

Week 5

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. The unit's governing claim is that religious pluralism...

- ☐ ended religion
- ☐ challenged the concept of a unified Europe
- ☐ unified Europe
- ☐ had no political effect

2. Select **both** activities the CED attributes to Luther and Calvin.

- ☐ criticising Catholic abuses
- ☐ establishing new interpretations of doctrine and practice
- ☐ founding universities
- ☐ commissioning art

Tick every correct option.

3. The CED's verb for reformers and the press is...

- ☐ encountered
- ☐ used
- ☐ opposed
- ☐ invented

4. The CED says religious reform _____ monarchy-nobility conflicts.

- ☐ caused
- ☐ exacerbated
- ☐ ended
- ☐ prevented

5. Select **both** effects the CED gives the Catholic Reformation.

- ☐ revived the church
- ☐ cemented division within Christianity
- ☐ reunited Christendom
- ☐ abolished the papacy

Tick every correct option.

6. Select **all** the features the CED says *continued

- ☐ hierarchies of class, religion and gender
- ☐ leisure organised by the religious calendar
- ☐ enforcement of norms by public humiliation
- ☐ witchcraft accusations at a constant level

Tick every correct option.

7. Select **all** three techniques the CED names.

- ☐ distortion
- ☐ drama
- ☐ illusion
- ☐ geometric perspective

Tick every correct option.

8. The review objective asks how religious developments affected...

- ☐ the churches only
- ☐ European society
- ☐ the Ottoman Empire
- ☐ overseas colonies

9. Select **both** threads carried over from unit 1.

- ☐ commercial and agricultural capitalism
- ☐ the struggle for sovereignty
- ☐ overseas exploration
- ☐ classical rediscovery

Tick every correct option.

10. States on both sides used religious conflict for political and economic ends.

- ☐ True ☐ False

AP European History

1. **challenged the concept of a unified Europe**

Its largest consequence is the end of an assumption.

2. **criticising Catholic abuses; establishing new interpretations of doctrine and practice**

New doctrine is what made the split unrepairable by reform.

3. **used**

This is a strategy, not a coincidence of timing.

4. **exacerbated**

The struggle predates the Reformation.

5. **revived the church; cemented division within Christianity**

The same effort did both — that is what the **but** records.

6. **hierarchies of class, religion and gender; leisure organised by the religious calendar; enforcement of norms by public humiliation**

Witchcraft accusations **peaked** — they did not continue at a level.

7. **distortion; drama; illusion**

Geometric perspective belongs to 1.2's Italian Renaissance.

8. **European society**

A wider question than what happened in the churches.

9. **commercial and agricultural capitalism; the struggle for sovereignty**

The interesting work is where they meet religion.

10. **True**

So a cross-confessional alliance is evidence for the CED's sentence, not a puzzle.

2.1 Contextualizing 16th- and 17th-Century Challenges and Developments

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS context 语境

Objective

Build the skills to write the **context** 语境 for the Reformation era.

You must be able to:

- name the conditions that made religious challenge possible
- explain how printing and vernacular literacy contributed
- state the political interests that shaped religious change
- avoid narrating the Reformation instead of contextualising it

1 Worked examples

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

■ Conditions for challenge

Existing criticism of church practice, a scholarly method for checking texts against sources, a technology for spreading arguments, and rulers with reasons to support a challenge to church authority.

■ Printing and literacy

Vernacular printing made a religious argument readable outside the clergy. That changed who could take part in a dispute that had previously been conducted in Latin among specialists.

■ Political interest

A ruler who broke with Rome gained control of church appointments and church wealth. Recording that interest is not cynicism; it is part of why some challenges survived and others did not.

