

Week 23

AP European History

Homework bundle for this week

本周作业合集

exercises.lol

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8. 20th-Century Global Conflicts, c. 1914 to present Starter Quiz · 课前小测

AP European History

Name: _____ Score: _____

1. 'Total war' means a war in which the state mobilises...
 - ☐ only an army
 - ☐ the whole society
 - ☐ only its navy
 - ☐ only its allies
2. 'A complex interaction of long- and short-term factors' rules out...
 - ☐ any cause at all
 - ☐ a single-cause answer
 - ☐ short-term factors
 - ☐ long-term factors
3. The CED says the revolution created a regime based on _____-Leninist theory.

4. Select **both** conflicting goals the CED names.
 - ☐ diplomatic idealism
 - ☐ the desire to punish Germany
 - ☐ restoring monarchy
 - ☐ abolishing empire

Tick every correct option.

5. Select **both** weaknesses the CED blames for the Depression.
 - ☐ international trade
 - ☐ monetary theories and practices
 - ☐ agricultural technology
 - ☐ military spending

Tick every correct option.

6. Select **all** four conditions in which fascism gained popularity.
 - ☐ postwar bitterness
 - ☐ the rise of communism
 - ☐ uncertain transitions to democracy

☐ economic instability

Tick every correct option.

7. Select **all** four factors the CED says resulted in World War II.

☐ fascism

☐ extreme nationalism

☐ racist ideologies

☐ the failure of appeasement

Tick every correct option.

8. Blitzkrieg is best described as...

☐ a single weapon

☐ a method of speed and combined arms

☐ a treaty

☐ a defensive line

9. Select **both** things the CED says fuelled the "new racial order".

☐ racism

☐ anti-Semitism

☐ economic planning

☐ religious revival

Tick every correct option.

10. The belief in progress began to break down...

☐ after 1945

☐ before World War I

☐ in 1929

☐ in 1848

AP European History

1. the whole society

Labour, industry, food and opinion, not only an army.

2. a single-cause answer

It tells you the two shelves to draw from.

3. Marxist

6.7's Marx supplied the critique; this is the first state built on it.

4. diplomatic idealism; the desire to punish Germany

The failure is located in the goals, not the negotiators.

5. international trade; monetary theories and practices

Two things, not one — and it faults the ideas as well.

6. postwar bitterness; the rise of communism; uncertain transitions to democracy; economic instability

They explain its spread, not its origin.

7. fascism; extreme nationalism; racist ideologies; the failure of appeasement

The fourth is a policy, not an ideology.

8. a method of speed and combined arms

Answering 8.2's trench stalemate.

9. racism; anti-Semitism

The motive clause of a sentence in which every clause does work.

10. before World War I

The war accelerated a breakdown already under way.

8.1 Contextualizing 20th-Century Global Conflicts

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS fascism 法西斯主义

Objective

Build the skills to write the **context** for the century's global conflicts.

You must be able to:

- name the four threads the unit opens
- explain what 'total war' means as a technical term
- state why the ideological battle is three-sided
- name the conditions in place before 1914

1 Worked examples

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

■ The four threads

Total war and political instability gave way to a polarised state order and then to efforts at transnational union; economic collapse and total war created conflicting conceptions of the individual and the state; movements questioned objective knowledge, reason and religion's moral role; and five named forces altered everyday life.

■ Total war

A war in which the state mobilises the whole society — labour, industry, food, opinion — not only an army. That is why it appears in a sentence about the individual and the state.

■ Three, not two

The battle is **between and among** democracy, communism and fascism. "Among" also allows conflict inside each camp, so a two-sided account loses a dimension.

■ Conditions before 1914

Unit 7's alliance system and Balkan crises, industrial capacity able to sustain total war, and no shared standard for settling disputes. All were in place beforehand, which is what makes them context.

