

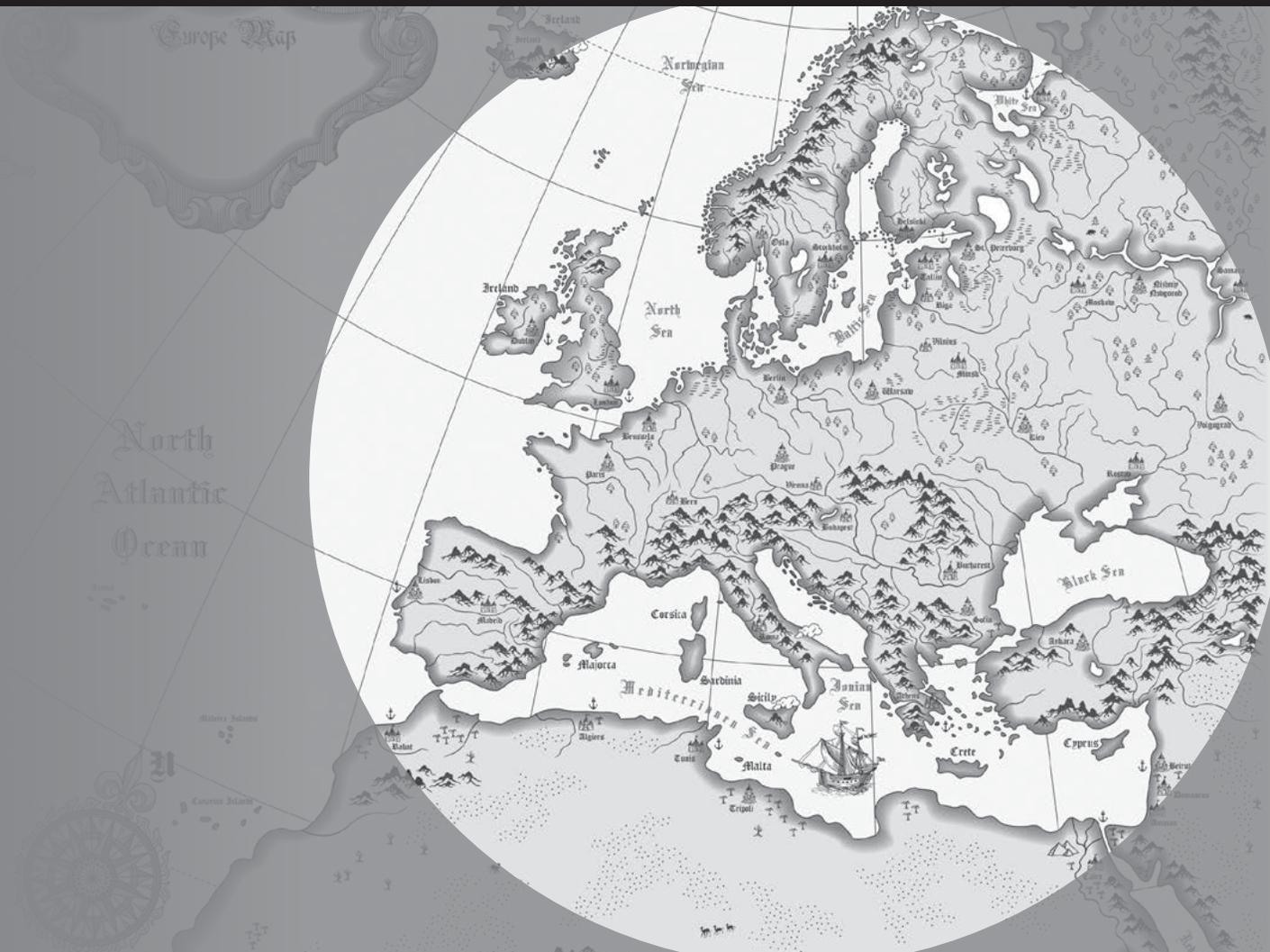
AP<sup>®</sup>

CollegeBoard

# AP<sup>®</sup> European History Practice Exam

Effective  
Fall 2017

FROM THE COURSE AND EXAM  
DESCRIPTION



## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## AP® Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

# Contents

<b>About AP</b>	1
<b>AP European History Exam</b>	4
Exam Overview	4
Practice Exam	5
Section I, Part A: Multiple-Choice Questions	5
Section I, Part B: Short-Answer Questions	34
Section II, Part A: Document-Based Question	37
Section II, Part B: Long Essay Questions	41
Answer Key and Question Alignment to Course Framework	42

## About AP

The College Board's Advanced Placement Program® (AP) enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit and/or advanced placement. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit [www.collegeboard.org/apcreditpolicy](http://www.collegeboard.org/apcreditpolicy) to view AP credit and placement policies at more than 1,000 colleges and universities.<sup>1</sup>

Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.<sup>1</sup> Additional AP studies are available at [www.collegeboard.org/research](http://www.collegeboard.org/research).

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<sup>1</sup>See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (New York: The College Board, 2008).

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (Austin, Texas: National Center for Educational Accountability, 2006).

## Offering AP Courses and Enrolling Students

Each AP course and exam description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit [www.collegeboard.org/apcourseaudit](http://www.collegeboard.org/apcourseaudit).

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit [collegeboard.org/apcommittees](http://collegeboard.org/apcommittees). AP Development Committees define the scope and expectations of the course, articulating through a course framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP coursework reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam—work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+, and B. AP Exam scores of 3 are equivalent to college grades of B-, C+, and C.

## Using and Interpreting AP Scores

College faculty are involved in every aspect of AP, from course and exam development to scoring and standards alignment. These faculty members ensure that the courses and exams meet colleges' expectations for content taught in comparable college courses. Based on outcomes research and program evaluation, the American Council on Education (ACE) and the Advanced Placement Program recommend that colleges grant credit and/or placement to students with AP Exam scores of 3 and higher. The AP score of 3 is equivalent to grades of B-, C+, and C in the equivalent college course. However, colleges and universities set their own AP credit, advanced standing, and course placement policies based on their unique needs and objectives.

AP Score	Recommendation
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

## Additional Resources

Visit [apcentral.collegeboard.org](http://apcentral.collegeboard.org) for more information about the AP Program.

# AP European History Exam

## Exam Overview

The AP European History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	3 questions ♦ <b>Required</b> Question 1: 1600–2001 ♦ <b>Required</b> Question 2: 1600–2001 ♦ <b>Choose between</b> Question 3: periods 1–2 OR Question 4: periods 3–4	40 minutes	20%
II	Part A: Document-based question	1 question: topics from 1600–2001	60 minutes (includes a 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: ♦ period 1 ♦ periods 2–3 ♦ periods 3–4	40 minutes	15%

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## Practice Exam

After the practice exam you will find a table that shows which key concepts, learning objectives, and primary practice or skill is assessed in each question. The table also provides the answers to the multiple-choice questions.

