

HOLIDAY HOMEWORK 假期作业

AP European History

Exercise sheets, topic by topic.

每个单元：练习卷。

For class or self-study • no answer keys included.

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1 The Renaissance: a change in what learning was for – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Humanism	人文主义	_____
identical	相同的	_____
perspective	透视法	_____

Recall

- You know a portrait tells you what the sitter wanted people to see.
- You have compared two translations of the same sentence.
- You know printing made books cheaper.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Humanism

Humanism 人文主义 studied classical texts to prepare people for public life. It was a change in the *purpose* of learning, not only in the reading list.

Worked example. A tutor teaching rhetoric so a pupil can serve a city is doing something a monastery education was not for.

■ 2 The printing press

Printing did not only speed copying; it made **identical** 相同的 copies possible. Two scholars in different cities could now argue about the same page, which is what made scholarly correction cumulative.

Worked example. A misprint could be found and fixed once for every copy - impossible

with hand-copied manuscripts.

■ 3 Art as evidence

Renaissance art used **perspective** 透视法 and secular subjects. Art is evidence about what a society valued, because someone paid for it and chose what it showed.

Worked example. A merchant's portrait in a church tells you who now had status worth recording.

Watch out: The Renaissance did not replace religion with secular thought. The CED describes new secular and scientific values *emerging alongside* religious ones, not instead of them.

Practice

2.1 Define humanism and state what it prepared people for. [2]

2.2 Explain what identical printed copies made possible. [2]

2.3 State why art is evidence about a society's values. [2]

2.4 State what the CED says about secular and religious values. [2]

2.5 Name one technique associated with Renaissance art. [1]

1 Exploration and its consequences – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
monarchies	君主国	_____
inflation	通货膨胀	_____

Recall

- You know European ships reached the Americas in the 1490s.
- You have heard of the potato coming from the Americas.
- You know money loses value when there is more of it.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Why voyages happened

New **monarchies** 君主国 used the wealth of exploration to consolidate power, and improved technology and finance made long voyages possible. The state and the merchant were partners.

Worked example. A crown that funds a voyage claims its returns, which strengthens the crown against its nobles.

■ 2 The Columbian Exchange

The exchange of crops, animals and diseases changed populations on both sides. New crops supported European population growth; introduced diseases devastated populations in the Americas.

Worked example. The same exchange that fed more Europeans killed most of the people of some American regions.

■ 3 Silver and inflation

American silver entering Europe raised prices - **inflation** 通货膨胀 - which hurt those on fixed rents and helped those who owed fixed debts.

Worked example. A landlord with a fixed rent in a decade of rising prices grows poorer without anything else changing.

Watch out: The Columbian Exchange is not a list of foods. It is a single connection with opposite consequences in the two hemispheres, and an answer must carry both.

Practice

2.1 State how exploration strengthened new monarchies. [2]

2.2 State the two opposite consequences of the Columbian Exchange. [2]

2.3 Define inflation. [1]

2.4 Explain who was helped and who was hurt by rising prices. [2]

2.5 Explain why the Columbian Exchange is not a list of foods. [2]

2 The Reformation: a break and a growth – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Reformation	宗教改革	_____

Recall

- You know a printed pamphlet spreads faster than a spoken sermon.
- You have seen a disagreement about a rule become a disagreement about who makes rules.
- You know rulers can gain from other people's quarrels.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A break within Christianity

The **Reformation** 宗教改革 broke with existing Christian traditions, and both the Protestant and Catholic reformations contributed to the *growth* of Christianity. A break and a growth in one sentence.

Worked example. Religious competition made both sides preach, print and educate more, not less.

■ 2 Why rulers took sides

A ruler adopting a new confession gained authority over church appointments and lands. Religious choice was therefore also a political calculation.

Worked example. A prince who breaks with Rome no longer shares authority with a distant power.



The press let a doctrinal dispute reach ordinary readers within weeks. What had been an argument among clergy became a public argument.

Worked example. A pamphlet in the local language reaches people no Latin treatise ever could.

Watch out: The Reformation did not weaken religion. The CED records both reformations contributing to the growth of Christianity, which is the opposite of secularisation.

