the significance of the inscription, the sugar bowl is also representative of a pattern of European production and consumption in the eighteenth century.

Examples of responses to part (a) that would earn credit:

Credited response for “consequences” can include abolition itself, or any effects that were a consequence of abolition.

- Idea led to eventual abolition of slavery
- Idea led to change in labor systems
- Idea encouraged greater political activism in Great Britain



Examples of responses to part (b) that would earn credit:

- Diversification of geographic sources of commodities
- Diversification in labor systems/modes of production
- Expansion of the British Empire into areas formerly held by other powers (e.g., East Indies)
- Weakening of the slave-plantation system
- Expansion of luxury commodity production in Asian parts of European empires (sugar, tea, etc.)
- Latin American independence shifts the focus of European empires to Asia and Africa

Examples of responses to part (c) that would earn credit:

- Continued reliance on consumer goods produced overseas
- Continued use of free/cheap labor in colonial settings to produce important consumer goods
- Continued consumption of large amounts of “affordable luxuries” like sugar

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Course Framework Alignment for Short-Answer Question 3

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	PP-3 Explain how society has changed over time as a result of the development of capitalism.	1.4.I 1.4.III

Scoring Guidelines for Short-Answer Question 3

- Describe one reason for the growth of a commercial economy in Europe during the period 1450-1600.
- Explain one effect of the growth of a commercial economy on politics in Europe during the period 1450-1600.
- Explain one effect of the growth of a commercial economy on social structures in Europe during the period 1450-1600.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing one reason for the growth of a commercial economy in Europe from 1450 to 1600
- ONE point for explaining one political effect of the growth of a commercial economy in Europe from 1450 to 1600
- ONE point for explaining one effect on social structures of the growth of a commercial economy in Europe from 1450 to 1600



Scoring Notes

“Commercial economy” can be taken to include any part of the economy where money (rather than barter) is the main medium of exchange and where individuals are relatively free to sell their goods, services, or labor in an open market. Commercial economies are usually contrasted with “traditional economies,” where there are frequently restrictions on economic activity often determined by custom and precedent.

Examples of responses to part (a) that would earn credit:

- Erosion of religious authorities (e.g., the Catholic Church) that had restricted many forms of consumption, as well as some forms of economic and mercantile activity
- Surge in the European population after the Great Plague, which encouraged demand for goods
- Influx of precious metals from the New World, which put more money in circulation
- Encouragement of mercantile activity and trade by “new monarchies” seeking greater revenues
- Greater access to consumer goods as a result of overseas exploration and expansion

Examples of responses to part (b) that would earn credit:

- Increased power of states that were most successful at encouraging commercialization
- In some cases, growth in commerce encouraged political revolts, such as the Dutch Revolt
- Greater representation of commercial interests in government (e.g., British Parliament)
- Encouragement of colonization and overseas trading enterprises in pursuit of more wealth
- Shift in political power away from Mediterranean to Atlantic states

Examples of responses to part (c) that would earn credit:

- Growth in size and influence of the middle class; usually urban dwellers engaged in trade, finance, and/or manufacturing
- Growth in size and influence of a professional/administrative class (bankers, lawyers, bureaucrats, financiers, etc.)
- Decline in power of the traditional land-owning aristocracy; attempts by aristocracy to suppress or co-opt the new elites
- In many areas, commercialization contributed to prices rising more quickly than wages, leading to greater hardship for wage earners
- Traditional elites tried to extract more from peasants and laborers, leading to social revolts



Course Framework Alignment for Short-Answer Question 4

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Causation	IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.	3.3.III 4.4.II

Scoring Guidelines for Short-Answer Question 4

- Describe one reason for the expansion of women's rights in twentieth-century Europe.
- Explain one effect of the expansion of women's rights on politics in twentieth-century Europe.
- Explain one effect of the expansion of women's rights on social structures in twentieth-century Europe.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing one reason for the expansion of women's rights in twentieth century Europe
- ONE point for explaining one effect of the expansion of women's rights on politics in twentieth century Europe
- ONE point for explaining one effect of the expansion of women's rights on social structure in twentieth century Europe



Scoring Notes

The expansion of women's rights can be taken to mean the expansion of political, social, or economic rights, as appropriate to the time period.

Examples of responses to part (a) that would earn credit:

- Agitation by women for social, political, and economic rights (feminist movement, suffrage movement)
- Role of women in the war effort of both world wars
- Greater contribution of women to the economy as wage earners and consumers
- Application of Enlightenment ideas concerning universal human rights
- Expansion of government intervention in the economy through education and welfare programs
- Developments such as the birth control pill gave women greater individual autonomy

Examples of responses to part (b) that would earn credit:

- Women become an influential voting block
- Family welfare issues become a higher priority of many European governments
- Women begin to assume political leadership roles in many countries

Examples of responses to part (c) that would earn credit:

- Women gain a greater degree of social equality
- Many traditional restrictions on women's behavior and status begin to loosen

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Free-Response Section

Section II is the free-response part of the exam. This section contains two types of free-response questions—a document-based question and a long essay question—and students have a total of 1 hour and 40 minutes to complete them both.