### Section I

#### Part A: Multiple-Choice Questions

As demonstrated in the following section, question sets will be organized around two to five questions that focus on a primary or secondary source.

**Questions 1–4 refer to the passage below.**

“Assume, O men of the German lands, that ancient spirit of yours with which you so often confounded and terrified the Romans and turn your eyes to the frontiers of Germany; collect her torn and broken territories. Let us be ashamed, ashamed I say, to have placed upon our nation the yoke of slavery. . . . O free and powerful people, O noble and valiant race. . . . To such an extent are we corrupted by Italian sensuality and by fierce cruelty in extracting filthy profit that it would have been far more holy and reverent for us to practice that rude and rustic life of old, living within the bounds of self-control, than to have imported the paraphernalia of sensuality and greed which are never sated, and to have adopted foreign customs.”

Conrad Celtis, oration delivered at the University of Ingolstadt, 1492

1. The passage above most clearly shows the influence of which of the following trends in fifteenth-century Europe?
  - (A) The development of natural philosophy based on inductive and deductive reasoning
  - (B) The revival of classical learning and the development of Northern humanism
  - (C) The continued reliance on traditional supernatural explanations of the world
  - (D) The development of Baroque dramatic forms to enhance the stature of elites
2. Celtis’ discussion of Italian influence in the German lands is most similar to which of the following?
  - (A) Machiavelli’s criticism of Italian political systems in *The Prince*
  - (B) Galileo’s science-based inquiries that threatened the authority of Catholic world views
  - (C) Erasmus’ arguments in favor of religious toleration and criticizing traditional superstitions
  - (D) Martin Luther’s criticisms of the Catholic Church in his Ninety-five Theses

3. The political condition of Germany described in the passage did not change until
- (A) 1789
  - (B) 1815
  - (C) 1871
  - (D) 1945
4. Which of the following groups in the nineteenth century would most likely have agreed with the sentiments in the passage?
- (A) Industrial capitalists
  - (B) Radical anarchists
  - (C) Romantic nationalists
  - (D) Utopian socialists

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Questions 5–8 refer to the passage below.

“Anno Domini 1618, a great comet appeared in November. To see the thing was terrible and strange, and it moved me and changed my disposition so that I started to write, because I thought that it meant something big would occur, as then really did happen. . . . Anno Domini 1619, Ferdinand became the Holy Roman Emperor, under whom a great persecution happened through war, unrest, and the spilling of the blood of Christians. . . . First, he started a big war in Bohemia, which he then oppressed and subjugated under his religion, then almost the whole of Germany was conquered, all of which I can hardly describe and explain.”

Hans Herberle, shoemaker in Ulm, southern Germany,  
personal chronicle compiled in the 1630s

5. The conflict that Herberle describes in his chronicle resulted in which of the following?
- (A) The establishment of several religiously pluralistic and tolerant states within the German-speaking regions
  - (B) The weakening of the Holy Roman Empire and the strengthening of smaller sovereign states within its boundaries
  - (C) The virtual extinction of all Christian denominations except Lutheranism and Roman Catholicism within the German-speaking regions
  - (D) The political unification of most of the German-speaking regions under a Protestant, rather than a Catholic monarch
6. Based on the passage, which of the following can be safely inferred about Herberle’s religious affiliation?
- (A) He was a member of a Lutheran church.
  - (B) He was a member of a Calvinist church.
  - (C) He was not a member of any established church.
  - (D) He was not Roman Catholic.

7. A historian could best use Herberle's discussion of the comet as evidence for which of the following features of early modern intellectual life?
- (A) The diffusion of new scientific knowledge in the general population of Europe
  - (B) The continued popularity of astrology among members of the elite
  - (C) The persistence of a traditional view of the world as governed by supernatural forces
  - (D) The growing tension between religious and scientific explanations of natural phenomena
8. The ability of someone of Herberle's social status in seventeenth-century Germany to read and write was most likely the result of which of the following?
- (A) The diffusion of Renaissance humanist ideas to areas outside Italy
  - (B) The Protestant Reformation's emphasis on individual study of the Bible
  - (C) The establishment of mandatory systems of national education
  - (D) The growth of representative forms of government as alternatives to absolutism

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Questions 9–12 refer to the passage below.

“The Natives of New-Holland may appear to some to be the most wretched people upon Earth, but in reality they are far happier than we Europeans; being wholly unacquainted not only with the superfluous but the necessary Conveniencies so much sought after in Europe, they are happy in not knowing the use of them. They live in a Tranquility which is not disturbed by the Inequality of Condition: The Earth and sea of their own accord furnishes them with all things necessary for life, they covet not Magnificent Houses, Household-stuff, etc., they live in a warm and fine Climate and enjoy a very wholesome Air, so that they have very little need of Clothing. . . . Many to whom we gave Cloth left it carelessly upon the beach and in the woods as a thing they had no manner of use for. In short they seemed to set no Value upon any thing we gave them, nor would they ever part with any thing of their own for any one article we could offer them; this in my opinion argues that they think themselves provided with all the necessaries of Life and that they have no superfluities.”

James Cook, British naval officer, describing the inhabitants of Australia, 1770

9. Accounts of non-European peoples similar to Cook’s portrayal of the inhabitants of Australia contributed most directly to the development of which of the following?
- (A) Romanticism
  - (B) Enlightenment rationalism
  - (C) Positivism
  - (D) Nationalism
10. Compared to Cook’s portrayal of the inhabitants of Australia in the late eighteenth century, the predominant European view of non-European peoples in the late nineteenth century had changed in which of the following ways?
- (A) Europeans in the late nineteenth century tended to view less structured and hierarchical societies as more desirable political models.
  - (B) Europeans in the late nineteenth century tended to view lack of technological development as evidence of cultural inferiority.
  - (C) Europeans in the late nineteenth century tended to view economically undeveloped societies as fairer and more just.
  - (D) Europeans in the late nineteenth century tended to view climate as less significant than other factors in determining social development.

