

Week 17

AP European History

Homework bundle for this week

本周作业合集

exercises.lol

Contents 目录

Topic 6 quiz	3
Exercise sheet 6.1	6
Past-paper questions 6.1	10
Exercise sheet 6.2	11
Past-paper questions 6.2	15
Exercise sheet 6.3	16
Past-paper questions 6.3	20
Exercise sheet 6.4	22
Past-paper questions 6.4	26
Exercise sheet 6.5	27
Past-paper questions 6.5	31
Exercise sheet 6.6	33

Past-paper questions 6.6	37
Exercise sheet 6.7	38
Exercise sheet 6.8	42
Past-paper questions 6.8	46
Exercise sheet 6.9	47
Past-paper questions 6.9	51
Exercise sheet 6.10	52

6. Industrialization and Its Effects, c. 1815 to c. 1914 Starter Quiz · 课前小测

AP European History

Name: _____ Score: _____

1. The first thread says industry...

- ☐ appeared everywhere at once
- ☐ spread from Great Britain to the continent
- ☐ began in Russia
- ☐ never left Britain

2. 'In conjunction with' means the resources...

- ☐ replaced the political climate
- ☐ worked together with favourable political and social climates
- ☐ were unnecessary
- ☐ came later

3. 'Predominant modes of production by 1914' means...

- ☐ all production
- ☐ most, not all
- ☐ none
- ☐ only in Britain

4. A 'self-conscious class' is one that...

- ☐ is wealthy
- ☐ knows itself as a class
- ☐ owns land
- ☐ votes

5. The new conservative ideology was based on the idea that human nature was...

- ☐ perfectible
- ☐ not perfectible
- ☐ unchanging in law
- ☐ irrelevant

6. Select **both** triggers of the revolutions of 1848.

- ☐ economic hardship

- ☐ discontent with the political status quo
- ☐ foreign invasion
- ☐ a religious schism

Tick every correct option.

7. Everyday life was shaped by industrialisation, depending on the level of development in a particular _____.

8. The CED's term for skill embodied in engineers and inventors is human _____.

9. Select **all** three results the CED gives for the new technologies.

- ☐ more fully integrated national economies
- ☐ a higher level of urbanisation
- ☐ a truly global economic network
- ☐ the end of agriculture

Tick every correct option.

10. Select **both** costs of rural-to-urban migration the CED names.

- ☐ urban overcrowding
- ☐ rural declines in labour and weakened communities
- ☐ the end of cities
- ☐ falling population

Tick every correct option.

AP European History

1. spread from Great Britain to the continent

And on the continent the state played a greater role.

2. worked together with favourable political and social climates

Coal without the institutions that turn it into policy is just coal.

3. most, not all

6.2's lagging regions are the remainder.

4. knows itself as a class

The operative word in the CED's sentence.

5. not perfectible

The same kind of claim the Enlightenment made, opposite conclusion.

6. economic hardship; discontent with the political status quo

One economic, one political.

7. location

So a question about everyday life has no single answer.

8. capital

An economic resource like coal.

9. more fully integrated national economies; a higher level of urbanisation; a truly global economic network

Three results from one cause, at three scales.

10. urban overcrowding; rural declines in labour and weakened communities

One movement, two costs, one sentence.

6.1 Contextualizing Industrialization and Its Origins and Effects

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS economic institutions and human capital 人力资本

Objective

Build the skills to write the **context** for industrialisation.

You must be able to:

- name the conditions that made British industrialisation possible
- explain why the state's role differed on the continent
- state the three threads the unit opens
- avoid narrating inventions instead of naming conditions

1 Worked examples

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

■ Conditions in Britain

Ready supplies of coal and iron ore; economic institutions and human capital — engineers, inventors, capitalists — acting largely through private initiative; and a parliamentary government that promoted commercial and industrial interests because those interests were represented in it.

■ The continental difference

Industry spread from Britain to the continent, where the state played a greater role in promoting it — subsidy, tariff, direct investment — because private capital and institutions were thinner.

■ The three threads

Spread and the state's role; everyday life shaped by industrialisation depending on the level of development in a particular location; and the ideological, governmental and collective responses to industrialisation's complications.

