

Week 1

AP European History

Homework bundle for this week

本周作业合集

exercises.lol

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AP European History

Name: _____ Score: _____

1. Select **both** sources of changed worldview the CED names.

- ☐ rediscovered works from ancient Greece and Rome
- ☐ observation of the natural world
- ☐ overseas exploration
- ☐ banking innovation

Tick every correct option.

2. Philology is the study of...

- ☐ painting technique
- ☐ a text's language and history
- ☐ astronomy
- ☐ trade routes

3. The CED's logic runs from the Northern Renaissance's religious focus to...

- ☐ classical mythology
- ☐ more human-centred naturalism
- ☐ geometric perspective
- ☐ civic humanism

4. The Key Concept for this subtopic is one sentence, which means the exam wants...

- ☐ that sentence memorised
- ☐ your account of the mechanisms
- ☐ no answer at all
- ☐ a list of printers

5. Select **all** four monopolies the CED names.

- ☐ tax collection
- ☐ military force
- ☐ dispensing justice
- ☐ determining subjects' religion

Tick every correct option.

6. Select **all** three technical fields the CED names

- ☐ navigation
- ☐ cartography
- ☐ military technology
- ☐ printing

Tick every correct option.

7. Select **both** methods the CED names.

- ☐ coercion
- ☐ negotiation
- ☐ migration
- ☐ arbitration

Tick every correct option.

8. Select **all** the regions the CED places the Portuguese network in.

- ☐ along the African coast
- ☐ South and East Asia
- ☐ South America
- ☐ North America

Tick every correct option.

9. A money economy is one in which obligations are settled in...

- ☐ labour or produce
- ☐ coin or credit
- ☐ land
- ☐ military service

10. The word *notwithstanding* in the capitalism sentence signals that...

- ☐ medieval structures disappeared
- ☐ medieval structures continued alongside the new
- ☐ capitalism did not exist
- ☐ the date is uncertain

AP European History

1. **rediscovered works from ancient Greece and Rome; observation of the natural world**

One leads to the Renaissance, the other toward the Scientific Revolution.

2. **a text's language and history**

It can be turned on **any** text, including sacred ones.

3. **more human-centred naturalism**

A more religious art is here an art of ordinary people and ordinary rooms.

4. **your account of the mechanisms**

Say **how** printing disseminated ideas, in specific steps.

5. **tax collection; military force; dispensing justice; determining subjects' religion**

Each had previously been shared with nobles, towns or the Church.

6. **navigation; cartography; military technology**

Military technology in the list tells you empires were established by force too.

7. **coercion; negotiation**

Neither is the whole story, and each needs evidence.

8. **along the African coast; South and East Asia; South America**

Late 15th and throughout the 16th centuries.

9. **coin or credit**

Banking and finance innovations promoted its growth.

10. **medieval structures continued alongside the new**

The period holds new and old at once.

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

3.2 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

3.3 A context paragraph names three conditions and stops.

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

(b) Explain why. [2]

Solutions

2.1 it names the conditions in place beforehand and says what each made possible.

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

2.3 (a) it lists events rather than naming the conditions that made them possible. (b) a rewritten sentence naming a condition and what it enabled.

3.1 B. it names a capacity, not an occurrence.

3.2 B. patronage converted commercial wealth into art and scholarship.

3.3 (a) what each condition made possible. (b) a condition explains nothing until its consequence is stated, which is the whole purpose of contextualising.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Describe one significant cultural characteristic of the Italian Renaissance.
- B.** Describe one political or economic factor that facilitated the Italian Renaissance.
- C.** Explain one way the Northern Renaissance differed from the Italian Renaissance.

1.2 Italian Renaissance

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS italian renaissance 意大利文艺复兴 • humanism 人文主义 • patronage 赞助

Objective

Build the skills to answer exam questions on the **Italian Renaissance** 意大利文艺复兴.

You must be able to:

- state what **humanism** 人文主义 was and what it studied
- explain the role of **patronage** 赞助 in Italian cities
- describe how classical models changed art and architecture
- avoid treating the Renaissance as a rejection of religion

1 Worked examples

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

■ Humanism

The study of classical texts — grammar, rhetoric, poetry, history, moral philosophy — pursued for what they taught about human conduct. Humanists were mostly Christians; the recovery of antiquity was not a rejection of faith.

