

A photograph of the Eiffel Tower in Paris, France, viewed from a low angle looking up. The intricate lattice structure of the tower is visible against a clear blue sky.

MARCO

AP[®] EUROPEAN

HISTORY

PRACTICE TEST 2

USE THIS SHEET TO RECORD YOUR ANSWERS FOR THE EXAM.

SECTION 1: MULTIPLE-CHOICE QUESTIONS 1–55

Indicate your answers to the exam questions by filling in each circle completely.
Mark only one response per question.

1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	41 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	42 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	43 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	44 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	45 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	46 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	47 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	48 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	49 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	50 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	51 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	32 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	52 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	53 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	34 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	54 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	55 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
16 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	36 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
17 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
18 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	38 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
19 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
20 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	40 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	

EUROPEAN HISTORY**SECTION I, Part A****Time—55 minutes****55 Questions**

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding circle on the answer sheet.

Questions 1–3 refer to the image below.



Portrait of Louis XIV of France by Hyacinthe Rigaud, 1701

1. The image best reflects which of the following trends in art in the early seventeenth century?
 - (A) A growing artistic emphasis on private life and leisure activities
 - (B) A renewed interest in themes that emphasize the ideals of citizenship and political participation
 - (C) A complete abandonment of classical techniques in favor of abstraction
 - (D) The widespread use of art by monarchs to illustrate state power
2. Based on the historical context in which this image was produced, which of the following would most likely have supported its artistic style?
 - (A) Baroque artists, such as Caravaggio
 - (B) Rococo artists, such as Francois Boucher
 - (C) Neoclassical artists, such as Jacques-Louis David
 - (D) Mannerist artists, such as El Greco

GO ON TO THE NEXT PAGE.

3. By the end of the eighteenth century, the artistic style represented in the image had been gradually replaced by a new style that emphasized
- (A) the emotional force of religious experiences.
 - (B) the attempt to capture the effect of light on the human eye.
 - (C) the outlook and values of a commercial society.
 - (D) the instructive value of religious and mythological subjects.

GO ON TO THE NEXT PAGE.

Questions 4–6 refer to the table below.

Estimates of European GDP Per Capita in Select Years (adjusted to 1990 \$USD)

	1820	1870	1913
Great Britain	\$1,707	\$3,191	\$4,921
Belgium	\$1,319	\$2,697	\$4,220
The Netherlands	\$1,821	\$2,753	\$4,049
Germany	\$1,058	\$1,821	\$3,648
France	\$1,230	\$1,876	\$3,485

4. Based on the data shown in the table, inhabitants of which country were likely the most economically prosperous during the time period in question?
- (A) France
 - (B) Great Britain
 - (C) Belgium
 - (D) Germany
5. The trends in GDP growth shown in the table were most directly a result of which of the following?
- (A) Increased productivity and more efficient use of resources as a result of technological innovations
 - (B) Decreased food supply and increased militarism as a result of societal tensions
 - (C) Decreased exports and increased agricultural subsidies as a result of governmental initiatives
 - (D) Increased unemployment and more widespread poverty as a result of a weakened job market for skilled laborers
6. Which of the following is the most significant limitation of the data presented in the table for a historian wishing to understand economic conditions in nineteenth- and early twentieth-century Europe?
- (A) It fails to account for the degree of income inequality across society in the countries represented.
 - (B) It fails to indicate whether the per capita GDP continued to increase past 1913.
 - (C) It fails to compare the per capita GDP in the nineteenth and early twentieth centuries to data from previous centuries.
 - (D) It fails to distinguish between the economic activities of men and women.

GO ON TO THE NEXT PAGE.

Questions 7–9 refer to the image below.



An illustration of a square-rigged caravel in *Livro das Armadas*, 1502

7. Which of the following best describes the main effect of sixteenth-century advances in ship design, as reflected in the caravel shown in the image?
- (A) Streamlined designs lowered the amount of specialized training required for navigators, opening up naval careers to more social classes.
 - (B) During the sixteenth century, ship designs favored smaller cargo holds, leading to less long-distance trade.
 - (C) Innovations in steering and speed capacity allowed Europeans to shift from coastal navigation to oceanic exploration.
 - (D) Advances in ship design led to an increase in piracy along the coast of the Mediterranean.
8. The invention of the caravel towards the end of the fifteenth century can be considered an early example of which of the following?
- (A) The emergence of Venice as a major trading center along the silk and spice trade routes
 - (B) British attempts to establish control over Atlantic trade routes
 - (C) A rising interest in creating naval vessels that could be used to attack enemies
 - (D) Portugal's use of technology to create an empire based on naval power
9. Critics of the creation of overseas colonies during the Age of Exploration would have most likely agreed with which of the following statements?
- (A) Overseas colonies provided Europeans with vital access to lucrative trade goods and trade routes.
 - (B) Overseas colonies allowed Europeans to bypass Muslim control of overland trade routes into Asia and Africa.
 - (C) Overseas colonies led to a reorganization of local cultures and societies under European control.
 - (D) Overseas colonies allowed absolute monarchs to centralize their authority and expand their territory.

GO ON TO THE NEXT PAGE.

Questions 10–12 refer to the passage below.

“Our union—the “Solidarity”—has grown into a powerful movement for social and moral liberation. The people, freed from the bondage of fear and apathy, called for reforms and improvements. We fought a difficult struggle for our existence. That was and still is a great opportunity for the whole country. I think that it marked also the road to be taken by the authorities, if they thought of a state governed in cooperation and participation of all citizens. “Solidarity,” as a trade union movement, did not reach for power, nor did it turn against the established constitutional order.