2 Practice

2.1 Name three conditions that made religious challenge possible. [3]

2.2 Explain how vernacular printing changed a religious dispute. [2]

2.3 A ruler supports a religious reformer.

(a) State one political interest served. [1]

(b) State why recording it is not cynicism. [1]

3 Exam-style questions

3.1 Before vernacular printing, theological dispute was conducted mainly [1]

- **A** in public assemblies
- **B** in Latin among specialists
- **C** by royal decree
- **D** in vernacular pamphlets

3.2 A ruler breaking with Rome gained control of [1]

- **A** the papacy
- **B** church appointments and wealth in his realm
- **C** all European trade
- **D** printing presses everywhere

3.3 A student's context paragraph narrates Luther's actions in order.

(a) State the fault. [1]

(b) Explain what should replace it.

[2]

Solutions

2.1 any three of: existing criticism of church practice; a scholarly method for checking texts; printing; rulers with reasons to support a challenge.

2.2 it made the argument readable outside the clergy, so laypeople could take part in a dispute previously confined to Latin specialists.

2.3 (a) control of church appointments and church wealth in his realm. (b) it explains why some challenges survived and others did not, which a purely religious account cannot.

3.1 B. Latin confined the dispute to the trained.

3.2 B. appointments and wealth passed to the crown.

3.3 (a) it narrates events rather than naming conditions. (b) the conditions in place beforehand, each with a statement of what it made possible.

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.

2.2 Luther and the Protestant Reformation

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS protestant reformation 新教改革

Objective

Build the skills to explain the **Protestant Reformation** 新教改革 in Germany.

You must be able to:

- state the central doctrinal claims at issue
- explain why the dispute could not be contained
- describe the political response of German rulers
- distinguish a doctrinal cause from a political one

1 Worked examples

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

■ The doctrinal claims

Justification by faith rather than works; the authority of scripture over church tradition; and the priesthood of all believers. Each denies a power the institutional church had exercised.

■ Why it spread

The arguments were printed in the vernacular, addressed grievances many already held, and once dispersed in quantity could not be suppressed. Condemnation gave them further publicity.

■ The rulers' response

Some German princes adopted the reform, gaining ecclesiastical authority and church property within their territories, and gaining a principled ground for resisting imperial power.

■ Two kinds of cause

A doctrinal cause explains why an argument was made; a political cause explains why it prevailed in a particular territory. A full answer needs both.

2 Practice

2.1 State two central doctrinal claims of the reform. [2]

2.2 Explain why condemnation could increase a printed argument's reach. [2]

2.3 A prince adopts the reform in his territory.

(a) State one gain. [1]

(b) State whether this makes his motive purely political. [1]

3 Exam-style questions

3.1 "Justification by faith" denies the sufficiency of [1]

- **A** scripture
 - **B** works performed through the church
 - **C** preaching
 - **D** printing
-

3.2 A doctrinal cause explains [1]

- **A** why the argument prevailed in one territory
 - **B** why the argument was made
 - **C** the price of printing
 - **D** the emperor's title
-

3.3 A full explanation of the Reformation's spread requires both doctrinal and political causes.

(a) State what each explains. [2]

(b) Explain why one alone is insufficient.

[1]

Solutions

2.1 any two of: justification by faith rather than works; the authority of scripture over tradition; the priesthood of all believers.

2.2 condemnation drew attention to the text, and copies already dispersed could not be recalled.

2.3 (a) ecclesiastical authority and church property in his territory. (b) no — a political gain does not establish that the conviction was insincere.

3.1 B. faith rather than works performed through the church.

3.2 B. doctrine explains the content of the claim.

3.3 (a) doctrine explains why the argument was made; politics explains why it prevailed where it did. (b) doctrine alone cannot explain the territorial pattern, and politics alone cannot explain the content.

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.

2.3 Protestant Reform Continues

Name: _____ Class: _____ Date: _____

Total: 11 marks

Objective

Build the skills to explain the **diversification** of Protestant reform.

You must be able to:

- name two reform traditions beyond the Lutheran and state a difference
- explain why reform fragmented rather than unifying
- describe the relationship between reform and civic government
- avoid treating Protestantism as one movement

1 Worked examples

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

■ More than one reform

Reformed traditions differed on church governance, the sacraments, and the relation of church to magistrate. Once scripture was made the authority, competing readings of it could not be resolved by appeal to a single institution.