■ Patronage

Wealthy families, guilds, and city governments commissioned works, and their tastes and purposes shaped what was made. A commission is evidence about the patron as well as the artist.

■ Classical models

Proportion, perspective, and the human figure were studied from antiquity and from observation. The result was a claim about how the world should be represented, not only a new technique.

2 Practice

2.1 State what humanists studied and why.

[2]

2.2 Explain how patronage shaped what was produced. [2]

2.3 A student writes that the Renaissance “replaced religion with humanism”.

(a) State why this is inaccurate. [1]

(b) State a more accurate formulation. [2]

3 Exam-style questions

3.1 Humanist study centred on [1]

- **A** natural science alone
- **B** classical texts and what they taught about conduct
- **C** the rejection of Christianity
- **D** military engineering

3.2 A commissioned altarpiece is evidence about [1]

- **A** the artist only
- **B** the patron as well as the artist
- **C** neither
- **D** the viewer only

3.3 Perspective in painting is described as a technique and as a claim.

(a) State the claim. [1]

(b) Explain why it is more than a technique. [2]

Solutions

2.1 classical texts — grammar, rhetoric, poetry, history, moral philosophy; for what they taught about human conduct.

2.2 patrons commissioned works and their tastes and purposes determined subject and scale, so what survives reflects what patrons wanted.

2.3 (a) humanists were mostly Christians and the recovery of antiquity was not a rejection of faith. (b) e.g. that classical learning was added to and reshaped Christian culture rather than replacing it.

3.1 B. the studia humanitatis centred on texts about human conduct.

3.2 B. the commission records the patron's choice.

3.3 (a) that the world should be represented as it appears from a single human viewpoint. (b) it embeds an assumption about the observer's position, so it makes a claim about how reality should be seen, not only how paint is applied.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Describe one significant cultural characteristic of the Italian Renaissance.
- B.** Describe one political or economic factor that facilitated the Italian Renaissance.
- C.** Explain one way the Northern Renaissance differed from the Italian Renaissance.

1.3 Northern Renaissance

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS northern renaissance 北方文艺复兴 • christian humanism 基督教人文主义 • religious reform 宗教改革
• mercantilism 重商主义

Objective

Build the skills to compare the **Northern Renaissance** 北方文艺复兴 with the Italian.

You must be able to:

- state what Christian humanism emphasised
- explain the role of printing in spreading northern scholarship
- compare northern and Italian art in subject and method
- state one continuity between the two

1 Worked examples

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

■ Christian humanism

Northern humanists applied classical scholarly method to Christian sources: editing the biblical text, comparing manuscripts, recovering the church fathers. The method was humanist; the object was religious reform.

■ Printing and scholarship

Print made a corrected text available identically to scholars across Europe, which made collaborative and cumulative scholarship possible for the first time.

■ Comparing the art

Northern painting favoured detailed observation, domestic settings and oil technique; Italian painting favoured classical subjects, proportion and fresco. Both pursued closer representation of the visible world — that is the continuity.

2 Practice

2.1 State what Christian humanists applied classical method to.

[2]

2.2 Explain why printing mattered for scholarship specifically. [2]

2.3 Compare northern and Italian Renaissance art.

(a) State one difference. [1]

(b) State one continuity. [1]

3 Exam-style questions

3.1 Editing and comparing biblical manuscripts is an example of [1]

- **A** rejecting scholarship
- **B** humanist method applied to Christian sources
- **C** Italian fresco technique
- **D** mercantilism

3.2 Print made cumulative scholarship possible mainly because [1]

- **A** books became decorative
- **B** identical texts reached scholars across Europe
- **C** manuscripts were destroyed
- **D** Latin was abandoned

3.3 A northern painting shows a merchant's room in exact detail.

(a) State what this indicates about northern priorities. [1]

(b) Explain what it shares with Italian practice. [2]

Solutions

2.1 Christian sources — the biblical text, manuscripts, the church fathers; with the aim of religious reform.

2.2 it made a corrected text available identically across Europe, so scholars could build on one another's work rather than on divergent copies.

2.3 (a) any one: northern detail and domestic subjects against Italian classical subjects and proportion; oil against fresco. (b) both pursued closer representation of the visible world.