During the 15 months of “Solidarity’s” legal existence nobody was killed or wounded as a result of its activities. Our movement expanded by leaps and bounds. But we were compelled to conduct an uninterrupted struggle for our rights and freedom of activity while at the same time imposing upon ourselves the unavoidable self-limitations. The program of our movement stems from the fundamental moral laws and order. The sole and basic source of our strength is the solidarity of workers, peasants and the intelligentsia, the solidarity of the nation, the solidarity of people who seek to live in dignity, truth, and in harmony with their conscience.”

Lech Walesa, Nobel Peace Prize acceptance speech, 1983

10. Which of the following best describes the conditions in Eastern Europe that contributed to the rise of the “Solidarity” movement?
 - (A) The success of Nikita Khrushchev’s de-Stalinization policies throughout Eastern Europe
 - (B) The fall of the Soviet Union and subsequent independence for its former members
 - (C) The increasing interest in collective economic systems and centralized political authority
 - (D) The combination of worsening economic conditions and stronger political control from the Soviet Union
11. Based on “Solidarity’s” use of nonviolent protest for nationalist goals, Walesa’s movement is most similar to which of the following historical protests?
 - (A) The Storming of the Bastille in the French Revolution
 - (B) Gandhi’s Salt March for Indian independence
 - (C) American colonial rebellion against British rule
 - (D) The annexation of Austria by Nazi Germany
12. Which of the following conclusions about the Polish “Solidarity” movement is best supported by the passage and your knowledge of events in the 1980s in Eastern Europe?
 - (A) It was an ideologically-conservative religious movement that contributed to increased adherence to traditional Catholic theological principles.
 - (B) It was a social and political movement that contributed to the eventual break-up of the Soviet Union.
 - (C) It was a Marxist economic movement that contributed to a broadening of governmental control of the country’s means of production.
 - (D) It was a revolutionary social and political movement that contributed to the overthrow of Poland’s government through subversive and violent tactics.

GO ON TO THE NEXT PAGE.

Questions 13–15 refer to the passage below.

“The greatest gifts are often seen, in the course of nature, rained by celestial influences on human creatures; and sometimes, in supernatural fashion, beauty, grace, and talent are united beyond measure in one single person, in a manner that to whatever such an one turns his attention, his every action is so divine, that, surpassing all other men, it makes itself clearly known as a thing bestowed by God (as it is), and not acquired by human art. This was seen by all mankind in Leonardo da Vinci, in whom, besides a beauty of body never sufficiently extolled, there was an infinite grace in all his actions; and so great was his genius, and such its growth, that to whatever difficulties he turned his mind, he solved them with ease. In him was great bodily strength, joined to dexterity, with a spirit and courage ever royal and magnanimous; and the fame of his name so increased, that not only in his lifetime was he held in esteem, but his reputation became even greater among posterity after his death.”

Giorgio Vasari, *Life of Leonardo da Vinci*, 1550

13. The work of Renaissance artists such as Leonardo da Vinci was in part facilitated by which of the following?
 - (A) The creation of monastic schools that trained young children in artistic techniques
 - (B) The opening up of trade routes from Europe to the east
 - (C) The patronage of wealthy political dynasties such as the Medici and the Borgias
 - (D) The implementation of new legal requirements that boosted artistic production in Italy
14. Which of the following best characterizes one of the major stylistic differences between medieval and Renaissance Italian painting?
 - (A) Medieval artists were primarily concerned with religious themes, while Renaissance artists were also concerned with “naturalism” and a return to classical forms.
 - (B) Medieval artists were primarily concerned with political themes, while Renaissance artists were also concerned with militarism and philosophical allegory.
 - (C) Medieval artists were primarily concerned with religious themes, while Renaissance artists were exclusively concerned with depicting daily life in their art.
 - (D) Medieval artists were primarily concerned with humanistic themes, while Renaissance artists were more concerned with depicting religious figures.
15. Which of the following statements best characterizes the primary emphasis of Renaissance humanism during Leonardo da Vinci’s time?
 - (A) A return to the writings of early Christian thinkers as a means of breaking from medieval religious authority
 - (B) A rediscovery of scientific texts from the Arab world that enabled a growth in new technologies
 - (C) A renewed interest in political philosophy from the Holy Roman Empire that enabled widespread social reforms
 - (D) A return to the texts of classical antiquity as a means of breaking from the medieval mindset

GO ON TO THE NEXT PAGE.

Questions 16–18 refer to the maps below.



Europe, 1914



Europe, 1919

16. The alliance system shown on the 1914 map of Europe was primarily a result of
- the need to establish inter-European economic and political alliances in order to combat the effects of decolonization.
 - an attempt to maintain the long-term balance of power in Europe by forming collaborative and defensive relationships with other countries.
 - the unification of European countries under a single currency in order to facilitate international trade.
 - long term tensions between Roman Catholic and Protestant nations.
17. The changes in Germany's national borders after World War I, shown in the 1919 map of Europe, were primarily motivated by
- the need to prevent future conflict by providing for a strong and stable German Weimar Republic.
 - the desire of many of the peace negotiators in Paris to punish Germany for its role in the war.
 - the influence of Wilsonian idealism on the peace negotiation process.
 - the attempt to strengthen the League of Nations through the inclusion of Germany, Poland, and Czechoslovakia.
18. Which of the following is an accurate statement about the European economy following World War I?
- Great Britain became the world's economic superpower as a result of significant levels of wealth and resources.
 - France became a leading industrial nation as a result of technologies it developed as part of the war effort.
 - Germany suffered hyperinflation as a result of a shortage of goods and an excess of cash in circulation.
 - Russia attempted to rebuild its shattered infrastructure by implementing a system of *laissez-faire* economics.

GO ON TO THE NEXT PAGE.

Questions 19–21 refer to the passages below.

“Baptism shall be given to all those who have learned repentance and amendment of life, and who believe truly that their sins are taken away by Christ, and to all those who walk in the resurrection of Jesus Christ, and wish to be buried with Him in death, so that they may be resurrected with Him and to all those who with this significance request it (baptism) of us and demand it for themselves. This excludes all infant baptism, the highest and chief abomination of the Pope. In this you have the foundation and testimony of the apostles.”