2 Practice

2.1 Define total war. [2]

2.2 State the three ideologies in the CED's battle and what "among" adds. [2]

2.3 Name three conditions in place before 1914. [3]

3 Exam-style questions

3.1 Total war appears in a sentence about the individual and the state because it [1]

- **A** involves only armies
- **B** mobilises the whole society
- **C** is short
- **D** ends quickly

3.2 A two-sided account of the century's ideological conflict [1]

- **A** matches the CED
- **B** loses a dimension the CED preserved
- **C** is required
- **D** covers all three camps

3.3 A ministry created to run a war economy is still operating in 1925.

(a) State what this illustrates. [1]

(b) Explain the link to the individual-and-state thread. [2]

Solutions

2.1 a war in which the state mobilises the whole society — labour, industry, food and opinion, not only an army.

2.2 democracy, communism and fascism; “among” allows conflict inside each camp as well as between them.

2.3 any three of: the alliance system; Balkan crises; industrial capacity able to sustain total war; the absence of a shared standard for settling disputes.

3.1 B. mobilising a society enlarges what the state does to individuals.

3.2 B. the CED names three.

3.3 (a) that wartime state expansion outlived the war. (b) powers taken for an emergency became permanent, which changed the relationship between the individual and the state.

8.2 World War I

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS first world war 第一次世界大战 • protest and insurrection 抗议与起义 • trench warfare 堑壕战

Objective

Build the skills to explain the **First World War** 第一次世界大战.

You must be able to:

- state the CED's formula for the war's causes
- explain how new technology altered the fighting
- state the chain from stalemate to revolution
- name the three shifts in Europe's relation to the world

1 Worked examples

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

■ Causes

The war was caused by a **complex interaction of long- and short-term factors** and resulted in immense losses and disruptions **for both victors and vanquished**.

■ Technology and fighting

New technologies **confounded** traditional military strategies and led to trench warfare and massive troop losses. The strategies were not merely outdated; they were defeated by conditions they could not read.

■ Stalemate to revolution

The effects of military stalemate, national mobilisation and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power.

■ Three shifts

Europe's relationship to the world shifted with the globalisation of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.

2 Practice

2.1 State the CED's formula for the war's causes and its effect on both sides. [2]

2.2 Explain what "confounded" adds to "outdated". [2]

2.3 Stalemate leads to revolution.

(a) State the chain in order. [2]

(b) State what it changed. [1]

3 Exam-style questions

3.1 The CED says the war brought immense losses for [1]

- **A** the defeated only
- **B** both victors and vanquished
- **C** neutral states only
- **D** civilians only

3.2 The three shifts include the emergence of [1]

- **A** the Ottoman Empire
- **B** the United States as a world power
- **C** the Concert of Europe
- **D** Napoleonic France

3.3 A general plans for movement and meets a weapon that makes movement fatal.

(a) State the result. [1]

(b) Explain why this is not a failure of nerve.

[2]

Solutions

2.1 a complex interaction of long- and short-term factors; immense losses and disruptions for both victors and vanquished.

2.2 “outdated” implies replacement was overdue; “confounded” says the strategies were defeated by conditions they could not read.

2.3 (a) stalemate, mobilisation and total war → protest → insurrection → revolution.
(b) the international balance of power.

3.1 B. the CED covers both sides.

3.2 B. the United States is named.

3.3 (a) both sides dig in and the front stops moving. (b) entrenchment is the correct response to a weapon that makes advance lethal, so the outcome follows from the technology rather than from the commanders’ character.

Question 3 or 4

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

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

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

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

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

END OF SECTION I

8.3 The Russian Revolution and Its Effects

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS marxist-leninist theory 马克思列宁主义 • russian revolution 俄国革命 • fascism 法西斯主义
• protest and insurrection 抗议与起义

Objective

Build the skills to explain the **Russian Revolution** 俄国革命.

You must be able to:

- state what the revolution created
- assemble long-term and short-term causes from earlier subtopics
- state the international effect
- explain why a doctrinal state is a new kind of regime

1 Worked examples

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

■ What it created

A regime **based on** Marxist-Leninist theory — the first state built on the critique 6.7 described.

■ Two lines of cause

Long-term: autocratic reform including emancipation of the serfs gave rise to revolutionary movements and eventually 1905. **Short-term:** stalemate, national mobilisation and total war produced protest and insurrection.

■ International effect

The revolutions changed the international balance of power, and 8.6 names **the rise of communism** among the conditions in which fascism gained popularity.