2 Practice

2.1 Name three conditions for British industrialisation. [3]

2.2 Explain why the state's role was greater on the continent. [2]

2.3 A student writes: "The steam engine caused industrialisation."

(a) State the error. [1]

(b) Write a version that names conditions. [2]

3 Exam-style questions

3.1 Parliament promoted commercial interests because those interests [1]

- **A** paid bribes
- **B** were represented in it
- **C** were foreign
- **D** owned no property

3.2 The CED says everyday life was shaped by industrialisation depending on [1]

- **A** nothing
- **B** the level of industrial development in a particular location
- **C** the year alone
- **D** religion

3.3 Coal exists in several countries that industrialise later than Britain.

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

(b) Explain what else was needed.

[2]

Solutions

2.1 any three of: coal and iron ore; economic institutions and human capital; private initiative; a parliament representing commercial and industrial interests.

2.2 private capital and institutions were thinner, so subsidy, tariff and direct state investment substituted for them.

2.3 (a) it names an invention rather than the conditions that made its use possible. (b) a version naming resources, institutions and political representation.

3.1 B. representation produced favourable policy.

3.2 B. the qualifier is the CED's own.

3.3 (a) resources alone are not sufficient. (b) institutions, human capital and a political order that turned the resource into policy, which is why the CED says "in conjunction with".

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.
-

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

- A.** Describe one significant feature of industrialization in Europe in the period 1750 to 1800.
- B.** Describe one significant change in industrialization in the period 1800 to 1900.
- C.** Explain one way that industrialization affected European politics in the period 1800 to 1900.

END OF SECTION I

6.2 The Spread of Industry Throughout Europe

Name: _____ Class: _____ Date: _____

Total: 13 marks

Objective

Build the skills to explain **why industrialisation spread unevenly** 不均衡.

You must be able to:

- explain France's more gradual path
- name the factors behind the lag in eastern and southern Europe
- state the consequence for regions that lagged
- avoid explaining the pattern by a single factor

1 Worked examples

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

■ France

France moved toward industrialisation at a more gradual pace than Britain, with government support and with less dislocation of traditional methods of production. Gradual is not failed: fewer people were displaced.

■ The lag

A combination of factors accounted for eastern and southern Europe's lag: geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship.

■ The consequence

Because of more primitive agricultural practices and land-owning patterns, some areas lagged while facing famine, debt and land shortages. The lag was not merely an absence of factories.

■ Not one factor

The CED explicitly says **a combination**. An answer resting on one factor contradicts the source.

2 Practice

2.1 State two features of France's path. [2]

2.2 Name three factors behind the eastern and southern lag. [3]

2.3 A region lags industrially.

(a) State two hardships the CED associates with lagging. [2]

(b) State why the lag is more than an absence of factories. [1]

3 Exam-style questions

3.1 The CED explains the eastern and southern lag by [1]

- **A** one factor
- **B** a combination of factors
- **C** climate alone
- **D** religion alone

3.2 France's slower path involved [1]

- **A** no government support
- **B** government support and less dislocation
- **C** total displacement of traditional production
- **D** no industry at all

3.3 Serfdom persists in a region that industrialises late.

(a) State how the two are connected. [1]

(b) Explain the mechanism.

[2]

Solutions

2.1 a more gradual pace than Britain; government support with less dislocation of traditional production.

2.2 any three of: geography; lack of resources; dominance of traditional landed elites; persistence of serfdom; inadequate government sponsorship.

2.3 (a) any two of famine, debt, land shortages. (b) it involves material hardship, not only a missing sector.

3.1 B. the CED says a combination.

3.2 B. support with less dislocation.

3.3 (a) serfdom is listed among the causes of the lag. (b) bound labour cannot move to where industry is, and landed elites who depend on it have no interest in a change that would free it.

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.

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

- A.** Describe one significant feature of industrialization in Europe in the period 1750 to 1800.
- B.** Describe one significant change in industrialization in the period 1800 to 1900.
- C.** Explain one way that industrialization affected European politics in the period 1800 to 1900.

END OF SECTION I

6.3 Second Wave Industrialization and Its Effects

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS more fully integrated national economies 一体化的国民经济 • second industrial revolution 第二次工业革命
• heightened consumerism 消费主义 • railroads 铁路 • promoted population growth 人口增长

Objective

Build the skills to explain the **second industrial revolution** 第二次工业革命.

You must be able to:

- state what changed in scale and complexity after about 1870
- name the innovations and their three scales of effect
- explain the rise of consumerism
- state the demographic effects and their double cause

1 Worked examples

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

■ After 1870

More areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity — larger firms, more capital, more specialised processes.

■ Innovations and scales

New technologies and means of communication and transportation, including railroads, produced more fully integrated national economies, a higher level of urbanisation, and a truly global economic network. Three effects at three scales.