Practice

2.1 State the two things the CED says about the Reformation. [2]

2.2 Explain why a ruler might adopt a new confession. [2]

2.3 Explain what printing did to a doctrinal dispute. [2]

2.4 Explain why religious competition increased preaching and education. [2]

2.5 State why the Reformation is not evidence of secularisation. [1]

2 Religious war and the limits of toleration – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Toleration	宽容	_____

Recall

- You know a war can end without either side being convinced.
- You have seen a rule that allowed something without approving it.
- You know a settlement can leave the original question open.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Wars of religion

Religious conflict and political rivalry ran together for over a century. States fought partly over doctrine and partly over power, and separating the two is usually impossible.

Worked example. A ruler defending a confession was also defending the authority that confession gave him.

■ 2 Toleration as a settlement

Toleration 宽容 in this period usually meant permitting a confession to exist, not accepting it as true. It was a way of ending a war, not a statement of principle.

Worked example. A treaty allowing two confessions in one empire settles the fighting and settles no theology.

■ 3 What the settlements left

The settlements ended particular wars and left the underlying question - who decides what a state believes - unresolved for later centuries.

Worked example. The question returns in unit 3 as a question about the sovereign's authority.

Watch out: Toleration is not approval. Reading a 16th-century settlement as an early statement of religious freedom misreads what the parties thought they were agreeing to.

Practice

2.1 Explain why doctrine and power are hard to separate in this period. [2]

2.2 State what toleration usually meant here. [2]

2.3 Explain why toleration was a way of ending a war. [2]

2.4 State what the settlements left unresolved. [2]

2.5 Explain the error of reading these settlements as religious freedom. [2]

3 Absolutism: claiming and building authority – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Absolutism	专制主义	_____

Recall

- You know a claim to power has to be believed to work.
- You have seen a building designed to impress rather than to be used.
- You know a government needs money before it can do anything.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The claim

Absolutism 专制主义 claimed that sovereign authority rested in one ruler answerable to God alone. The claim had to be made, argued and displayed - it was never simply held.

Worked example. A palace built to be seen is an argument about authority as much as a residence.

■ 2 The machinery

Claims required money and administration. Rulers built standing armies, professional bureaucracies and new tax systems, and each of these outlived the claim that justified it.

Worked example. A tax office created to fund a king's army still exists when the king does not.



Nobles, provinces, estates and towns held privileges that absolutism threatened. Resistance to centralisation is as much part of the story as the centralising itself.

Worked example. A province defending its old tax exemption is defending a limit on the crown.

Watch out: Absolutism describes a claim and a project, not an achieved condition. No European ruler actually governed without limits.

Practice

2.1 State the claim absolutism made. [2]

2.2 Name three parts of the machinery rulers built. [3]

2.3 Explain why the machinery outlived the claim. [2]

2.4 State who resisted centralisation and why. [2]

2.5 State why absolutism is a claim rather than a condition. [1]

3 Constitutionalism: authority that answers to something – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Constitutionalism	立宪主义	_____
social contract	社会契约	_____

Recall

- You know a contract binds both sides.
- You have seen a rule that limits the person who made it.
- You know a question can be settled differently in two countries.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The alternative

Constitutionalism 立宪主义 placed sovereignty in a body or in law rather than in a person. It answered the same question as absolutism and gave a different answer.

Worked example. Two states in one century, one placing authority in a king and one in a parliament, were disputing the same problem.

■ 2 Contract

The **social contract** 社会契约 argued that authority comes from an agreement among the governed, which makes it conditional. A ruler who breaks the terms can be resisted.

Worked example. If authority is granted, it can be withdrawn - which is the argument's whole force.

■ 3 Why commerce mattered

States with commercial elites and representative bodies had groups able to bargain with the crown. Where such groups were weak, the crown's claim met less resistance.

Worked example. A merchant class that lends the government money has a lever no peasant has.

Watch out: Absolutism and constitutionalism are two answers to one question - where sovereignty lies. Treating them as unrelated national styles loses the argument they were both part of.

