

Week 20

# AP European History

---

Homework bundle for this week

本周作业合集

exercises.lol

## Contents 目录

---

|                                |    |
|--------------------------------|----|
| Topic 7 quiz .....             | 3  |
| Exercise sheet 7.1 .....       | 6  |
| Past-paper questions 7.1 ..... | 10 |
| Exercise sheet 7.2 .....       | 13 |
| Past-paper questions 7.2 ..... | 17 |
| Exercise sheet 7.3 .....       | 20 |
| Past-paper questions 7.3 ..... | 24 |
| Exercise sheet 7.4 .....       | 26 |
| Past-paper questions 7.4 ..... | 30 |
| Exercise sheet 7.5 .....       | 32 |
| Exercise sheet 7.6 .....       | 36 |
| Past-paper questions 7.6 ..... | 40 |

|                                |    |
|--------------------------------|----|
| Exercise sheet 7.7 .....       | 41 |
| Exercise sheet 7.8 .....       | 45 |
| Exercise sheet 7.9 .....       | 49 |
| Past-paper questions 7.9 ..... | 53 |

## 7. 19th-Century Perspectives and Political Developments, c. 1815 to c. 1914

Starter Quiz · 课前小测

AP European History

Name: \_\_\_\_\_ Score: \_\_\_\_\_

1. The CED's verb for maintaining international stability is...

- ☐ achieved
- ☐ struggled
- ☐ guaranteed
- ☐ abandoned

2. Select **all** the methods of encouraging national loyalty the CED lists.

- ☐ romantic idealism
- ☐ liberal reform
- ☐ political unification
- ☐ chauvinism justifying national aggrandisement

*Tick every correct option.*

3. The Crimean War mattered for unification because it...

- ☐ unified Italy directly
- ☐ created the conditions in which unification became possible
- ☐ ended nationalism
- ☐ founded the Concert

4. 'Material' in the CED's phrase means the account requires no...

- ☐ evidence
- ☐ purpose or designer
- ☐ observation
- ☐ publication

5. Positivism's claim is that science...

- ☐ is one route to knowledge
- ☐ alone provides knowledge
- ☐ cannot study society
- ☐ must serve the state

6. Select **all** three categories of motive the CED names.

- ☐ economic
- ☐ political
- ☐ cultural
- ☐ meteorological

*Tick every correct option.*

7. Select **all** three European domains the CED names.

- ☐ society
- ☐ diplomacy
- ☐ culture
- ☐ geology

*Tick every correct option.*

8. Select **all** the emphases the CED lists for Romantic artists and composers.

- ☐ emotion and nature
- ☐ individuality and intuition
- ☐ the supernatural
- ☐ national histories

*Tick every correct option.*

9. The accurate verdict on nationalism is that it...

- ☐ only built states
- ☐ built states and threatened them, depending on whose state
- ☐ only destroyed states
- ☐ had no effect

10. Select **all** four instruments of Bismarck's Realpolitik the CED lists.

- ☐ diplomacy
- ☐ industrialised warfare
- ☐ weaponry
- ☐ the manipulation of democratic mechanisms

*Tick every correct option.*

### AP European History

#### 1. **struggled**

It concedes the outcome in advance.

#### 2. **romantic idealism; liberal reform; political unification; chauvinism justifying national aggrandisement**

The list also includes racialism with a concomitant anti-Semitism.

#### 3. **created the conditions in which unification became possible**

It exposed Ottoman weakness and contributed to the Concert's breakdown.

#### 4. **purpose or designer**

Which is why it belongs to the objectivity pole of 7.1's tension.

#### 5. **alone provides knowledge**

The strong version, reaching to nature \*and\* human affairs.

#### 6. **economic; political; cultural**

The CED gives no ranking among them.

#### 7. **society; diplomacy; culture**

Plus resistance abroad, in the same sentence.

#### 8. **emotion and nature; individuality and intuition; the supernatural; national histories**

National histories ties the art directly to 7.2's nationalism.

#### 9. **built states and threatened them, depending on whose state**

The same force did both.

#### 10. **diplomacy; industrialised warfare; weaponry; the manipulation of democratic mechanisms**

The last is the most revealing: democratic forms used as a tool.

# 7.1 Contextualizing 19th-Century Perspectives and Political Developments

---

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

**Total: 12 marks**

**KEY WORDS** increased tensions among the great powers 列强 • subjectivity and individual expression 主观性与个人  
• positivism 实证主义 • modernism 现代主义

## Objective

---

Build the skills to write the **context** for the later nineteenth century.