■ A doctrinal state

Earlier states claimed divine sanction or consent; this one claims a theory of history. That places it inside the thread about conflicting conceptions of the individual and the state.

2 Practice

2.1 State what the revolution created. [2]

2.2 State one long-term and one short-term cause. [2]

2.3 A state grounds its authority in a theory of history.

(a) State how this differs from earlier claims. [1]

(b) State the consequence for dissent. [1]

3 Exam-style questions

3.1 The regime the revolution created was based on [1]

- **A** divine right
- **B** Marxist-Leninist theory
- **C** consent of the governed
- **D** hereditary succession

3.2 8.6 names the rise of communism among the conditions for [1]

- **A** liberalism
- **B** fascism gaining popularity
- **C** the Congress of Vienna
- **D** the Concert of Europe

3.3 8.3 has only one Historical Development.

(a) State where the rest of the material comes from. [1]

(b) Explain why a thin subtopic is not a small one.

[2]

Solutions

2.1 a regime based on Marxist-Leninist theory — the first state built on that critique.

2.2 long-term: reform including emancipation giving rise to revolutionary movements and 1905; short-term: stalemate, mobilisation and total war.

2.3 (a) earlier states claimed divine sanction or consent. (b) disagreement can be treated as error rather than as a political position.

3.1 B. the CED's own phrase.

3.2 B. it is listed among fascism's conditions.

3.3 (a) from 6.6, 8.2 and 8.6. (b) the CED's coverage is distributed across subtopics, so the material must be assembled rather than found in one place.

8.4 Versailles Conference and Peace Settlement

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS mandate system 委任统治 • league of nations 国际联盟 • peace settlement 和平安排

Objective

Build the skills to explain why the **peace settlement** 和平安排 failed.

You must be able to:

- state the conflicting goals in Paris
- state the CED's verdict on the settlement
- describe the mandate system and its two consequences
- explain why the failure lies in the goals

1 Worked examples

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

■ Conflicting goals

The conflicting goals of the peace negotiators pitted **diplomatic idealism** against **the desire to punish Germany**, producing a settlement that **satisfied few**.

■ The verdict

“Satisfied few” is the CED's own assessment. “Few” is not none — the settlement had defenders as well as enemies.

■ The mandate system

The League distributed former German and Ottoman possessions to France and Great Britain through the mandate system, thereby **altering the imperial balance of power** and **creating a strategic interest in the Middle East and its oil**.

■ Why the goals

The CED locates the failure in the goals, not the negotiators' competence. Any settlement had to disappoint one of two incompatible aims.

2 Practice

2.1 State the two conflicting goals. [2]

2.2 State the two consequences of the mandate system. [2]

2.3 The CED locates the failure in the goals.

(a) State what this rules out as an explanation. [1]

(b) State why any settlement had to disappoint someone. [1]

3 Exam-style questions

3.1 The CED's verdict on the settlement is that it [1]

- **A** satisfied everyone
- **B** satisfied few
- **C** satisfied nobody at all
- **D** was never signed

3.2 The mandate system was administered by [1]

- **A** the Ottoman Empire
- **B** the League of Nations
- **C** Germany
- **D** Russia

3.3 A body founded to replace power politics carries out a transfer of empire.

(a) State the tension. [1]

(b) Explain the long-term consequence the CED names.

[2]

Solutions

2.1 diplomatic idealism; the desire to punish Germany.

2.2 altering the imperial balance of power; creating a strategic interest in the Middle East and its oil.

