

Week 8

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. This unit's new question, compared with unit 1, is...

- ☐ how much authority a state gathered
- ☐ what kind of authority it was
- ☐ when it was gathered
- ☐ who ruled

2. Select **all** three parties the CED names.

- ☐ the monarchy
- ☐ Parliament
- ☐ other elites
- ☐ the peasantry

Tick every correct option.

3. "Corporate entities" in this CED sentence means...

- ☐ modern companies
- ☐ guilds and chartered bodies
- ☐ banks
- ☐ universities

4. Select **all** three revolutions the CED links to the network.

- ☐ agricultural
- ☐ industrial
- ☐ consumer
- ☐ scientific

Tick every correct option.

5. The CED describes the Dutch Republic's government as...

- ☐ an absolute monarchy
- ☐ an oligarchy of urban gentry and rural landholders
- ☐ a democracy
- ☐ a theocracy

6. Select **all** the interests the CED says influence diplomacy after 1648.

- ☐ dynastic interests
- ☐ state interests
- ☐ expanding colonial empires
- ☐ guild interests

Tick every correct option.

7. Absolutism's arrangement with the nobility was to take...

- ☐ their status and leave their power
- ☐ their power and leave their status
- ☐ both
- ☐ neither

8. Select **all** three forms the unit supplies.

- ☐ absolutism
- ☐ constitutional monarchy
- ☐ oligarchic republic
- ☐ mass democracy

Tick every correct option.

9. Select **both** relationships the CED says models of sovereignty affected.

- ☐ among states
- ☐ between states and individuals
- ☐ among churches
- ☐ among guilds

Tick every correct option.

10. The CED says the outcome protected the rights of...

- ☐ all subjects
- ☐ gentry and aristocracy
- ☐ the clergy
- ☐ merchants only

AP European History

1. **what kind of authority it was**

The answer is a **model**, not a quantity.

2. **the monarchy; Parliament; other elites**

A two-sided account cannot explain the settlement's shape.

3. **guilds and chartered bodies**

The sentence is about restrictions being **removed**.

4. **agricultural; industrial; consumer**

The scientific revolution is unit 4.

5. **an oligarchy of urban gentry and rural landholders**

It is a third model beside constitutional monarchy and absolutism.

6. **dynastic interests; state interests; expanding colonial empires**

They do not always point the same way.

7. **their power and leave their status**

That trade explains why so many nobles accepted it.

8. **absolutism; constitutional monarchy; oligarchic republic**

Mass democracy is not a form available in this period.

9. **among states; between states and individuals**

The second is the one students skip.

10. **gentry and aristocracy**

Constitutionalism here is a defence of elite privilege against absolutism.

3.1 Contextualizing State Building

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to write the **context** for seventeenth-century state building.

You must be able to:

- name the pressures that pushed rulers to strengthen the state
- explain why war drove administrative change
- state the two models the century produced
- avoid narrating reigns instead of naming conditions

1 Worked examples

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

■ The pressures

Prolonged warfare, religious division within realms, fiscal shortfall, and revolt. Each pushed rulers toward more reliable revenue and more direct control.

■ War and administration

Larger and longer wars required money on a scale that occasional grants could not supply. Permanent taxation required permanent administration, and permanent administration is what distinguishes the century's states from their predecessors.

■ Two models

One route concentrated authority in the crown; another distributed it between crown and representative institutions. The century produced both, in neighbouring realms, from similar pressures.

2 Practice

2.1 Name three pressures that pushed rulers to strengthen the state. [3]

2.2 Explain why war produced permanent administration. [2]

2.3 Two neighbouring realms respond to similar pressures differently.

(a) State what this shows. [1]

(b) State what an explanation must therefore include. [1]

3 Exam-style questions

3.1 Permanent taxation required [1]

- **A** occasional grants
- **B** permanent administration
- **C** fewer officials
- **D** no records

3.2 That similar pressures produced different outcomes shows [1]

- **A** the pressures were imaginary
- **B** other factors determined which route was taken
- **C** the outcomes were identical
- **D** war was irrelevant

3.3 A context paragraph lists four pressures and stops.

(a) State what is missing. [1]

(b) Explain why it matters.

