2025

AP® European History

Free-Response Questions

Set 1

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EUROPEAN HISTORY
SECTION I PART B
TIME – 40 MINUTES

Directions:

Section I, Part B has 3 short-answer questions and lasts 40 minutes.

In this part, answer Question 1 and Question 2 and **either** Question 3 **or** Question 4.

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 pace yourself as you answer the questions in this part, or you may use these optional timing recommendations:

It is suggested that you spend an equal amount of time, approximately 13 minutes, on each question.

You may use scratch paper for notes and planning, but credit will only be given for responses entered in this application. Text you enter as an annotation will **not** be included as part of your answer. You can go back and forth between questions in this part until time expires. The clock will turn red when 5 minutes remain—**the proctor will not give you any time updates or warnings.**

Note: This exam was originally administered digitally. It is presented here in a format optimized for teacher and student use in the classroom.

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"After the [Russian] revolution of 1917, the Bolshevik regime became the first government in history to declare that women's emancipation was one of its primary goals and to write it into law. Legislation ensuring equal pay for equal work was instantly [passed], and women's right (if not their obligation) to work became central to Soviet notions of citizenship. Yet, after the first fifteen years of Soviet rule, it was evident that the Leninist ideal of freeing women...was still a distant utopia. In retrospect it was also evident that the Soviet Union's commitment to women's equal employment has never been purely ideological and has been based rather on pragmatic, demographic factors: rapid economic growth, labor shortages, and a frequent shortage of males.

In the past decade [the 1980s], the average female worker, although she was slightly better educated than her male counterpart, earned only two-thirds as much as the average male.... Some forty percent of Soviet working women are employed in unskilled manual labor or low-skilled industrial work.

The higher professions are equally unbalanced. About three-quarters of the schoolteachers but only about a third of the school principals are women. Some seventy percent of the doctors are women, but more than half the hospital administrators are men and [they] are in charge of formulating local health policy. The inequality is even more striking among engineers and skilled technical workers."

Source: Francine du Plessix Gray, French-American journalist, *Soviet Women: Walking the Tightrope*, 1990

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1. Respond to parts A, B, and C.

A. Describe the main argument made by the author in the excerpt.

B. Describe one piece of evidence used by the author in the excerpt to support her argument.

C. Explain how one historical development in the second half of the 1900s likely influenced the author's perspective.

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Fernando Brambila and Juan Gálvez, Spanish Artists, Engraving of Agustina de Aragón, a Woman of the Spanish City of Zaragoza During the Siege by One of Napoleon's Armies, 1808

The engraving was part of a series of illustrations of the siege of Zaragoza commissioned by the Spanish commander who led the successful defense of the city.

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2. Respond to parts A, B, and C.

A. Describe a likely intended purpose of the engraving.

B. Describe a broader historical context for the events depicted in the engraving.

C. Explain one way that events such as those referenced in the engraving affected European politics in the period after 1815.

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Answer either Question 3 or Question 4.

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3. Respond to parts A, B, and C.

A. Describe one significant motivation for European overseas expansion in the period 1450 to 1600.

B. Describe one significant change in European overseas expansion in the period 1600 to 1700.

C. Explain one way that European overseas expansion affected Europe's economy in the period 1700 to 1900.

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4. Respond to parts A, B, and C.

A. Describe one significant feature of industrialization in Europe in the period 1750 to 1800.

B. Describe one significant change in industrialization in the period 1800 to 1900.

C. Explain one way that industrialization affected European politics in the period 1800 to 1900.

END OF SECTION I

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EUROPEAN HISTORY

SECTION II

TIME – 1 HOUR AND 40 MINUTES

Directions:

Section II has 1 document-based question (DBQ) and 1 long essay question, and lasts 1 hour and 40 minutes.

In this section, answer Question 1 (DBQ) and **either** Question 2 **or** Question 3 **or** Question 4. After reviewing Questions 2, 3, and 4, choose the question that you are best prepared to answer. This section of the exam requires answers in essay form. Use complete sentences; an outline or bulleted list alone is not acceptable.

You may pace yourself as you answer the questions in this section, or you may use these optional timing recommendations:

For Question 1 (DBQ), it is suggested that you spend approximately 15 minutes reading the question and planning your answer, and then 45 minutes writing your essay. The suggested writing time for the long essay question is 40 minutes.

You may use scratch paper for notes and planning, but credit will only be given for responses entered in this application. Text you enter as an annotation will **not** be included as part of your answer. You can go back and forth between questions in this section until time expires. The clock will turn red when 5 minutes remain—**the proctor will not give you any time updates or warnings.**

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1. Evaluate whether or not the French government upheld the ideals of the Revolution during the period 1789 to 1794.

