



SAMPLE QUESTIONS

AP[®] European History Exam

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AP European History Curriculum Framework

The College Board

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Introduction

These sample exam questions were originally included in the *AP European History Curriculum Framework*, published in fall 2013. The *AP European History Course and Exam Description*, which is out now, includes that curriculum framework, along with a new, unique set of exam questions. Because we want teachers to have access to all available questions that support the new exam, we are making those from the fall 2013 curriculum framework available in this supplementary document.

The sample exam questions illustrate the relationship between the curriculum framework and the redesigned AP European History Exam, and they serve as examples of the types of questions that appear on the exam.

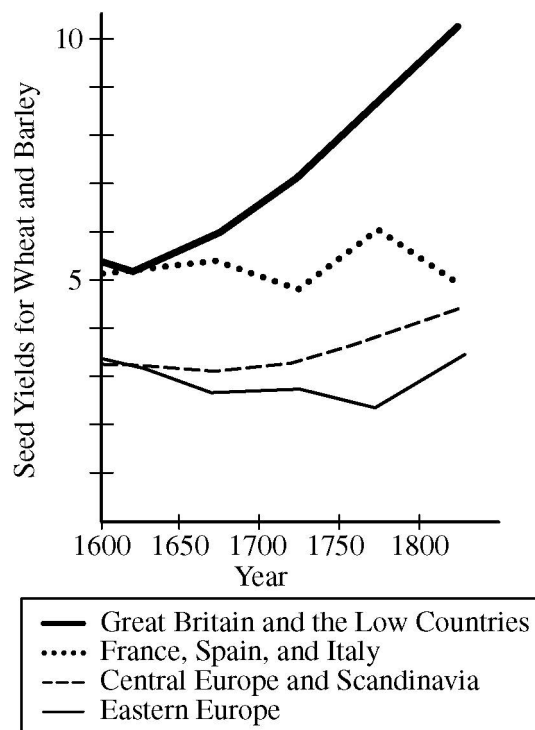
Each question is followed by the main learning objective(s), skill(s), and key concept(s) it addresses. A question may partially address other learning objectives, skills, or key concepts, but only the primary ones are listed. For multiple-choice questions, the correct answer is also provided.

Section I: Multiple-Choice Questions

As demonstrated in the following examples, sets will be organized around 3–5 questions that focus on a primary source, secondary source, or other historical issue.

Set 1: This graph compares the agricultural output of different European countries and regions from 1600 to 1800. The accompanying questions require students to analyze the graph and apply the data in making comparisons and interpretations.

Questions 1.1-1.4 are based on the following graph that shows estimated average seed yields* for wheat and barley in various regions of Europe.



Source: 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 a ratio of the number of seeds of grain harvested for each seed sown.

1.1. The patterns shown on the graph above contributed most directly 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

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	PP-2 Identify the changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe.	Causation Use of Evidence Interpretation	2.4. IV A

1.2. 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

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	PP-2 Identify the changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe. SP-4 Analyze how new political and economic theories from the 17th century and Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.	Contextualization Use of Evidence	2.4. IV A 3.3. I A

1.3. Apart from the changes in seed yield shown on the graph above, which of the following most 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

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	INT-5 Evaluate the impact of the Columbian Exchange — the global exchange of goods, plants, animals, and microbes — on Europe's economy, society, and culture.	Causation	1.4. IV B

1.4. 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

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	PP-7 Explain how environmental conditions, the Agricultural Revolution, and industrialization contributed to demographic changes, the organization of manufacturing, and alterations in the family economy.	Use of Evidence	2.4. I A

Set 2: In this secondary source, historian Lynn Hunt makes an argument about Marx’s historical interpretation of the French Revolution. The questions that follow require student understanding of the events of and motivations behind the French Revolution. Students must also be able to understand Hunt’s description of the Marxist interpretation of the Revolution as presented in the passage. As a general rule, while students do not need prior knowledge of historiographical debates, they should be prepared to interpret arguments made in secondary sources.

