

Week 11

AP European History

Homework bundle for this week

本周作业合集

exercises.lol

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4. Scientific, Philosophical, and Political Developments Starter Quiz · 课前小测

AP European History

Name: _____ Score: _____

1. This unit follows which half of unit 1's opening sentence?
 - ☐ the rediscovered texts
 - ☐ observation of the natural world
 - ☐ neither
 - ☐ both equally
2. The CED puts which claim before the heliocentric conclusion?
 - ☐ the invention of the telescope
 - ☐ questioning the authority of the ancients
 - ☐ the fall of Rome
 - ☐ the printing press
3. Select **all** the concepts the CED says Enlightenment thought focused on.
 - ☐ empiricism and scepticism
 - ☐ human reason and rationalism
 - ☐ classical sources of knowledge
 - ☐ divine right

Tick every correct option.

4. Select **all** the causes of 17th-century food disruption the CED names.
 - ☐ small landholdings
 - ☐ low-productivity agricultural practices
 - ☐ poor transportation and adverse weather
 - ☐ urban migration

Tick every correct option.

5. The CED presents public opinion as something that...
 - ☐ always existed
 - ☐ developed in this period
 - ☐ was abolished
 - ☐ was purely religious

6. The CED's verb for enlightened absolutism is...

- ☐ established
- ☐ experimented with
- ☐ abolished
- ☐ exported

7. Select **all** the orders the unit's method was turned on.

- ☐ ancient authority in nature
- ☐ divine right
- ☐ mercantilism
- ☐ the printing press

Tick every correct option.

8. The Enlightenment is the _____ of Scientific Revolution methods to political, social and ethical issues.

9. Harvey's work challenged which traditional theory?

- ☐ heliocentrism
- ☐ Galen's humoral theory
- ☐ the social contract
- ☐ mercantilism

10. The European marriage pattern still limited growth in the 18th century.

- ☐ True ☐ False

AP European History

1. observation of the natural world

1.2 followed the texts; the Scientific Revolution is the observation thread.

2. questioning the authority of the ancients

The revolution is first about who decides what is true.

3. empiricism and scepticism; human reason and rationalism; classical sources of knowledge

Divine right is what the political theories replaced.

4. small landholdings; low-productivity agricultural practices; poor transportation and adverse weather

Migration is a consequence of later growth, not a cause of famine.

5. developed in this period

It required a literate public, varied print and a contested subject.

6. experimented with

A limited, revocable adoption, not a change of system.

7. ancient authority in nature; divine right; mercantilism

Religion's public role completes the four; printing is a means, not a target.

8. application

The mechanism is written in the CED's sentence.

9. Galen's humoral theory

The body as an integrated system replaced four fluids in balance.

10. True

A demographic habit that outlived the crisis that produced it.

4.1 Contextualizing the Scientific Revolution and the Enlightenment

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS enlightenment 启蒙运动 • scientific revolution 科学革命 • newton 牛顿

Objective

Build the skills to write the **context** for the Scientific Revolution and Enlightenment.

You must be able to:

- name the conditions that made a new natural philosophy possible
- explain the role of instruments, mathematics and communication
- state what the Enlightenment applied and to what
- avoid narrating discoveries instead of naming conditions

1 Worked examples

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

■ Conditions

Recovered classical texts and the habit of checking them; instruments extending the senses; mathematics able to express regularities; printing and correspondence networks carrying results between investigators.

■ What each supplied

Instruments made observation exceed unaided sight. Mathematics made results comparable and predictions testable. Communication made findings cumulative rather than isolated.

■ What the Enlightenment applied

It took the method that had worked on nature — observation, reason, scepticism toward inherited authority — and applied it to government, religion, law and society.