■ Consumerism

New, efficient transportation and other innovations created new industries, improved distribution, increased consumerism and enhanced quality of life. A heightened consumerism developed as a result.

■ Demography

Along with better harvests caused in part by the commercialisation of agriculture, industrialisation promoted population growth, longer life expectancy and lowered infant mortality. Two causes, not one.

2 Practice

2.1 State two things that changed after about 1870. [2]

2.2 Name the three scales at which the new technologies had effect. [3]

2.3 Population grows in this period.

(a) State the two causes the CED gives. [2]

(b) State why naming both matters. [1]

3 Exam-style questions

3.1 Railroads contributed to a truly [1]

- **A** local economy
- **B** global economic network
- **C** agricultural society
- **D** decline in trade

3.2 Heightened consumerism is attributed to [1]

- **A** the first industrial revolution only
- **B** the second industrial revolution
- **C** the Napoleonic wars
- **D** the Congress of Vienna

3.3 A student attributes population growth to industry alone.

(a) State what is omitted. [1]

(b) Explain why the omission matters.

[2]

Solutions

2.1 more areas of Europe experienced industrial activity; processes increased in scale and complexity.

2.2 national — more fully integrated national economies; urban — higher urbanisation; global — a truly global economic network.

2.3 (a) industrialisation; better harvests from the commercialisation of agriculture. (b) the CED credits both, so an answer naming one misstates the claim.

3.1 B. the CED's own phrase.

3.2 B. the CED attributes it to the second wave.

3.3 (a) better harvests from commercialised agriculture. (b) the CED explicitly shares the credit, so omitting the agricultural cause reports a claim the source does not make.

“After the [Russian] revolution of 1917, the Bolshevik regime became the first government in history to declare that women’s emancipation was one of its primary goals and to write it into law. Legislation ensuring equal pay for equal work was instantly [passed], and women’s right (if not their obligation) to work became central to Soviet notions of citizenship. Yet, after the first fifteen years of Soviet rule, it was evident that the Leninist ideal of freeing women...was still a distant utopia. In retrospect it was also evident that the Soviet Union’s commitment to women’s equal employment has never been purely ideological and has been based rather on pragmatic, demographic factors: rapid economic growth, labor shortages, and a frequent shortage of males.

In the past decade [the 1980s], the average female worker, although she was slightly better educated than her male counterpart, earned only two-thirds as much as the average male.... Some forty percent of Soviet working women are employed in unskilled manual labor or low-skilled industrial work.

The higher professions are equally unbalanced. About three-quarters of the schoolteachers but only about a third of the school principals are women. Some seventy percent of the doctors are women, but more than half the hospital administrators are men and [they] are in charge of formulating local health policy. The inequality is even more striking among engineers and skilled technical workers.”

Source: Francine du Plessix Gray, French-American journalist, *Soviet Women: Walking the Tightrope*, 1990

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

- A. Describe the main argument made by the author in the excerpt.
- B. Describe one piece of evidence used by the author in the excerpt to support her argument.
- C. Explain how one historical development in the second half of the 1900s likely influenced the author’s perspective.

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.

6.4 Social Effects of Industrialization

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS class identity 阶级认同 • urban overcrowding 城市拥挤 • cult of domesticity 家庭崇拜
• social effects 社会效应

Objective

Build the skills to explain the **social effects** 社会效应 of industrialisation.

You must be able to:

- explain how divisions of labour produced self-conscious classes
- describe how class identity was reinforced
- state both costs of rural-to-urban migration
- describe the changes in family life and the improvements by the century's end

1 Worked examples

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

■ Self-conscious classes

In industrialised areas socioeconomic change created divisions of labour that led to self-conscious classes, including the proletariat and the bourgeoisie. **Self-conscious** means a group that knows itself as a class.

■ Reinforcement

Class identity developed and was reinforced through participation in philanthropic, political and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.

■ Migration's two costs

Cities experienced overcrowding **while** affected rural areas suffered declines in available labour and weakened communities. Both are in one CED sentence.

■ Family and improvement

Bourgeois families focused on the nuclear family and the cult of domesticity with distinct gender roles; by the century's end higher wages, laws restricting the labour of children and women, social welfare programmes, improved diet and increased access to birth control affected working-class quality of life.