11. Cook's observations concerning the material culture of the inhabitants of Australia most clearly reflect the influence of which of the following developments in Europe?
- (A) The decline in power of the landed aristocracy relative to commercial elites
  - (B) The increase in agricultural productivity known as the Agricultural Revolution
  - (C) Protestant reaction against ornate forms of decoration and religious imagery
  - (D) The expanded availability and use of consumer goods
12. Cook's voyages were primarily a result of which of the following eighteenth-century developments?
- (A) Competition among European powers to create commercial empires
  - (B) Rivalries between Catholic and Protestant countries to gain converts overseas
  - (C) Private support for scientific exploration
  - (D) Efforts to secure new sources of labor for industrialization

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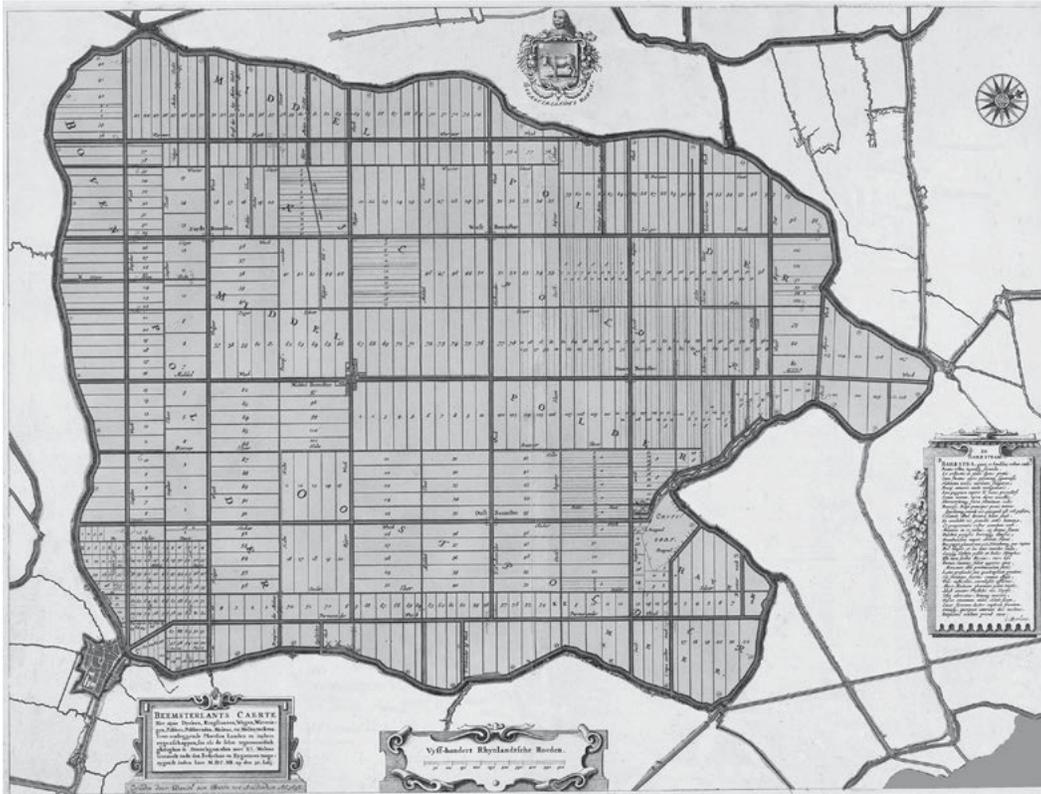
Questions 13–15 refer to the song lyrics below.

“To Versailles like bragging lads  
We brought with us all our guns  
We had to show, though we were but women, A courage that no one can reproach us for.  
Now we won’t have to go so far  
When we want to see our King.  
We love him with a love without equal, Since he’s come to live in our Capital.”

Song of the *poissardes* (Paris market women), October 1789

13. The events referred to in the song led most directly to which of the following?
- (A) The formalization of a constitutional monarchy in France
  - (B) The creation of a republican government in France
  - (C) The installation of Napoleon as Emperor of the French
  - (D) The restoration of the Bourbon monarchy
14. The *poissardes* and other participants in the events described in the song were motivated most strongly by which of the following?
- (A) An economic crisis brought about by food shortages
  - (B) The desire to institute free-market principles in the French economy
  - (C) The failure of France to gain substantial advantages from its wars with Britain
  - (D) The fear that Enlightenment ideas about government would undermine the basis of monarchy
15. The participation of women such as the *poissardes* led to which of the following during the early phases of the French Revolution?
- (A) Wage equality for women
  - (B) Permanent legal equality for women, but no political rights
  - (C) Temporary improvements in women’s legal status
  - (D) Loss of rights previously held by women

Questions 16–18 refer to the map below.



Beemsterlants Caerte by Daniel van Breen. Courtesy of the Zuiderzee Museum.

Above is a 1664 map of a 28-square-mile polder, an example of farmland reclaimed from wetlands in the Netherlands during the seventeenth century. The square grid represents intersecting roads and drainage canals; the rectangular strips represent individual family landholdings.

16. Infrastructure projects such as the one depicted on the map are best understood in the context of which of the following?
- (A) The diffusion of new agricultural technology from European overseas colonies
  - (B) The negative impact of the reimposition of serfdom on agricultural productivity
  - (C) The intensification of agricultural production in response to the development of a market economy
  - (D) The continued importance of hierarchy and status in rural European society

17. By the mid-eighteenth century, developments in agriculture similar to the ones reflected in the map led to which of the following in some parts of western Europe?
- (A) Rural overpopulation and migration to the cities
  - (B) An intensification of the pattern of Malthusian demographic cycles
  - (C) The decline of patriarchy and the adoption of more egalitarian gender roles among the peasantry
  - (D) The emergence of a new pattern of delaying marriage and childbirth as a means to limit rural birthrates
18. In addition to new patterns of landownership and land use, which of the following factors had the greatest impact on western European agriculture in the seventeenth and eighteenth centuries?
- (A) The beginning of the cooling period known as the Little Ice Age
  - (B) The increasing cultivation of new crops brought from the Americas
  - (C) The increasing use of synthetic chemical fertilizers
  - (D) The increasing use of steam engine technology in agriculture

Questions 19–22 refer to the passage below.

“The purpose of the geography curriculum was to come to know the narrower and broader Fatherland and to awaken one’s love of it. . . . From [merely learning the names of] the many rivers and mountains one will not see all the Serbian lands, not even the heroic and unfortunate field of Kosovo [on which the Ottomans defeated the Serbs in 1389]; from the many rivers and mountains children do not see that there are more Serbs living outside Serbia than in Serbia; they do not see that Serbia is surrounded on all sides by Serbian lands; from the many mountains and rivers we do not see that, were it not for the surrounding Serbs, Serbia would be a small island that foreign waves would quickly inundate and destroy; and, if there were no Serbia, the remainder of Serbdom would feel as though it did not have a heart.”

Report to the Serbian Teachers’ Association, 1911–1912

19. The report best reflects which of the following goals of public education systems in the period before the First World War?
- (A) Heightening awareness of the dangers of international conflict
  - (B) Greater appreciation of the Ottoman legacy in the Balkans
  - (C) Training bureaucrats for imperial posts
  - (D) Instilling feelings of nationalism
20. The conditions referred to in the report were most directly a result of which of the following developments?
- (A) The transformation of the Habsburg Empire into the dual monarchy of Austria-Hungary
  - (B) The emergence of new Balkan states as the Ottoman Empire declined
  - (C) The growth of international tensions following Bismarck’s dismissal as chancellor of Germany
  - (D) The increase of economic competition between imperial powers for industrial resources

21. Sentiments similar to those expressed in the report most directly contributed to which of the following developments in the late twentieth century?
- (A) The development of the European Union during the Cold War
  - (B) The development of COMECON in Eastern Europe
  - (C) Ethnic conflict after the collapse of communism
  - (D) The move by European nations to relinquish their colonies
22. In the interwar period, educators in which of the following countries would most likely have had a view of geography education similar to that expressed in the passage?
- (A) Germany
  - (B) Great Britain
  - (C) France
  - (D) The Soviet Union

Questions 23–26 refer to the passage below.