**You must be able to:**

- name the three threads the unit opens
- explain why the CED's verb 'struggled' matters
- state what 'intensification' implies about empire
- explain the tension between objectivity and expression

## 1 Worked examples

---

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

### ■ The three threads

States struggled to maintain international stability in an age of nationalism and revolutions; a variety of motives and methods intensified European global control and increased Great-Power tension; and ideas and culture expressed a tension between objectivity and scientific realism on one hand and subjectivity and individual expression on the other.

### ■ 'Struggled'

The verb concedes the outcome in advance. The Concert had broken down in 1848, and what replaced it is the subject of the unit.

### ■ 'Intensification'

Control already existed; it was tightened, not begun. The same sentence names the consequence — increased tensions among the Great Powers — so imperialism is never only an overseas story.

### ■ The tension

The third thread is a see-saw, not a direction. Positivism and modernism are both in it, decades apart.

## 2 Practice

---

**2.1** Name the three threads of the unit. [3]

---

---

---

**2.2** Explain what “struggled” concedes. [2]

---

---

**2.3** The CED speaks of the “intensification” of global control.

(a) State what this implies. [1]

(b) State the consequence named in the same sentence. [1]

---

---

---

## 3 Exam-style questions

---

**3.1** The cultural thread is described as [1]

- **A** steady progress toward science
- **B** a tension between two poles
- **C** a rejection of art
- **D** an agreement

---

**3.2** The Concert of Europe had broken down in [1]

- **A** 1815
- **B** 1848
- **C** 1871

- D 1900

---

**3.3** A context paragraph names conditions but no consequences.

(a) State the fault. [1]

(b) Explain the remedy. [2]

---

---

---

## Solutions

---

**2.1** the struggle to maintain international stability; the intensification of global control and Great-Power tension; the tension between objectivity and subjectivity in ideas and culture.

**2.2** it concedes the outcome in advance — the states did not succeed.

**2.3** (a) that control already existed and was being tightened. (b) increased tensions among the Great Powers.

**3.1 B.** the CED sets two poles against each other.

**3.2 B.** 1848 is when the Concert broke down.

**3.3** (a) conditions without consequences explain nothing. (b) state what each condition made possible, which is the whole function of contextualising.

**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.

***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**.

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

**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.

## 7.2 Nationalism

---

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

**Total: 11 marks**

**KEY WORDS** nationalism 民族主义 • napoleon iii 拿破仑三世 • romantic idealism 浪漫主义理想 • bismarck 俾斯麦  
• cavour 加富尔

### Objective

---

Build the skills to explain **nationalism** 民族主义 in the nineteenth century.

**You must be able to:**

- name the methods nationalists used to encourage loyalty
- state how conservative leaders used nationalism
- describe the dual monarchy as an alternative strategy
- explain why nationalism cannot be given a single moral valence

### 1 Worked examples

---

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

#### ■ The methods

Nationalists encouraged loyalty in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandisement. The list runs from the benign to the dangerous in one sentence.

#### ■ Conservatives using it

A new generation of conservative leaders, including Napoleon III, Cavour and Bismarck, **used** popular nationalism to create or strengthen the state. The verb describes instrumental adoption, not conversion.

#### ■ The dual monarchy

Austria-Hungary recognised the political power of the largest ethnic minority as an **attempt** to stabilise the state by reconfiguring national unity — the alternative to unification where one nation cannot supply a state.

#### ■ Not one valence

Because the same force served liberal reform and racial exclusion, nationalism is a set of methods used differently by different movements.

## 2 Practice

---

**2.1** Name four methods nationalists used. [2]

---

---

**2.2** Explain what the verb “used” indicates about conservative leaders. [2]

---

---

**2.3** Austria-Hungary becomes a dual monarchy.

(a) State the strategy. [1]

(b) State the CED’s careful word for it. [1]

---

---

---

## 3 Exam-style questions

---

**3.1** The CED’s list of nationalist methods includes [1]

- **A** only benign ones
- **B** benign and dangerous ones in one sentence
- **C** only dangerous ones
- **D** none

---

**3.2** Napoleon III, Cavour and Bismarck are described as [1]

- **A** nationalists by conviction
- **B** conservative leaders who used popular nationalism
- **C** liberals
- **D** anarchists

---

**3.3** A movement uses nationalism for liberal reform; another uses it for exclusion.

(a) State what this shows. [1]

---

(b) Explain how an answer should describe nationalism.

