

2023



AP[®] European History

Free-Response Questions

Set 1

EUROPEAN HISTORY**SECTION I, Part B****Time—40 minutes****Directions:** Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“In 1658 Sir Edward Dering (1625–1684), gentleman, politician, and poet, spent his summer making and testing medicines in his home in [England]. Sometime in May of that year, he started a new section in his [journal] headed “physical practices” and began writing down a series of recipes for medicinal remedies and records of his own trials of these medicines. . . .

Dering’s enthusiasm for recipes and recipe trials was not unusual. In fact, early modern English gentlemen and gentlewomen were gripped by recipe fever. They eagerly exchanged know-how and . . . diligently wrote down the treasured knowledge in notebooks of all shapes and sizes.

The rich archive of surviving texts and the continual appearance of recipes in personal writings and in literary works attest to the importance of recipe collection and exchange as a social and cultural phenomenon in early modern England. Masters and mistresses of large households were expected to have basic knowledge of [natural remedies], cookery, and sugarcraft [the making and use of sugar].

Gentlemen and gentlewomen dedicated considerable time, manpower, and resources to all kinds of home-based health care. Not only was the household considered the first resource for dealing with many medical ailments, . . . [but] domestic space was one of the main sites for medical intervention and the promotion of health. Householders were quick to combine self-diagnosis and self-treatment with commercially available medical care, and many produced their own homemade medicines. Gathering, trying and testing medicines and, relatedly, foods were part of this set of activities to gather and construct knowledge about health and the body.”

Source: Elaine Leong, historian, *Recipes and Everyday Knowledge: Medicine, Science, and the Household in Early Modern England*, 2017

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Describe an argument made in the excerpt.
 - b. Explain how the approach to knowledge described in the excerpt reflects developments of the 1500s and early 1600s.
 - c. Explain one effect of the changes in European medicine during the late 1700s and 1800s.

“I declare that my religion does not allow me to take an oath such as the National Assembly requires; I am happy and I even promise to watch over . . . the faithful of this parish who are entrusted to me, to be true to the nation and the king, and to observe the Constitution decreed by the National Assembly and sanctioned by the king.

I recognize no superior and other legislators than the pope and the bishops; you Christians would certainly not wish to be led by a nonbeliever and I would be such a one if I had had the cowardice to take an oath such as the National Assembly requires. According to our faith, the sovereign pontiff is not only at the center of Catholic unity and has primacy of honor in all the Church, but he also has primacy of jurisdiction. Is it not refusing him this primacy of jurisdiction in France to forbid the entire Church and all French citizens to recognize his authority and his jurisdiction?

By taking this oath, I would have sworn no longer to recognize our holy father the pope and head of the Church, or the bishops as its governors. . . . I believe that my confidence in refusing the oath will be an example for any of you who choose to lose your possessions, your fortune, even your life if necessary, rather than abandon your faith, your religion and offend your God.”

Source: Declaration by J. A. Baude, a French parish priest, 1791

2. Using the excerpt, respond to **parts a, b, and c.**
- Describe a likely audience of the declaration.
 - Explain one way in which the declaration reflects a development during the French Revolution.
 - Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**

- a. Describe one cause for the development of the Concert of Europe in the early 1800s.
- b. Explain one way in which the Concert of Europe affected Europe during the first half of the 1800s.
- c. Explain one reason why the Concert of Europe broke down in the mid-1800s.

4. Respond to **parts a, b, and c.**

- a. Describe one cause for the development of the Cold War in the mid-1900s.
- b. Explain one way in which the Cold War affected Europe in the second half of the 1900s.
- c. Explain one reason why the Cold War ended in the late 1900s.

END OF SECTION I

EUROPEAN HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

1. Evaluate whether Romanticism maintained a connection to the Enlightenment or challenged the Enlightenment.

Document 1

Source: William Wordsworth, British Romantic poet and essayist, “The Tables Turned,” 1798

Up! up! my Friend, and quit your books
Or surely you'll grow double:
Up! up! my Friend, and clear your looks;
Why all this toil and trouble?

Books! 'tis a dull and endless strife:
Come, hear the woodland linnet [type of songbird],
How sweet his music! on my life,
There's more of wisdom in it.

One impulse from a vernal [springtime] wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things:—
We murder to dissect.

Enough of Science and of Art;
Close up those barren leaves [pages of old books];
Come forth, and bring with you a heart
That watches and receives.

Document 2

Source: Novalis, a pen name used by Georg Philipp Friedrich, German aristocrat, scientist, and philosopher, excerpts from *Notes for a Romantic Encyclopaedia*, 1798–99

How few people have a genius for experimenting. The true experimenter must have a feeling for Nature within himself, which—depending on the perfection of his faculties—guides him with unfailing surety along his path, allowing him to discover and determine with much greater precision, the hidden and decisive phenomenon. Nature inspires the true lover, as it were, and reveals herself [Nature] all the more completely through the experimenter—the more his constitution is in harmony with Nature.

