

# 1.11 Causation in the Renaissance and Age of Discovery

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 12 marks

**KEY WORDS** causation 因果

## Objective

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Build the skills to write **causation** 因果 answers for this period.

**You must be able to:**

- distinguish a cause from a condition and from a trigger
- rank causes and justify the ranking
- handle a question asking for the most important cause
- avoid a list of causes with no argument

## 1 Worked examples

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

### ■ Three kinds

A **condition** must be in place for the outcome to be possible. A **cause** actively produces it. A **trigger** determines the timing. Exploration required ship technology (condition), commercial demand (cause) and state rivalry (which often set the timing).

### ■ Ranking

A ranking needs a criterion: without which cause would the outcome not have occurred at all? Name your criterion before ranking, or the ranking is only a preference.

### ■ Most important

Answer the question asked: name one cause, argue for it against a named rival, and concede what the rival explains better. A list is not an answer to 'most important'.

## 2 Practice

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**2.1** State the difference between a condition and a cause. [2]

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**2.2** State what a ranking of causes requires. [2]

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**2.3** Question: “What was the most important cause of European overseas expansion?”

(a) Name your cause and your criterion. [2]

(b) Name the strongest rival cause. [1]

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## 3 Exam-style questions

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**3.1** Ship design suitable for ocean voyages is best classified as [1]

|   |   |
|---|---|
| A | B |
| C | D |

**A** a trigger

**B** a condition

**C** an outcome

**D** a criterion

**3.2** A list of five causes with no argument answers a “most important” question [1]

|   |   |
|---|---|
| A | B |
| C | D |

**A** fully

**B** not at all

**C** better than one cause

**D** if the list is long enough

**3.3** A student argues commercial demand was the most important cause.

(a) State one concession they should make. [1]

(b) Explain how conceding strengthens the answer. [2]

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