[2]

---

---

---

## Solutions

---

**2.1** any four of: romantic idealism; liberal reform; political unification; racialism with concomitant anti-Semitism; chauvinism justifying national aggrandisement.

**2.2** instrumental adoption rather than conversion to the ideology.

**2.3** (a) recognising the political power of the largest ethnic minority to stabilise the state.  
(b) “attempt”.

**3.1 B.** the CED places both in one list.

**3.2 B.** the CED’s own description.

**3.3** (a) that nationalism is a set of methods rather than a single position. (b) as methods used differently by different movements, with the particular use named in each case.

---

**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**

***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**.

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

**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.

## 7.3 National Unification and Diplomatic Tensions

---

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

**Total: 11 marks**

**KEY WORDS** unification 统一 • crimean war 克里米亚战争 • breakdown of the concert of europe 欧洲协调的瓦解  
• nationalist tensions in the balkans 巴尔干 • complex system of alliances 联盟体系

### Objective

---

Build the skills to explain **unification** 统一 and the alliance system.

**You must be able to:**

- explain what the Crimean War made possible
- name the methods behind Italian and German unification
- describe the alliance system before and after 1890
- explain how Balkan tensions drew in the powers

### 1 Worked examples

---

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

#### ■ The opening

The Crimean War demonstrated Ottoman weakness and contributed to the breakdown of the Concert of Europe, **thereby creating the conditions** in which Italy and Germany could be unified after centuries of fragmentation.

#### ■ Italy and Germany

Cavour's diplomatic strategies combined with Garibaldi's popular military campaigns unified Italy. Bismarck used Realpolitik — diplomacy, industrialised warfare, weaponry and the manipulation of democratic mechanisms — to unify Germany.

#### ■ The alliances

After 1871 Bismarck attempted to maintain the balance through a complex system of alliances directed at isolating France; his dismissal in 1890 eventually led to a system of **mutually antagonistic** alliances and heightened tensions.

## ■ The Balkans

Nationalist tensions in the Balkans **drew** the Great Powers into a series of crises leading up to the First World War — the powers are described as pulled by a local situation.

## 2 Practice

---

**2.1** State what the Crimean War made possible and how. [2]

---

---

**2.2** Name the four instruments of Bismarck's Realpolitik. [2]

---

---

**2.3** The alliance system changes after 1890.

(a) State what it was before. [1]

(b) State what it became. [1]

---

---

---

## 3 Exam-style questions

---

**3.1** Cavour's contribution to Italian unification was [1]

- **A** military campaigns
- **B** diplomatic strategy
- **C** industrial production
- **D** naval blockade

---

**3.2** The CED's verb for how Balkan tensions involved the Great Powers is [1]

- **A** invited
- **B** drew
- **C** repelled
- **D** ignored

---

**3.3** A system of alliances aimed at one rival becomes a system of mutually antagonistic ones.

(a) State what changed. [1]

(b) Explain the consequence. [2]

---

---

---

## Solutions

---

**2.1** it created the conditions for Italian and German unification by exposing Ottoman weakness and contributing to the Concert's breakdown.

**2.2** diplomacy; industrialised warfare; weaponry; the manipulation of democratic mechanisms.

**2.3** (a) a complex system directed at isolating France. (b) mutually antagonistic alliances with heightened international tensions.

**3.1 B.** Cavour supplied the diplomacy, Garibaldi the campaigns.

**3.2 B.** the powers were pulled in.

**3.3** (a) the alliances no longer had a single architect or a single target. (b) any dispute could activate the whole web, so a local crisis could pull every power into a general war.

***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**.

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

**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.

## 7.4 Darwinism, Social Darwinism

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

Total: 11 marks

KEY WORDS social darwinism 社会达尔文主义

### Objective

Build the skills to distinguish **Darwin's science** from **Social Darwinism** 社会达尔文主义.

**You must be able to:**

- state what Darwin provided
- state what the CED's adverb 'inadvertently' does
- explain why the misuse was available
- keep the science and the social claim apart in an answer

### 1 Worked examples

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

#### ■ What Darwin provided

A scientific and material account of biological change and the development of human beings as a species. **Material** means the account requires no purpose and no designer.

#### ■ 'Inadvertently'

The CED says he inadvertently provided a justification for racist theories that became known as Social Darwinism. The adverb separates the science from the use made of it.

