

Week 27

AP European History

Homework bundle for this week

本周作业合集

exercises.lol

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AP European History

Name: _____ Score: _____

1. 'Polarised' is exact because it means...

- ☐ three camps
- ☐ two poles with states distributed between them
- ☐ no camps
- ☐ one camp

2. The CED locates the miracle in...

- ☐ all of Europe
- ☐ Western and Central Europe
- ☐ Eastern Europe
- ☐ Britain only

3. 'Despite efforts... through the newly created United Nations' indicates...

- ☐ no attempt was made
- ☐ a real attempt that failed
- ☐ the UN caused the split
- ☐ the UN did not exist

4. Select **all** three features of the Soviet-bloc economic model.

- ☐ central planning
- ☐ extensive social welfare
- ☐ specialised production among bloc members
- ☐ free capital markets

Tick every correct option.

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

- ☐ nationalist movements
- ☐ separatist movements
- ☐ ethnic conflict
- ☐ ethnic cleansing

Tick every correct option.

6. The CED's causal order is that...

- ☐ benefits produced growth
- ☐ growth supported the increase in benefits
- ☐ neither affected the other
- ☐ stagnation came first

7. Perestroika and glasnost were designed to make the Soviet system...

- ☐ collapse
- ☐ more flexible
- ☐ more centralised
- ☐ capitalist

8. Select **all** three things the CED says defined women's lives.

- ☐ family and work responsibilities
- ☐ economic changes
- ☐ feminism
- ☐ military service

Tick every correct option.

9. Select **all** three European postures the CED names.

- ☐ cooperation
- ☐ interference
- ☐ resistance
- ☐ indifference

Tick every correct option.

10. Select **all** three challenges religion persisted despite.

- ☐ military and ideological conflict
- ☐ modern secularism
- ☐ rapid social changes
- ☐ the baby boom

Tick every correct option.

AP European History

1. **two poles with states distributed between them**

What remains when a three-way contest loses a party.

2. **Western and Central Europe**

The omission is deliberate — 9.4 explains it.

3. **a real attempt that failed**

And 'deep-seated' says the tensions were older than the peace.

4. **central planning; extensive social welfare; specialised production among bloc members**

Three economic features, and three political costs beside them.

5. **nationalist movements; separatist movements; ethnic conflict; ethnic cleansing**

One verb joins them: periodically disrupted.

6. **growth supported the increase in benefits**

So the benefits rested on the growth continuing.

7. **more flexible**

They failed to stave off collapse; that was not their purpose.

8. **family and work responsibilities; economic changes; feminism**

Private, structural and political registers together.

9. **cooperation; interference; resistance**

With no default among them.

10. **military and ideological conflict; modern secularism; rapid social changes**

A continuity claim in a unit full of change claims.

9.1 Contextualizing Cold War and Contemporary Europe

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to write the **context** for postwar Europe.

You must be able to:

- state the three stages of the first thread
- explain what 'polarised' precisely means
- state what the knowledge thread had not resolved
- name the conditions in place in 1945

1 Worked examples

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

■ Three stages

Total war and political instability gave way to a **polarised state order** during the Cold War and eventually to **efforts at transnational union**. Unit 8 delivered the first stage; unit 9 delivers the other two.

■ 'Polarised'

Two poles, with European states distributed between them. It is what remains when a three-way ideological contest loses a party.

■ Unresolved knowledge

Movements continued to question objective knowledge, reason's ability to arrive at truth, and religion's role in moral standards. 9.14 names existentialism and postmodernism, not a new certainty.

■ Conditions in 1945

A wartime alliance with deep-seated tensions, no shared conception of the state, and a continent whose economies had to be rebuilt.

2 Practice

2.1 State the three stages of the first thread. [3]

2.2 Explain what “polarised” means and how the order became so. [2]

2.3 The knowledge thread ends unresolved.

(a) State what 9.14 names instead of a new certainty. [1]

(b) State what this shows about the course’s shape. [1]

3 Exam-style questions

3.1 The polarised order emerged because a three-way contest [1]

- **A** gained a party
- **B** lost a party
- **C** ended entirely
- **D** was never contested

3.2 After the polarised order the CED names [1]

- **A** a return to 1914
- **B** efforts at transnational union
- **C** a new empire
- **D** the Concert of Europe

3.3 A wartime alliance dissolves within two years of victory.

(a) State the CED’s word for the tensions involved. [1]

(b) Explain why they were older than the peace.

[2]

Solutions

2.1 total war and political instability; a polarised state order during the Cold War; efforts at transnational union.

2.2 two poles with states distributed between them; it is what remains when a three-way contest loses a party.

2.3 (a) existentialism and postmodernism. (b) the course ends in open questions rather than a conclusion.

3.1 B. fascism's defeat left two poles.

3.2 B. transnational union is the third stage.

3.3 (a) deep-seated. (b) 8.7 recorded distrust between the democracies and the Soviet Union before the war, so the alliance had suppressed rather than resolved the difference.

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.

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

- a. Describe one cause for the development of the Cold War in the mid-1900s.
- b. Explain one way in which the Cold War affected Europe in the second half of the 1900s.
- c. Explain one reason why the Cold War ended in the late 1900s.

END OF SECTION I

9.2 Rebuilding Europe

Name: _____ Class: _____ Date: _____

Total: 11 marks**KEY WORDS** marshall plan 马歇尔计划 • postwar reconstruction 重建 • iron curtain 铁幕

Objective

Build the skills to explain **postwar reconstruction** 重建.**You must be able to:**

- state the four stages of the Marshall Plan sentence
- explain why one sentence supplies three kinds of change
- state the geographical limit and its reason
- explain the rise of consumerism

1 Worked examples

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

■ Four stages

Marshall Plan funds financed extensive reconstruction of industry and infrastructure, stimulated an extended period of growth in Western and Central Europe often called an “economic miracle”, and increased the economic and cultural importance of consumerism.