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.

Document 1

Source: Declaration of the Rights of Man and of the Citizen, ratified by the National Assembly of France, August 1789

"The National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.

2. The aim of all political association is the preservation of the natural...rights of man. These rights are liberty, property, security, and resistance to oppression.

9. All persons are held innocent until they shall have been declared guilty. If arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.

10. No one shall be harassed on account of his opinions, including his religious views.

11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law."

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Document 2

Source: Olympe de Gouges, female political activist, *Declaration of the Rights of Woman and the Female Citizen*, September 1791

"Woman, wake up! The call of reason is being heard throughout the whole universe. Discover your rights. The powerful empire of nature is no longer surrounded by prejudice, fanaticism, superstition, and lies. The flame of truth has dispersed all the clouds of folly and violation.

Having become free, man has become unjust to you, his companion. Oh, women, women! When will you cease to be blind? What advantage have you received from the Revolution? A more pronounced scorn, a more marked disdain.

[I urge you to] deploy all the energy of your character, and you will soon see these overbearing men, not groveling at your feet as servile adorers, but proud to share with you the treasures of the Supreme Being. Regardless of what barriers confront you, it is in your power to free yourselves. You have only to want to."

Document 3

Source: The French Constitution, ratified by the National Assembly, September 1791

"The constitution guarantees as natural and civil rights:

1. that all citizens are admissible to offices and employments without any other distinction than that of virtues and talents;

2. that all taxes shall be borne equally by all citizens in proportion to their resources;

3. that like crimes shall be punished by like penalties without any distinction of persons.

The constitution guarantees likewise as natural and civil rights freedom to every man to come and go or remain without being arrested or detained except in accordance with the forms determined by the constitution.

[The constitution guarantees every man the right] to practice the religious faith which he accepts, freedom to citizens to assemble peaceably and without arms in accordance with police regulations.

Furthermore, the legislature may not make any law which interferes with or hinders the exercise of the natural and civil rights guaranteed by the present constitution."

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Document 4

Source: Berr Isaac Berr, Jewish-French merchant, "Letter of a Citizen to His Fellow Jews," October 1791

"Gentlemen and dear brethren,

At length the day has come when the veil, by which we were kept in a state of humiliation, is lifted; at length we recover those rights which have been taken from us more than eighteen centuries ago. How much are we at this moment indebted to the mercy of the God of our forefathers! We are now, thanks to the Supreme Being and to the sovereignty of the nation, not only Men and Citizens, but we are Frenchmen!

The name of active citizen, which we have just obtained, is, without a doubt, the most precious title a man can possess in a free state. This title alone is not sufficient; we should possess also the necessary qualifications to fulfill the duties attached to it.... In these things we must absolutely appear simply as individuals, as Frenchmen, guided only by a true patriotism and by the general good of the nation. We must know how to risk our lives and fortunes for the defense of the country, to make ourselves useful to our fellow citizens, and to deserve their esteem and their friendship."

Document 5

Source: Pierre Vergniaud, one of the leaders of the Girondins, a faction opposed to the Jacobins, speech to the French legislature, March 1793

"We go from crimes to pardons, from pardons to crimes. Numbers of citizens have begun to mistake treasonous insurrections for the great revolution of liberty.

We have witnessed the development of that strange system of liberty, in which we are told: 'You are free; but think with us, or we will denounce you to the vengeance of the people. You are free, but bow down your head to the idol we worship, or we will denounce you to the vengeance of the people. You are free, but join us in persecuting the men whose integrity and intelligence we fear, or we will denounce you to the vengeance of the people.' Citizens, we have reason to fear that the revolution will devour all its children and only [give rise to] despotism and the calamities which accompany it."

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Document 6

Source: Charlotte Corday, political activist, manifesto written before her assassination of the Jacobin leader Jean-Paul Marat, Paris, July 1793

"Address to the French, the friends of law and of peace: How long, oh miserable Frenchmen, will you be pleased with disorder and divisions. Long enough and too long have some factious men, some wicked men placed the interest of their ambition in the place of the general good. Why, victims of their fury, do you destroy yourselves to establish their desire of tyranny over the ruins of France?

The factions explode on all sides; the Jacobins triumph by crime and oppression. Monsters drenched with our blood conduct their detestable conspiracies.

Already the angry inhabitants outside the capital march on Paris. Already the fire of discord and civil war inflames half of this vast state. There is still a means of extinguishing it, but the means must be prompt. The vilest of the wicked, Marat, whose name alone presents the image of all crime, when he falls under the avenging steel [of my blade], will shake the Jacobins and make Danton grow pale. Robespierre and those other brigands seated upon the bloody throne will be enveloped in the lightning of the avenging gods of humanity."

