

2017 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION I, Part B

Time — 50 minutes

4 Questions

Directions: Read each question carefully and write your response 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 its designated page.

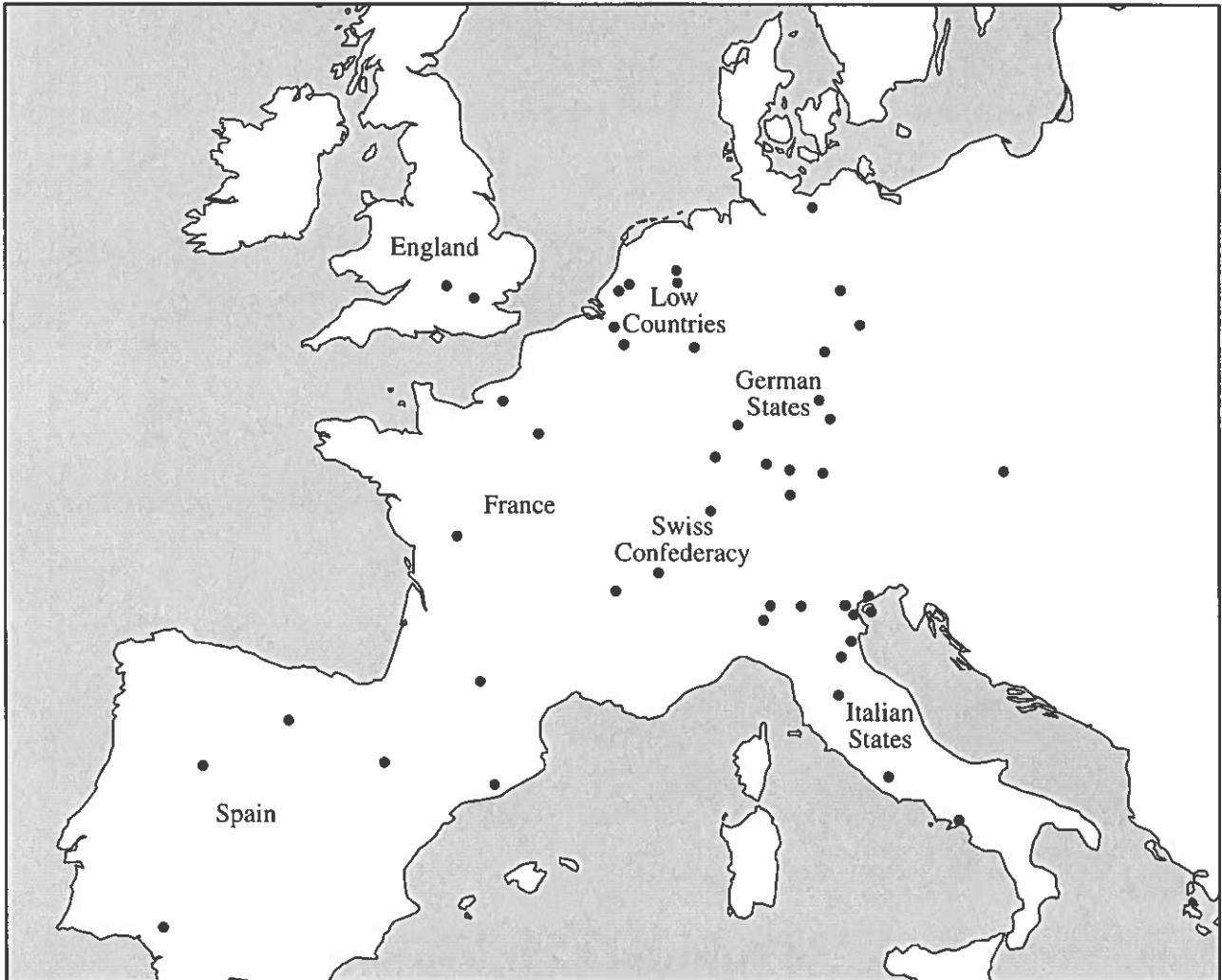
Answer all parts of every question. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet. Sources have been edited for the purposes of this exercise.

1. a) Identify and explain ONE continuity in European family life from 1700 through 1900.
- b) Identify and explain ONE change in European family life from 1700 through 1900.
- c) Identify and explain a SECOND distinct change in European family life from 1700 through 1900.

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

MAJOR PRINTING CENTERS IN EUROPE, 1452–1500



Each dot represents a city that produced at least 50 different books or book editions during the period 1452–1500.

