2024

# AP® European History

## Free-Response Questions
## Set 1

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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.

"In the exhilarating period between the years 1600 and 1700, . . . empirical inquiry evolved from the freewheeling, speculative frenzy [of previous centuries] into something with powers of discovery on a wholly new level. . . . [This was] a regimented process that subjected theories to a pitiless interrogation by observable evidence, raising up some and tearing down others, occasionally changing course or traveling in reverse but making in the long term unmistakable progress.

[The new method] permitted nothing but matters of explanatory power, nothing but a theory's ability to account for the observable, to determine the course of scientific argument. Theology, philosophy, even beauty [became] strictly off limits. Scientists, if they chose to dispute, were obliged to do so in the empirical manner."

**Source:** Michael Strevens, *The Knowledge Machine*, 2020

1. Using the excerpt, respond to **parts a**, **b**, and **c**.
   a. Describe an argument made in the excerpt.
   b. Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt.
   c. Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800.

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***Germania*, nationalist painting attributed to German artist Philipp Veit, 1848**

Artepics / Alamy Stock Photo

*The figure holds an olive branch (symbol of peace) and a sword. The tricolor flag represents Germany.*

2. Using the image, respond to **parts a**, **b**, and **c**.

   a. Describe a goal that the artist likely intended to support by creating the painting.

   b. Explain one way in which political conditions in the period 1800 to 1850 hindered a goal expressed in the painting.

   c. Explain one way in which political developments in the period after 1850 helped to achieve a goal expressed in the painting.

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## Question 3 or 4

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

3. Respond to **parts a**, **b**, and **c**.

   a. Describe one similarity between Portuguese and Spanish overseas expansion in the period 1450 to 1650.

   b. Describe one difference between Portuguese and Spanish overseas expansion in the period 1450 to 1650.

   c. Explain one reason why the rise of new colonial powers such as England, France, and the Dutch Republic led to conflicts in the 1600s and 1700s.

4. Respond to **parts a**, **b**, and **c**.

   a. Describe one difference between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).

   b. Describe one similarity between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).

   c. Explain one reason why democracy spread in Europe in the period 1975 to 2000.

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**END OF SECTION I**

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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 four 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 two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

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1. Evaluate whether the feminist movement of the 1800s was motivated primarily by a desire to achieve economic equality or a desire to achieve political equality.

**Document 1**

**Source:** Suzanne Voilquin, French writer and utopian socialist, "The Justice of Men," article in the journal *New Woman*, which she edited and published with other women, Paris, 1833

In theory, the laws are made in everyone's interest and approved and consented to by everyone, but is that really the case? Humanity is not composed only of men. Dear legislators, please tell me, if we women are half of everyone, have you ever at any time admitted women among yourselves to uphold our rights? And if we women have never had our own representatives to discuss and prevent the oppressive laws that you have drawn up against us, explain by what right would you have us remain forever submissive to these laws?

Take our French Civil Code [created by Napoleon in 1804]. I, a weak woman, feel today the strong need to protest the arbitrary and vicious rules that you have included in it. For example, you male legislators tell us, in Article 213, "The wife owes obedience to her husband." Or take Article 214: "The wife is obligated to live with her husband and follow him everywhere that he wishes to reside." Is it not clear to you that your laws are our enslavement, in that they do not allow us to be ourselves?

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**Document 2**

**Source:** Anna Maria Mozzoni, Italian journalist, "Women and the Project for the New Italian Civil Code," pamphlet published in Milan, 1865

[I would like to] draw the attention of the Legislature and of our honest citizens to the miserable conditions women are subject to under our current civil laws. Even though all of Italy is aware of the laws' imperfections—as evidenced by the fact that we are trying to reform them—there are numerous entrenched interests, widespread prejudices and centuries-old habits that make it extremely difficult, if not impossible to achieve progress.

The recognition of the rights of women is nowadays something that is demanded by the people; it is a principle that is accepted by all civilized nations. There is not a husband today who takes the idea of full legal dominion over his wife seriously, nor a son who denies the property rights of his mother. If these ideas are all but extinct in our society, why would we want to uphold them in our laws?

What I would wish from the Legislature is that instead of excluding women from public functions the law should allow women to play a public role. Our society already employs the physical labor of women in the factories and is content with having them work alongside men, without concerning itself with whose muscles are the stronger. I see no reason why we cannot also make better use of women's minds, which, if we give them a chance, will be found not to be as empty as many contend.

