2025

# AP® European History

## Free-Response Questions

## Set 2

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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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"The Paris department store [of the mid-1800s] was preeminently the 'world of women,' where women were encouraged to find their life's meaning in consumption and where they increasingly found a role in selling as well. Thus, the department store played a highly significant role in the evolution both of contemporary society and of women's place in that society.

The buyer's desire for certain items was created through the tactics of large-scale retailing: publicity [advertising], display of goods, and low prices. The low markup of the large stores allowed lower prices and helped attract crowds of customers from throughout the city. The department stores could not simply depend on the traditional bourgeois clientele of smaller shops and so had to attract customers from among the petite bourgeoisie [lower middle class] by catering to their budgets and their passion for spending. Thus, the department stores brought increasing numbers of people into contact with modern consumer society."

Source: Theresa M. McBride, American historian, scholarly article, 1978

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

**A.** Describe the main argument made by the historian in the excerpt.

**B.** Describe a relevant historical context for the development discussed in the excerpt.

**C.** Explain one way that the development discussed in the excerpt affected European society.

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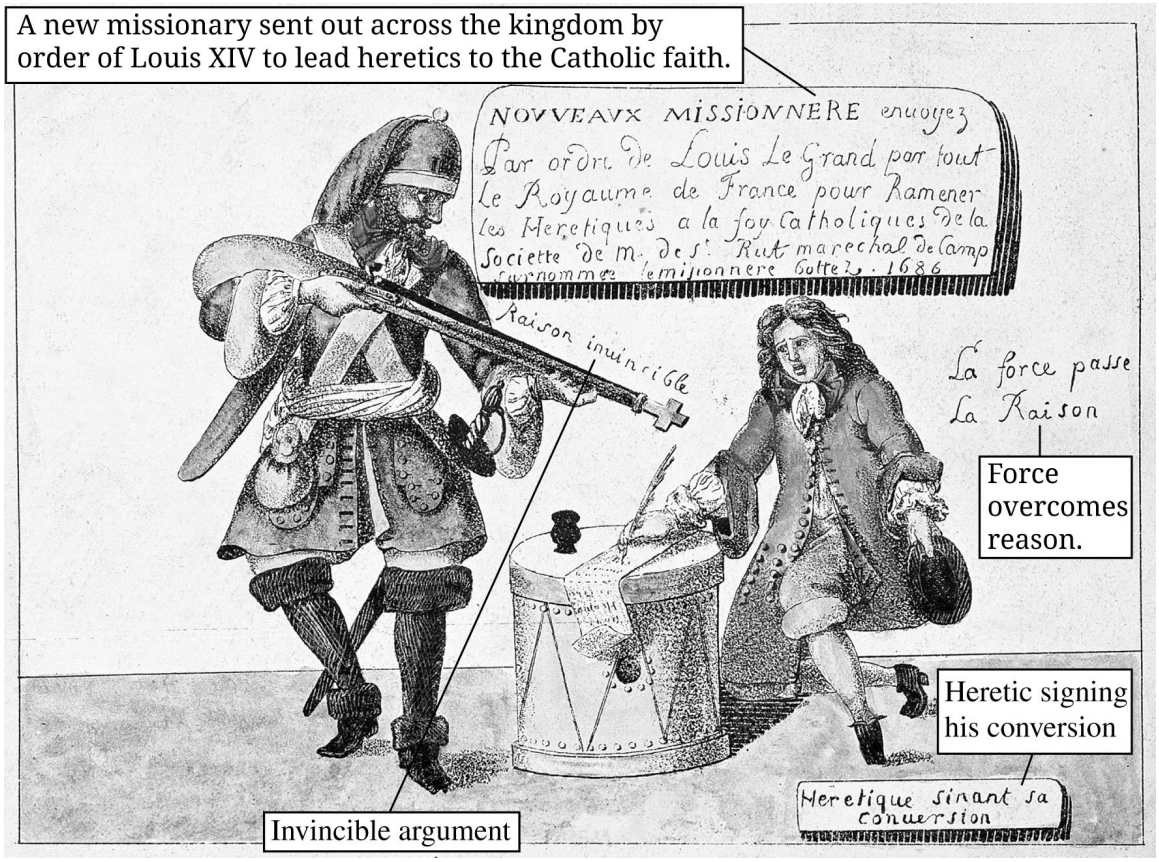
**"The Missionary Soldier," French Protestant Cartoon, 1686**