■ Three kinds of change

Economic: reconstruction and growth. **Cultural:** consumerism’s importance. **Political:** one power rebuilding another’s industry is an alliance-forming act, which 9.4 will name.

■ The limit

The CED says **Western and Central Europe**. Countries east of the Iron Curtain followed a centrally planned model and lay outside this growth, so the miracle was also a divergence.

■ Consumerism

6.3 had recorded heightened consumerism from the second industrial revolution; the claim here is stronger — consumerism gains **economic and cultural** importance, becoming a way of life rather than a market.

2 Practice

2.1 State the four stages of the Marshall Plan sentence. [2]

2.2 State the geographical limit and its reason. [2]

2.3 One CED sentence supplies economic, political and cultural change.

(a) Name the political change. [1]

(b) State why the sentence is unusually useful. [1]

3 Exam-style questions

3.1 The CED locates the “economic miracle” in [1]

- **A** all of Europe
- **B** Western and Central Europe
- **C** Eastern Europe
- **D** the Soviet Union

3.2 The claim about consumerism here is that it gained [1]

- **A** economic importance only
- **B** economic and cultural importance
- **C** no importance
- **D** military importance

3.3 Rebuilding a country’s industry with another’s money is described as an alliance-forming act.

(a) State why. [1]

(b) Explain the consequence for the postwar order.

[2]

Solutions

2.1 funds; reconstruction of industry and infrastructure; an extended period of growth; increased importance of consumerism.

2.2 Western and Central Europe; countries east of the Iron Curtain followed a centrally planned model outside this growth.

2.3 (a) a relationship of dependence and alignment with the funding power. (b) a single sentence answers a three-part objective.

3.1 B. the CED's own wording.

3.2 B. both, which makes it a way of life.

3.3 (a) the recipient's recovery depends on the donor's continued support. (b) it aligns the recipient with the donor's bloc, which contributed to the polarisation 9.4 describes.

Answer either Question 3 or Question 4.

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

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

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

- A.** Describe one significant political characteristic of European unification efforts in the period from 1945 to 1990.
- B.** Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990.
- C.** Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period from 1945 to 1990.

9.3 The Cold War

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS cold war 冷战 • united nations 联合国 • arms race 军备竞赛 • covert actions 秘密行动
• propaganda campaigns 宣传战

Objective

Build the skills to explain the **Cold War** 冷战.

You must be able to:

- state what the CED says about the United Nations and the division
- name the four kinds of Cold War activity
- explain the CED's careful attribution of 'Iron Curtain'
- explain why the division is the ideological battle in geographical form

1 Worked examples

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

■ Cooperation and division

Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, **referred to in the West as** the Iron Curtain.

■ Four activities

Propaganda campaigns; covert actions; limited “hot wars” in Asia, Africa, Latin America and the Caribbean; and an arms race with the threat of nuclear war.

■ The attribution

“Referred to in the West as” attributes the term rather than adopting it. Reproducing that phrasing is more accurate than flattening it.

■ Geography of ideology

8.1's conflicting conceptions of the individual and the state took a territorial form. The division of Europe is that battle drawn on a map.

2 Practice

2.1 State what “despite the United Nations” indicates. [2]

2.2 Name the four kinds of Cold War activity. [2]

2.3 The CED writes “referred to in the West as the Iron Curtain”.

(a) State what the phrasing does. [1]

(b) State why it is worth reproducing. [1]

3 Exam-style questions

3.1 “Limited hot wars” occurred in [1]

- **A** Europe only
- **B** Asia, Africa, Latin America and the Caribbean
- **C** nowhere
- **D** the Soviet Union only

3.2 The division of Europe is best described as [1]

- **A** a purely military line
- **B** the ideological battle in geographical form
- **C** an accident
- **D** a trade agreement

3.3 Two powers avoid direct war for forty years while competing everywhere else.

(a) State what makes this possible. [1]

(b) Explain the effect on other regions.

[2]

Solutions

2.1 that a genuine attempt at cooperation was made and failed against deeper tensions.

2.2 propaganda campaigns; covert actions; limited hot wars; an arms race with the threat of nuclear war.

2.3 (a) it attributes the term rather than adopting it. (b) it records who used the phrase, which is more accurate than presenting it as neutral description.

3.1 B. the CED lists all four regions.

3.2 B. the ideological conflict took a territorial form.

3.3 (a) nuclear risk makes direct war unacceptably costly to both. (b) competition is displaced onto third regions, which bear the fighting that the two powers avoid between themselves.

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.

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

- a. Describe one cause for the development of the Cold War in the mid-1900s.
- b. Explain one way in which the Cold War affected Europe in the second half of the 1900s.
- c. Explain one reason why the Cold War ended in the late 1900s.

END OF SECTION I

9.4 Two Super Powers Emerge

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS central planning 中央计划 • two blocs 两个阵营 • nato 北约 • iron curtain 铁幕 • european union 欧洲联盟

Objective

Build the skills to compare the **two blocs** 两个阵营.

You must be able to:

- state the CED's different words for the two relationships
- name each bloc's institutions
- state the three features and three costs of the bloc economic model
- explain what 'oscillated' describes

1 Worked examples

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

■ Two words

The United States exerted a strong military, political and economic **influence** in Western Europe; countries east of the Iron Curtain came under the **domination** of the Soviet Union. The difference in words is the difference in the claim.