#### ■ Why available

A vocabulary of struggle, fitness and survival transfers easily to societies if nobody checks whether the transfer is valid — and it arrived when imperial ventures needed justification and chauvinism needed a language.

#### ■ Keeping them apart

State the scientific claim, state the social claim, then name the gap: a description of how species change is not an instruction about how societies should be arranged.

## 2 Practice

---

**2.1** State what Darwin provided and what “material” means here. [2]

---

---

**2.2** Explain what the adverb “inadvertently” achieves. [2]

---

---

**2.3** A vocabulary of struggle is transferred from biology to society.

(a) State the missing step. [1]

(b) State why the transfer was attractive at the time. [1]

---

---

---

## 3 Exam-style questions

---

**3.1** “Material” indicates that the account requires no [1]

- A evidence
- B purpose or designer
- C observation
- D publication

---

**3.2** The correct statement is that the science was [1]

- A proof of racial hierarchy
- B taken up to justify hierarchy, not that it entailed one
- C unrelated to any social claim
- D invented for that purpose

---

**3.3** A student writes that Darwin’s theory proved some peoples superior.

(a) State the error. [1]

---

(b) Explain the correct formulation.

[2]

---

---

---

## Solutions

---

**2.1** a scientific and material account of biological change and human development; material means it requires no purpose or designer.

**2.2** it separates the science from the use made of it, so the theory is not said to entail the social claim.

**2.3** (a) an argument that the transfer is valid, which is never made. (b) imperial ventures needed justification and chauvinism needed a language.

**3.1 B.** no purpose or designer is required.

**3.2 B.** taken up, not entailed.

**3.3** (a) the theory describes biological change and entails no social hierarchy. (b) the science was taken up to justify hierarchy, and the step from description to prescription was assumed rather than argued.