2 Practice

2.1 Explain what makes a class “self-conscious”. [2]

2.2 State both costs of rural-to-urban migration. [2]

2.3 Working-class quality of life improves by 1900.

(a) Name three causes the CED lists. [3]

(b) State the CED’s careful verb. [1]

3 Exam-style questions

3.1 Trade unions and mutual aid societies reinforced identity among the [1]

- **A** middle classes
- **B** working classes
- **C** aristocracy
- **D** clergy

3.2 An answer describing only urban overcrowding has recorded [1]

- **A** the whole claim
- **B** half of it
- **C** none of it
- **D** the rural half

3.3 A district loses working-age people to a nearby city.

(a) State two consequences for the district. [2]

(b) Explain why the CED pairs them with the urban effect.

[1]

Solutions

2.1 it knows itself as a class, rather than merely occupying a position in production.

2.2 urban overcrowding; rural decline in available labour and weakened communities.

2.3 (a) any three of: higher wages; laws restricting the labour of children and women; social welfare programmes; improved diet; increased access to birth control. (b) “affected” — it does not claim the improvement was uniform.

3.1 B. those were the working-class associations.

3.2 B. the CED gives both costs in one sentence.

3.3 (a) declining available labour; weakened communities. (b) one movement produced both, so they belong in a single account.

“After the [Russian] revolution of 1917, the Bolshevik regime became the first government in history to declare that women’s emancipation was one of its primary goals and to write it into law. Legislation ensuring equal pay for equal work was instantly [passed], and women’s right (if not their obligation) to work became central to Soviet notions of citizenship. Yet, after the first fifteen years of Soviet rule, it was evident that the Leninist ideal of freeing women...was still a distant utopia. In retrospect it was also evident that the Soviet Union’s commitment to women’s equal employment has never been purely ideological and has been based rather on pragmatic, demographic factors: rapid economic growth, labor shortages, and a frequent shortage of males.

In the past decade [the 1980s], the average female worker, although she was slightly better educated than her male counterpart, earned only two-thirds as much as the average male.... Some forty percent of Soviet working women are employed in unskilled manual labor or low-skilled industrial work.

The higher professions are equally unbalanced. About three-quarters of the schoolteachers but only about a third of the school principals are women. Some seventy percent of the doctors are women, but more than half the hospital administrators are men and [they] are in charge of formulating local health policy. The inequality is even more striking among engineers and skilled technical workers.”

Source: Francine du Plessix Gray, French-American journalist, *Soviet Women: Walking the Tightrope*, 1990

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

- A. Describe the main argument made by the author in the excerpt.
- B. Describe one piece of evidence used by the author in the excerpt to support her argument.
- C. Explain how one historical development in the second half of the 1900s likely influenced the author’s perspective.

6.5 The Concert of Europe and European Conservatism

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS conservatism 保守主义 • concert of europe 欧洲协调

Objective

Build the skills to explain **conservatism** 保守主义 and the **Concert of Europe** 欧洲协调.

You must be able to:

- state the basis of the new conservative ideology
- explain the Concert's two methods
- explain why one premise justified both
- state what the objective's other verb requires

1 Worked examples

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

■ The basis

Conservatives developed a **new** ideology in support of traditional political and religious authorities, based on the idea that human nature was not perfectible. It is an argument, not merely an inheritance.

■ Two methods

The Concert of Europe sought to maintain the status quo through **collective action** between states and **adherence to conservatism** within them.

■ One premise, two policies

If human nature is not perfectible, a scheme to perfect society is not merely mistaken but dangerous — which justifies domestic doctrine and international policing alike.

■ The other verb

The objective asks how the order was maintained **and challenged**. This subtopic supplies maintenance; 6.6 and 6.7 supply the challenges.

2 Practice

2.1 State the basis of the new conservative ideology. [2]

2.2 State the Concert's two methods. [2]

2.3 One premise justifies both a domestic doctrine and an international policy.

(a) State the premise. [1]

(b) Explain the connection. [1]

3 Exam-style questions

3.1 The CED calls the conservative ideology [1]

- **A** ancient
- **B** new
- **C** revolutionary
- **D** liberal

3.2 The objective's other verb, besides "maintained", is [1]

- **A** abolished
- **B** challenged
- **C** exported
- **D** ignored

3.3 A doctrine holds that human nature cannot be perfected.

(a) State its view of schemes to improve society. [1]

(b) Explain why it treats every attempt as evidence.

[2]

Solutions

2.1 support for traditional political and religious authorities, based on the idea that human nature was not perfectible.

2.2 collective action between states; adherence to conservatism within them.