Questions 2.1 to 2.3 relate to the following passage.

Marx himself was passionately interested in the history of the French Revolution. . . in all of Marx’s historical writings, the Revolution served as a touchstone; it fostered the development of capitalism by breaking the feudal stranglehold on production, and it brought the bourgeoisie as a class to power. These two, inseparable elements—the establishment of a suitable legal framework for capitalist development and the class struggle won by the bourgeoisie—have characterized Marxist historical accounts of the Revolution ever since. . . In the Marxist account, the Revolution was bourgeois in nature because its origins and outcomes were bourgeois.

— Lynn Hunt, historian, *Politics, Culture, and Class in the French Revolution*, 1984

- 2.1. In the passage, Lynn Hunt outlines the Marxist interpretation of the French Revolution. What evidence would support the argument that the Revolution was fundamentally bourgeois?
- (A) The wave of spontaneous peasant attacks on the nobility in 1789
 - (B) The abolition of hereditary privileges by the National Assembly during the first phase of the Revolution
 - (C) The price controls on basic foodstuffs instituted by the Revolutionary government
 - (D) The leading role in the Revolution of members of the nobility, such as the Marquis de Lafayette
 - (E) Marquis de Lafayette

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	PP-10 Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.	Argumentation Interpretation	2.1. IV 3.6. II C

2.2. A Marxist historian would be LEAST likely to identify which of the following as a fundamental cause of the French Revolution?

- (A) Patterns of land ownership
- (B) Fluctuations in grain prices
- (C) Internal trade patterns
- (D) Enlightenment ideas

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	<p>PP-10 Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.</p> <p>SP-4 Analyze how new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.</p>	<p>Causation</p> <p>Argumentation</p> <p>Interpretation</p>	<p>2.1. IV A</p> <p>3.6. II C</p>

2.3. In making an argument concerning the fundamental nature of the French Revolution, a Marxist historian would most likely emphasize which of the following?

- (A) The storming of the Bastille by a Parisian mob
- (B) The requirement that members of the clergy take an oath of loyalty to the new government
- (C) The persecution of political opponents of the regime during the Reign of Terror
- (D) The legal protection of property rights in the Declaration of the Rights of Man and Citizen

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	<p>PP-10 Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.</p> <p>SP-4 Analyze how new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.</p>	<p>Argumentation</p> <p>Interpretation</p>	<p>2.1. IV B</p>

Set 3: This set of questions, based upon the poem by Sâdullah Pasha, focuses on the tension between traditional and new approaches to knowledge in the context of non-European responses to European imperialism.

Questions 3.1 to 3.3 relate to the following excerpt from a poem.

- 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.
- 5 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.
- 10 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."

- 3.1. 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

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	OS-8 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.	Contextualization Use of Evidence	3.6. II A

- 3.2. 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.