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



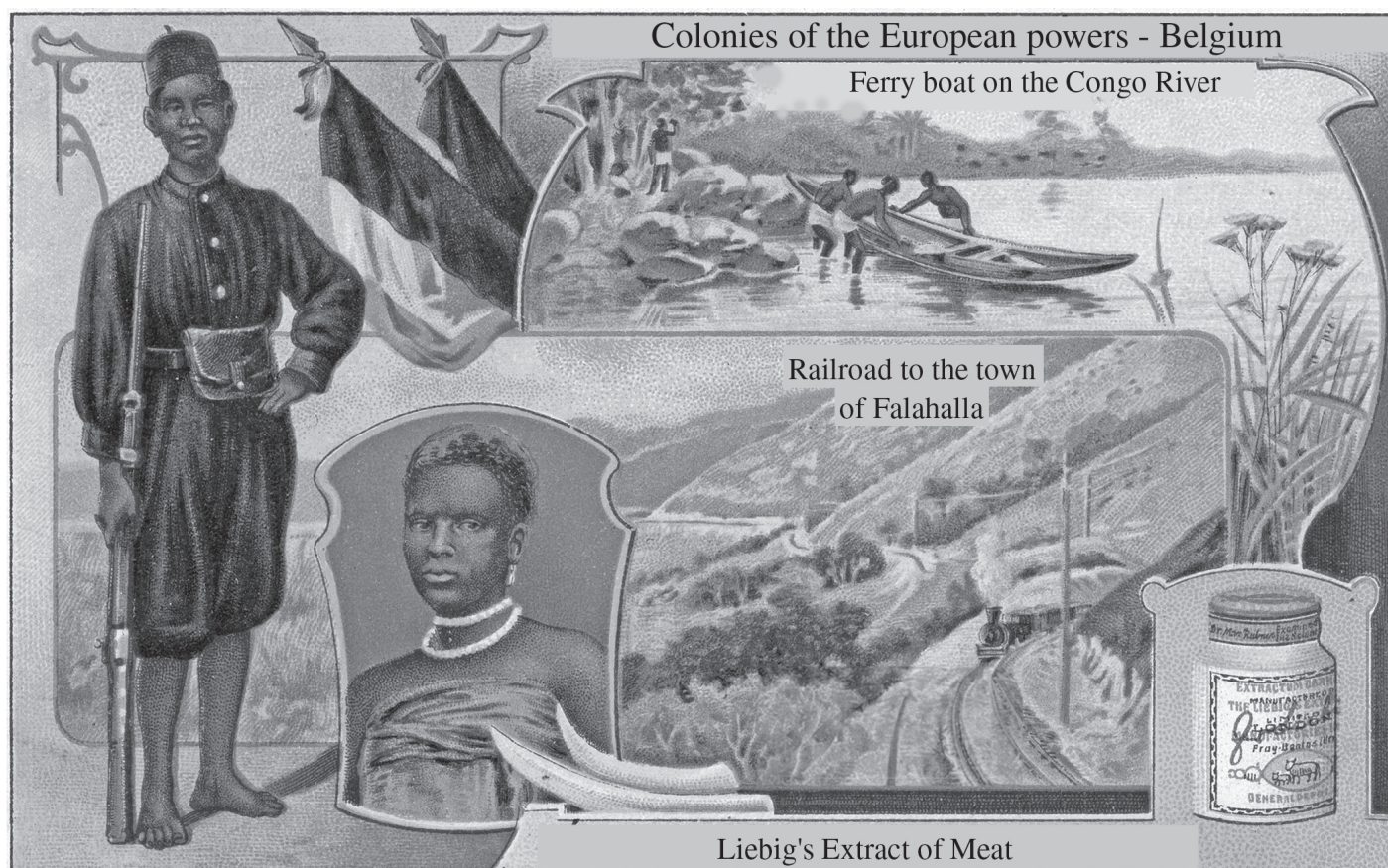
Artepics / Alamy Stock Photo

*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**.

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

## 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.

# 7.5 The Age of Progress and Modernity

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

**Total: 12 marks**

**KEY WORDS** positivism 实证主义 • modernism 现代主义 • new relativism in values 价值相对主义

## Objective

Build the skills to explain **positivism** 实证主义 and the loss of confidence.

**You must be able to:**

- state positivism's claim and its reach
- state the two shifts that produced modernism
- explain why the CED calls this a tension rather than progress
- distinguish two different doubts

## 1 Worked examples

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

### ■ Positivism

The philosophy that **science alone** provides knowledge, emphasising rational and scientific analysis of nature **and human affairs**. Society becomes an object of scientific study.

### ■ Two shifts

In the later nineteenth century a new relativism in values **and** the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

### ■ Tension not progress

The confident claim and its collapse are decades apart, which is why the thread is a see-saw. Describing the century as steady progress toward science misstates it.

### ■ Two doubts

Relativism in **values** doubts what is good; loss of confidence in **objectivity** doubts what can be known. Distinguishing them costs nothing and makes an answer precise.

## 2 Practice

---

**2.1** State positivism's claim and its reach. [2]

---

---

**2.2** State the two shifts that produced modernism. [2]

---

---

**2.3** Two different doubts arise in the later century.

(a) Name them. [2]

(b) State the difference. [1]

---

---

---

---

## 3 Exam-style questions

---

**3.1** Positivism holds that knowledge comes from [1]

- **A** tradition
- **B** science alone
- **C** revelation
- **D** intuition

---

**3.2** Modernism is described by the CED as [1]

- **A** a style choice
- **B** a consequence of the loss of confidence in objectivity
- **C** a scientific method
- **D** a political programme

---

**3.3** A century opens in confidence and closes in doubt.

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

---

(b) Explain why “progress toward science” misdescribes it.

[2]

---

---

---

## Solutions

---

**2.1** that science alone provides knowledge; reaching both nature and human affairs.

**2.2** a new relativism in values; the loss of confidence in the objectivity of knowledge.

**2.3** (a) relativism in values; doubt about the objectivity of knowledge. (b) one doubts what is good, the other what can be known.

**3.1 B.** the strong version of the claim.

**3.2 B.** the CED presents it as a consequence.

**3.3** (a) that it is a tension rather than a direction. (b) the strongest claim for science was made and then collapsed within decades, so the century ends further from confident objectivity than it began.

## 7.6 New Imperialism: Motivations and Methods

---

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

**Total: 13 marks**

**KEY WORDS** enablers 使能条件 • motives 动机 • communication and transportation technologies 通信与运输技术  
• advances in medicine 医学进步

### Objective

---

Build the skills to distinguish imperial **motives** 动机 from **enablers** 使能条件.

**You must be able to:**

- name the three kinds of motive
- name the three enabling technologies and what each solved
- state why the distinction matters
- connect the enablers to unit 6

### 1 Worked examples

---

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

#### ■ Three motives

European nations were driven by **economic, political and cultural** motivations in their new imperial ventures in Asia and Africa. The CED gives no ranking.

#### ■ Three enablers

Advanced weaponry ensured military advantage; communication and transportation technologies facilitated the creation and expansion of empires; advances in medicine enabled European survival in Africa and Asia.