“Twentieth-century Fascism is a byproduct of disintegrating liberal democracy. Loss of hope in the possibilities of existing order and society, disgust with their corruption and ineffectiveness, above all the society’s evident loss of confidence in itself, all these produce or spur a revolutionary mood in which the only issue lies in catastrophic action—but always with a strong social tinge: ‘I place my only hope in the continuation of socialist progress through fascisms,’ writes Drieu [a French Fascist author of the 1930s]. And the editor of the French Fascist publication, the *Insurgent*, Jean-Pierre Maxence, would call for insurgents of all parties to join ‘the front of united youth, for bread, for grandeur and for liberty, in immense disgust with capitalist democracy.’ From this angle, as from many others, Fascism looks very much like the Jacobinism of our time.”

Eugen Weber, historian, *Varieties of Fascism*, 1964

23. Which of the following features of the French Revolution would best support Weber’s argument comparing Fascism to Jacobinism?
- (A) The passage of laws ending the hereditary privileges of the nobility
  - (B) Napoleon’s seizure of power from the Directory
  - (C) The wars to protect Revolutionary France from foreign invasion
  - (D) The economic price and wage controls imposed during the Reign of Terror
24. Weber’s argument linking Fascism and Jacobinism implies that he was influenced by which of the following?
- (A) Marxist materialist analysis of social change and historical development
  - (B) Social Darwinist belief in the importance of struggle in historical progress
  - (C) Positivist emphasis on the role of technology in shaping human affairs
  - (D) Post-modernist subjectivist critiques of the ethos of western society

25. Which of the following would most contradict Weber's thesis concerning the fundamental character of Fascism?
- (A) Mussolini's membership in the Italian Socialist Party prior to founding the Italian Fascist movement
  - (B) The spread of Fascism to eastern European countries in the 1930s
  - (C) The growth of National Socialism in Germany during the economic crisis of the early 1930s
  - (D) Franco's support for traditional Catholic values in his Spanish Fascist movement
26. Which of the following would best explain the appeal of Fascism in France alluded to in the passage?
- (A) The French alliance with Italy during the First World War
  - (B) Political instability in France after the First World War
  - (C) Lingering anti-Semitism in France in the aftermath of the Dreyfus affair
  - (D) The incorporation of Alsace into France after the First World War

Questions 27–29 refer to the 1950 poster, shown below, created by the French Communist Party.



TRANSLATION: "No, France will not be a colonized country! Americans stay in America!"

27. The attitude exemplified by the poster was likely LEAST influenced by which of the following?
- (A) Soviet influence over Western European communist parties during the Cold War
  - (B) The Marshall Plan
  - (C) The creation of NATO
  - (D) The creation of the United Nations
28. The creators of the poster also likely opposed which of the following?
- (A) Greater involvement of women in politics and education
  - (B) The expansion of social welfare programs
  - (C) The continued French government of Algeria
  - (D) The expansion of Soviet economic influence in Eastern Europe
29. The political sentiment expressed in the poster would have the greatest influence on which of the following?
- (A) The collapse of the Soviet Union
  - (B) The development of the European Union
  - (C) The increase in the number of migrant laborers in Western Europe
  - (D) The student rebellions of 1968

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Questions 30–32 refer to the passages from religious texts below.

“No matter how learned a woman may be, silence her in matters of faith and the Church. For it is certain what the ancients said, that which makes a woman prettiest is silence on her lips for all conversation, and particularly for the mysteries of holiness and so she is not to be a teacher of the doctrine of the Sacred Scriptures.”

Fernando Valdés, Spain, 1537

“It pleased our Lord and Savior Jesus Christ . . . being free from original and all other sins, from the time of his conception till the hour of his death, to be begotten of a woman, born of a woman, nourished of a woman, obedient to a woman; and that he healed women, pardoned women, comforted women. . . and after his resurrection appeared first to a woman, and sent a woman to declare his most glorious resurrection to the rest of his Disciples.”

Emilia Lanier, England, 1611

30. The passages are best understood in the context of which of the following?
- (A) The humanist debate over education and the rights of women
  - (B) The debate over the role of women in society prompted by the Reformation
  - (C) The wars between Spain and England during the sixteenth and seventeenth centuries
  - (D) The revival of the study of classical texts
31. Valdés’ argument reflects which of the following developments of this period?
- (A) The concern over women’s emigration to the New World
  - (B) The affirmation by the Roman Catholic Church hierarchy of women’s subordination in matters of religion
  - (C) The Renaissance humanist revival of Greek and Roman attitudes towards women
  - (D) The growing popularity of monasticism for Catholic women
32. Lanier’s publication of an argument for increased respect for women was made possible by which of the following?
- (A) The spread of literacy and personal engagement with religious texts
  - (B) Elizabeth I’s use of magisterial religious authority on behalf of women
  - (C) The opening of clerical positions to women
  - (D) New scientific writings that challenged classical learning

Questions 33–36 refer to the graph below.

SEED YIELDS\* FOR WHEAT AND BARLEY, 1600-1850



Source: Adapted from Norman J. G. Pounds, *A Historical Geography of Europe, Volume II: 1500-1840*, Cambridge University Press, 1979, p. 182.

\*Seed yield (or crop yield) is the number of grain seeds harvested for each seed sown.

33. The patterns shown on the graph most directly contributed to which of the following?
- (A) The increasing number of Europeans emigrating to the Americas
  - (B) The early industrialization of Britain and the Low Countries
  - (C) The large size of France's population
  - (D) The increasing importance of eastern Europe as a grain exporter
34. In the late 1700s and early 1800s, liberal political economists in western Europe used information similar to the data shown in the graph to argue that
- (A) governments should require landholders to make agricultural improvements
  - (B) the export of food crops and other agricultural products should be restricted
  - (C) agricultural work had moral and physical benefits that were superior to those of industrial labor
  - (D) abolition of common agricultural land holdings would result in greater agricultural productivity

35. Apart from the changes in seed yield shown on the graph above, which of the following most directly affected Europe's ability to feed itself in the period 1600-1800?
- (A) The creation of large cash-crop plantations in the Americas
  - (B) The cultivation of New World crops in Europe
  - (C) The widespread mechanization of agriculture
  - (D) The decreasing tendency of armies to target civilian populations during wartime
36. Based on the information in the graph, which of the following regions was most likely to avoid the Malthusian trap concerning food supply and population?
- (A) Great Britain and the Low Countries
  - (B) France, Spain, and Italy
  - (C) Central Europe and Scandinavia
  - (D) Eastern Europe

Questions 37–39 refer to the political cartoon below.

