

Exercise walk-through

# 1.1

## Contextualizing Renaissance and Discovery

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AP European History

# Contextualizing Renaissance and Discovery

Unit 1 covers roughly 1450 to 1648, and four changes run through it at once. The CED states them as the unit's key concepts, and almost every question draws on at least two:

- The **rediscovery of classical works** from ancient Greece and Rome, and observation of the natural world, **changed how many Europeans saw their world**.
- Europeans **explored and settled overseas territories**, encountering and interacting with **Indigenous populations**.
- European society and everyday life were increasingly shaped by **commercial and agricultural capitalism**, though older traditions persisted alongside it.
- The **struggle for sovereignty** within and among states produced **varying degrees of political centralisation**.

## Contextualizing Renaissance and Discovery, continued

That last phrase – *varying degrees* – is a standing instruction for the whole course.

European History rewards answers that say how far a change went in one place compared with another.

## Exercises 2.1-2.2

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**2.1** State what a context paragraph must do.

[2]

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**2.2** Name two conditions that made long-distance exploration possible.

[2]

## Exercises 2.1·2.2

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**2.1** State what a context paragraph must do. [2]

**2.1**

- it names the conditions in place beforehand and says what each made possible
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**2.2** Name two conditions that made long-distance exploration possible. [2]

**2.2**

- any two of: navigational and shipbuilding improvements; competition between rival states; commercial demand for direct routes to Asian goods

## Exercise 2.3 (a)

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**2.3** A student writes: “In 1492 Columbus sailed west, and in 1498 Vasco da Gama reached India.”

(a) State why this is not context.

[1]

## Exercise 2.3 (a)

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**2.3** A student writes: “In 1492 Columbus sailed west, and in 1498 Vasco da Gama reached India.”

(a) State why this is not context.

[1]

(a)

- it lists events rather than naming the conditions that made them possible

## Exercise 2.3 (b)

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**2.3** A student writes: “In 1492 Columbus sailed west, and in 1498 Vasco da Gama reached India.”

(b) Rewrite one sentence as context.

[2]

## Exercise 2.3 (b)

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**2.3** A student writes: “In 1492 Columbus sailed west, and in 1498 Vasco da Gama reached India.”

(b) Rewrite one sentence as context.

[2]

(b)

- a rewritten sentence naming a condition and what it enabled

## Exercises 3.1-3.2

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**3.1** Which is a condition rather than an event?

[1]

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**A** Columbus reached the Caribbean.

**B** Improvements in ship design allowed longer voyages.

**C** Vasco da Gama rounded Africa.

**D** A treaty divided new territories.

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**3.2** Commercial wealth mattered to the Renaissance mainly because it

[1]

☐

**A** replaced classical learning

**B** funded patrons who supported artists and scholars

**C** prevented exploration

**D** ended urban government

## Exercises 3.1-3.2

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**3.1** Which is a condition rather than an event?

[1]

☐

A Columbus reached the Caribbean.

B Improvements in ship design allowed longer voyages.

C Vasco da Gama rounded Africa.

D A treaty divided new territories.

**3.1 B**

- it names a capacity, not an occurrence

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**3.2** Commercial wealth mattered to the Renaissance mainly because it

[1]

☐

A replaced classical learning

B funded patrons who supported artists and scholars

C prevented exploration

D ended urban government

**3.2 B**

- patronage converted commercial wealth into art and scholarship

## Exercise 3.3 (a)

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**3.3** A context paragraph names three conditions and stops.

(a) State what is still missing.

[1]

## Exercise 3.3 (a)

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**3.3** A context paragraph names three conditions and stops.

(a) State what is still missing.

[1]

(a)

- what each condition made possible

## Exercise 3.3 (b)

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**3.3** A context paragraph names three conditions and stops.

(b) Explain why.

[2]

## Exercise 3.3 (b)

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**3.3** A context paragraph names three conditions and stops.

(b) Explain why.

[2]

(b)

- a condition explains nothing until its consequence is stated, which is the whole purpose of contextualising