



EUROPEAN HISTORY

Course Description

Effective Fall 2010

AP Course Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.com) to determine whether a more recent Course Description PDF is available.

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college admissions, 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 excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information visit www.collegeboard.com.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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Welcome to the AP[®] Program

For over 50 years, the College Board's Advanced Placement Program (AP) has partnered with colleges, universities, and high schools to provide students with the opportunity to take college-level course work and exams while still in high school. Offering more than 30 different subjects, each culminating in a rigorous exam, AP provides motivated and academically prepared students with the opportunity to earn college credit or placement and helps them stand out in the college admissions process. Taught by dedicated, passionate AP teachers who bring cutting-edge content knowledge and expert teaching skills to the classroom, AP courses help students develop the study skills, habits of mind, and critical thinking skills that they will need in college.

AP is accepted by more than 3,600 colleges and universities worldwide for college credit, advanced placement, or both on the basis of successful AP Exam grades. This includes over 90 percent of four-year institutions in the United States.

More information about the AP Program is available at the back of this Course Description and at AP Central[®], the College Board's online home for AP teachers (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

More than 30 AP courses in a wide variety of subject areas are now available. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May. Except for AP Studio Art, which is a portfolio assessment, each AP Exam contains a free-response section (essays, problem solving, oral responses, etc.) as well as multiple-choice questions.

Written by a committee of college and university faculty and experienced AP teachers, the AP Exam is the culmination of the AP course and provides students with the opportunity to earn credit and/or placement in college. Exams are scored by college professors and experienced AP teachers using scoring standards developed by the committee.

AP Course Audit

The intent of the AP Course Audit is to provide secondary and higher education constituents with the assurance that an "AP" designation on a student's transcript is credible, meaning the AP Program has authorized a course that has met or exceeded the curricular requirements and classroom resources that demonstrate the academic rigor of a comparable college course. To receive authorization from the College Board to label a course "AP," teachers must participate in the AP Course Audit. Courses authorized to use the "AP" designation are listed in the AP Course Ledger made available to colleges and universities each fall. It is the school's responsibility to ensure that its AP Course Ledger entry accurately reflects the AP courses offered within each academic year.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at www.collegeboard.com/apcourseaudit.

AP Reading

AP Exams—with the exception of AP Studio Art, which is a portfolio assessment—consist of dozens of multiple-choice questions scored by machine, and free-response questions scored at the annual AP Reading by thousands of college faculty and expert AP teachers. AP Readers use scoring standards developed by college and university faculty who teach the corresponding college course. The AP Reading offers educators both significant professional development and the opportunity to network with colleagues. For more information about the AP Reading, or to apply to serve as a Reader, visit apcentral.collegeboard.com/readers.

AP Exam Grades

The Readers’ scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college.

Credit and Placement for AP Grades

Thousands of four-year colleges grant credit, placement, or both for qualifying AP Exam grades because these grades represent a level of achievement equivalent to that of students who have taken the corresponding college course. This college-level equivalency is ensured through several AP Program processes:

- College faculty are involved in course and exam development and other AP activities. Currently, college faculty:
 - Serve as chairs and members of the committees that develop the Course Descriptions and exams in each AP course.
 - Are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading. The Chief Reader for each AP subject is a college faculty member.
 - Lead professional development seminars for new and experienced AP teachers.
 - Serve as the senior reviewers in the annual AP Course Audit, ensuring AP teachers' syllabi meet the curriculum guidelines of college-level courses.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.
- Periodic college comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1 to 5 is properly aligned with current college standards.

For more information about the role of colleges and universities in the AP Program, visit the Higher Ed Services section of the College Board Web site at professionals.collegeboard.com/higher-ed.

Setting Credit and Placement Policies for AP Grades

The College Board Web site for education professionals has a section specifically for colleges and universities that provides guidance in setting AP credit and placement policies. Additional resources, including links to AP research studies, released exam questions, and sample student responses at varying levels of achievement for each AP Exam are also available. Visit professionals.collegeboard.com/higher-ed/placement/ap.

The "AP Credit Policy Info" online search tool provides links to credit and placement policies at more than 1,000 colleges and universities. This tool helps students find the credit hours and/or advanced placement they may receive for qualifying exam grades within each AP subject at a specified institution. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy.

AP European History

INTRODUCTION

The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history. The exam presumes at least one academic year of college-level preparation, a description of which is set forth in this book.

The inclusion of historical course material in the Course Description and in the exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by historians who serve as members of the AP European History Development Committee. In their judgment, the material printed here reflects the course of study on which this exam is based and is therefore appropriate as a measure of the skills and knowledge acquired in this course.

The AP European History course corresponds to the most recent developments in history curricula at the undergraduate level.* In colleges and universities, European history is increasingly seen in a broad perspective, with teaching methods reflecting an awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials. Trends such as these are used by the Development Committee to adjust the course and the exam.

The exam is divided into three parts: a multiple-choice section dealing with concepts, major historical facts and personalities, and historical analysis; a document-based essay designed specifically to test students' ability to work with evidence; and two thematic essays on topics of major significance. Together, these three parts of the exam provide students with an opportunity to demonstrate that they are qualified to pursue upper-level history studies at college.

All sections of the exam reflect college and university programs in terms of subject matter and approach. Therefore, questions in cultural, diplomatic, economic, intellectual, political, and social history form the basis for the exam. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 (the High Renaissance) to the present. The entire chronological scope and a range of approaches are incorporated throughout the exam. Students need to understand the designations for centuries; e.g., the seventeenth century is the 1600s, *not* the 1700s. In the multiple-choice section, approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era, and one-half deal with the period from the French Revolutionary and Napoleonic era to the present. A number of questions may be cross-chronological or combine several approaches. No essay or multiple-choice question will focus on the pre-1450 or the post-2001 period.

*The Development Committee periodically revises the content and structure of the *AP European History Course Description* to reflect new developments in the discipline, to aid teachers in maintaining the comprehensive quality of their courses, and to assist teachers new to the program. Regular updates and the most current information about AP European History are available at AP Central (apcentral.collegeboard.com).