Practice

2.1 State where constitutionalism placed sovereignty. [2]

2.2 State the social contract's claim and its consequence. [2]

2.3 Explain why a granted authority can be withdrawn. [2]

2.4 Explain why commercial elites strengthened representative bodies. [2]

2.5 State the question both systems answered. [1]

4 The Scientific Revolution: a new way of knowing – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Scientific Revolution	科学革命	_____

Recall

- You know an experiment can settle an argument a debate cannot.
- You have checked a claim by measuring rather than by asking.
- You know an instrument can show what the eye cannot.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A new method

The **Scientific Revolution** 科学革命 replaced deference to ancient authority with observation, experiment and mathematics. What changed was how a claim could be settled.

Worked example. An argument about the planets that a telescope can decide is a different kind of argument.

■ 2 Instruments

New instruments extended the senses, and mathematics described what they revealed. A claim could now be checked by anyone with the same instrument.

Worked example. Two observers in different countries could confirm the same measurement.

■ 3 Consequences beyond science

A method that settled natural questions invited application to political and social ones. Unit 4's philosophers ask whether human societies can be studied the same

way.

Worked example. If nature has discoverable laws, a thinker may ask whether government does too.

Watch out: The Scientific Revolution did not disprove religion. It changed the method by which natural claims were settled, and many of its practitioners were devout.

Practice

2.1 State what the Scientific Revolution replaced and with what. [2]

2.2 Explain what instruments changed about a claim. [2]

2.3 Explain why two observers confirming a measurement matters. [2]

2.4 State how the new method reached political questions. [2]

2.5 State why the revolution is not a disproof of religion. [2]

4 The Enlightenment: applying reason to society – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Enlightenment	启蒙运动	_____
public sphere	公共领域	_____

Recall

- You know a rule can be criticised for being unreasonable.
- You have seen a private conversation change a public argument.
- You know an idea can spread faster than a government can stop it.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The project

The **Enlightenment** 启蒙运动 applied the new method to human affairs, asking what government, law and religion would look like if designed by reason.

Worked example. Asking what a rational state would do is already a criticism of the existing one.

■ 2 Where ideas circulated

Salons, coffeehouses, academies and print created a **public sphere** 公共领域 in which subjects discussed matters previously reserved to rulers.

Worked example. A room where a merchant and a noble argue about taxation is itself a political change.



Some rulers adopted Enlightenment measures without surrendering authority - legal reform, religious toleration, education - which shows the ideas were not only revolutionary.

Worked example. A monarch who reforms the law code has used a reformer's argument to strengthen a crown.

Watch out: The Enlightenment was not one programme. Its thinkers disagreed sharply about religion, equality and how far reform should go.

Practice

2.1 State what the Enlightenment applied and to what. [2]

2.2 Explain why asking what a rational state would do is a criticism. [2]

2.3 Name three places where the public sphere formed. [3]

2.4 Explain how a ruler could adopt reforms without surrendering authority. [2]

2.5 State why the Enlightenment was not one programme. [1]

5 Revolution: causes and the problem of order – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
fiscal crisis	财政危机	_____

Recall

- You know a government can fall because it cannot pay its debts.
- You have seen a demand for reform become a demand for replacement.
- You know a revolution has to govern after it wins.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Fiscal crisis

Revolutions in this period often began with a **fiscal crisis** 财政危机 - a state unable to fund itself without consent it did not previously need.

Worked example. Calling an assembly to approve taxes gives that assembly a power it did not have before.

■ 2 From reform to replacement

A demand for reform becomes a demand for replacement when the existing institutions prove unable to deliver it. The escalation is usually a response to refusal.

Worked example. Delegates who arrive wanting tax reform and are refused begin asking who has the right to refuse.

■ 3 The problem of order

A revolution that removes an authority must supply another. Periods of instability follow not from bad intentions but from the difficulty of building legitimacy quickly.

Worked example. A new government has to be obeyed before it has had time to be trusted.

Watch out: Revolutions are not explained by ideas alone. The CED's account joins ideas to fiscal, social and political conditions, and an answer with only one is thinner than the source.

