

HOLIDAY HOMEWORK 假期作业

AP World History: Modern

Exercise sheets and past-paper practice, topic by topic.

每个单元：练习卷 + 历年真题。

For class or self-study • no answer keys included.

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1 States around the world in 1200 — Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word *three times*. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
bureaucracy	官僚制度	_____
feudalism	封建制度	_____

Recall

- You know a government needs a way of choosing officials.
- You have seen a rule justified by something older than itself.
- You know two places can solve the same problem differently.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Maintaining and justifying

Song China used traditional methods of Confucianism and an imperial **bureaucracy** 官僚制度 to **maintain and justify** its rule. The bureaucracy did the maintaining; the doctrine did the justifying.

Worked example. An examination system staffs a government and also argues that the people staffing it deserve to.

■ 2 Three words for every region

The CED says state formation showed **continuity, innovation and diversity** in East Asia, South and Southeast Asia, the Americas, Africa and Europe. Identical wording is an argument that no region is the model.

Worked example. The Americas are described 'as in Afro-Eurasia' - an instance of the pattern, not an exception to it.

■ 3 Europe as a contrast

Europe was politically fragmented, with decentralised monarchies, **feudalism** 封建制度 and the manorial system. Same century, opposite answer to how a large territory is governed.

Worked example. One region centralises through examination; another distributes through personal obligation.

Watch out: “Native Americans” or “Europe” as a single society will always be wrong here. The CED’s own claim is diversity, and an answer that generalises contradicts the source.

Practice

2.1 State the two jobs Confucianism and the bureaucracy performed for the Song. [2]

2.2 State the CED’s three-word formula for state formation. [3]

2.3 Name the three features of European political fragmentation. [3]

2.4 Explain what ‘as in Afro-Eurasia’ claims about the Americas. [2]

“We consider Buddhists to be a direct threat. For over 1500 years, Buddhism has been spreading in our kingdom, yet neither happiness nor profit has been gained. This is recorded in the historical books, which Your Majesty has certainly studied thoroughly. Must you wait for your ministers to tell you?

We think of all the unorthodox teachings, Buddhism is the worst. The Buddhists live alone with their barbaric customs, apart from the common productive population; yet they cause the people to be poor and to steal. What is worse than their crimes? Beasts and birds that damage grain are certainly chased away because they harm the people. Yet even though beasts and birds eat the people’s food, they are nevertheless useful to the people. Buddhists, however, sit around and eat, and there has not yet been a visible profit.”

Yun Hoe, Korean Confucian scholar and adviser to the Korean Choson monarchy, *On the Harmfulness of Buddhism*, 1424

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

- a. Identify ONE claim the author makes in the passage.
- b. Explain ONE way the author’s point of view likely influenced his argument.
- c. Explain ONE way Chinese cultural traditions influenced Asian societies (other than Korea) in the period 1200–1450.

“It was by the grace of God, glory be to Him, that He came to the rescue of Islam, by reviving its last breath and restoring in Egypt the unity of the Muslims [in the mid-thirteenth century]. He did this by sending the Mamluks to the Muslims as guardian rulers and devoted defenders, who were imported as slaves from the lands of the heathen Qipchaq Turks. The Turkish slaves embrace Islam with the determination of true believers, while retaining their nomadic virtues.

The slave merchants bring them to Egypt in batch after batch. Then the rulers lodge them in the royal chambers, and give them a careful upbringing, including the study of the Qur’an. Then they train them in the use of the bow and the sword, in riding horses, and in fighting with the lance until they become tough and seasoned soldiers. When the rulers are convinced that they are prepared to defend and die for them, they increase their pay, lands, and incomes. Then they appoint them to high offices of state, and even sultans are chosen from them who direct the affairs of the Muslims.”

Source: Ibn Khaldun, Arab scholar and historian writing about the Mamluk dynasty of Egypt, late fourteenth century

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

- a. Identify ONE claim that the author makes about the Mamluks in the **first paragraph**.
- b. Identify ONE way the passage illustrates the political situation of the Islamic world in the period before circa 1450.
- c. Explain ONE way the passage could be used to illustrate differences in forms of coerced labor in the period before circa 1750.