The Schleitheim Confession, 1527

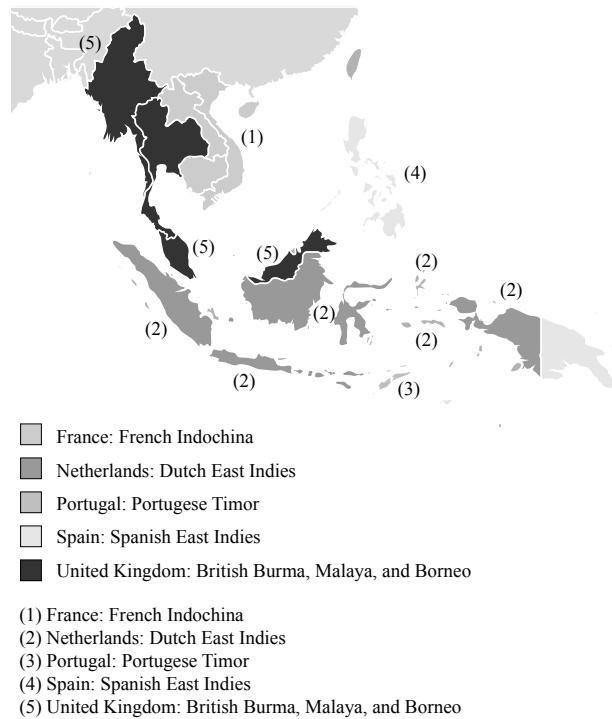
“If any one denies, that infants, newly born from their mothers’ wombs, even though they be sprung from baptized parents, are to be baptized; or says that they are baptized indeed for the remission of sins, but that they derive nothing of original sin from Adam . . . let him be anathema . . . For, by reason of this rule of faith, from a tradition of the apostles, even infants, who could not as yet commit any sin of themselves, are for this cause truly baptized for the remission of sins.”

Statement from the Council of Trent, 1545–1563

19. The passages are best understood in the context of which of the following?
- Theological differences between Radical Reformers and Catholic Counter-Reformers concerning the issue of the papal indulgences
 - Theological differences between Calvinists and Catholic Counter-Reformers concerning the issue of free will
 - Theological differences between Lutherans and Calvinists concerning the issue of grace
 - Theological differences between Radical Reformers and Catholic Counter-Reformers concerning the issue of forgiveness of sins
20. Which of the following best characterizes the point of view of the Anabaptists, as shown in the excerpt from *The Schleitheim Confession*?
- Baptism is only valid when the believer confesses and chooses to be baptized.
 - Baptism is only valid when it is presided over by the appropriate ecclesiastical officials.
 - Baptism is only valid when the believer has fully committed to adhering to the rules of the church hierarchy.
 - Baptism is only valid when the individual is an infant and has not yet committed any sins.
21. Which of the following was a principal area of agreement among most Protestant Reformers and most Catholics in the sixteenth century?
- The weight that should be given to scripture versus the weight that should be given to church tradition
 - The belief that Jesus was both divine and human and lived in Palestine during the first century
 - The role of faith versus the role of good works in a believer’s life
 - The belief that religious images and sculptures were a useful and appropriate tool to aid in Christian worship

GO ON TO THE NEXT PAGE.

Questions 22–24 refer to the map below.



22. Which of the following best describes the European economic system that underpinned trade with and colonization of the region shown on the map?
- Feudalism
 - Mercantilism
 - Libertarianism
 - Isolationism
23. Which of the following was the principal effect of the development of capitalism in the middle of the eighteenth century?
- The laws of supply and demand regulated the market, reducing the need for a welfare state.
 - The Triangle Trade failed to supply enough raw materials to justify the cost of colonial development.
 - Overseas products and influences contributed to the development of a consumer culture in Europe.
 - Demand for New World products remained low due to their high cost and limited utility.
24. Which of the following was a major contributing factor in the European exploration of Southeast Asia?
- European rejection of Chinese and Muslim navigational techniques
 - Renewed interest in learning the languages of indigenous peoples
 - The economic failure of European colonies in South America
 - The need for laborers and markets to supply industrial enterprises in Europe

GO ON TO THE NEXT PAGE.

Questions 25–27 refer to the passage below.

“It is settled beyond dispute that organic progress consists in a change from the homogeneous to the heterogeneous.

Now, we propose . . . to show, that this law of organic progress is the law of all progress. Whether it be in the development of the Earth, in the development of Life upon its surface, the development of Society, of Government, of Manufactures, of Commerce, of Language, Literature, Science, Art, this same evolution of the simple into the complex, through a process of continuous differentiation, holds throughout. From the earliest traceable cosmical changes down to the latest results of civilization, we shall find that the transformation of the homogeneous into the heterogeneous, is that in which Progress essentially consists . . .

. . . Whether an advance from the homogeneous to the heterogeneous is or is not displayed in the biological history of the globe, it is clearly enough displayed in the progress of the latest and most heterogeneous creature-Man. It is alike true that, during the period in which the Earth has been peopled, the human organism has become more heterogeneous among the civilized divisions of the species and that the species, as a whole, has been growing more heterogeneous in virtue of the multiplication of races and the differentiation of these races from each other.”