2. a) For the period 1452–1500, identify and explain ONE cause that contributed to the geographical distribution of printing centers in Europe shown on the map.
- b) For the period 1500–1550, identify and explain ONE short-term cultural or political effect of the emergence of printing centers such as the ones shown on the map.
- c) For the period 1550–1789, identify and explain ONE long-term effect of the spread of printing on European society.

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

“The welfare state, in short, was born of a cross-party twentieth-century consensus. . . . Moreover, and here the memory of war once again played an important role, the twentieth-century ‘socialist’ welfare states were constructed not as an advance guard of egalitarian revolution but to provide a barrier against the return of the past: against economic depression and its polarizing, violent political outcome in the desperate politics of Fascism and Communism alike. The welfare states were thus *prophylactic* [preventive]. . . . Thanks to a half century of prosperity and safety, we in the West have forgotten the political and social traumas of mass insecurity. And thus we have forgotten why we have inherited those welfare states and what brought them about.”

Tony Judt, British historian, *Reappraisals: Reflections on the Forgotten Twentieth Century*, 2008

3. a) Provide ONE piece of evidence that would support Judt’s argument regarding the creation of welfare states.
- b) Provide ONE piece of evidence that would support Judt’s characterization of political and economic conditions in the period 1960 to 2000.
- c) Briefly analyze ONE way in which Judt’s argument is a response to the political and intellectual trends in late-twentieth-century Europe.

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

“For if Tycho Brahe,* considering the immensity of those globes [the planets], believed that they did not exist pointlessly in the world, but were packed with inhabitants, how much more convincing will it be for us, perceiving the variety of the works and intentions of God on this globe of Earth, to adopt a similar conjecture about the others as well? For He has created species to inhabit the waters, though there is no place under them for air, which living things draw in; He has sent into the immensity of the air birds propped up by feathers; He has given to the snowy tracts of the north white bears and white foxes. . . . Has He then used up all His skill on the globe of the Earth? For whose benefit do four moons gird Jupiter,** as this single Moon of ours does our home? In fact we shall also reason in the same way about the globe of the Sun—is that globe empty but the others full, if everything else corresponds more closely? If just as the Earth breathes out clouds, the Sun breathes out black soot [sun spots]?***”

Johannes Kepler, German mathematician, astronomer, and astrologist,
Harmony of the World, treatise, 1619.

* Danish astronomer (1546–1601) who is considered the pioneer of scientific astronomical observation.

** The four largest moons of Jupiter were discovered in 1610 by Galileo Galilei.

*** Sun spots were first observed telescopically in 1610–1611 by several European astronomers.

4. a) Analyze ONE way in which the passage reflects traditional views of the cosmos.
b) Analyze ONE way in which the passage challenges traditional views of the cosmos.
c) Choose ONE example of a scientific discovery made during the Scientific Revolution (other than the discoveries explicitly mentioned in the passage) and explain how it challenged traditional views of nature.

END OF SECTION I

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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.

Read the passage below and answer all parts of the question that follows.

“At the end of the 1700s two great revolutionary forces enormously increased the intensity of events.

The two forces were these:

On one hand the French nation had reached intellectual maturity, and on the other the French bourgeoisie had reached social maturity. French thought desired to apply its methods of analysis and deduction to all of reality, to society as well as nature. The French bourgeoisie had become conscious of its power, its wealth, its rights, and of its near-infinite possibilities of development. In a word, the bourgeoisie had attained class consciousness.”