Section II, Part A of the AP Exam consists of the document-based question—an essay question that measures students' ability to develop and support an argument using historical source material as evidence. The question focuses on topics from 1600 to 2001. The seven documents included in the document-based question may include charts, graphs, cartoons, and pictures, as well as written materials of varying length. These are chosen to illustrate interactions and complexities about the historical topic that is the subject of the question. In their responses, students should develop an argument about the question and utilize the documents to support this argument. Students should also explain elements of the authorship of the documents that affect their historical significance, such as point of view, purpose, historical situation, and/or audience. The document-based question also requires students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, other knowledge about the topic being assessed, beyond the specific focus of the documents, is important and must be incorporated into students' essays to earn the highest scores.

Section II, Part B of the AP Exam consists of a choice among three long essay questions about major topics from different time spans of the course.

- Students choose one of the three long essay questions, which deal with period 1, periods 2–3, and periods 3–4 of the course, respectively.
- The three question options all address the same theme and assess the same reasoning skill.

In order to receive the highest scores, students must develop an argument and support it with an analysis of specific, relevant historical evidence of their choosing. Long essay questions ask about large-scale topics specifically mentioned in the concept outline, but they are framed to allow students to provide in-depth discussion of specific examples drawn from the concept outline or from classroom instruction.



Scoring Guidelines and Notes for Document-Based Question 1

Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Primary Targeted Skill: Comparison Additional Practices/Skills: Argument Development Analyzing Primary Sources Contextualization	<p>SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.</p> <p>SP-2 Explain how and why the political forms of European governments have changed over time.</p> <p>SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.</p> <p>SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.</p>	2.1.I 2.1.III 2.2.III

Scoring Guidelines

Evaluate whether or not the term ‘absolute monarchy’ accurately describes Louis XIV’s rule.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must take a position on whether Louis’s rule was absolutist or the limits of absolutism under Louis with some indication of the reason for taking that position.</p>



Points	Rubric	Notes
B: Contextualization (0-1)	<p>Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p>To earn the point, the essay must accurately describe a context relevant to whether “absolute monarchy” accurately describes Louis XIV’s rule.</p> <p><i>Examples might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Fronde rebellion • Wars of Louis XIV: Spanish Succession/League of Augsburg/others • Revocation of the Edict of Nantes

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Points	Rubric	Notes
C: Evidence (0–3)	<p>Evidence from the Documents: Uses the content of at least three documents to address the topic of the prompt. (1 point)</p> <p><i>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.</i></p> <p>OR</p> <p>Supports an argument in response to the prompt using at least six documents. (2 points)</p> <p><i>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p>	<p><i>See document summaries page for details.</i></p> <ul style="list-style-type: none"> • Document 1: Louis as Jupiter (1654) • Document 2: Louis XIV <i>Memoirs</i> (1662) • Document 3: Bouchu report to Colbert (1669) • Document 4: Declaration of the Clergy (1682) • Document 5: Arnoul report on Edict of Nantes (1685) • Document 6: Fénelon letter to Louis XIV (1694) • Document 7: Lord’s Prayer parody (1700s)
	<p>Evidence Beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p>Typically, statements credited as contextualization will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as supporting evidence from outside the documents will typically contain more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.</p>



Points	Rubric	Notes
D: Analysis and Reasoning (0–2)	<p>Sourcing: For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p><i>To earn this point, the response must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i></p>	<p><i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i></p>
	<p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point)</p> <p><i>A response may demonstrate a complex understanding in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Demonstrating a complex understanding of the prompt might include the following:</i></p> <ul style="list-style-type: none"> • <i>Explaining the nuance of an issue by analyzing multiple variables, such as the influence of religion and how the religious conflicts interacted with the conflict between the crown and the nobility</i> • <i>Explaining relevant and insightful connections within and across periods, such as comparing Louis to other absolutist monarchs</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as pointing out the limits of Louis’s effective absolutism in an argument that claims he was absolutist</i>
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D</p>		