■ Why fragmentation

The principle that authority rests in scripture removed the mechanism for settling disputes about scripture. Fragmentation follows from the founding claim rather than from any failure of discipline.

■ Reform and civic government

In several cities reform was adopted by the council, and church discipline became part of civic order. That fused religious and municipal authority in a way neither Rome nor Wittenberg had planned.

2 Practice

2.1 State one difference between reform traditions. [2]

2.2 Explain why fragmentation followed from the founding claim. [2]

2.3 A city council adopts a reformed order.

(a) State one consequence for civic government. [1]

(b) State one for church discipline. [1]

3 Exam-style questions

3.1 Making scripture the sole authority removed [1]

- **A** the need for preaching
- **B** the mechanism for settling disputes about its meaning
- **C** all printed books
- **D** the role of magistrates

3.2 Describing Protestantism as a single movement is [1]

- **A** accurate
- **B** inaccurate, since traditions differed on governance and sacraments
- **C** required by the CED
- **D** true only after 1600

3.3 Two reformed churches disagree about the sacraments.

(a) State why the disagreement cannot be settled as before. [1]

(b) Explain the consequence for religious unity.

[2]

Solutions

2.1 any one, stated as a difference: church governance; the sacraments; the relation of church to magistrate.

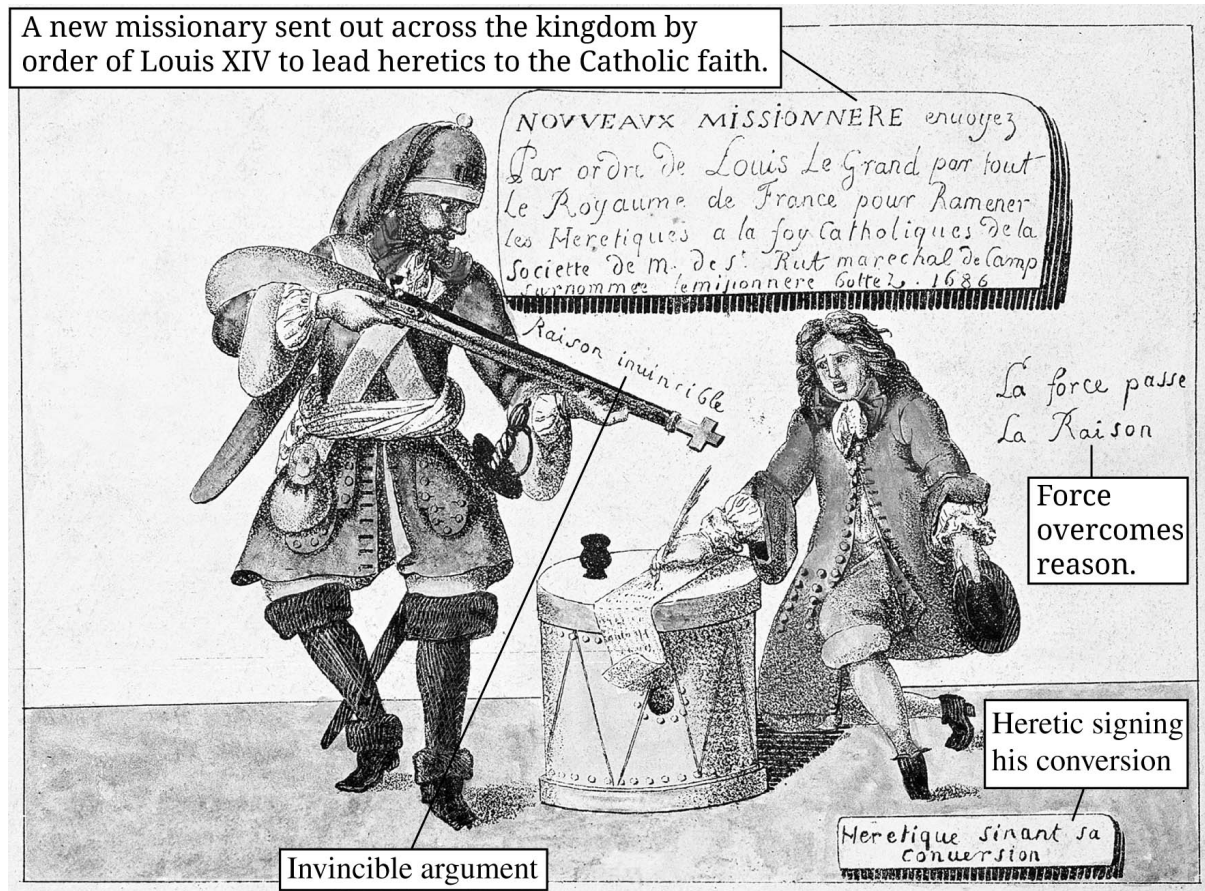
2.2 authority was placed in scripture, which removed any institution able to settle competing readings of it.

2.3 (a) religious and municipal authority are fused. (b) discipline becomes enforceable by the civic magistrate.

3.1 B. no institution remained to adjudicate readings.

3.2 B. the traditions differed on central questions.

3.3 (a) there is no shared institutional authority whose ruling both accept. (b) disputes end in separation rather than resolution, so reform produces multiple churches rather than one.

“The Missionary Soldier,” French Protestant Cartoon, 1686

Bridgeman Images

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

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

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.

2.4 Wars of Religion

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS wars of religion 宗教战争

Objective

Build the skills to explain the **wars of religion** 宗教战争.

You must be able to:

- state how religious division became armed conflict
- explain the role of dynastic and territorial interests
- describe how the wars were eventually settled
- avoid explaining the wars by religion alone

1 Worked examples

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

■ From division to war

Where a ruler's religion differed from a substantial part of his subjects', or where neighbouring rulers differed, religion supplied both a grievance and a means of recruiting support across borders.

■ Dynastic interest

Claims to succession, territorial ambition and the balance between crowns ran alongside confession throughout. Alliances that crossed confessional lines are the clearest evidence that religion was not the only motive.

■ Settlement

Wars were ended by treaties that fixed which confession would prevail where, and by a principle of state sovereignty over religion within borders. The settlement solved the war by conceding the division.

2 Practice

2.1 Explain how religious division supplied a means of recruiting support.

[2]

2.2 State the clearest evidence that religion was not the only motive. [2]

2.3 A treaty fixes which confession prevails in each territory.

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

(b) State what it achieved. [1]

3 Exam-style questions

3.1 An alliance between rulers of different confessions indicates that [1]

- **A** religion was the only motive
- **B** dynastic or territorial interest also operated
- **C** the war had ended
- **D** neither ruler was sincere

3.2 The settlement of the religious wars solved them by [1]

- **A** imposing one confession everywhere
- **B** conceding the division and fixing it territorially
- **C** abolishing religion
- **D** returning to 1500

3.3 A student explains the wars entirely by doctrine.

(a) State one thing the account cannot explain. [1]

(b) Explain what should be added. [2]

Solutions

2.1 co-religionists across borders shared a grievance, so support could be recruited beyond a ruler's own territory.