2 Practice

2.1 Name three conditions for the Scientific Revolution. [3]

2.2 Explain what communication networks contributed. [2]

2.3 A student writes: “In 1687 Newton published his laws.”

(a) State why this is not context. [1]

(b) Rewrite it as a condition. [2]

3 Exam-style questions

3.1 Mathematics contributed by making results [1]

- **A** decorative
- **B** comparable and predictions testable
- **C** secret
- **D** unnecessary

3.2 The Enlightenment applied a method developed on nature to [1]

- **A** astronomy only
- **B** government, religion, law and society
- **C** navigation only
- **D** painting

3.3 A correspondence network circulates results between investigators.

(a) State the effect on the pace of discovery. [1]

(b) Explain why isolated work is slower.

[2]

Solutions

2.1 any three of: recovered classical texts and the habit of checking them; instruments; mathematics; printing and correspondence networks.

2.2 they made findings cumulative rather than isolated, so work built on other work.

2.3 (a) it names an event, not a condition. (b) a rewritten condition, e.g. “A mathematics capable of expressing motion as general law had become available”.

3.1 B. quantification allows comparison and test.

3.2 B. the method was extended to human affairs.

3.3 (a) it accelerates it. (b) an isolated investigator repeats work already done and cannot be corrected by others who know the field.

“The Paris department store [of the mid-1800s] was preeminently the ‘world of women,’ where women were encouraged to find their life’s meaning in consumption and where they increasingly found a role in selling as well. Thus, the department store played a highly significant role in the evolution both of contemporary society and of women’s place in that society.

The buyer’s desire for certain items was created through the tactics of large-scale retailing: publicity [advertising], display of goods, and low prices. The low markup of the large stores allowed lower prices and helped attract crowds of customers from throughout the city. The department stores could not simply depend on the traditional bourgeois clientele of smaller shops and so had to attract customers from among the petite bourgeoisie [lower middle class] by catering to their budgets and their passion for spending. Thus, the department stores brought increasing numbers of people into contact with modern consumer society.”

Source: Theresa M. McBride, American historian, scholarly article, 1978

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

- A. Describe the main argument made by the historian in the excerpt.
- B. Describe a relevant historical context for the development discussed in the excerpt.
- C. Explain one way that the development discussed in the excerpt affected European society.

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

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

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“In the exhilarating period between the years 1600 and 1700, . . . empirical inquiry evolved from the freewheeling, speculative frenzy [of previous centuries] into something with powers of discovery on a wholly new level. . . . [This was] a regimented process that subjected theories to a pitiless interrogation by observable evidence, raising up some and tearing down others, occasionally changing course or traveling in reverse but making in the long term unmistakable progress.

[The new method] permitted nothing but matters of explanatory power, nothing but a theory’s ability to account for the observable, to determine the course of scientific argument. Theology, philosophy, even beauty [became] strictly off limits. Scientists, if they chose to dispute, were obliged to do so in the empirical manner.”

Source: Michael Strevens, *The Knowledge Machine*, 2020

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

- a. Describe an argument made in the excerpt.
- b. Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt.
- c. Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800.

4.2 The Scientific Revolution

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS scientific revolution 科学革命

Objective

Build the skills to explain the **Scientific Revolution** 科学革命.

You must be able to:

- state what changed about how nature was investigated
- explain the role of observation, experiment and mathematics
- describe the conflict with established authority
- state what did not change

1 Worked examples

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

■ What changed

Authority for a claim about nature shifted from inherited texts to reproducible observation and mathematical demonstration. The change is in the standard of proof, not only in the conclusions.

■ Method

Controlled observation isolates a factor; experiment produces the conditions rather than waiting for them; mathematics states the regularity and permits prediction. All three together make a claim testable by others.

■ Conflict with authority

Where a finding contradicted an established reading of scripture or of Aristotle, the question became who decides. Institutional authorities and investigators both understood this, which is why some findings were contested far beyond their content.

■ What did not change

Most investigators remained religious and saw their work as describing an ordered creation. The revolution was in method and authority, not in belief.