1 Belief systems and how they spread

– Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
rule	统治	_____
Islam	伊斯兰教	_____

Recall

- You know a religion can spread without an army.
- You have seen a trader carry more than goods.
- You know three religions can share one region.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Conquest and conversion

Muslim **rule** 统治 expanded through military expansion; **Islam** 伊斯兰教 subsequently expanded through merchants, missionaries and Sufis. The CED separates the two and orders them.

Worked example. A region may convert decades after it stops being ruled by a Muslim state.

■ 2 Plural regions

Hinduism, Islam and Buddhism continued to shape South and Southeast Asia; Christianity, Judaism and Islam continued to shape Europe. Both regions are religiously plural in the CED's account.

Worked example. Writing about 'the religion' of either region contradicts the source before the answer starts.

■ 3 Continuity

The CED's verb throughout is 'continued to shape'. These systems were already present; the claim is persistence, not arrival.

Worked example. New Hindu and Buddhist states emerging is innovation inside continuity.

Watch out: Explaining Islam's spread by conquest alone misses the CED's own mechanism. Merchants, missionaries and Sufis are the named agents, and none of them is an army.

Practice

2.1 State the mechanism for the expansion of Muslim rule and of Islam. [2]

2.2 Name the three agents of Islam's expansion. [3]

2.3 Name the three belief systems the CED lists for Europe. [3]

2.4 State what 'continued to shape' claims. [2]

“We consider Buddhists to be a direct threat. For over 1500 years, Buddhism has been spreading in our kingdom, yet neither happiness nor profit has been gained. This is recorded in the historical books, which Your Majesty has certainly studied thoroughly. Must you wait for your ministers to tell you?

We think of all the unorthodox teachings, Buddhism is the worst. The Buddhists live alone with their barbaric customs, apart from the common productive population; yet they cause the people to be poor and to steal. What is worse than their crimes? Beasts and birds that damage grain are certainly chased away because they harm the people. Yet even though beasts and birds eat the people’s food, they are nevertheless useful to the people. Buddhists, however, sit around and eat, and there has not yet been a visible profit.”

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WORLD HISTORY: MODERN

SECTION I, Part B

Time—40 minutes

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

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“[A]lready well before the twelfth and thirteenth centuries, an enormous amount of [history] had been written, and Muslims were well on their way to generating a tradition that outstripped in size and quality anything written by . . . Jews or Christians. The impulse [for so much history writing] was two-fold. [First], the spectacular success of empire building during the seventh and eighth centuries created a market of readers hungry for historical narrative, . . . which offered lessons and models to rulers, their courts, and urban elites. . . . Second, . . . many were enthusiastic about those forms [of history writing] that reinforced traditional religious institutions . . . and attitudes. In practice, this meant that they wrote a great many [biographies] of religious figures and of the Prophet [Muhammad]. . . .

Muslim states had a stake in learning in general and [history writing] in particular. Nearly all states [sponsored history writing and art creation] that legitimized their exercise of power, and large-scale learning depended on urban networks of knowledge—reading, teaching, writing—that states cultivated and defended. It is this—the mutual attraction of historians and ambitious states—that explains the [development of Islamic history writing].”

Chase F. Robinson, historian, *Islamic Historiography*, book written in
2003

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

- Identify ONE argument that the author makes in the **first paragraph**.
- Identify ONE piece of evidence that the author uses to support an argument in the passage.
- Explain how ONE development in the period 1200–1750 could be used to support the author’s argument in the **second paragraph** about history writing and art creation legitimizing states’ exercise of power.