“Border Embarrassment,” cartoon published in a German newspaper, 1834.



Photo Credit: bpk, Berlin/Art Resource, NY

The cartoon shows adjacent entry and exit border crossings of Lippe-Schaumburg, one of the small states in northwestern Germany.

Cartoon caption: “You see, Mr. Border Official, that I have nothing to declare, because what’s in the back of the cart has not yet crossed Lippe’s border, there is nothing in the middle, and what’s in the front of the cart has already cleared Lippe’s border.”

37. At the time of the cartoon’s publication, the political conditions referred to had been most recently reaffirmed by
- (A) the French Revolution
  - (B) the abolition of the Holy Roman Empire by Napoleon
  - (C) the settlement at the Congress of Vienna
  - (D) the July Revolution of 1830

38. Which of the following conclusions is best supported by the cartoon?
- (A) German liberals regarded the status quo in the German states as an obstacle to progress.
  - (B) German conservatives were largely caught off guard by the outbreak of the Revolutions of 1848.
  - (C) There was a strong resentment against Schaumburg-Lippe and the other small German states among people living in the larger German states, such as Prussia and Bavaria.
  - (D) Regional, local, and state-specific loyalties made the emergence of a common German identity impossible.
39. Which of the following developments in nineteenth-century German history was most directly a response to the concerns expressed in the cartoon?
- (A) The establishment of social welfare legislation providing old-age and disability pensions for workers
  - (B) The creation of the *Zollverein*, a customs union under Prussian leadership, which facilitated trade and hastened industrialization
  - (C) The Prussian government's support for the creation of an extensive rail network in German states
  - (D) The persistence of primitive agricultural practices and landowning patterns in some parts of the German lands

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Questions 40–43 refer to the passage below.

“First, the natives of India, so far as I have seen, and speaking generally, are barbarians. It is necessary that you should have special care for all your sons of the Jesuit Order in India in commending them to God our Lord continually, for you know what a great toil it is to have to do with people who through their very habitual evil living neither know God nor obey reason. . . .

I see clearly, my only Father, by my experience here, that no road is opening for the perpetuation of the Jesuit Order among the natives. Christianity will last among them only as long as we who are here or those whom you will send from Europe will last and live. . . .

The Portuguese here control only the sea and the places on the seashore, and so they are not masters [in the interior] but only in the places where they live. The native Indians are not at all inclined to the things of [Christianity] but rather abhor them greatly. It irks them mortally when we speak to them and ask them to become Christians.”

Francis Xavier, Spanish Jesuit priest in India, letter to Ignatius Loyola, head of the Society of Jesus, 1549

40. The Portuguese presence in India most directly resulted from which of the following?
- (A) The desire to obtain greater access to precious metals and luxury goods
  - (B) The desire to secure a supply of labor for expanding manufacturing in Europe
  - (C) The desire to create new plantations for the production of cash crops
  - (D) The desire to establish new markets for European manufactured goods
41. Xavier’s views in the second paragraph support which of the following conclusions about the period 1450–1648?
- (A) Christianization efforts were more successful in Asia than in the Americas.
  - (B) Christianization was used to justify the African slave trade.
  - (C) Christianization was generally in conflict with mercantilist policies.
  - (D) Christianization both depended on and legitimized European colonial expansion.

42. Xavier's views of indigenous populations as expressed in the passage were most similar to views commonly held by late-nineteenth-century Europeans in which of the following ways?
- (A) Both views reflected a fear of native influences on Christianity.
  - (B) Both views reflected a sense of admiration for foreign cultures.
  - (C) Both views reflected a sense of cultural superiority.
  - (D) Both views reflected a sense of moral ambiguity concerning colonization.
43. The religious order of which Xavier was a member was important in the history of sixteenth-century Europe primarily because it
- (A) challenged Protestant teachings and helped revive the Church during the Catholic Reformation
  - (B) studied Greek and Roman texts but challenged secular values in Renaissance humanism
  - (C) ensured that Catholic institutions remained outside monarchical control
  - (D) revived universities in eastern Europe

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Questions 44–46 refer to the poem below. Questions 44–46 refer to the passage below.

“The foundations of old knowledge have collapsed.  
Wise men have probed the depths of the earth;  
Treasures of buried strata furnish the proofs of creation.  
[Religion] is no longer the apex of fulfillment for the intelligent.  
Atlas does not hold up the earth, nor is Aphrodite divine;  
Plato’s wisdom cannot explain the principles of evolution.  
‘Amr is no slave of Zayd, nor is Zayd ‘Amr’s master \*—  
Law depends upon the principle of equality.  
Neither the fame of Arabia, nor the glory of Cairo remains.  
This is the time for progress; the world is a world of science;  
Is it possible to maintain society in ignorance?”

Sâdullah Pasha, Ottoman intellectual, *The Nineteenth Century*, poem, 1878

\* Zayd and ‘Amr are Muslim names traditionally used in Islamic legal opinions in the generic sense of “John Doe 1” and “John Doe 2.”

44. Based on the poem, it can be inferred that Sâdullah Pasha was most influenced by which of the following?
- (A) Social Darwinism
  - (B) Positivism
  - (C) Romantic nationalism
  - (D) Abolitionism
45. The last three lines of the poem best illustrate which of the following aspects of Europe’s relationship with the rest of the world in the late nineteenth century?
- (A) European imperial encroachments provoked a cultural backlash and a rejection of Western values in many areas of Africa and Asia.
  - (B) Colonial subjects began organizing politically to overthrow European rule.
  - (C) Many countries were made dependent on Europe economically and politically through treaties and trade agreements.
  - (D) Adoption of Western ideas caused many non-Western peoples to call for the modernization of their own societies and states.

46. By the 1920s and 1930s, the ideas concerning science and progress reflected in the poem underwent which of the following transformations?
- (A) The ideas were largely rejected by non-Western leaders as incompatible with indigenous norms and cultures.
  - (B) The ideas were largely supplanted by a revival of religious sentiment in the wake of the First World War.
  - (C) The ideas came to be regarded with suspicion by many European intellectuals in the light of subsequent scientific discoveries and political events.
  - (D) The ideas were regarded with increasing hostility by European intellectuals in the wake of growing anticolonial movements in Asia and Africa.