3.1 B. the method is scholarly, the object religious.

3.2 B. identical texts allow work to accumulate.

3.3 (a) close observation of the visible and domestic world. (b) both traditions sought a more exact representation of what is seen, differing in subject rather than in that aim.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Describe one significant cultural characteristic of the Italian Renaissance.
- B.** Describe one political or economic factor that facilitated the Italian Renaissance.
- C.** Explain one way the Northern Renaissance differed from the Italian Renaissance.

1.4 Printing

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS printing 印刷术

Objective

Build the skills to explain the effects of **printing** 印刷术.

You must be able to:

- state what printing changed about the production of texts
- explain its effect on the spread of ideas
- describe how it affected vernacular languages
- avoid claiming printing caused every later development

1 Worked examples

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

■ What changed

Identical copies could be produced in quantity at falling cost. Manuscript copying had produced divergent, expensive texts; print produced standard, cheaper ones.

■ Spread of ideas

An idea could reach many places quickly and could not easily be suppressed once printed in quantity. That changed the balance between authorities and their critics.

■ Vernaculars

Printing in vernacular languages standardised spelling and grammar and widened the reading public beyond those who knew Latin.

■ Not a single cause

Printing enabled and accelerated; it did not by itself cause the Reformation or the Scientific Revolution. Say what it made possible and what still required other conditions.

2 Practice

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

2.2 Explain how printing affected vernacular languages. [2]

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

(a) State why this overstates. [1]

(b) Write a more defensible sentence. [2]

3 Exam-style questions

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

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

(a) State one consequence for the authorities. [1]

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

Solutions

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

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

2.3 (a) printing enabled and accelerated the spread of reform ideas but did not by itself produce them. (b) a sentence distinguishing enabling from causing, e.g. “Printing allowed reform arguments to spread faster than authorities could answer them”.

3.1 B. standardisation and lower cost are the two changes.

3.2 B. quantity made suppression impractical.

3.3 (a) suppression becomes impractical once copies are dispersed. (b) a public able and willing to read it, which required vernacular printing and a grievance the text spoke to.

“The Paris department store [of the mid-1800s] was preeminently the ‘world of women,’ where women were encouraged to find their life’s meaning in consumption and where they increasingly found a role in selling as well. Thus, the department store played a highly significant role in the evolution both of contemporary society and of women’s place in that society.

The buyer’s desire for certain items was created through the tactics of large-scale retailing: publicity [advertising], display of goods, and low prices. The low markup of the large stores allowed lower prices and helped attract crowds of customers from throughout the city. The department stores could not simply depend on the traditional bourgeois clientele of smaller shops and so had to attract customers from among the petite bourgeoisie [lower middle class] by catering to their budgets and their passion for spending. Thus, the department stores brought increasing numbers of people into contact with modern consumer society.”

Source: Theresa M. McBride, American historian, scholarly article, 1978

1. Respond to parts A, B, and C.

- A.** Describe the main argument made by the historian in the excerpt.
- B.** Describe a relevant historical context for the development discussed in the excerpt.
- C.** Explain one way that the development discussed in the excerpt affected European society.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Describe one significant cultural characteristic of the Italian Renaissance.
- B.** Describe one political or economic factor that facilitated the Italian Renaissance.
- C.** Explain one way the Northern Renaissance differed from the Italian Renaissance.

EUROPEAN HISTORY**SECTION I, Part B****Time—40 minutes****Directions:** Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“In 1658 Sir Edward Dering (1625–1684), gentleman, politician, and poet, spent his summer making and testing medicines in his home in [England]. Sometime in May of that year, he started a new section in his [journal] headed “physical practices” and began writing down a series of recipes for medicinal remedies and records of his own trials of these medicines. . . .

Dering’s enthusiasm for recipes and recipe trials was not unusual. In fact, early modern English gentlemen and gentlewomen were gripped by recipe fever. They eagerly exchanged know-how and . . . diligently wrote down the treasured knowledge in notebooks of all shapes and sizes.

The rich archive of surviving texts and the continual appearance of recipes in personal writings and in literary works attest to the importance of recipe collection and exchange as a social and cultural phenomenon in early modern England. Masters and mistresses of large households were expected to have basic knowledge of [natural remedies], cookery, and sugarcraft [the making and use of sugar].