Herbert Spencer, *Progress: Its Law and Cause*, 1857

25. The sentiments expressed in the passage best reflect which of the following nineteenth-century belief systems?
- (A) Social Darwinism
 - (B) Literary Romanticism
 - (C) Revolutionary Nationalism
 - (D) Economic Liberalism
26. Which of the following best describes the main claim of the author in the excerpted passage?
- (A) Evolutionary Theory is not an appropriate theoretical framework for understanding human societies.
 - (B) Evolutionary Theory is correct when it describes biological processes, but incorrect when it attempts to describe progress in social and political realms.
 - (C) Evolutionary Theory applies to more than just biology; human cultures and societies are also characterized by progress and increasing complexity.
 - (D) Evolutionary Theory is not supported by science; the complexities of human society demonstrate that humans have regressed over the course of several centuries.
27. Critics of this author and those who agreed with him ideologically have claimed that his views can be used to justify which of the following?
- (A) Racism and imperialism
 - (B) Feminism and the civil rights movement
 - (C) Anti-intellectualism
 - (D) Temperance and labor movements

GO ON TO THE NEXT PAGE.

Questions 28–31 refer to the excerpt below.

“I can easily conceive, most Holy Father, that as soon as some people learn that in this book which I have written concerning the revolutions of the heavenly bodies, I ascribe certain motions to the Earth, they will cry out at once that I and my theory should be rejected . . .

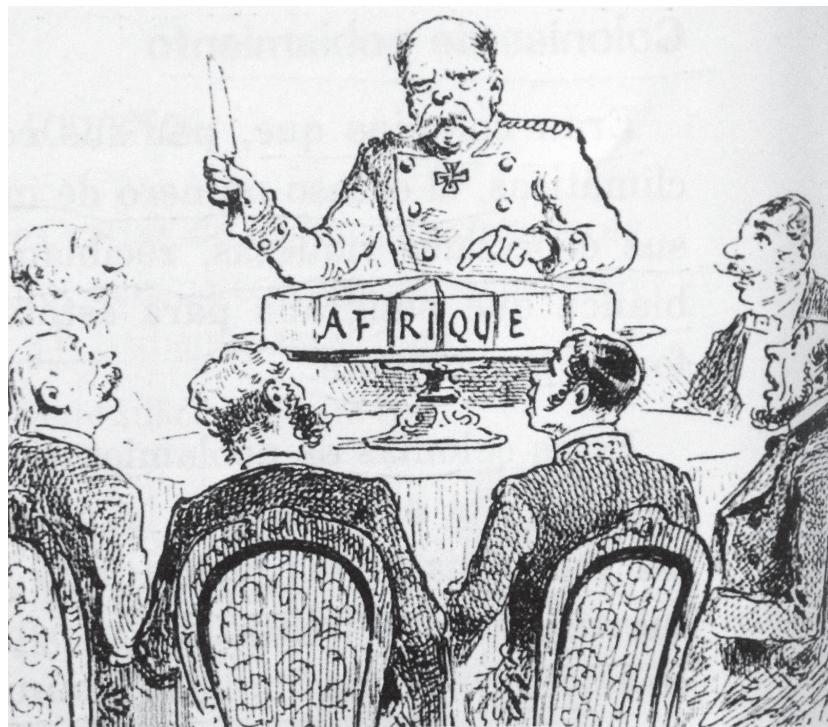
... If perchance there shall be idle talkers, who, though they are ignorant of all mathematical sciences, nevertheless assume the right to pass judgment on these things, and if they should dare to criticise and attack this theory of mine because of some passage of Scripture which they have falsely distorted for their own purpose, I care not at all; I will even despise their judgment as foolish.”

Nicolaus Copernicus, dedication of *The Revolutions of the Heavenly Bodies* to Pope Paul III, 1543

28. When Copernicus refers to his theory about “certain motions of the Earth” in the first paragraph quoted above, he is referring to his belief that
- (A) the Sun and other planets orbit around the Earth.
 - (B) the Earth and other planets orbit around the Sun.
 - (C) the Earth and the Sun orbit around the Moon.
 - (D) the Sun and other planets orbit around the Earth.
29. Subsequent astronomers such as Galileo Galilei and Johannes Kepler were able to correct some of Copernicus’ faulty calculations because
- (A) unlike Copernicus, they had access to the newly-invented reflecting telescope.
 - (B) unlike Copernicus, they had access to the newly-invented astronomical eclipse tables.
 - (C) unlike Copernicus, they had access to the newly-invented microscope.
 - (D) unlike Copernicus, they had access to the newly-invented refracting telescope.
30. In the passage above, the author preemptively dismisses potential critics of his work on the grounds that they
- (A) are not faithful to the church’s theological positions regarding the centrality of the Earth.
 - (B) are not knowledgeable about mathematics and distort religious teachings.
 - (C) are publicly opposed to him but privately support him.
 - (D) are overly reliant upon mathematical calculations and don’t incorporate biblical teachings into their critiques.
31. Which of the following scientific models finally led to confirmation and widespread scholarly acceptance of Copernicus’ basic theories more than a century after Copernicus’ death?
- (A) Isaac Newton’s Law of Universal Gravitation
 - (B) Albert Einstein’s Theory of General Relativity
 - (C) Descartes’ Theory of Vortices
 - (D) Tycho Brahe’s Tychonic System

GO ON TO THE NEXT PAGE.

Questions 32–34 refer to the image below.



“Cutting Up Africa at the Berlin Conference.” Political cartoon, 1885

32. Which of the following accurately describes a short-term consequence of the “scramble for Africa” for European nations?
- (A) It led to intense military conflict among European nations eager to dominate efforts at colonization.
 - (B) It resulted in widespread concern for the human rights of indigenous peoples affected by European imperialism.
 - (C) It facilitated European expansion in the face of growing American, Russian, and Japanese power on the world stage.
 - (D) It increased the ease with which the slave trade could be run from the African continent.
33. European imperialists justified overseas expansion and rule by
- (A) arguing in favor of popular sovereignty for indigenous peoples.
 - (B) suggesting that it would be economically beneficial to local populations.
 - (C) claiming that Europeans were culturally and racially superior.
 - (D) limiting their political authority over conquered territory.
34. Joseph Conrad, the author of *Heart of Darkness*, wrote the following in 1899: “The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much.” His sentiment in this quote reflects which of the following?
- (A) Delight among certain Europeans over the virtually unlimited economic opportunities available as a result of African colonization
 - (B) Rising levels of discomfort among certain Europeans regarding the brutality with which the colonization of Africa occurred
 - (C) Ambivalence among certain Europeans regarding the political effectiveness of arbitrarily drawing borders across the map of Africa without adequate concern for local tribal distinctions
 - (D) Condescension among certain Europeans towards those who were deemed to be uncivilized

GO ON TO THE NEXT PAGE.