#### ■ Why the distinction

A motive explains why the attempt was made; an enabler explains why it succeeded. Answering one question with the other is the commonest error in this subtopic.

#### ■ Link to unit 6

The weapons, ships, telegraphs and medicines were products of industrial and scientific capacity, so the new imperialism is an industrial consequence.

## 2 Practice

---

**2.1** Name the three kinds of motive. [3]

---

---

**2.2** State what each of the three enablers solved. [3]

---

---

---

**2.3** A state sends an expedition and holds the territory for decades.

(a) State which technologies explain the arrival. [1]

(b) State which explains the holding. [1]

---

---

---

## 3 Exam-style questions

---

**3.1** The CED says advanced weaponry [1]

- **A** delayed conquest
- **B** ensured the military advantage of Europeans
- **C** was unavailable
- **D** was irrelevant

---

**3.2** A motive explains [1]

- **A** why the attempt succeeded
- **B** why the attempt was made
- **C** the medical situation
- **D** the transport system

---

**3.3** A student answers a question about enablers by listing economic motives.

(a) State the error. [1]

---

(b) Explain the correct answer's shape.

[2]

---

---

---

## Solutions

---

**2.1** economic; political; cultural.

**2.2** weaponry — winning the encounter; communication and transport — creating and expanding, i.e. holding and governing; medicine — European survival.

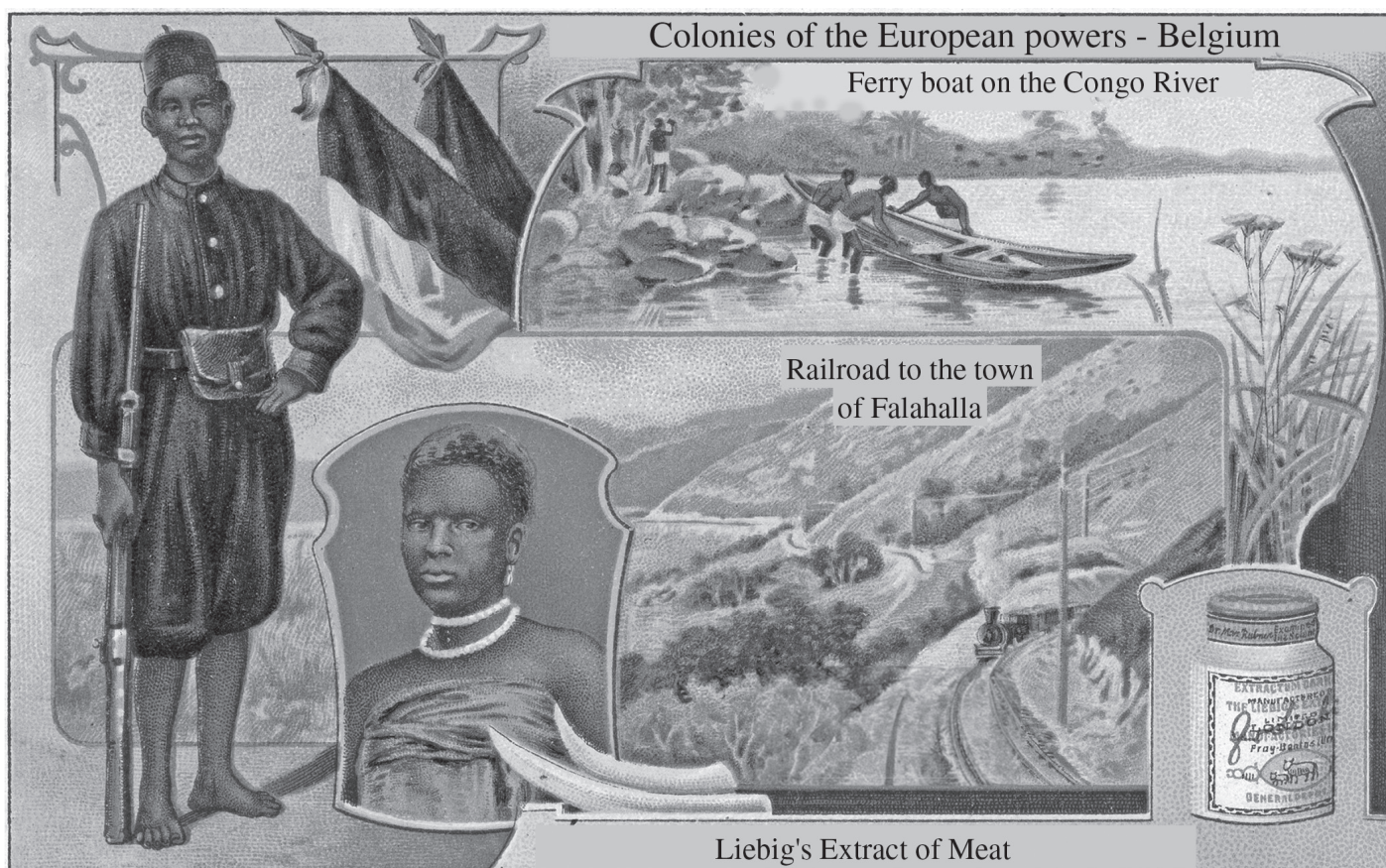
**2.3** (a) transport and weaponry. (b) communication and transport, with medicine enabling residence.