Gentlemen and gentlewomen dedicated considerable time, manpower, and resources to all kinds of home-based health care. Not only was the household considered the first resource for dealing with many medical ailments, . . . [but] domestic space was one of the main sites for medical intervention and the promotion of health. Householders were quick to combine self-diagnosis and self-treatment with commercially available medical care, and many produced their own homemade medicines. Gathering, trying and testing medicines and, relatedly, foods were part of this set of activities to gather and construct knowledge about health and the body.”

Source: Elaine Leong, historian, *Recipes and Everyday Knowledge: Medicine, Science, and the Household in Early Modern England*, 2017

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Describe an argument made in the excerpt.
- b. Explain how the approach to knowledge described in the excerpt reflects developments of the 1500s and early 1600s.
- c. Explain one effect of the changes in European medicine during the late 1700s and 1800s.

1.5 New Monarchies

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS new monarchies 新君主国

Objective

Build the skills to explain the **new monarchies** 新君主国.

You must be able to:

- state what a new monarchy attempted to centralise
- name the instruments rulers used
- explain the limits on centralisation
- avoid describing centralisation as complete

1 Worked examples

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

■ What was centralised

Taxation, justice, and armed force. A ruler who could tax without negotiating, judge without local lords, and field troops without borrowing them had a different kind of power.

■ The instruments

Professional officials paid by the crown, standing or semi-permanent armies, and marriage alliances that added territory without war.

■ The limits

Nobles retained land, local privileges and courts; representative bodies retained rights over taxation in many realms. Centralisation was a direction of travel, not an achieved condition.

2 Practice

2.1 Name three things new monarchies sought to centralise. [3]

2.2 Name two instruments rulers used. [2]

2.3 A student writes that new monarchs “had absolute control by 1500”.

(a) State why this is inaccurate. [1]

(b) State a more accurate formulation. [2]

3 Exam-style questions

3.1 A professional official paid by the crown rather than a local lord increases royal power because [1]

- **A** he is cheaper
- **B** his loyalty runs to the crown
- **C** he is a noble
- **D** he cannot be dismissed

3.2 A marriage alliance adds territory [1]

- **A** only after a war
- **B** without the cost of conquest
- **C** by papal decree only
- **D** temporarily in all cases

3.3 A ruler must summon a representative body to raise a tax.

(a) State what this shows about centralisation. [1]

(b) Explain how a ruler might reduce the constraint. [2]

Solutions

2.1 taxation; justice; armed force.

2.2 any two of: professional officials paid by the crown; standing or semi-permanent armies; marriage alliances.

2.3 (a) nobles kept land, privileges and courts, and representative bodies retained rights over taxation. (b) a formulation describing centralisation as a direction of travel rather than an achieved condition.

3.1 B. paid by the crown, he owes his position to it.

3.2 B. inheritance transfers territory without conquest.

3.3 (a) that royal power over taxation was still limited. (b) build revenue sources that do not require consent, such as customs or crown lands, which reduces the need to summon the body at all.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Describe one significant motivation for European overseas expansion in the period 1450 to 1600.
- B.** Describe one significant change in European overseas expansion in the period 1600 to 1700.
- C.** Explain one way that European overseas expansion affected Europe's economy in the period 1700 to 1900.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Respond to parts a, b, and c.

- a. Describe one similarity between Portuguese and Spanish overseas expansion in the period 1450 to 1650.
- b. Describe one difference between Portuguese and Spanish overseas expansion in the period 1450 to 1650.
- c. Explain one reason why the rise of new colonial powers such as England, France, and the Dutch Republic led to conflicts in the 1600s and 1700s.

1.6 Technological Advances and the Age of Exploration

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS technology 技术

Objective

Build the skills to explain how **technology** 技术 enabled exploration.

You must be able to:

- name the navigational and shipbuilding advances that mattered
- explain what each made possible
- distinguish a motive for exploration from an enabler
- state the role of state sponsorship

1 Worked examples

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

■ The advances

Improved hull and rig designs allowing sailing against the wind; the compass and astrolabe for position; better charts; and shipboard artillery.

■ What each enabled

Rig design made ocean routes navigable in both directions. Instruments made position estimable out of sight of land. Artillery made a ship able to enforce a claim on arrival.

■ Motive against enabler

A desire for direct access to Asian goods is a **motive**; a ship able to reach Asia is an **enabler**. Confusing them is the commonest error in this subtopic.

