

# PRACTICE TEST 1

## AP EUROPEAN HISTORY EXAMINATION

### Section I

#### Part A: Multiple-Choice Questions

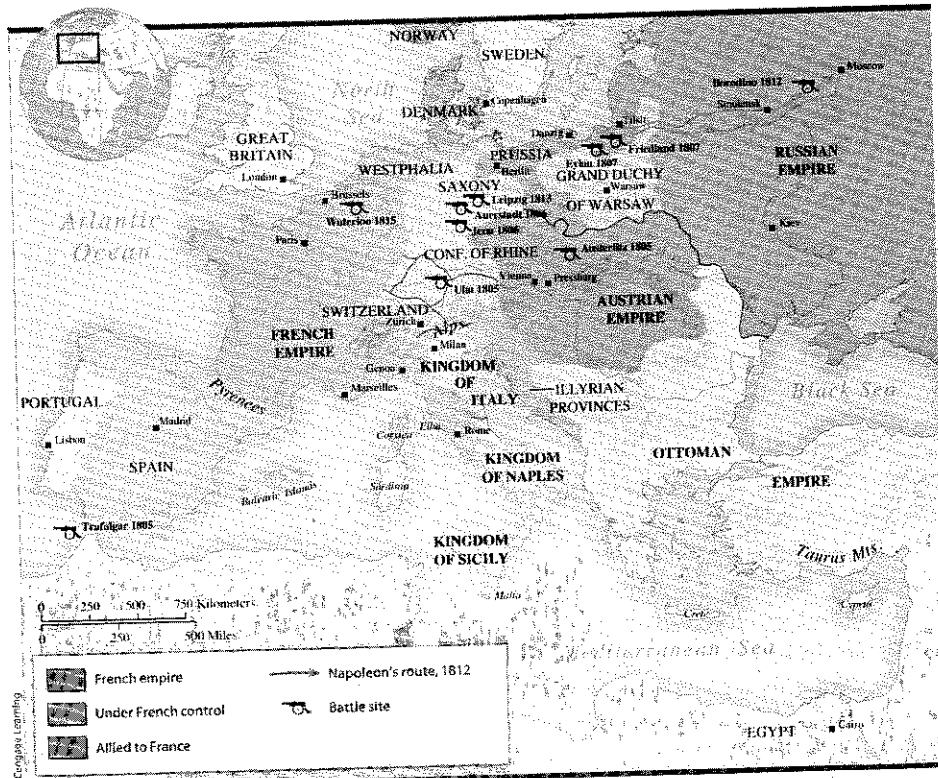
Time: 55 minutes

Number of questions: 55

Percent of examination score: 40%

**DIRECTIONS:** The multiple-choice section consists of question sets organized around a stimulus material—a primary or secondary source, a historian’s argument, or a historical problem. For each question, select the best response.

Questions 1–3 refer to the following map.



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- At its largest, Napoleon’s Grand Empire—lands under his control and allies—included all of the following countries EXCEPT
  - (A) England.
  - (B) Russia.
  - (C) Austria.
  - (D) Spain.

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2. Which of the following countries were allied to France but not under French control?
- (A) Spain and Italy
  - (B) Westphalia and Saxony
  - (C) Great Britain and the Ottoman Empire
  - (D) Austria and Russia
3. Napoleon's relationship with the Catholic Church included all of the following EXCEPT
- (A) making the Catholic Church the official state religion.
  - (B) enacting the Concordat of 1801.
  - (C) requiring the church to give up claims to land confiscated during the Revolution.
  - (D) annexing the Papal States.

Questions 4–7 refer to the following image.

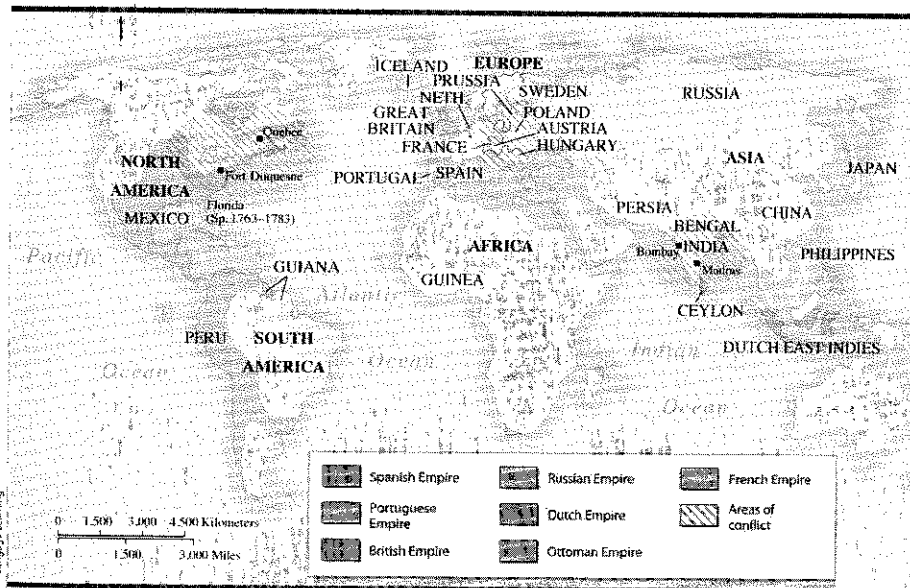


Tretyakov Gallery, Moscow/The Bridgeman Art Library

4. The victory of Peter the Great in the Great Northern War led to which of the following outcomes?
- (A) Russia, Prussia, and Austria partitioned Sweden, causing its complete dissolution.
  - (B) Russia established a strong Baltic presence and Sweden became a second-rate power.
  - (C) Russia forced the surrender of Poland, giving Russia control over Estonia, Latvia, and Lithuania.
  - (D) Russia and Prussia shared control of the Baltic, which was patrolled by the Russian navy.
5. All of the following are true of Peter the Great's policies concerning women EXCEPT
- (A) Peter allowed women to marry of their own free will.
  - (B) Peter demanded that upper-class Russian women remove their veils.
  - (C) Peter demanded that noble women participate in the social gatherings that he required the nobles of St. Petersburg to host.
  - (D) Peter allowed noble women to vote in provincial elections.

6. Which of the following had the greatest impact on the structure of Russian society?
- (A) The introduction of the Table of Ranks  
 (B) The enslavement of Russian merchants who traded on the Baltic Sea  
 (C) The decrease in taxes on the peasantry  
 (D) The formation of the Russian navy
7. Which of the following characteristics of absolutism is represented in the image?
- (A) Absolute monarchs had to be excellent military leaders.  
 (B) Absolute monarchs believed they ruled by divine right.  
 (C) Absolute monarchs led their armies personally, because they feared disloyal generals.  
 (D) Absolute monarchs spent little on war, urging peace to help their economies.

Questions 8–10 refer to the following map.