2.3 (a) that human nature is not perfectible. (b) a scheme to perfect society is then dangerous, whether pursued at home or abroad.

3.1 B. it is an argued position, not an inheritance.

3.2 B. the objective covers both.

3.3 (a) that they are not merely mistaken but dangerous. (b) the doctrine predicts they will end badly, so any failure confirms it and no success is expected.

Answer either Question 3 or Question 4.

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

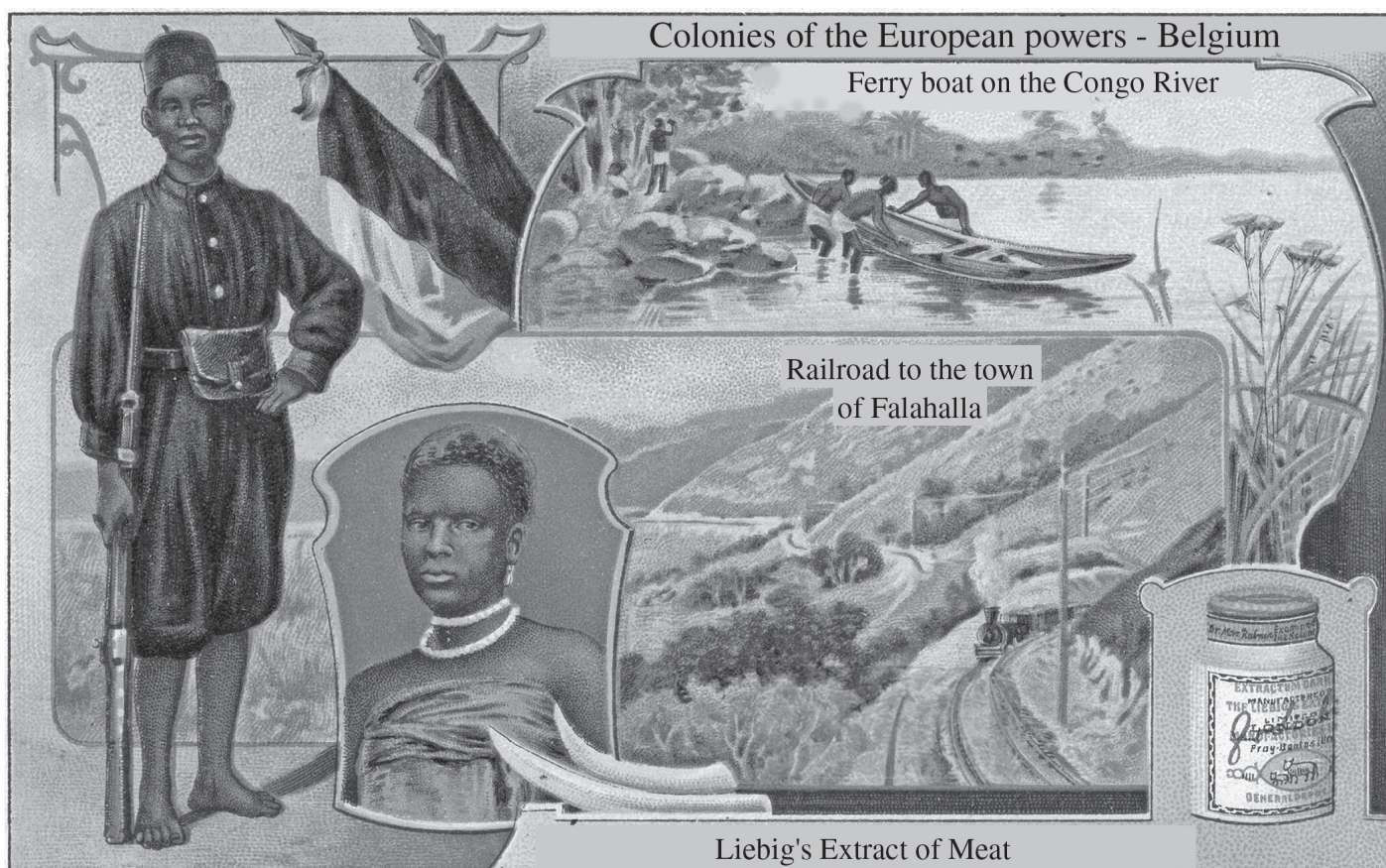
- A.** Describe one significant motivation for European overseas expansion in the period 1450 to 1600.
- B.** Describe one significant change in European overseas expansion in the period 1600 to 1700.
- C.** Explain one way that European overseas expansion affected Europe's economy in the period 1700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

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

- A.** Describe one significant feature of industrialization in Europe in the period 1750 to 1800.
- B.** Describe one significant change in industrialization in the period 1800 to 1900.
- C.** Explain one way that industrialization affected European politics in the period 1800 to 1900.