■ State sponsorship

Voyages were expensive and risky. Crowns and chartered companies supplied capital and legal authority, which is why exploration followed political rivalry as much as commercial opportunity.

2 Practice

2.1 Name three technological advances relevant to exploration. [3]

2.2 State the difference between a motive and an enabler. [2]

2.3 A voyage is financed by a crown.

(a) State one reason state sponsorship was necessary. [1]

(b) State one consequence for what the voyage sought. [1]

3 Exam-style questions

3.1 The ability to sail against the wind mattered because it made [1]

- **A** ships faster in port
- **B** ocean routes navigable in both directions
- **C** artillery unnecessary
- **D** charts obsolete

3.2 “A demand for pepper and silk” is [1]

- **A** an enabler
- **B** a motive
- **C** a technology
- **D** a state policy

3.3 Shipboard artillery is listed among the technologies of exploration.

(a) State what it enabled. [1]

(b) Explain why it belongs with navigation rather than apart from it. [2]

Solutions

2.1 any three of: improved hull and rig design; the compass; the astrolabe; better charts; shipboard artillery.

2.2 a motive is why a voyage was wanted; an enabler is what made it possible.

2.3 (a) voyages were expensive and risky beyond private means, and needed legal authority. (b) the voyage served the sponsor's political as well as commercial aims.

3.1 B. return voyages become possible.

3.2 B. demand explains why, not how.

3.3 (a) enforcing a claim or a trading position on arrival. (b) reaching a place and holding a position there were parts of one venture, so the technology of arrival and the technology of enforcement served the same purpose.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Describe one significant motivation for European overseas expansion in the period 1450 to 1600.
- B.** Describe one significant change in European overseas expansion in the period 1600 to 1700.
- C.** Explain one way that European overseas expansion affected Europe's economy in the period 1700 to 1900.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Respond to parts a, b, and c.

- a. Describe one similarity between Portuguese and Spanish overseas expansion in the period 1450 to 1650.
- b. Describe one difference between Portuguese and Spanish overseas expansion in the period 1450 to 1650.
- c. Explain one reason why the rise of new colonial powers such as England, France, and the Dutch Republic led to conflicts in the 1600s and 1700s.

1.7 Rivals on the World Stage

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS rivalry 对抗

Objective

Build the skills to explain **rivalry** 对抗 between European states overseas.

You must be able to:

- explain why overseas claims produced conflict between European powers
- state how rivalry shaped where and how states expanded
- describe the role of chartered companies
- avoid treating overseas rivalry as separate from European politics

1 Worked examples

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

■ Why claims produced conflict

A route, a port or a source of a commodity held by one power is denied to another. Rivalrous assets make competition into conflict without anyone choosing war.

■ Rivalry shaping expansion

States expanded where a rival was weak or absent, and fortified where a rival was near. The map of European possessions therefore records European politics as much as local opportunity.

■ Chartered companies

A company granted a monopoly and quasi-governmental powers let a state pursue overseas interests without paying for them directly, and gave it deniability when the company acted.

■ Not separate

Wars fought overseas were episodes in European rivalries, and settlements were made in European treaties. Treat the two as one system.

2 Practice

2.1 Explain why overseas assets produced conflict between states. [2]

2.2 State two advantages to a state of using a chartered company. [2]

2.3 A power fortifies a port near a rival's territory.

(a) State what this shows about the reason for expansion there. [1]

(b) State how you would use it as evidence. [1]

3 Exam-style questions

3.1 A rivalrous asset is one that [1]

- **A** both powers can hold at once
- **B** one power's holding denies to another
- **C** has no value
- **D** cannot be fortified

3.2 A chartered company gave a state [1]

- **A** direct costs and full responsibility
- **B** pursuit of interests without direct cost, and deniability
- **C** no advantage
- **D** control of European treaties

3.3 A conflict is fought in the Caribbean and settled by a treaty signed in Europe.

(a) State what this shows. [1]

(b) Explain the implication for how the period should be described.

[2]

Solutions

2.1 a route, port or commodity source held by one power is denied to another, so competition becomes conflict without either side choosing war.

2.2 any two of: the state avoids direct cost; it gains deniability; the company supplies capital and administration.

2.3 (a) that the location was chosen for rivalry rather than for local opportunity alone. (b) cite the position relative to the rival and state the inference.

