2024

AP® European History

Free-Response Questions
Set 2

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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.

> "The republican ideal of virtue was based on a notion of fraternity between men in which women were relegated to the realm of domesticity. Public virtue required virility, which required in turn the violent rejection of aristocratic degeneracy and any intrusion of the feminine into the public. . . . Through their rejection of [Marie Antoinette] and what she stood for, Republican men could reinforce their bonds to one another. . . .
>
> [Marie Antoinette] was perhaps also an object lesson for other women who might wish to exercise through popular sovereignty the kind of rule that the Queen had exercised through Royal prerogative. The Republican brothers who had overthrown the King and taken upon themselves his mantle did not want their sisters to follow their lead."
>
> Lynn Hunt, American historian, article published in 1991

1. Using the excerpt, respond to **parts a, b,** and **c**.
   a. Describe an argument the author makes in the excerpt about the French Revolution.
   b. Describe a development prior to the French Revolution that influenced the views on the role of women described in the excerpt.
   c. Describe a development of the late 1900s that may have influenced the author's perspective.

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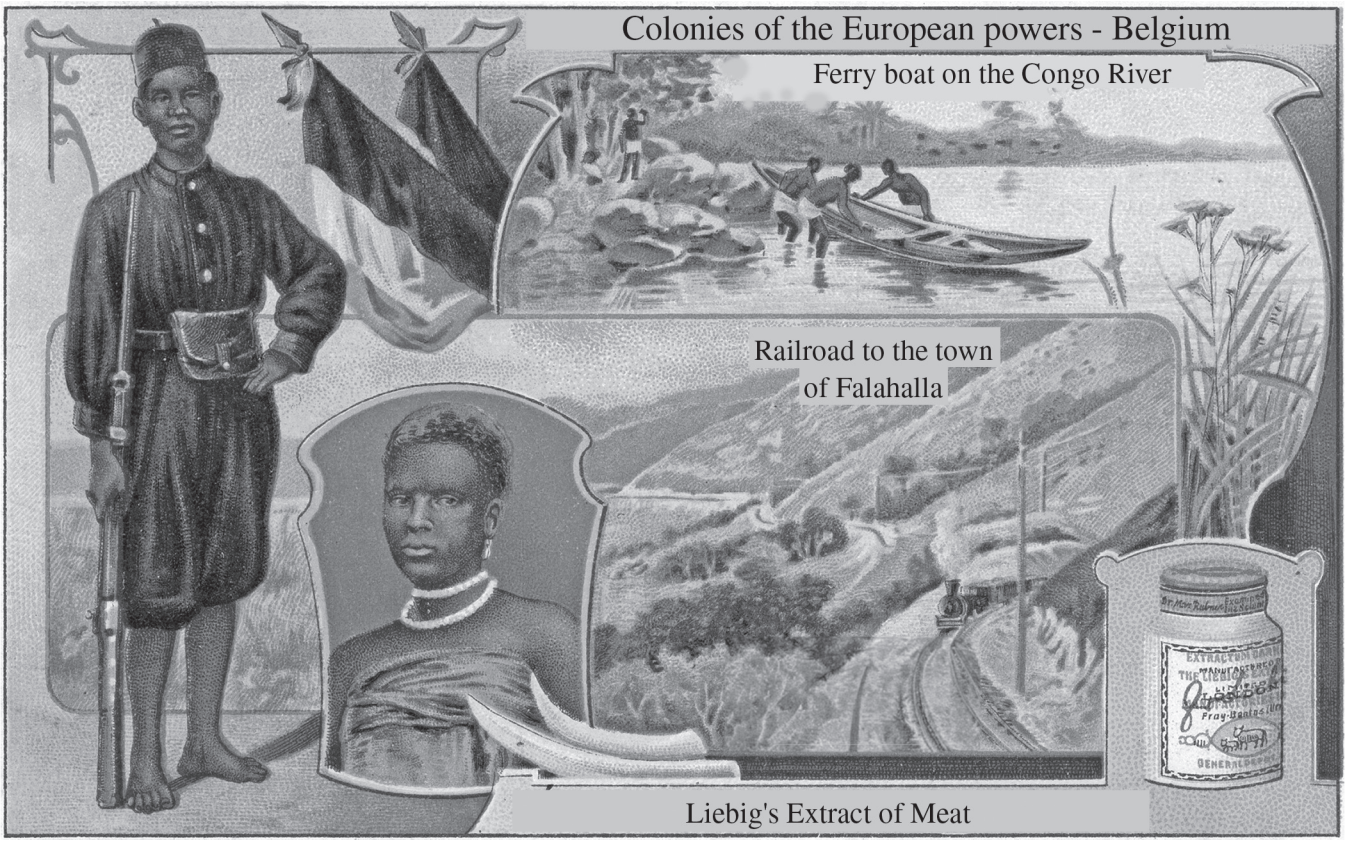
Collectible Card Advertising a Meat Product Produced by the Liebig Company, c. 1910



Lebrecht History/Bridgeman Images

The card is part of a series that illustrated the colonial empires of European powers. This particular card depicts the Belgian Congo in Africa.The original card was written in the French language.

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

   a. Describe one way in which the card reflects a European view of Africa.

   b. Explain how a broader economic development is reflected in the depiction of the Belgian Congo in the image.

   c. Explain how the type of colonial relationship portrayed in the image would change after the First World War.

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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 major Protestant belief in the period 1517 to 1650.

   b. Explain one way in which the Protestant Reformation affected European politics in the period 1517 to 1650.

   c. Explain one way in which the Enlightenment further changed religious practices in Europe in the period 1650 to 1815.