**3.1 B.** the CED's own verb is "ensured".

**3.2 B.** motive answers why it was attempted.

**3.3** (a) motives answer a different question from enablers. (b) name the technologies and state what each made possible that would otherwise have failed.

## 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.

## 7.7 Imperialism's Global Effects

---

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

Total: 13 marks

KEY WORDS on both sides 双方

### Objective

---

Build the skills to explain imperialism's effects **on both sides** 双方.

You must be able to:

- name the three European domains affected
- state what the CED says about resistance
- explain the significance of the intensifier 'significantly'
- structure a two-sided answer

### 1 Worked examples

---

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

#### ■ Three domains

Imperial endeavours significantly affected **society, diplomacy and culture** in Europe.

#### ■ Resistance

The same sentence says imperial endeavours **created resistance to foreign control abroad**. Resistance is a product of empire, not an interruption of it.

#### ■ 'Significantly'

The CED rarely uses an intensifier. Here it licenses treating empire as a cause of European developments, not merely a European activity.

#### ■ Two-sided structure

One European domain, one form of resistance, and a link between them — usually the same technology or institution seen from two ends.

## 2 Practice

---

**2.1** Name the three European domains the CED lists. [3]

---

---

**2.2** State the CED's verb for resistance and what it implies. [2]

---

---

**2.3** A rail line built to export ore also carries organisers between towns.

(a) State what this illustrates. [1]

(b) State how you would use it in a two-sided answer. [1]

---

---

---

## 3 Exam-style questions

---

**3.1** The CED's intensifier licenses treating empire as [1]

- **A** a minor European activity
- **B** a cause of European developments
- **C** irrelevant at home
- **D** purely overseas

---

**3.2** An answer describing only European actions has recorded [1]

- **A** the full claim
- **B** half of it
- **C** none of it
- **D** the resistance half

---

**3.3** Structure a two-sided answer on imperialism's effects. [4]

---

---

---

---

---

## Solutions

---

**2.1** society; diplomacy; culture.

**2.2** “created”, which makes resistance a product of empire rather than an interruption of it.

**2.3** (a) the same infrastructure serves the administration and the movement opposing it.  
(b) as the link joining a European effect to a form of resistance.

**3.1 B.** “significantly” makes empire causal at home.

**3.2 B.** the objective requires both societies.

**3.3** one European domain named with evidence; one form of resistance named; a link between them; the link stated as a single technology or institution seen from two ends.

## 7.8 19th-Century Culture and Arts

---

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

Total: 13 marks

KEY WORDS artistic change 艺术变化

### Objective

---

Build the skills to explain nineteenth-century **artistic change** 艺术变化.

You must be able to:

- state what Romanticism broke with and what it emphasised
- describe Realism's two moves
- name the modern movements and the direction they took
- state the objection the CED records

### 1 Worked examples

---

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

#### ■ Romanticism

It broke with Neoclassical forms of representation and with rationalism, emphasising intuition and emotion. Artists and composers emphasised emotion, nature, individuality, intuition, the supernatural and national histories; writers expressed similar themes while responding to industrial and political revolutions.

#### ■ Realism's two moves

A change of **subject** — the lives of ordinary people — and a change of **purpose** — drawing attention to social problems.

#### ■ Modern art

Impressionism, Post-Impressionism and Cubism moved beyond the representational to the subjective, abstract and expressive.

#### ■ The objection

Modern art often provoked audiences who believed art should reflect shared and idealised values, including beauty and patriotism. The conflict is part of the CED's claim, not context to it.