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**Questions 47–49 refer to the following passage.**

“To Commissar Lenin, Chairman of the Russian Socialist Republic:

We middle- and poor-peasant laborers have never been either bourgeois or speculator-profiters, or drunkards, or pickpockets, or lazybones-parasites of the upper class. . . . [The Bolshevik provincial authorities] have not tried to raise and improve the working level of the people. All they do is extort, rob, and take away what has been amassed by our hard and persistent labor and thrift. Let’s take for example some families in the village: the first one is the Kulikhins, who have three plots of land and seven healthy, strong men; they abandoned their land and house and wander around and beg. Another family—the Obraztsovas—is a woman who has young children and old folks to take care of; yet she plows the land herself and takes care of everything else. And now it turns out that that the Kulikhins are considered poor peasants [and are protected by the Bolsheviks], while the Obraztsovas are classified as bourgeois: grain and livestock were taken from them and the authorities imposed on them heavy requisitions and taxes. And so the poor lazybones grow richer than the rest of us a thousand times. The wealth of the peasant is accumulated through thrift. So where is justice? There is no such thing.”

Petition from peasants from the Vologda region, Russia, 1920

47. The petition best supports which of the following conclusions?
- (A) Most Russian peasants opposed the Bolshevik Revolution and supported the Whites in the Russian Civil War.
  - (B) Peasant notions of social status and social hierarchy were at odds with Bolshevik notions of class formation and class consciousness.
  - (C) There was a large surplus of arable land in the Russian countryside that was not being cultivated.
  - (D) Despite the revolution, peasant ideas of ethical living and proper behavior were still deeply influenced by Christian teachings.
48. Which of the following was most directly a cause of the inequalities in land ownership among the Russian peasantry referred to by the petitioners?
- (A) Peter the Great’s westernizing reforms
  - (B) The abolition of serfdom
  - (C) The Revolution of 1905
  - (D) Lenin’s New Economic Policy

49. The Bolshevik policies decried by the petitioners in the passage would be carried to their logical conclusion in which later Soviet policy?
- (A) The policy of allowing limited private market activity under the New Economic Policy
  - (B) The policy of rapid industrialization under the Five Year Plans
  - (C) The policy of liquidating the kulaks as a class and the formation of collective farms
  - (D) The policy of mass incarceration of political opponents in the Gulag

Questions 50–52 refer to the painting below.



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50. The painting is an example of which of the following developments in modernist European art?
- (A) Artists' turn to dreams and the subconscious as a source of inspiration
  - (B) Artists' abandonment of realistic representation in order to convey internal emotional states
  - (C) Artists' glorification of technological progress in the machine age
  - (D) Artists' exploration of non-European cultures as a source of new subject matters and styles
51. The situation of war veterans such as those depicted in the image was most effectively used to sway public opinion during the interwar period by which of the following groups in Germany?
- (A) Right-wing nationalists critical of government ineffectiveness
  - (B) Pacifists wishing to illustrate the horrors of modern warfare
  - (C) Social Darwinists seeking to illustrate their belief in survival of the fittest
  - (D) Leftists seeking to show how the working classes were oppressed through military recruitment

52. Otto Dix's painting is part of the cultural context of
- (A) the dislocation and pessimism of the "lost generation"
  - (B) Christian churches' response to totalitarianism
  - (C) a confidence in technology's ability to fix society's problems
  - (D) a return to traditional modes of artistic expression

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Questions 53–55 refer to the passage below.

“Interrogator: Do you believe that the imperialist states and their agencies are not interested in weakening and undermining the Soviet regime but in strengthening it? Is that how we must interpret you?”

Yuri Orlov: As is well known, my documents have been used in the West by those progressive forces whose criticism has clearly improved certain aspects of human rights in the Soviet Union. I have in mind statements by communists in France, Italy, and [other countries]. . . . One must bear in mind that even criticism from hostile forces can be useful for a regime. For example, criticism of capitalism by the Soviet Union has undoubtedly strengthened that system and prolonged its existence. However, I did not appeal to hostile forces [in the West], but either to the international public as a whole, or to left-wingers, including communists. . . .”

Interrogation record of Soviet physicist and dissident Yuri Orlov, accused of supplying documents to Western human rights’ groups, conducted by the KGB, December 29, 1977

53. The interrogator’s reference to “imperialist states” is best understood in the context of which of the following?
- (A) Decolonization following the conclusion of the Second World War
  - (B) The distribution of German colonies to Britain and France through the mandate system
  - (C) The emergence of fascist states in Western Europe
  - (D) Ideological conflicts associated with the Cold War
54. The interrogation recorded in the passage best demonstrates continuity with which of the following?
- (A) Stalin’s program of economic centralization
  - (B) Lenin’s free-market reforms associated with the New Economic Policy
  - (C) Khrushchev’s de-Stalinization policies
  - (D) Stalin’s policies toward political opponents
55. The Soviet regime’s approach to dissent as exemplified in the passage would be most significantly changed as a result of which of the following?
- (A) The increase of diplomatic pressure from the United Nations
  - (B) The resurgence of ethnic instability in Central and Eastern Europe
  - (C) The implementation of Gorbachev’s policies of *perestroika* and *glasnost*
  - (D) The period of growth in Western Europe known as the “economic miracle”

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## Part B: Short-Answer Questions

There are four short-answer questions on the exam. Students answer Question 1 and Question 2. They then choose to answer either Question 3 or Question 4. Note that the short-answer questions do not require students to develop and support a thesis statement.

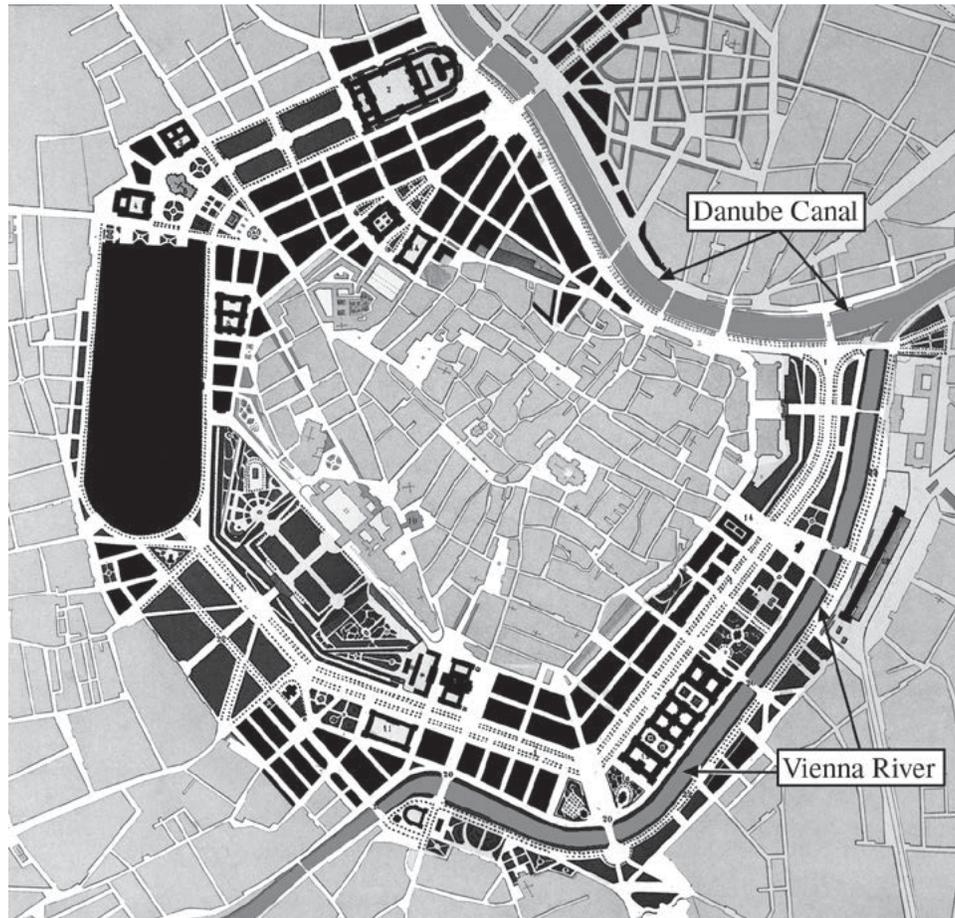
**Use the passage below to answer all parts of the question that follows.**