[2]

Solutions

2.1 any three of: prolonged warfare; religious division within realms; fiscal shortfall; revolt.

2.2 longer wars needed money beyond what occasional grants supplied, and permanent taxation required a permanent apparatus to assess and collect it.

2.3 (a) that the pressures did not determine the outcome. (b) the local factors — institutions, alliances, the balance between crown and elites — that decided which route was taken.

3.1 B. a standing revenue needs a standing apparatus.

3.2 B. the same input with different outputs implies further variables.

3.3 (a) what each pressure made possible or necessary. (b) a condition explains nothing until its consequence is stated, which is the purpose of a context paragraph.

3.2 The English Civil War and the Glorious Revolution

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS parliament 议会

Objective

Build the skills to explain the **English** constitutional settlement.

You must be able to:

- state the constitutional question the conflict decided
- explain the role of religion and of finance in the conflict
- describe what the settlement established
- distinguish the settlement from a modern democracy

1 Worked examples

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

■ The question

Whether the crown could tax, legislate and maintain force without parliamentary consent. The conflict decided that it could not.

■ Religion and finance

Religious policy and fiscal demands were the two arenas in which the question arose: attempts to impose worship and to raise revenue without consent produced the same objection from the same body.

■ What was established

A monarchy limited by law, with parliamentary control over taxation and a standing army only by consent, and rights guaranteed against arbitrary action.

■ Not a democracy

The franchise remained narrow and property-based; the settlement transferred power from the crown to a propertied parliament, not to the population.

2 Practice

2.1 State the constitutional question the conflict decided. [2]

2.2 Explain how religion and finance produced the same objection. [2]

2.3 A student calls the settlement “the beginning of democracy”.

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

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

3 Exam-style questions

3.1 The settlement placed control of taxation with [1]

- **A** the crown alone
- **B** parliament
- **C** the church
- **D** the army

3.2 The franchise after the settlement was [1]

- **A** universal
- **B** narrow and property-based
- **C** abolished
- **D** granted to all men

3.3 A ruler attempts to maintain a standing army without consent.

(a) State what the settlement required. [1]

(b) Explain why the army was treated like taxation.

[2]

Solutions

2.1 whether the crown could tax, legislate and maintain force without parliamentary consent; the conflict decided that it could not.

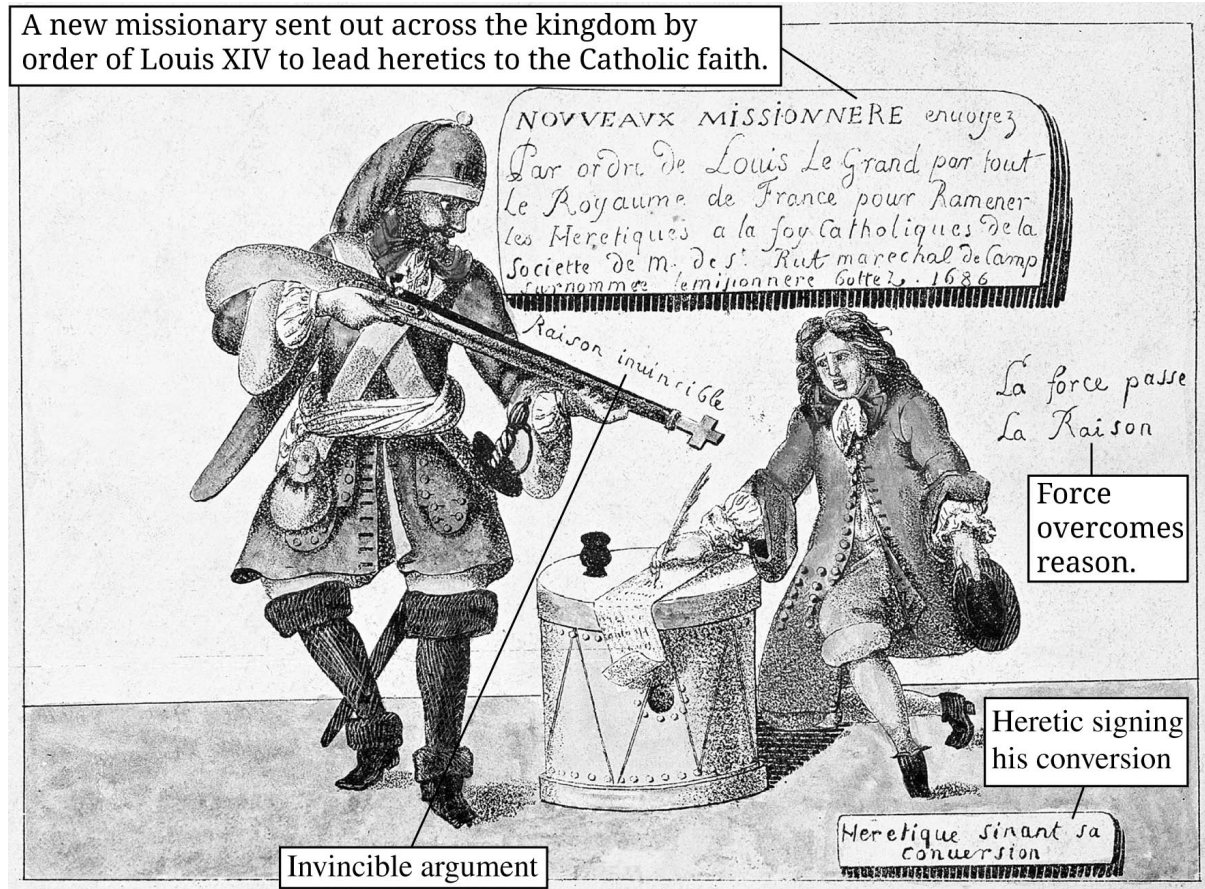
2.2 both were attempts to act without consent, so the same body raised the same objection in each case.

2.3 (a) the franchise remained narrow and property-based. (b) a formulation describing a transfer from crown to propertied parliament.

3.1 B. parliamentary control over taxation was central.

3.2 B. property qualifications remained.

3.3 (a) consent for a standing army. (b) an army maintained without consent gives the crown means to act without parliament, which is the same danger as revenue raised without consent.

“The Missionary Soldier,” French Protestant Cartoon, 1686

Bridgeman Images

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

- Describe a likely purpose of the cartoon.
- Describe a relevant religious context for the cartoon.
- Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon.

“Among all the powers that are given by God the kingly power is most high, strong, and large. . . . No power in the world or in the hierarchy of the church can lay restraint upon that supreme [power]. . . . Now to this high, large, and most restraining power of kings, not only nature, but even God himself gives from heaven most full and ample testimony, and that this power is not merely human but superhuman and indeed no less than a power divine. . . . That supreme power, therefore, which resides in earthly [rulers] is not a . . . collection of human power scattered among many and gathered into one head, but a participation of God’s own unlimited power, which he never did [confer on the] multitudes of men in the world, but only and immediately on his own vice-regents [kings].

All [royal wishes] are, and ought to be, to all loyal subjects, in the nature and force of a command.”

Source: Reverend Roger Mainwaring, sermon, England, 1627

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

- a. Describe one argument made in the passage.
- b. Describe one relevant context in which the sermon was delivered.
- c. Explain one way in which views such as those expressed in the passage were challenged later in the 1600s.

3.3 Continuities and Changes to Economic Practice and Development

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS continuity and change 延续与变化

Objective

Build the skills to write **continuity and change** 延续与变化 in economic practice.

You must be able to:

- name a continuity and a change in agriculture and in trade
- explain why continuity claims need evidence too
- state what changed about who financed enterprise
- avoid describing only change

1 Worked examples

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

■ Agriculture

Continuity: most Europeans remained agricultural labourers or peasants, and most output stayed local. **Change:** in some regions, market-oriented farming, enclosure and new crops raised yields.

■ Trade

Continuity: local and regional markets remained the bulk of exchange. **Change:** long-distance trade in colonial goods grew sharply and reorganised the ports that handled it.

■ Finance

Joint-stock organisation, banking and public debt allowed enterprises and states to raise sums no individual could supply, which changed who could undertake a venture.

■ Evidence for continuity

A continuity claim needs support just as a change claim does. 'Most people still farmed' requires the same kind of evidence as 'trade grew'.

2 Practice

2.1 State one continuity and one change in agriculture. [2]

2.2 Explain why a continuity claim needs evidence. [2]

2.3 A merchant venture is financed by many small investors.

(a) Name the form of organisation. [1]

(b) State what it changed about who could undertake a venture. [1]

3 Exam-style questions

3.1 Which is a continuity in this period? [1]

- **A** Most Europeans remained agricultural
- **B** Colonial trade grew sharply
- **C** Public debt expanded
- **D** New crops were introduced

3.2 An answer that describes only change [1]

- **A** fully answers a continuity-and-change question
- **B** answers half of it
- **C** is preferred
- **D** requires no evidence

3.3 A port grows rapidly on colonial trade while its hinterland farms as before.

(a) State the continuity and the change. [2]

(b) Explain why both are needed.

[1]

Solutions

2.1 continuity: most Europeans remained agricultural, output largely local; change: market-oriented farming, enclosure or new crops raising yields in some regions.

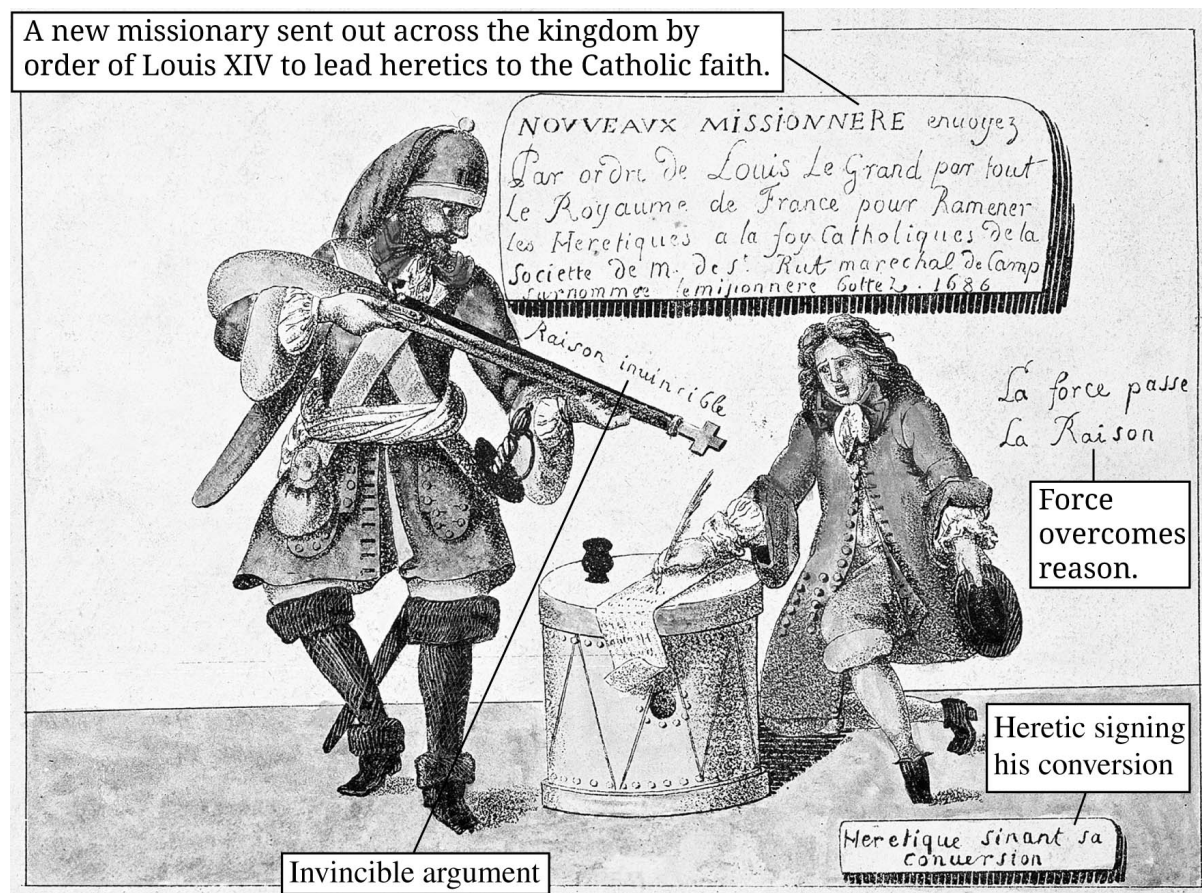
2.2 it is a claim about the period like any other and can be wrong, so it must be supported by evidence.

2.3 (a) a joint-stock company. (b) ventures too large for any individual became possible.

3.1 A. the agrarian majority persisted.

3.2 B. the question asks for both.

3.3 (a) continuity: agricultural practice in the hinterland; change: the port's growth on colonial trade. (b) the two together show that change was regionally concentrated rather than general.

“The Missionary Soldier,” French Protestant Cartoon, 1686

Bridgeman Images

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

- Describe a likely purpose of the cartoon.
- Describe a relevant religious context for the cartoon.
- Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon.

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.

“Prior to the seventeenth century, the most celebrated European city was one famous for its past. Visitors made pilgrimages to Rome to tour its ancient monuments or its historic churches: they were seeking artistic inspiration and indulgences rather than novelty and excitement. Then, in the seventeenth century, a new model for urban space and urban life was invented, a blueprint for all great cities to come. The modern city as it came to be defined was designed to hold a visitor’s attention with quite different splendors: contemporary residential architecture and unprecedented urban infrastructure rather than grand palaces and churches. And this remade the urban experience for both the city’s inhabitants and its visitors alike.

The modern city was oriented to the future rather than the past: speed and movement were its hallmarks. And as many Europeans quickly recognized, only one city was truly modern: Paris.

Visitors who wanted to contemplate ancient monuments still went to Rome, but those in search of the novel and the cutting edge—in the arts and architecture, in technology and commerce, in fashion, and in cuisine—were traveling to Paris to discover a very different experience. . . . They spent less time in churches and more in cafés and public gardens, less time touring cemeteries and more visiting shops. They wanted to eat well and to be well outfitted as much as to tour a famous cathedral.”

Source: Joan DeJean, historian, *How Paris Became Paris: The Invention of the Modern City*, 2014

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Describe one argument made in the passage.
 - b. Explain how a piece of evidence from the passage supports one of the author’s claims.
 - c. Explain how one development during the late 1600s and the 1700s shaped the changes described in the passage.

“Among all the powers that are given by God the kingly power is most high, strong, and large. . . . No power in the world or in the hierarchy of the church can lay restraint upon that supreme [power]. . . . Now to this high, large, and most restraining power of kings, not only nature, but even God himself gives from heaven most full and ample testimony, and that this power is not merely human but superhuman and indeed no less than a power divine. . . . That supreme power, therefore, which resides in earthly [rulers] is not a . . . collection of human power scattered among many and gathered into one head, but a participation of God’s own unlimited power, which he never did [confer on the] multitudes of men in the world, but only and immediately on his own vice-regents [kings].

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3.4 Economic Development and Mercantilism

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS mercantilism 重商主义

Objective

Build the skills to explain **mercantilism** 重商主义 as policy.

You must be able to:

- state the doctrine's central claims
- name the policy instruments it produced
- explain the relationship between colonies and the parent state
- state one criticism of the doctrine

1 Worked examples

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

■ The claims

Wealth is measured by bullion held; trade is zero-sum, so one state's surplus is another's deficit; and the state should act to secure a favourable balance.

■ The instruments

Tariffs and prohibitions on imports, monopoly charters, navigation laws requiring goods to travel in the state's own ships, and subsidies to domestic manufactures.

■ Colonies

Colonies supply raw materials and buy manufactures, and are prevented from trading with rivals. The arrangement is designed to keep the balance favourable to the parent state.

■ The criticism

Trade is not zero-sum: exchange can raise output for both parties. Treating bullion as wealth also mistakes a means of exchange for the goods it buys.

2 Practice

2.1 State two central claims of mercantilist doctrine. [2]

2.2 Name two policy instruments it produced. [2]

2.3 A navigation law requires colonial goods to travel in the parent state's ships.

(a) State the aim. [1]

(b) State one effect on the colony. [1]

3 Exam-style questions

3.1 Mercantilism treats trade as [1]

- **A** mutually beneficial
- **B** zero-sum
- **C** irrelevant
- **D** a private matter

3.2 The standard criticism is that exchange [1]

- **A** cannot occur
- **B** can raise output for both parties
- **C** always destroys bullion
- **D** requires colonies

3.3 A state accumulates bullion while its domestic output stagnates.

(a) State what mercantilist doctrine would conclude. [1]

(b) Explain the flaw.

[2]

Solutions

2.1 any two of: wealth is bullion held; trade is zero-sum; the state should secure a favourable balance.

2.2 any two of: tariffs and import prohibitions; monopoly charters; navigation laws; subsidies to domestic manufactures.

2.3 (a) to keep the earnings from carriage and the trade itself within the parent state.
(b) higher costs and no access to cheaper rival carriers or markets.

3.1 B. one state's gain is treated as another's loss.

3.2 B. exchange is not merely redistribution.

3.3 (a) that the state has grown wealthier. (b) bullion is a means of exchange, not the goods it buys, so a state with more coin and less output is poorer in what actually matters.

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.

EUROPEAN HISTORY**SECTION I, Part B****Time—40 minutes**

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Source: Joan DeJean, historian, *How Paris Became Paris: The Invention of the Modern City*, 2014

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Describe one argument made in the passage.
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 - c. Explain how one development during the late 1600s and the 1700s shaped the changes described in the passage.

3.5 The Dutch Golden Age

Name: _____ Class: _____ Date: _____

Total: 11 marks

Objective

Build the skills to explain the **Dutch** commercial ascendancy.

You must be able to:

- name the sources of Dutch commercial advantage
- explain the role of the republic's political form
- describe the relationship between toleration and commerce
- explain why the ascendancy did not last

1 Worked examples

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

■ The advantages

Shipping efficiency and low freight costs, a dominant entrepôt trade, financial institutions including a public bank and an exchange, and access to capital at low interest.

■ Political form

A federal republic dominated by merchant elites made policy that served commerce directly, and its decentralisation limited the state's ability to burden trade for dynastic ends.

■ Toleration and commerce

Relative religious toleration attracted skilled and capitalised refugees, and made the republic a place where people could transact without confessional test. Commerce and toleration reinforced each other.

■ Why it ended

Larger neighbours with greater populations and fiscal-military capacity out-built and out-fought the republic, and protective legislation abroad closed markets it had carried.

2 Practice

2.1 Name two sources of Dutch commercial advantage. [2]

2.2 Explain how toleration and commerce reinforced each other. [2]

2.3 The republic's ascendancy declines in the eighteenth century.

(a) State one reason. [1]

(b) State one structural disadvantage. [1]

3 Exam-style questions

3.1 A federal republic dominated by merchants tends to produce policy that [1]

- **A** ignores commerce
- **B** serves commerce directly
- **C** favours dynastic war
- **D** raises freight costs

3.2 Relative toleration benefited the Dutch economy mainly by [1]

- **A** reducing shipping costs
- **B** attracting skilled and capitalised refugees
- **C** creating a monarchy
- **D** closing markets

3.3 Neighbouring states pass laws requiring goods to travel in their own ships.

(a) State the effect on Dutch carriage. [1]

(b) Explain why this hurt the republic particularly.

[2]

Solutions

2.1 any two of: shipping efficiency and low freight costs; entrepôt trade; financial institutions; cheap capital.

2.2 toleration attracted skilled and capitalised refugees, and a place where people could transact without confessional test drew trade.

2.3 (a) larger neighbours with greater fiscal-military capacity out-built and out-fought it. (b) a small population and territory relative to its rivals.

3.1 B. the policymakers were the merchants.

3.2 B. skills and capital arrived with the refugees.

3.3 (a) it is excluded from carrying those goods. (b) carriage was the republic's central advantage, so legislation aimed at it struck the basis of the economy rather than one sector.

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.

3.6 Balance of Power

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS balance of power 均势

Objective

Build the skills to explain the **balance of power** 均势.

You must be able to:

- state what the balance of power principle asserts
- explain how it guided alliance decisions
- describe how war and treaty maintained it
- state one limitation of the principle

1 Worked examples

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

■ The principle

No single state should become strong enough to dominate the others; states therefore combine against whichever is strongest, regardless of confession or dynastic sympathy.

■ Alliance logic

Because the target is the strongest power rather than a permanent enemy, alliances shift as relative strength shifts. Yesterday's ally becomes today's target without any change of principle.

■ Maintenance

Coalitions fought the leading power, and treaties redistributed territory to restore equilibrium. Territory changed hands as a counterweight, not only as a prize.

■ A limitation

The principle says nothing about the internal conduct of states and can be satisfied by an arrangement nobody living under it would choose.

2 Practice

2.1 State what the balance of power principle asserts. [2]

2.2 Explain why alliances shift under this principle. [2]

2.3 A treaty transfers a province to a weaker state.

(a) State the purpose. [1]

(b) State what this shows about how territory was treated. [1]

3 Exam-style questions

3.1 Under the balance of power, states combine against [1]

- **A** a permanent enemy
- **B** whichever state is strongest
- **C** their own allies always
- **D** the smallest state

3.2 A limitation of the principle is that it says nothing about [1]

- **A** territory
- **B** the internal conduct of states
- **C** alliances
- **D** warfare

3.3 Two states of different confessions ally against a third.

(a) State what this indicates. [1]

(b) Explain how the balance of power accounts for it.

[2]

Solutions

2.1 that no single state should be strong enough to dominate the others, so states combine against whichever is strongest.

2.2 the target is relative strength, not a permanent enemy, so as strength shifts the alignment shifts with it.

2.3 (a) to restore equilibrium by strengthening the weaker side. (b) territory was used as a counterweight, not only as a prize.

3.1 B. relative strength determines the target.

3.2 B. it is a principle about external distribution only.

3.3 (a) that confession did not determine alignment. (b) the principle directs states against the strongest power, which overrides confessional sympathy when the two conflict.

“Among all the powers that are given by God the kingly power is most high, strong, and large. . . . No power in the world or in the hierarchy of the church can lay restraint upon that supreme [power]. . . . Now to this high, large, and most restraining power of kings, not only nature, but even God himself gives from heaven most full and ample testimony, and that this power is not merely human but superhuman and indeed no less than a power divine. . . . That supreme power, therefore, which resides in earthly [rulers] is not a . . . collection of human power scattered among many and gathered into one head, but a participation of God’s own unlimited power, which he never did [confer on the] multitudes of men in the world, but only and immediately on his own vice-regents [kings].

All [royal wishes] are, and ought to be, to all loyal subjects, in the nature and force of a command.”

Source: Reverend Roger Mainwaring, sermon, England, 1627

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

- a. Describe one argument made in the passage.
- b. Describe one relevant context in which the sermon was delivered.
- c. Explain one way in which views such as those expressed in the passage were challenged later in the 1600s.

3.7 Absolutist Approaches to Power

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS absolutism 专制主义 • parliament 议会

Objective

Build the skills to explain **absolutism** 专制主义 as a system.

You must be able to:

- state the theoretical justification of absolutist rule
- name the practical instruments of absolutist government
- explain the bargain between crown and nobility
- state the real limits on absolutist power

1 Worked examples

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

■ The justification

Authority is held to derive from God and to be answerable to God alone; the ruler's will is therefore law and is not subject to consent by subjects.

