



AP[®] European History 2002 Free-Response Questions Form B

The materials included in these files are intended for use by AP teachers for course and exam preparation in the classroom; permission for any other use must be sought from the Advanced Placement Program[®]. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.

These materials were produced by Educational Testing Service[®] (ETS[®]), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 4,200 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2002 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. APIEL is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service.

2002 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS (Form B)

EUROPEAN HISTORY

SECTION II

Part A

(Suggested writing time—45 minutes)

Percent of Section II score—45

Directions: The following question is based on the accompanying Documents 1-12. (Some of the documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze fascist Italy's population policy and reactions to it.

Historical Background: With the March on Rome in October 1922, Benito Mussolini became the Prime Minister of Italy and proclaimed a fascist revolution. He consolidated his power by forming the Fascist National Party in February 1923 and by eliminating political opposition by the end of 1924. Mussolini and his party ruled Italy through an authoritarian dictatorship until 1943.

Document 1

Source: Excerpt from an Italian parliamentary decree, establishing the National Organization for the Protection of Mothers and Children to be funded by a progressive personal tax on bachelors, December 10, 1925.

The National Organization will:

- 1) protect women during pregnancy, especially needy and abandoned mothers;
- 2) assist nursing children and others up to age five if they belong to needy families;
- 3) protect physically or mentally abnormal children and abandoned or delinquent children, up to the age of eighteen;
- 4) disseminate scientific methods of prenatal and infant hygiene;
- 5) establish clinics for the care and supervision of pregnant women and infants.

2002 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS (Form B)

Document 2

Source: Pietro Battaia, demographer, in his article, "Economy," *Journal of Corporatist Economy and the Social Sciences*, 1931.

Economic conditions influence family size in various ways. It seems to me that one of the most important ways, other than the fact that people do not have money, is the psychological feeling of deprivation. A person who lives from one day to the next sees only limitations on family size and will find it difficult to have numerous children. In this person, the sexual drive will be limited by his or her preoccupation with survival in the future.

Document 3

Source: A. Molinari, professor of statistics, in his report for the Central Institute of Statistics, 1932.

The results of my study indicate that the search for a better life and the desire for economic well-being are the primary and most important reasons for the voluntary limitation of childbirths. Even if one could eliminate poverty and other economic disadvantages, the desire to improve one's economic standing and rise above one's circumstances will always have an effect on the decision to have children.

Document 4

Source: Gaetano Salvemini, political refugee living in the United States, in his article, "Do Italian Women Obey Mussolini?" *Birth Control Review*, United States, 1933.

In 1932, as soon as the fascists saw that the "battle" for births was a failure, they discovered that slender women generally had fewer children than fat women. They therefore started a new "battle," which might be called the battle for the fat. The ideal for the fascist is now the huge woman, weighing at least 300 pounds. So far only propaganda and "moral pressure" have been used. But on some nice morning Mussolini will issue an order to put all slender women before a firing squad. Since they are barren and since barrenness is treason against the Fatherland, it is only natural that such treason should be punished by execution.

2002 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS (Form B)

Document 5

Source: Benito Mussolini, speech, 1934.

With work, a woman becomes like a man: she causes man's unemployment; she develops an independence and a fashion that is contrary to the process of childbirth, and lowers the birth rate. Man is deprived of work and dignity. He is castrated in every sense because the factory deprives him either of his woman or his virility.

Document 6

Source: Article on Mother and Child Day (December 24), *Motherhood and Childhood*, fascist party magazine for women, 1935.

What is the significance of this new national holiday? The Duce's* intention in instituting it was that the Italian people should once a year solemnly honor motherhood, joyfully exalt childhood, because, as he said in an incisive and eloquent phrase, they represent "the supreme values of the race."

It is a fact that a nation without mothers and without cradles—or even with few mothers and few cradles—is condemned to moral, political, and economic decline and is certainly headed for slavery. It is no accident that Mussolini wanted this solemn celebration to coincide with Christmas Eve.

*Duce (leader) was Mussolini's title as head of the Fascist Party.

Document 7

Source: Edda Mussolini Ciano, the daughter of Benito Mussolini, recalling the 1930's in her memoirs, *My Truth*, New York, 1977.