Questions 35–37 refer to the passage below.

"Of the 450 sick persons whom the inhabitants were unable to relieve, 200 were turned out, and these we saw die one by one as they lay on the roadside. A large number still remain, and to each of them it is only possible to dole out the least scrap of bread. We only give bread to those who would otherwise die. The staple dish here consists of mice, which the inhabitants hunt, so desperate are they from hunger. They devour roots which the animals cannot eat; one can, in fact, not put into words the things one sees . . .

. . . This narrative, far from exaggerating, rather understates the horror of the case, for it does not record the hundredth part of the misery in this district. Those who have not witnessed it with their own eyes cannot imagine how great it is. Not a day passes but at least 200 people die of famine in the two provinces."

Report of the Estates of Normandy, 1651

35. The passage above best illustrates which of the following?
- (A) The extent to which the economic benefits of the seventeenth-century commercial revolution did not reach all European citizens equally
 - (B) The dietary preferences of inhabitants of urban centers in seventeenth-century France
 - (C) The importance of political reform among seventeenth-century Europeans dissatisfied with their government's inaction on social welfare issues
 - (D) The ease with which rural French agriculturalists were able to find food and other resources
36. In which of the following ways did the growth of large-scale agriculture and the factory system affect the lives of rural Europeans in the eighteenth and nineteenth centuries?
- (A) New agricultural technologies led to an enormous increase in available farming jobs.
 - (B) Advances in food production methods led to the virtual elimination of rural poverty.
 - (C) Farmers struggling with drought and blights upon their crops decided to unionize and petition the government for agricultural subsidies.
 - (D) Many peasants left the countryside in favor of wage labor in urban areas.
37. Which of the following most accurately describes the collection of developments in eighteenth-century Europe that are known as the Agricultural Revolution?
- (A) Higher agricultural productivity increased the food supply, allowing populations to grow.
 - (B) The domestication of wild plants and animals led to the development of settled communities.
 - (C) Steady population growth in rural environments led to an improvement in agricultural methods and yields.
 - (D) Agricultural disease and blights forced many European communities to diversify crop selections.

GO ON TO THE NEXT PAGE.

Questions 38–40 refer to the image below.



British trench near Albert-Bapaume road at Ovillers-la-Boisselle, July 1916 during the Battle of the Somme

38. Which of the following explanations best accounts for the rise of trench warfare in World War I?
- (A) Traditional military strategies dictated that large numbers of troops needed to be at the front lines to wage offensive assaults.
 - (B) Technological innovations resulted in new forms of firepower and artillery, but these advances were not matched by changes in troop mobility.
 - (C) Poor enlistment numbers in the Allied forces made trenches necessary so that a smaller number of soldiers could hold more terrain.
 - (D) The increasing use of tanks and other armored vehicles required the use of trenches in order to provide for covert transport to the front lines.
39. Which of the following best describes life in the trenches along the Western Front in World War I, as reflected in the image?
- (A) Soldiers often spent their days fortifying their position by putting up barbed wire, adjusting artillery, or digging new trenches.
 - (B) Trenches were often quickly dug and poorly organized, leading soldiers to become disoriented and disconnected from their commanders.
 - (C) High casualty rates, combined with poor living conditions, had a demoralizing effect on troops.
 - (D) Daily life in the trenches was characterized by a state of continuous offensive assaults on enemy positions.
40. Which of the following is an accurate statement about trench warfare's likely impact on the outcome of World War I?
- (A) Trench warfare likely shifted the advantage to the Allies because more than twice as many Germans died of diseases related to conditions in the trenches than did people from France and England combined.
 - (B) Trench warfare likely shifted the advantage to the Central Powers because Germany had more extensive trench warfare systems than any other nation.
 - (C) Trench warfare likely had minimal impact on the outcome of the war because few people died in the trenches compared to the number of people who died in offensive attacks.
 - (D) Trench warfare likely had significant impact on the outcome of the war because it led to significant casualties without territorial gains.

GO ON TO THE NEXT PAGE.

Questions 41–43 refer to the passage below.

“The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties; in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected, and, lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all.”

National Assembly of France, Preamble to the *Declaration of the Rights of Man*, 1789

41. The authors of the document above primarily viewed the “rights of man” as
 - (A) legal rights.
 - (B) moral rights.
 - (C) natural rights.
 - (D) civil rights.
42. The declaration quoted above established which of the following for the first time in France?
 - (A) A country of free people whose rights to political participation were to be equally protected
 - (B) A monarchy in which people were duty-bound to the whims of their ruler
 - (C) A system of privileges in which the aristocracy retained most power
 - (D) A liberal democracy based on *laissez-faire* economic principles
43. The work of which of the following thinkers was a direct inspiration for the events of the French Revolution?
 - (A) Blaise Pascal
 - (B) Montesquieu
 - (C) Thomas Hobbes
 - (D) Ayn Rand

GO ON TO THE NEXT PAGE.

Questions 44–46 refer to the passages below.

“To promote a woman to bear rule, superiority, dominion, or empire above any realm, nation, or city, is repugnant to nature; contumely [*an insult*] to God, a thing most contrary to his revealed will and approved ordinance; and finally, it is the subversion of good order, of all equity and justice.”