THE COURSE

Goals

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Topic Outline

The outlined themes that follow indicate some of the important areas that might be treated in an AP course in European History. The ideas suggested do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes. In addition, questions on the exam will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods. For this reason, students and teachers need to address periodization in European history and to relate periodization, as appropriate, to the following themes.

1. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- Impact of global expansion on European culture

2. Political and Diplomatic History

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics

The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
The growth and changing forms of nationalism
Forms of political protest, reform, and revolution
Relationship between domestic and foreign policies
Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
War and civil conflict: origins, developments, technology, and their consequences

3. Social and Economic History

The character of and changes in agricultural production and organization
The role of urbanization in transforming cultural values and social relationships
The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
The origins, development, and consequences of industrialization
Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
Gender roles and their influence on work, social structure, family structure, and interest group formation
The growth of competition and interdependence in national and world markets
Private and state roles in economic activity

T H E E X A M

The exam is 3 hours and 5 minutes in length. It consists of a 55-minute multiple-choice section and a 130-minute free-response section.

The multiple-choice section consists of 80 questions designed to measure the student's knowledge of European history from the High Renaissance to the present. Approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era and one-half from the French Revolutionary and Napoleonic era to the present. The questions covering the nineteenth century and the twentieth century are divided evenly (approximately 25 percent of the total number of questions for each century).

Approximately one-third of the questions focus on cultural and intellectual themes, one-third on political and diplomatic themes, and one-third on social and economic themes. Of course, many questions draw on knowledge of more than one chronological period or theme. A student is not expected to be familiar with all the material covered.

Section II, the free-response section, begins with a *mandatory* 15-minute reading period followed by Part A, in which students are required to answer a document-based essay question (DBQ) in 45 minutes, and Parts B and C, in which students are asked to answer two thematic questions in 70 minutes. Students choose one essay from the three essays in Part B and one essay from the three in Part C; they are advised to spend 5 minutes planning and 30 minutes writing each of their thematic essays. Thematic questions are grouped to ensure that students consider a range of historical periods and approaches. Grouping is often not chronological. Students are instructed to spend the introductory 15-minute reading period of Section II analyzing the documents for the DBQ, outlining their answers, and considering the choices of questions offered in Parts B and C.

Within the free-response section, the DBQ essay is weighted 45 percent and the two thematic essays together are weighted 55 percent. For the total exam score, the multiple-choice and the free-response sections are weighted equally.

Information about the process employed in scoring the AP European History Exam, including the standards used and samples of student answers, can be found at AP Central and in the 2004 *AP European History Released Exam*. Ordering information for this and other AP publications can be found on page 33.

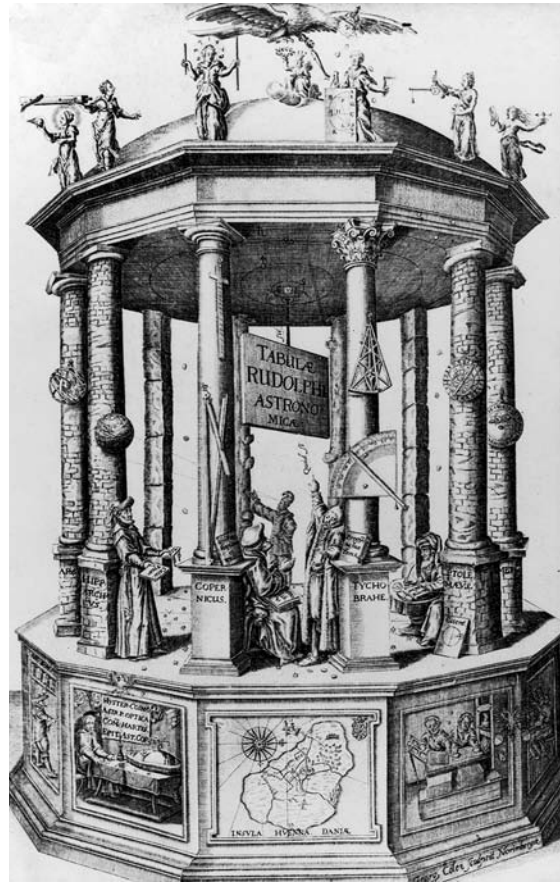
Sample Multiple-Choice Questions

The following 38 questions are examples of the kinds of multiple-choice questions found on the exam. Their distribution among themes, levels of difficulty, and chronological periods approximates the composition of the exam as a whole.

Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, students are encouraged to answer all multiple-choice questions. On any questions students do not know the answer to, students should eliminate as many choices as they can, and then select the best answer among the remaining choices. An answer key to the multiple-choice questions can be found on page 19.