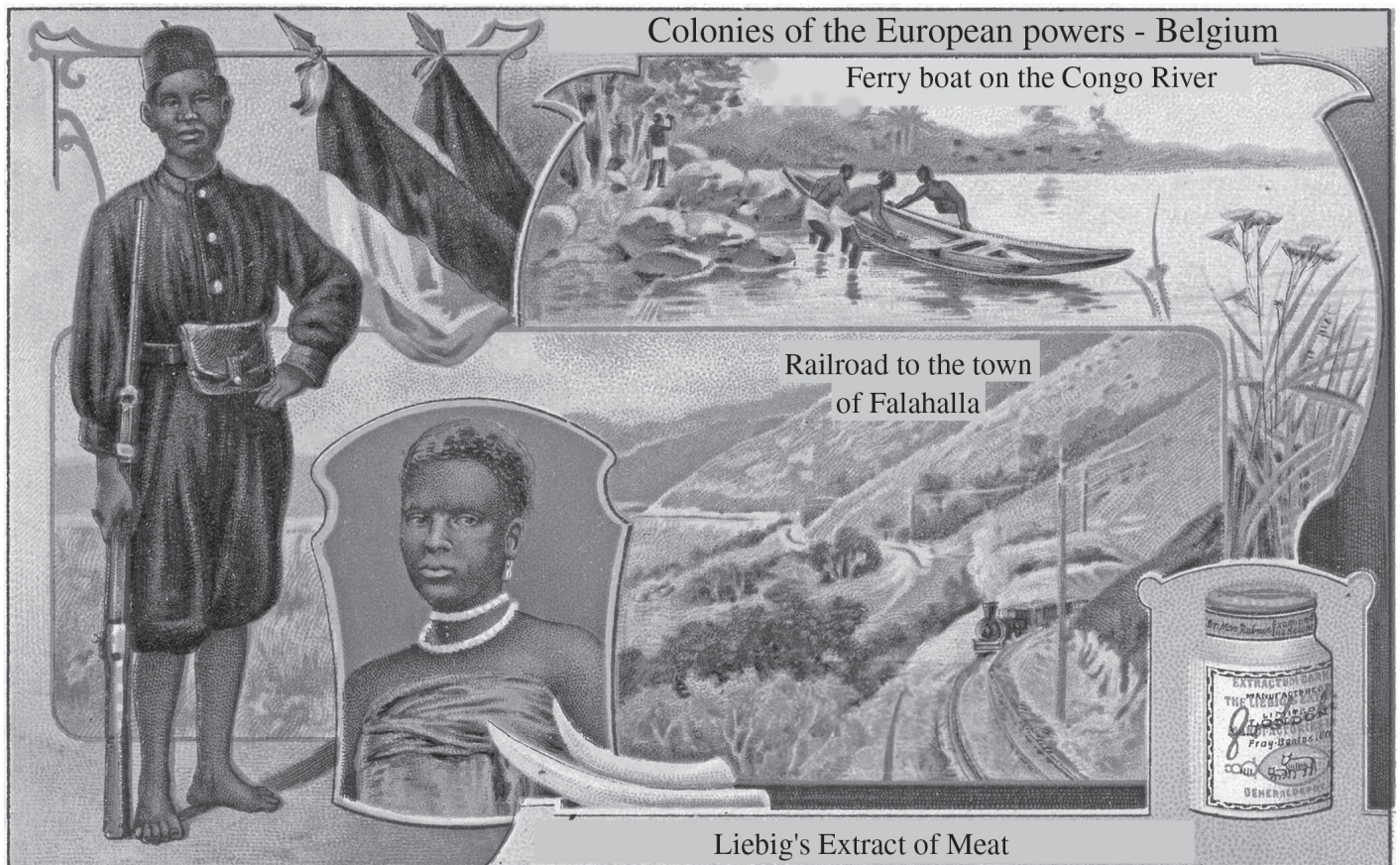
2.3 (a) the negotiators' competence. (b) the two aims were incompatible, so satisfying one meant disappointing the other.

3.1 B. "few" is the CED's word.

3.2 B. the League ran the mandates.

3.3 (a) the institution created to end power politics redistributed empire. (b) a strategic interest in the Middle East and its oil, which shaped policy long after the mandates ended.

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.

Question 3 or 4

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

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

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

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

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

END OF SECTION I

8.5 Global Economic Crisis

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS undermined western european democracies 削弱西欧民主国家 • great depression 大萧条
• fascism 法西斯主义

Objective

Build the skills to explain the **Great Depression** 大萧条 in Europe.

You must be able to:

- state the CED's causes of the Depression
- state its two political effects
- explain why the CED faults theories as well as practices
- connect the crisis to 8.6

1 Worked examples

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

■ Causes

The Great Depression was caused by **weaknesses in international trade and monetary theories and practices** — the CED faults the ideas as well as the arrangements, which is a rare and useful move.