END OF SECTION I

Collectible Card Advertising a Meat Product Produced by the Liebig Company, c. 1910



Lebrecht History/Bridgeman Images

The card is part of a series that illustrated the colonial empires of European powers. This particular card depicts the Belgian Congo in Africa. The original card was written in the French language.

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

- Describe one way in which the card reflects a European view of Africa.
- Explain how a broader economic development is reflected in the depiction of the Belgian Congo in the image.
- Explain how the type of colonial relationship portrayed in the image would change after the First World War.

6.6 Reactions and Revolutions

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS emancipation of the serfs 农奴解放 • revolutions of 1848 1848 年革命 • revolt 反抗 • concert of europe
 • conservatism 保守主义

Objective

Build the skills to explain **revolt** 反抗 against the post-1815 order.

You must be able to:

- state the two triggers of 1848 and its named consequence
- explain the Russian pattern of reform producing revolution
- state what 'attempted' concedes about revolutionaries
- connect the challenges to 6.5's maintenance

1 Worked examples

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

■ 1848

The revolutions of 1848, triggered by economic hardship and discontent with the political status quo, challenged conservative politicians and governments and led to the breakdown of the Concert of Europe.

■ Russia

Autocratic leaders pushed through reform and modernisation including the emancipation of the serfs, which **gave rise to** revolutionary movements and eventually the Russian Revolution of 1905. Reform is presented as a cause of revolution, not an alternative to it.

■ 'Attempted'

In the first half of the century revolutionaries **attempted** to destroy the status quo. The verb records the effort without conceding success.

■ The connection

The target is precisely what 6.5's Concert existed to preserve, which is why the two subtopics are one argument.

2 Practice

2.1 State the two triggers of the 1848 revolutions. [2]

2.2 State the CED's causal chain in Russia. [3]

2.3 Reform from above precedes revolutionary movements.

(a) State how a reform can produce further demands. [1]

(b) State what this shows about reform as a strategy. [1]

3 Exam-style questions

3.1 1848 led to the breakdown of [1]

- **A** the Congress of Vienna
- **B** the Concert of Europe
- **C** the balance of power principle
- **D** conservatism as an idea

3.2 The CED presents Russian reform as [1]

- **A** an alternative to revolution
- **B** a cause of revolutionary movements
- **C** unrelated to 1905
- **D** a failure of nerve

3.3 A government grants one demand and faces three more.

(a) State the mechanism. [1]

(b) Explain why the second demand is easier to make.

[2]

Solutions

2.1 economic hardship; discontent with the political status quo.

2.2 reform and modernisation including emancipation of the serfs gave rise to revolutionary movements and eventually the Russian Revolution of 1905.

2.3 (a) granting concedes that the existing arrangement was wrong, licensing further demands. (b) reform can produce the pressure it was meant to relieve.

3.1 B. the CED names the Concert.

3.2 B. the causal chain runs reform to revolution.

3.3 (a) the first grant establishes that granting is possible. (b) the principle has already been conceded, so the second demand argues from the government's own precedent.

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

Directions: Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

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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.

6.7 Ideologies of Change and Reform Movements

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS anarchists 无政府主义者 • universal male suffrage 男性普选权 • new ideologies 意识形态
• liberals 自由主义者 • socialists 社会主义者

Objective

Build the skills to distinguish the **new ideologies** 意识形态 of the century.

You must be able to:

- state liberalism's commitments and its internal debate
- state what radicals and republicans demanded
- describe socialism's development and Marx's distinguishing feature
- state anarchism's claim

1 Worked examples

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

■ Liberalism

Liberals emphasised popular sovereignty, individual rights and enlightened self-interest **but debated** the extent to which all groups should actively participate in governance. The disagreement is inside liberalism.

■ Radicals and republicans

They demanded universal **male** suffrage and full citizenship without regard to wealth and property; **some** argued such rights should extend to women.

■ Socialism

Socialists called for redistribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique. Marx's account is distinguished by its **deterministic** analysis of society and historical evolution.

■ Anarchism

Anarchists asserted that **all forms** of governmental authority were unnecessary and should be overthrown and replaced with a society based on voluntary cooperation.