“It must never be forgotten that, in so far as their voices can be heard at all, the common people of Europe [under Napoleon’s empire] had different priorities and preoccupations from those of the propertied classes. Theirs had not been ‘the empire of the professionals,’ but of the recruiting sergeant and the canceled Holy Day. Napoleonic rule left very deep scars in the body of Europe, all the more profound for being less tangible than the ideological divisions within the educated, propertied elites. . . . The struggle against Napoleon was one of diversity against standardization, of tradition against innovation, of dynastic loyalty against usurpation. It was a popular struggle. . . about preserving the past, a past in which the ‘nation-state’ had no part.”

Michael Broers, *Europe Under Napoleon, 1799–1815*, published in 1996

1. a) Explain how one piece of evidence supports Broers’ argument regarding the effects of Napoleon’s rule on the common people of Europe.
- b) Explain how one piece of evidence undermines Broers’ argument regarding the effects of Napoleon’s rule on the common people of Europe
- c) Explain one example of a foreign occupation in the twentieth century, that provoked reactions similar to those described by Broers.

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



The map above shows an 1857 project for the construction of new streets and city blocks in the Austrian capital Vienna. The old city is in the middle, bordered by a proposed ring of new boulevards and neighborhoods.

2.
  - a) Describe how one demographic trend in the mid-1800s prompted governments to embark on urban redesign programs such as the one illustrated above.
  - b) Describe how one political trend in the mid-1800s prompted governments to embark on urban redesign programs such as the one illustrated above.
  - c) Explain how urban redesign programs such as the one illustrated above reflected changing ideas about recreation or leisure in nineteenth century Europe.

**Choose EITHER Question 3 OR Question 4.**

3.
  - a) Describe one significant change in the relationship between church and state in England from the beginning of the Reformation to the end of the English Civil War.
  - b) Describe one significant continuity in the relationship between church and state in England from the beginning of the Reformation to the end of the English Civil War.
  - c) Explain one significant effect of changes in the relationship between church and state in England from the beginning of the Reformation to the end of the English Civil War.
  
4.
  - a) Describe one significant continuity in the role of organized religion in European life in the twentieth century.
  - b) Describe one significant change in the role of organized religion in European life in the twentieth century.
  - c) Explain how one political development affected the role of organized religion in European life in the twentieth century.

## Scoring the Response

**For a short-answer question, a good response should:**

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

**Depending on the question, a good response should:**

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

## Section II

### Part A: Document-Based Question

There will be one document-based question on the exam.

In the sample question that follows, the main reasoning skill being assessed is **continuity and change over time**, though the document-based question on the exam may focus on other skills.

**Question 1.** Evaluate whether or not the First World War was a transformative event in European women's history.

#### Document 1

Source: "Votes for Heroines as well as Heroes," cover illustration, *Votes for Women*, weekly magazine, November 26, 1915.



© Mary Evans Picture Library / The Women's Library @ LSE

[CHIVALRY, looking at British Prime Minister H. H. Asquith]:

"Men and women protect one another in the hour of death.\* With the addition of the woman's vote, they would be able to protect one another in life as well."

\* a reference to the November 17, 1915, sinking of the British hospital ship *Anglia*, many of whose female nurses died asking that the wounded soldiers onboard be rescued first

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**Document 2**

Source: Paul von Hindenburg, Chief of the German General Staff, letter to German Chancellor Bethmann Hollweg, 1916.

It is also my opinion that women's work should not be overestimated. Almost all intellectual work, heavy physical labor, as well as all real manufacturing work will still fall on men—in addition to the entire waging of the war. It would be good if clear, official expression were given to these facts and if a stop were put to women's agitation for parity in all professions, and thereby, of course, for political emancipation. . . . After the war, we will still need the woman as spouse and mother. I thus strongly support those measures, enacted through law, prerogative, material aid, etc., aimed at that effect. In spite of the strong opposition to such measures, it is here that vigorous action needs to be taken in order to extinguish the influence of this female rivalry, which disrupts the family. . . . If I *nevertheless* urge that the requirement to work be extended to all women who are either unemployed or working in trivial positions, now and for the duration of the war, I do so because, in my opinion, women can be employed in many areas to a still greater degree than previously and men can thereby be freed for other *work*.

**Document 3**

Source: Countess de Courson, French author, *The French Woman during the War*, 1916.

The task of the peasant woman is heavy, and for the past eighteen months they have accomplished it admirably, although perhaps today with a little more lassitude. In 1914, some of the field work was completed by the men before they left for war, by the young soldiers of the class of 1915 . . . who were still there to do their fair share of the work. The summer of 1915 was more difficult to get through; the mourning, the deep anxiety pressed on these peasant women, many of them knowing today that the empty places at the hearth will stay that way forever. Despite the crushing weight of physical and emotional fatigue, they continued, with few exceptions, to face up to the necessities of the war.

## Document 4

Source: Madeline Ida Bedford, English middle-class poet writing in the voice of a working-class woman, 1917.

**Munition Wages**

Earning high wages?  
Yes, five pounds\* a week.  
A woman, too, mind you,  
I calls it damn sweet.

You're asking some questions—  
But bless you, here goes:  
I spends the whole racket  
On good times and clothes.

We're all here today, mate,  
Tomorrow—perhaps dead,  
If Fate tumbles on us  
And blows up our shed.

Afraid! Are you kidding?  
With money to spend!  
Years back I wore tatters,  
Now—silk stockings my friend!

Worth while, for tomorrow  
If I'm blown to the sky,  
I'll have repaid my wages  
In death—and pass by.

\*British currency

## Document 5

Source: Private G. F. Wilby, British frontline soldier, letter to his fiancée, Ethel Baxter, 1918.