3.1 B. exclusivity is what makes an asset rivalrous.

3.2 B. cost and responsibility are shifted to the company.

3.3 (a) that overseas conflict and European diplomacy were one system. (b) the two theatres should be described together, since the fighting abroad was settled by the politics at home.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Describe one significant cultural characteristic of the Italian Renaissance.
- B.** Describe one political or economic factor that facilitated the Italian Renaissance.
- C.** Explain one way the Northern Renaissance differed from the Italian Renaissance.

1.8 Colonial Expansion and Columbian Exchange

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS columbian exchange 哥伦布大交换

Objective

Build the skills to explain the **Columbian Exchange** 哥伦布大交换.

You must be able to:

- name transfers in both directions
- state the demographic effect of disease on the Americas
- explain the economic effect of new crops and silver on Europe
- avoid describing the exchange as one-directional

1 Worked examples

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

■ Both directions

Eastward: maize, potatoes, tomatoes, silver, tobacco. Westward: wheat, sugar, horses, cattle — and pathogens against which American populations had no immunity.

■ Demographic effect

Epidemic disease produced population collapse across the Americas on a scale that no European action alone could have achieved, and it preceded or accompanied conquest rather than following it.

■ Economic effect in Europe

New calorie-dense crops supported population growth; American silver entered European monetary systems and contributed to sustained price inflation.

2 Practice

2.1 Name two transfers eastward and two westward. [2]

2.2 State the demographic effect of disease in the Americas. [2]

2.3 European population grows after new crops arrive.

(a) Name a crop responsible. [1]

(b) Explain the mechanism. [1]

3 Exam-style questions

3.1 American silver contributed in Europe to [1]

- **A** sustained price inflation
- **B** falling prices
- **C** the end of coinage
- **D** the collapse of trade

3.2 Epidemic disease in the Americas is best described as [1]

- **A** a consequence of conquest only
- **B** preceding or accompanying conquest
- **C** unrelated to contact
- **D** limited to one region

3.3 A student describes the Columbian Exchange as “what Europe took from the Americas”.

(a) State what is missing. [1]

(b) Explain why the omission matters. [2]

Solutions

2.1 eastward: any two of maize, potatoes, tomatoes, silver, tobacco; westward: any two of wheat, sugar, horses, cattle, pathogens.

2.2 epidemic disease produced population collapse on a scale no European action alone could have produced.

2.3 (a) the potato or maize. (b) they yield more calories per acre than existing staples, supporting a larger population from the same land.

3.1 A. an increased money supply contributed to inflation.

3.2 B. disease often ran ahead of the conquerors.

3.3 (a) the westward transfers — crops, animals and pathogens. (b) the name “exchange” records a two-way process, and the westward transfer of disease is the single largest demographic fact of the period.

1.9 The Slave Trade

Name: _____ Class: _____ Date: _____

Total: 12 marks**KEY WORDS** slave trade 奴隶贸易

Objective

Build the skills to answer exam questions on the Atlantic **slave trade** 奴隶贸易.

You must be able to:

- state the economic demand that drove the trade
- describe the role of European and African participants
- state the demographic and social consequences in Africa
- handle the topic with precision and without euphemism

1 Worked examples

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

■ The demand

Plantation agriculture producing sugar, and later tobacco and cotton, for European markets was labour-intensive and lethal. Its labour was supplied by forced transportation of enslaved Africans.

■ Participants

European traders operated on the coast; some African states and merchants participated in supplying captives. Recording both accurately is required, and neither fact reduces the responsibility of the other.

■ Consequences in Africa

Regions lost population disproportionately of working age; warfare and raiding intensified where captives were a commodity; and political power shifted toward states controlling the trade.

■ Precision

Use accurate terms — enslaved people, forced transportation, coerced labour — and give figures or scale where you have them. Euphemism costs marks and misdescribes the subject.