Practice

2.1 Define a fiscal crisis in this context. [2]

2.2 Explain how calling an assembly changes the balance of power. [2]

2.3 Explain how a demand for reform becomes a demand for replacement. [2]

2.4 State why instability follows a revolution. [2]

2.5 State why ideas alone do not explain a revolution. [2]

5 Reaction and the attempt to restore order – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
stability	稳定	_____
Conservatism	保守主义	_____

Recall

- You know an agreement between powers can hold for decades.
- You have seen a settlement that ignored the people it governed.
- You know a suppressed idea does not disappear.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The Congress settlement

After the revolutionary wars the powers met to contain the danger of upheaval by agreement among themselves. The settlement's aim was **stability** 稳定, not representation.

Worked example. Redrawing borders to balance the powers can place a people under a state they did not choose.

■ 2 Conservatism as an argument

Conservatism 保守主义 argued that institutions grown over time carry knowledge no designer possesses. It was a reply to the Enlightenment, not merely a defence of privilege.

Worked example. The claim that a tradition may be wiser than a plan is an argument, and it must be answered as one.

■ 3 What survived suppression

Nationalism and liberalism were contained rather than eliminated. Both return in unit 6 as forces the settlement could not accommodate.

Worked example. An idea that cannot be expressed politically reappears as a movement.

Watch out: The Congress settlement was not simply a failure. It prevented a general European war for decades, and it did so by ignoring national claims - both facts belong in an answer.

Practice

2.1 State the aim of the post-revolutionary settlement. [2]

2.2 Explain how balancing the powers could disregard populations. [2]

2.3 State conservatism's argument. [2]

2.4 Explain why conservatism is more than a defence of privilege. [2]

2.5 State the two things an answer about the settlement must carry. [2]

6 Industrialisation: why Britain, and what changed – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
division of labour	分工	_____

Recall

- You know a factory concentrates work in one place.
- You have seen a machine do in an hour what a person does in a day.
- You know cities grow when there is work in them.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Preconditions

Industrialisation required coal and iron, capital, transport, secure property and a labour force. No single one is sufficient, which is why the list is the explanation.

Worked example. Coal without capital, or capital without secure property, does not produce a factory system.

■ 2 The factory

The factory concentrated production and increased the **division of labour** 分工. It changed where work happened, what a worker did, and who set the hours.

Worked example. A worker who once controlled the pace of their own work now follows a machine's.

■ 3 Urbanisation

Rapid city growth brought pollution, poor housing, disease and inadequate infrastructure. These were consequences of speed, not of cities as such.

Worked example. A city that doubles in twenty years has no time to build what its people need.

Watch out: Do not explain industrialisation by one cause. Every listed precondition is necessary and none is sufficient - that combination is what the answer is.

Practice

2.1 Name four preconditions for industrialisation. [2]

2.2 State the three things the factory changed. [3]

2.3 Define the division of labour. [1]

2.4 Name three problems of rapid urbanisation. [3]

2.5 Explain why urban problems followed from speed. [1]

6 Responses to industrial society – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
unions	工会	_____
laissez-faire	自由放任	_____
spheres	领域	_____

Recall

- You know workers organised to bargain together.
- You have seen a government act after an accident it had ignored.
- You know an argument about the economy is also about the family.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Organisation

Workers formed **unions** 工会 and political movements to improve conditions, limit hours and raise wages. Collective action was a response to a bargaining position no individual could improve.

Worked example. One worker asking for shorter hours is replaceable; a thousand asking together are not.

■ 2 The state's role changes

Governments moved from **laissez-faire** 自由放任 towards regulation - factory acts, sanitation, schooling. Liberalism's own position shifted as the evidence accumulated.

Worked example. A liberal who supports a factory inspectorate has changed what liberalism means, not abandoned it.



Industrial society produced an ideal of separate public and private **spheres** 领域, with distinct gender roles. It described how some families lived and prescribed how others should.

Worked example. A working-class woman in a mill was outside the ideal that was said to describe her society.

Watch out: The separate-spheres ideal is not a description of how most people lived. It is a norm, and the gap between it and actual working lives is part of the analysis.

Practice

2.1 State why workers organised collectively. [2]

2.2 State how the state's role changed and name two measures. [3]

2.3 Explain why liberalism shifted rather than being abandoned. [2]

2.4 Explain what the separate-spheres ideal described and prescribed. [2]

2.5 Explain why the ideal did not describe most people's lives. [1]

7 Nationalism and the reordering of states – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Nationalism	民族主义	_____

Recall

- You know a border can be drawn where no one speaks the same language.
- You have seen a shared story used to unite people.
- You know a state can create a nation as well as express one.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 What nationalism claims

Nationalism 民族主义 claims that a people sharing language, culture or history should govern themselves. It is a claim about who the state belongs to.