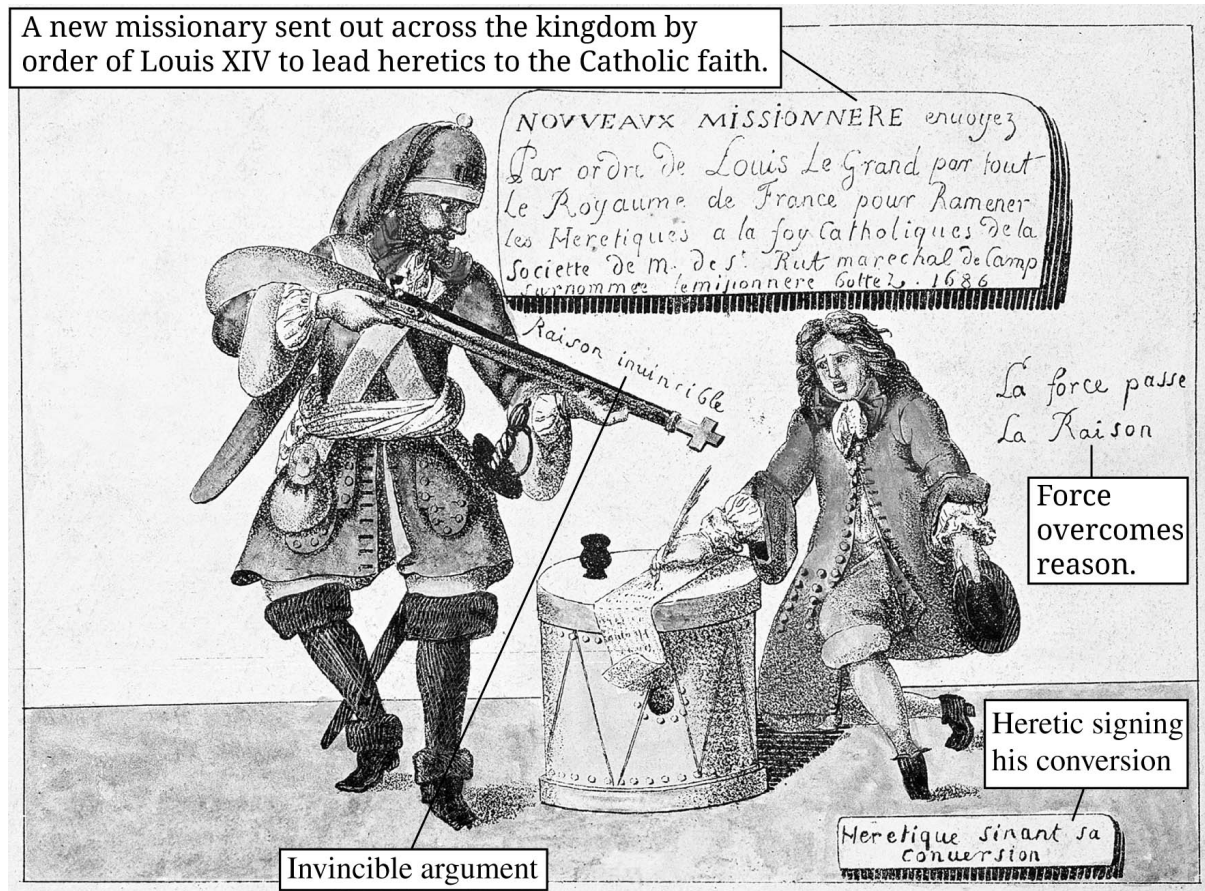
2.2 alliances that crossed confessional lines, which cannot be explained by religion alone.

2.3 (a) that Europe would not be religiously united. (b) it ended the fighting by making the division territorial rather than contested.

3.1 B. cross-confessional alliance requires another motive.

3.2 B. the division was fixed rather than resolved.

3.3 (a) alliances and conflicts that cut across confessional lines. (b) dynastic and territorial interests, which operated alongside confession throughout.

“The Missionary Soldier,” French Protestant Cartoon, 1686

Bridgeman Images

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

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

2.5 The Catholic Reformation

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS catholic reformation 天主教改革

Objective

Build the skills to explain the **Catholic Reformation** 天主教改革.

You must be able to:

- state what the Catholic Reformation reaffirmed and what it reformed
- describe the role of new religious orders
- explain the instruments used against dissent
- avoid describing it as purely reactive

1 Worked examples

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

■ Reaffirmed and reformed

Doctrine under challenge was reaffirmed and defined more precisely; at the same time clerical education, discipline and pastoral practice were reformed. Both halves belong in an answer.

■ New orders

New orders combined education, missionary work and discipline, and gave the church a mobile, trained body answerable to central authority rather than to local patrons.

■ Against dissent

Censorship of printed material and judicial procedures against heresy were used to limit the spread of reform arguments. These were instruments of policy and should be named as such.

■ Not purely reactive

Reform of clerical training and pastoral care had been demanded before the Protestant challenge. Treating the whole movement as a reaction misses that continuity.