■ Political effects

It **undermined** Western European democracies and **fomented** radical political responses throughout Europe. “Undermined” describes a weakening, not a universal collapse.

■ Faulting theories

If the doctrines governments held made the crisis worse, then an economic crisis has an intellectual cause, and 6.9's shifting liberalism becomes part of the story.

■ Link to 8.6

8.6 names **economic instability** among the conditions in which fascism gained popularity, so this subtopic is a named cause of the next.

2 Practice

2.1 State the CED's causes of the Depression. [2]

2.2 State its two political effects and the force of “undermined”. [2]

2.3 The CED faults theories as well as practices.

(a) State what this permits an answer to say. [1]

(b) State the link to 8.6. [1]

3 Exam-style questions

3.1 “Undermined Western European democracies” describes [1]

- **A** universal collapse
- **B** a weakening
- **C** strengthening
- **D** no effect

3.2 The CED says the Depression fomented [1]

- **A** economic recovery
- **B** radical political responses
- **C** disarmament
- **D** the Concert of Europe

3.3 A government responds to falling revenue by cutting spending, and demand falls further.

(a) State what is at fault. [1]

(b) Explain how this fits the CED's phrasing.

[2]

Solutions

2.1 weaknesses in international trade; weaknesses in monetary theories and practices.

2.2 it undermined Western European democracies and fomented radical political responses; “undermined” describes weakening rather than universal collapse.

2.3 (a) that the doctrines governments held made the crisis worse. (b) 8.6 names economic instability among the conditions for fascism.

3.1 B. some democracies survived the decade.

3.2 B. radical responses are the CED’s term.

3.3 (a) the doctrine directing the response. (b) the CED faults monetary theories as well as practices, so a policy failure of this kind is exactly what the phrasing covers.

8.6 Fascism and Totalitarianism

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS fascism 法西斯主义 • stalin 斯大林 • liquidation of the kulaks 富农

Objective

Build the skills to explain **fascism** 法西斯主义 and **Stalinist** rule.

You must be able to:

- separate fascism's roots from the conditions of its popularity
- name the four conditions
- state the CED's account of Stalin's programme and its price
- trace each condition to an earlier subtopic

1 Worked examples

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

■ Roots and popularity

The ideology had **roots in the pre-World War I era** but **gained popularity** in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy and economic instability. Origin and popularity are different questions.

■ The four conditions

Postwar bitterness (from 8.4), the rise of communism (from 8.3), uncertain transitions to democracy, and economic instability (from 8.5).

■ Stalin's programme

After Lenin's death Stalin undertook a **centralised programme of rapid economic modernisation**, often with severe repercussions for the population.

■ The price

The CED itemises it: liquidation of the kulaks and other perceived enemies of the state, devastating famine in the Ukraine, purges of political rivals, and ultimately the creation of an oppressive political system.

2 Practice

2.1 State the difference between fascism's roots and the conditions of its popularity. [2]

2.2 Name the four conditions. [2]

2.3 The CED itemises the price of Stalin's modernisation.

(a) Name three elements. [3]

(b) State the result the CED names. [1]

3 Exam-style questions

3.1 Fascism's roots are dated by the CED to [1]

- **A** the 1930s
- **B** the pre-World War I era
- **C** 1848
- **D** 1945

3.2 Stalin's programme is described as [1]

- **A** decentralised and gradual
- **B** centralised and rapid
- **C** voluntary
- **D** foreign-directed

3.3 Each of fascism's four conditions can be traced to an earlier subtopic.

(a) Match two conditions to their sources. [2]

(b) Explain why tracing them strengthens an answer.

[1]

Solutions

2.1 the roots explain where the ideology came from; the conditions explain why it became popular when it did.

2.2 postwar bitterness; the rise of communism; uncertain transitions to democracy; economic instability.

2.3 (a) any three of: liquidation of the kulaks and other perceived enemies; devastating famine in the Ukraine; purges of political rivals. (b) an oppressive political system.

3.1 B. the CED dates the roots before 1914.

3.2 B. centralised and rapid are the CED's words.

3.3 (a) postwar bitterness to 8.4; the rise of communism to 8.3; economic instability to 8.5. (b) it shows the conditions were produced by the period rather than assumed.