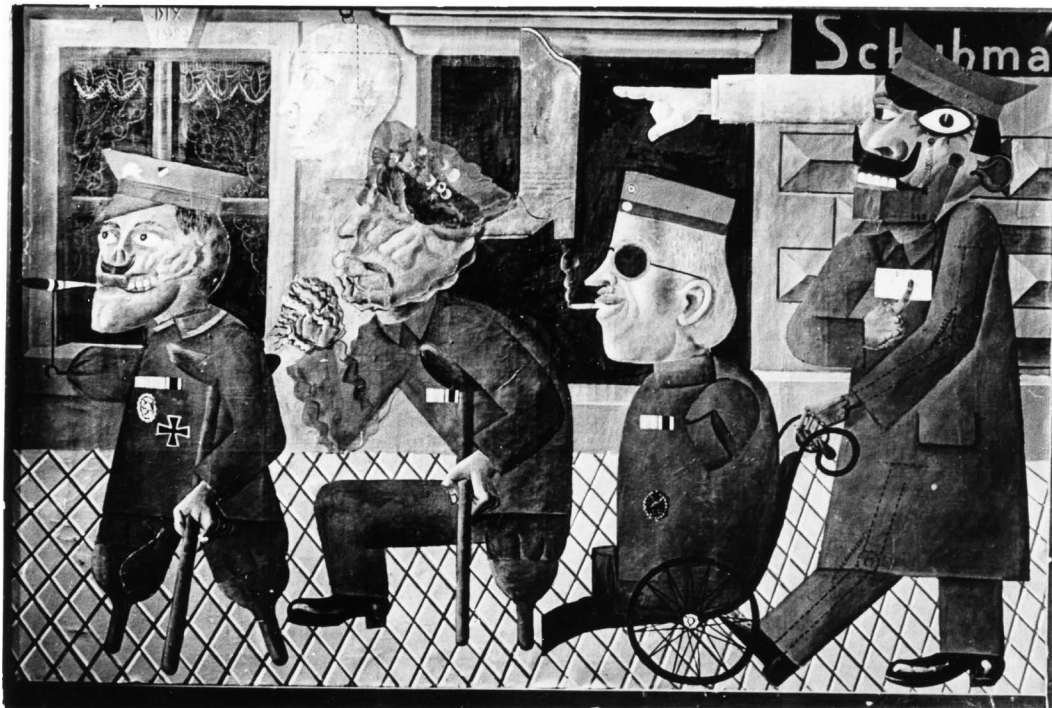
Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
D	<p>INT-10 Explain the extent of and causes for non-Europeans' adoption of or resistance to European cultural, political, or economic values and institutions, and explain the causes of their reactions.</p> <p>INT-11 Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military, and cultural networks.</p>	<p>Argumentation</p> <p>Use of Evidence</p> <p>Continuity and Change</p>	3.5. III C

- 3.3. 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.

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
C	<p>OS-8 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.</p> <p>OS-10 Analyze the means by which individualism, subjectivity, and emotion came to be considered a valid source of knowledge.</p> <p>OS-13 Explain how and why modern artists began to move away from realism and toward abstraction and the nonrational, rejecting traditional aesthetics.</p>	<p>Continuity and Change</p> <p>Use of Evidence</p> <p>Synthesis</p>	<p>3.6. III A, B, C, D</p> <p>4.3. I B</p>

Set 4: This set of questions, centered on the modernist painting by German artist Otto Dix created in the aftermath of World War I, explores the cultural and social impacts of the war on European society.

Questions 4.1 to 4.3 refer to the 1920 painting by German artist Otto Dix, entitled *The War Cripples*.



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4.1. 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

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
B	OS-13 Explain how and why modern artists began to move away from realism and toward abstraction and the nonrational, rejecting traditional aesthetics.	Contextualization Use of Evidence	3.6. III D 4.3. IV A

- 4.2. 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

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	<p>SP-6 Explain how new ideas of political authority and the failure of diplomacy led to world wars, political revolutions, and the establishment of totalitarian regimes in the 20th century.</p> <p>IS-8 Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.</p>	Contextualization Use of Evidence	4.2. II B 4.4. I A

- 4.3. 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

Answer	Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
A	<p>IS-8 Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state.</p>	Contextualization Use of Evidence	4.4. I A

Section II: Short-Answer Questions

The following questions are meant to illustrate the types of questions that might appear in this section of the exam. Note that the short-answer questions do not require students to develop and support a thesis statement.

Question 1: This question asks students to compare the wars of religion in France with the English Civil War, drawing upon content learned in class that is addressed in learning objectives *Objective Knowledge and Subjective Visions* (OS-3) and *States and Other Institutions of Power* (SP-3 and 11).