2 Practice

2.1 State what the Catholic Reformation reaffirmed and what it reformed. [2]

2.2 State two functions of the new religious orders. [2]

2.3 A student describes the Catholic Reformation as “purely a reaction”.

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

(b) State the evidence against it. [1]

3 Exam-style questions

3.1 New orders gave the church [1]

- **A** local patrons
- **B** a trained body answerable to central authority
- **C** printing presses
- **D** territorial sovereignty

3.2 Censorship of printed material is best described as [1]

- **A** a doctrine
- **B** an instrument of policy
- **C** a sacrament
- **D** a reform of clerical training

3.3 Reform of clerical education is cited as evidence of continuity.

(a) State the continuity. [1]

(b) Explain why it matters to how the movement is described.

[2]

Solutions

2.1 it reaffirmed and defined doctrine under challenge; it reformed clerical education, discipline and pastoral practice.

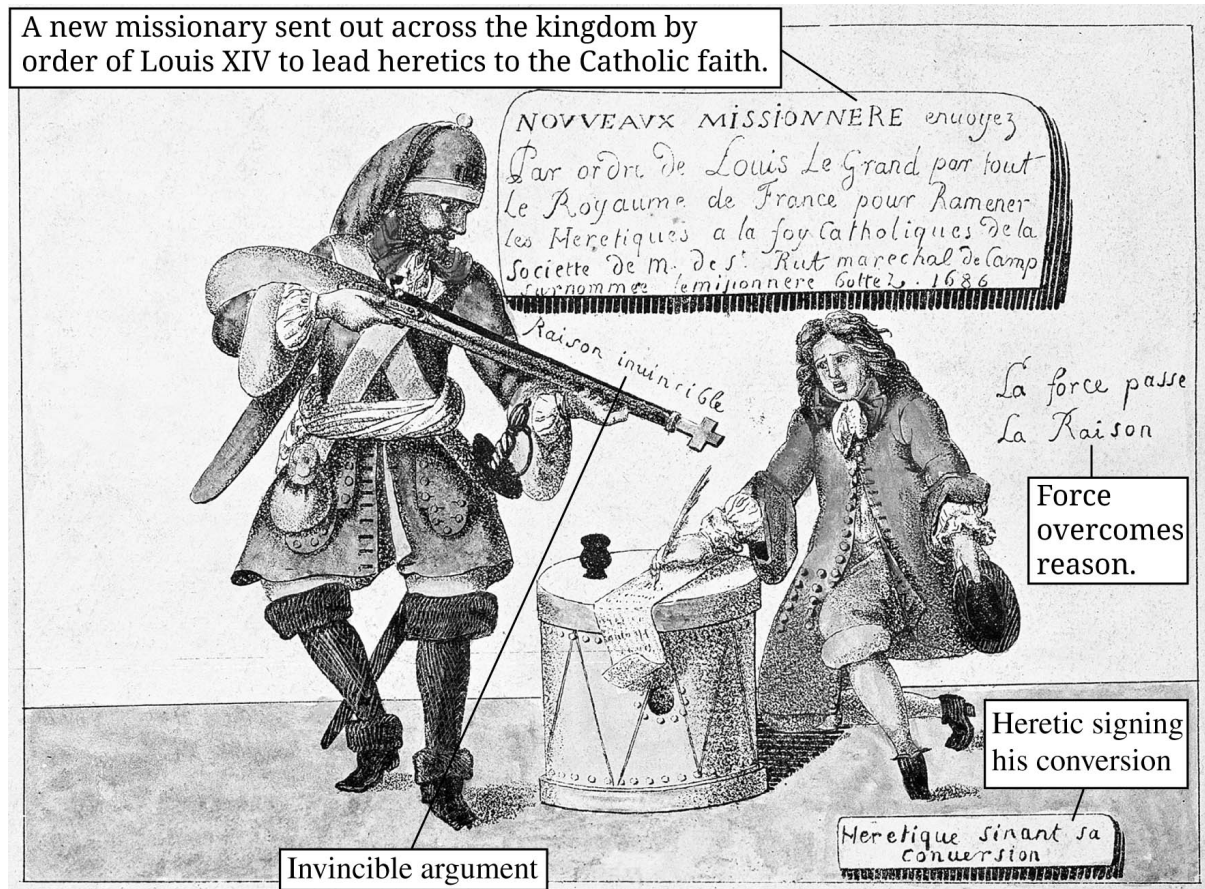
2.2 any two of: education; missionary work; discipline; providing a mobile trained body under central authority.