After spending two years in China with my husband, we were called back to Italy. He returned to a post in the government after having brilliantly performed his duties as a diplomat in Shanghai. I had left Rome a young wife; I returned with a child in my arms and expecting another—which made me furious! I was angry to have been forced to leave that spellbinding, magical country and to be pregnant again only two years after the birth of my first child.

2002 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS (Form B)

Document 8

Source: Paolo Orano, journalist, in his book, *The Demographic Policy of Benito Mussolini*, Rome, 1937.

The true cause of the declining birthrate, according to Dr. Nicola Pende, concerns women: “It is always the women,” he says, “who do not wish to renounce certain vanities and instead renounce the idea of becoming a good mother. According to my opinion, this is female insubordination.”

Women resist marriage and motherhood because they are modern and independent, involved in intellectual or manual labor. Sometimes they also abuse alcohol or tobacco. The more masculine and sterile women engage in sports.

Document 9

Source: *Motherhood and Childhood*, fascist party magazine for women, 1938.

The 1930 law code makes the sale and use of contraceptives a criminal offense. By defining crimes against the health of the race, the code has been an important factor in the drive to create a climate where the immediate and most serious cause of demographic decline is neutralized.

Document 10

Source: Letter to Edda Mussolini Ciano (daughter of Benito Mussolini), November 12, 1940.

To Her Excellency Contessa Edda Mussolini Ciano:

I am the mother of 11 children, the last one was born September 17, 1940. This large family, all of us poor and needy, would like to request your help for this mother who gave birth to 11 children. I make an extraordinary request to you and to the Duce for a subsidy to alleviate the disastrous and pitiful conditions that this family endures.

My husband serves in the military. He was called up to perform his service to our country, the Italian Empire, and this is how the undersigned has come to this condition. I am not able to take care of a family of 12 people by myself. I am certain that a direct request to you, Contessa Ciano, will be heard and I will receive a just subsidy.

Your most devoted,
L.D.B.

2002 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS (Form B)

Document 11

Source: Photograph of an urban middle-class couple with their twelve children, sent to Mussolini, date unknown.



Document 12

Source: Association for Industrial Development in the South, *A Century of Statistics in Northern and Southern Italy*, Rome, 1961.

REGIONAL BIRTH RATES PER 1,000 INHABITANTS 1921-1945

	<u>Italy</u>	<u>Northern Italy</u>	<u>Central Italy</u>	<u>Southern Italy</u>
1921-1925	29.9	26.6	28.2	36.3
1926-1930	27.1	23.5	24.7	33.8
1931-1935	24.0	20.3	21.5	30.8
1936-1940	23.4	19.8	21.2	29.7
1941-1945	19.9	16.6	17.5	25.3

END OF PART A

Copyright © 2002 by College Entrance Examination Board. All rights reserved.
Advanced Placement Program and AP are registered trademarks of the College Entrance Examination Board.

GO ON TO THE NEXT PAGE.

2002 AP[®] EUROPEAN HISTORY FREE-RESPONSE QUESTIONS (Form B)

EUROPEAN HISTORY SECTION II

Part B

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. In writing your essay, use specific examples to support your answer. Write your answer to the question on the lined pages of the Section II free-response booklet. Be certain to number your answer as the question is numbered below.

2. To what extent did political authorities influence the course of the Protestant Reformation in the sixteenth century?
3. Compare and contrast the goals and major policies of Peter the Great of Russia (ruled 1682-1725) with those of Frederick the Great of Prussia (ruled 1740-1786).
4. Between 1945 and 1970, virtually all European colonies achieved independence. Discuss the changes within Europe that contributed to this development.

Part C

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. In writing your essay, use specific examples to support your answer. Write your answer to the question on the lined pages of the Section II free-response booklet. Be certain to number your answer as the question is numbered below.

5. Describe and analyze the differences in the ways in which artists and writers portrayed the individual during the Italian Renaissance and the Romantic era of the late eighteenth and early nineteenth centuries.
6. Compare and contrast two theories of government introduced in the period from 1640 to 1780.
7. Both Jean-Baptiste Colbert (1619-1683) and Adam Smith (1723-1790) sought to increase the wealth of their respective countries. How did their recommendations differ?

END OF EXAMINATION