John Knox, *That First Blast of the Trumpet Against the Monstrous Regiment of Women*, 1558

“Let tyrants fear; I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good will of my subjects. And therefore I am come amongst you at this time, not as for my recreation or sport, but being resolved, in the midst and heat of the battle, to live or die amongst you all; to lay down, for my God, and for my kingdom, and for my people, my honor and my blood, even the dust. I know I have but the body of a weak and feeble woman; but I have the heart of a king.”

Queen Elizabeth I of England, *Against the Spanish Armada*, 1588

44. Which of the following most accurately describes John Knox’s main argument?
- (A) In order for a woman to rule over any territory, she must be specially chosen by God.
 - (B) Women are too weak and feeble to lead effectively.
 - (C) In order to have an equitable and just society, men and women must have equal opportunities in the political realm.
 - (D) It is unnatural and contrary to God’s will for a woman to rule over any territory.
45. Queen Elizabeth’s speech was most likely intended to
- (A) convince England’s troops that they were fighting a worthy cause and to show solidarity with their sacrifice.
 - (B) reassure England’s troops that they had nothing to fear from the Spanish Armada because England’s military power was far superior to that of Spain.
 - (C) urge England’s troops to fight valiantly and to protect the life of their queen at all costs.
 - (D) convince England’s troops that she was a monarch to be feared and that any disobedience on their part would be strictly punished.
46. John Knox’s rhetorical stance towards female rulers can best be understood in the context of
- (A) his deep admiration for the leadership skills of Elizabeth I, particularly her bravery.
 - (B) his desire to stir up Catholic passions against Protestant rulers whose theological views he disagreed with.
 - (C) his antipathy towards several Catholic queens who had held power in England in the sixteenth century.
 - (D) his bitterness over being exiled from England several years earlier as a result of his attempts to reform the Scottish church.

GO ON TO THE NEXT PAGE.

Questions 47–49 refer to the passage below.

“These usurpations have come about because most of those who come from Holland to France, especially to the city of Nantes, are factors. On their arrival they enter into a league with their fellow countrymen which has the force of national law among them; by it they promise to help each other and to permit no Frenchman to share in the profits which can be made in business. It has now come to the point where all profitable business will pass through their hands, thanks to their league and secret understandings, while the scraps they leave will be the most honorable employment that the native residents will be able to find . . .

. . . They make an absolute mockery of France when they say that they permit us to trade and-do business freely in Holland and Zeeland. It is a small and infertile country which produces no goods of its own and consumes only a little, but which, by the practices and policies of their trade aimed at their own subsistence, is made to serve as a way station and storehouse for the goods and merchandise which they bring from outside to distribute and sell to other nations. Add to this that they are all merchants who have the powers of the courts and government in their hands, and that they do not allow foreigners to do anything except what is useful and profitable to themselves, and that they always act both as judges and parties in cases before the courts and it will be seen why it is impossible for Frenchmen to live and make a profit there.”

French Merchants’ Complaints Against Dutch Competition, 1645

47. The excerpt reflects the authors’ fear that
- (A) the business practices of Dutch traders were harming French merchants’ ability to conduct business as they saw fit.
 - (B) it was very difficult for Dutch merchants to succeed in France due to racist governmental policies against immigrants.
 - (C) the abundance of land and natural resources in Holland were creating difficulties for French merchants trying to compete.
 - (D) the Dutch mercantile laws were overly favorable to French interests.
48. The authors’ reference to Dutch immigrants entering “into a league with their fellow countrymen” most likely refers to which of the following?
- (A) The early practice of athletic competition in seventeenth-century European cities
 - (B) The tendency of seventeenth-century merchants from many nations to participate in commercial guilds
 - (C) The increasing ability of immigrants in Europe to band together to fight for civil liberties among minority communities
 - (D) The widespread practice of seventeenth-century Dutch artisans creating organizations designed to foster participation in creative endeavors
49. Which of the following was true of Dutch traders during the time of the passage excerpted?
- (A) They were at a disadvantage compared with neighboring nations due to repressive economic restrictions imposed by the Dutch government.
 - (B) They were at a disadvantage compared with neighboring nations due to a poorly educated workforce and a lack of capital.
 - (C) They had a competitive advantage in natural resources compared with neighboring nations due to an abundance of mineral wealth.
 - (D) They had a competitive advantage in shipping compared with neighboring nations that helped them become the dominant trade power.

GO ON TO THE NEXT PAGE.

Questions 50–52 refer to the passage below.

"Here's some more of 'em for you—ten of 'em!" answered the porter whose voice I recognized at once.

"They'll have to find beds, then," Daddy grumbled, as he opened his door. "I don't believe there are four beds empty. They must sleep double or something."

This was terrible news for me. Bad enough in all conscience, was it to lie as I was lying; but the prospect of sharing my straw with some dirty scoundrel of the Kay breed was altogether unendurable. Perhaps, however, they were *not* dirty scoundrels but peaceable and decent men like those in the farther corner.

Alas for my hopes! In the space of five minutes in they came at the rent in the canvas—great hulking ruffians, some with rugs and nothing else, and some with shirts and nothing else and all madly swearing because, coming in after eleven o'clock there was no "toke" for them. As soon as these wrathful men had advanced to the middle of the shed they made the discovery that there was an insufficient number of beds—only three, indeed, for ten competitors."