2 Networks: what made trade grow – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
caravanserai	商队旅舍	_____
monsoon	季风	_____

Recall

- You know carrying money is riskier than carrying a note.
- You have used a schedule that depends on the weather.
- You know a city can exist because a route passes through it.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Commercial innovation

Improved commercial practices raised the volume and range of trade and promoted powerful new trading cities. The named innovations - the **caravanserai** 商队旅舍, forms of credit, money economies - are two financial and one physical.

Worked example. Credit lets a merchant travel without carrying valuables, which lowers the risk of each journey.

■ 2 Environmental knowledge

The Indian Ocean network depended on advanced knowledge of the **monsoon** 季风 winds. A predictable wind is a schedule, and a schedule makes long voyages routine rather than exceptional.

Worked example. A wind that reverses twice a year lets a merchant plan an outward and return voyage.

■ 3 Effects on production

Demand at one end changed production at the other: Chinese, Persian and Indian producers expanded textiles and porcelain for export, and iron and steel manufacture expanded in China.

Worked example. A trade route changes what is made, not only what is carried.

Watch out: Explaining the Silk Roads by empire substitutes a different cause. The CED's causes are credit, money and lodging - commercial, not political.

Practice

2.1 Name the three innovations the CED gives for the Silk Roads. [3]

2.2 Explain how credit increases the volume of trade. [2]

2.3 State the environmental knowledge the Indian Ocean network depended on. [2]

2.4 Explain why a predictable wind matters. [2]

2.5 State what the routes changed besides what was carried. [1]

Question 3 or 4

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

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

- a. Identify ONE development in the period circa 1200–1300 that facilitated the establishment of the Mongol Empire.
- b. Identify ONE development in the period circa 1200–1300 that enabled the Mongol Empire to facilitate Afro-Eurasian trade and/or communications.
- c. Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices.

Answer either Question 3 or Question 4.

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

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
- B.** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
- C.** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.

2 What travelled besides goods – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
diasporic communities	侨民社区	_____
pathogens	病原体	_____

Recall

- You know a traveller's account can be the only record we have.
- You have heard of a disease spreading along a trade route.
- You know two cultures in contact both change.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Diasporic communities

Merchants set up **diasporic communities** 侨民社区 along trade routes, introducing their traditions into indigenous cultures - and indigenous cultures influenced merchant cultures **in turn**. The CED insists on both directions.

Worked example. A merchant quarter changes the city and is changed by it.

■ 2 Diffusion of ideas

Cross-cultural interaction diffused literary, artistic and cultural traditions as well as scientific and technological innovations. An increasing number of travellers wrote about their journeys.

Worked example. The travel writing is both a consequence of connection and the evidence historians use for it.

■ 3 Pathogens

There was continued diffusion of crops and **pathogens** 病原体, with epidemic diseases including the bubonic plague along the trade routes. A route that carries a crop carries a disease.

Worked example. The consequence nobody sought is carried by the same ships and roads as the ones everyone did.

Watch out: Every other consequence in unit 2 was sought by someone. Disease was sought by nobody, which is why it belongs in a unit about networks rather than intentions.

Practice

2.1 State the two-way effect of diasporic communities. [2]

2.2 Name the four kinds of thing that diffused. [2]

2.3 State what the CED says travelled along trade routes besides goods. [2]

2.4 Explain why travel writing is doubly useful to a historian. [2]

2.5 Explain why disease belongs in a unit about networks. [2]

Question 3 or 4

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WORLD HISTORY: MODERN

SECTION I, Part B

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“[A]lready well before the twelfth and thirteenth centuries, an enormous amount of [history] had been written, and Muslims were well on their way to generating a tradition that outstripped in size and quality anything written by . . . Jews or Christians. The impulse [for so much history writing] was two-fold. [First], the spectacular success of empire building during the seventh and eighth centuries created a market of readers hungry for historical narrative, . . . which offered lessons and models to rulers, their courts, and urban elites. . . . Second, . . . many were enthusiastic about those forms [of history writing] that reinforced traditional religious institutions . . . and attitudes. In practice, this meant that they wrote a great many [biographies] of religious figures and of the Prophet [Muhammad]. . . .