Bridgeman Images

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

**A.** Describe a likely purpose of the cartoon.

**B.** Describe a relevant religious context for the cartoon.

**C.** Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon.

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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 cultural characteristic of the Italian Renaissance.

**B.** Describe one political or economic factor that facilitated the Italian Renaissance.

**C.** Explain one way the Northern Renaissance differed from the Italian Renaissance.

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

**A.** Describe one significant political characteristic of European unification efforts in the period from 1945 to 1990.

**B.** Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990.

**C.** Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period from 1945 to 1990.

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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 the First World War was primarily caused by popular nationalism or by the decisions of government leaders.

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: Constitution of the Black Hand, a secret organization devoted to liberating Serbs living under Austro-Hungarian rule, Belgrade, Serbia, 1911

"Article 4. In order to carry into effect its task, the organization will do the following things:

(1) The Black Hand will exercise its influence over all the government institutions in Serbia and also over all the levels of the State and over the entire social life in it....

(3) Beyond the frontiers, it will fight with all means against all enemies of this idea.

(4) It will maintain friendly relations with all the States, nations, organizations, and individual persons who sympathize with Serbia and the Serbian people.

(5) It will give every assistance to those nations and organizations who are fighting for their own national liberation and unification."

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**Document 2**

Source: Henri Massis and Alfred de Tarde, "The Young People of Today," article in a Paris newspaper based on an opinion poll conducted among male students in elite educational institutions, 1912

"Consider something even more significant. The most cultivated elite young people declare that they find warfare an aesthetic ideal of energy and strength. They believe that 'France needs heroism in order to live.' How many times in the last two years have we heard: 'Better war then this eternal waiting!' There is no bitterness in this, but rather a secret hope.

War! The word has taken on a sudden glamor. It is a youthful word, wholly new, adorned with that seduction which the eternal aggressive instinct has revived in the hearts of men. These young men imagine war to have all the beauty with which they are in love and of which they have been deprived by ordinary life. Above all, war in their eyes, is the occasion for the most noble of human virtues.... For such men, fired by patriotic faith and the cult of military virtues, only the occasion for heroism is lacking."

**Document 3**

Source: Jules Cambon, French Ambassador to Germany, report to the French Minister for Foreign Affairs, on a new German military spending bill, March 1913

"The debate about the financial means by which Germany intends to pay for these new military measures is the sole cause of the government's delay in proposing the measures to the legislature. In spite of the patriotism with which the rich classes pretend to accept the sacrifices asked of them, they are none the less dissatisfied with the financial measures which have been announced, and they feel that a new tax imposed in times of peace creates a dangerous precedent for the future.

[As a result of these concerns], the Imperial German government is constantly rousing patriotic sentiment. Every day Kaiser Wilhelm delights to revive memories of 1813.[1] Yesterday evening a military parade went through the streets of Berlin, and speeches were delivered in which the present situation was compared to that of a hundred years ago. The trend of public opinion will find an echo in the speeches which will be delivered next month in the Reichstag,[2] and I fear that the German Chancellor himself will be forced to allude in his statements to the relations of France and Germany."