2 Practice

2.1 State liberalism's three commitments and its internal debate. [3]

2.2 State what radicals demanded and what some added. [2]

2.3 Marx's socialism is distinguished from earlier socialism.

(a) State the distinguishing feature. [1]

(b) State what it claims beyond injustice. [1]

3 Exam-style questions

3.1 Anarchists rejected [1]

- **A** one form of government
- **B** all forms of governmental authority
- **C** private property only
- **D** industry

3.2 The suffrage radicals demanded was universal [1]

- **A** adult suffrage
- **B** male suffrage
- **C** property-based suffrage
- **D** no suffrage

3.3 Four ideologies attack four different parts of the existing order.

(a) Match each to the part it attacks. [2]

(b) Explain why naming the target is the strong move.

[2]

Solutions

2.1 popular sovereignty; individual rights and enlightened self-interest; a debate over the extent of participation.

2.2 universal male suffrage and full citizenship without regard to wealth or property; some argued rights should extend to women.

2.3 (a) a deterministic analysis of society and historical evolution. (b) that capitalism's outcome is determined, not only that it is unjust.

3.1 B. all forms, not a preference among governments.

3.2 B. the CED specifies male suffrage.

3.3 (a) liberalism-legitimacy and rights; radicalism-the franchise; socialism-property and distribution; anarchism-authority itself. (b) it shows the ideologies differ in what they think the state is for, not only in how far they would go.

6.8 19th-Century Social Reform

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS reform movements 改革运动 • class identity 阶级认同

Objective

Build the skills to explain **reform movements** 改革运动 of the nineteenth century.

You must be able to:

- state what political movements and social organisations responded to
- explain the relationship between ideas, organisations and legislation
- name the institutions that carried reform
- state what the objective's causal phrase requires

1 Worked examples

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

■ What they responded to

Political movements and social organisations responded to problems of industrialisation — the collective response among the three kinds the unit's third thread names.

■ Idea to law

An idea acquires members, funds and a newspaper, becomes an organisation, presses a demand, and the demand appears as legislation. Each step is required, and naming the chain is the analysis.

■ The institutions

Mutual aid societies and trade unions among the working classes; philanthropic, political and social associations among the middle classes — the same bodies 6.4 named as building class identity.

■ The causal phrase

The objective says these movements **resulted from** intellectual developments, which places 6.7's ideas upstream. An answer listing organisations without connecting them to an argument omits the link the CED asked for.

2 Practice

2.1 State what these movements responded to. [2]

2.2 State the four steps from an idea to a law. [2]

2.3 The objective says the movements “resulted from” intellectual developments.

(a) State what this places upstream. [1]

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

3 Exam-style questions

3.1 The institutions carrying working-class reform were [1]

- **A** philanthropic boards
- **B** mutual aid societies and trade unions
- **C** royal academies
- **D** guilds of nobles

3.2 Listing organisations without connecting them to an argument [1]

- **A** answers the objective fully
- **B** omits the causal link the objective asked for
- **C** is preferred
- **D** is a concession

3.3 A claim circulates for a decade before any law changes.

(a) State what was missing. [1]

(b) Explain what supplied it.

[2]

Solutions

2.1 the problems of industrialisation, as the collective response among the unit's three kinds.

2.2 an idea; an organisation with members and funds; a demand; legislation.

2.3 (a) 6.7's ideas. (b) the connection between each organisation and the argument it was carrying.

3.1 B. those were the working-class bodies.

3.2 B. the causal link is what the objective requires.

3.3 (a) an organisation to carry it. (b) members, funds and a means of publication, which convert an argument into a demand a government must answer.

***Germania*, nationalist painting attributed to German artist Philipp Veit, 1848**



Artepics / Alamy Stock Photo

The figure holds an olive branch (symbol of peace) and a sword. The tricolor flag represents Germany.

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

- Describe a goal that the artist likely intended to support by creating the painting.
- Explain one way in which political conditions in the period 1800 to 1850 hindered a goal expressed in the painting.
- Explain one way in which political developments in the period after 1850 helped to achieve a goal expressed in the painting.

6.9 Institutional Responses and Reform

Name: _____ Class: _____ Date: _____

Total: 13 marks**KEY WORDS** liberalism shifted from laissez-faire to interventionist 从自由放任转向干预 • compulsory public education 政府回应

- government responses 政府回应

Objective

Build the skills to explain **government responses** 政府回应 to industrialisation.**You must be able to:**

- state liberalism's shift and its stated reason
- name the four urban reforms
- name the forces that moved governments
- state the three goals given for compulsory education

1 Worked examples

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

■ Liberalism's shift

Liberalism shifted from laissez-faire to interventionist economic and social policies **in response to the challenges of industrialisation**. The reason is stated, so this is adaptation rather than inconsistency.