1. Answer parts A, B, and C.

- (A) Briefly explain ONE important similarity between the wars of religion in France and the English Civil War.
- (B) Briefly explain ONE important difference between the wars of religion in France and the English Civil War.
- (C) Briefly analyze ONE factor that accounts for the difference you identified in part B.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p>OS-3 Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges.</p> <p>SP-3 Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration.</p> <p>SP-11 Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism, and by taking political action.</p>	Continuity and Change Comparison	1.2. III A 1.3. III A

Question 2: This question asks students to identify a significant turning point in the development of liberal democracy in Europe from among 4 options, each of which is addressed in learning objectives *States and Other Institutions of Power* (SP-4), (SP-7), and (SP-9) and *Individual and Society* (IS-6). Students must present a relevant piece of evidence that they learned in class to support their choice. Students must provide a plausible explanation but do not need to develop an entire thesis. Students then need to counter one of the other options, again by referencing evidence from the course.

2. Using your knowledge of European history, answer parts A and B below.

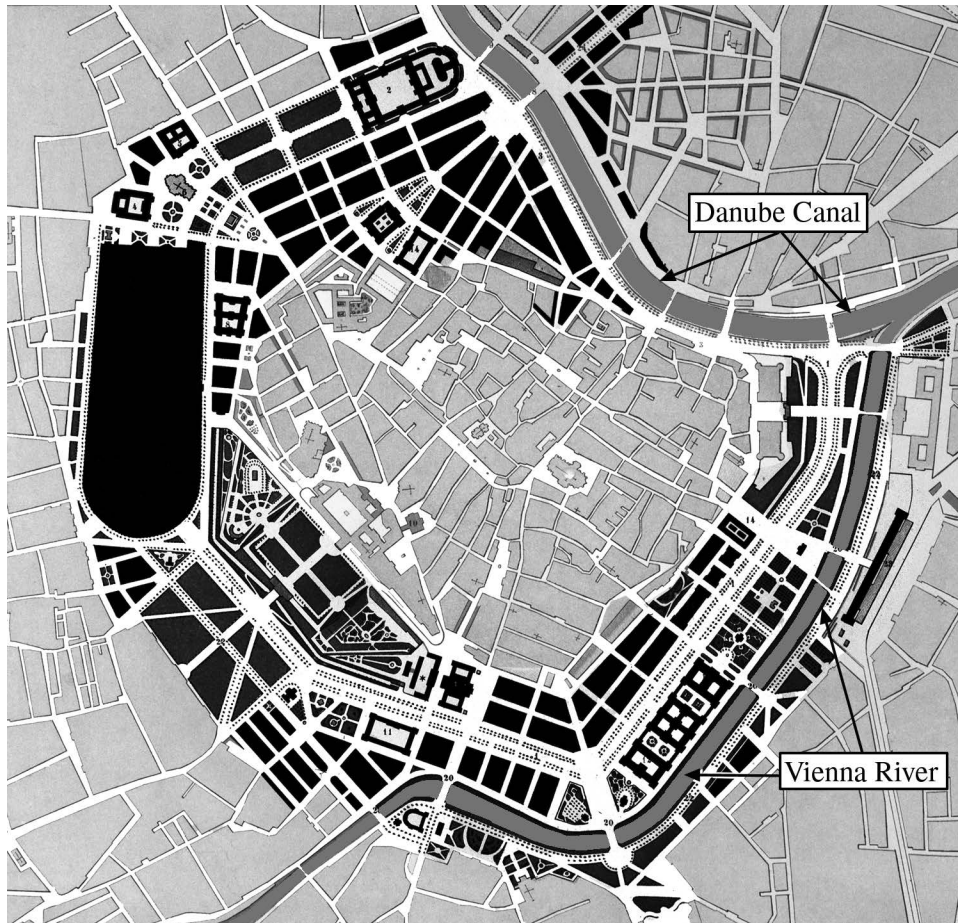
Historians have proposed various events as turning points in the development of liberal democracy in Europe, including:

- ♦ The Glorious Revolution
- ♦ The French Revolution
- ♦ The emergence of mass political parties in the late nineteenth century
- ♦ The extension of woman suffrage after the First World War