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

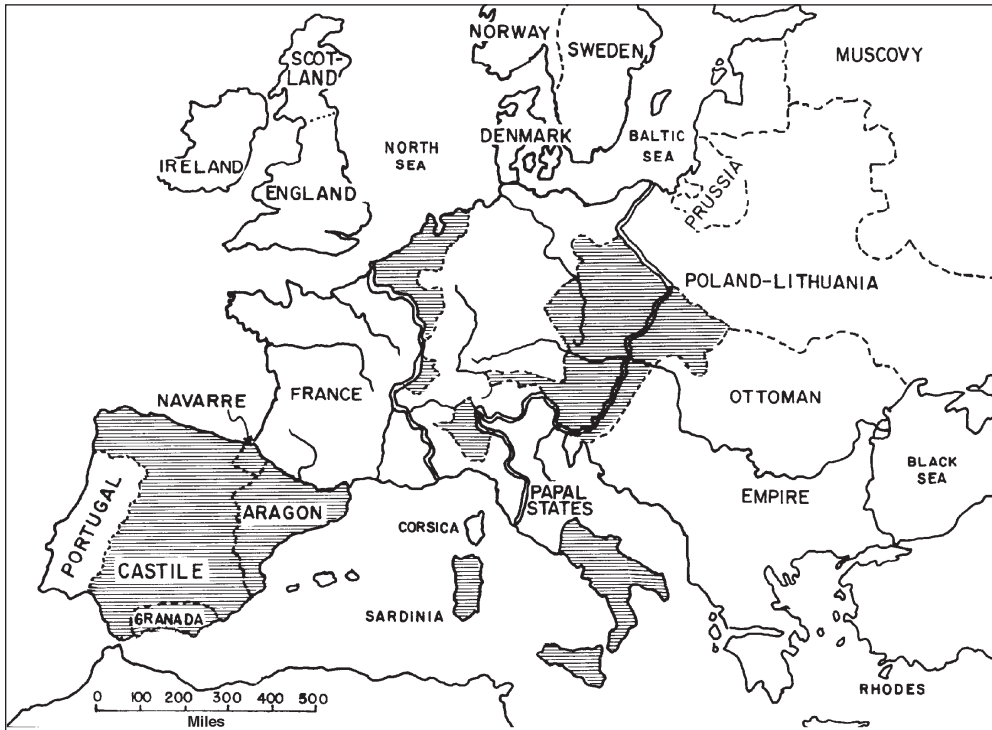
1. In early modern Europe, women were accused of practicing witchcraft more often than were men because of the belief that women
 - (A) lived longer
 - (B) had too much political power
 - (C) had more money
 - (D) were more prone to violence
 - (E) were more vulnerable to temptation



JOHANNES KEPLER, "TABULAE RUDOLPHINAE," IMAGE COURTESY OF HUNTINGTON LIBRARY, SAN MARINO, CALIFORNIA.

2. The seventeenth-century picture above illustrates
- (A) the spread of democratic ideals during this period
 - (B) new developments in architecture
 - (C) emerging differences between medieval and early modern religious practices
 - (D) the increasing emphasis on scientific measurement and observation
 - (E) astronomers' rediscovery of the Ptolemaic system

Europe About 1560



3. The shaded portions on the map above represent the areas
 - (A) controlled by Protestant rulers
 - (B) where the Renaissance first occurred
 - (C) ruled by the Hapsburg family
 - (D) ruled by the Bourbon family
 - (E) affected most by urbanization and the commercial revolution

4. In comparison to a preindustrial economy, the most distinctive feature of a modern economy is its
 - (A) greater capacity to sustain growth over time
 - (B) increased democratization of the workplace
 - (C) lower wages for the literate middle class
 - (D) lack of economic cycles
 - (E) elimination of hunger and poverty

5. The reign of Peter the Great of Russia (1682–1725) resulted in which of the following?
- (A) The abolition of the Russian Orthodox Church
 - (B) The territorial expansion of Russia
 - (C) The weakening of serfdom
 - (D) A decrease in the tax burden on poor peasants
 - (E) The emergence of a wealthy middle class
6. Which of the following characterizes the size of the population of Europe during the eighteenth century?
- (A) It increased rapidly.
 - (B) It stayed about the same.
 - (C) It declined.
 - (D) It dropped drastically in western Europe, but rose in eastern Europe.
 - (E) It dropped drastically in eastern Europe, but rose in western Europe.
7. “Men being by nature all free, equal, and independent, no one can be put out of this estate and subjected to the political power of another without his own consent, which is done by agreeing with other men, to join and unite into a community for their comfortable, safe, and peaceable living in a secure enjoyment of their properties.”
- The quotation above is from a work by
- (A) John Locke
 - (B) Francis Bacon
 - (C) Edmund Burke
 - (D) Voltaire
 - (E) Adam Smith
8. As Great Britain developed economically after 1750, it required all of the following EXCEPT
- (A) more raw materials from abroad
 - (B) more markets abroad
 - (C) improved transport facilities
 - (D) more investment capital
 - (E) a greater percentage of people employed in agriculture
9. Frederick the Great (1740–1786) contributed most to the rise of Prussia as a major European power by
- (A) maintaining traditional dynastic alliances
 - (B) annexing the Hapsburg province of Silesia
 - (C) promoting religious toleration
 - (D) encouraging the arts
 - (E) instituting judicial reforms

10. Which of the following factors led most immediately to the convening of the French Estates-General in May 1789?
- (A) The conflict between the bourgeoisie and the peasantry
 - (B) The Roman Catholic Church's support of discontented factions in French society
 - (C) The agitation of the peasantry
 - (D) Competition among elitist groups for royal approval
 - (E) The impending bankruptcy of the French government
11. "The power of population is infinitely greater than the power in the earth to produce subsistence for man. Population, when unchecked, increases in a geometric ratio. Subsistence only increases in an arithmetic ratio. A slight acquaintance with the numbers will show the immensity of the first power in comparison with the second."
- The argument presented above is fundamental to
- (A) Adam Smith's belief in the natural laws of production and exchange
 - (B) Hegel's theory of the process of change
 - (C) Malthus' belief in the inevitability of working-class poverty
 - (D) Charles Darwin's theory of biological evolution
 - (E) Marx's theory of class conflict
12. All of the following are associated with the commercial revolution in early modern Europe EXCEPT
- (A) an increase in the number of entrepreneurial capitalists
 - (B) the appearance of state-chartered trading companies
 - (C) a large influx of precious metals into Europe
 - (D) an expansion of the guild system
 - (E) a "golden age" for the Netherlands
13. The Protestant Reformation helped change the social roles of sixteenth-century women by
- (A) making marriage a sacrament
 - (B) reemphasizing the adoration of the Virgin Mary
 - (C) reducing access to religious orders
 - (D) emphasizing the social equality of men and women
 - (E) denying the right to divorce

14. “I know that society may be formed so as to exist without crime, without poverty, with health greatly improved, with little, if any, misery, and with intelligence and happiness increased a hundred-fold; and no obstacle whatsoever intervenes at this moment, except ignorance, to prevent such a state of society from becoming universal.”

The quotation above best illustrates the ideology of which of the following?