Muslim states had a stake in learning in general and [history writing] in particular. Nearly all states [sponsored history writing and art creation] that legitimized their exercise of power, and large-scale learning depended on urban networks of knowledge—reading, teaching, writing—that states cultivated and defended. It is this—the mutual attraction of historians and ambitious states—that explains the [development of Islamic history writing].”

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3 Land-based empires: gunpowder and administration – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
armed trade	武装贸易	_____
legitimised	使正当化	_____
consolidated	巩固	_____

Recall

- You know a weapon can change who can hold territory.
- You have seen a building used to make a claim about authority.
- You know a state needs revenue before it can do anything.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The technological basis

Imperial expansion relied on increased use of gunpowder, cannons and **armed trade** 武装贸易 to establish large empires in both hemispheres. The third is commercial as much as military.

Worked example. The same technological basis produced empires in the Americas as well as Eurasia.

■ 2 Legitimising and consolidating

Rulers **legitimised** 使正当化 with religious ideas, art and monumental architecture, and **consolidated** 巩固 with bureaucratic elites and military professionals. Different methods for different jobs.

Worked example. A great mosque legitimises; a professional army consolidates.

■ 3 Revenue

Tribute collection, tax farming and innovative tax systems raised revenue **in order to forward state power and expansion**. Revenue is a means, not the goal.

Worked example. Money is collected so that the state can do more, not so that it can hold money.

Watch out: Legitimising and consolidating are two different jobs. An answer that names only administration has taken half of the CED's own objective.

Practice

2.1 Name the three elements of the technological basis. [3]

2.2 Distinguish legitimising from consolidating. [2]

2.3 Name the three cultural means of legitimation. [3]

2.4 State the purpose the CED gives for raising revenue. [2]

Answer either Question 3 or Question 4.

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

- A.** Identify one technological or military factor that contributed to the expansion of Muslim empires such as the Ottoman, Safavid, or Mughal Empires during the period circa 1300 to 1600.
- B.** Explain one way that Muslim rulers during the period circa 1300 to 1600 used economic policies to generate revenue for their states or empires.
- C.** Explain one reason why some Muslim rulers during the period circa 1300 to 1600 adopted tolerant policies toward religious or ethnic minorities in their states or empires.

Answer either Question 3 or Question 4.

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

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
- B.** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
- C.** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.

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3 Belief and rivalry between empires – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
growth	增长	_____
intensified	加剧	_____
Sikhism	锡克教	_____

Recall

- You know two states can quarrel about doctrine and about land at once.
- You have seen a split get worse because powerful people took sides.
- You know a new tradition can grow where two others meet.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A break and a growth

The Protestant Reformation marked a break with existing Christian traditions, and both the Protestant and Catholic reformations contributed to the **growth** 增长 of Christianity.

Worked example. Competition made both sides preach and organise more.

■ 2 Rivalry intensifies a split

Political rivalries between the Ottoman and Safavid empires **intensified** 加剧 the split within Islam between Sunni and Shi'a. The split existed; the rivalry deepened it.

Worked example. Once a doctrinal difference becomes a border, resolving it would

require a state to concede territory.

■ 3 A new tradition

Sikhism 锡克教 developed in South Asia in a context of interactions between Hinduism and Islam - a new tradition emerging from the meeting of two others.

Worked example. Contact between belief systems can produce a third rather than the victory of one.

Watch out: The rivalry did not create the Sunni-Shi'a split. "Intensified" is the CED's verb, and it presupposes something already there.

Practice

2.1 State the two things the CED says about the Reformation. [2]

2.2 State what political rivalry did to the Sunni-Shi'a split. [2]

2.3 State the context in which Sikhism developed. [2]

2.4 Explain why a doctrinal difference that becomes a border is harder to settle. [2]

2.5 State what 'intensified' presupposes. [1]

Answer either Question 3 or Question 4.