2 Practice

2.1 State what changed about the standard of proof. [2]

2.2 Explain what experiment adds to observation. [2]

2.3 A finding contradicts an established reading of an ancient authority.

(a) State the underlying question at issue. [1]

(b) State why the dispute exceeded the finding's content. [1]

3 Exam-style questions

3.1 Mathematics contributed to natural philosophy by [1]

- **A** replacing observation
- **B** stating regularities and permitting prediction
- **C** ending experiment
- **D** confirming texts

3.2 Most investigators of the period were [1]

- **A** opposed to religion
- **B** religious, seeing their work as describing an ordered creation
- **C** indifferent to method
- **D** classical scholars only

3.3 A claim is accepted after it is reproduced by others.

(a) State the standard being applied. [1]

(b) Explain how it differs from the older standard.

[2]

Solutions

2.1 authority shifted from inherited texts to reproducible observation and mathematical demonstration.

2.2 experiment produces the conditions rather than waiting for them, so a factor can be isolated and varied deliberately.

2.3 (a) who decides what is true about nature. (b) the answer determines authority over all future findings, not only this one.

3.1 B. regularity and prediction are what mathematics supplies.

3.2 B. method changed; belief largely did not.

3.3 (a) reproducibility by independent investigators. (b) the older standard rested on the authority of a text or its interpreter, which no amount of independent observation could override.

“The Paris department store [of the mid-1800s] was preeminently the ‘world of women,’ where women were encouraged to find their life’s meaning in consumption and where they increasingly found a role in selling as well. Thus, the department store played a highly significant role in the evolution both of contemporary society and of women’s place in that society.

The buyer’s desire for certain items was created through the tactics of large-scale retailing: publicity [advertising], display of goods, and low prices. The low markup of the large stores allowed lower prices and helped attract crowds of customers from throughout the city. The department stores could not simply depend on the traditional bourgeois clientele of smaller shops and so had to attract customers from among the petite bourgeoisie [lower middle class] by catering to their budgets and their passion for spending. Thus, the department stores brought increasing numbers of people into contact with modern consumer society.”

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“In the exhilarating period between the years 1600 and 1700, . . . empirical inquiry evolved from the freewheeling, speculative frenzy [of previous centuries] into something with powers of discovery on a wholly new level. . . . [This was] a regimented process that subjected theories to a pitiless interrogation by observable evidence, raising up some and tearing down others, occasionally changing course or traveling in reverse but making in the long term unmistakable progress.

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“In 1658 Sir Edward Dering (1625–1684), gentleman, politician, and poet, spent his summer making and testing medicines in his home in [England]. Sometime in May of that year, he started a new section in his [journal] headed “physical practices” and began writing down a series of recipes for medicinal remedies and records of his own trials of these medicines. . . .

Dering’s enthusiasm for recipes and recipe trials was not unusual. In fact, early modern English gentlemen and gentlewomen were gripped by recipe fever. They eagerly exchanged know-how and . . . diligently wrote down the treasured knowledge in notebooks of all shapes and sizes.

The rich archive of surviving texts and the continual appearance of recipes in personal writings and in literary works attest to the importance of recipe collection and exchange as a social and cultural phenomenon in early modern England. Masters and mistresses of large households were expected to have basic knowledge of [natural remedies], cookery, and sugarcraft [the making and use of sugar].

Gentlemen and gentlewomen dedicated considerable time, manpower, and resources to all kinds of home-based health care. Not only was the household considered the first resource for dealing with many medical ailments, . . . [but] domestic space was one of the main sites for medical intervention and the promotion of health. Householders were quick to combine self-diagnosis and self-treatment with commercially available medical care, and many produced their own homemade medicines. Gathering, trying and testing medicines and, relatedly, foods were part of this set of activities to gather and construct knowledge about health and the body.”

Source: Elaine Leong, historian, *Recipes and Everyday Knowledge: Medicine, Science, and the Household in Early Modern England*, 2017

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

- a. Describe an argument made in the excerpt.
- b. Explain how the approach to knowledge described in the excerpt reflects developments of the 1500s and early 1600s.
- c. Explain one effect of the changes in European medicine during the late 1700s and 1800s.