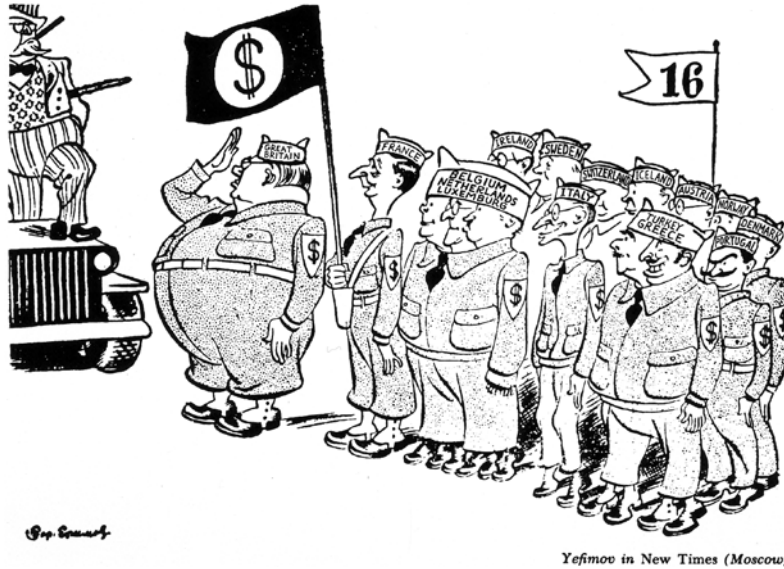
- (A) Utopian socialism
 - (B) Classical liberalism
 - (C) Fascism
 - (D) Marxism
 - (E) Syndicalism
15. All of the following were aspects of the British social welfare program as it developed between 1906 and 1916 EXCEPT
- (A) a minimum-wage law
 - (B) old-age pensions
 - (C) guaranteed annual income
 - (D) accident and sickness insurance
 - (E) unemployment benefits



GIACOMETTI, ALBERTO (1901–1966) © AFS, NY. *Man Pointing*, 1947. BRONZE, 70 1/2 × 40 3/4 × 16 3/8", AT BASE 12 × 13 1/4".
GIFT OF MRS. JOHN D. ROCKEFELLER 3RD (678,1954). LOCATION: THE MUSEUM OF MODERN ART, NEW YORK, NY, USA. DIGITAL IMAGE
© THE MUSEUM OF MODERN ART/LICENSED BY SCALA/ART RESOURCE, NY.

16. A historian would be most likely to cite the sculpture above as an example of the
- (A) material wealth of post-Second World War Europe
 - (B) alienation in modern society
 - (C) obsession of contemporary European culture with athletic prowess
 - (D) scarcity of sculpting materials in Italy immediately after the Second World War
 - (E) revival of Renaissance Humanism
17. One of the chief influences of the French Revolution and the Napoleonic Wars (1789–1815) on Europe outside of France was that they
- (A) encouraged a spirit of compromise between the nobility and the middle class
 - (B) discouraged the expansion of the growing network of intra-European canals and roads
 - (C) strengthened German nationalism
 - (D) led to widespread freeing of the serfs in Eastern Europe
 - (E) opened the way for woman suffrage

18. The aim of the Soviet Union's First Five-Year Plan was to
- (A) acquire foreign capital
 - (B) produce an abundance of consumer goods
 - (C) encourage agricultural production by subsidizing the kulaks
 - (D) build up heavy industry
 - (E) put industrial policy in the hands of the proletariat



19. The Russian political cartoon above from the Cold War era ridicules the motivations of the
- (A) Marshall plan
 - (B) Berlin Airlift
 - (C) Warsaw Pact
 - (D) Hungarian revolt
 - (E) Nuclear Test Ban Treaty
20. The writings of Simone de Beauvoir strongly influenced which of the following intellectual movements?
- (A) Fascism and Social Darwinism
 - (B) Historicism and Romanticism
 - (C) Christian Socialism and environmentalism
 - (D) Logical Positivism and Marxism
 - (E) Existentialism and feminism
21. Which of the following corresponded with the end of the Cold War in Europe?
- (A) An increase in ethnic and nationalistic tensions
 - (B) An increase in the political power of trade unions
 - (C) A decline in trade among European nations
 - (D) A decline in the influence of Germany in European politics
 - (E) An increase in the influence of Marxist ideology in European politics



RAPHAEL (RAFFAELLO SANZIO) (1483–1520). THE SCHOOL OF ATHENS, CA 1510–1512. FRESCO. LOCATION: STANZA DELLA SEGNATURA, STANZE DI RAFFAELLO, VATICAN PALACE, VATICAN STATE. COPYRIGHT SCALA/ART RESOURCE, N.Y.

22. The fresco above, *The School of Athens*, is characteristic of the thought and art of
- (A) medieval Scholasticism
 - (B) the Rococo period
 - (C) the Italian Renaissance
 - (D) Romanticism
 - (E) the Baroque era
23. A central feature of the Catholic Reformation was the
- (A) Roman Catholic Church's inability to correct abuses
 - (B) establishment of new religious orders, such as the Jesuits
 - (C) transfer of authority from Rome to the bishoprics
 - (D) rejection of Baroque art
 - (E) toleration of Protestants in Roman Catholic countries
24. Which of the following groups was instrumental in ending the Wars of Religion (1562–1598) in France?
- (A) A group of Roman Catholics and Protestants called the *politiques*
 - (B) The French Calvinist nobility
 - (C) Roman Catholic priests led by the papal nuncio
 - (D) A coalition between lower-class Calvinists and Roman Catholics
 - (E) The Huguenots