■ Institutions

West: world monetary and trade systems and geopolitical alliances including NATO. East: the Council for Mutual Economic Assistance and the Warsaw Pact — an economic body and a military pact on each side.

■ The model and its costs

Central planning, extensive social welfare and specialised production among bloc members; and with it restriction of individual rights and freedoms, suppression of dissent and constraint of emigration.

■ 'Oscillated'

Eastern European nations were bound by relationships with the Soviet Union that **oscillated between repression and limited reform** until the collapse — a pattern with no single direction.

2 Practice

2.1 State the CED's word for each relationship and what the difference means. [2]

2.2 Name the three features of the bloc economic model. [3]

2.3 The model brought three political costs.

(a) Name them. [3]

(b) State the CED's word for the relationship's pattern. [1]

3 Exam-style questions

3.1 The eastern bloc's economic body was [1]

- **A** NATO
- **B** COMECON
- **C** the Warsaw Pact
- **D** the European Union

3.2 "Oscillated" describes [1]

- **A** a steady trend
- **B** movement back and forth with no single direction
- **C** a single event
- **D** a treaty

3.3 The institutional shapes of the two blocs match while the relationships do not.

(a) State the shared shape. [1]

(b) Explain what the comparison should therefore emphasise.

[2]

Solutions

2.1 influence in the West, domination in the East; the difference in words is the difference in the claim about the relationship.

2.2 central planning; extensive social welfare; specialised production among bloc members.

2.3 (a) restriction of individual rights and freedoms; suppression of dissent; constraint of emigration. (b) oscillated.

3.1 B. COMECON was the economic body.

3.2 B. back and forth, over decades.

3.3 (a) an economic body and a military pact on each side. (b) the relationships inside the institutions, since the shapes are the same and the CED's words for them are not.

Answer either Question 3 or Question 4.

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

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

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

- A.** Describe one significant political characteristic of European unification efforts in the period from 1945 to 1990.
 - B.** Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990.
 - C.** Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period from 1945 to 1990.
-

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.

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

- a. Describe one cause for the development of the Cold War in the mid-1900s.
- b. Explain one way in which the Cold War affected Europe in the second half of the 1900s.
- c. Explain one reason why the Cold War ended in the late 1900s.

END OF SECTION I

9.5 Postwar Nationalism, Ethnic Conflict, and Atrocities

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS ethnic conflict and ethnic cleansing 族群清洗 • postwar conflict 战后冲突

Objective

Build the skills to write accurately about **postwar conflict** 战后冲突.

You must be able to:

- name the four phenomena the CED lists
- distinguish separatism, ethnic conflict and ethnic cleansing
- explain what 'periodically disrupted' describes
- trace the causes to earlier subtopics

1 Worked examples

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

■ Four phenomena

Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, **periodically disrupted** the post-Second World War peace.

■ Three distinctions

Separatism: seeking to leave a state. **Ethnic conflict:** violence between groups within one. **Ethnic cleansing:** the forced removal of a population from a territory. The CED lists them separately, and so should an answer.

■ 'Periodically'

Neither continuous conflict nor unbroken peace: a real peace repeatedly interrupted.

■ The causes

7.2's nationalism and 9.4's rise of new nationalisms in Central and Eastern Europe. A state or settlement that suppresses a national claim does not remove it.

2 Practice

2.1 Name the four phenomena the CED lists. [2]

2.2 Distinguish ethnic conflict from ethnic cleansing. [2]

2.3 The CED writes “periodically disrupted”.

(a) State what this rules out. [2]

(b) State the causes traceable to earlier subtopics. [1]

3 Exam-style questions

3.1 Separatism is defined by seeking to [1]

- **A** remove a population
- **B** leave a state
- **C** fight within a state
- **D** join a state

3.2 9.4 records that new nationalisms produced [1]

- **A** war everywhere
- **B** peaceful revolution in most countries but instability in some former Soviet republics
- **C** no change
- **D** a single new state

3.3 A multi-national state holds together while an external structure supports it.

(a) State what happens when that structure goes. [1]

(b) Explain why no agreed answer exists.

[2]

Solutions

2.1 nationalist movements; separatist movements; ethnic conflict; ethnic cleansing.

2.2 ethnic conflict is violence between groups within a state; ethnic cleansing is the forced removal of a population from a territory.

2.3 (a) continuous conflict and unbroken peace. (b) 7.2's nationalism and 9.4's new nationalisms in Central and Eastern Europe.

3.1 B. leaving a state defines separatism.

3.2 B. the CED distinguishes most countries from some republics.

3.3 (a) the question of who the state belongs to is reopened. (b) the intervening decades produced no agreed answer, because the external structure suppressed the question rather than settling it.

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.

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

- a. Describe one significant change to European politics or society caused by nationalism in Europe during the period 1900 to 1950.
- b. Explain one way in which nationalism led to a change in European politics or society during the period 1950 to 2000.
- c. Explain one way in which nationalism contributed to a continuity in European politics or society during the period 1950 to 2000.

END OF SECTION I

9.6 Contemporary Western Democracies

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS welfare state 福利国家 • increase in welfare benefits 福利待遇 • economic stagnation 经济停滞

Objective

Build the skills to explain the **welfare state** 福利国家 and its critics.

You must be able to:

- state the CED's one-sentence claim about growth and welfare
- explain why 'limitation' is not abolition
- place this in the sequence of liberalism's positions
- write the third sentence most answers omit

1 Worked examples

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

■ The claim

Postwar economic growth supported an increase in welfare benefits; **however**, subsequent economic stagnation led to criticism and limitation of the welfare state.