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

- A.** Identify one technological or military factor that contributed to the expansion of Muslim empires such as the Ottoman, Safavid, or Mughal Empires during the period circa 1300 to 1600.
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WORLD HISTORY: MODERN**SECTION I, Part B****Time—40 minutes**

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Muslim states had a stake in learning in general and [history writing] in particular. Nearly all states [sponsored history writing and art creation] that legitimized their exercise of power, and large-scale learning depended on urban networks of knowledge—reading, teaching, writing—that states cultivated and defended. It is this—the mutual attraction of historians and ambitious states—that explains the [development of Islamic history writing].”

Chase F. Robinson, historian, *Islamic Historiography*, book written in
2003

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

- a. Identify ONE argument that the author makes in the **first paragraph**.
- b. Identify ONE piece of evidence that the author uses to support an argument in the passage.
- c. Explain how ONE development in the period 1200–1750 could be used to support the author’s argument in the **second paragraph** about history writing and art creation legitimizing states’ exercise of power.

4 Transoceanic voyages: what made them possible – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
state-supported	国家支持的	_____

Recall

- You know a ship needs to know where it is going.
- You have used a tool invented somewhere else.
- You know a state pays for what it expects to gain.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Borrowed knowledge

Knowledge and technology from the **Classical, Islamic and Asian** worlds spread and facilitated European technological developments - new tools, ship designs and an improved understanding of wind and current patterns.

Worked example. Unit 2's networks carried the knowledge unit 4's voyages used.

■ 2 State support

New **state-supported** 国家支持的 exploration occurred in this period. The state pays, so the state's motive is part of the cause and the voyage's results belong to it.

Worked example. A Portuguese trading-post empire and a Spanish transoceanic interest were both outcomes of state sponsorship.

■ 3 Intended and actual

Northern Atlantic crossings sought alternative routes to Asia; the Americas were what they met. Outcomes need not match intentions, and the goal still counts as a cause.

Worked example. The goal explains why the voyage was funded, which is what a cause has to do.

Watch out: The voyages did not rest on European knowledge alone. The CED describes European developments as *facilitated* by Classical, Islamic and Asian learning.

Practice

2.1 Name the three sources of the knowledge that spread. [3]

2.2 Name the three developments the CED lists. [3]

2.3 Explain what 'state-supported' adds. [2]

2.4 Explain why a goal counts as a cause even when the outcome differs. [2]

Answer either Question 3 or Question 4.

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

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
- B.** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
- C.** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.

Question 3 or 4

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

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

- a. Identify ONE **technological** development that contributed to Europeans' ability to spread religious ideas in the Americas during the period 1450–1750.
- b. Explain ONE way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450–1750.
- c. Explain ONE reason why syncretic belief systems developed in the Americas during the period 1450–1750.

Answer either Question 3 or Question 4.

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“Asia experienced a temporary gain from the discovery of America, but Africa suffered. America had all the silver and gold Europe needed, and this destroyed the African gold markets and the dependent trade networks. Cities such as Timbuktu and the Songhai Empire of which it was a part crumbled as merchants abandoned the ancient trade routes.

To replace the Mediterranean trade of cloth, beads, leather, and metals upon which the Africans had become dependent, the Africans now had only one commodity that the Europeans wanted—slaves. For centuries the African merchants had sold a small but steady number of slaves to the Middle East, but with the decline of their traditional European trade and with the opening of America, the slave trade became a boom. The Africans thus became victims of the discovery of America as surely as did the American Indians.”

Source: Jack Weatherford, United States anthropologist, academic book, 1988

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

- A. Identify one claim that the author makes in the first paragraph about the effect of the discovery of the Americas on Africa.
- B. Describe one economic change in the Americas that occurred as a result of the developments discussed in the second paragraph.
- C. Explain one reason why “American Indians” “became victims of the discovery of America” as suggested by the author in the last sentence of the passage.