## 2 Practice

---

**2.1** State two of Romanticism's emphases. [2]

---

---

**2.2** State Realism's two moves. [2]

---

---

**2.3** Modern art provokes its audiences.

(a) State the two values the CED says those audiences expected. [2]

(b) State why the objection belongs in an answer. [1]

---

---

---

---

## 3 Exam-style questions

---

**3.1** Romanticism broke with [1]

- **A** medieval forms
- **B** Neoclassical forms and rationalism
- **C** Impressionism
- **D** realism only

---

**3.2** Realism drew attention to [1]

- **A** national histories
- **B** social problems
- **C** the supernatural
- **D** classical antiquity

---

**3.3** Three artistic turns occur across the century.

(a) Name them in order. [2]

---

(b) State the continuity across all three.

[2]

---

---

---

---

## Solutions

---

**2.1** any two of: emotion; nature; individuality; intuition; the supernatural; national histories.

**2.2** a change of subject to ordinary people; a change of purpose toward social problems.

**2.3** (a) beauty; patriotism. (b) the CED includes the objection in its own sentence, so an answer omitting it reports half the claim.

**3.1 B.** both are named in the CED.

**3.2 B.** social problems are Realism's stated purpose.

**3.3** (a) away from classical form; toward ordinary life; past representation itself. (b) an unresolved argument about what art is for, which continues through all three turns.

## 7.9 Causation in 19th-Century Perspectives and Political Developments

---

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

Total: 12 marks

**KEY WORDS** stability 稳定 • positivism 实证主义

### Objective

---

Build the skills to weigh **stability** 稳定 against the century's forces.

**You must be able to:**

- state nationalism's double effect
- state imperialism's double effect
- explain why the cultural thread supplied no shared standard
- answer an 'influence on stability' question with a judgment

### 1 Worked examples

---

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

#### ■ Nationalism

It built Italy, Germany and a reconfigured dual monarchy, **and** its Balkan tensions drew the powers into crises. Which it did depended on whose state was in question.

#### ■ Imperialism

It gave the powers markets, prestige and a place to compete outside Europe, **and** the CED links intensified control directly to increased Great-Power tension, with resistance created abroad.

#### ■ No shared standard

Positivism's claim collapsed into doubt about objectivity, and Darwin's account was taken up for racial hierarchy. The culture supplied no common ground on which the political disputes could have been settled.

#### ■ A judgment

The objective asks about influence on stability, and the CED's own verb — **struggled** — indicates the direction of the answer.

## 2 Practice

---

**2.1** State nationalism's double effect. [2]

---

---

**2.2** State imperialism's double effect. [2]

---

---

**2.3** The cultural thread is said to supply no shared standard.

(a) State one reason. [1]

(b) State the consequence for political disputes. [1]

---

---

---

## 3 Exam-style questions

---

**3.1** Whether nationalism built or destabilised a state depended on [1]

- **A** the year
  - **B** whose state was in question
  - **C** the climate
  - **D** the ruler's name
- 

**3.2** The CED's verb indicating the direction of the verdict is [1]

- **A** achieved
  - **B** struggled
  - **C** guaranteed
  - **D** abandoned
- 

**3.3** Write a judgment on the influence of nationalism and imperialism on European stability by 1914. [4]

---

---

---

---

---

---

## Solutions

---

**2.1** it built states such as Italy and Germany and drew the powers into Balkan crises.

**2.2** it exported rivalry, giving markets and prestige; and it increased Great-Power tension and created resistance abroad.

**2.3** (a) positivism's claim collapsed and Darwin's account was taken up for hierarchy.  
(b) there was no common ground on which the disputes could be settled.

**3.1 B.** the same principle builds one state and divides another.

**3.2 B.** "struggled" concedes the outcome.

**3.3** a positive and a negative effect for each force; a judgment about which dominated; the judgment tied to evidence from the period.

**Question 3 or 4**

**Directions:** Answer **either** Question 3 **or** Question 4.

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

- a. Describe one major Protestant belief in the period 1517 to 1650.
- b. Explain one way in which the Protestant Reformation affected European politics in the period 1517 to 1650.
- c. Explain one way in which the Enlightenment further changed religious practices in Europe in the period 1650 to 1815.

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

- a. Describe one major characteristic of the First World War.
- b. Explain one major cause of the First World War.
- c. Explain one way in which the First World War contributed to changes in European politics in the interwar period (1919 to 1939).

**END OF SECTION I**