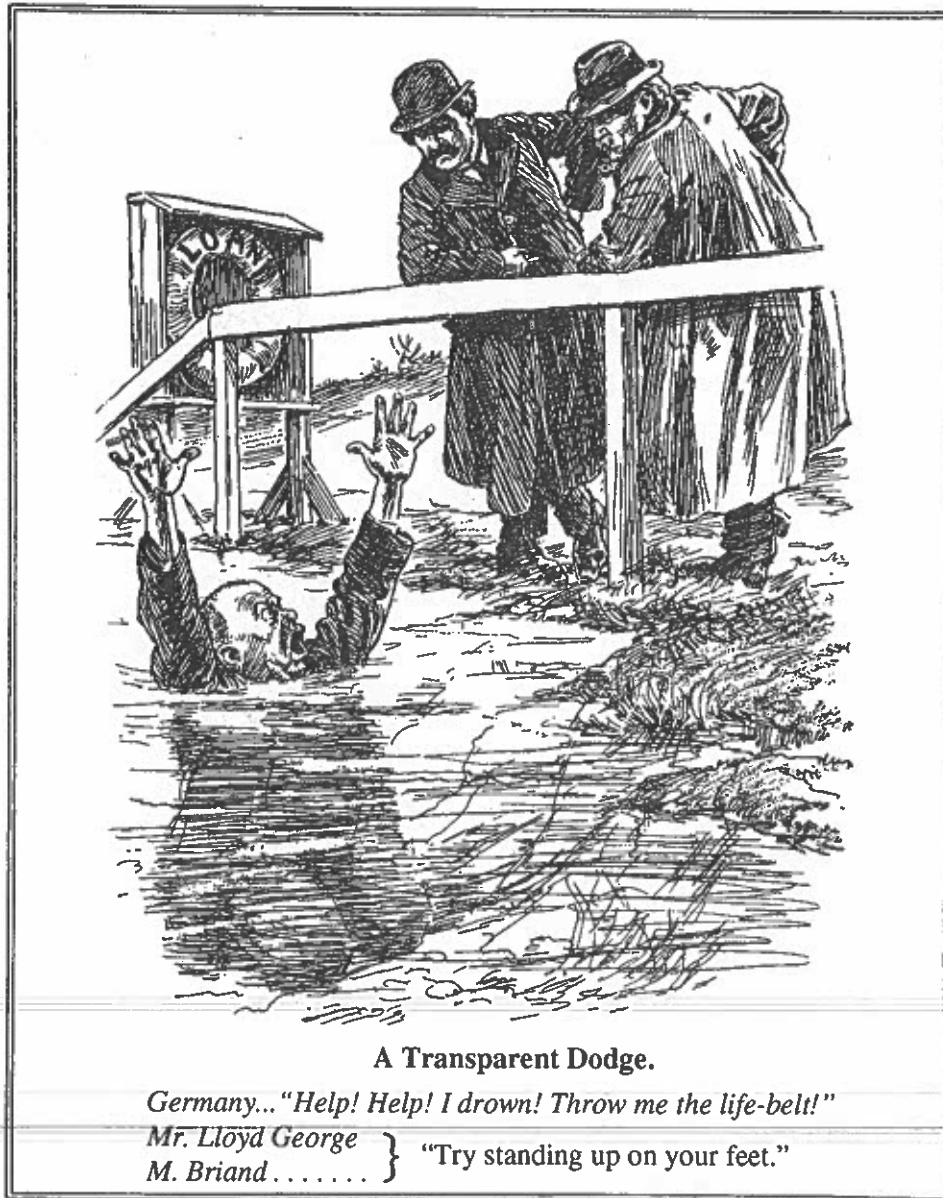
Jean Jaurès, French politician, history of the French Revolution published in a series of articles between 1901 and 1904

1. a) Describe one prior intellectual change that influenced the events described in the passage.
b) Explain why the pattern of social changes that Jaurès describes led to the French Revolution.
c) Explain how an ideology of the 1800s influenced Jaurès’ interpretation of the causes of the French Revolution.

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

December 1921 cartoon from a British magazine showing British Prime Minister Lloyd George and French Prime Minister Aristide Briand and a figure representing Germany, kneeling in the water.



Aristide Briand and Lloyd George taunt the drowning Germany, December, 1921 (litho), English School, (20th century) / Private Collection / Bridgeman Images

2. a) Describe one cause of the international situation depicted in the cartoon.
- b) Explain one effect of the international situation depicted in the cartoon.
- c) Explain the cartoonist's perspective on the international situation depicted in the cartoon.

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Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a) Describe one reason for Martin Luther's critique of the Catholic Church in the early 1500s.
- b) Describe one Catholic response in the 1500s to Luther's critique.
- c) Explain how Luther's protest contributed to social change in Europe in the period 1517 to 1600.

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

- a) Describe one of Lenin's critiques of the Russian monarchy.
- b) Describe one effect of Lenin's critique on Russian politics.
- c) Explain how Stalin's policies departed from Lenin's policies.

END OF SECTION I

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EUROPEAN HISTORY

SECTION I, Part B

Time—40 minutes

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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.

“It was the weakness of Russia’s democratic culture which enabled Bolshevism to take root. . . . The Russian people were trapped by the tyranny of their own history. . . . For while the people could destroy the old system, they could not build a new one of their own. . . . By 1921, if not earlier, the revolution had come full circle, and a new autocracy had been imposed on Russia which in many ways resembled the old.”