4 The Columbian Exchange and colonial labour – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
staple crops	主食作物	_____
cash crops	经济作物	_____
mit'a	米塔劳役	_____

Recall

- You know a crop can change what a country eats.
- You have heard that disease spread faster than armies.
- You know one system can be built from several older ones.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Two directions

The Exchange moved plants, animals and diseases between the hemispheres. American foods became **staple crops** 主食作物 in Europe, Asia and Africa; introduced diseases substantially reduced indigenous populations with catastrophic effects.

Worked example. One connection produced a nutritional benefit in one hemisphere and catastrophe in the other.

■ 2 Staple and cash crops

Staples feed a population; **cash crops** 经济作物 were grown on plantations with coerced labour and exported. One feeds; the other is grown to sell.

Worked example. Sugar grown for export is not the food of the people growing it.

■ 3 Old and new labour systems

Colonial economies used existing systems including the Incan **mit'a** 米塔劳役 and introduced new ones - chattel slavery, indentured servitude, encomienda and hacienda.

Worked example. A colonial economy is built partly out of institutions that were already there.

Watch out: Keep both halves of the Exchange. An answer with only the benefit or only the catastrophe presents a partial effect as the whole event.

Practice

2.1 State what the Columbian Exchange was. [2]

2.2 Distinguish staple crops from cash crops. [2]

2.3 State the effect of introduced disease in the Americas. [2]

2.4 Name the existing labour system the CED gives and two new ones. [3]

2.5 Explain why keeping one half of the Exchange misdescribes it. [1]

Question 3 or 4

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

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

- a. Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
- b. Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750.
- c. Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750.

Question 3 or 4

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

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

- a. Identify ONE **technological** development that contributed to Europeans' ability to spread religious ideas in the Americas during the period 1450–1750.
- b. Explain ONE way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450–1750.
- c. Explain ONE reason why syncretic belief systems developed in the Americas during the period 1450–1750.

“Asia experienced a temporary gain from the discovery of America, but Africa suffered. America had all the silver and gold Europe needed, and this destroyed the African gold markets and the dependent trade networks. Cities such as Timbuktu and the Songhai Empire of which it was a part crumbled as merchants abandoned the ancient trade routes.

To replace the Mediterranean trade of cloth, beads, leather, and metals upon which the Africans had become dependent, the Africans now had only one commodity that the Europeans wanted—slaves. For centuries the African merchants had sold a small but steady number of slaves to the Middle East, but with the decline of their traditional European trade and with the opening of America, the slave trade became a boom. The Africans thus became victims of the discovery of America as surely as did the American Indians.”

Source: Jack Weatherford, United States anthropologist, academic book, 1988

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

- A. Identify one claim that the author makes in the first paragraph about the effect of the discovery of the Americas on Africa.
- B. Describe one economic change in the Americas that occurred as a result of the developments discussed in the second paragraph.
- C. Explain one reason why “American Indians” “became victims of the discovery of America” as suggested by the author in the last sentence of the passage.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
- b. Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750.
- c. Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE method Europeans used to expand their empires in the Americas in the period circa 1450–1750.
- b. Explain ONE way European colonialism affected Indigenous peoples in the Americas in the period circa 1450–1750.
- c. Explain ONE way European interactions with non-European peoples in the Americas contributed to the development of a global economy in the period circa 1450–1750.

Question 3 or 4

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

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

- a. Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
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- b. Explain ONE way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450–1750.
- c. Explain ONE reason why syncretic belief systems developed in the Americas during the period 1450–1750.

5 Enlightenment ideas and the revolutions – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
the individual, natural rights and the social contract	社会契约	_____

Recall

- You know an idea can be written down and travel.
- You have seen a document quoted long after it was written.
- You know people can feel they belong together without a state.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Three ideas

Philosophers developed new political ideas about **the individual, natural rights and the social contract** 社会契约. Each converts a subject into a person with claims.

Worked example. If rights exist before government, government must be justified to those who hold them.

■ 2 A careful claim

Enlightenment thought **often preceded** revolutions. 'Often' and 'preceded' together make an ordering claim that stops short of causation.