■ Limitation, not abolition

The CED says criticism and **limitation**. The accurate claim is that the welfare state was contested and constrained and survived in constrained form.

■ The sequence

6.9: liberalism shifted from laissez-faire to intervention. 8.11: all three ideologies enlarged the state. 9.6: stagnation produces criticism and limitation. The argument turns again, and the CED takes no side.

■ The third sentence

State the growth-and-benefits half, then the stagnation-and-criticism half, then **what survived**. Most answers stop at two.

2 Practice

2.1 State the CED's two-part claim. [2]

2.2 Explain why “limitation” is not abolition. [2]

2.3 Liberalism's position changes three times across the course.

(a) Name the three positions in order. [3]

(b) State what the CED does about taking sides. [1]

3 Exam-style questions

3.1 The benefits rested on [1]

- **A** stagnation
- **B** growth continuing
- **C** foreign aid
- **D** military spending

3.2 The sentence most answers omit states [1]

- **A** what was promised
- **B** what survived
- **C** the date
- **D** the author

3.3 A benefit funded from growth is a promise about the future.

(a) State when the question of payment arises. [1]

(b) Explain why it then arrives as an accusation.

[2]

Solutions

2.1 postwar growth supported an increase in welfare benefits; subsequent stagnation led to criticism and limitation of the welfare state.

2.2 the CED says criticism and limitation, not abolition; the welfare state was constrained and survived in constrained form.

2.3 (a) laissez-faire; interventionist; criticised and limited. (b) it records the turn without taking a side.

3.1 B. growth is what supported them.

3.2 B. what survived the criticism.

3.3 (a) when growth stops. (b) it arrives all at once rather than gradually, and after years in which nobody had to justify the arrangement.

Answer either Question 3 or Question 4.

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

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

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

- A.** Describe one significant political characteristic of European unification efforts in the period from 1945 to 1990.
 - B.** Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990.
 - C.** Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period from 1945 to 1990.
-

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

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

- a. Describe one difference between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).
- b. Describe one similarity between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).
- c. Explain one reason why democracy spread in Europe in the period 1975 to 2000.

END OF SECTION I

9.7 The Fall of Communism

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS collapse of the ussr in 1991 苏联解体 • glasnost 开放 • perestroika 改革 • economic stagnation 经济停滞
• european union 欧盟

Objective

Build the skills to explain the **end of the Cold War** 冷战的终结.

You must be able to:

- state the purpose of the Soviet reforms and their outcome
- name the four changes to the map after 1991
- explain why the same forces produced different outcomes
- connect the pattern to 6.6's Russian reform

1 Worked examples

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

■ Purpose and outcome

Following a long period of economic stagnation, Gorbachev's internal reforms of perestroika and glasnost, **designed to make the Soviet system more flexible**, failed to stave off the collapse of the Soviet Union and the end of its hegemonic control over Eastern and Central European satellites.

■ Four changes

The collapse of the USSR in 1991 ended the Cold War and led to capitalist economies throughout Eastern Europe. **Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged** through the admission of former Eastern bloc countries.

■ Same forces, different outcomes

9.4 said new nationalisms brought peaceful revolution in most countries but instability in some former Soviet republics. Reunification, separation and dissolution are three answers to one question — who does this state belong to?

■ The 6.6 parallel

Reform intended to preserve produced what it was meant to prevent, exactly as autocratic reform had before 1905. The CED does not draw the parallel, but noticing it is legitimate analysis.

2 Practice

2.1 State the purpose of the reforms and their outcome. [2]

2.2 Name the four changes to the map. [2]

2.3 Reunification, separation and dissolution occur in the same years.

(a) State the single question all three answer. [1]

(b) State what explains the different answers. [1]

3 Exam-style questions

3.1 The USSR collapsed in [1]

- A 1985
- B 1991
- C 1989
- D 1995

3.2 The reforms were designed to make the system [1]

- A collapse
- B more flexible
- C more centralised
- D capitalist

3.3 A reform meant to preserve a system contributes to its collapse.

(a) Name the earlier parallel in this course. [1]

(b) Explain the mechanism common to both. [2]

Solutions

2.1 designed to make the Soviet system more flexible; they failed to stave off collapse and the end of hegemonic control.

2.2 German reunification; the Czech-Slovak separation; Yugoslavia's dissolution; EU enlargement with former Eastern bloc countries.

2.3 (a) who does this state belong to. (b) the arrangements inside each state, not the forces acting on all of them.

3.1 B. 1991 is the CED's date.

3.2 B. flexibility was the stated purpose.

3.3 (a) autocratic reform in Russia giving rise to revolutionary movements and 1905. (b) reform concedes that the arrangement was wrong, which licenses further demands the reformers did not intend.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

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

- a. Describe one difference between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).
- b. Describe one similarity between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).
- c. Explain one reason why democracy spread in Europe in the period 1975 to 2000.

END OF SECTION I**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.

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

- a. Describe one cause for the development of the Cold War in the mid-1900s.
- b. Explain one way in which the Cold War affected Europe in the second half of the 1900s.
- c. Explain one reason why the Cold War ended in the late 1900s.

END OF SECTION I**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.

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

- a. Describe one significant change to European politics or society caused by nationalism in Europe during the period 1900 to 1950.
- b. Explain one way in which nationalism led to a change in European politics or society during the period 1950 to 2000.
- c. Explain one way in which nationalism contributed to a continuity in European politics or society during the period 1950 to 2000.

END OF SECTION I

9.8 20th-Century Feminism

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS family and work responsibilities, economic changes, and feminism 女性主义 • women's changing roles

Objective

Build the skills to explain **women's changing roles** 女性角色 across the century.