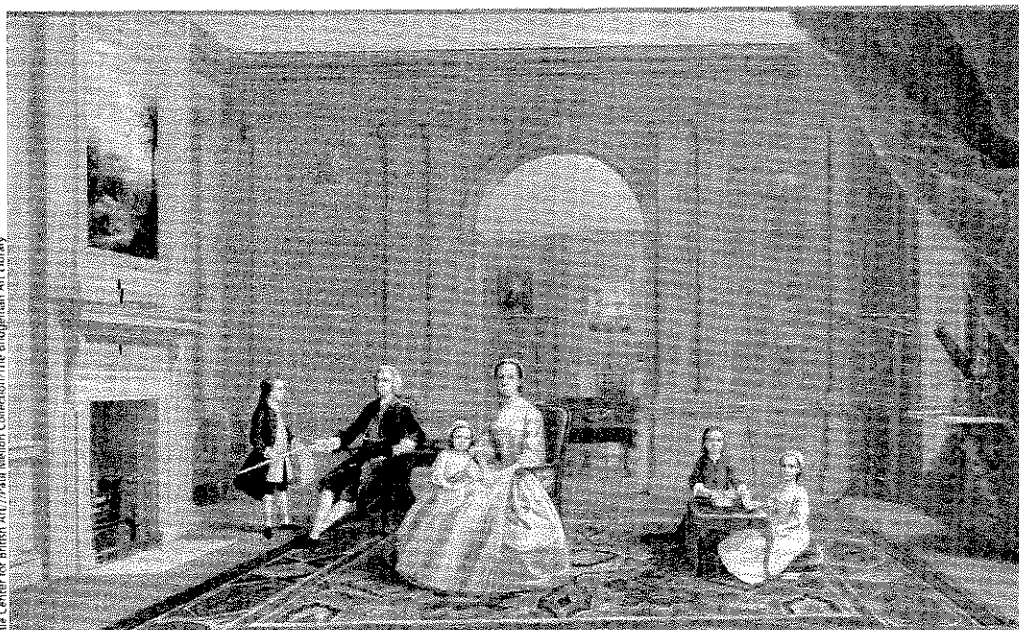
8. In the map above, it is clear that
- (A) the Spanish Empire's lands were vastly more extensive than England's or France's.  
 (B) most of the fighting in the Seven Years' War was on French and British territory.  
 (C) Russia did not participate at all in the war.  
 (D) Sweden, Poland, and Hungary were the main combatants.
9. Debts incurred from the Seven Years' War and other wars of the eighteenth century
- (A) were paid off quickly from stock speculation gains.  
 (B) were negligible and had little effect on the countries involved.  
 (C) led the English to tax their colonists more, causing unrest.  
 (D) were not a problem for France, which gained colonies when the war ended.
10. A drastic change in political alliances that occurred during the Seven Years' War did all of the following EXCEPT
- (A) break the traditional friendship of the German States and Austria.  
 (B) ally former enemies England and Prussia.  
 (C) bring England and France together to better control their territories in the Americas.  
 (D) make enemies of Saxony and Prussia.

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13. Who among the following was the strongest proponent of appeasement?  
 (A) Winston Churchill

- (B) Neville Chamberlain  
 (C) Charles De Gaulle  
 (D) Joseph Stalin

Questions 14–16 refer to the following image.

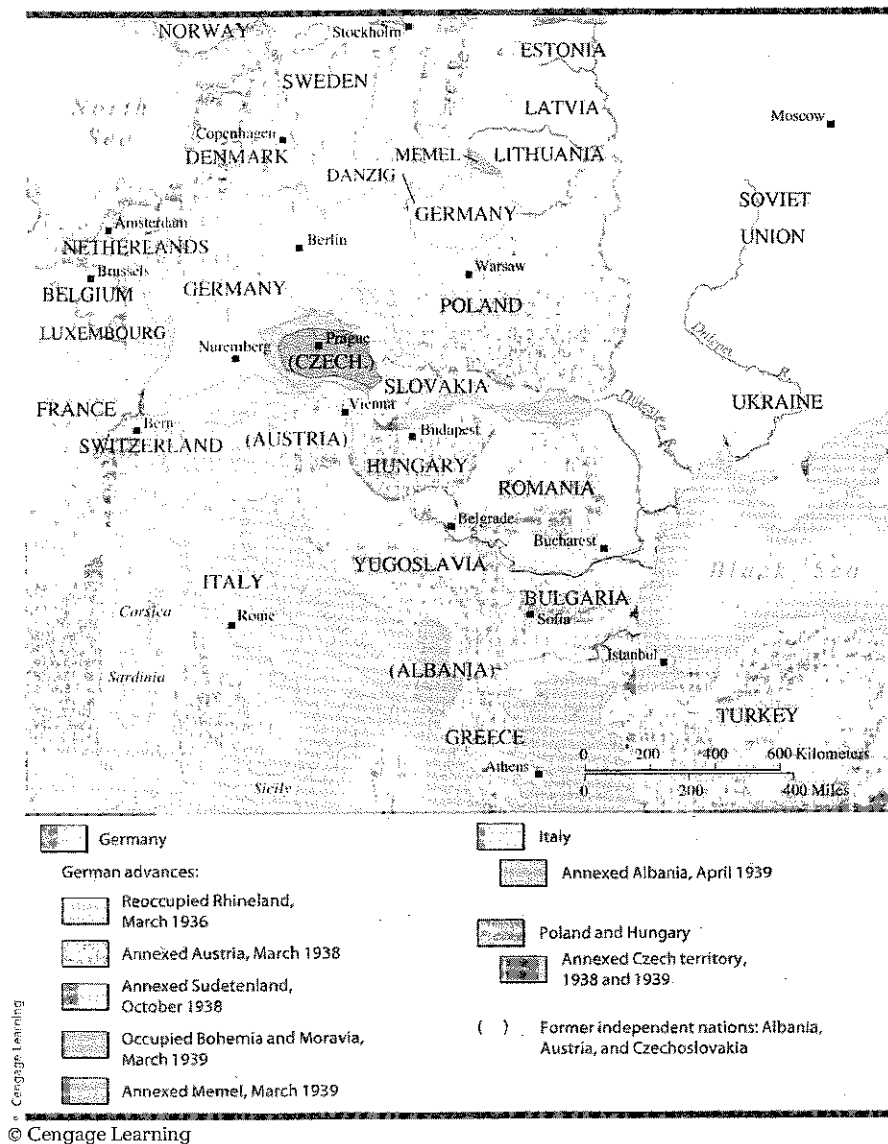


Yale Center for British Art//Paul Mellon Collection/The Bridgeman Art Library

14. The painting above shows evidence of  
 (A) the middle-class ideal of the nuclear family.  
 (B) the use of birth control to limit family size.  
 (C) the total control fathers had over their wives and children.  
 (D) the importance of hard work and simple lifestyles in Protestant homes.
15. Background elements in the painting above show which of the following about the people pictured?  
 (A) The family was very religious.  
 (B) Learning and science were important to them.  
 (C) The children were sent off to work in factories at an early age.  
 (D) They had little time for leisure activities.
16. In comparison to the family depicted above, a lower-class family of the period would have had to deal with all of the following issues EXCEPT  
 (A) the possible enclosure of their farm.  
 (B) the making of extra money by participating in cottage industry.  
 (C) crop failures and famine.  
 (D) the cost of sending their children to school.

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Questions 11–13 refer to the following map.



11. As a result of the Munich Conference (September 28–29, 1938),
- (A) Germany declared war on France.
- (B) the Soviet Union invaded Austria.
- (C) Japan bombed Pearl Harbor.
- (D) Germany took control of the Sudetenland.
12. Why was Hitler's invasion of Prague a turning point in international diplomacy?
- (A) It convinced Britain and France that Hitler could not be trusted and led to their promise to protect Poland, in the event of an attack by Germany.
- (B) It was the first act of appeasement carried out by Britain and France and led to a decade of attempts to avoid a general war against Germany.
- (C) It was the first time that Hitler had taken over a nation that belonged to another European empire.
- (D) It convinced Britain and France that diplomacy was the only way to avoid a war against Hitler.