"A Night in a Workhouse" by James Greenwood, published in the *Pall Mall Gazette*, 1866

50. The creation of workhouses for the British poor in the nineteenth century was primarily motivated by
- (A) the need to provide basic social welfare programs for poor populations in overcrowded urban areas.
 - (B) the desire of mutual aid societies to educate the urban poor in useful occupational skills.
 - (C) the influence of religious idealism on the urban reform attempts.
 - (D) the attempt to strengthen the industrial position of Britain by providing an inexpensive source of labor.
51. The authors' comparison of "dirty scoundrels" to "peaceable and decent men" reflects which of the following?
- (A) The stresses of daily life in the poorhouse, which was often fraught with conflict
 - (B) A nineteenth century obsession with hygiene that reflected growing interest in germ theory
 - (C) The rising emphasis on hereditary background to mark the separation between the proletariat and the bourgeoisie
 - (D) The growth of self-conscious social classes as a result of industrialization
52. Which of the following is an accurate statement about how social welfare programs, such as the one described in the passage, affected the quality of life for the working class?
- (A) Social welfare programs had a negative effect on the working poor because they reduced their capacity to work in higher paying manufacturing positions.
 - (B) Social welfare programs improved the quality of life for the working poor by meeting their subsistence needs.
 - (C) The working class suffered higher levels of disease as a result of a poor conditions in the workhouses.
 - (D) The working class were often stigmatized for accessing social welfare programs, which reduced their already tenuous social position.

GO ON TO THE NEXT PAGE.

Questions 53–55 refer to the passage below.

"The truth of the matter is that Europe's requirements for the next 3 or 4 years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social, and political deterioration of a very grave character..."

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist."

Transcript of the Marshall Plan, 1948

53. The sentiments expressed in the passage best reflect an application of which of the following economic systems?
- (A) Capitalism
 - (B) Supply Side Economics
 - (C) Trickle-Down Theory
 - (D) Market Socialism
54. Which of the following best describes the main argument of the author in the excerpted passage?
- (A) European economic recovery could be facilitated by the adoption of strict *laissez faire* economic policies.
 - (B) The United States would be able to increase its international prestige by taking an active role in European affairs.
 - (C) Providing economic aid to a recovering Europe would ultimately be beneficial to the United States.
 - (D) It was a moral and ethical responsibility for the United States to provide aid to the former Axis powers.
55. Supporters of this author and the Marshall Plan more generally could support their position through which of the following pieces of evidence?
- (A) The funds loaned out to European nations as part of the Marshall Plan have yet to be repaid in full.
 - (B) The Marshall Plan represented only a minor increase in the amount of aid funds already available to European countries under existing programs.
 - (C) The Marshall Plan failed to prevent Communism from spreading to Western Europe.
 - (D) Areas that received Marshall Plan funds in Western and Central Europe funds experienced an extended period of economic growth.

END OF SECTION A.

EUROPEAN HISTORY**SECTION I, Part B****Time—40 minutes**

Directions: Answer Question 1 and Question 2. Answer 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.

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

“The demand for tulips of a rare species increased so much in the year 1636, that regular marts for their sale were established on the Stock Exchange of Amsterdam, in Rotterdam, Harlaem, Leyden, Alkmar, Hoorn, and other towns. Symptoms of gambling now became, for the first time, apparent. The stock-jobbers, ever on the alert for a new speculation, dealt largely in tulips, making use of all the means they so well knew how to employ, to cause fluctuations in prices. . . . Many individuals grew suddenly rich. A golden bait hung temptingly out before the people, and one after the other, they rushed to the tulip-marts, like flies around a honey-pot. Every one imagined that the passion for tulips would last for ever, and that the wealthy from every part of the world would send to Holland, and pay whatever prices were asked for them. . . . Houses and lands were offered for sale at ruinously low prices, or assigned in payment of bargains made at the tulip-mart. Foreigners became smitten with the same frenzy, and money poured into Holland from all directions.”

Charles Mackay, *Memoirs of Extraordinary Popular Delusions and the Madness of Crowds*, 1841

1. a) Describe how one specific piece of evidence supports Mackay’s interpretation of the tulip trade in the 1600s.
b) Describe how one specific piece of evidence undermines Mackay’s interpretation of the tulip trade in the 1600s.
c) Explain how one feature of the economic context of the period in which Mackay was writing influenced his interpretation of the Dutch tulip trade.

GO ON TO THE NEXT PAGE.

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

Photograph of a French partisan, 1944



2. Using the image above, answer (a), (b), and (c).
 - a) Describe one effect of the depiction of the French partisan in the image.
 - b) Explain one way in which the image reflects changes in European political life in the twentieth century.
 - c) Explain one way in which the image reflects continuities in European political life in the twentieth century.

GO ON TO THE NEXT PAGE.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

3. a) Describe one specific historical difference between the role of religion in European politics in the period 1450–1648 and in the period 1648–1815.
- b) Describe one specific historical similarity between the role of religion in European politics in the period 1450–1648 and in the period 1648–1815.
- c) Explain one specific historical effect of the role of religion in European politics in the period 1450–1648 or in the period 1648–1815.

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

4. a) Describe one reason for the growth of the industrialization in Europe in the period 1815–1900.
- b) Describe one effect of industrialization on politics in Europe during the period 1815–1900.
- c) Describe one effect of industrialization on social structures in Europe in the period 1815–1900.

END OF SECTION I

GO ON TO THE NEXT PAGE.

EUROPEAN HISTORY**SECTION II, Part A****Total Time—1 hour, 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 six 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 three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

GO ON TO THE NEXT PAGE.

- Evaluate whether European imperialism in the period 1840–1914 was motivated primarily by economic or cultural concerns.

Document 1

Source: Paper agreed upon at a large public meeting in Canton, China, “The People of Canton: Against the English,” 1842

During the reigns of the emperors Kien-lung and Kia-king these English barbarians humbly besought an entrance and permission to deliver tribute and presents; they afterwards presumptuously asked to have Chu-san; but our sovereigns, clearly perceiving their traitorous designs, gave them a determined refusal. From that time, linking themselves with traitorous Chinese traders, they have carried on a large trade and poisoned our brave people with opium.

Verily, the English barbarians murder all of us that they can. They are dogs, whose desires can never be satisfied. Therefore we need not inquire whether the peace they have now made be real or pretended. Let us all rise, arm, unite, and go against them.