2.3 (a) reform of clerical training and pastoral care had been demanded before the Protestant challenge. (b) the existence of those earlier demands.

3.1 B. central answerability distinguished them from locally patronised clergy.

3.2 B. it is a means used to limit the spread of arguments.

3.3 (a) demands for reform predate the Protestant challenge. (b) the movement was not only a response, so describing it as purely reactive misstates its origins.

“The Missionary Soldier,” French Protestant Cartoon, 1686

Bridgeman Images

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

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Question 3 or 4**Directions:** Answer either Question 3 or Question 4.**3. Respond to parts a, b, and c.**

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

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

Source: Reverend Roger Mainwaring, sermon, England, 1627

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

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

2.6 16th-Century Society and Politics

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to explain **society and politics** in the sixteenth century.

You must be able to:

- describe the effects of population growth and price inflation
- state how religious division affected communities
- explain the position of women in the period's debates
- connect economic strain to political disorder

1 Worked examples

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

■ Population and prices

Population recovery increased demand for food and land while output rose more slowly; American silver added to the money supply. The result was sustained inflation that hurt wage earners and those on fixed rents.

■ Division in communities

Where confession divided a town, it divided guilds, marriages, office-holding and charity. Religious difference became a social fact governing everyday transactions, not only a matter of belief.

■ Women

Reform debates touched marriage, clerical celibacy, education and household authority. Some traditions gave women a role in household religious instruction; formal authority in church and state remained closed.

■ Strain and disorder

Rising prices, land pressure and confessional division together produced revolt and disorder in several regions. Naming the combination is stronger than naming any one alone.

2 Practice

2.1 State two causes of sixteenth-century price inflation. [2]

2.2 Explain how confessional division affected everyday life in a town. [2]

2.3 A region experiences revolt.

(a) Name two contributing pressures. [2]

(b) State why naming both is stronger than naming one. [1]

3 Exam-style questions

3.1 Sustained inflation hurt most [1]

- **A** landowners charging market rents
- **B** wage earners and those on fixed rents
- **C** merchants trading in bullion
- **D** nobody

3.2 Religious division became a social fact because it governed [1]

- **A** belief only
- **B** guilds, marriages, office-holding and charity
- **C** the weather
- **D** foreign policy only

3.3 Reform debates touched household authority.

(a) State one area in which women's role was discussed. [1]

(b) Explain what remained closed.

[2]

Solutions

2.1 any two of: population recovery raising demand faster than output; American silver adding to the money supply; pressure on land.

2.2 it divided guilds, marriages, office-holding and charity, so confession governed ordinary transactions rather than belief alone.

2.3 (a) any two of: rising prices; pressure on land; confessional division. (b) the combination explains the timing and location better than any single pressure.

3.1 B. incomes fixed in money lose value as prices rise.

3.2 B. it governed the institutions of daily life.

3.3 (a) household religious instruction, marriage, or education. (b) formal authority in church and state, which remained closed to women throughout the period.

2.7 Art of the 16th Century: Mannerism and Baroque Art

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS baroque 巴洛克 • mannerism 风格主义 • catholic reformation 天主教改革

Objective

Build the skills to analyse **Mannerism** 风格主义 and **Baroque** 巴洛克 art.

You must be able to:

- describe the formal features of each style
- connect Baroque art to the aims of the Catholic Reformation
- explain what Protestant regions produced instead
- link a formal feature to a purpose

1 Worked examples

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

■ Mannerist features

Elongated figures, compressed or unstable space, artificial colour and deliberate difficulty. It departs from High Renaissance balance on purpose, for an audience able to notice the departure.