- (A) Briefly explain why ONE of the developments on the list above represents the most significant turning point. Provide at least ONE piece of evidence to support your explanation.
- (B) Briefly explain why ONE of the other developments on the list above represents a less significant turning point than the one you selected in part A.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p>SP-4 Analyze how new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.</p> <p>SP-7 Explain the emergence of representative government as an alternative to absolutism.</p> <p>SP-9 Analyze how various movements for political and social equality — such as feminism, anticolonialism, and campaigns for immigrants’ rights — pressured governments and redefined citizenship.</p> <p>IS-6 Evaluate the causes and consequences of persistent tensions between women’s role and status in the private versus the public sphere.</p>	<p>Periodization</p> <p>Comparison</p> <p>Argumentation</p>	<p>2.1. II A</p> <p>2.1. IV B</p> <p>3.3. III A and C</p> <p>4.4. II B</p>

Question 3: This map shows the development and expansion of Vienna, an important European capital city, in the mid-19th century. Students are asked to reflect on the causes that prompted urban redesign, as well as its social impact, using information both from the map and from the relevant learning objectives (*Poverty and Prosperity* (PP-13); and *Objective Knowledge and Subjective Vision* (OS-8), by giving appropriate examples discussed in their course.



3. 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. Using the map and your knowledge of European history, answer both parts (A and B) of the question below.
- (A) Briefly explain TWO features of European city life in the mid-1800s that prompted governments to embark on urban redesign programs such as the one illustrated above.
- (B) Briefly explain ONE way urban redesign programs such as the one in Vienna altered European social life.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p>PP-13 Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations, and improving public health.</p> <p>OS-8 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.</p>	<p>Causation Argumentation Use of Evidence</p>	<p>3.2. II B 3.3. II B</p>

Question 4: This question asks students to explain how the primary source — a letter by the wife of a Soviet worker — reflects Soviet economic policy and ideology by drawing on material addressed in learning objectives *Poverty and Prosperity* (PP-8) and (PP-16).

Question 4 is based on the following letter.

“Dear Marfa!

We are both wives of locomotive drivers at the steel plant. . . . You are always complaining that your family’s life is difficult. And why is that so? Because your husband does not fulfill the plan. He has frequent breakdowns on his locomotive and he always overconsumes fuel. Indeed, all the other locomotive drivers laugh at him. By contrast, my husband is known as a shock worker.* He and I are honored everywhere. At the store we get everything without having to wait in lines. We [just] moved to the new building for shock workers. Soon we will get an apartment with rugs, a radio, and other comforts. Now we are being assigned to a new store for shock workers and will receive double rations. . . . Therefore, I ask you, Marfa, to talk to your husband heart to heart. Explain to him that he just can’t go on working the way he has. Teach him to understand the words of comrade Stalin, that work is a matter of honor, valor, and heroism. . . . In conclusion, I’d like to say one thing. It’s pretty good to be the wife of a shock worker.”

Anna Kovaleva, wife of a steel worker at the new Soviet industrial city of Magnitogorsk, late 1930s

*a Soviet term for an exemplary worker who routinely exceeds production quotas

4. Answer both parts (A and B) below.

(A) Explain ONE Soviet economic policy that is reflected in the letter.

(B) Explain TWO ways in which the letter reflects Soviet ideology.

Learning Objectives	Historical Thinking Skills	Key Concepts in the Curriculum Framework
<p>PP-8 Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis.</p> <p>PP-16 Analyze how democratic, authoritarian, and totalitarian governments of the left and right attempted to overcome the financial crises of the 1920s and 1930s.</p> <p>IS-9 Assess the extent to which women participated in and benefited from the shifting values of European society from the 15th century onward.</p>	<p>Causation</p> <p>Contextualization</p> <p>Argumentation</p>	<p>4.2. I D and E</p> <p>4.4. II B</p>

Section III: Document-Based Question*

For this question, the main historical thinking skill being assessed is **continuity and change over time**; in employing this skill, students will also be using the skill of **causation**. Other document-based questions may focus on other skills. The learning objectives addressed in the example document-based question are from the Individual and Society theme (IS-6, 8, and 9). Each document-based question will also always assess the historical thinking skills of **argumentation, use of evidence, contextualization** and **synthesis**. The directions to students will explain the discrete tasks necessary to score well on this question.