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 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

8.7 Europe During the Interwar Period

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS interwar 两次大战之间 • american isolationism 美国孤立主义 • fascism 法西斯主义

Objective

Build the skills to explain why the **interwar** 两次大战之间 settlement failed.

You must be able to:

- name the four factors that produced the Second World War
- name the three things that allowed rearmament
- distinguish 'allowed' from 'caused'
- explain why each obstacle failed

1 Worked examples

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

■ Four factors

In the interwar period, **fascism, extreme nationalism, racist ideologies and the failure of appeasement** resulted in the catastrophe of the Second World War, presenting a grave challenge to European civilisation.

■ Three permissions

French and British fears of another war, American isolationism, and deep distrust between Western democratic capitalist nations and the authoritarian communist Soviet Union **allowed** fascist states to rearm and expand.

■ Allowed against caused

The three removed obstacles; they did not supply motives. An account needs both halves: what drove the aggressors and what failed to stop them.

■ Why each failed

Fear of another war is 8.2's cost recorded honestly; American isolationism withdraws the power 8.2 had just named; distrust is 8.1's three-way battle preventing a two-way alliance.

2 Practice

2.1 Name the four factors the CED gives. [2]

2.2 State the difference between “allowed” and “caused”. [2]

2.3 Each of the three permissions has an earlier source.

(a) Match two to their sources. [2]

(b) State what an account needs besides them. [1]

3 Exam-style questions

3.1 The failure of appeasement is [1]

- **A** an ideology
- **B** a policy
- **C** a technology
- **D** a treaty

3.2 The CED calls the war [1]

- **A** a minor setback
- **B** a grave challenge to European civilisation
- **C** an economic adjustment
- **D** a colonial dispute

3.3 A door is unlocked and a house is robbed.

(a) State what the unlocked door explains. [1]

(b) Explain the parallel with the interwar permissions.

[2]

Solutions

2.1 fascism; extreme nationalism; racist ideologies; the failure of appeasement.

2.2 “allowed” removes an obstacle; “caused” supplies a motive.

2.3 (a) fear of another war to 8.2’s losses; distrust to 8.1’s three-way ideological battle.
(b) what drove the aggressors.

3.1 B. appeasement is a policy, not an ideology.

3.2 B. the CED’s own unusually strong assessment.

3.3 (a) how the theft was possible, not why anyone wanted what was inside. (b) the permissions explain how rearmament was possible, while the four factors explain why it was pursued.

Question 3 or 4

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

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

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- 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.

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- c. Explain one reason why democracy spread in Europe in the period 1975 to 2000.

END OF SECTION I

Question 3 or 4

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

END OF SECTION I

8.8 World War II

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS blitzkrieg 闪电战 • military technologies made possible industrialised warfare, genocide, nuclear proliferation
• second world war 第二次世界大战

Objective

Build the skills to explain the **Second World War** 第二次世界大战.

You must be able to:

- explain the Axis powers' early success
- name the four Allied contributions
- state what military technologies made possible
- explain why the CED refuses a single decisive factor

1 Worked examples

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

■ Early success

Germany's Blitzkrieg warfare in Europe, combined with Japan's attacks in Asia and the Pacific, brought the Axis powers early victories. Blitzkrieg is a **method** — speed and combined arms answering the trench stalemate of 8.2.

■ Four contributions

American and British industrial, scientific and technological power; cooperative military efforts under strong leadership such as Churchill's; the resistance of civilians; and the all-out military commitment of the USSR — all **contributed critically**.

■ What technology made possible

Military technologies made possible industrialised warfare, genocide, nuclear proliferation and the risk of global nuclear war. Two of the four belong to the decades after 1945.

■ No single factor

"Contributed critically" distributes the credit across four items. An answer keeping one has narrowed the CED's claim.

2 Practice

2.1 Explain what Blitzkrieg was and what problem it answered. [2]

2.2 Name the four Allied contributions. [2]

2.3 The CED lists four things military technologies made possible.

(a) Name them. [2]

(b) State which two reach past 1945. [2]

3 Exam-style questions

3.1 “Contributed critically” indicates that credit is [1]

- **A** given to one factor
- **B** distributed across the four
- **C** withheld
- **D** given to the USSR alone

3.2 Blitzkrieg is best described as [1]

- **A** a single weapon
- **B** a method of speed and combined arms
- **C** a treaty
- **D** a defensive line

3.3 A method wins the first year of a war and loses the fifth.

(a) State why. [1]

(b) Explain what this shows about industrial capacity.