2 Practice

2.1 State the economic demand that drove the Atlantic slave trade. [2]

2.2 State two consequences for African regions from which captives were taken. [2]

2.3 A student writes that “workers were brought from Africa”.

(a) State why the wording is inadequate. [1]

(b) Write an accurate replacement. [2]

3 Exam-style questions

3.1 The labour demand came primarily from [1]

- **A** European domestic service
- **B** plantation agriculture producing crops for European markets
- **C** shipbuilding in Africa
- **D** mining in Europe

3.2 Losing population disproportionately of working age affects a region mainly by [1]

- **A** raising its output
- **B** reducing its capacity to produce and defend itself
- **C** leaving it unchanged
- **D** increasing its population

3.3 A passage records both European and African participation in the trade.

(a) State why both should be recorded. [1]

(b) Explain why recording both does not reduce European responsibility. [2]

Solutions

2.1 plantation agriculture producing sugar and later other crops for European markets, which was labour-intensive and lethal.

2.2 any two of: disproportionate loss of working-age population; intensified warfare and raiding; political power shifting toward states controlling the trade.

2.3 (a) “workers” and “brought” conceal that the people were enslaved and forcibly transported. (b) an accurate sentence, e.g. “Enslaved Africans were forcibly transported across the Atlantic to work on plantations”.

3.1 B. plantation crops for European markets generated the demand.

3.2 B. the people removed are those who produce and defend.

3.3 (a) because both occurred, and an accurate account states what happened. (b) responsibility is not a fixed quantity divided between parties; the demand, the shipping and the plantations were European, and that remains true whatever else is recorded.

1.10 The Commercial Revolution

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS mercantilism 重商主义 • commercial revolution 商业革命

Objective

Build the skills to explain the **commercial revolution** 商业革命.

You must be able to:

- name the financial innovations of the period
- explain what each solved
- describe **mercantilism** 重商主义 as a doctrine
- explain the social effects of commercial wealth

1 Worked examples

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

■ The innovations

Joint-stock companies, banks of deposit and exchange, bills of exchange, marine insurance, and double-entry bookkeeping.

■ What each solved

Joint stock spread the risk of a voyage no individual could bear. Bills of exchange moved value without moving coin. Insurance made a lost ship survivable. Bookkeeping made a large enterprise legible to its owners.

■ Mercantilism

The doctrine that a state's wealth is measured by its stock of bullion, that trade is a contest in which one state's gain is another's loss, and that colonies exist to supply the parent state.

■ Social effects

A commercial class accumulated wealth without land or title, which strained a social order organised around both — a tension that recurs through the course.

2 Practice

2.1 Name three financial innovations of the commercial revolution. [3]

2.2 State what mercantilism claimed about trade. [2]

2.3 A merchant insures a cargo.

(a) State what problem insurance solved. [1]

(b) State one effect on the willingness to trade. [1]

3 Exam-style questions

3.1 Joint-stock organisation principally solved the problem of [1]

- **A** moving coin
- **B** bearing the risk of a single voyage
- **C** recording accounts
- **D** insuring a cargo

3.2 Under mercantilist doctrine, colonies exist to [1]

- **A** trade freely with all states
- **B** supply the parent state
- **C** govern themselves
- **D** hold bullion independently

3.3 A merchant family accumulates great wealth but holds no title or land.

(a) State the tension this creates. [1]

(b) Explain why it recurs later in the course.

[2]

Solutions

2.1 any three of: joint-stock companies; banks of deposit and exchange; bills of exchange; marine insurance; double-entry bookkeeping.

2.2 that a state's wealth is its stock of bullion and that trade is a contest in which one state's gain is another's loss.

2.3 (a) a single loss could ruin a merchant. (b) more merchants will risk a voyage once the loss is survivable.

3.1 B. shares spread an unbearable individual risk.

3.2 B. colonial trade is directed to the parent state's benefit.

3.3 (a) wealth without the land or title that the social order used to rank people. (b) the same tension appears wherever a commercial class seeks political standing, which is a stated cause of later upheavals in this course.

1.11 Causation in the Renaissance and Age of Discovery

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS causation 因果

Objective

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

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

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

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

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]

3 Exam-style questions

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

- **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** 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]

Solutions

2.1 a condition must be in place for the outcome to be possible; a cause actively produces it.

2.2 a stated criterion, such as: without which cause would the outcome not have occurred at all.

2.3 (a) a named cause with a stated criterion. (b) a genuine rival, e.g. state rivalry or technological capacity.

3.1 B. it makes voyages possible without producing them.

3.2 B. the question asks for a judgment, which a list does not give.

3.3 (a) that without the ship technology no demand could have been met. (b) conceding what the rival explains shows the criterion is being applied rather than assumed, and the argument then rests on comparison rather than assertion.