Document Summaries and Possible Sourcing

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as the following
1. Louis XIV as Jupiter painting, 1654	<ul style="list-style-type: none"> Portrays Louis as the Roman god Jupiter, commemorating the defeat of the Fronde rebellion 	<ul style="list-style-type: none"> Painter likely commissioned especially for the portrait (POV) Louis wished to have himself portrayed as godlike (audience) Louis consolidating his authority as king (context)
2. Louis's <i>Memoirs</i> , 1662	<ul style="list-style-type: none"> Discusses why he chose the Sun as his symbol 	<ul style="list-style-type: none"> Louis is justifying his actions (POV) Louis expects the Dauphin to follow in his footsteps (purpose) The Dauphin as heir will have to continue Louis's policies to maintain power (audience)
3. Bouchu report to Colbert, 1669	<ul style="list-style-type: none"> Complains about the obstructionist nobility of the <i>Parlement</i> in Dijon 	<ul style="list-style-type: none"> Nobility are seeking to maintain their traditional rights (context) Bouchu seeks to reassure Colbert of his authority (purpose) Bouchu is protecting his position (POV)
4. Declaration of the Clergy, 1682	<ul style="list-style-type: none"> States Louis is not subject to the Pope's authority in political matters 	<ul style="list-style-type: none"> Gives Louis backing of French religious authorities (purpose) Challenges papacy and its supporters in France (audience) Assembly called by and presumably answerable to Louis (POV)
5. Arnoul report on Nantes Huguenots, 1685	<ul style="list-style-type: none"> Notes that Protestants have either not truly converted to Catholicism or are leaving for the Netherlands 	<ul style="list-style-type: none"> Arnoul is trying to account for the problems he is having in completing his mission (POV) Wars of religion in France (context) Needs the tax revenue from Huguenot merchants (purpose)
6. Fénelon letter to Louis, 1694	<ul style="list-style-type: none"> Criticizes Louis XIV's wars and the toll they are taking on France 	<ul style="list-style-type: none"> War of the League of Augsburg (context) As an archbishop, uses Christian perspective to chastise Louis (POV) Tries to use moral authority to sway the court into influencing Louis (audience) Fénelon's criticism of the king is risky, so he is probably sincere (context)
7. Lord's Prayer parody, 1700s	<ul style="list-style-type: none"> Criticizes the defeats and high taxes of the War of the Spanish Succession 	<ul style="list-style-type: none"> Anonymous due to fear of retribution (POV) Bourbon/Habsburg rivalry (context) Circulated to French subjects tired of constant conflict and taxation (audience)

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Scoring Notes

Introductory notes:

Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.

- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point). To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt.

The thesis must take a position on whether Louis XIV was an absolutist or the limits of that absolutism *with some indication of the reason for taking that position.*

Note: A credited presentation of thesis need NOT describe the entire course of the argument developed in the body of the essay. However, it must suggest at least one main line of argument development or establish the analytic categories of the argument.

Examples of acceptable theses:

- “The term ‘absolute monarchy’ does not accurately describe Louis XIV’s rule because he never completely controlled his nobility and he allowed his ministers to have too much authority.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)
- “The term absolute monarchy accurately describes Louis XIV’s rule because of his control of religion and his control of the nobility within France.” (*Responds to the prompt with an evaluative claim that establishes a line of reasoning.*)

Example of unacceptable theses:

- “Louis XIV definitely ruled as an absolute monarch.” (*The response merely indicates the position that will be argued without giving any indication of the line of reasoning. If this statement was immediately followed by another sentence suggesting a valid reason for taking this position, then the two sentences taken together could receive credit.*)



- “Louis XIV’s rule is accurately described by absolute monarchy through him being above what the church says, looked at like a god, and being brave while also not being described by absolute monarchy by not really caring for his people and having a lack of food and going to war.” (*The response does not identify the main line of reasoning or state an evaluative position that responds to the prompt.*)

B. Contextualization (0–1 points)

Responses earn one point for contextualization by describing a broader historical context relevant to the prompt (1 point). To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the essay must accurately describe a context relevant to whether “absolute monarchy” accurately describes Louis XIV’s rule.

Examples of context might include the following:

- The Fronde rebellion
- Wars of Louis XIV: Spanish Succession/League of Augsburg/others
- The Revocation of the Edict of Nantes
- Colbert and mercantilism
- Henry IV, the Edict of Nantes, and the French wars of religion
- Huguenots
- The Estates-General and Parlements
- Versailles and court life
- Cardinal Mazarin
- The wars of religion, Thirty Years’ War, and French Civil War
- Divine right of kings

Example of acceptable contextualization:

- “Louis used his increasing funds, accumulated through his military conquests, increasing taxes, and loans, to enhance France and glorify his rule. One example was the construction of the palace at Versailles, which was the envy of Europe and was later copied by other absolutists such as the Prussian king Frederick the Great, who built his own palace outside Berlin.” (*The response relates broader events and developments to the topic of Louis’s absolutism.*)

Example of unacceptable contextualization:

- “After the Protestant Reformation, France was divided between the Catholics and the Protestants known as Huguenots, which led to conflict.” (*Though potentially relevant, without a clear link to the question of absolutism and Louis XIV, this statement does not constitute acceptable contextualization.*)



C. Evidence (0–3 points)

a) Document Content—Addressing the Topic

In order to achieve the first point, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn one point for evidence from the documents, the response must accurately describe—rather than simply quote or paraphrase—content from at least three of the documents to address the topic of Louis XIV’s absolutism.

Example of describing the content of a document:

- (Document 2) “In a memoir of Louis XIV, he describes his duties and that of a prince as the sun. He claims that the sun is noblest of all, heavenly, and distributes light to all the world, almighty and all-powerful.” (*The response describes the document accurately and thus is credited as addressing the topic, but it does not explicitly tie the description to an argument in response to the prompt.*)

OR

b) Document Content—Supporting an Argument

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents (2 points). To earn two points, responses must accurately describe the document’s content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Examples of supporting an argument using the content of a document:

- (Document 1): “Absolutism claimed that the monarch’s authority was unlimited. The portrait of Louis as a young god who has defeated his enemies is a way for Louis to make this claim and shows that he thought of his rule as absolute.” (*The response connects the contents of the document to an argument about absolutism as an ideology.*)
- (Document 3): “His control over situations was not as strong as he really believed or wanted it to be. In a report by an intendant to Jean-Baptiste Colbert, the finance minister of France, the Parlement of Burgundy opposed the absolute control of Louis XIV and advocated for their sovereignty, showing that Louis XIV did not really have total control of France in every matter.” (*The response accurately describes and connects the content of the document to an argument about the limits of Louis XIV’s absolutism.*)

c) Evidence Beyond the Documents

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses Louis XIV’s absolutism (1 point). To earn this point, the evidence must be described and must be more than a phrase or reference.