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

   a. Describe one major characteristic of the First World War.

   b. Explain one major cause of the First World War.

   c. Explain one way in which the First World War contributed to changes in European politics in the interwar period (1919 to 1939).

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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.

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 Italian fascism was a revolutionary or a traditional movement.

Document 1

Source: Benito Mussolini, speech announcing the formation of the Fascist fighting squads in Milan, 1919

We declare war against socialism, not because it is socialism but because it opposes nationalism. Although we can discuss the question of what socialism is, what is its program, and what are its tactics, one thing is obvious: the official Italian Socialist party has actually been reactionary and absolutely conservative. If its views had prevailed, our survival in the world of today would be impossible. It is clear that the Socialist party will not be able to assume leadership of a program of renewal and reconstruction.

We shall fight against technological and moral backwardness. There are even industrialists who reject both technological and moral innovations. If they don't find the strength to transform themselves, they will be swept aside. We must impress upon the workers, however, that it is one thing to destroy and quite another to build. Destruction can be the work of an hour, but construction may take years or centuries.

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Document 2

Source: Enrico Corradini, senator and member of the Fascist Party, editorial in a political journal, 1925

The fascist spirit has the terrifying revolutionary dynamic. We recognize it, this terrifying dynamic, by the historical knowledge of the major European revolutions. . . . The fascist program consists in overcoming the old liberalism, the old democratism, the old socialism, to reach a regime in which the sovereignty of the State, the active organ of the living unity of national society, returns to prevail over the parliamentary parties. Here is the essence of the program. Benito Mussolini's government is in the present period and must be and could not fail to be the greatest architect of the fascist revolution. . . . The government, acting with resolute energy, carrying out the revolutionary program, and being the strong builder of the strong State, unites the party to itself in perfect communion.

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Document 3

Source: Cover illustration of a major Italian newspaper, showing the signing of a treaty by Mussolini and a representative of the pope, 1929

LA DOMENICA DEL CORRIERE

NEL REGNO — ESTERO
Anno . . . . . L. 15.- — L. 30.-
Semestre . . . . . » 8.- — » 16.-
Per le inserzioni rivolgersi all'Amministrazione del *Corriere della Sera* - Via Solferino, 28 - Milano.

Si pubblica a Milano ogni settimana
Supplemento illustrato del "Corriere della Sera"

Uffici del giornale: Via Solferino, 28 - Milano
Per tutti gli articoli e illustrazioni è riservata la proprietà letteraria e artistica, secondo le leggi e i trattati internazionali.

Anno XXXI — N. 8. 24 Febbraio 1929 - Anno VII. Centesimi 30 la copia.

Private Collection© Look and Learn / Bridgeman Images

The treaty recognized the pope's sovereignty over Vatican City and declared Roman Catholicism the official religion of Italy.

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Document 4

Source: Edoardo Persico, architect and art critic, magazine article on the exhibition commemorating the tenth anniversary of the Fascist takeover, 1932

The support of the national government for the forms of the avant-garde [new artistic and architectural styles] is another sign of the exceptional atmosphere that is developing in Italy: all other so-called official art that the other governments of the world adopt for events of this type are usually as backward and bourgeois as can possibly be imagined.

Document 5

Source: Achille Starace, politician and secretary of the Italian Fascist Party, book on the National Recreational Clubs organized by the Fascist Party, 1933

From all these various types of excursions, from the simple day trip to the challenging alpine hike, the working masses gain the invaluable benefit of knowing more and better their country in all its qualities, in its varied beauty, in its charms, which are countless. And therefore, workers get to know, study, and appreciate the rich life outside of their factories and their offices. Millions of workers, who once sat in the dull stupor of a limited and monotonous environment, now wait anxiously for Saturday to come and to spend a calm and relaxing Sunday outdoors; they have become excursionists, tourists, skiers in winter, who on Monday come back with discipline to their work and with the joy of feeling better, stronger, even spiritually, because contact with the beauty and the majesty of Nature opened their souls to new understandings, to a new serenity, to a new happiness, with a more refined sense of their individuality, with a greater faith in life.

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Document 6

Source: Article on Mother and Child Day, in *Motherhood and Childhood*, Fascist party magazine for women, 1935

What is the significance of this national ritual? The intention of Il Duce ["the Leader" in Italian—title used for Mussolini as head of the Fascist Party] in instituting it was that the Italian people should once a year solemnly honor motherhood, joyfully celebrate childhood, because, as he said in an incisive and eloquent phrase, they represent "the supreme values of the race." It is a fact that a nation without mothers and without cradles—or even with few mothers and few cradles—is condemned to moral, political, and economic decline and is certainly headed for slavery. It is no accident that Mussolini wanted this solemn celebration to coincide with Christmas Eve.

Document 7

Source: Alba Pochino, official in an Italian Fascist women's organization, magazine article discussing the organization's uniform, 1938

The finest things are represented in our fascist scarf: the black of the glorious Blackshirts, sanctified by the blood of our Martyrs, the symbol of the power of the imperial Rome of yesterday, of today, tomorrow, and always, and the word DUCE, repeated many times, like the acclaim of the Leader, the Leader who has returned Italy to its imperial heights.

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 effect of European overseas expansion on the European economy in the period 1450 to 1700.

3. Evaluate the most significant effect of the centralization of state power in the period 1650 to 1815.

4. Evaluate the most significant effect of the spread of democratic ideas on European politics in the 1800s.

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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