**Questions 17–20 refer to the following quotation.**

*Concerning the matter of a wife [for you], it appears to me that if Francesco di Messer Tanagli wishes to give his daughter, that it would be a fine marriage. . . . Francesco Tanagli has a good reputation, and he has held office. . . . You may ask: "Why should he give her to someone in exile?" There are three reasons. First, there aren't many young men of good family who have both virtue and property. Second, she has only a small dowry. . . . Third, I believe that he will give her away, because he has a large family and he will need help to settle them. . . .*

*[July 26, 1465] . . . Francesco is a good friend of Marco [Parenti, Alessandra's son-in-law] and he trusts him. On S. Jacopo's day, he spoke to him discreetly and persuasively, saying . . . that when we had made up our minds, she will come to us willingly. [He said that] you were a worthy man, but that he had only a small dowry to give her, and so he would prefer to send her out of Florence to someone of worth, rather than to give her to someone here, from among those who were available, with little money. . . . We have information that she is affable and competent. She is responsible for a large family (there are twelve children, six boys and six girls) . . .*

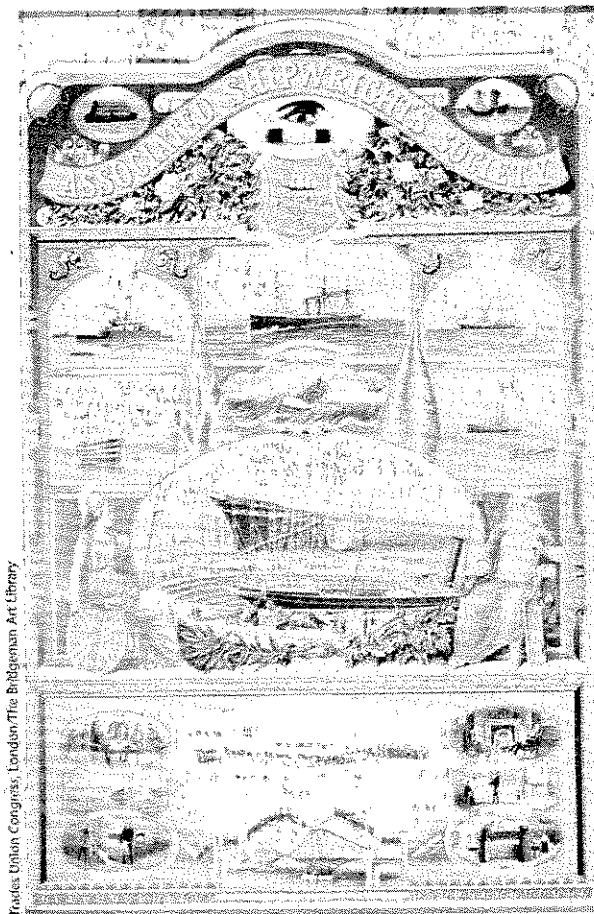
*[August 31, 1465] . . . I have recently received some very favorable information [about the Tanagli girl] from two individuals. . . . They are in agreement that whoever gets her will be content. . . . Concerning her beauty, they told me what I had already seen, that she is attractive and well-proportioned. . . . She reads quite well . . . and she can dance and sing. . . .*

*[Filippo Strozzi eventually married Fiametta di Donato Adimari in 1466.]*

Source: From *The Society of Renaissance Florence*, edited by Gene Brucker. Copyright © 1971 by Gene Brucker. Reprinted with permission of The Renaissance Society of America.

17. Which of the following is NOT a reason that marriages were arranged during the Renaissance?
- (A) Marriages were often arranged to seal business and family connections.
  - (B) Marriages were often arranged to seal political alliances.
  - (C) Marriages were often arranged to improve social status.
  - (D) Marriages were often arranged to keep children from making poor decisions concerning a marriage partner.
18. Which of the following best describes the status of Renaissance women?
- (A) Women were allowed to marry for love.
  - (B) Women were forbidden from becoming prostitutes.
  - (C) Women managed their households and had a certain degree of autonomy in their daily lives.
  - (D) Women married at relatively late ages compared with their male counterparts.
19. Which of the following is true of Italian Renaissance families?
- (A) Renaissance women married at a very young age, and their husbands were generally older.
  - (B) Most upper-class Renaissance parents had few children because their education and upbringing were expensive.
  - (C) Lower-class women had more children than upper-class women in order to have more family members to help support the family financially.
  - (D) About 20 percent of Florentine children in the merchant class died before age 20.
20. All of the following were important considerations in marriage negotiations EXCEPT
- (A) family reputation.
  - (B) love.
  - (C) size of the dowry.
  - (D) beauty and competence of the future wife.

Questions 21–23 refer to the following image.

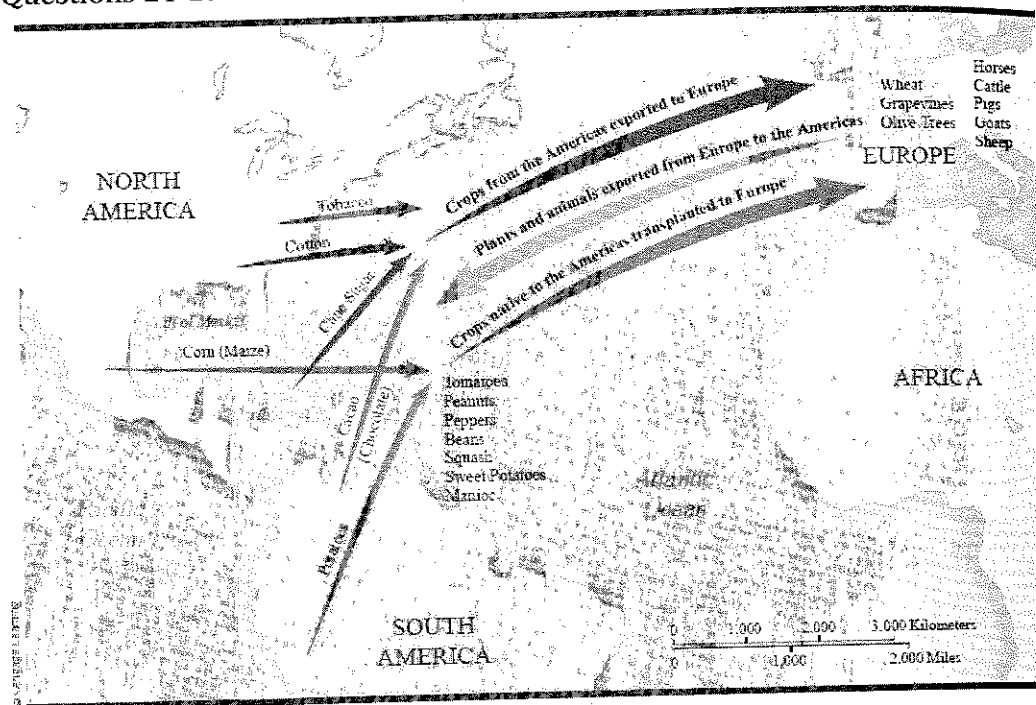


Trades Union Congress, London/The Bridgeman Art Library

21. This image was created to
- (A) show the importance of British shipping in carrying products to a worldwide market.
  - (B) illustrate ancient sea gods and goddesses as symbols of maritime power in the nineteenth century.
  - (C) advertise a shipwright company and the various ways it could ship goods.
  - (D) show the various facets and benefits of a trade union.
22. The importance of shipping to the British Empire can be seen in all of the following EXCEPT
- (A) the prominence given to sailing vessels in the image above.
  - (B) the transportation of raw materials to factories and finished products to markets.
  - (C) the discovery of new lands and the expansion of the Empire.
  - (D) the high wages and prestige given to sailors.
23. Trade unions worked for the betterment of
- (A) workers' wages and hours.
  - (B) owners' rights over their workers.
  - (C) the expansion of child labor.
  - (D) consumer safety when using products.