4.3 The Enlightenment

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS enlightenment 启蒙运动 • public sphere 公共领域 • social contract 社会契约 • natural rights 天赋权利
• salons 沙龙

Objective

Build the skills to explain the **Enlightenment** 启蒙运动.

You must be able to:

- state the central claims about reason, authority and rights
- explain the **social contract** 社会契约 argument
- describe the role of the **public sphere** 公共领域
- state the limits Enlightenment thinkers themselves accepted

1 Worked examples

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

■ Central claims

That reason applied to human affairs can improve them; that inherited authority must justify itself; and that individuals possess rights not granted by rulers.

■ Social contract

Legitimate government rests on the consent of the governed rather than on divine appointment. The argument supplies a **criterion** by which any existing government can be judged and found wanting.

■ Public sphere

Salons, coffee houses, periodicals and academies created a space where argument circulated outside church and court, and where standing depended on what was said rather than on birth.

■ Stated limits

Many thinkers restricted the political rights they argued for to propertied men, and several argued explicitly against extending them to women. Recording this is part of describing the movement accurately.

2 Practice

2.1 State two central Enlightenment claims. [2]

2.2 Explain what the social contract supplies to a critic of government. [2]

2.3 A salon hosts an argument between a noble and a writer of no rank.

(a) State what this illustrates. [1]

(b) State one limit of the public sphere. [1]

3 Exam-style questions

3.1 The social contract grounds legitimate government in [1]

- **A** divine appointment
- **B** the consent of the governed
- **C** inherited title
- **D** military force

3.2 Recording the limits Enlightenment thinkers accepted is [1]

- **A** unnecessary
- **B** part of describing the movement accurately
- **C** a modern imposition
- **D** irrelevant to the exam

3.3 A thinker argues for natural rights and against political rights for women.

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

(b) Explain how a good answer handles it.

[2]

Solutions

2.1 any two of: reason applied to human affairs can improve them; inherited authority must justify itself; individuals possess rights not granted by rulers.

2.2 a criterion — consent — by which any existing government can be judged and found wanting.

2.3 (a) that standing in the public sphere depended on argument rather than birth. (b) participation was largely confined to the educated and propertied.

3.1 B. consent replaces divine appointment.

3.2 B. accuracy requires the limits as well as the claims.

3.3 (a) that its universal language coexisted with stated exclusions. (b) state both the claim and the limit, since reporting either alone misdescribes the movement.

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.

AP European History: 2023 Set 2

“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.

4.4 18th-Century Society and Demographics

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS eighteenth-century society 社会

Objective

Build the skills to explain **eighteenth-century society** 社会 and population.**You must be able to:**

- state the causes of eighteenth-century population growth
- describe changes in agricultural practice
- explain the beginnings of proto-industry
- connect demographic change to social pressure

1 Worked examples

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

■ Population growth

Better harvests from new crops and improved rotation, some retreat of epidemic disease, and earlier marriage in regions where wage work was available. Growth was gradual and regionally uneven.

■ Agriculture

Enclosure, crop rotation and selective breeding raised yields where they were adopted, at the cost of displacing customary rights over common land.

■ Proto-industry

Rural households produced manufactures for distant markets under a merchant's direction, which supplied income independent of land and made earlier household formation possible.

■ Pressure

More people on the same land, with customary rights being enclosed, produces migration to towns and to proto-industrial work — and where neither is available, disorder.

2 Practice

2.1 State two causes of eighteenth-century population growth. [2]

2.2 Explain what proto-industry supplied to a rural household. [2]

2.3 Enclosure raises a district's yields.

(a) State one cost. [1]

(b) State one likely consequence for the displaced. [1]

3 Exam-style questions

3.1 New crops and improved rotation contributed to growth by [1]

- **A** reducing harvests
- **B** improving the food supply
- **C** ending marriage
- **D** raising mortality

3.2 Proto-industrial income mattered because it was [1]

- **A** dependent on landholding
- **B** independent of land
- **C** paid only in kind
- **D** confined to towns

3.3 A region's population grows while its common land is enclosed.

(a) State the resulting pressure. [1]

(b) Explain the likely outcomes.