Worked example. The same claim can unify fragmented regions and can break up a multi-national empire.

■ 2 Two directions

Nationalism unified some states and dismembered others. Whether it built or broke depended on whether the existing state matched the national claim.

Worked example. In a fragmented region it unifies; in a multi-national empire it separates.

■ 3 Making a nation

States promoted national identity through schooling, conscription, standard languages and official histories. A nation is partly produced by the state that claims to represent it.

Worked example. A school system teaching one language creates the shared culture it says already existed.

Watch out: Nationalism is not simply the expression of an existing nation. Much of what it claimed to find had to be built by schools, armies and histories.

Practice

2.1 State what nationalism claims. [2]

2.2 Explain why nationalism unified some states and broke others. [2]

2.3 Name three means by which states built national identity. [3]

2.4 Explain how a school system creates the culture it describes. [2]

2.5 State why nationalism is not simply an expression of an existing nation. [1]

7 Imperialism, and thought that unsettled itself – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Social Darwinism	社会达尔文主义	_____

Recall

- You know a country can rule another without settling there.
- You have seen a justification offered after a decision was taken.
- You know a scientific idea can be misused outside science.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Motives and justifications

Imperial expansion had economic and strategic motives; **Social Darwinism** 社会达尔文主义, nationalism and a claimed civilising mission supplied the justifications. Motive and justification are different questions.

Worked example. A raw-material interest explains why; a civilising claim explains how it was defended.

■ 2 Resistance

Imperial rule created resistance abroad, which unit 9's decolonisation later completes. Resistance is contemporary with empire, not a later development.

Worked example. Movements against foreign control begin while the empire is still expanding.

■ 3 Ideas that unsettled

New work in physics, psychology and philosophy questioned objective knowledge and the sufficiency of reason. The belief in progress began to break down **before** 1914,

not because of it.

Worked example. Public confidence in science coexisted with specialists' growing doubts.

Watch out: Dating the loss of confidence in progress to the First World War is a mistake the CED explicitly forecloses. The breakdown had begun before the war accelerated it.

Practice

2.1 Distinguish a motive from a justification. [2]

2.2 Name two justifications used for imperialism. [2]

2.3 State when resistance to imperial rule began. [2]

2.4 State when the belief in progress began to break down. [2]

2.5 Explain how public confidence and specialist doubt coexisted. [2]

8 Total war and the states it produced

– Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Total war	总体战	_____

Recall

- You know a war can require everyone, not only soldiers.
- You have seen an emergency power outlast the emergency.
- You know a peace can create the conditions for the next war.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Total war

Total war 总体战 mobilises a whole society - labour, industry, food and opinion. It enlarges what the state does, and the ministries created for it often survive the peace.

Worked example. A ministry created to run a war economy still operating in 1925 shows wartime powers becoming permanent.

■ 2 The settlement

The peace negotiators' goals were incompatible: idealism against the desire to punish. A settlement satisfying **few** was the necessary result of aims that could not both be met.

Worked example. Any settlement had to disappoint one of two aims, so the failure lies in the goals rather than the negotiators.

■ 3 What allowed rearmament

Fear of another war, American isolationism and distrust between the democracies and the Soviet Union **allowed** fascist states to rearm. They removed obstacles; they did

not supply motives.

Worked example. An unlocked door explains how a house was robbed, not why anyone wanted what was inside.

Watch out: "Allowed" and "caused" are different claims. An account of the 1930s needs both what drove the aggressors and what failed to stop them.

Practice

2.1 Define total war. [2]

2.2 Explain why the peace settlement satisfied few. [2]

2.3 Name the three things that allowed rearmament. [3]

2.4 Distinguish 'allowed' from 'caused'. [2]

2.5 State what an account of the 1930s needs besides the three permissions. [1]

8 The Second World War and writing about atrocity – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
anti-Semitism	反犹主义	_____

Recall

- You know a method can win a war's first year and lose its fifth.
- You know accuracy matters most where the subject is worst.
- You know an account can be vague without being false.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Method and capacity

Early Axis success came from a method - speed and combined arms. Allied victory came from industrial, scientific and technological power, cooperation, civilian resistance and Soviet commitment together.