Thus the true lover of Nature distinguishes himself by his skill in multiplying and simplifying, combining and analyzing, romanticizing and popularizing the experiments, by his ability in inventing new experiments—by his tasteful and ingenious selection and arrangement of Nature, his acuteness and clarity of observation, and by his artistic and concise, as well as extensive, descriptions, or presentations of his observations. Thus, the genius alone is the experimenter.

The poet understands Nature better than does the scientific mind.

Document 3

Source: Samuel Taylor Coleridge, British Romantic poet, letter, 1801

The more I understand of Sir Isaac Newton's works, the more boldly I dare utter to my own mind, and therefore to you, that I believe the souls of five hundred Sir Isaac Newtons would go to the making up of a Shakespeare or a Milton [famous British poets]. But if it pleased the Almighty to grant me health, hope, and a steady mind . . . before my thirtieth year I will thoroughly understand the whole of Newton's works. At present I must content myself with endeavoring to make myself entire master of his easier work, that on optics.

I am exceedingly delighted with the beauty and neatness of his experiments, and with the accuracy of his immediate deductions from them; but the opinions founded on these deductions, and indeed his whole theory is, I am persuaded, so exceedingly superficial as to be deemed false. Newton was a mere materialist. The Mind, in his system, is always passive, a lazy onlooker of the external world.

Document 4

Source: Mary Shelley, British Romantic writer, *Frankenstein; or, the Modern Prometheus*, novel, 1818

[Doctor Victor Frankenstein, the fictitious narrator of the novel, recalling his education]

When I was thirteen years of age . . . I chanced to find the works of [ancient and medieval alchemists] Cornelius Agrippa, Paracelsus, and Albertus Magnus. . . . I read and studied the wild fancies of these writers with delight; they appeared to me treasures known to few besides myself.

In spite of the intense labor and wonderful discoveries of modern [scientists], their studies always left me discontented and unsatisfied. Sir Isaac Newton is said to have avowed that he felt like a child picking up shells beside the great and unexplored ocean of truth. Those of his successors in each branch of natural philosophy with whom I was acquainted appeared even to my boy's apprehensions as [novices] engaged in the same pursuit.

The untaught peasant beheld the elements around him and was acquainted with their practical uses. The most learned modern philosopher knows little more. He has partially unveiled the face of Nature, but her immortal [foundations] are still a wonder and a mystery. [The scientist] might dissect, anatomize, and give names; but not speak of a final cause.

[But regarding the alchemists], I thought, here were men who had penetrated deeper and knew more. I took their word for all that they [asserted], and I became their disciple.

Document 5

Source: Percy Bysshe Shelley, British Romantic poet, "A Defense of Poetry," 1821

Poetry is indeed something divine. It is at once the center and circumference of knowledge; it is that which comprehends all science, and that to which all science must be referred. It is at the same time the root and blossom of all other systems of thought; it is that from which all spring, and that which adorns all; and that which, if [wilted], denies the fruit and the seed, and withholds from the barren world the nourishment and the succession of the branches of the tree of life.

Poetry is not like reasoning, a power to be exerted according to the determination of the will. A man cannot say, "I will compose poetry." The greatest poet even cannot say it. The mind in [the act of] creation is as a fading [ember], which some invisible influence, like an inconstant wind, awakens to transitory brightness. This power arises from within, like the color of a flower which fades and changes as it is developed, and the conscious portions of our natures [cannot predict] either its approach or its departure.

Document 6

Source: Pelagio Palagi, Italian Romantic artist, *Isaac Newton's Discovery of the Refraction of Light*, 1827



Pinacoteca Tosio
Martinengo, Brescia, Italy© NPL - DeA Picture
Library/Bridgeman Images

Newton, seated on the right, is watching a child blow soap bubbles.

Document 7

Source: Johann Wolfgang von Goethe, German Romantic author, letter written to the chancellor of the German state of Weimar, 1828

I continued to apply myself to the study of nature's versatility in the plant kingdom, and while visiting [southern Italy] in 1787 I succeeded in grasping the growth and development of plants both perceptually and conceptually. Growth and development in the animal kingdom is closely related; I pursued the formulation of a theory of animal structures with more vigor, dictated my schematic outline to [a colleague] in 1795 in [the university town of] Jena, and soon had the pleasure of seeing other German researchers continue my work in this area.

If we recall the sublime way in which all natural phenomena have been linked bit by bit in human thought, and if we then take a second look at my early work as our point of departure, we cannot but smile [and take] pleasure in fifty years of progress.

END OF DOCUMENTS FOR QUESTION 1

Question 2, 3, or 4 (Long Essay)
Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Evaluate the most significant political or social change during the Reformation period (1517–1650).
3. Evaluate the most significant change in Europe’s economic relationship with the rest of the world during the 1800s.
4. Evaluate the most significant change in the sources of political instability in Europe during the 1900s.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM