

Week 14

AP European History

Homework bundle for this week

本周作业合集

exercises.lol

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5. Conflict, Crisis, and Reaction in the Late 18th Century Starter Quiz · 课前小测

AP European History

Name: _____ Score: _____

1. Select **all** three threads the unit inherits.

- ☐ models of political sovereignty
- ☐ the expanding commercial network
- ☐ an increased but not unchallenged emphasis on reason
- ☐ industrial mechanisation

Tick every correct option.

2. Commerce made navies necessary because a network of routes and cargoes is...

- ☐ cheap to run
- ☐ an asset that can be taken
- ☐ owned by no one
- ☐ unprofitable

3. The CED calls the Anglo-French conflicts...

- ☐ colonial skirmishes
- ☐ world wars
- ☐ religious wars
- ☐ civil wars

4. Select **all** the kinds of cause the CED names.

- ☐ long-term social and political causes
- ☐ Enlightenment ideas
- ☐ short-term fiscal and economic crises
- ☐ industrial unemployment

Tick every correct option.

5. The CED's verb for the ideals reaching Saint-Domingue is...

- ☐ permitted
- ☐ inspired
- ☐ prevented
- ☐ required

6. Select **all** three things the CED's sentence holds at once.

- ☐ enduring domestic reforms
- ☐ curtailed rights
- ☐ a façade of representative institutions
- ☐ free elections

Tick every correct option.

7. Select **both** aims the CED gives the Congress.

- ☐ restoring the balance of power
- ☐ containing revolutionary or nationalistic upheaval
- ☐ abolishing monarchy
- ☐ founding an empire

Tick every correct option.

8. Rousseau's objection was to...

- ☐ reason itself
- ☐ the exclusive reliance on reason
- ☐ religion
- ☐ all improvement

9. By 1815 the change in sovereignty is that...

- ☐ monarchy ended
- ☐ it now has a rival claimant in the nation
- ☐ states disappeared
- ☐ nothing changed

10. A fleet is paid for by taxing the trade it protects.

- ☐ True
- ☐ False

5. Conflict, Crisis, and Reaction in the Late 18th Century Answers · 答案

AP European History

1. **models of political sovereignty; the expanding commercial network; an increased but not unchallenged emphasis on reason**

Mechanisation belongs to unit 6.

2. **an asset that can be taken**

So maritime competition is a consequence of 3.4's network.

3. **world wars**

Fought both in Europe and in the colonies.

4. **long-term social and political causes; Enlightenment ideas; short-term fiscal and economic crises**

The short-term crisis **exacerbated** the others; it is not the whole cause.

5. **inspired**

They travelled to a place their authors had not intended them for.

6. **enduring domestic reforms; curtailed rights; a façade of representative institutions**

An answer giving only the reforms has taken half the sentence.

7. **restoring the balance of power; containing revolutionary or nationalistic upheaval**

Two aims in one sentence.

8. **the exclusive reliance on reason**

Reason as the **only** faculty, not reason itself.

9. **it now has a rival claimant in the nation**

Vienna named it a danger, which concedes its existence.

10. **True**

Which makes a defeat at sea a fiscal event as much as a military one.

5.1 Contextualizing 18th-Century States

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to write the **context** for the crisis of the late eighteenth century.

You must be able to:

- name the fiscal, intellectual and social conditions of the crisis
- explain how war debt produced political conflict
- state what the Enlightenment supplied to critics of the state
- avoid narrating the Revolution instead of contextualising it

1 Worked examples

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

■ The conditions

Debt from prolonged war, a tax system that exempted the wealthiest, a body of theory grounding authority in consent, and a commercial class with wealth and no political standing.

■ Debt into conflict

Servicing war debt required new revenue; new revenue required either taxing the exempt or obtaining consent. Both routes forced a political question the crown had avoided.

■ What theory supplied

4.3's social contract gave critics a standard by which the existing arrangement could be judged illegitimate rather than merely inconvenient.

2 Practice

2.1 Name three conditions of the late eighteenth-century crisis. [3]

2.2 Explain how war debt forced a political question. [2]

2.3 A crown must raise revenue and cannot tax the exempt.

(a) State its remaining option. [1]

(b) State the risk of taking it. [1]

3 Exam-style questions

3.1 A tax system exempting the wealthiest makes new revenue [1]

- **A** easy to raise
- **B** obtainable only by taxing the exempt or seeking consent
- **C** unnecessary
- **D** automatic

3.2 The social contract supplied critics with [1]

- **A** an army
- **B** a standard of legitimacy
- **C** revenue
- **D** a monarchy

3.3 A context paragraph lists three conditions with no consequences.

(a) State the fault. [1]

(b) Explain the fix.

[2]

Solutions

2.1 any three of: war debt; a tax system exempting the wealthiest; a theory grounding authority in consent; a commercial class without political standing.

2.2 servicing the debt required new revenue, which could only come from taxing the exempt or obtaining consent — both political questions.

2.3 (a) to seek consent from a representative body. (b) summoning such a body opens the whole basis of authority to question.

3.1 B. the exemptions leave only those two routes.

3.2 B. consent becomes a test of legitimacy.

3.3 (a) conditions without stated consequences explain nothing. (b) state what each made possible, which is the purpose of contextualising.

5.2 The Rise of Global Markets

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS global markets 全球市场

Objective

Build the skills to explain **global markets** 全球市场 in the eighteenth century.

You must be able to:

- describe the structure of eighteenth-century long-distance trade
- explain the role of colonial production and coerced labour
- state the effect on European consumption
- connect trade growth to state revenue and rivalry

1 Worked examples

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

■ The structure

Colonial plantations and mines produced commodities carried to European ports, refined or re-exported, with manufactures returning outward. The routes were protected by navies and regulated by navigation laws.

■ Colonial production

Sugar, tobacco and later cotton were produced by coerced labour, overwhelmingly enslaved people transported across the Atlantic. The commodity trade and the trade in people were parts of one system.

■ European consumption

Goods once rare — sugar, tea, coffee, tobacco, cotton cloth — became items of ordinary household consumption, which changed diets, sociability and household budgets.

■ Revenue and rivalry

Customs on colonial goods became a major source of state revenue, which is why control of routes and ports was pursued as a national interest and defended by war.

2 Practice

2.1 Describe the structure of eighteenth-century long-distance trade. [2]

2.2 State the effect of colonial commodities on European households. [2]

2.3 A state fights a war over a Caribbean island.

(a) State the fiscal reason. [1]

(b) State what this shows about trade and state interest. [1]

3 Exam-style questions

3.1 The commodity trade and the trade in enslaved people were [1]

- **A** unrelated
- **B** parts of one system
- **C** confined to Europe
- **D** ended by 1700

3.2 Customs duties on colonial goods mattered to states because they were [1]

- **A** negligible
- **B** a major source of revenue
- **C** paid by colonies only
- **D** voluntary

3.3 Sugar changes from a luxury to an everyday purchase.

(a) State one consequence for household budgets. [1]

(b) Explain the consequence for the plantation system.

[2]

Solutions

2.1 colonial production carried to European ports, refined or re-exported, with manufactures returning outward; routes protected by navies and regulated by navigation laws.

2.2 goods once rare became ordinary purchases, changing diets, sociability and household spending.

2.3 (a) customs on the island's produce were a major revenue source. (b) that commercial assets had become national interests defended by force.

3.1 B. the plantations required the transported labour.

3.2 B. colonial customs were fiscally central.

3.3 (a) a regular expenditure appears where none existed. (b) mass demand requires mass production, which expanded plantations and the coerced labour they depended on.

5.3 Britain's Ascendancy

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS britain's ascendancy 英国的崛起 • fiscal crisis 财政危机

Objective

Build the skills to explain **Britain's ascendancy** 英国的崛起.

You must be able to:

- name the sources of British advantage
- explain the fiscal advantage of parliamentary consent
- describe the role of naval power
- state the consequence for France

1 Worked examples

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

■ Sources of advantage

A fiscal system able to borrow cheaply, a navy able to protect trade and deny it to rivals, a commercial and colonial network, and political stability after the constitutional settlement.

■ Fiscal advantage

Because taxation required parliamentary consent, lenders believed the debt would be honoured; the state therefore borrowed at lower rates and could sustain longer wars than rivals with larger populations.

■ Naval power

A navy protects one's own trade and denies the enemy's, which turns a war into an economic contest that the stronger trading power wins over time.

■ Consequence for France

The same wars left France with debt and without the fiscal machinery to service it, which is the direct link between 5.3 and 5.4's revolution.

2 Practice

2.1 Name three sources of British advantage. [3]

2.2 Explain why parliamentary consent lowered borrowing costs. [2]

2.3 Two states fight the same wars; one emerges dominant and the other in fiscal crisis.

(a) State the mechanism. [1]

(b) State the link to the next subtopic. [1]

3 Exam-style questions

3.1 A navy turns a war into [1]

- **A** a purely land contest
- **B** an economic contest the stronger trading power wins over time
- **C** a religious dispute
- **D** a stalemate always

3.2 Lenders charged Britain less because they believed [1]

- **A** the crown could repudiate freely
- **B** a body representing them would honour the debt
- **C** the navy would seize their money
- **D** interest was illegal

3.3 A state borrows at a lower rate than its rival for thirty years.

(a) State the cumulative effect. [1]

(b) Explain how it converts into military advantage.

[2]

Solutions

2.1 any three of: cheap borrowing; naval power; a commercial and colonial network; political stability after the settlement.

2.2 taxation required the consent of a body representing the lenders, so the debt was believed secure and the rate fell.

2.3 (a) the difference in fiscal systems and borrowing costs. (b) French debt without the machinery to service it produces the crisis of 5.4.

3.1 B. protecting one's own trade and denying the enemy's is decisive over time.

3.2 B. representation made the promise credible.

3.3 (a) a very large difference in the total cost of the same borrowing. (b) the saving funds ships, troops and subsidies to allies, so the cheaper borrower fields more force for the same real cost.

5.4 The French Revolution

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS french revolution 法国大革命 • constitutional monarchy 君主立宪 • hereditary privileges 世袭特权
• de-christianisation 去基督教化 • mass conscription 大规模征兵

Objective

Build the skills to explain the **French Revolution** 法国大革命.

You must be able to:

- separate long-term causes, ideas and short-term crisis
- describe the measures of the liberal phase
- describe the measures of the radical phase and their stated cause
- state what happened to women's political status

1 Worked examples

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

■ Three kinds of cause

Long-term: social and political grievance. **Ideas:** Enlightenment arguments about consent and privilege. **Short-term:** fiscal and economic crisis, which **exacerbated** the others rather than creating them.

■ Liberal phase

A constitutional monarchy, increased popular participation, nationalisation of the church, and abolition of hereditary privileges.

■ Radical phase

After the king's execution, and in response to opposition at home and war abroad, the republic instituted the Terror, fixed prices and wages, and pursued de-Christianisation.

■ Women

Women participated enthusiastically in the early phases; there were brief improvements in legal status; and citizenship was soon restricted to men.

2 Practice

2.1 Name the three kinds of cause and state which exacerbated the others. [3]

2.2 State two measures of the liberal phase. [2]

2.3 The radical phase begins.

(a) State the two circumstances the CED gives as its cause. [2]

(b) Name one measure that followed. [1]

3 Exam-style questions

3.1 Mass conscription became possible because the state could now claim [1]

- **A** divine sanction
- **B** the nation as its own
- **C** noble privilege
- **D** foreign support

3.2 Citizenship in the republic was soon restricted to [1]

- **A** all adults
- **B** men
- **C** property owners only
- **D** clergy

3.3 A student writes that the deficit caused the Revolution.

(a) State the error. [1]

(b) Explain the accurate formulation.

[2]

Solutions

2.1 long-term social and political causes; Enlightenment ideas; short-term fiscal and economic crisis, which exacerbated the others.

2.2 any two of: constitutional monarchy; increased popular participation; nationalisation of the church; abolition of hereditary privileges.

2.3 (a) opposition at home and war abroad. (b) any one of: the Terror; fixing prices and wages; de-Christianisation.

3.1 B. a state that speaks for the nation can conscript it.

3.2 B. citizenship was restricted to men.

3.3 (a) it takes the trigger for the whole cause. (b) the crisis exacerbated long-term grievances and Enlightenment ideas already present, and an answer must name all three.

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.

“The republican ideal of virtue was based on a notion of fraternity between men in which women were relegated to the realm of domesticity. Public virtue required virility, which required in turn the violent rejection of aristocratic degeneracy and any intrusion of the feminine into the public. . . . Through their rejection of [Marie Antoinette] and what she stood for, Republican men could reinforce their bonds to one another. . . .

[Marie Antoinette] was perhaps also an object lesson for other women who might wish to exercise through popular sovereignty the kind of rule that the Queen had exercised through Royal prerogative. The Republican brothers who had overthrown the King and taken upon themselves his mantle did not want their sisters to follow their lead.”

Lynn Hunt, American historian, article published in 1991

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

- a. Describe an argument the author makes in the excerpt about the French Revolution.
- b. Describe a development prior to the French Revolution that influenced the views on the role of women described in the excerpt.
- c. Describe a development of the late 1900s that may have influenced the author’s perspective.

5.5 The French Revolution's Effects

Name: _____ Class: _____ Date: _____

Total: 11 marks**KEY WORDS** revolt of enslaved people led by toussaint l'ouverture 杜桑 · 卢维杜尔 • effects 影响

Objective

Build the skills to explain the Revolution's **effects** 影响 abroad and at home.**You must be able to:**

- describe the revolt in Saint-Domingue and its outcome
- state the two opposite reactions the Revolution produced
- explain why universal claims travel
- avoid giving only one side of the reaction

1 Worked examples

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

■ Saint-Domingue

Revolutionary ideals inspired a revolt of enslaved people led by Toussaint L'Ouverture, and the colony became the independent nation of Haiti in 1804 — the first state in the Americas founded by such a revolt.

■ Two reactions

Many were inspired by the emphasis on equality and human rights; others condemned the violence and the disregard for traditional authority. Both are effects and both belong in an answer.

■ Why claims travel

A claim stated as universal contains no clause restricting it to its authors. Natural-rights language names no particular people, which is exactly why it could be taken up elsewhere.

2 Practice

2.1 State what happened in Saint-Domingue and its outcome.

[2]

2.2 State the two reactions the Revolution produced in Europe. [2]

2.3 A declaration written for one country is taken up in a colony.

(a) State why its authors could not easily object. [1]

(b) State the property of the language responsible. [1]

3 Exam-style questions

3.1 Saint-Domingue became independent as [1]

- **A** Haiti in 1804
- **B** Cuba in 1810
- **C** a French department
- **D** a British colony

3.2 An answer giving only the inspired reaction has recorded [1]

- **A** all of the CED's claim
- **B** half of it
- **C** none of it
- **D** the condemnation only

3.3 Critics condemn the Revolution on two separate grounds.

(a) Name them. [2]

(b) Explain why they are separable. [1]

Solutions

2.1 revolutionary ideals inspired a revolt of enslaved people led by Toussaint L'Ouverture; the colony became the independent nation of Haiti in 1804.

2.2 many were inspired by the emphasis on equality and human rights; others condemned the violence and disregard for traditional authority.

2.3 (a) objecting would require abandoning the universality that gave the document its force. (b) it names no particular people.

3.1 A. Haiti, 1804.

3.2 B. the CED gives both reactions equal weight.

3.3 (a) the violence; the disregard for traditional authority. (b) a critic could accept the principles and reject the Terror, or reject both.

Fernando Brambila and Juan Gálvez, Spanish Artists, Engraving of Agustina de Aragón, a Woman of the Spanish City of Zaragoza During the Siege by One of Napoleon's Armies, 1808



The engraving was part of a series of illustrations of the siege of Zaragoza commissioned by the Spanish commander who led the successful defense of the city.

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

- A. Describe a likely intended purpose of the engraving.
- B. Describe a broader historical context for the events depicted in the engraving.
- C. Explain one way that events such as those referenced in the engraving affected European politics in the period after 1815.

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

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[Marie Antoinette] was perhaps also an object lesson for other women who might wish to exercise through popular sovereignty the kind of rule that the Queen had exercised through Royal prerogative. The Republican brothers who had overthrown the King and taken upon themselves his mantle did not want their sisters to follow their lead.”

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

- a. Describe an argument the author makes in the excerpt about the French Revolution.
- b. Describe a development prior to the French Revolution that influenced the views on the role of women described in the excerpt.
- c. Describe a development of the late 1900s that may have influenced the author’s perspective.

“I declare that my religion does not allow me to take an oath such as the National Assembly requires; I am happy and I even promise to watch over . . . the faithful of this parish who are entrusted to me, to be true to the nation and the king, and to observe the Constitution decreed by the National Assembly and sanctioned by the king.

I recognize no superior and other legislators than the pope and the bishops; you Christians would certainly not wish to be led by a nonbeliever and I would be such a one if I had had the cowardice to take an oath such as the National Assembly requires. According to our faith, the sovereign pontiff is not only at the center of Catholic unity and has primacy of honor in all the Church, but he also has primacy of jurisdiction. Is it not refusing him this primacy of jurisdiction in France to forbid the entire Church and all French citizens to recognize his authority and his jurisdiction?

By taking this oath, I would have sworn no longer to recognize our holy father the pope and head of the Church, or the bishops as its governors. . . . I believe that my confidence in refusing the oath will be an example for any of you who choose to lose your possessions, your fortune, even your life if necessary, rather than abandon your faith, your religion and offend your God.”

Source: Declaration by J. A. Baude, a French parish priest, 1791

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

- a. Describe a likely audience of the declaration.
- b. Explain one way in which the declaration reflects a development during the French Revolution.
- c. Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Describe one change in French politics or society achieved by the liberal phase of the French Revolution.
- b. Explain how the radicalization of the French Revolutionary regime led to one change prior to Napoleon’s takeover of the French government.
- c. Explain one way in which the regime of Napoleon represented a continuity with the radical phase of the French Revolution.

5.6 Napoleon's Rise, Dominance, and Defeat

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS enduring domestic reforms 持久的国内改革 • created nationalist responses throughout europe 民族主义
• napoleon 拿破仑

Objective

Build the skills to explain **Napoleon's** rule and its effects.

You must be able to:

- hold together enduring reform, curtailed rights and a façade of representation
- explain how new tactics produced continental control
- explain why the empire produced nationalist responses
- state the irony that links the two

1 Worked examples

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

■ Three things at once

As first consul and emperor he undertook enduring domestic reforms while curtailing rights and manipulating popular impulses behind a façade of representative institutions. All three are true simultaneously.

■ Enduring

A reform is enduring when it outlives the regime that made it: a legal code, an administrative structure, a currency. The CED is measuring durability, not approval.

■ Control and its response

New military tactics gave direct or indirect control over much of the continent, spreading the ideals of the Revolution — and the expanding empire created nationalist responses throughout Europe.

■ The irony

The armies that carried revolutionary ideals produced the nationalism that defeated the empire carrying them. One mechanism, stated in two CED sentences.

2 Practice

2.1 State the three things the CED says of Napoleon’s rule at once. [3]

2.2 Explain what “enduring” measures. [2]

2.3 Napoleon’s empire produces nationalist movements in the territories it controls.

(a) State the CED’s verb for this. [1]

(b) Explain the irony. [1]

3 Exam-style questions

3.1 “Direct or indirect control” includes [1]

- **A** annexation only
- **B** annexation, satellite kingdoms and forced alliances
- **C** trade agreements only
- **D** no territory

3.2 The CED’s claim about enduring reforms is about [1]

- **A** their popularity
- **B** their durability
- **C** their justice
- **D** their cost

3.3 An empire justifies rule by universal principles and administers it by foreign officials.

(a) State what the subjects hear. [1]

(b) Explain how this produces nationalism.

[2]

Solutions

2.1 enduring domestic reforms; curtailed rights; a façade of representative institutions.

2.2 whether a reform outlives the regime that made it — durability, not approval.

2.3 (a) created. (b) the armies spreading revolutionary ideals produced the nationalism that defeated the empire carrying them.

3.1 B. all three are forms of control.

3.2 B. durability is the measure.

3.3 (a) both the universal principles and the foreign administration. (b) being governed by foreigners in the name of universal principles teaches a people to notice that it is a people, and supplies the vocabulary in which to say so.

Fernando Brambila and Juan Gálvez, Spanish Artists, Engraving of Agustina de Aragón, a Woman of the Spanish City of Zaragoza During the Siege by One of Napoleon's Armies, 1808



The engraving was part of a series of illustrations of the siege of Zaragoza commissioned by the Spanish commander who led the successful defense of the city.

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

- A. Describe a likely intended purpose of the engraving.
- B. Describe a broader historical context for the events depicted in the engraving.
- C. Explain one way that events such as those referenced in the engraving affected European politics in the period after 1815.

“I declare that my religion does not allow me to take an oath such as the National Assembly requires; I am happy and I even promise to watch over . . . the faithful of this parish who are entrusted to me, to be true to the nation and the king, and to observe the Constitution decreed by the National Assembly and sanctioned by the king.

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Source: Declaration by J. A. Baude, a French parish priest, 1791

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

- a. Describe a likely audience of the declaration.
- b. Explain one way in which the declaration reflects a development during the French Revolution.
- c. Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Describe one cause for the development of the Concert of Europe in the early 1800s.
- b. Explain one way in which the Concert of Europe affected Europe during the first half of the 1800s.
- c. Explain one reason why the Concert of Europe broke down in the mid-1800s.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Describe one change in French politics or society achieved by the liberal phase of the French Revolution.
- b. Explain how the radicalization of the French Revolutionary regime led to one change prior to Napoleon’s takeover of the French government.
- c. Explain one way in which the regime of Napoleon represented a continuity with the radical phase of the French Revolution.

5.7 The Congress of Vienna

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS restore the balance of power 均势 • congress of vienna 维也纳会议 • napoleon 拿破仑

Objective

Build the skills to explain the **Congress of Vienna** 维也纳会议.

You must be able to:

- state the Congress's two aims
- explain what it was containing and why both dangers are named
- compare its method with the balance of power of unit 3
- state why the CED says it *attempted*

1 Worked examples

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

■ Two aims

To restore the balance of power in Europe, and to contain the danger of revolutionary or nationalistic upheavals in the future.

■ Two dangers

Revolutionary upheaval comes from the principles of 5.4; **nationalistic** upheaval from the response to 5.6. Naming both is an admission that twenty-five years produced two lasting forces.

■ Method

The Congress restored a principle already used in the eighteenth century, which makes the settlement conservative in method as well as in aim: Napoleonic Europe is treated as a deviation to be undone.

■ 'Attempted'

The CED's verb concedes nothing about success. Whether containment held is the story of the following units.

2 Practice

2.1 State the Congress's two aims. [2]

2.2 State the two dangers named and where each came from. [2]

2.3 The CED says the Congress “attempted”.

(a) State what the verb concedes. [1]

(b) State where the answer is found. [1]

3 Exam-style questions

3.1 Restoring the balance of power makes the settlement [1]

- **A** revolutionary
- **B** conservative in method as well as aim
- **C** nationalist
- **D** liberal

3.2 Naming two dangers rather than one admits that the previous quarter-century produced [1]

- **A** no lasting forces
- **B** two lasting forces
- **C** one force
- **D** four forces

3.3 A settlement designed to contain nationalism shapes how nationalism must later operate.

(a) State the implication for the next century. [1]

(b) Explain why this is more than a date. [2]

Solutions

2.1 restore the balance of power; contain the danger of revolutionary or nationalistic upheavals.

2.2 revolutionary upheaval, from the principles of the Revolution; nationalistic upheaval, from the response to Napoleon.

2.3 (a) it does not concede success. (b) in whether containment held, which the following units answer.

3.1 B. an old principle is restored rather than a new one devised.

3.2 B. two dangers, two forces.

3.3 (a) later nationalist movements argue against the terms Vienna set. (b) it makes the settlement a cause of later events, not merely a point at which they are dated from.

Fernando Brambila and Juan Gálvez, Spanish Artists, Engraving of Agustina de Aragón, a Woman of the Spanish City of Zaragoza During the Siege by One of Napoleon's Armies, 1808



The engraving was part of a series of illustrations of the siege of Zaragoza commissioned by the Spanish commander who led the successful defense of the city.

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

- A. Describe a likely intended purpose of the engraving.
- B. Describe a broader historical context for the events depicted in the engraving.
- C. Explain one way that events such as those referenced in the engraving affected European politics in the period after 1815.

“I declare that my religion does not allow me to take an oath such as the National Assembly requires; I am happy and I even promise to watch over . . . the faithful of this parish who are entrusted to me, to be true to the nation and the king, and to observe the Constitution decreed by the National Assembly and sanctioned by the king.

I recognize no superior and other legislators than the pope and the bishops; you Christians would certainly not wish to be led by a nonbeliever and I would be such a one if I had had the cowardice to take an oath such as the National Assembly requires. According to our faith, the sovereign pontiff is not only at the center of Catholic unity and has primacy of honor in all the Church, but he also has primacy of jurisdiction. Is it not refusing him this primacy of jurisdiction in France to forbid the entire Church and all French citizens to recognize his authority and his jurisdiction?

By taking this oath, I would have sworn no longer to recognize our holy father the pope and head of the Church, or the bishops as its governors. . . . I believe that my confidence in refusing the oath will be an example for any of you who choose to lose your possessions, your fortune, even your life if necessary, rather than abandon your faith, your religion and offend your God.”

Source: Declaration by J. A. Baude, a French parish priest, 1791

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

- a. Describe a likely audience of the declaration.
- b. Explain one way in which the declaration reflects a development during the French Revolution.
- c. Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Describe one cause for the development of the Concert of Europe in the early 1800s.
- b. Explain one way in which the Concert of Europe affected Europe during the first half of the 1800s.
- c. Explain one reason why the Concert of Europe broke down in the mid-1800s.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Describe one change in French politics or society achieved by the liberal phase of the French Revolution.
- b. Explain how the radicalization of the French Revolutionary regime led to one change prior to Napoleon’s takeover of the French government.
- c. Explain one way in which the regime of Napoleon represented a continuity with the radical phase of the French Revolution.

5.8 Romanticism

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS romanticism 浪漫主义 • religious revival 宗教复兴 • methodism 循道宗

Objective

Build the skills to explain **Romanticism** 浪漫主义 as a challenge to reason.**You must be able to:**

- state what Rousseau objected to and what he emphasised
- describe Romanticism's relation to Enlightenment rationality
- explain the connection with religious revival
- explain what the era's politics demonstrated

1 Worked examples

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

■ Rousseau's objection

He questioned the **exclusive** reliance on reason and emphasised emotion in the moral improvement of self and society. The target is reason as the only faculty, not reason itself.

■ Romanticism and reason

Romanticism emerged as a **challenge** to Enlightenment rationality — the two coexist and argue, and neither replaces the other.

■ Religious revival

Consistent with the Romantic movement, religious revival occurred, including Methodism founded by John Wesley. Both privilege inner experience over the demonstrable, which is why the CED files them together.

■ What politics demonstrated

Revolution, war and rebellion demonstrated the emotional power of mass politics and nationalism — the era's own events are the evidence for the claim.

2 Practice

2.1 State what Rousseau objected to and what he emphasised. [2]

2.2 Explain why religious revival is placed alongside Romanticism. [2]

2.3 The CED says revolution and war “demonstrated” the emotional power of mass politics.

(a) State what the verb implies. [1]

(b) State what the evidence is. [1]

3 Exam-style questions

3.1 Rousseau objected to reliance on reason that was [1]

- A partial
- B exclusive
- C mathematical
- D foreign

3.2 The CED’s word for Romanticism’s relation to Enlightenment rationality is [1]

- A replacement
- B challenge
- C agreement
- D ignorance

3.3 A movement privileges inner experience over what can be demonstrated.

(a) State which two developments share this feature. [2]

(b) Explain why they are treated together.

[1]

Solutions

2.1 he objected to the exclusive reliance on reason and emphasised emotion in the moral improvement of self and society.

2.2 both privilege inner experience over the demonstrable, and the CED describes the revival as consistent with the Romantic movement.

2.3 (a) that the events are the evidence for the claim. (b) revolution, war and rebellion of the preceding decades.

3.1 B. reason as the only faculty is the target.

3.2 B. challenge, not replacement.

3.3 (a) Romanticism; religious revival, including Methodism. (b) they share a temper — inner experience above the demonstrable.

5.9 Continuity and Change in 18th-Century States

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS romanticism 浪漫主义

Objective

Build the skills to write **continuity and change** for 1648 to 1815.

You must be able to:

- name a change and a continuity in sovereignty, commerce and thought
- explain why naming a continuity strengthens an answer
- state what the period settled and what it did not
- avoid describing only rupture

1 Worked examples

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

■ Sovereignty

Change: a rival claim that sovereignty belongs to a nation. **Continuity:** monarchy persisted almost everywhere, now answerable to a claim it had not faced before.

■ Commerce

Change: Britain ends the period holding most of the network, with financial institutions built to fight wars. **Continuity:** the network itself survived twenty-five years of war.

■ Thought

Change: Enlightenment principles reached statute and constitution. **Continuity:** reason acquired a serious critic in the same decades, so the argument continued rather than concluding.

■ Why continuity matters

Change without continuity reads as rupture; both together read as history. The continuity is also evidence that the change was real, since it shows what resisted.

2 Practice

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

2.2 Explain why naming a continuity strengthens an answer. [2]

2.3 By 1815 monarchy persists across Europe.

(a) State what has changed about it. [1]

(b) State what has not. [1]

3 Exam-style questions

3.1 Which is a continuity across 1648-1815? [1]

- **A** The commercial network survived the wars
- **B** Sovereignty acquired a rival claimant
- **C** Enlightenment principles reached statute
- **D** Romanticism emerged

3.2 Change without continuity reads as [1]

- **A** history
- **B** rupture
- **C** comparison
- **D** causation

3.3 Write a continuity-and-change paragraph on European thought, 1648-1815. [4]

Solutions

2.1 change: a rival claim that sovereignty belongs to a nation; continuity: monarchy persisted.

2.2 it shows what resisted the change, which makes the change measurable rather than asserted.

2.3 (a) it now faces a claim that sovereignty belongs to the nation. (b) the institution itself, which survived the period.

3.1 A. the network was redistributed, not destroyed.

3.2 B. only both together read as history.

3.3 a change named with evidence; a continuity named with evidence; the two connected; a judgment about which mattered more.