[2]

Solutions

2.1 any two of: better harvests from new crops and rotation; retreat of epidemic disease; earlier marriage where wage work was available.

2.2 income independent of land, which made earlier household formation possible.

2.3 (a) loss of customary rights over common land. (b) migration to towns or to proto-industrial work.

3.1 B. a better food supply reduces mortality and supports growth.

3.2 B. income not tied to landholding changes household options.

3.3 (a) more people with less access to land. (b) migration to towns or to proto-industry, and disorder where neither is available.

“The Paris department store [of the mid-1800s] was preeminently the ‘world of women,’ where women were encouraged to find their life’s meaning in consumption and where they increasingly found a role in selling as well. Thus, the department store played a highly significant role in the evolution both of contemporary society and of women’s place in that society.

The buyer’s desire for certain items was created through the tactics of large-scale retailing: publicity [advertising], display of goods, and low prices. The low markup of the large stores allowed lower prices and helped attract crowds of customers from throughout the city. The department stores could not simply depend on the traditional bourgeois clientele of smaller shops and so had to attract customers from among the petite bourgeoisie [lower middle class] by catering to their budgets and their passion for spending. Thus, the department stores brought increasing numbers of people into contact with modern consumer society.”

Source: Theresa M. McBride, American historian, scholarly article, 1978

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

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

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“Prior to the seventeenth century, the most celebrated European city was one famous for its past. Visitors made pilgrimages to Rome to tour its ancient monuments or its historic churches: they were seeking artistic inspiration and indulgences rather than novelty and excitement. Then, in the seventeenth century, a new model for urban space and urban life was invented, a blueprint for all great cities to come. The modern city as it came to be defined was designed to hold a visitor’s attention with quite different splendors: contemporary residential architecture and unprecedented urban infrastructure rather than grand palaces and churches. And this remade the urban experience for both the city’s inhabitants and its visitors alike.

The modern city was oriented to the future rather than the past: speed and movement were its hallmarks. And as many Europeans quickly recognized, only one city was truly modern: Paris.

Visitors who wanted to contemplate ancient monuments still went to Rome, but those in search of the novel and the cutting edge—in the arts and architecture, in technology and commerce, in fashion, and in cuisine—were traveling to Paris to discover a very different experience. . . . They spent less time in churches and more in cafés and public gardens, less time touring cemeteries and more visiting shops. They wanted to eat well and to be well outfitted as much as to tour a famous cathedral.”

Source: Joan DeJean, historian, *How Paris Became Paris: The Invention of the Modern City*, 2014

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Describe one argument made in the passage.
 - b. Explain how a piece of evidence from the passage supports one of the author’s claims.
 - c. Explain how one development during the late 1600s and the 1700s shaped the changes described in the passage.

4.5 18th-Century Culture and Arts

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS eighteenth-century culture 文化

Objective

Build the skills to analyse **eighteenth-century culture** 文化 and the arts.

You must be able to:

- describe the features of the period's dominant styles
- explain how a growing reading public changed what was produced
- state the role of academies and patronage
- connect a formal feature to an audience

1 Worked examples

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

■ The styles

A light, ornamental manner suited to private interiors and aristocratic sociability was followed by a severe classicism drawing on antiquity, associated with civic virtue and restraint.

■ The reading public

Growing literacy and cheaper print created a paying audience beyond court and church. Novels, periodicals and pamphlets were written for buyers, and the market began to compete with the patron.

■ Academies and patronage

Academies set standards, trained artists and controlled exhibition, while patrons still commissioned. Both shaped what could be made and shown.

■ Feature and audience

Ornament suits a private room and a viewer who values wit; severity suits a public building and a viewer meant to feel obligation. The style is a claim about who is watching.