This additional piece of evidence must be different from the evidence used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **supporting evidence from outside the documents** will typically be more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.

Example of acceptable use of an additional piece of specific historical evidence:

- “France during the time of Louis XIV’s reign was in the midst of a revolt that sparked King Louis’s distrust for the people of Paris. This led him to move his center of rule from Paris 11 miles and resulted in the palace of Versailles.” *(The response provides a piece of evidence not in the documents relevant to an argument that addresses the prompt.)*

D. Analysis and Reasoning (0–2 points)

a) Document Sourcing

For at least **three** documents, the response explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point, the response must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

Example of an acceptable explanation of the significance of the document’s point of view:

- (Document 5): “Pierre Arnoul, an intendant of the city of La Rochelle, declared that it was ‘the intention of the king that [he] arrest those whom [he] knew were taking measure to leave.’ This measure of religious intolerance was reflective of Louis XIV’s absolute rule, allowing no dissent from the people he ruled over. However, the author of the document, Arnoul, must also be considered. As an intendant, or a royal official appointed to the King, his point of view is likely greatly skewed towards Louis’s interests as his job and possibly his life might be on the line, were he not.” *(The response provides sourcing regarding the POV of the author relevant to an argument addressing Louis XIV and absolutism.)*



Example of an acceptable explanation of the significance of the document's purpose:

- For Document 1: “Another example of Louis’s divine right belief was a painting of him created by Charles-Francois Poerson commemorating his defeat of the Fronde, a rebellion of nobles. This painting is affirming Louis’s divine right as it portrays him as a literal god, as evidenced by the plaque beneath the painting that describes the pagan sky god, Jupiter’s awe upon seeing that ‘a new Jupiter has arrived.’ Once again, the bias of the painter is slightly skewed. As an artist for Louis XIV, he was likely in support of the king and his policies. In addition, his portrayal of Louis would have to have been greatly dramatized in order to please his subject, Louis XIV himself.” (*The response provides sourcing regarding the purpose of the painting relevant to an argument addressing Louis XIV and absolutism.*)

Example of an acceptable explanation of the relevance of the historical situation of a document:

- For Document 4: “Even the clergy thought he was destined to be an absolute ruler. At the Assembly of the Clergy of France, they say that ‘Kings are not subjected . . . to any ecclesiastical authority.’ They also say that subjects cannot be released from the jurisdiction of the king for any reason. The purpose of this document was to ensure that people knew that the king had power even the clergy didn’t. This was significant because previously, the church had power over the king.” (*The response provides sourcing regarding the historical situation of the assembly relevant to an argument addressing Louis XIV and absolutism.*)

Example of an acceptable explanation of the significance of the audience:

- For Document 7: “The parody of the Lord’s Prayer that attacks Louis and his court was aimed at a wide audience who would all be familiar with the “Our father Prayer.” This shows that Louis might have been very unpopular at the time and undercuts the idea that he was truly an absolute ruler.” (*The response provides sourcing regarding the audience of the poem relevant to an argument regarding the limits of Louis’s absolutism.*)

b) Demonstrating Complex Understanding

The response demonstrates a complex understanding of the historical development of Louis XIV’s absolutism, using evidence to corroborate, qualify, or modify an argument that addresses the question (1 point).

Demonstrating a complex understanding of the prompt might include the following:

- Explaining the nuance of an issue by analyzing multiple variables, such as the influence of religion and how the religious conflicts interacted with the conflict between the crown and the nobility
- Explaining relevant and insightful connections within and across periods, such as comparing Louis to other absolutist monarchs
- Confirming the validity of an argument by corroborating multiple perspectives, such as explaining how different documents corroborate an argument in spite of the differing perspectives of the authors



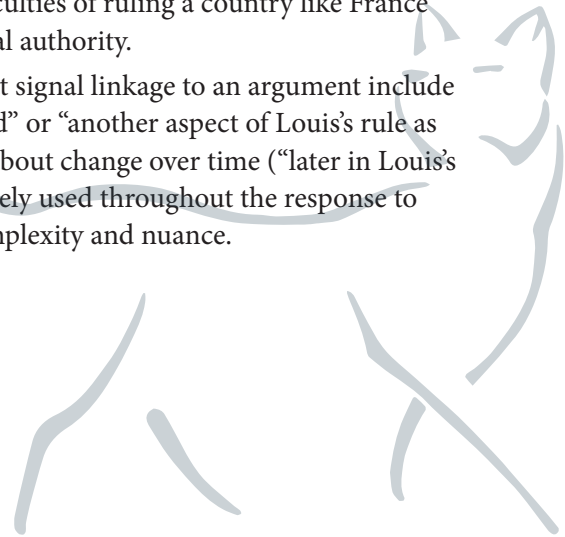
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as pointing out the limits of Louis’s effective absolutism in an argument that claims he was absolutist

This understanding must be part of the argument, not merely a phrase or reference.