25. Between 1629 and 1639, Charles I of England tried to obtain revenues by all of the following means EXCEPT
- (A) the levying of ship money
 - (B) income from crown lands
 - (C) forced loans
 - (D) the sale of monopolies
 - (E) grants from Parliament
26. Which of the following is a true statement about marriage in continental Europe from approximately 1600 to 1750?
- (A) Churches gave their authority over marriage to the state.
 - (B) Marriage was tightly controlled by the law and by parental authority.
 - (C) Love had no place in marriage.
 - (D) Marriage was undertaken without considering the economic implications.
 - (E) Most women married after the age of thirty-five.
27. The enlightened monarchs of the eighteenth century would most likely have favored which of the following?
- (A) The Society of Jesus
 - (B) Written constitutions
 - (C) The abolition of organized religion
 - (D) The codification of laws
 - (E) Royal succession based on ability instead of birth
28. The Industrial Revolution in eighteenth-century England primarily involved new techniques in
- (A) shoe manufacturing
 - (B) textile production
 - (C) ship construction
 - (D) furniture manufacturing
 - (E) steel production
29. Which of the following was an outcome of the settlement at the Congress of Vienna (1814–1815)?
- (A) The restoration to power of many of the dynasties deposed by the French Revolution and by Napoleon I
 - (B) The division of Europe based on the principle of aligning territorial boundaries with the national sentiments of the inhabitants
 - (C) The award of overseas colonial territories to several countries that made significant contributions to the defeat of Napoleon I
 - (D) The recognition of the right of a people to choose whom they would accept as their lawful ruler
 - (E) The creation of a unified German state through the reestablishment of the Holy Roman Empire

30. The close relationship between Romanticism and religion during the nineteenth century was strengthened by the fact that both
- (A) found a common ground in the Enlightenment
 - (B) emphasized the benefits to society of new industrial technology
 - (C) appealed almost exclusively to the middle class
 - (D) opposed imperialist expansion
 - (E) stressed the unity of the emotions and the will

<i>Year</i>	<i>Units Produced</i>
1740	17,000
1788	68,000
1796	125,000
1806	260,000
1844	3,000,000

31. The figures in the table above most likely refer to increases in British production of
- (A) sulphuric acid
 - (B) salted cod
 - (C) wheat
 - (D) iron
 - (E) copper
32. Which of the following nineteenth-century Italian figures actively sought to prevent the unification of Italy?
- (A) Camillo di Cavour
 - (B) Giuseppe Mazzini
 - (C) Victor Emmanuel II
 - (D) Giuseppe Garibaldi
 - (E) Pius IX
33. The Eiffel Tower, dedicated in Paris in 1889, was conceived and built for all of the following reasons EXCEPT to
- (A) create a laboratory for meteorological and astronomical observations
 - (B) express the technological optimism of the late nineteenth century
 - (C) enhance France's self-image after its defeat by Germany
 - (D) create a center for a vast international radio network
 - (E) commemorate the hundredth anniversary of the French Revolution

34. Which of the following occurred at the Munich Conference in September 1938?
- (A) Britain and France approved the surrender of the Sudetenland to Germany.
 - (B) The Soviet Union left the conference after seeing the terms of the agreement.
 - (C) Italy refused to support Germany.
 - (D) Germany was given all of Czechoslovakia.
 - (E) Winston Churchill convinced all parties to agree to a reasonable compromise.
35. Albert Einstein's theory of relativity proposed
- (A) a new structure for the atom
 - (B) a new conception of space and time
 - (C) the fundamental concepts for developing the computer
 - (D) the origin of the universe from the explosion of a single mass
 - (E) the particulate nature of light



36. Which of the following statements is best supported by the graph above?
- (A) Women agricultural workers tended to be younger than their male counterparts.
 - (B) Women were shut out of agricultural labor when the overall number of farm laborers decreased.
 - (C) Women worked more as skilled professionals than as unskilled agricultural workers.
 - (D) When women reached childbearing age, they stopped working in agriculture.
 - (E) The majority of Soviet farm workers were women.

37. The term “collective security” would most likely be discussed in which of the following studies?
- (A) A book on the twentieth-century welfare state
 - (B) A monograph on Soviet agricultural policy during the 1920s
 - (C) A book on Bismarckian imperialism
 - (D) A treatise on Social Darwinism
 - (E) A work on European diplomacy during the 1930s
38. After the Second World War, most western European states sought to develop policies that
- (A) made individuals responsible for paying most of their own health care costs
 - (B) provided improved medical and social services for women and children
 - (C) eliminated unemployment for the working class
 - (D) abolished private enterprise, replacing it with government ownership of all businesses
 - (E) reestablished the churches and private charities as the primary sources of aid to the poor

Answers to Multiple-Choice Questions

1 – E	7 – A	13 – C	19 – A	25 – E	31 – D	37 – E
2 – D	8 – E	14 – A	20 – E	26 – B	32 – E	38 – B
3 – C	9 – B	15 – C	21 – A	27 – D	33 – D	
4 – A	10 – E	16 – B	22 – C	28 – B	34 – A	
5 – B	11 – C	17 – C	23 – B	29 – A	35 – B	
6 – A	12 – D	18 – D	24 – A	30 – E	36 – E	

Sample Free-Response Section

Students have 2 hours and 10 minutes to plan and write three essays in the free-response section of the exam. It is extremely important for students to manage their time so that they can give adequate attention to each essay.

Essay questions often ask students to organize their responses chronologically, that is, by years, half-centuries, centuries, events, or movements. Some questions may ask students to make comparisons across centuries. The time period specified by an essay question will differ according to the particular topic. Students need to pay attention to the time period because Exam Readers evaluate essays, in part, on accuracy of the essays' chronological coverage.

Effective answers to essay questions also depend in part upon a clear understanding (and execution) of the meanings of important directive words, some examples of which follow. These are the words that indicate the way in which the material is to be presented. For example, if students only *describe* when they are asked to *compare*, or if they merely *list* causes when they have been asked to *evaluate* them, their responses will be less than satisfactory. An essay can begin to be correct only if it answers directly the question that is asked. Higher scores will be awarded to essays that demonstrate a balanced treatment of the tasks specified by the question.