Worked example. A method can be studied and countered; a factory cannot be out-thought.

■ 2 Writing about the Holocaust

The CED's account is exact: fuelled by racism and **anti-Semitism** 反犹主义, Nazi Germany, with the cooperation of **some** other Axis powers and collaborationist governments, sought a 'new racial order', culminating in the Holocaust.

Worked example. 'Some' other Axis powers is a qualifier that makes the sentence true rather than softer.



The war virtually destroyed European Jewry and resulted in the murder of millions in other targeted groups including Roma, homosexuals and people with disabilities.

Worked example. Naming the groups and the scale accurately is a requirement of the account, not an addition to it.

Watch out: Vagueness on this subject is a failure of accuracy before it is anything else. Use the CED's own terms for the motive, the actors and the outcome.

Practice

2.1 State why a method can win early and lose later. [2]

2.2 Name three of the Allied contributions to victory. [3]

2.3 State the motive and the actors the CED names for the Holocaust. [2]

2.4 Explain why 'some other Axis powers' is a qualifier that matters. [2]

2.5 Name two other groups targeted by the Nazis. [2]

9 A divided Europe and two kinds of relationship – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
influence	影响	_____
domination	支配	_____

Recall

- You know two words for the same event can carry different claims.
- You have seen an alliance formed around an economy as well as an army.
- You know a system can restrict people and still provide for them.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Influence and domination

The United States exerted **influence** 影响 in Western Europe; countries east of the Iron Curtain came under Soviet **domination** 支配. The difference in the words is the difference in the claim.

Worked example. Both blocs had an economic body and a military pact; the relationships inside them were not the same.

■ 2 The bloc model and its costs

The eastern model combined central planning, extensive social welfare and specialised production with restriction of rights, suppression of dissent and constraint of emigration.

Worked example. Reporting the welfare without the restriction, or the restriction without the welfare, misdescribes the system.

■ 3 Attribution

The CED writes that the division was 'referred to in the West as' the Iron Curtain. The phrasing attributes the term rather than adopting it.

Worked example. Reproducing that attribution is more accurate than presenting the phrase as neutral description.

Watch out: Reproduce the CED's own words for the two relationships. 'Influence' and 'domination' are not stylistic variation; they are the historical claim.

Practice

2.1 State the CED's word for each bloc's relationship and what the difference means. [2]

2.2 Name the three features of the eastern economic model. [3]

2.3 Name the three political costs that accompanied it. [3]

2.4 State what 'referred to in the West as' does. [2]

9 Rebuilding, integrating, and the questions left open – Part 2

Name: _____ Class: _____ Date: _____

Recall

- You know a country can be rebuilt with another country's money.
- You have seen a union that leaves its members arguing about it.
- You know some arguments never get settled.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Reconstruction

Marshall Plan funds financed reconstruction, produced an extended period of growth in **Western and Central** Europe, and increased the importance of consumerism. The limit is geographical and deliberate.

Worked example. Countries east of the Iron Curtain followed a planned model and lay outside this growth.

■ 2 Integration

European states **set aside** nationalist rivalries in favour of economic and political integration. Set aside is a choice: the rivalries remain and states decline to act on them.

Worked example. Binding two countries' coal and steel makes war between them require dismantling something both need.

■ 3 Unsettled questions

Medical and moral questions **eluded consensus**; religion continued to play a role despite secularism; and members **continue to balance** sovereignty with membership. The course ends in open arguments.

Worked example. A course ending in open questions is describing a present, not delivering a verdict.

Watch out: "Set aside" is not "disappeared". European integration works by making rivalry costly to act on, not by removing it.

Practice

2.1 State the four stages of the Marshall Plan sentence. [2]

2.2 State the geographical limit and its reason. [2]

2.3 Explain what 'set aside' claims about nationalist rivalries. [2]

2.4 Explain how binding two economies makes war harder. [2]

2.5 Name two questions the CED leaves unresolved. [2]