Examples of demonstrating complex understanding:

- To support an argument that Louis could accurately be described as an absolute monarch, the response uses Document 1 (Louis portrayed as Jupiter) and Document 2 (Louis’s description of the symbol of the Sun King) to frame an argument concerning Louis’s view about how he saw himself, and then corroborates that with a discussion of Document 4 (Assembly of the Clergy) by arguing that the clergy’s view that Louis could not be removed by the Pope shows Louis’s absolute authority.
- An argument that recognizes complexity by pointing out the distinction between absolutism as a set of ideological claims made by Louis and his government and the practical difficulties of ruling a country like France with entrenched opposition to royal authority.
- Indicators of analytical phrases that signal linkage to an argument include such wording as “on the other hand” or “another aspect of Louis’s rule as absolute was . . .” and suggestions about change over time (“later in Louis’s reign”) consistently and appropriately used throughout the response to demonstrate understanding of complexity and nuance.

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Scoring Guidelines and Notes for Long Essay Question 2

Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
<p>Primary Targeted Skill:</p> <p>Continuity and Change over time</p> <p>Additional Practices/Skills:</p> <p>Argument Development</p> <p>Contextualization</p>	<p>OS-1 Explain the roles of traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge.</p> <p>OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.</p> <p>OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.</p> <p>OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.</p> <p>SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.</p> <p>SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.</p> <p>SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.</p> <p>IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.</p> <p>IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.</p>	<p>1.1.I</p> <p>1.1.II</p> <p>1.2.I</p> <p>1.2.II</p> <p>1.2.III</p> <p>1.4.III</p> <p>1.4.IV</p> <p>1.4.V</p>



Scoring Guidelines

Evaluate the extent to which the Protestant and Catholic Reformations changed Europeans’ relationship with religious authority.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point).</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis is <u>not</u> required to have separate statements regarding each Reformation—“the Reformations” can be treated as a single analytic category.</p> <p>The thesis statement must have some explanatory element or some specificity regarding the nature of the change or continuity to be explained in the essay.</p>
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt (1 point).</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the essay must accurately describe a context relevant to the changes brought about by the Reformations or the continuities that persisted.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Dynastic tensions between European states • The decline of serfdom • The development of Renaissance humanism • Increased literacy and access to religious texts after the invention of the printing press



Points	Rubric	Notes
C: Evidence (0-2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include the following:</i></p> <ul style="list-style-type: none"> • Peasant revolts in Germany • Luther's doctrine of <i>sola Scriptura</i>

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Points	Rubric	Notes
<p>D: Analysis and Reasoning (0–2)</p>	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> • Explaining a nuance of an issue by analyzing multiple variables • Explaining multiple causes or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>The response must demonstrate the use of historical reasoning to frame or structure an argument as to the extent to which Europeans’ relationship with religious authority changed, although the reasoning might be uneven, imbalanced, or inconsistent.</p> <p><i>Examples of using historical reasoning might include the following:</i></p> <ul style="list-style-type: none"> • Henry VIII’s break with the Catholic Church as an example of the Pope’s declining religious authority • The use of the Inquisition to reassert Catholic authority over believers <p>OR</p> <p>The response must demonstrate a complex understanding of the changes brought about by the Reformations.</p> <p><i>Demonstrating a complex understanding of the prompt might include the following:</i></p> <ul style="list-style-type: none"> • Explaining the nuance of an issue by analyzing changes in religious thought that occurred before the Reformations • Explaining similarities and differences between the ways in which the Protestant and Catholic Reformations affected the relationship of Europeans to religious authority • Qualifying or modifying an argument by considering diverse or alternative views or evidence acknowledging continuities or similarities that complicate the argument • Explaining significant changes in the nature of religious authority but also pointing out the persistent importance of religion and religious authorities in most Europeans’ lives
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D</p>		



Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about the extent to which Europeans' relationship with religious authority changed as a result of the Protestant and Catholic Reformations (1 point). To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “The Protestant Reformation brought about significant change in individual relationships to religious authority because it made many Europeans feel more responsible for their own individual relationship with God.” (*The response makes a historically defensible claim that addresses the prompt.*)
- “Luther’s 95 Theses brought about significant change in Europe by undermining the authority of the pope, which divided Christian Europe into various religious factions, each with their own views and practices.” (*The response makes a historically defensible claim that addresses the prompt.*)

Examples of unacceptable theses:

- “The Protestant Reformation brought about change by leading to the reform of the Catholic Church.” (*The response lacks a clear claim about individual relationships with religious authority.*)
- “The change that occurred as a result of the Reformation was that for the first time Europe had more than one religion.” (*The response is not a historically defensible claim.*)



B. Contextualization (0–1 points)

Responses earn **one point** by describing a broader historical context relevant to the prompt (1 point). To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the Reformation. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to how Europeans' relationship with religious authority changed and/or stayed the same as a result of the Protestant and Catholic Reformations.