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Questions 24–27 refer to the following map.



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24. Which food, introduced as a result of the Columbian Exchange, became a dietary staple for many Europeans?
- (A) wheat  
(B) olives  
(C) pigs (pork)  
(D) potatoes
25. Which of the following was an important impact that the Columbian Exchange had on Europe?
- (A) Population levels declined as new plants brought from the new world poisoned many people.  
(B) Coffeehouses became popular in Europe, providing a place for wealthier Europeans to meet and discuss political and social ideas.  
(C) Europeans began to believe that natives from the Americas were near equals, after eating the foods brought over from the New World.  
(D) Europeans died in large numbers of smallpox, a disease introduced to Europe from the Americas.
26. Which of the following animals, introduced to the Americas from Europe, revolutionized the lives of Native Americans?
- (A) horses  
(B) alpacas  
(C) llamas  
(D) sheep
27. All of the following were important social, economic, and political effects of European expansion in the New World EXCEPT
- (A) many ordinary European women found marriage opportunities in the New World due to a lack of white women in the Americas.  
(B) importation of New World gold and silver brought wealth into Western European economies, contributing to the price revolution.  
(C) conflicts over trade led increased economic and political cooperation among the Spanish, English, Dutch, and French.  
(D) demand for plantation crops, such as tobacco and sugar, led to the expansion of the slave trade.



Questions 28–30 refer to the following image.



© Bettmann/Corbis

28. All of the following were reasons true political democracy failed to develop in Germany in the years prior to World War I EXCEPT
- (A) the German army was dominated by the old Prussian Junkers and supported conservative forces, such as the monarchy, in society.
  - (B) Chancellor Bismarck prevented the growth of democratic institutions.
  - (C) average citizens in Germany were not educated enough to participate in a meaningful way in a participatory democracy.
  - (D) the German constitution made the ministers of government, including the chancellor, responsible to the emperor, rather than the popularly elected parliament.
29. The dismissal of Bismarck by William II led to which of the following?
- (A) An immediate end to the Kulturkampf was initiated by William II.
  - (B) William II convinced the Reichstag to pass a series of harsh laws against German socialists.
  - (C) William II concluded a series of alliances that created a universal peace that lasted for over 50 years.
  - (D) William II's increasingly aggressive foreign policy heightened tensions in Europe and eventually contributed to the outbreak of World War I.
30. The woman personifying Germany in the background of the image is concerned for which of the following reasons?
- (A) The resignation of Bismarck increased the possibility for war.
  - (B) Germans feared the imminent death of Bismarck, who was very ill.
  - (C) The resignation of Bismarck left Germany open to attack from France.
  - (D) Germans feared that William II would greatly persecute the socialists.

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Questions 31–33 refer to the following quotation.

*Nikita Khrushchev, Address to the Twentieth Party Congress, February 1956*

*Comrades, . . . quite a lot has been said about the cult of the individual and about its harmful consequences. . . . The cult of the person of Stalin . . . became at a certain specific stage the source of a whole series of exceedingly serious and grave perversions of Party principles, of Party democracy, of revolutionary legality.*

*Stalin abandoned the method of ideological struggle for that of administrative violence, mass repressions and terror. . . . Mass arrests and deportations of many thousands of people, execution without trial and without normal investigation created conditions of insecurity, fear and even desperation.*

*Stalin showed in a whole series of cases his intolerance, his brutality and his abuse of power. . .*

*Many Party, Soviet and economic activists who were branded in 1937–8 as “enemies” were actually never enemies, spies, wreckers and so on, but were always honest communists;*

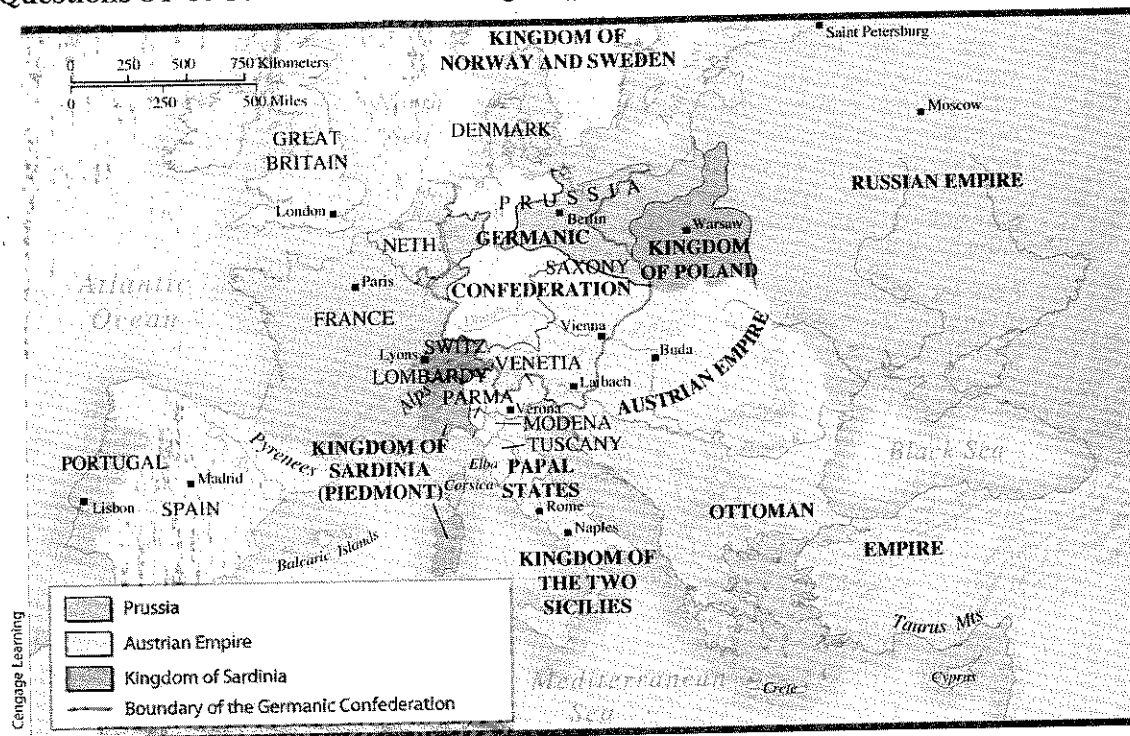
*This was the result of the abuse of power by Stalin, who began to use mass terror against the Party cadres. . .*

*Stalin was a very distrustful man, sickly suspicious. . . . Everywhere and in everything he saw “enemies,” “twofacers,” and “spies.” Possessing unlimited power, he indulged in great willfulness and choked a person morally and physically. A situation was created where one could not express one’s own will. When Stalin said that one or another would be arrested, it was necessary to accept on faith that he was an “enemy of the people.” What proofs were offered? The confession of the arrested. . . . How is it possible that a person confesses to crimes that he had not committed? Only in one way—because of application of physical methods of pressuring him, tortures, . . . taking away of his human dignity.*

Source: Reprinted from the Congressional Record, 84th Congress, 2nd Session (Washington, D.C.: U.S. Government Printing Office), Vol. 102, Part 7, pp. 9389–9402.

31. Why did Khrushchev condemn Stalin in his 1956 speech to the Twentieth Party Congress?
  - (A) He believed that Stalin had cheated on his wife and was an immoral man.
  - (B) He believed that Stalin was a traitor who had sold secrets to Hitler during World War II.
  - (C) He believed that Stalin's use of terror, administrative violence, and mass repression was a crime against the Soviet people.
  - (D) He believed that Stalin's creation of Soviet satellite nations in Eastern Europe was a crime against the people of the Eastern European nations.
  
32. De-Stalinization involved all of the following EXCEPT
  - (A) closing some of the Siberian prison camps.
  - (B) supporting the democratization of Eastern European satellite nations.
  - (C) reducing some of the powers of the secret police.
  - (D) granting a slight bit of intellectual freedom to writers and artists.
  
33. Which of the following was a characteristic of Khrushchev's economic policies?
  - (A) He placed the greatest emphasis on further development of heavy industry.
  - (B) He attempted to increase agricultural output by having farmers raise more livestock.
  - (C) He decreased military spending while maintaining the Soviet nuclear arsenal.
  - (D) His emphasis on light industry and production of more consumer goods led to a sharp decline in the industrial growth rate.

Questions 34–37 refer to the following map.



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34. The map above shows the countries of Europe
- (A) during the reign of Napoleon I.
  - (B) during the French Revolution.
  - (C) after the Congress of Vienna.
  - (D) after the Peace of Westphalia.
35. During the time period shown above
- (A) Germany was united into a single country.
  - (B) legitimate monarchs were restored to the thrones of Spain and France.
  - (C) Napoleon returned to rule France for 10 more years.
  - (D) Tsar Alexander stepped down as ruler of Russia.
36. One of the most important problems faced by Europe at this point in time was
- (A) rivalries over the control of the divided German states.
  - (B) the growing power of the Ottoman Empire.
  - (C) the expanding power of the Hapsburg family.
  - (D) rivalries over the control of the Kingdom of Poland.
37. The fact that Austria benefited greatly from the outcome of the Napoleonic Wars may be attributed to
- (A) the strong friendship between Napoleon and Metternich.
  - (B) a secret alliance between Metternich and Tsar Alexander I.
  - (C) Metternich's tactic of staying out of the war and focusing on industrialization instead.
  - (D) Metternich's conservative agenda and control over the Congress of Vienna meetings.

Questions 38–41 refer to the following quotation.

*Galileo Galilei, The Starry Messenger*

About ten months ago a report reached my ears that a certain Fleming had constructed a spyglass by means of which visible objects, though very distant from the eye of the observer, were distinctly seen as if nearby. . . A few days later the report was confirmed to me in a letter from a noble Frenchman at Paris, Jacques Badovere, which caused me to

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*apply myself wholeheartedly to inquire into the means by which I might arrive at the invention of a similar instrument. This I did shortly afterwards . . . Finally, sparing neither labor nor expense, I succeeded in constructing for myself so excellent an instrument that objects seen by means of it appeared nearly one thousand times larger and over thirty times closer than when regarded without natural vision.*

*Now let us review the observations made during the past two months, once more inviting the attention of all who are eager for true philosophy to the first steps of such important contemplations. Let us speak first of that surface of the moon which faces us. For greater clarity I distinguish two parts of this surface, a lighter and a darker; the lighter part seems to surround and to pervade the whole hemisphere, while the darker part discolors the moon's surface like a kind of cloud, and makes it appear covered with spots. . . . From observation of these spots repeated many times I have been led to the opinion and conviction that the surface of the moon is not smooth, uniform, and precisely spherical as a great number of philosophers believe it (and the other heavenly bodies) to be, but is uneven, rough, and full of cavities and prominences, being not unlike the face of the earth, relieved by chains of mountains and deep valleys.*

Source: From *Discoveries and Opinions of Galileo* by Galileo Galilei, translated by Stillman Drake, copyright © 1957 by Stillman Drake. Used by permission of Doubleday, a division of Random House, Inc.

38. Which of the following was a significant achievement of Galileo?
- He invented the telescope.
  - He improved the technology of the telescope.
  - He promoted the geocentric model of the universe.
  - He was the first to mathematically prove that planets had elliptical orbits.
39. Which of the following best describes the significance of Galileo's observations?
- He confirmed the geocentric model.
  - He proved that the Copernican system was an inadequate explanation of the universe.
  - He confirmed the heliocentric model.
  - He proved that the planets had elliptical orbits.
40. All of the following were reasons why the Roman Catholic Church condemned Galileo EXCEPT
- his observations threatened holy scripture and no longer placed humans at the center of God's universe.
  - he refused to refrain from teaching that the Copernican system was not a fact and only a mathematical supposition.
  - he refused to reject his belief in the Copernican model.
  - his observations threatened popular belief in the Copernican system.
41. Which of the following best describes the impact of Galileo's condemnation by the Inquisition?
- It hampered further scientific work in Italy, passing leadership in science to the northern countries.
  - It hampered further scientific work in Italy, passing leadership in science to Russia.
  - It shifted the focus of scientific work from astronomy to anatomy.
  - It increased the popularity of the Roman Catholic Church, since people realized the church was protecting them from heretical ideas.

Questions 42–45 refer to the following map.



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42. Why did Austria-Hungary disagree with Serbia's desire to create a large Serbian kingdom in the beginning of the twentieth century?
- (A) The Austrians thought that an independent Serbia would threaten the unity of their empire.
- (B) The Austrians thought that an independent Serbia would be easily taken over by Russia.
- (C) The Austrians thought that an independent Serbia would immediately declare war on Bosnia.
- (D) The Austrians thought that an independent Serbia would become an ally of the Ottoman Empire.
43. What was the most important result of the First and Second Balkan Wars?
- (A) Austria lost control of most of its Balkan territories.
- (B) Inhabitants of the Balkans were angry about the settlements, and more tension was building among the great powers.
- (C) Bulgaria gained a great deal of territory and became a strong Balkan nation.
- (D) The Ottoman Empire gained control of most of the Balkan peninsula, renewing its strength in the region.
44. What was the primary reason that Serbia wanted to acquire Albanian territory?
- (A) The Albanians and Serbians shared a common language and common ethnic heritage.
- (B) Taking Albanian territory would have given Serbia an advantage over the Ottoman Empire.
- (C) Serbia wanted to gain a port on the Adriatic Sea.
- (D) Serbia's alliance with Germany would have been more effective if the German navy could have used a Serbian port on the Adriatic Sea to aid Serbian military efforts.

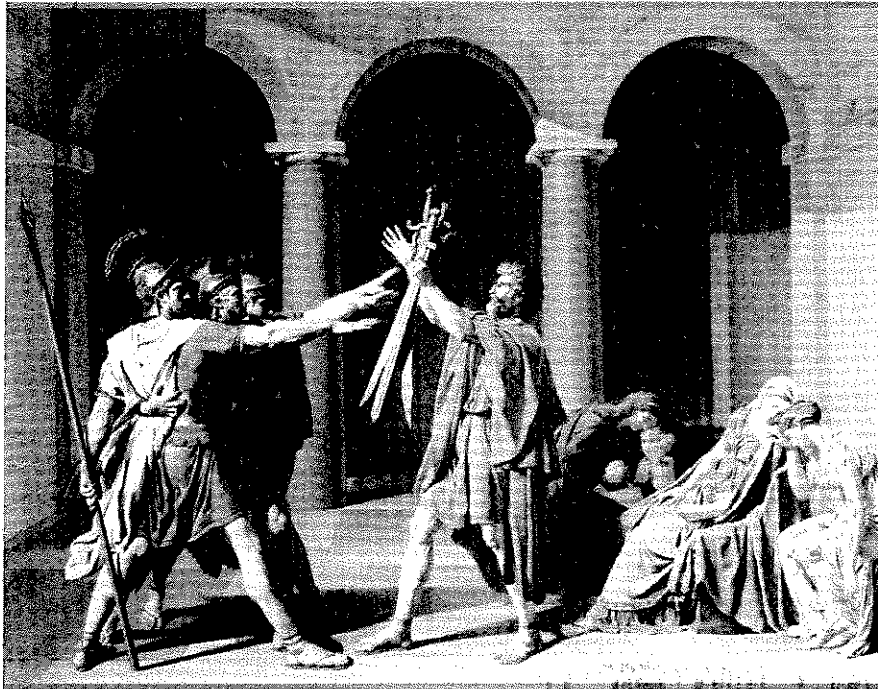
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45. All of the following statements accurately describe the region seen in the map EXCEPT
- (A) the presence of three great empires in the region created serious tensions.
  - (B) the presence of many nationalities in the region led to ethnic nationalism.
  - (C) Ottoman control of the Black Sea, following the Crimean War,

led to a series of diplomatic agreements that allowed the Russians to use the Bosphorus and Dardanelles.

- (D) Ottoman control of the Bosphorus and Dardanelles impacted Russian diplomatic and economic policy significantly in the first two decades of the twentieth century.

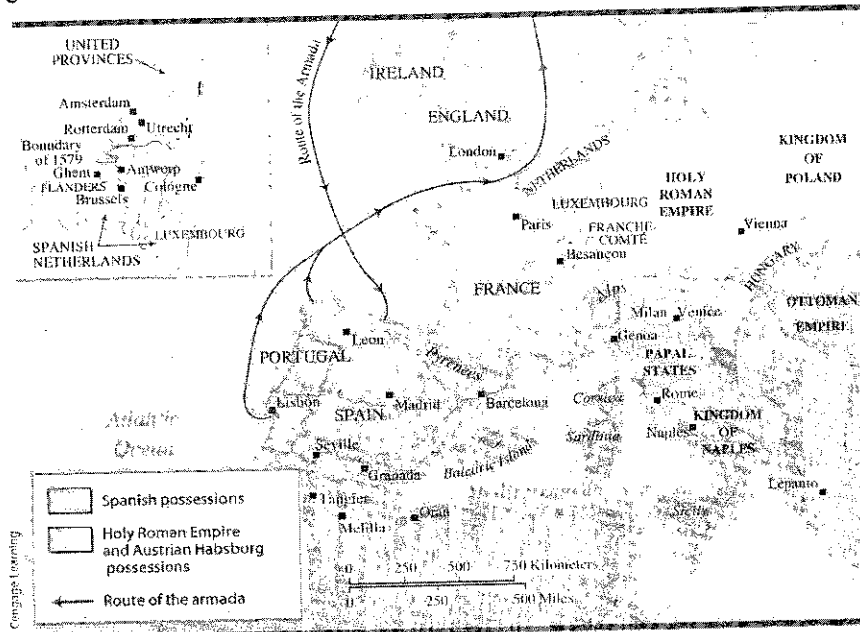
Questions 46–48 refer to the following image.



Louvre (G. Blot/C. Jean), Paris//© RMN-Grand Palais/Art Resource, NY

46. The above painting, *The Oath of the Horatii* by Jacques-Louis David, is a good example of Neoclassical art because of
- (A) the religious nature of the subject matter.
  - (B) the inclusion of women in the background of the painting.
  - (C) the use of geometric perspective.
  - (D) the classical Roman story it tells.
47. David's paintings were often used by the French Republic and Napoleon
- (A) to push their agenda to take over Rome.
  - (B) as entertainment to keep the poor happy.
  - (C) to showcase their enlightened ideals and their power.
  - (D) to highlight their beliefs about women's participation in government.
48. The Neoclassical painting above can be compared to Renaissance art in all of the following ways EXCEPT
- (A) it includes Roman-style architecture and themes.
  - (B) it is secular in nature rather than religious.
  - (C) it was painted for a patron.
  - (D) its use of patriotism as an element.

Questions 49–52 refer to the following map.



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49. England was threatened by Spanish territory in the Netherlands for all of the following reasons EXCEPT
- the Netherlands could be used as a launching area for a Spanish attack, due to its close proximity to England.
  - Spanish control of the sea lanes around the Netherlands could threaten English trade routes.
  - the English feared that growing Spanish power could threaten the Elizabethan religious settlement.
  - an increasingly powerful Spain would threaten England's control of its North American colonies.
50. The expansion of the Hapsburg family threatened which of the following principles during the late sixteenth century?
- Balance of power
  - Monarchical centralization
  - United Christendom
  - Military superiority
51. The defeat of the Spanish Armada in 1588 was a turning point in Spanish history because
- it marked the growth of French naval power.
  - it led to a nearly permanent decline in Spanish power.
  - it forced the Spanish monarchy to invest more money in the modernization of the Spanish navy.
  - it led to a political revolution that established a constitutional monarchy in Spain.
52. All of the following were reasons why Spain launched its attack on England in 1588 EXCEPT
- Spain wanted to gain control of English trade routes.
  - England had been aiding the Dutch Protestants in their fight against the Spanish.
  - Spain wanted to overthrow Queen Elizabeth I and make England a Protestant nation.
  - England had been taking over Spanish settlements in the Americas and Spain wanted to stop the English from stealing Spanish lands.

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Questions 53–55 refer to the following quotation.

*Tsar Alexander II, Imperial Decree, March 3, 1861*

*By the grace of God, we, Alexander II, Emperor and Autocrat of all the Russias, King of Poland, Grand Duke of Finland, etc., to all our faithful subjects, make known:*

*Called by Divine Providence and by the sacred right of inheritance to the throne of our ancestors, we took a vow in our innermost heart to respond to the mission which is intrusted to us as to surround with our affection and our Imperial solicitude all our faithful subjects of every rank and of every condition, from the warrior, who nobly bears arms for the defense of the country to the humble artisan devoted to the works of industry; from the official in the career of the high offices of the State to the laborer whose plow furrows the soil. . . .*

*We thus came to the conviction that the work of a serious improvement of the condition of the peasants was a sacred inheritance bequeathed to us by our ancestors, a mission which, in the course of events, Divine providence called upon us to fulfill. . . .*

*In virtue of the new dispositions above mentioned, the peasants attached to the soil will be invested within a term fixed by the law with all the rights of free cultivators. . . .*

*At the same time, they are granted the right of purchasing their close, and, with the consent of the proprietors, they may acquire in full property the arable lands and other appurtenances which are allotted to them as a permanent holding. By the acquisition in full property of the quantity of land fixed, the peasants are free from their obligations toward the proprietors for land thus purchased, and they enter definitely into the condition of free peasants-landholders.*

Source: Tsar Alexander II,  
Imperial Decree, March 3, 1861.  
From *Annual Register* (New York:  
Longmans, Green, 1861), p. 207.

53. According to the imperial decree by Tsar Alexander II, why did he emancipate the serfs?
- (A) He wanted to draft them to be warriors.
  - (B) He wanted them to become artisans devoted to the works of industry.
  - (C) He believed he was called by God to free them.
  - (D) He believed he was called to free them so they could protect Russia from the king of Poland and the Grand Duke of Finland.
54. Which of the following statements best describes the condition of the peasants in the years following emancipation?
- (A) The peasants were free and enjoyed the use of land provided to them free of cost from the government.
  - (B) The peasants were free landowners, and many joined the village *mirs* that provided free use of community farming tools and seeds.
  - (C) The peasants were prosperous, since they were given some of the best farmland by the government.
  - (D) The peasants were hindered by primitive agriculture practices and a lack of real land reform.



55. Which of the following is a true statement about nineteenth-century Russian rulers, such as Alexander II?
- (A) Russian rulers, such as Alexander II, pushed through a program of reform and modernization. This gave rise to revolutionary movements that culminated in the Revolution of 1905.
  - (B) Russian rulers, such as Alexander II, eliminated all aristocratic privileges in an attempt to appease the dissatisfied lower classes.
  - (C) Russian rulers, such as Alexander II, refused to enact any reforms, in fear of giving up too much power.
  - (D) Russian rulers, such as Alexander II, pushed through a program of reform and modernization which satisfied the lower classes, preventing revolutionary movements.

**STOP**  
**END OF SECTION I, PART A**

**IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION. DO NOT GO ON TO SECTION I, PART B UNTIL YOU ARE TOLD TO DO SO.**

**AP EUROPEAN HISTORY EXAMINATION**  
Section I

**Part B: Short-Answer Questions**

**Time: 50 minutes**

**Number of questions: 4**

**Percent of examination score: 20%**

**DIRECTIONS:** Part B of the examination contains four questions. You will have 50 minutes to respond to all questions. You are not required to develop and support a thesis statement in your response. Rather, focus on directly answering each question using evidence from your study of history.

**Machiavelli, *The Prince* (1513)**

*This leads us to a question that is in dispute: Is it better to be loved than feared, or vice versa? My reply is one ought to be both loved and feared; but, since it is difficult to accomplish both at the same time, I maintain it is much safer to be feared than loved, if you have to do without one of the two. For of men one can, in general, say this: They are ungrateful, fickle, deceptive and deceiving, avoiders of danger, eager to gain. As long as you serve their interests, they are devoted to you. They promise you their blood, their possessions, their lives, and their children, as I said before, so long as you seem to have no need of them. But as soon as you need help, they turn against you. Any ruler who relies simply on their promises and makes no other preparations, will be destroyed. For you will find that those whose support you buy, who do not rally to you because they admire your strength of character and nobility of soul, these are people you pay for, but they are never yours, and in the end you cannot get the benefit of your investment. Men are less nervous of offending someone who makes himself lovable, than someone who makes himself frightening. For love attaches men by ties of obligation, which, since men are wicked, they break whenever their interests are at stake. But fear restrains men because they are afraid of punishment, and this fear never leaves them. Still, a ruler should make himself feared in such a way that, if he does not inspire love, at least he does not provoke hatred. For it is perfectly possible to be feared and not hated. You will only be hated if you seize the property or the women of your subjects and citizens.*

**Erasmus, *Education of a Christian Prince* (1516)**

*A good prince . . . is a living likeness of God, who is at once good and powerful. His goodness makes him want to help all; his power makes him able to do so. On the other hand, an evil prince, who is like a plague to his country, is the incarnation of the devil, who has great power joined with his wickedness. All his resources to the very last, he uses for the undoing of the human race. . . .*

*[A good prince is one] who holds the life of each individual dearer than his own; who works and strives night and day for just one end—to be the best he can for everyone; with whom rewards are ready for all good men . . . for so much does he want to be of real help to his people, without thought of recompense, that if necessary he would not hesitate to look out for their welfare at great risk to himself; who considers his wealth to lie in the advantage of his country; who is ever on the watch so that everyone else may sleep deeply; who grants no leisure to himself so that he may spend his life in the peace of his country; who worries himself with continual cares so that his subjects may have peace and quiet. . . . He does everything and allows everything that will bring everlasting peace to his country, for he realizes that war is the source of all misfortunes to the state.*

Sources: Machiavelli, *The Prince* (1513). From *The Prince* by Machiavelli, translated by David Wootton, pp. 51–52. Copyright © 1995 by Hackett Publishing Company, Inc. Reprinted by permission of Hackett Publishing Company, Inc. All rights reserved. Erasmus, *Education of a Christian Prince* (1516). From *The Education of a Christian Prince*, by Erasmus, translated by L. K. Born. Copyright © 1936 by Columbia University Press. Reprinted with permission of the publisher.

1. Compare the views of Machiavelli and Erasmus from the quotations above and answer Parts A, B, and C.
  - A) Briefly explain Machiavelli's views concerning the characteristics of a good ruler.
  - B) Briefly explain Erasmus's views concerning the characteristics of a good ruler.
  - C) Briefly explain one reason that Machiavelli's views are more cutthroat than those of Erasmus.
  
2. Answer Parts A, B, and C by analyzing the motives for the development of mass education in state-run systems.
  - A) Briefly explain ONE social reason for the development of mass education.
  - B) Briefly explain ONE economic reason for the development of mass education.
  - C) Briefly explain ONE political reason for the development of mass education.
  
3. Analyze the impact of the Protestant Reformation on society in the sixteenth century. Answer Parts A, B, and C.
  - A) Briefly explain one impact of the Protestant Reformation on education.
  - B) Briefly explain one impact of the Protestant Reformation on the family.
  - C) Briefly explain one impact of the Protestant Reformation on women.
  
4. Analyze the process and impact of the unification of Germany and answer Parts A, B, and C.
  - A) Briefly explain ONE way in which Bismarck used warfare to unify Germany.
  - B) Briefly explain ONE example of how Chancellor Otto von Bismarck used *Realpolitik* in the unification of Germany.
  - C) Briefly analyze the impact of the unification of Germany on European affairs.