You must be able to:

- state the three things the CED says defined women's lives
- trace the course's longest thread across units
- reproduce the CED's balance clause about movements
- explain why the answer is a trajectory

1 Worked examples

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

■ Three definers

The lives of women were defined by **family and work responsibilities, economic changes, and feminism** — private, structural and political registers together.

■ The thread

5.4: citizenship soon restricted to men. 6.4: the cult of domesticity with distinct gender roles. 8.10: increasing involvement in military and political mobilisation and in economic production. 9.14: movements working for expanded civil rights.

■ The balance clause

Movements worked for expanded civil rights, **in some cases obtaining the goals they sought, and in others facing strong opposition**. Reporting only success or only opposition takes half of a weighted sentence.

■ A trajectory

The objective spans the twentieth and twenty-first centuries, so the answer is a sequence: entry into production, then mobilisation, then formal rights — with the expected role changing each time the economy or state demanded something new.

2 Practice

2.1 State the three things that defined women's lives. [3]

2.2 Reproduce the CED's balance clause about the movements. [2]

2.3 The course records this thread in four places.

(a) Name two, with what each records. [2]

(b) State why the answer must be a trajectory. [1]

3 Exam-style questions

3.1 The CED says the movements [1]

- **A** always succeeded
- **B** in some cases obtained their goals and in others faced strong opposition
- **C** always failed
- **D** did not exist

3.2 The three registers named are private, structural and [1]

- **A** military
- **B** political
- **C** religious
- **D** artistic

3.3 A role called natural in one decade is called a wartime necessity in the next.

(a) State what changed. [1]

(b) Explain what did not.

[2]

Solutions

2.1 family and work responsibilities; economic changes; feminism.

2.2 they worked for expanded civil rights, in some cases obtaining the goals they sought and in others facing strong opposition.

2.3 (a) any two, e.g. 5.4 citizenship restricted to men; 8.10 involvement in mobilisation and production. (b) the objective spans two centuries, so a snapshot cannot answer it.

3.1 B. the CED weights both outcomes.

3.2 B. feminism supplies the political register.

3.3 (a) the justification offered for the role. (b) the work itself, which shows the description tracked what was needed rather than what was true.

“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.

“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.

9.9 Decolonization

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS decolonisation 非殖民化

Objective

Build the skills to explain **decolonisation** 非殖民化.

You must be able to:

- state why decolonisation is a process rather than an event
- name the three European postures the CED gives
- state whose action the objective describes
- connect the outcome to 7.7's resistance

1 Worked examples

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

■ A process

The process of decolonisation occurred **over the course of the century** with varying degrees of cooperation, interference or resistance from European imperialist states.

■ Three postures

Cooperation — a negotiated transfer; **interference** — continued involvement after formal independence; **resistance** — power withheld by force. The CED gives no default among them.

■ Whose action

The objective's subject is colonial groups seeking independence, not European states granting it. 7.7 had already said imperial endeavours **created resistance to foreign control abroad**.

■ Where it begins

8.2 named the overthrow of European empires among the First World War's effects, so decolonisation begins in the same century as 7.6's imperial intensification.

2 Practice

2.1 State why decolonisation is a process rather than an event. [2]

2.2 Name the three European postures. [3]

2.3 The objective's subject is the colonised.

(a) State the earlier subtopic that anticipated this. [1]

(b) State what it said. [1]

3 Exam-style questions

3.1 The CED gives [1]

- **A** one European posture
- **B** three, with no default
- **C** two, ranked
- **D** none

3.2 8.2 named the overthrow of European empires among the effects of [1]

- **A** the Congress of Vienna
- **B** the First World War
- **C** the Depression
- **D** the Cold War

3.3 Two territories reach independence in the same decade, one by negotiation and one after years of fighting.

(a) State what was the same. [1]

(b) Explain what differed.

[2]

Solutions

2.1 it occurred over the course of the century, with varying European postures rather than at one moment.

2.2 cooperation; interference; resistance.