**Document 3**

**Source:** Millicent Garrett Fawcett, British feminist and political activist, article published in the male-owned liberal magazine *Fortnightly Review,* 1870

If the extension of political power to women is in accordance with reason and justice, both [men and women] ought to be equally bound to support the claims of women to the suffrage.

It is frequently said that women are sufficiently represented under the present system, and that their interests have always been protected by the legislature.

Are women sufficiently represented? Is it [fair] that the laws should render a married woman incapable of owning or acquiring property and allow the husband to deprive her even of her own earnings? Is that law just that gives a married woman no legal right to the guardianship of her own children? If women were sufficiently represented, would they be excluded from participation in the great educational institutions of the country, as they are today? Would the door of nearly all [well-paying], and, at the same time, honorable employments be shut against them, as it is now?

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**Document 4**

**Source:** Clara Zetkin, German Marxist journalist, article in *Equality,* a German socialist newspaper for women, written in exile, 1887

Even though the productive capacity of female workers does not lag behind that of male workers, . . . the wages of women workers are far below those of male laborers.

It is not only the women workers who suffer because of the miserable payment for their labor. The male workers, too, suffer because of it. As a consequence of their low wages, the women are transformed from fair competitors into unfair competitors who push down the wages of men. Cheap women's labor means that if male workers want to continue to earn their daily bread, they must put up with low wages. Thus women's work is not only a cheap form of labor, it also cheapens the work of men and for that reason it is doubly appreciated by the capitalist, who craves profits.

Certainly one of the reasons for these poor wages for women is the fact that female workers are not unionized. . . . Thus, in the interest of both men and women workers, it is urgently recommended that the latter be included in trade unions. The larger the number of organized female workers, the sooner will women's wages rise so that soon there may be the realization of the principle of equal pay for equal work regardless of the difference in gender.

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**Document 5**

**Source:** Members of the match manufacturers' union on strike outside the Bryant & May match factory in London, 1888. The photograph was published in the autobiography of one of the strike's organizers.

Chroma Collection / Alamy Stock Photo

*The strike involved over 1,400 workers, mostly women, who protested against the long working hours and hazardous working conditions at the factory.*

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**Document 6**

**Source:** Emilia Pardo Bazán, Spanish aristocrat, novelist, and journalist, "Women of Spain," article published in Great Britain and the United States, 1889

The social distance between men and women is greater today than it was in the old Spain. Men have gained rights and privileges in which women have no share. Each new conquest made by men in the field of political liberty . . . makes the role of women in society even more passive than it was before. Educational freedom, religious freedom, the right of public meeting, the suffrage and the parliamentary system only serve to transfer to one half of society the strength which the other half is gradually losing. Nowadays, not a single woman in Spain, from the Queen downward, enjoys the slightest political influence.

I remember that some time ago in my native town, there was a meeting of freethinkers [liberals]. The organizer was a professor of very modern opinions, and he gave notice in the papers that ladies might attend the meeting. When after the meeting the professor was asked why he had not brought his own wife, he answered horror-struck, "My wife? My wife is no freethinker, thank God!"

**Document 7**

**Source:** Clotilde Dissard, French feminist, "The Protection of Women's Labor," article in *La Fronde*, a newspaper edited and published by women, 1900

The new law [which limits the working hours and type of work done by women and children] has yet to be voted on by the Senate, but already protests against it can be heard from all over the female working class and from feminist circles.

What do we feminists have against this law? It does not put the male and female worker on a perfectly equal footing but wants to "protect" the woman, whereas the man is considered pure work muscle and quite unworthy of the state's care. This hypocritical concern by our legislators for female workers is, sadly, cheered on by the trade unions, whose leadership is preoccupied with workplace competition from women and determined to keep women away from the higher-paying jobs, falsely maintaining that female labor lowers men's wages. These male union leaders directly harm the young unattached women, widows, and unmarried mothers: all those women who suffer and are prepared to work for a starvation wage and who will lose their ability to make a living under the new law's "protections."

Despite the many good reasons for protecting women's labor, this law will be enforced only in cases where men demand it, believing that it will protect their salaries. As for children and the other groups whose labor the law supposedly protects, nobody worries about them, because they, like women, cannot cast a vote in the ballot box.

**END OF DOCUMENTS FOR QUESTION 1**

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**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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. Evaluate the most significant change in European art during the period 1450 to 1700.

3. Evaluate the most significant change in international relations within Europe during the period 1789 to 1815.

4. Evaluate the most significant economic change in Europe during the period 1945 to 1989.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

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

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**STOP**

**END OF EXAM**

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