

1.1 Contextualizing Renaissance and Discovery

Name: _____ Class: _____ Date: _____ **Total: 12 marks**

KEY WORDS context 语境

Objective

Build the skills to write the **context** 语境 for the Renaissance and the age of discovery.

You must be able to:

- state what a context paragraph must do that a narrative does not
- name the conditions that made exploration possible
- explain how commercial wealth supported new learning
- avoid listing events instead of naming conditions

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ **What a context does**

A context names the **conditions in place before** the developments, and says what each made possible. It is not a summary of what happened next.

■ **Conditions for exploration**

Navigational and shipbuilding improvements, competition between rival states, and commercial demand for direct routes to Asian goods. Each is a condition; none is an event.

■ **Wealth and learning**

Italian commercial cities accumulated wealth that patrons spent on artists and scholars. The recovery of classical texts required money and stable urban institutions as much as curiosity.

2 Practice

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

2.2 Name two conditions that made long-distance exploration possible. [2]

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]
- (b) Rewrite one sentence as context. [2]

3 Exam-style questions

3.1 Which is a condition rather than an event? [1]

- A

B

C

D

A

B

C

D
- A

B

C

D
- A Columbus reached the Caribbean.
- Improvements in ship design allowed longer voyages.
- Vasco da Gama rounded Africa.
- A treaty divided new territories.

3.2 Commercial wealth mattered to the Renaissance mainly because it [1]

- A

B

C

D

A

B

C

D
- A

B

C

D
- A replaced classical learning
- funded patrons who supported artists and scholars
- prevented exploration
- ended urban government

3.3 A context paragraph names three conditions and stops.

(a) State what is still missing. [1]

(b) Explain why. [2]