2 Practice

2.1 State one feature of each of the period's two dominant styles. [2]

2.2 Explain how a paying public changed artistic production. [2]

2.3 A severe classical style is chosen for a public building.

(a) State what the style asserts. [1]

(b) State how you would link it to audience. [1]

3 Exam-style questions

3.1 A growing reading public meant that writers could work for [1]

- **A** patrons only
- **B** a market of buyers
- **C** the church alone
- **D** nobody

3.2 Academies shaped production mainly by [1]

- **A** buying all works
- **B** setting standards, training artists and controlling exhibition
- **C** printing novels
- **D** enclosing land

3.3 An ornamental interior style gives way to classical severity in public commissions.

(a) State the change in what is being asserted. [1]

(b) Explain the connection to the period's politics.

[2]

Solutions

2.1 ornamental, light and suited to private sociability; severe, classical and associated with civic virtue.

2.2 works were produced for buyers rather than only for patrons, so what sold began to determine what was made.

2.3 (a) civic virtue and restraint. (b) state who is meant to see it and what response the style invites.

3.1 B. buyers replaced sole dependence on patrons.

3.2 B. training, standards and exhibition are the levers.

3.3 (a) from private wit to public obligation. (b) classical antiquity supplied a vocabulary of civic virtue, which suited a period arguing about the duties of citizens and rulers.

“The Paris department store [of the mid-1800s] was preeminently the ‘world of women,’ where women were encouraged to find their life’s meaning in consumption and where they increasingly found a role in selling as well. Thus, the department store played a highly significant role in the evolution both of contemporary society and of women’s place in that society.

The buyer’s desire for certain items was created through the tactics of large-scale retailing: publicity [advertising], display of goods, and low prices. The low markup of the large stores allowed lower prices and helped attract crowds of customers from throughout the city. The department stores could not simply depend on the traditional bourgeois clientele of smaller shops and so had to attract customers from among the petite bourgeoisie [lower middle class] by catering to their budgets and their passion for spending. Thus, the department stores brought increasing numbers of people into contact with modern consumer society.”

Source: Theresa M. McBride, American historian, scholarly article, 1978

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

- A. Describe the main argument made by the historian in the excerpt.
- B. Describe a relevant historical context for the development discussed in the excerpt.
- C. Explain one way that the development discussed in the excerpt affected European society.

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.

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“In the exhilarating period between the years 1600 and 1700, . . . empirical inquiry evolved from the freewheeling, speculative frenzy [of previous centuries] into something with powers of discovery on a wholly new level. . . . [This was] a regimented process that subjected theories to a pitiless interrogation by observable evidence, raising up some and tearing down others, occasionally changing course or traveling in reverse but making in the long term unmistakable progress.

[The new method] permitted nothing but matters of explanatory power, nothing but a theory’s ability to account for the observable, to determine the course of scientific argument. Theology, philosophy, even beauty [became] strictly off limits. Scientists, if they chose to dispute, were obliged to do so in the empirical manner.”

Source: Michael Strevens, *The Knowledge Machine*, 2020

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

- a. Describe an argument made in the excerpt.
- b. Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt.
- c. Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800.

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

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“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.

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

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

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

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

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

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

4.6 Enlightened and Other Approaches to Power

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS enlightened absolutism 开明专制 • enlightenment 启蒙运动 • social contract 社会契约

Objective

Build the skills to explain **enlightened absolutism** 开明专制.

You must be able to:

- state what enlightened rulers adopted from Enlightenment thought
- state what they did not adopt
- explain why reform from above had limits
- assess the sincerity question carefully

1 Worked examples

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

■ What was adopted

Legal codification, religious toleration in varying degrees, educational provision, agricultural improvement and administrative rationalisation — reforms that increased state efficiency as well as serving stated principles.

■ What was not

Consent as the basis of authority. An enlightened ruler reformed **by decree**; the social contract's central claim was precisely what could not be adopted without ending the regime.