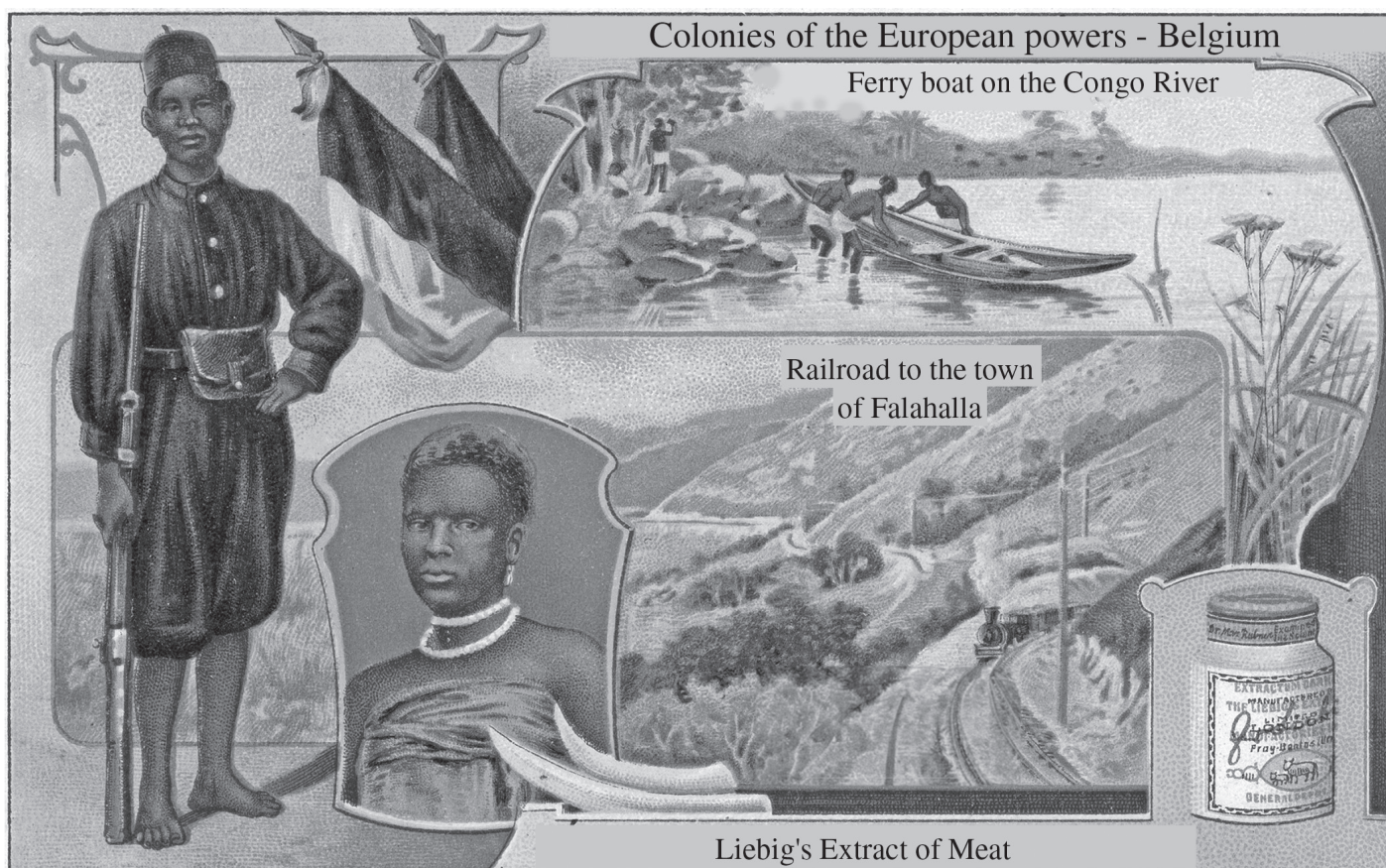
2.3 (a) 7.7. (b) that imperial endeavours created resistance to foreign control abroad.

3.1 B. three postures, none default.

3.2 B. the First World War.

3.3 (a) the claim being made — a people asserting self-determination. (b) the European posture it met, which the CED describes as cooperation, interference or resistance.

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.

9.10 The European Union

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS european union 欧洲联盟

Objective

Build the skills to explain the **European Union** 欧洲联盟.

You must be able to:

- state what European states began to set aside and in favour of what
- explain the force of 'continue to balance'
- compare the EU's method with the Congress of Vienna's
- explain the effect on identity

1 Worked examples

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

■ Set aside

European states began to **set aside** nationalist rivalries in favour of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the century. "Set aside" is a choice, not a disappearance.

■ 'Continue to balance'

EU member nations **continue to balance** questions of national sovereignty with the responsibilities of membership. The present tense declines to say the question is settled.

■ Vienna and the EU

1815's Congress tried to **contain** the danger of nationalistic upheaval by agreement between powers. The EU addresses the same danger by making rivalry costly to act on. Two hundred years, one problem, two answers.

■ Identity

A person may hold a national identity and a European one, and the balancing sentence is the political form of holding both.

2 Practice

2.1 State what was set aside and in favour of what. [2]

2.2 Explain the force of “continue to balance”. [2]

2.3 Vienna and the EU address the same danger.

(a) State the danger. [1]

(b) State each one’s method. [2]

3 Exam-style questions

3.1 “Set aside” indicates that the rivalries [1]

- **A** disappeared
- **B** remain, but states choose not to act on them
- **C** were outlawed
- **D** were exported

3.2 The CED’s tense about sovereignty and membership indicates the question is [1]

- **A** settled
- **B** ongoing
- **C** abolished
- **D** foreign

3.3 Two states bind their coal and steel production together.

(a) State the effect on the possibility of war between them. [1]

(b) Explain why this differs from Vienna's method.

[2]

Solutions

2.1 nationalist rivalries; economic and political integration.

2.2 the present tense declines to say the question is settled, so the union is a standing negotiation rather than a finished arrangement.

2.3 (a) revolutionary or nationalistic upheaval. (b) Vienna: containment by agreement between powers; the EU: making rivalry costly to act on.

3.1 B. a choice, not a disappearance.

3.2 B. it continues.

3.3 (a) war would first require dismantling something both need. (b) Vienna policed the danger from outside, while integration removes the incentive from inside.

Answer either Question 3 or Question 4.

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

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

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

- A.** Describe one significant political characteristic of European unification efforts in the period from 1945 to 1990.
- B.** Describe one economic factor that facilitated European unification efforts in the period from 1945 to 1990.
- C.** Explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period from 1945 to 1990.

9.11 Migration and Immigration

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS migration 迁徙 • altered europe's religious makeup 宗教构成 • migrant workers 外来劳工

Objective

Build the skills to explain postwar **migration** 迁徙 and its reception.

You must be able to:

- state the economic cause of postwar labour migration
- state what changed after the 1970s downturn and why
- state the effect on Europe's religious makeup
- distinguish migration within Europe from immigration to Europe

1 Worked examples

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

■ The cause

Because of the economic growth of the 1950s and 1960s, migrant workers from southern Europe, Asia and Africa immigrated to western and central Europe — the miracle of 9.2 needed labour.