■ Four reforms

Reforms transformed unhealthy and overcrowded cities by modernising infrastructure, regulating public health, reforming prisons and establishing modern police forces — building, regulating, reforming, and creating a new institution.

■ What moved governments

Reforms were enacted by governments motivated by such forces as public opinion, prominent individuals and charity organisations. “Such forces as” marks an open list.

■ Education's three goals

Reformers promoted compulsory public education to advance public order, nationalism and economic growth. None of the three is the good of the child; the CED reports the reformers' reasons.

2 Practice

2.1 State liberalism's shift and the reason given. [2]

2.2 Name the four urban reforms. [2]

2.3 Compulsory education is promoted.

(a) Name the three goals the CED gives. [3]

(b) State what is absent from the list. [1]

3 Exam-style questions

3.1 "Such forces as public opinion, prominent individuals and charity organisations" indicates [1]

- **A** a complete list
- **B** an open list of examples
- **C** a legal requirement
- **D** a single cause

3.2 Nationalism appears among the goals of compulsory schooling because school [1]

- **A** teaches trades only
- **B** is a way of making a population into a nation
- **C** replaces the family
- **D** reduces literacy

3.3 A city builds sewers, licenses inspectors and hires a police force in one generation.

(a) State what the three have in common. [1]

(b) Explain what each leaves behind. [2]

Solutions

2.1 from laissez-faire to interventionist economic and social policies, in response to the challenges of industrialisation.

2.2 modernising infrastructure; regulating public health; reforming prisons; establishing modern police forces.

2.3 (a) public order; nationalism; economic growth. (b) the good of the child.

3.1 B. “such forces as” signals examples.

3.2 B. schooling forms a shared national identity.

3.3 (a) all are responses to urban conditions. (b) each leaves a permanent institution and staff, which enlarges what the state routinely does.

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.
-

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

- A.** Describe one significant feature of industrialization in Europe in the period 1750 to 1800.
- B.** Describe one significant change in industrialization in the period 1800 to 1900.
- C.** Explain one way that industrialization affected European politics in the period 1800 to 1900.

END OF SECTION I

6.10 Causation in the Age of Industrialization

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to write **causation** for industrialisation.

You must be able to:

- separate material, institutional and political causes
- explain why resources alone are insufficient
- rank causes against a stated criterion
- connect a cause to a consequence in the same sentence

1 Worked examples

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

■ Three kinds

Material: coal, ore, land. **Institutional:** banks, companies, human capital. **Political:** representation, subsidy, law. The CED's own phrase is "in conjunction with", which requires more than one.

■ Why resources are insufficient

Several regions with coal industrialised late. Resources are a condition; institutions and politics convert a condition into an outcome.

■ Ranking

State the criterion — necessity, timing, or scarcity — before ranking. A cause present everywhere cannot explain why one place industrialised first.

■ Cause and consequence

"Cheap coal made steam power economical, which made factory location independent of rivers" states a cause and a consequence in one sentence. That is what a causation answer should look like.

2 Practice

2.1 Name three kinds of cause for industrialisation. [3]

2.2 Explain why resources alone are insufficient. [2]

2.3 A cause is present in every region of Europe.

(a) State why it cannot explain why Britain was first. [1]

(b) State what kind of cause could. [1]

3 Exam-style questions

3.1 The CED's phrase requiring more than one cause is [1]

- A "solely because of"
- B "in conjunction with"
- C "regardless of"
- D "instead of"

3.2 A causation sentence is complete when it names a cause and [1]

- A a date
- B a consequence
- C an author
- D a place

3.3 Rank a material and an institutional cause of British industrialisation.

(a) State your criterion. [1]

(b) Give your ranking and one concession.

[2]

Solutions

2.1 material; institutional; political.

2.2 several regions with coal industrialised late, so resources are a condition that institutions and politics must convert into an outcome.

2.3 (a) a cause present everywhere cannot explain a difference. (b) one that varied between regions — institutions or political representation.

3.1 B. it is the CED's own conjunction.

3.2 B. the consequence completes the causal statement.

3.3 (a) a criterion such as which cause varied where the outcome varied. (b) a ranking with a genuine concession to the other cause.