■ Limits of reform from above

Reform required noble cooperation, and reforms threatening noble privilege were reversed or unenforced. A decree without an administration to execute it changes little.

■ Sincerity

Reforms served principle and interest at once, and the two cannot be separated from the outside. The historically defensible statement is about what was done and what it achieved, not about private motive.

2 Practice

2.1 Name two reforms associated with enlightened rulers. [2]

2.2 State the Enlightenment claim these rulers could not adopt, and why. [2]

2.3 A reform threatening noble privilege is reversed after a decade.

(a) State the reason. [1]

(b) State what this shows about reform from above. [1]

3 Exam-style questions

3.1 Enlightened absolutism reformed [1]

- **A** by consent of representative bodies
- **B** by decree
- **C** by revolution
- **D** by papal authority

3.2 The claim about a ruler's private sincerity is [1]

- **A** the best available evidence
- **B** not something the sources can settle
- **C** required by the CED
- **D** unrelated to the reforms

3.3 A ruler codifies the law and expands schooling.

(a) State one way this served state interest. [1]

(b) Explain why serving interest does not show the principle was insincere. [2]

Solutions

2.1 any two of: legal codification; religious toleration; educational provision; agricultural improvement; administrative rationalisation.

2.2 consent as the basis of authority; adopting it would have ended the regime that was doing the reforming.

2.3 (a) reform required noble cooperation, which was withheld. (b) that a decree without an administration willing to execute it changes little.

3.1 B. reform came from above without consent.

3.2 B. motive is not recoverable from the sources.

3.3 (a) a codified law and an educated population make administration cheaper and more effective. (b) a reform can serve principle and interest at once, and the presence of interest does not establish the absence of principle.

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

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“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. . . .

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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.
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- c. Describe a development of the late 1900s that may have influenced the author’s perspective.

4.7 Causation in the Age of the Scientific Revolution and the Enlightenment

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS enlightenment 启蒙运动

Objective

Build the skills to write **causation** for the age of reason.

You must be able to:

- distinguish intellectual from social and political causes
- explain how a method spread from one field to another
- rank causes against a stated criterion
- avoid treating ideas as causes with no mechanism

1 Worked examples

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

■ Kinds of cause

Intellectual: the content of the arguments. **Social:** literacy, print, the public sphere.

Political: rulers with reasons to sponsor or suppress. A strong answer uses all three.

■ How a method spreads

A method spreads when it visibly succeeds where an older one failed, and when institutions exist to carry it. Say both: the success and the channel.

■ Ideas need mechanisms

“The Enlightenment caused reform” is not an explanation until you name how: who read what, in what institution, with what power to act. The mechanism is the argument.

2 Practice

2.1 Name three kinds of cause relevant to this period. [3]

2.2 State the two things needed for a method to spread. [2]

2.3 A student writes: “Enlightenment ideas caused reform.”

(a) State what is missing. [1]

(b) Write a version with a mechanism. [2]

3 Exam-style questions

3.1 A method spreads when it [1]

- **A** is decreed
- **B** visibly succeeds where an older one failed and has institutions to carry it
- **C** is kept secret
- **D** is untested

3.2 “Ideas caused X” becomes an explanation once you name [1]

- **A** the date
- **B** the mechanism
- **C** the author
- **D** the country

3.3 Rank intellectual and political causes of eighteenth-century reform.

(a) State your criterion. [1]

(b) Give your ranking and one concession.

[2]

Solutions

2.1 intellectual; social; political.

2.2 visible success where an older method failed; institutions able to carry it.

2.3 (a) the mechanism — who read what, where, with what power to act. (b) a version naming a channel and an actor, e.g. “Ministers educated in these arguments used them to justify codification a crown already wanted”.

3.1 B. success plus a channel.

3.2 B. the mechanism is the explanation.

3.3 (a) a stated criterion, e.g. which cause the outcome could not have occurred without.
(b) a ranking with a genuine concession to the other cause.

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.