■ After the downturn

However, after the economic downturn of the 1970s, these workers and their families often became targets of anti-immigrant agitation and extreme nationalist political parties. The trigger was economic, not demographic: the people had not changed.

■ Religious makeup

Increased immigration altered Europe's religious makeup, causing debate and conflict over the role of religion in social and political life — which places migration inside the knowledge thread.

■ Two kinds

Southern Europe is migration within Europe; **Asia and Africa** is immigration to Europe. The objective distinguishes them.

2 Practice

2.1 State the economic cause of postwar labour migration. [2]

2.2 State what changed after the 1970s and why. [2]

2.3 The objective distinguishes two kinds of movement.

(a) Match each origin to its kind. [2]

(b) State the effect on Europe's religious makeup. [1]

3 Exam-style questions

3.1 The trigger for anti-immigrant agitation was [1]

- **A** demographic
- **B** economic
- **C** military
- **D** religious

3.2 Migration's effect on religion places it inside the thread about [1]

- **A** total war
- **B** religion's role in determining moral standards
- **C** transnational union
- **D** the balance of power

3.3 A country recruits workers in a boom and lays them off in a slump.

(a) State what remains after the second decision. [1]

(b) Explain the consequence.

[2]

Solutions

2.1 the economic growth of the 1950s and 1960s, which required labour.

2.2 the workers and their families often became targets of anti-immigrant agitation and extreme nationalist parties; the trigger was the economic downturn, not any change in the people.

2.3 (a) southern Europe — migration within Europe; Asia and Africa — immigration to Europe. (b) it altered Europe's religious makeup, causing debate and conflict over religion's public role.

3.1 B. the downturn, not the population, changed.

3.2 B. the CED's third thread.

3.3 (a) the people recruited in the boom. (b) they are the most visible part of a change nobody chose, which is why the reaction attaches to them rather than to the policy.

9.12 Technology

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS eluded consensus 未能形成共识 • unsettled questions 未定的问题

Objective

Build the skills to explain technology's **unsettled questions** 未定的问题.

You must be able to:

- state what medical technologies did and what they posed
- explain the force of 'eluded consensus'
- explain why the disagreement crosses camps
- explain how this measures technology differently

1 Worked examples

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

■ What they did

Medical theories and technologies **extended life** but **posed social and moral questions that eluded consensus and crossed religious, political and philosophical perspectives**.

■ 'Eluded consensus'

The CED says the questions were **not** settled. That is a strong and deliberate phrase, and reproducing it is more accurate than implying a resolution.

■ Crossing camps

A question about when a life begins or ends is not answered by a position on the economy or the state, so people who agree politically can disagree here. This is the clearest case in the course of a debate the ideological map does not organise.

■ A different measure

6.3 and 7.6 measured technology by what it produced or enabled. Here it is measured by what it makes people **argue about** — a different kind of influence, and saying so is the analysis.

2 Practice

2.1 State what medical technologies did and what they posed. [2]

2.2 Explain why the disagreement crosses political camps. [2]

2.3 This subtopic measures technology differently from 6.3.

(a) State each measure. [2]

(b) State why the difference matters. [1]

3 Exam-style questions

3.1 “Eluded consensus” means the questions were [1]

- **A** quickly settled
- **B** not settled
- **C** never asked
- **D** purely technical

3.2 The three perspectives the questions crossed are religious, political and [1]

- **A** military
- **B** philosophical
- **C** commercial
- **D** artistic

3.3 Two people vote identically and disagree about a medical question.

(a) State what this illustrates. [1]

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

[2]

Solutions

2.1 they extended life; they posed social and moral questions that eluded consensus.

2.2 a question about when a life begins or ends is not answered by a position on the economy or the state, so political agreement does not settle it.

2.3 (a) 6.3 measures technology by what it produced or enabled; 9.12 by what it makes people argue about. (b) it is a different kind of influence, and naming it is the analysis.

3.1 B. the CED says they were not settled.

3.2 B. philosophical is the third.

3.3 (a) that the disagreement does not follow existing political lines. (b) it cannot be described as a contest between the usual camps, so the account must name the actual grounds of disagreement instead.

9.13 Globalization

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS globalisation 全球化 • green parties 绿党 • both enthusiasm and criticism 既受欢迎也遭批评
• sustainable development 可持续发展

Objective

Build the skills to explain European **globalisation** 全球化.

You must be able to:

- state the two-sided reception of American technology and culture
- state what new communication and transportation multiplied
- name the Green parties' three positions in order
- explain why the honest answer always has two sides

1 Worked examples

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

■ Two-sided reception

Increased imports of U.S. technology and popular culture after the Second World War generated **both enthusiasm and criticism**.

■ What was multiplied

New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalisation.

■ Green parties

They challenged consumerism, urged sustainable development, and **by the late twentieth century** cautioned against globalisation — three positions in sequence, with the third dated.

■ Two sides

The pattern recurs through the course: 5.5's revolution inspired many and was condemned by others. An answer describing only welcome or only resistance takes half of a deliberately two-sided claim.

2 Practice

2.1 State the reception of imported American technology and culture. [2]

2.2 State what new communication and transportation multiplied and its effects. [2]

2.3 Green parties took three positions.

(a) Name them in order. [3]

(b) State which the CED dates. [1]

3 Exam-style questions

3.1 The CED's word joining the two reactions is [1]

- **A** either
- **B** both
- **C** neither
- **D** instead

3.2 Green parties cautioned against globalisation by [1]

- **A** 1950
- **B** the late 20th century
- **C** 1815
- **D** 2020

3.3 A broadcast is welcomed by one listener and resented by another.

(a) State what this illustrates. [1]

(b) Explain what a history keeping only one reaction loses.

[2]

Solutions

2.1 it generated both enthusiasm and criticism; the CED refuses to make the reception one thing.

2.2 connections across space and time; transforming daily life and contributing to the proliferation of ideas and to globalisation.

2.3 (a) challenged consumerism; urged sustainable development; cautioned against globalisation. (b) the third, by the late twentieth century.

3.1 B. “both” is the CED’s word.

3.2 B. the CED dates the third position.

3.3 (a) that the same import produced opposite reactions. (b) it loses the disagreement that made the period contested, and reports as settled what was argued about.

9.14 20th- and 21st-Century Culture, Arts, and Demographic Trends

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS postwar culture 战后文化

Objective

Build the skills to explain **postwar culture** 战后文化 and demography.

You must be able to:

- state the CED's verbs for existentialism and postmodernism
- state the three challenges religion persisted despite
- name the four things that defined the century's arts
- state the CED's careful word about the 1968 revolts

1 Worked examples

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

■ Two verbs

World war and economic depression undermined confidence in science and human reason, **giving impetus to** existentialism and **producing** postmodernism in the post-1945 period. The two verbs differ.

■ Religion's persistence

Organised religion **continued to play a role** despite military and ideological conflict, modern secularism and rapid social changes — a continuity claim in a unit full of change claims.

■ The arts

Defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.

■ 1968

Intellectuals and youth reacted against **perceived** bourgeois materialism and decadence, most significantly with the revolts of 1968. “Perceived” reports the reaction's own description of its target.

2 Practice

2.1 State the CED’s different verbs for existentialism and postmodernism. [2]

2.2 Name the three challenges religion persisted despite. [3]

2.3 The CED writes “perceived bourgeois materialism”.

(a) State what the word does. [1]

(b) State the event it introduces. [1]

3 Exam-style questions

3.1 Religion is described as [1]

- **A** disappearing entirely
- **B** continuing to play a role despite challenges
- **C** abolished by law
- **D** unaffected by anything

3.2 The arts are said to be defined by experimentation, self-expression, subjectivity and [1]

- **A** classical revival
- **B** increasing U.S. influence in elite and popular culture
- **C** state control
- **D** religious commission

3.3 A decade delivers consumer comforts and a revolt against them.

(a) State what the revolt shows about the comforts. [1]

(b) Explain why both belong in one account.

[2]

Solutions

2.1 existentialism was **given impetus**; postmodernism was **produced**.

2.2 military and ideological conflict; modern secularism; rapid social changes.

2.3 (a) it reports the reaction's own description of its target rather than endorsing it.
(b) the revolts of 1968.

3.1 B. the CED's continuity claim.

3.2 B. U.S. influence is the fourth.

3.3 (a) that they had arrived and were widespread enough to revolt against. (b) the same conditions produced both, so an account of either alone misdescribes the decade.

“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.

“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.

9.15 Continuity and Change in the 20th and 21st Centuries

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS eluded consensus 未能形成共识 • decolonisation 去殖民化 • altered europe's religious makeup 宗教构成

Objective

Build the skills to answer **what it means to be European** 身为欧洲人.

You must be able to:

- state how belonging acquired a second level
- name three developments that changed who counts as European
- state what the CED leaves unresolved
- write a conclusion that describes a present rather than a verdict

1 Worked examples

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

■ A second level

EU members **continue to balance** national sovereignty with the responsibilities of membership. A person may belong twice, and the two claims can pull apart.

■ Who counts

Decolonisation ended the arrangement by which Europe defined itself partly against its colonies; immigration altered Europe's religious makeup; and EU enlargement admitted former Eastern bloc countries.

■ Unresolved

Medical and moral questions **eluded consensus**; religion **continued to play a role despite** secularism; and the sovereignty question **continues**. The course ends in open arguments.

■ The right conclusion

Name a challenge, name what it changed about belonging, and say whether the CED treats the matter as settled. A course ending in open questions describes a present, not a verdict.

2 Practice

2.1 State how belonging acquired a second level. [2]

2.2 Name three developments that changed who counts as European. [3]

2.3 The course ends in open questions.

(a) Name two matters the CED leaves unresolved. [2]

(b) State what a conclusion should therefore do. [1]

3 Exam-style questions

3.1 A course ending in open questions is describing [1]

- **A** a verdict
- **B** a present
- **C** a failure
- **D** a summary

3.2 EU members are described as [1]

- **A** having settled the sovereignty question
- **B** continuing to balance sovereignty and membership
- **C** abolishing national identity
- **D** withdrawing

3.3 Write a paragraph answering: to what extent did the twentieth century change what

it means to be European?

[4]

Solutions

2.1 EU members continue to balance national sovereignty with membership responsibilities, so a person may belong twice and the claims can pull apart.

2.2 decolonisation; immigration altering the religious makeup; EU enlargement admitting former Eastern bloc countries.

2.3 (a) any two of: medical and moral questions that eluded consensus; religion's role despite secularism; the sovereignty question. (b) describe a present rather than deliver a verdict.

3.1 B. the arguments described are still being had.

3.2 B. the CED's present tense.

3.3 a change named with evidence; a continuity named with evidence; a judgment about extent; the judgment limited where the CED leaves the matter open.

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.

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

- a. Describe one significant change to European politics or society caused by nationalism in Europe during the period 1900 to 1950.
- b. Explain one way in which nationalism led to a change in European politics or society during the period 1950 to 2000.
- c. Explain one way in which nationalism contributed to a continuity in European politics or society during the period 1950 to 2000.

END OF SECTION I