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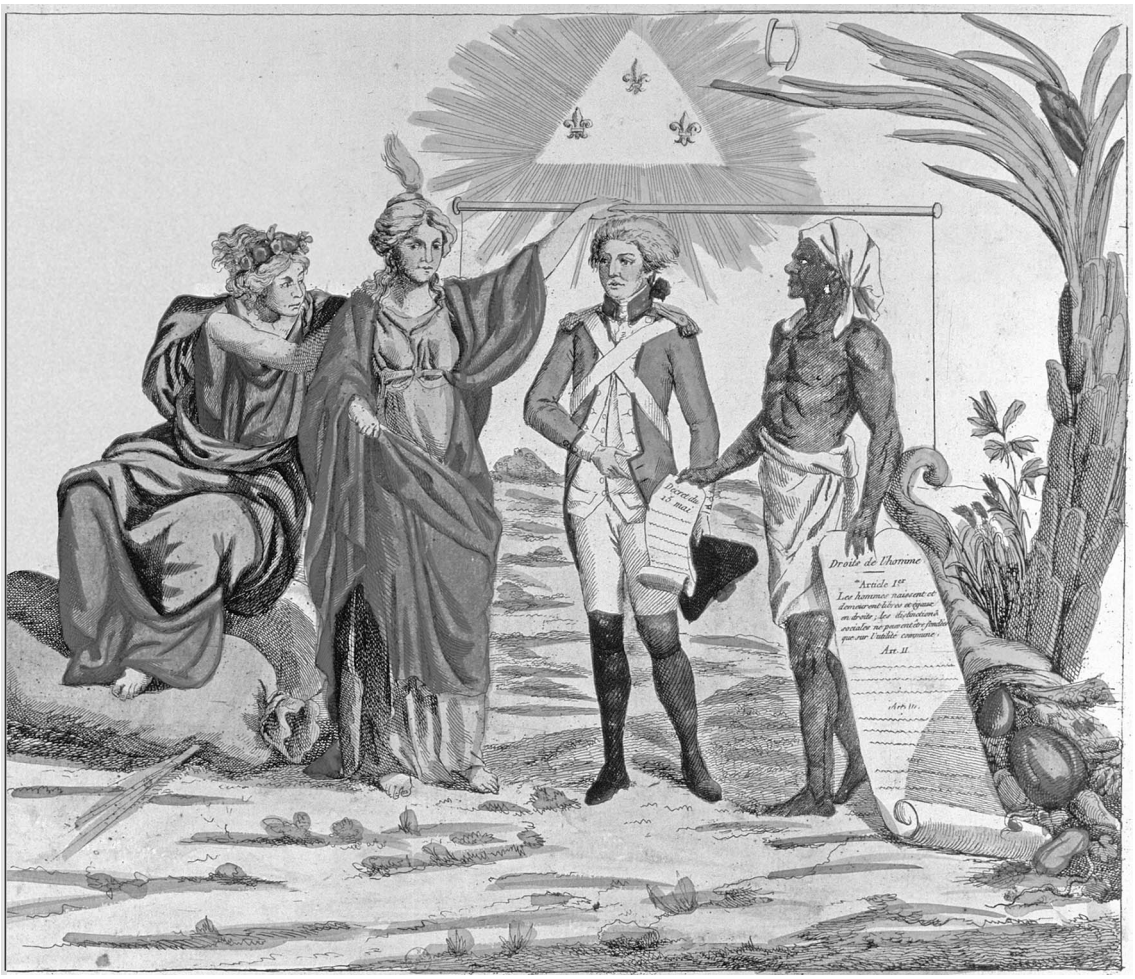
Document 7

Source: Anonymous French artist, “All Mortals are Equal; it is not Birth but Virtue that Makes the Difference,” print created in response to the abolition of slavery in French colonies, 1794



Bibliotheque Nationale, Paris, France/Bridgeman Images

The female figure in the center represents Reason. The figure to the left represents Nature. The African man to the right is holding a copy of the Declaration of the Rights of Man and the Citizen.

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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.

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2. Evaluate the most significant difference between the Protestant Reformation in England and the Protestant Reformation in France.

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3. Evaluate the most significant difference between approaches to the arts in the period from 1750 to 1850 and approaches to the arts in the period from 1850 to 1950.

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4. Evaluate the most significant difference between the Nazi regime in Germany and the communist regime in the Soviet Union.

STOP

END OF EXAM

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