

Exercise walk-through

1.4

Printing

AP European History

A wooden hand press

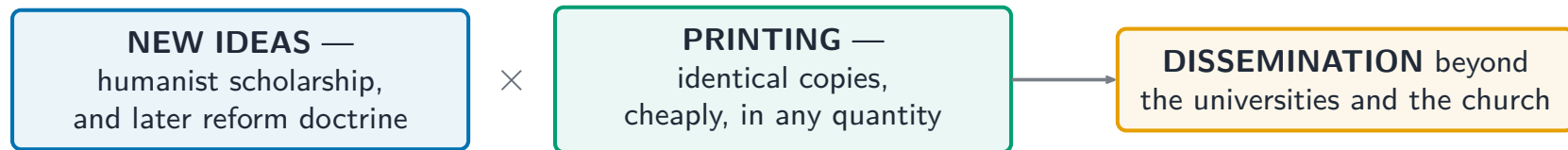
The CED gives printing a topic of its own for a reason: **the invention of printing promoted the dissemination of new ideas**

It did not create humanism, religious dissent, or political argument – but it changed their speed, reach, and cost, which is what allowed ideas to escape the control of the institutions that had previously governed which texts circulated.



a wooden hand press

Printing as an amplifier



A **multiplication**, not a chain: the press supplied no ideas of its own, and the ideas had existed without reaching anyone. Neither factor alone produces the effect

A compositor's type case



A compositor's type case - the reusable pieces that made identical copies cheap

Exercises 2.1·2.2

2.1 State two things printing changed about text production.

[2]

2.2 Explain how printing affected vernacular languages.

[2]

Exercises 2.1·2.2

2.1 State two things printing changed about text production. [2]

2.1

- identical copies rather than divergent ones; greater quantity at lower cost
-

2.2 Explain how printing affected vernacular languages. [2]

2.2

- it standardised spelling and grammar and widened the reading public beyond those who knew Latin

Exercise 2.3 (a)

2.3 A student writes: “Printing caused the Reformation.”

(a) State why this overstates.

[1]

Exercise 2.3 (a)

2.3 A student writes: “Printing caused the Reformation.”

(a) State why this overstates.

[1]

(a)

- printing enabled and accelerated the spread of reform ideas but did not by itself produce them

Exercise 2.3 (b)

2.3 A student writes: “Printing caused the Reformation.”

(b) Write a more defensible sentence.

[2]

Exercise 2.3 (b)

2.3 A student writes: “Printing caused the Reformation.”

(b) Write a more defensible sentence.

[2]

(b)

- a sentence distinguishing enabling from causing, e.g. “Printing allowed reform arguments to spread faster than authorities could answer them”

Exercises 3.1-3.2

3.1 Compared with manuscript copying, printing produced texts that were

[1]

☐

A more divergent and more expensive

B standard and cheaper

C rarer

D unreadable

3.2 Printing shifted the balance between authorities and critics because

[1]

☐

A critics could be silenced more easily

B printed material in quantity could not easily be suppressed

C authorities owned all presses

D nobody could read

Exercises 3.1-3.2

3.1 Compared with manuscript copying, printing produced texts that were

[1]

- ☐ **A** more divergent and more expensive
B standard and cheaper
C rarer
D unreadable

3.1 B

- standardisation and lower cost are the two changes

3.2 Printing shifted the balance between authorities and critics because

[1]

- ☐ **A** critics could be silenced more easily
B printed material in quantity could not easily be suppressed
C authorities owned all presses
D nobody could read

3.2 B

- quantity made suppression impractical

Exercise 3.3 (a)

3.3 A pamphlet is printed in 4,000 copies in three weeks.

(a) State one consequence for the authorities.

[1]

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[1]

(a)

- suppression becomes impractical once copies are dispersed

Exercise 3.3 (b)

3.3 A pamphlet is printed in 4,000 copies in three weeks.

(b) Explain what other condition was needed for it to have effect.

[2]

Exercise 3.3 (b)

3.3 A pamphlet is printed in 4,000 copies in three weeks.

(b) Explain what other condition was needed for it to have effect. [2]

(b)

- a public able and willing to read it, which required vernacular printing and a grievance the text spoke to