The AP European History essay questions employ a variety of commonly used words or phrases to define the tasks of the essays. The following presents some of these wordings and how they can be interpreted:

1. *Analyze*: determine the component parts; examine their nature and relationship. "Analyze the major social and technological changes that took place in European warfare between 1789 and 1871."
2. *Assess/Evaluate*: judge the value or character of something; appraise; evaluate the positive points and the negative ones; give an opinion regarding the value of; discuss the advantages and disadvantages of. "Luther was both a revolutionary and a conservative.' Evaluate this statement with respect to Luther's responses to the political and social questions of his day."
3. *Compare*: examine for the purpose of noting similarities and differences. "Compare the rise to power of fascism in Italy and in Germany."
4. *Contrast*: examine in order to show dissimilarities or points of difference. "Contrast the ways in which European skilled artisans of the mid-eighteenth century and European factory workers of the late nineteenth century differed in their work behavior and in their attitudes toward work."
5. *Describe*: give an account of; tell about; give a word picture of. "Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715."
6. *Discuss*: talk over; write about; consider or examine by argument or from various points of view; debate; present the different sides of. "Discuss the extent to which nineteenth-century Romanticism was or was not a conservative cultural and intellectual movement."

7. *Explain*: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of. “Explain how economic, political, and religious factors promoted European explorations from about 1450 to about 1525.”
8. *Identify*: cite specific events and phenomena, and show a connection. “Identify the social and economic factors in preindustrial England that explain why England was the first country to industrialize.”
9. *To what extent*: the range over which something extends; scope; the point, degree, or limit to which something extends; magnitude. “In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650 to 1750?”

Part A: Document-Based Essay Question (DBQ)

The primary purpose of the document-based essay question is not to test students’ prior knowledge of subject matter but rather to evaluate their ability to formulate and support an answer from documentary evidence. **Depending on the topic and focus of a particular DBQ, the question may or may not require students to discuss change over time in their essays.** It is assumed students have taken the course and understand the broader historical context. Documents are chosen on the basis of both the information they convey about the topic and the perspective that they offer on other documents used in the exercise. Thus the fullest understanding of any particular document emerges only when that document is viewed in relation to the others.

Designed to test skills analogous to those of the historian at work on source materials, the document-based exercise differs from the task of actual historians mainly in the time available for analysis and the prearranged selection of the documents, which may help illuminate the specifics of the question. There is no single “correct” response; instead, various approaches are possible, depending on the students’ ability to understand the documents and ultimately to judge their significance.

In writing the essay, students might find it useful to consider the following points. The document-based question is an exercise in both analysis and synthesis. It requires that students first read and analyze the documents individually and then plan and construct an appropriate response to the essay question based upon their interpretation of the documentary evidence as a whole. The essay should integrate analysis of documents with treatment of the topic.

Specific mention of individual documents should always occur within the framework of the overall topic, serving to substantiate and illustrate points made in the essay. Essays should make use of at least a majority of the documents. Evidence from the documents should be used both to construct and to illustrate responses. Better essays will group documents in various ways. The way in which students approach the topic provides a good indication of their understanding of the question and their ability to weigh the evidence.

One way to approach the documents is to read all of them in order of presentation, returning to the more important ones for further study. **There are no irrelevant or deliberately misleading documents.** Some documents are more central to an understanding of the topic than others, but every one is related to the question and

can be used by students in the preparation of their essays. Even a superior essay does not have to make implicit or explicit use of all the documents, because different combinations of documents may be used to support various lines of reasoning.

The number of documents ranges from 10 to 12. Each document's author and source appear above the document to encourage students to make interpretative use of this information.

Critical judgment is essential to a good document-based essay. Analysis of the documents' sources and their authors' points of view requires students to demonstrate the skills of critical reading and inference. Students should pay attention to the content of each document, as well as the identity of the author, the document's purpose or intended audience, and the date when each document was written. Mere repetition of the documents' source lines does not demonstrate analysis of point of view. Students may refer to historical facts and developments not mentioned in the documents as long as these references are accurate and relevant.

The crucial skill that Readers are looking for in a student's approach to documents is the awareness that documents are descriptions, interpretations, or opinions of events and developments made by particular people at particular places and times and for specific reasons. Too often, students write essays in which they take the documents as objective fact. Instead, students should be applying critical thinking skills to documents, assessing their reliability and the ways in which they reveal the particular points of view of the authors.

The most common errors in student responses to document-based questions include failing to read the instructions, failing to respond to all parts of the question, simply paraphrasing or summarizing the documents, failing to integrate the documents with the essay, failing to answer the question that is being asked, and failing to analyze the documents or determine their significance.

The European History Development Committee strongly urges teachers to ensure that students are familiar with and capable of meeting the following requirements:

- Providing an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question
- Discussing a majority of the documents individually and specifically
- Demonstrating understanding of the basic meaning of a majority of the documents
- Supporting the thesis with appropriate interpretations of a majority of the documents
- Analyzing point of view or bias in at least three documents
- Analyzing the documents by explicitly grouping them in at least three appropriate ways

Organizing documents into a group as an analytical tool means that students explain how a number of documents (two or more) have a meaningful similarity and how that similarity relates to the tasks set out by the question. For example, a number of documents may be public/official statements and thus have similar content; a number may come from the same time period or geographic area, and this similarity helps to explain the documents' content, relating that content to the question asked; a number may come from people of the same class, occupation, gender, or political party, and this similarity responds to the question asked. Analysis of groups may also include the recognition of contrasts or differences among documents that one might expect to be similar.

Readers use the core-scoring method to score the DBQ. This method assigns a point to each historical skill considered essential to the analysis of documents. The scoring scale is 0 to 9. These essential historical skills form the basic core score and total 6 points. Every student who takes an AP European History course is expected to demonstrate these basic skills. In order to get a score higher than 6, a student must demonstrate minimal competence in the basic core and go beyond in one or more areas. A generic version of the core-scoring guide for the DBQ follows. The specific core-scoring guides for the recent DBQs, including examples of their application, are found on AP Central.

