

Exercise walk-through

2.5

The Catholic Reformation

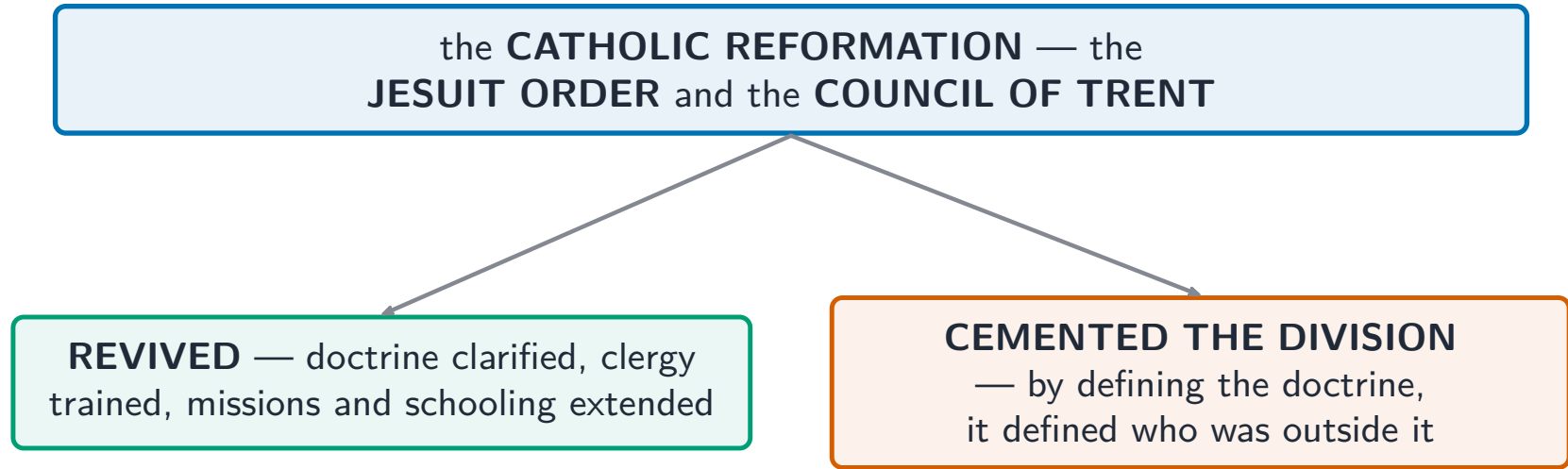
AP European History

The Catholic Reformation

The **Catholic Reformation**,
exemplified by the **Jesuit Order** and
the **Council of Trent**, **revived the**
church but cemented the division within
Christianity.

Revival and permanent division
were the same act.

One programme, two opposite results



The same act does both. Clarifying what the church **is** necessarily settles what it is **not**, and reunion stops being available

Fear, art and the century's temper

The witch trials

Accusations of witchcraft peaked between 1580 and 1650 – the same decades as the religious wars, the price revolution and the worst harvests.

Who was accused

Overwhelmingly women, and often poor, old or widowed – those with least protection when a village needed an explanation.

Public punishment

Rituals of public humiliation enforced conformity in a community that policed itself.

The art

Mannerist and baroque art turned to **distortion, drama, and illusion** – the Counter-Reformation's answer to Protestant plainness.

The trials are not a medieval survival: they peak in the century of Galileo, and that is the point a good answer makes.

Exercises 2.1·2.2

2.1 State what the Catholic Reformation reaffirmed and what it reformed. [2]

2.2 State two functions of the new religious orders. [2]

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2.1

- it reaffirmed and defined doctrine under challenge; it reformed clerical education, discipline and pastoral practice
-

2.2 State two functions of the new religious orders. [2]

2.2

- any two of: education; missionary work; discipline; providing a mobile trained body under central authority

Exercise 2.3 (a)

2.3 A student describes the Catholic Reformation as “purely a reaction”.

(a) State why this is incomplete.

[1]

Exercise 2.3 (a)

2.3 A student describes the Catholic Reformation as “purely a reaction”.

(a) State why this is incomplete.

[1]

(a)

- reform of clerical training and pastoral care had been demanded before the Protestant challenge

Exercise 2.3 (b)

2.3 A student describes the Catholic Reformation as “purely a reaction”.

(b) State the evidence against it.

[1]

Exercise 2.3 (b)

2.3 A student describes the Catholic Reformation as “purely a reaction”.

(b) State the evidence against it.

[1]

(b)

- the existence of those earlier demands

Exercises 3.1-3.2

3.1 New orders gave the church

[1]

☐

A local patrons

B a trained body answerable to central authority

C printing presses

D territorial sovereignty

3.2 Censorship of printed material is best described as

[1]

☐

A a doctrine

B an instrument of policy

C a sacrament

D a reform of clerical training

Exercises 3.1-3.2

3.1 New orders gave the church

[1]

☐

A local patrons

B a trained body answerable to central authority

C printing presses

D territorial sovereignty

3.1 B

- central answerability distinguished them from locally patronised clergy

3.2 Censorship of printed material is best described as

[1]

☐

A a doctrine

B an instrument of policy

C a sacrament

D a reform of clerical training

3.2 B

- it is a means used to limit the spread of arguments

Exercise 3.3 (a)

3.3 Reform of clerical education is cited as evidence of continuity.

(a) State the continuity.

[1]

Exercise 3.3 (a)

3.3 Reform of clerical education is cited as evidence of continuity.

(a) State the continuity.

[1]

(a)

- demands for reform predate the Protestant challenge

Exercise 3.3 (b)

3.3 Reform of clerical education is cited as evidence of continuity.

(b) Explain why it matters to how the movement is described.

[2]

Exercise 3.3 (b)

3.3 Reform of clerical education is cited as evidence of continuity.

(b) Explain why it matters to how the movement is described. [2]

(b)

- the movement was not only a response, so describing it as purely reactive misstates its origins