Examples might include the following, with appropriate elaboration:

- Political tensions within the Holy Roman Empire
- The development of the printing press
- The influence of Christian humanism in northern Europe
- Changes in worldviews brought about by the voyages of discovery and the exposure to radically different religions and ways of thought

C. Evidence (0–2 points)

a) Responses earn **one point** by providing at least two specific examples of evidence relevant to the **topic** of the prompt (1 point). Responses can earn this point without earning the point for a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the extent to which Europeans' relationship with religious authority changed as a result of the Protestant and Catholic Reformations.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include the following:

- The decisions of the Council of Trent
- The spread of Vulgate Bibles, such as the King James Bible
- The Jesuit order and its role in education

OR

b) Responses earn **two points** if they support an **argument** in response to the prompt using specific and relevant examples of evidence (2 points). To earn the second point, the response must use specific historical evidence to support an argument regarding the extent to which Europeans' relationship with religious authority changed as a result of the Protestant and Catholic Reformations.



D. Analysis and Reasoning (0–2 points)

a) Historical Reasoning

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses continuity and change by making an argument for the extent to which Europeans' relationship with religious authority changed as a result of the Protestant and Catholic Reformations (1 point). To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include the following:

- The support of German princes for Luther's break with the Catholic Church
- The transition in European art away from religious subjects and toward depictions of everyday life

OR

b) Complexity

Responses earn **two** points by demonstrating a complex understanding of the changes in Europeans' relationship with religious authority brought about by the Reformations, using evidence to corroborate, qualify, or modify an argument that addresses the question (2 points). A response may demonstrate a complex understanding in a variety of ways, such as the following:

- Explaining the nuance of an issue by analyzing changes in religious thought that occurred before the Reformations, such as the emergence of Christian humanism or heretical movements such as the Hussites
- Explaining similarities and differences between the effects of the Protestant and Catholic Reformations
- Qualifying an argument by considering diverse or alternative views or evidence acknowledging potential arguments for the degree of change other than the particular extent argued for in the essay
- Modifying the argument by discussing a significant continuity in Europeans' relationship with religious authority that endured despite the Reformations



Scoring Guidelines and Notes for Long Essay Question 3

Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
<p>Primary Targeted Skill:</p> <p>Continuity and Change over time</p> <p>Additional Practices/Skills:</p> <p>Argument Development</p> <p>Contextualization</p>	<p>PP-1 Explain how capitalism has developed as an economic system.</p> <p>PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.</p> <p>PP-3 Explain how society has changed over time as a result of the development of capitalism.</p> <p>PP-5 Explain how individuals, groups, and the state responded to economic developments over time.</p> <p>IS-1 Explain the role of technology in forming and transforming European society.</p> <p>IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.</p> <p>IS-4 Explain how and why the status of specific groups within society has changed over time.</p> <p>IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.</p> <p>SP-3 Explain how and why the economic roles of European governments have changed over time.</p>	<p>2.2.I</p> <p>2.4.I</p> <p>2.4.IV</p> <p>3.1.I</p> <p>3.1.II</p> <p>3.1.III</p> <p>3.2.I</p> <p>3.2.II</p> <p>3.2.III</p>

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Scoring Guidelines

Evaluate the extent to which technological developments in the period 1750 to 1850 altered the working lives of individual Europeans.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point).</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis is <u>not</u> required to cover the entire period from 1750 to 1850, but it should cover a significant development of that period.</p> <p>The thesis is <u>not</u> required to discuss multiple developments.</p> <p>The thesis statement must have some explanatory element or some specificity regarding the nature of the change or continuity to be explained in the essay.</p>
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt (1 point).</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the essay must accurately describe a context relevant to the changes brought about by technological developments in the period 1750 to 1850 or the continuities that persisted.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Prevalance of small-scale production before 1750 • The role of manufacturing guilds before 1750 • The Commercial Revolution and the growth of a capitalist economy



Points	Rubric	Notes
C: Evidence (0-2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include the following.</i></p> <ul style="list-style-type: none"> • The development of water-powered looms • The invention and spread of steam power • The decline of cottage industry • The concentration of manufacturing in towns

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Points	Rubric	Notes
<p>D: Analysis and Reasoning (0-2)</p>	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> • Explaining a nuance of an issue by analyzing multiple variables • Explaining multiple causes or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument as to the extent of change brought about by technological developments in the period 1750 to 1850.</p> <p><i>Examples of using historical reasoning might include the following.</i></p> <ul style="list-style-type: none"> • The increasing presence of women in the paid labor force outside the home as textile factories expanded • The increasing internal and external migration facilitated by steam-powered transportation <p>OR</p> <p>To earn the second point, the response must demonstrate a complex understanding of the extent of changes brought about by technological developments in the period 1750 to 1850.</p> <p><i>Demonstrating a complex understanding might include the following:</i></p> <ul style="list-style-type: none"> • Explaining the nuance of an issue by analyzing changes in technology before the period 1750 to 1850 • Explaining the connections between the Industrial Revolution and the Agricultural and Commercial Revolutions • Qualifying or modifying an argument by considering diverse or alternative views or evidence acknowledging continuities as well as changes
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D</p>		



Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about the extent of changes in European society brought about by technological developments in the period 1750 to 1850 (1 point). To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “The technological developments in the period 1750 to 1850 brought about major change in European society through the development of the industrial working class.” (*The response makes a historically defensible claim that addresses the prompt.*)
- “The change that occurred in European society as a result of technology was the increasing transition of much of Europe’s population from rural life into an increasingly urban society.” (*The response makes a historically defensible claim that addresses the prompt.*)
- “Technological change associated with the industrialization led to more and more people working for wages rather than to produce the things they needed by themselves.” (*The response makes a historically defensible claim that addresses the prompt.*)

Examples of unacceptable theses:

- “The change brought about by technology change was industrialization.” (*The response lacks an explanatory element or any specificity as to changes in work.*)
- “Technology completely changed individual working lives in the period 1750 to 1850.” (*The response repeats the main idea of the prompt and only adds a vague modifier.*)
- “The technology developed in this period changed society through the development of mass media such as movies and radio.” (*The response is not a historically defensible claim because the thesis addresses developments outside the chronological period specified by the prompt.*)



B. Contextualization (0–1 points)

Responses earn **one** point by describing a broader historical context relevant to the prompt (1 point). To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of 1750 to 1850. This point is not awarded for merely a phrase or a reference.

To earn the point, the essay must accurately describe a context relevant to the changes brought about by technological developments in the period 1750 to 1850 or the continuities that remained in spite of those developments.

Examples might include the following, with appropriate elaboration:

- The enclosure movement and the increase in agricultural productivity
- The decline of the guild system
- Changes in financial practices, such as the development of the joint-stock company

C. Evidence (0–2 points)

a) Responses earn **one** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt (1 point). Responses can earn this point without earning the point for a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the extent of changes in European society brought about by technological developments in the period 1750 to 1850.

The examples of evidence used to earn this point must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include the following:

- The effects of specific technological innovations on work and daily life
- The increasing urbanization of European populations
- The increasing production of consumer goods such as textiles
- The lessening need for manual skill or strength resulting from the adoption of machinery
- Increasing regimentation of work and workers in the factory system

OR

b) Responses earn **two** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence (2 points). To earn the second point, the response must use specific historical evidence to support an argument regarding the extent of changes in European society brought about by technological developments in the period 1750 to 1850.



D. Analysis and Reasoning (0–2 points)

a) Historical Reasoning

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses continuity and change by making an argument regarding the extent of changes in European society brought about by technological developments in the period 1750 to 1850 (1 point). To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include the following:

- The increasing regulation of the work day for industrial workers
- The increased mobility brought about by improvements in transportation such as the train and steamship

b) Complexity

Responses earn **two** points by demonstrating a complex understanding of the extent of changes brought about by technological developments in the period 1750 to 1850, using evidence to corroborate, qualify, or modify an argument that addresses the question (2 points).

Demonstrating a complex understanding of the prompt might include the following:

- Explaining the nuance of an issue by analyzing changes in Europeans' working lives that occurred before the Industrial Revolution, such as the effects of urbanization and the Commercial Revolution
- Explaining continuities in the organization and experience of work that persisted despite technological developments 1750 to 1850, such as the continued importance of peasant agriculture in much of Europe
- Qualifying or modifying an argument by considering diverse or alternative views or evidence acknowledging continuities in European society that endured in spite of technological development, such as differences in the rates of change in different parts of Europe.



Scoring Guidelines and Notes for Long Essay Question 4

Course Framework Alignment

Main Practice/Skill Assessed	Learning Objectives	Key Concepts
Primary Targeted Skill: Continuity and Change over time	INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.	3.3.I 3.5.I 3.5.III
Additional Practice/Skills: Argument Development Contextualization	INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present. INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society. INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society. IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history. IS-4 Explain how and why the status of specific groups within society has changed over time. IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present. NI-1 Explain how and why national identities were created, developed, and challenged. NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	3.6.II 4.1.III 4.1.V 4.1.VI 4.2.II 4.3.IV 4.4.I 4.4.III



Scoring Guidelines

Evaluate the extent to which European ideas concerning race changed in the period from 1850 to 2000.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point).</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis is <u>not</u> required to cover the entire period from 1850 to 2000, but it should cover a significant development of that period.</p> <p>The thesis is <u>not</u> required to discuss multiple ideas.</p> <p>The thesis statement must have some explanatory element or some specificity regarding the nature of the change or continuity to be explained in the essay.</p>
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt (1 point).</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the essay must accurately describe a context relevant to the changes and continuities in European ideas concerning race in the period from 1850 to 2000.</p> <p><i>Examples of context might include the following, with appropriate elaboration.</i></p> <ul style="list-style-type: none"> • Imperialism/colonialism • The First and Second World Wars • Decolonization



Points	Rubric	Notes
C: Evidence (0-2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include the following:</i></p> <ul style="list-style-type: none"> • The anti-Semitism in France during the Dreyfus affair • The backlash against immigrants and guest workers in the 1970s and 1980s