Generic Core-Scoring Guide for AP European History Document-Based Question			
(Score scale 0–9)			
BASIC CORE	Points	EXPANDED CORE	Points
<p>1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis may not simply restate the question.</p> <p>2. Discusses a majority of the documents individually and specifically.</p> <p>3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).</p> <p>4. Supports the thesis with appropriate interpretations of a majority of the documents.</p> <p>5. Analyzes point of view or bias in at least three documents.</p> <p>6. Analyzes documents by explicitly organizing them in at least three appropriate groups.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Expands beyond basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Uses all or almost all documents. • Addresses all parts of the question thoroughly. • Uses documents persuasively as evidence. • Shows understanding of nuances in the documents. • Analyzes point of view or bias in at least four documents cited in the essay. • Analyzes the documents in additional ways—additional groupings or other. • Brings in relevant “outside” historical content. 	<p>0–3</p>
Subtotal	6	Subtotal	3
TOTAL		9	

Directions: The following question is based on the accompanying Documents 1–11. (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:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes point of view or bias in at least three documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.

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

1. Identify the issues raised by the growth of Manchester and analyze the various reactions to those issues over the course of the nineteenth century.

Historical Background: Manchester, England, became a leading textile manufacturing center soon after its first large mechanized cotton mill was built in 1780. Its population increased from 18,000 in 1750 to over 300,000 by the census of 1851, much of this made up of the working class and immigrants. In the 1832 Reform Bill, Manchester was granted representation in Parliament and middle-class men received the vote. After Queen Victoria's visit in 1851, Manchester was granted a royal charter.

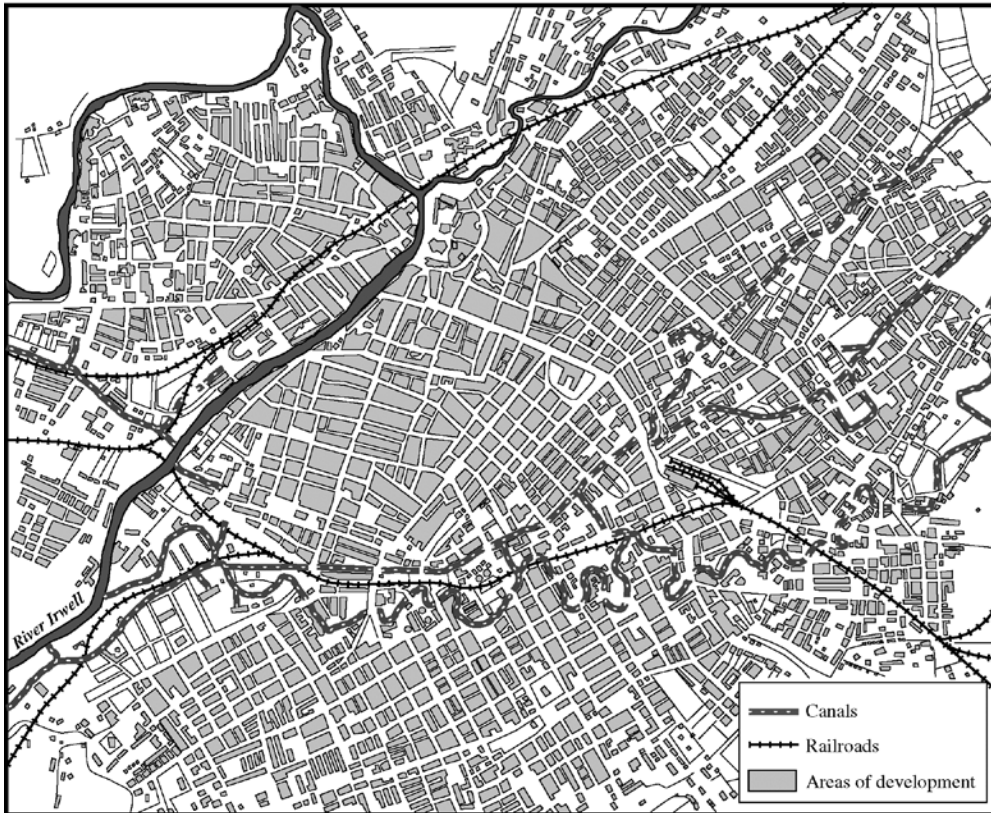
Document 1

Source: The 1750 map: W. H. Thomson, *History of Manchester to 1852*, 1850s.
The 1850 map: Adapted from Ashley Baynton-Williams, *Town and City Maps of the British Isles, 1800–1855*, late 1850s.

Manchester c. 1750



Manchester c. 1850



Document 2

Source: Robert Southey, English Romantic poet, after visiting Manchester in 1807, *Colloquies on the Progress and Prospects of Society*, 1829.

A place more destitute than Manchester is not easy to conceive. In size and population it is the second city of the kingdom. Imagine this multitude crowded together in narrow streets, the houses all built of brick and blackened with smoke: frequent buildings among them as large as convents, without their antiquity, without their beauty, without their holiness, where you hear from within, the everlasting din of machinery; and where, when the bell rings, it is to call the wretches to their work instead of their prayers.

Document 3

Source: Thomas B. Macaulay, liberal Member of Parliament and historian, essay, "Southey's Colloquies," 1830s.

People live longer because they are better fed, better lodged, better clothed, and better attended in sickness, and these improvements are owing to the increase in national wealth which the manufacturing system has produced. Mr. [Robert] Southey has found a way, he tells us, in which the effects of manufactures and agriculture may be compared. And what is this way? To stand on a hill, to look at a cottage and a factory, and to see which is prettier. Does Mr. Southey think that the English peasantry live, or ever lived, in substantial and ornamented cottages, with box-hedges, flower-gardens, beehives, and orchards?

Document 4

Source: Frances Anne Kemble, actress, poet, and dramatist, account of the inaugural journey of the Liverpool and Manchester Railway, 1830.