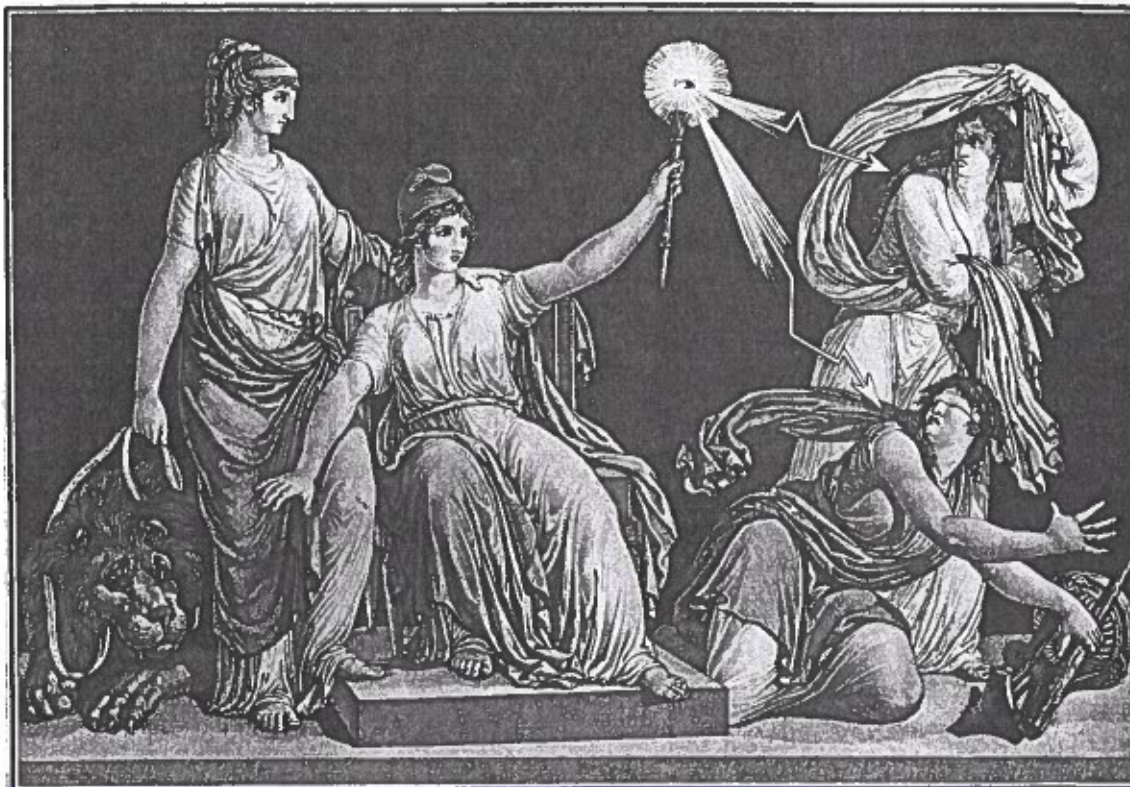
Orlando Figes, historian, *A People’s Tragedy: The Russian Revolution, 1891-1924*, published in 1997

1. a) Describe one piece of evidence that would support the author’s characterization of Russia’s political culture prior to the Bolshevik Revolution.
- b) Describe one piece of evidence that would support the author’s interpretation of Russia’s “new autocracy” in the 1920s and 1930s.
- c) Describe one piece of evidence that would undermine the author’s argument in the passage that the “new autocracy” in Russia resembled the old.

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

Louis-Simon Boizot, *Liberty Armed with the Scepter of Reason Striking down Ignorance and Fanaticism*, France, 1793



La Liberté armée du Sceptre de la Raison foudroie l'Ignorance et le fanatisme.

Liberty armed with the scepter of reason striking down Ignorance and Fanaticism, 1793 (engraving) (b/w photo), Boizot, Simon Louis (1743-1809) (after) / Musée de la Ville de Paris, Musée Carnavalet, Paris, France / Bridgeman Images

2. a) Describe one way in which the image expresses ideas popularized during the Enlightenment.
- b) Describe one way in which the image reflects the policies of the French Revolutionary government's radical phase.
- c) Describe one way in which the ideas in the image continued to influence European political thought after 1815.

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Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

3. a) Describe one cause of the Protestant Reformation in England during the reign of Henry VIII (1509–1547).
- b) Describe one political effect of the Protestant Reformation in England in the period 1500–1600.
- c) Explain one difference between political effects of the Protestant Reformation in England and political effects of the Protestant Reformation in France in the period 1500–1600.

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

4. a) Describe one cause of Great Britain's early industrialization in the period 1700–1800.
- b) Describe one effect of Great Britain's industrialization on the European balance of power in the period 1800–1900.
- c) Explain one political reaction to industrialization within Great Britain in the period 1800–1900.

END OF SECTION I