[2]

Solutions

2.1 a method of speed and combined arms answering the trench stalemate of the First World War.

2.2 industrial, scientific and technological power; cooperative military efforts under strong leadership; civilian resistance; the all-out commitment of the USSR.

2.3 (a) industrialised warfare; genocide; nuclear proliferation; the risk of global nuclear war. (b) nuclear proliferation; the risk of global nuclear war.

3.1 B. the adverb distributes the credit.

3.2 B. it is a method, not a device.

3.3 (a) a method can be studied and countered. (b) a factory cannot be out-thought, so sustained production decides a long war where tactics decide a short one.

8.9 The Holocaust

Name: _____ Class: _____ Date: _____

Total: 12 marks**KEY WORDS** racism and anti-semitism 种族主义与反犹主义 • holocaust 大屠杀

Objective

Build the skills to write accurately about the **Holocaust** 大屠杀.

You must be able to:

- state the CED's account of motive, actors and outcome
- explain why the CED's qualifiers are precise rather than softening
- name the demographic consequences the CED lists
- write about this subject with exactness

1 Worked examples

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

■ The CED's account

Fuelled by racism and anti-Semitism, Nazi Germany — with the cooperation of some of the other Axis powers and collaborationist governments — sought to establish a “new racial order” in Europe, which culminated with the Holocaust.

■ The qualifiers

Some of the other Axis powers, and **collaborationist governments** as a distinct category. Being exact about who did what is not a softening; it is what makes the account true.

■ Demographic consequences

The war decimated a generation of Russian and German men; virtually destroyed European Jewry; resulted in the murder of millions in other groups targeted by the Nazis including Roma, homosexuals, people with disabilities and others; forced large-scale migrations; and undermined prewar class hierarchies.

■ Exactness

Use the CED's own terms and its stated scale. Vagueness on this subject is a failure of accuracy before it is anything else.

2 Practice

2.1 State the motive and the actors the CED names. [2]

2.2 Name three of the targeted groups the CED lists. [3]

2.3 The CED says “some of the other Axis powers”.

(a) State why the qualifier is used. [1]

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

3 Exam-style questions

3.1 The CED’s phrase for the scale of the destruction of European Jewry is [1]

- **A** partially affected
- **B** virtually destroyed
- **C** slightly reduced
- **D** unchanged

3.2 “Collaborationist governments” names [1]

- **A** the Axis powers
- **B** a distinct category of participant
- **C** the Allies
- **D** neutral states

3.3 A student writes vaguely about “what happened in the war”.

(a) State the failure. [1]

(b) Explain what an accurate account requires.

[2]

Solutions

2.1 motive: racism and anti-Semitism; actors: Nazi Germany, with some other Axis powers and collaborationist governments.

2.2 any three of: European Jewry; Roma; homosexuals; people with disabilities.

2.3 (a) because not all the other Axis powers cooperated, and the CED declines to generalise. (b) accuracy about who did what is what makes the account true.

3.1 B. the CED's own words.

3.2 B. a separate category from the Axis powers.

3.3 (a) vagueness, which is a failure of accuracy. (b) the CED's own terms for motive, actors and outcome, together with the stated scale.

8.10 20th-Century Cultural, Intellectual, and Artistic Developments

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS disillusionment and cynicism 幻灭与犬儒 • "lost generation" 迷惘的一代 • intellectual 思想

Objective

Build the skills to explain the century's **intellectual** 思想 upheaval.

You must be able to:

- state when the belief in progress began to break down
- explain the coexistence of confidence and uncertainty in 1914
- state the two consequences of the challenge to Newtonian certainty
- name the war's effects on culture and on women

1 Worked examples

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

■ Before the war

The widely held belief in progress **began to break down before World War I**. Dating the loss of confidence to 1914 is a mistake the CED explicitly forecloses.