■ Baroque features

Strong diagonals, dramatic light, movement and emotional immediacy, often on a large scale. The viewer is placed inside the scene rather than before it.

■ Baroque and reform

Emotional immediacy served a church seeking to move a congregation directly, without requiring literacy or theological training. The style is an instrument of the reaffirmation described in 2.5.

■ Protestant regions

Where images in churches were rejected, painting moved to portraiture, landscape, still life and domestic scenes for private buyers — a market rather than a patron.

2 Practice

2.1 State two formal features of Baroque art. [2]

2.2 Explain how Baroque style served the aims of the Catholic Reformation. [2]

2.3 In a Protestant region, painting shifts to portraits and still life.

(a) State the reason. [1]

(b) State what replaced church patronage. [1]

3 Exam-style questions

3.1 Elongated figures and unstable space are characteristic of [1]

- **A** High Renaissance balance
- **B** Mannerism
- **C** still life
- **D** landscape

3.2 Baroque emotional immediacy was useful to the church because it [1]

- **A** required theological training
- **B** could move a congregation without literacy
- **C** avoided religious subjects
- **D** was cheap

3.3 A Baroque altarpiece uses a strong diagonal and dramatic light.

(a) State the effect on the viewer. [1]

(b) Explain how this serves a purpose.

[2]

Solutions

2.1 any two of: strong diagonals; dramatic light; movement; emotional immediacy; large scale.

2.2 it moved a congregation directly without requiring literacy or theological training, which served the reaffirmation of doctrine.

2.3 (a) images in churches were rejected in those regions. (b) a market of private buyers.

3.1 B. deliberate departure from balance defines Mannerism.

3.2 B. the appeal is direct and requires no training.

3.3 (a) the viewer is drawn into the scene rather than placed before it. (b) involvement produces an emotional response, which is what a church seeking to move worshippers directly requires.

2.8 Causation in the Age of Reformation and the Wars of Religion

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to write **causation** answers for the Reformation era.

You must be able to:

- separate doctrinal, political, technological and social causes
- argue for a most important cause against a named rival
- use a counterfactual test to rank causes
- concede what a rival cause explains better

1 Worked examples

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

■ Four kinds

Doctrinal: the content of the claims. **Political:** rulers' interests. **Technological:** printing. **Social:** existing grievance and literacy. A strong answer names at least three.

■ The counterfactual test

Ask: without this cause, would the outcome have occurred? Without printing, reform arguments circulate slowly; without princely support, they are suppressed. Both tests point to necessity, which is why ranking needs a criterion beyond necessity alone.

■ Concede

If you argue printing was decisive, concede that printing alone would have spread arguments that no ruler protected. Naming what your cause cannot do is what makes the ranking an argument.

2 Practice

2.1 Name four kinds of cause relevant to the Reformation.

[2]

2.2 State the counterfactual test and one limit of it. [2]

2.3 You argue that political support was the most important cause.

(a) State the rival you must answer. [1]

(b) State what you would concede to it. [2]

3 Exam-style questions

3.1 A counterfactual test asks whether the outcome would have occurred [1]

- **A** sooner
- **B** without the cause
- **C** elsewhere
- **D** later

3.2 Naming what your preferred cause cannot explain [1]

- **A** weakens the answer
- **B** turns the ranking into an argument
- **C** is irrelevant
- **D** is a narrative

3.3 Two causes both pass the counterfactual test.

(a) State what this shows. [1]

(b) Explain what criterion could then rank them. [2]

Solutions

2.1 doctrinal, political, technological, social.

2.2 ask whether the outcome would have occurred without the cause; the limit is that several causes may each be necessary, so necessity alone does not rank them.

2.3 (a) printing, or the doctrinal content itself. (b) a real concession, e.g. that without printed vernacular argument there would have been nothing for rulers to protect.

3.1 B. removal of the cause is the test.

3.2 B. it shows a criterion is being applied.

3.3 (a) that both were necessary. (b) a further criterion such as which cause was scarcer, or which explains the timing and geography, since necessity alone cannot discriminate.