**1:** a reference to the expulsion of French armies from Germany by Prussia and its allies during the Napoleonic Wars

**2:** German legislature

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**Document 4**

Source: Leopold Berchtold, Austro-Hungarian Minister for Foreign Affairs, letter of instruction to the Austrian ambassador to Serbia, July 22, 1914

"Your Excellency will present the following note to the Royal Government [of Serbia] tomorrow afternoon:

The history of the past few years, and particularly the painful events of the 28th of June,[1] have proved the existence of a subversive movement in Serbia, whose object is to separate certain portions of territory from the Austro-Hungarian Monarchy. This movement, which came into being under the very eyes of the Serbian Government, subsequently found expression outside of the territory of the Kingdom in acts of terrorism, in a number of attempts at assassination, and in murders.

It is clear from the statements and confessions of the perpetrators of the assassination on the 28th of June, that the murder at Sarajevo was conceived at Belgrade, that the murderers received the weapons and the bombs with which they were equipped by Serbian officers and officials who belonged to a Serbian nationalist organization, and, finally, that the dispatch of the criminals and of their weapons to Bosnia was arranged and effected under the conduct of Serbian frontier authorities."

**1:** a reference to the assassination of Austrian Archduke Franz Ferdinand in Sarajevo

**Document 5**

Source: Telegrams between Tsar Nicholas II of Russia and Kaiser Wilhelm II of Germany, 1914. The two rulers were cousins and grandchildren of Great Britain's Queen Victoria.

Nicholas to Wilhelm, July 31, 1914

"I thank you heartily for your mediation which begins to give one hope that all may yet end peacefully. It is technically impossible to stop our military preparations which were obligatory owing to Austria's mobilization of its armies. We are far from wishing war. As long as our negotiations with Austria on Serbia's account are taking place my troops shall not make any provocative action. I give you my solemn word for this. I put all my trust in God's mercy and hope in your successful mediation in Vienna for the welfare of our countries and for the peace of Europe.

Your affectionate Nicky"

Wilhelm to Nicholas, August 1, 1914

"Thanks for your telegram. I yesterday pointed out to your government the only way by which war may be avoided. Although I requested an answer at noon today, no telegram from my ambassador conveying an answer from your Government has reached me as yet. I therefore have been obliged to mobilize my army.

Immediate, affirmative, clear, and unmistakable answer from your government is the only way to avoid endless misery. Until I have received this answer alas, I am unable to discuss the subject of your telegram. As a matter of fact, I must request you to immediately order your troops on no account to commit the slightest act of trespassing over our frontiers.

Willy"

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**Document 6**

Source: Jacques Moreau, professional photographer, women seeing off soldiers going to the front, Paris, August 1914

Archives Larousse, Paris, France/Bridgeman Images

*Moreau took this picture just before he was called up for duty.*

**Document 7**

Source: Rosa Luxemburg, German revolutionary socialist, pamphlet written from prison, 1915

"The scene has changed fundamentally. The six weeks' march to Paris [promised by the German high command in 1914] has grown into a world drama. Mass slaughter has become the tiresome and monotonous business of the day and the end is no closer.

Gone is the euphoria. Gone the patriotic noise in the streets. Gone the swaying crowds in the coffee shops with ear-deafening patriotic songs surging ever higher. Gone the transformation of whole city neighborhoods into mobs ready to denounce [suspected foreign spies], to shout hurrah and to induce delirium in themselves by means of wild rumors.

The spectacle is over. The trains full of troops are no longer accompanied by women fainting from pure happiness. The soldiers no longer greet the people from the windows of the trains with joyous smiles. Carrying their packs, they quietly trot along the streets where the public goes about its daily business with unhappy faces."

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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 colonization efforts of the Iberian powers (Spain and/or Portugal) and the colonization efforts of the Atlantic powers (Britain, France, and/or the Netherlands) in the period 1450 to 1700.

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**3.** Evaluate the most significant difference between the Scientific Revolution and the Enlightenment.

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**4.** Evaluate the most significant difference between the status of women in the period 1815 to 1914 and the status of women in the period after 1914.

**STOP**

**END OF EXAM**

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