Shouting "No Corn Laws,"* the vast Manchester crowd was the lowest order of artisans and mechanics, among whom a dangerous spirit of discontent with the Government prevailed. Groans and hisses greeted the carriage, full of influential personages, in which the Prime Minister sat. High above the grim and grimy crowd of scowling faces a loom had been erected, at which sat a tattered, starved-looking weaver, evidently set there as a *representative man*, to protest against the triumphs of machinery and the gain and glory which wealthy Liverpool and Manchester men were likely to derive from it.

*The Corn Laws were tariffs on imported grain.

Document 5

Source: Alexis de Tocqueville, French visitor to Manchester,
Journeys to England and Ireland, 1835.

Everything in the outward appearance of the city attests to the individual powers of man; nothing to the directing power of society. Nowhere do you see happy ease taking his leisurely walk in the streets of the city or going to seek simple enjoyment in the surrounding country. A multitude passes along without stopping; it looks abstracted, its aspect somber and uncouth.

From this foul drain the greatest stream of human industry flows out to fertilize the whole world. From this filthy sewer pure gold flows. Here humanity attains its most complete development and its most brutish; here civilization works its miracles, and civilized man is turned back into a savage.

Document 6

Source: Edwin Chadwick, public health reformer, *Report on the Sanitary Conditions of the Laboring Population of Great Britain*, 1842.

Diseases caused or aggravated by atmospheric impurities produced by decomposing animal and vegetable substances, by damp and filth, and close and overcrowded dwellings, prevail among the laboring classes. The annual loss of life from filth and bad ventilation is greater than the loss from death or wounds in modern wars. The exposed population is less susceptible to moral influences, and the effects of education are more temporary than with a healthy population. These circumstances tend to produce an adult population short-lived, reckless, and intemperate, and with habits of sensual gratification.

Document 7

Source: Flora Tristan, French socialist and women's rights advocate, her published journal, 1842.

Unless you have visited the manufacturing towns and seen the workers of Manchester, you cannot appreciate the physical suffering and moral degradation of this class of the population. Most workers lack clothing, bed, furniture, fuel, wholesome food—even potatoes! They spend from twelve to fourteen hours each day shut up in low-ceilinged rooms where with every breath of foul air they absorb fibers of cotton, wool or flax, or particles of copper, lead or iron. They live suspended between an insufficiency of food and an excess of strong drink; they are all wizened, sickly and emaciated, their bodies thin and frail, their limbs feeble, their complexions pale, their eyes dead. If you visit a factory, it is easy to see that the comfort and welfare of the workers have never entered the builder's head.

O God! Can progress be bought only at the cost of men's lives?

Document 8

Source: *The Lancet*, British medical journal, founded and edited by Thomas Wakley, medical reformer, 1843.

	Average Age at Death		
	Gentry/Professional	Farmer/Trader	Laborer/Artisan
	Rural Districts		
Rutland	52	41	38
Bath	55	37	25
	Industrial Districts		
Leeds	44	27	19
Manchester	38	20	17

Document 9

Source: Wheelan and Co., preface to a business directory, on Manchester being granted a royal charter as a city, 1852.

Perhaps no part of England, not even London, presents such remarkable and attractive features as Manchester, the Workshop of the World. It is to the energetic exertions and enterprising spirit of its population that Manchester is mainly indebted to its elevation as a seat of commerce and manufacture, which it has recently attained and for which it is distinguished beyond any other town in the British Dominions or indeed the world. There is scarcely a country on the face of the habitable globe into which the fruits of its industry have not penetrated.

Document 10

Source: William Alexander Abram, journalist and historian, journal article, 1868.

The condition of the factory laborers has been vastly improved within the last quarter of a century. The Hours of Labor in Factories Act, passed in 1844, worked a thorough reform. The excessive hours of labor have been legally reduced to ten hours per day. Wages—thanks mainly to accelerated machinery and improved working conditions—have largely increased. A new cotton mill of the first class is a model of spaciousness and convenience. The lavish provision of public parks, baths, and free libraries promotes the health, happiness and culture of the industrial orders. Far seldomer than before do we hear the murmur of popular discontent. Sickness and mortality have been reduced to an extent that is almost incredible.

Document 11

Source: View from the Blackfriars bridge over the River Irwell, *The Graphic*, weekly magazine dealing with social issues, 1870s.



MARY EVANS PICTURE LIBRARY.

VIEW FROM BLACKFRIARS BRIDGE

END OF PART A

Parts B and C: Thematic Essay Questions

The free-response thematic essay questions provide an opportunity for students to demonstrate the range of the skills and information mastered in the course in two broad interpretive essays. The questions in this part reflect the three thematic categories described on pages 5–6. (Suggested planning and writing time—70 minutes. Percent of Section II score—55.)

Part B:

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. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
 - Addresses all parts of the question.
 - Supports thesis with specific evidence.
 - Is well organized.
2. Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following.
 - (a) Economic recovery and integration
 - (b) Development of the welfare state and its subsequent decline
 3. Discuss the ways in which European Jews were affected by and responded to liberalism, nationalism, and anti-Semitism in the nineteenth century.
 4. To what extent and in what ways did nationalist tensions in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War?

Part C:

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. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
 - Addresses all parts of the question.
 - Supports thesis with specific evidence.
 - Is well organized.
5. To what extent did the Enlightenment express optimistic ideas in eighteenth-century Europe? Illustrate your answer with references to specific individuals and their works.
 6. Compare and contrast the Lutheran Reformation and the Catholic Reformation of the sixteenth century regarding the reform of both religious doctrines and religious practices.
 7. Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists.

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Course Descriptions are available for each AP subject. They provide an outline of each AP course's content, explain the kinds of skills students are expected to demonstrate in the corresponding introductory college-level course, and describe the AP Exam. Sample multiple-choice questions with an answer key and sample free-response questions are included. (The Course Description for AP Computer Science is available in PDF format only.)

Released Exams

Periodically the AP Program releases a complete copy of each exam. In addition to providing the multiple-choice questions and answers, the publication describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring standards, and commentary that explains why the responses received the scores they did.

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