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Points	Rubric	Notes
<p>D: Analysis and Reasoning (0-2)</p>	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as the following.</i></p> <ul style="list-style-type: none"> • Explaining a nuance of an issue by analyzing multiple variables • Explaining multiple causes or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument as to the extent of change in European ideas concerning race in the period from 1850 to 2000, although the reasoning might be uneven, imbalanced, or inconsistent.</p> <p><i>Examples of using historical reasoning might include the following.</i></p> <ul style="list-style-type: none"> • The appeal of Hitler’s racial anti-Semitism in Germany after the First World War • The increasing calls for independence after large-scale colonial participation in the First and Second World Wars <p>OR</p> <p>To earn the second point, the response must demonstrate a complex understanding of changes and/or continuities in European ideas concerning race in the period from 1850 to 2000.</p> <p><i>Demonstrating complex understanding might include the following:</i></p> <ul style="list-style-type: none"> • Explaining the nuance of an issue by analyzing European ideas concerning race before the period from 1850 to 2000 • Explaining the connections and contradictions between Darwin’s biological theories and European racial ideas • Qualifying or modifying an argument by considering diverse or alternative views or evidence that acknowledge continuities or changes that complicate the argument

If response is completely blank, enter - - for all four score categories: A, B, C, and D



Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn **one** point by responding to the prompt with a historically defensible thesis or claim about the extent of changes in European ideas concerning race in the period from 1850 to 2000 (1 point). To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- The application of Darwinian ideas of evolution to the idea that people belong to different races was a huge change in how Europeans thought about race.” (*The response makes a historically defensible claim that addresses the prompt.*)
- “The European ideas concerning race changed with increasing rejection of official racism and racial ideology after the Holocaust and Second World War.” (*The response makes a historically defensible claim that addresses the prompt.*)

Examples of unacceptable theses:

- “The way European ideas concerning race changed was through an increase in racism.” (*The response addresses extent but lacks an explanatory element or example on which to base an argument.*)
- “The change that occurred in European ideas of race was the Holocaust.” (*The response lacks a clear claim regarding extent.*)

B. Contextualization (0–1 points)

Responses earn **one** point by describing a broader historical context relevant to the prompt (1 point). To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of 1850 to 2000.

This point is not awarded for merely a phrase or a reference.



To earn the point, the essay must accurately describe a context relevant to the changes and/or continuities in European ideas concerning race in the period from 1850 to 2000.

Examples might include the following, with appropriate elaboration:

- Immigration from colonies to European metropolises
- Postwar disillusionment and the Lost Generation
- The abolitionist movement and religious revival
- Increasing nationalism in Europe based on ethnic identity

C. Evidence (0–2 points)

a) Responses earn **one** point by providing at least two specific examples of evidence relevant to the **topic** of the prompt (1 point). Responses can earn this point without earning the point for a thesis statement. To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the extent of changes in European ideas concerning race in the period from 1850 to 2000.

The examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include the following:

- The Holocaust
- The scramble for Africa
- The Nuremberg Trials

OR

b) Responses earn **two** points if they support an **argument** in response to the prompt using specific and relevant examples of evidence (2 points). To earn the second point, the response must use specific historical evidence to support an argument regarding the extent of changes in European ideas concerning race in the period from 1850 to 2000.

D. Analysis and Reasoning (0–2 points)

a) Historical Reasoning

Responses earn **one** point by using historical reasoning to frame or structure an argument that addresses continuity and change by arguing for the extent of changes in European ideas concerning race in the period from 1850 to 2000 (1 point). To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.



Examples of using historical reasoning might include the following:

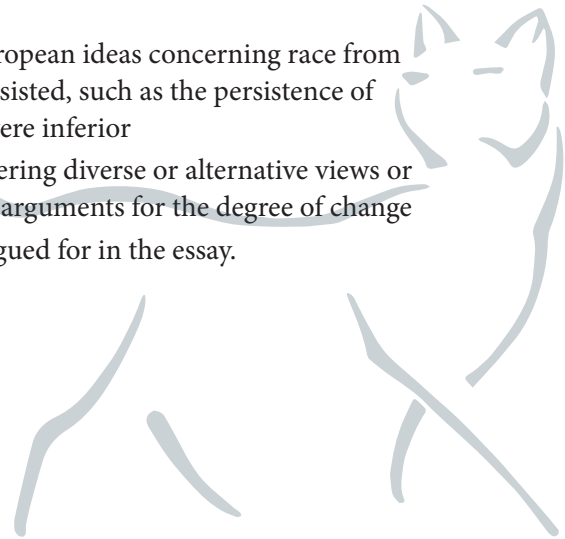
- The use of the Darwinian concept of survival of the fittest to justify genocidal racial policies
- The undermining of European imperialist claims of racial superiority by Japan's defeat of Russia in 1905 and early conquests in the Second World War

b) Complexity

Responses earn **two** points by demonstrating a complex understanding of the changes and/or continuities in European ideas concerning race in the period from 1850 to 2000, using evidence to corroborate, qualify, or modify an argument that addresses the question (2 points). To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as

- Explaining the nuance of an issue by analyzing European ideas concerning race before the period from 1850 to 2000, such as Enlightenment concepts of the noble savage
- Explaining how continuities in European ideas concerning race from the period before 1850 to 2000 persisted, such as the persistence of perceptions that non-Europeans were inferior
- Qualifying an argument by considering diverse or alternative views or evidence acknowledging potential arguments for the degree of change other than the particular extent argued for in the essay.

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