Document 2

Source: John Stuart Mill, *On Colonies and Colonization*, 1848

The question of government intervention in the work of Colonization involves the future and permanent interests of civilization itself, and far outstretches the comparatively narrow limits of purely economical considerations. But even with a view to those considerations alone, the removal of population from the overcrowded to the unoccupied parts of the earth’s surface is one of those works of eminent social usefulness, which most require, and which at the same time best repay, the intervention of government. To appreciate the benefits of colonization, it should be considered in its relation, not to a single country, but to the collective economical interests of the human race. The question is in general treated too exclusively as one of distribution; of relieving one labor market and supplying another. It is this, but it is also a question of production, and of the most efficient employment of the productive resources of the world.

GO ON TO THE NEXT PAGE.

Document 3

Source: Dadabhai Naoroji, "The Benefits of British Rule," 1871

In the Cause of Civilization: Education, both male and female. Though yet only partial, an inestimable blessing as far as it has gone, and leading gradually to the destruction of superstition, and many moral and social evils. Resuscitation of India's own noble literature, modified and refined by the enlightenment of the West.

Politically: Peace and order. Freedom of speech and liberty of the press. Higher political knowledge and aspirations. Improvement of government in the native states. Security of life and property. Freedom from oppression caused by the caprice or greed of despotic rulers, and from devastation by war. Equal justice between man and man (sometimes vitiated by partiality to Europeans). Services of highly educated administrators, who have achieved the above-mentioned results.

Materially: Loans for railways and irrigation. Development of a few valuable products, such as indigo, tea, coffee, silk, etc. Increase of exports. Telegraphs . . .

. . . To sum up the whole, the British rule has been: morally, a great blessing; politically, peace and order on one hand, blunders on the other; materially, impoverishment, relieved as far as the railway and other loans go. The natives call the British system "Sakar ki Churi," the knife of sugar. That is to say, there is no oppression, it is all smooth and sweet, but it is the knife, notwithstanding. I mention this that you should know these feelings. Our great misfortune is that you do not know our wants. When you will know our real wishes, I have not the least doubt that you would do justice. The genius and spirit of the British people is fair play and justice.

Document 4

Letter published by British missionary John G. Paton of the New Hebrides Mission, 1883

The thirteen islands of this group on which life and property are now comparatively safe, the 8,000 professed Christians on the group, and all the churches formed from among them are, by God's blessing, the fruits of the labors of British missionaries, who, at great toil, expense, and loss of life have translated, got printed, and taught the natives to read the Bible in part or in whole in nine different languages of this group, while 70,000 at least are longing and ready for the gospel... and we fear all this good work would be lost if the New Hebrides fall into other than British hands.

For the above reasons, and others that might be given, we sincerely hope and pray that you will do all possible to get Victoria and the other colonial governments to help and unite in urging Great Britain at once to take possession of the New Hebrides group. Whether looked at in the interests of humanity, or of Christianity, or commercially, or politically, sure it is most desirable that they should at once be British possessions.

GO ON TO THE NEXT PAGE.

Document 5

Source: Jules Ferry, "Speech before the French Chamber of Deputies," March 28, 1884

The policy of colonial expansion is a political and economic system . . . that can be connected to three sets of ideas: economic ideas; the most far-reaching ideas of civilization; and ideas of a political and patriotic sort . . .

Gentlemen, we must speak more loudly and more honestly! We must say openly that indeed the higher races have a right over the lower races. . . . I repeat, that the superior races have a right because they have a duty. They have the duty to civilize the inferior races. . . . But, in our time, I maintain that European nations acquit themselves with generosity, with grandeur, and with sincerity of this superior civilizing duty.

Spreading light without acting, without taking part in the affairs of the world, keeping out of all European alliances and seeing as a trap, an adventure, all expansion into Africa or the Orient—for a great nation to live this way, believe me, is to abdicate and, in less time than you may think, to sink from the first rank to the third and fourth.

Document 6

Source: Captain F.D. Lugard, *The Rise of Our East African Empire*, 1893

Beyond doubt I think the most useful missions are the medical and the industrial, in the initial stages of savage development. A combination of the two is, in my opinion, an ideal mission. . . . As the skill of the European in medicine asserts its superiority over the crude methods of the medicine man, so does he in proportion gain an influence in his teaching of the great truths of Christianity. He teaches the savage where knowledge and art cease, how far natural remedies produce their effects, independent of charms or supernatural agencies, and where divine power overrules all human efforts. Such demonstration from a medicine man, whose skill they cannot fail to recognize as superior to their own, has naturally more weight than any mere preaching. A mere preacher is discounted and his zeal is not understood. The medical missionary, moreover, gains an admission to the houses and homes of the natives by virtue of his art, which would not be so readily accorded to another. He becomes their adviser and referee, and his counsels are substituted for the magic and witchcraft which retard development.

The value of the industrial mission, on the other hand, depends, of course, largely on the nature of the tribes among whom it is located. . . . The sinking of wells, the system of irrigation, the introduction and planting of useful trees, the use of manure, and of domestic animals for agricultural purposes, the improvement of his implements by the introduction of the primitive Indian plough, etc.—all of these, while improving the status of the native, will render his land more productive, and hence, by increasing his surplus products, will enable him to purchase from the trader the cloth which shall add to his decency, and the implements and household utensils which shall produce greater results for his labor and greater comforts in his social life.

GO ON TO THE NEXT PAGE.

Document 7

Source: Cartoon, "In the Rubber Coils. Scene—The Congo 'Free' State." *Punch*, November 28, 1906



END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

EUROPEAN HISTORY**Section II, Part B****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 specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the extent to which the commercial revolutions from 1450–1648 changed Europeans’ relationship with international trade.
3. Evaluate the extent to which scientific discoveries in the period from 1648 to 1815 altered the intellectual lives of individual Europeans.
4. Evaluate the extent to which European ideas concerning gender changed in the period 1850 to 1950.

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

STOP**END OF EXAM**