■ The instruments

A standing army, a professional bureaucracy of officials dependent on the crown, taxation collected without consent, and a court that concentrated status where the ruler could observe it.

■ The bargain

Nobles surrendered independent political power and received exemption from much taxation, monopoly of high office, and confirmed authority over their peasants. Absolutism was a settlement with elites, not a defeat of them.

■ The limits

Distance, poor communication, the cost of enforcement, provincial privileges and the practical need for noble cooperation all constrained what a ruler could actually do.

2 Practice

2.1 State the theoretical justification of absolutist rule. [2]

2.2 State two things nobles received under the absolutist bargain. [2]

2.3 A ruler's decree is ignored in a distant province.

(a) State one reason. [1]

(b) State what this shows about absolutism. [1]

3 Exam-style questions

3.1 Under absolutist theory, the ruler is answerable to [1]

- **A** parliament
- **B** God alone
- **C** the nobility
- **D** the courts

3.2 Absolutism is best described as [1]

- **A** the defeat of the nobility
- **B** a settlement with elites
- **C** a republic
- **D** rule by consent

3.3 Nobles are exempted from much taxation.

(a) State what they gave up in return. [1]

(b) Explain why the crown accepted the exemption.

[2]

Solutions

2.1 authority derives from God and is answerable to God alone, so it is not subject to subjects' consent.

2.2 any two of: exemption from much taxation; monopoly of high office; confirmed authority over peasants.

2.3 (a) distance, poor communication or the cost of enforcement. (b) that absolutist power was limited in practice however it was described in theory.

3.1 B. divine sanction with no earthly check is the claim.

3.2 B. elites exchanged political power for privilege.

3.3 (a) independent political power. (b) noble cooperation was needed to govern the provinces, and exemption bought it more cheaply than coercion.

3.8 Comparison in the Age of Absolutism and Constitutionalism

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS comparison 比较

Objective

Build the skills to write a **comparison** 比较 of the two models.

You must be able to:

- choose a basis of comparison and apply it to both
- state a genuine similarity as well as a difference
- explain why similar pressures produced different outcomes
- avoid describing each model separately with no comparison

1 Worked examples

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

■ A basis

Compare on one question at a time: who controls taxation, who controls armed force, what limits the ruler, who holds office. Applying one question to both is a comparison; two descriptions are not.

■ A similarity

Both models produced a stronger, more permanent state apparatus than existed in 1500. Both raised more revenue, employed more officials and maintained larger forces.

■ Why they diverged

Where representative institutions were already established and connected to a propertied class able to withhold revenue, the constitutional route was available; where they were weaker or divided, the absolutist route was.

2 Practice

2.1 State what makes a comparison rather than two descriptions. [2]

2.2 State one genuine similarity between the two models. [2]

2.3 Two realms face similar fiscal pressure and take different routes.

(a) State one factor explaining the divergence. [1]

(b) State why the pressure alone cannot explain it. [1]

3 Exam-style questions

3.1 Both absolutist and constitutional states in this period [1]

- **A** reduced their revenue
- **B** built stronger, more permanent apparatus than existed in 1500
- **C** abolished armies
- **D** eliminated officials

3.2 A comparison requires [1]

- **A** one question applied to both cases
- **B** two separate descriptions
- **C** a narrative of each
- **D** a list of rulers

3.3 Write a comparison of the two models on the question of control over taxation. [4]

Solutions

2.1 one question applied to both cases, rather than two separate accounts placed side by side.

2.2 both produced a stronger, more permanent state apparatus than existed in 1500, with more revenue, more officials and larger forces.

2.3 (a) the strength and connection to a propertied class of existing representative institutions. (b) the same pressure produced both outcomes, so it cannot be what distinguishes them.

3.1 B. state capacity grew on both routes.

3.2 A. a shared question is what makes it comparative.

3.3 one basis applied to both; the absolutist position stated; the constitutional position stated; a statement of which difference mattered most and why.