**STOP**  
**END OF SECTION I**

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION. DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

**AP EUROPEAN HISTORY EXAMINATION**  
**Section II: Free-Response Essays**  
**Part A: Document-Based Question (DBQ)**  
**Suggested writing time: 55 minutes**  
**Percent of examination score: 25%**

**DIRECTIONS:** The following question is based on the accompanying Documents 1–7. The documents have been edited for the purposes of this exercise. This question is designed to test your ability to apply several historical thinking skills simultaneously, including historical argumentation, appropriate 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:

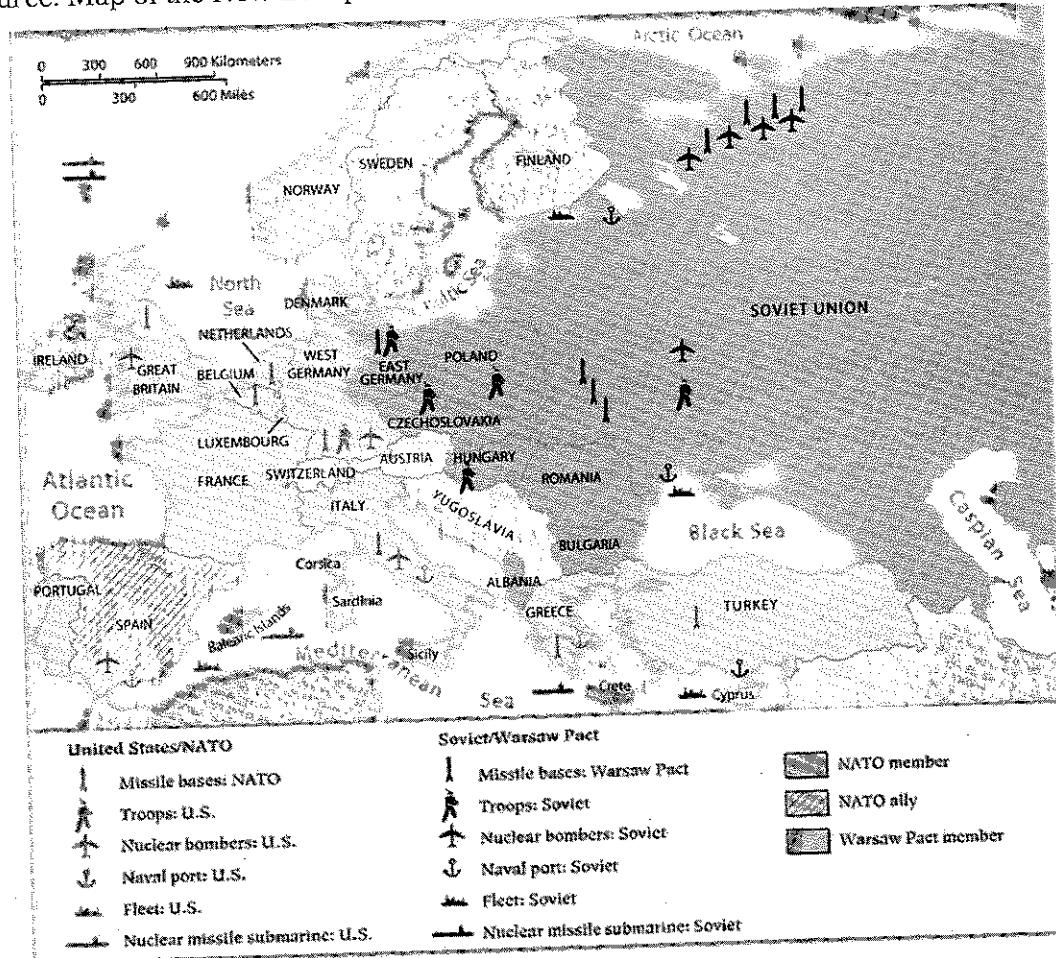
- States an appropriate thesis that directly addresses *all parts* of the question.
- Supports the thesis or an appropriate argument with evidence from all or all but one of the documents AND knowledge of European history beyond/outside the documents.
- Analyzes a majority of the documents in terms of 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 the broader regional, national, or global process.

**QUESTION 1.** Evaluate the responsibility of various nations for the Cold War.

**HISTORICAL BACKGROUND** The Cold War was a period of intense military tension and political hostility between the United States and the Soviet Union during the decades following World War II. The rivalry between the superpowers ultimately affected the nations that comprised the American and Soviet spheres of influence. Propaganda, spying, threats, economic sanctions, and other actions short of actual warfare between the two superpowers heightened animosity and tensions in the world as rivalries were played out in proxy wars and conflicts across the globe.

### Document 1

Source: Map of the New European Alliance Systems in the 1950s and 1960s.



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### Document 2

Source: George Kennan, American diplomat, from *The Long Telegram*, February 22, 1946.

At the bottom of [the Soviet] neurotic view of world affairs is a traditional and instinctive Russian sense of insecurity.... We have here a political force committed fanatically to the belief that with the United States there can be no permanent *modus vivendi*, that it is desirable and necessary the internal harmony of our society be disrupted, our traditional way of life be destroyed, the international authority of our state be broken, if Soviet power is to be secure.... This is admittedly not a pleasant picture....

**GO ON TO NEXT PAGE**

**Document 3**

Source: Winston Churchill, British statesman, from a speech given at the commencement exercises of Westminister College, Fulton, Missouri, March 5, 1946.

From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia; all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a very high and in some cases increasing measure of control from Moscow.

**Document 4**

Source: Soviet Invasion of Czechoslovakia, 1968



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**Document 5**

Source: Joseph Stalin, General Secretary of the Central Committee of the Soviet Communist Party, reply to Winston Churchill, March 14, 1946.

In substance, Mr. Churchill now stands in the position of a firebrand of war. And Mr. Churchill is not alone here. He has friends not only in England but also in the United States of America.

In this respect, one is reminded remarkably of Hitler and his friends. Hitler began to set war loose by announcing his racial theory.... Mr. Churchill begins to set war loose, also by a racial theory, maintaining that only nations speaking the English language are fully valuable nations, called upon to decide the destinies of the entire world.

**Document 6**

Source: Nikolai Novikov, Soviet diplomat, telegram to Soviet Foreign Minister Vyacheslav Molotov, September 27, 1946.

Obvious indications of the U.S. effort to establish world dominance are also to be found in the increase in military potential in peacetime....

Careful note should be taken of the fact that the preparation by the United States for a future war is being conducted with the prospect of war against the Soviet Union, which in the eyes of American imperialists is the main obstacle in the path of the United States to world domination.

**Document 7**

Source: Imre Nagy, Hungarian Prime Minister, *Last Message*, November 4, 1956.

This fight is the fight for freedom by the Hungarian people against the Russian intervention, and it is possible that I shall only be able to stay at my post for one or two hours. The whole world will see how the Russian armed forces, contrary to all treaties and conventions, are crushing the resistance of the Hungarian people. They will also see how they are kidnapping the Prime Minister of a country which is a Member of the United Nations, taking him from the capital, and therefore it cannot be doubted at all that this is the most brutal form of intervention.... [T]oday it is Hungary and tomorrow, or the day after tomorrow, it will be the turn of other countries because the imperialism of Moscow does not know borders, and is only trying to play for time.

END OF DOCUMENTS FOR PART A.  
GO ON TO THE NEXT PAGE.

**GO ON TO NEXT PAGE**

**AP EUROPEAN HISTORY EXAMINATION**  
**Section II: Free-Response Essays**  
**Part B: Long-Essay Questions**  
**Suggested planning and writing time: 35 minutes**  
**Percent of examination score: 15%**

**DIRECTIONS:** You are to choose ONE question from the two 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 on the top of each page.

Write an essay that

- has a relevant thesis.
- addresses all parts of the question.
- supports your thesis with specific evidence.
- is well organized.

**QUESTION 1.** Compare German Nazism under Hitler with Soviet Communism under Stalin.

**QUESTION 2.** Compare the ideas expressed by Jean-Baptiste Colbert (1619–1683) and Adam Smith (1723–1790) about methods for increasing a nation’s wealth.

**END OF EXAMINATION**