Whatever you do, don't go in Munitions [manufacturing] or anything in that line—just fill a Woman's position and remain a woman—don't develop into one of those “things” that are doing men's work, as I told you in one of my letters, long ago. I want to return and find the same loveable little woman that I left behind—not a coarse thing more of a man than a woman—I love you because of your womanly little ways and nature, so don't spoil yourself by carrying on with a man's work—it's not necessary.

## Document 6

Source: Maria Botchkareva - Yashka, Russian woman soldier, *My Life as Peasant, Officer and Exile*, memoir, 1919

The Colonel gave the signal. But the men on my right and to the left of Captain Petrov would not move. They replied to the Colonel's order with questions and expressions of doubts as to the wisdom of advancing.

The cowards!

We decided to advance in order to shame the men, having arrived at the conclusion that they would not let us perish in No Man's Land. . . . Some of my girls were killed outright, many were wounded. . . . We swept forward and overwhelmed the first German line, and then the second . . . our regiment alone captured two thousand prisoners.

## Document 7

Source: Women as percentage of the industrial workforce in France, 1911–1926.

Date	1911	1914*	1915	1916	1917	1918	1919	1920	1921	1926
	34.0%	31.9%	40.1%	40.0%	40.4%	40.3%	36.4%	32.0%	31.7%	28.6%

\*as of July 1914

## Scoring the Response

For the document-based question, a good response should:

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- describe a broader historical context immediately relevant to the question that relates the topic of the question to historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.
- explain how the document's point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.

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## Part B: Long Essay Questions

Students will choose one of three long essay questions to answer. The long essay requires students to demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. In the following questions, students will analyze an issue using the reasoning skill of **comparison**.

The three questions focus on the same reasoning skills but apply them to different time periods. This allows students to choose which time period and historical perspective they are best prepared to write about.

**Question 2.** Evaluate the most significant difference between the Italian Renaissance and the Northern Renaissance.

**Question 3.** Evaluate the most significant difference between Enlightenment thinkers' view of reason and Romantic thinkers' view of reason.

**Question 4.** Evaluate the most significant difference between European governments' responses to nationalism in the period 1815 to 1850 and European governments' responses to nationalism in the period 1945 to 2000.

## Scoring the Response

**For the long essay question, a good response should:**

- respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- explain how a relevant historical context influenced the topic addressed in the question. It should also relate the topic of the question to broader historical events, developments, or processes that occur before, during, or after the time frame of the question. This explanation should consist of more than merely a phrase or a reference.
- use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question.

**Further exam resources such as sample student responses, scoring guidelines, and past exam questions can be found on AP Central.**

## Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	B	Contextualization	OS-1	1.1.I.B
2	D	Comparison	NI-3	1.2.I.B
3	C	Continuity and Change over Time	SP-9	3.4.III.B
4	C	Comparison	OS-7	3.3.I.F
5	B	Causation	SP-2	1.5.I.B
6	D	Analyzing Historical Evidence	NI-2	1.2.I.B
7	C	Analyzing Historical Evidence	OS-1, OS-3	1.1.IV.D
8	B	Causation	IS-1	1.1.II.A
9	A	Causation	OS-7, NI-4	2.3.VI.B
10	B	Continuity and Change over Time	INT-3	3.5.I.C
11	D	Contextualization	PP-1	2.2.II.C
12	A	Contextualization	INT-1	2.2.III
13	A	Causation	SP-2	2.1.IV.B
14	A	Contextualization	PP-4	2.1.IV.A
15	C	Causation	IS-4	2.1.IV.E
16	C	Contextualization	PP-3, IS-1	1.4.II.B
17	A	Continuity and Change over Time	PP-2	2.4.IV.A
18	B	Causation	INT-5	2.2.II.D
19	D	Contextualization	NI-1	3.3.I.F
20	B	Causation	NI-4	3.4.III.E
21	C	Causation	NI-2	4.1.III.E
22	A	Comparison	NI-4	4.2.II.A, 4.4.I.A
23	D	Comparison	SP-3	2.1.IV.C
24	A	Analyzing Historical Evidence	OS-5, PP-5	3.6.II.C
25	D	Analyzing Historical Evidence	OS-4	4.2.II.C
26	B	Contextualization	NI-4	4.4.I.A
27	D	Contextualization	INT-5	4.1.IV.A
28	C	Analyzing Historical Evidence	NI-4	4.1.VI.C
29	D	Continuity and Change over Time	INT-5	4.4.III.C

Multiple-Choice Question	Answer	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
30	B	Contextualization	IS-2	1.4.IV.B
31	B	Contextualization	OS-4, IS-4	1.2.I.D
32	A	Causation	IS-1	1.1.II.B
33	B	Causation	PP-2, IS-1	2.4.IV.A
34	D	Analyzing Historical Evidence	PP-5	3.3.II.A
35	B	Causation	INT-5	1.3.IV.B
36	A	Analyzing Historical Evidence	PP-2	2.4.I.A
37	C	Contextualization	SP-9	3.4.I.B
38	A	Analyzing Historical Evidence	NI-3	3.4.I.C
39	B	Causation	SP-3	3.1.II.B
40	A	Causation	INT-1	1.3.I.A
41	D	Analyzing Historical Evidence	INT-6	1.3.I.C
42	C	Contextualization	NI-3	1.2.II.D
43	A	Continuity and Change over Time	INT-3	3.5.I.C
44	B	Contextualization	OS-5	3.6.II.A
45	D	Analyzing Historical Evidence	INT-6	3.5.III.C
46	C	Continuity and Change	OS-5	4.3.II.A
47	B	Analyzing Historical Evidence	IS-5	3.2.I.B
48	B	Causation	PP-4	3.4.II.D
49	C	Continuity and Change over Time	SP-3, PP-5	4.2.I.E
50	B	Contextualization	OS-7	3.6.III.D
51	A	Continuity and Change	NI-4	4.2.II.A, 4.4.I.A
52	A	Contextualization	IS-3	4.4.I.A
53	D	Contextualization	SP-9, NI-4	4.1.IV.B
54	D	Continuity and Change over Time	SP-7	4.2.I.E
55	C	Continuity and Change over Time	SP-2	4.2.V.C

Short-Answer Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	Analyzing Secondary Sources	NI-3	2.1.V
2	Causation	PP-5	3.3.II
3	Continuity and Change over Time	OS-2	1.2.I, 1.2.II, 1.2.III
4	Continuity and Change over Time	OS-2	4.3.III

Document-Based Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
1	Continuity and Change over Time	IS-2, IS-5	4.4.I, 4.4.II

Long Essay Question	Main Practice/Skill Assessed	Learning Objectives	Key Concepts
2	Comparison	OS-1, OS-2	1.1.I, 1.1.II
3	Comparison	OS-3, OS-6, OS-7	2.3.IV, 2.3.VI
4	Comparison	OS-7, NI-1, NI-4	3.3.I, 3.4.I, 4.1.V, 4.4.IV