Learning Objectives	Key Concepts in the Curriculum Framework
IS-6 Evaluate the causes and consequences of persistent tensions between women's role and status in the private versus the public sphere. IS-8 Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state. IS-9 Assess the extent to which women participated in and benefited from the shifting values of European society from the 15th century onwards.	4.4. I 4.4. II A and B

Directions: *The following question is based on the accompanying Documents 1–7. The documents have been edited for the purpose of this exercise. This question is designed to test your ability to apply several historical-thinking skills simultaneously, including historical argumentation, use of relevant historical evidence, contextualization, and synthesis. Your response should be based on your analysis of the documents and your knowledge of the topic.*

Write a well-integrated essay that does the following:

- ▶ *States an appropriate thesis that directly addresses all parts of the question.*
- ▶ *Supports the thesis or an appropriate argument with evidence from all or all but one of the documents AND your knowledge of European history beyond/outside the documents.*
- ▶ *Analyzes a majority of the documents in terms of such features as their intended audience, purpose, point of view, format, argument, limitations, and/or social context as appropriate to the argument.*
- ▶ *Places the argument in the context of broader regional, national, or global processes.*

Question 1. Evaluate the extent to which the experience of war altered the lives of European women during the First World War and its immediate aftermath.

* This sample document-based question is the same as that given in the *AP European History Course and Exam Description*.

Document 1

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



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[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.

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.

© Ute Daniel & Transl. Margaret Ries, 1997, *The War from Within: German Working-Class Women in the First World War*, Berg, an imprint of Bloomsbury Publishing Plc.

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										

Section IV: Long Essay Question

In this section students will choose between one of two long essay questions. The following questions are meant to illustrate an example of a question pairing that might appear in this section of the exam, in which both questions focus on the same historical thinking skill (in this case, **Periodization**) but apply it to different time periods and/or topics. Therefore, the question pairing allows the student to make a choice concerning which time period and historical perspective the student is best prepared to write about.

Question 1-2: This question asks students to make an argument justifying the significance of a particular event in European History, in this case the revolutions of 1848 or the collapse of the Soviet Union in the years 1989–91. This question requires students to consider different ways of periodizing European history, analyzing whether these events served as turning points. In both cases, students should support their thesis by referring to the historical evidence addressed in class to illustrate the learning objectives associated with each question. Unlike the short-answer questions, in the essay students will need to have a thesis that they support with relevant examples.

1. Analyze whether or not the revolutions of 1848 can be considered a turning point in European political and social history.

Learning Objectives	Key Concepts in the Curriculum Framework
<p>SP-4 Analyze how new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights.</p> <p>SP-17 Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.</p> <p>OS-8 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.</p> <p>PP-10 Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries.</p>	<p>3.3. I 3.4. I and II 3.6. II</p>

2. Analyze whether or not the collapse of communism (1989–91) can be considered a turning point in European economic and political history.

Learning Objectives	Key Concepts in the Curriculum Framework
<p>SP-19 Explain the ways in which the Common Market and collapse of the Soviet Empire changed the political balance of power, the status of the nation-state, and global political alliances.</p> <p>PP-5 Analyze the origins, characteristics, and effects of the post–World War II “economic miracle” and the economic integration of Europe (the Euro zone).</p> <p>PP-12 Evaluate how the expansion of a global consumer economy after World War II served as a catalyst to opposition movements in Eastern and Western Europe.</p>	<p>4.1. IV and V</p> <p>4.2. IV and V</p>