■ Coexistence

When the war began Europeans were **generally confident** in science and technology **despite** the uncertainty created by new scientific theories and psychology. Public confidence and specialist doubt coexisted.

■ Two consequences

The challenge to Newtonian certainty opened the door to uncertainty in other fields by undermining faith in objective knowledge **while also** providing the knowledge necessary for nuclear weapons and power.

■ The war's effects

It created a "lost generation", fostered disillusionment and cynicism, transformed the lives of women, and democratised societies. During the world wars women became increasingly involved in military and political mobilisation and in economic production.

2 Practice

2.1 State when the belief in progress began to break down. [2]

2.2 State the two consequences of the challenge to Newtonian certainty. [2]

2.3 The CED lists four effects of the First World War here.

(a) Name them. [2]

(b) State which two pull in opposite directions. [2]

3 Exam-style questions

3.1 In 1914 Europeans were [1]

- **A** uniformly despairing
- **B** generally confident despite specialist uncertainty
- **C** unaware of science
- **D** opposed to technology

3.2 The new physics both undermined objectivity and provided the knowledge for [1]

- **A** the telegraph
- **B** nuclear weapons and power
- **C** the steam engine
- **D** the printing press

3.3 A student dates the loss of confidence in progress to 1914.

(a) State the error. [1]

(b) Explain the accurate account.

[2]

Solutions

2.1 before the First World War; the war accelerated a breakdown already under way.

2.2 it undermined faith in objective knowledge; it provided the knowledge necessary for nuclear weapons and power.

2.3 (a) a “lost generation”; disillusionment and cynicism; transformed lives of women; democratised societies. (b) cynicism and democratisation.

3.1 B. the CED’s “despite” holds both.

3.2 B. the same physics did both.

3.3 (a) the CED says the breakdown began before the war. (b) the war accelerated an existing loss of confidence, which had begun with new scientific theories and psychology.

8.11 Continuity and Changes in an Age of Global Conflict

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS fascism 法西斯主义

Objective

Build the skills to write **continuity and change** for 1914-1945.

You must be able to:

- state what all three ideologies had in common
- name a change and a continuity in the individual's relation to the state
- explain why the argument over legitimacy continued
- avoid describing only rupture

1 Worked examples

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

■ What they shared

Total war made every belligerent mobilise labour, industry, food and opinion, and the ministries outlasted the wars. All three ideologies **enlarged the state** and differed over **why** it might command, not whether.

■ Change and continuity

Change: the state does far more and claims far more. **Continuity:** the question is 4.3's — on what basis may a state command an individual? — which the century answered three incompatible ways rather than settling.

■ Why the argument continued

Democracy grounded command in consent, communism in a theory of history, fascism in nation and race. Because the grounds differed, no outcome of the war could settle the question for all three.

■ Not only rupture

Name a continuity beside each change: monarchy survived in places, religion persisted, and the commercial network was rebuilt rather than replaced.

2 Practice

2.1 State what all three ideologies had in common. [2]

2.2 State the change and the continuity in the individual's relation to the state. [2]

2.3 Three ideologies ground command differently.

(a) Match each to its ground. [3]

(b) State the consequence for settling the question. [1]

3 Exam-style questions

3.1 The three ideologies differed over [1]

- **A** whether the state should command
- **B** why the state might command
- **C** the size of armies
- **D** the price of coal

3.2 The continuity across the period is the question first posed in [1]

- **A** unit 1
- **B** unit 4's social contract
- **C** unit 8
- **D** unit 9

3.3 A ministry created for war is still running in peacetime.

(a) State what this shows. [1]

(b) Explain why it is evidence of change rather than continuity.

[2]

Solutions

2.1 all three enlarged the state and differed over why it might command rather than whether.

2.2 change: the state does and claims far more; continuity: the question of the basis on which a state may command.

2.3 (a) democracy-consent; communism-a theory of history; fascism-nation and race. (b) no war outcome could settle a question the three answered on different grounds.

3.1 B. the ground, not the fact, was in dispute.

3.2 B. 4.3's social contract posed it.

3.3 (a) that wartime state expansion became permanent. (b) the range of what the state routinely does has grown, which is a change in the relationship even though the institution's name is unchanged.

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