Worked example. Reproducing the CED's caution is more accurate than asserting that ideas caused revolutions.

■ 3 Nationalism

People developed a new sense of commonality based on **language, religion, social customs and territory**, sometimes harnessed by governments to foster unity. The feeling arose among people and was then used.

Worked example. Nationalists could challenge boundaries or seek unification of fragmented regions.

Watch out: “Often preceded” is not “caused”. Copy the CED’s caution: the ideas were present before the revolutions, and the source declines to say more.

Practice

2.1 Name the three new political ideas. [3]

2.2 Explain the force of ‘often preceded’. [2]

2.3 Name the four bases of the new sense of commonality. [2]

2.4 State what governments did with that feeling and the CED’s qualifier. [2]

2.5 Explain why rights existing before government is a dangerous idea for a monarch. [1]

Answer either Question 3 or Question 4.

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

- A.** Identify one technological or military factor that contributed to the expansion of Muslim empires such as the Ottoman, Safavid, or Mughal Empires during the period circa 1300 to 1600.
 - B.** Explain one way that Muslim rulers during the period circa 1300 to 1600 used economic policies to generate revenue for their states or empires.
 - C.** Explain one reason why some Muslim rulers during the period circa 1300 to 1600 adopted tolerant policies toward religious or ethnic minorities in their states or empires.
-

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

- A.** Identify one factor that contributed to the outbreak of revolutions in the period circa 1750 to 1900.
- B.** Explain one way that revolutionary movements used ideologies in their attempts to change societies during the period circa 1750 to 1900.
- C.** Explain one way in which revolutionary movements were challenged as they attempted to change societies during the period circa 1750 to 1900.

Answer either Question 3 or Question 4.

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- C.** Explain one way in which revolutionary movements were challenged as they attempted to change societies during the period circa 1750 to 1900.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
- b. Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750.
- c. Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750.

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

- a. Identify ONE way that environmental conditions contributed to the beginning of industrialization in the eighteenth and early nineteenth centuries.
- b. Explain ONE way societies or governments reacted to industrialization in the eighteenth and nineteenth centuries.
- c. Explain ONE way human activity led to environmental changes in the twentieth century.

END OF SECTION I

5 Industrialisation and its costs – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
urbanisation	城市化	_____

Recall

- You know a factory changes where work happens.
- You have seen a machine make one person's work replace ten.
- You know cheaper goods can come with worse conditions.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A list of causes

Industrial production had many causes - waterways, coal, iron and timber, **urbanisation** 城市化, agricultural productivity, legal protection of private property, foreign resources and accumulated capital. No single one is sufficient.

Worked example. Coal without capital, or capital without legal protection, does not produce a factory system.

■ 2 Share and output

European and U.S. shares of global manufacturing rose; Middle Eastern and Asian countries **continued to produce** while their share declined. A falling share is not a falling output.

Worked example. A region whose output holds steady while another's multiplies has a smaller share and the same production.

■ 3 For some

Industrial capitalism raised living standards **for some** and increased the availability, affordability and variety of consumer goods. Two words carry the distributional argument.

Worked example. The workers' movements and reforms of 5.8 are the CED's account of who the some were not.

Watch out: "Their manufacturing declined" would be false; "their share declined" is exactly what the evidence supports. The distinction is worth a mark and costs nothing.

Practice

2.1 Name four causes of industrial production. [2]

2.2 State the two-sided claim about global manufacturing shares. [2]

2.3 Explain how a share can fall while output does not. [2]

2.4 State what 'for some' does to the claim about living standards. [2]

2.5 Explain why no single cause is sufficient. [1]

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
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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. Identify ONE **technological** development that contributed to Europeans' ability to spread religious ideas in the Americas during the period 1450–1750.
- b. Explain ONE way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450–1750.
- c. Explain ONE reason why syncretic belief systems developed in the Americas during the period 1450–1750.

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

- a. Identify ONE historical development that contributed to the growth of a global economy during the period circa 1800–1914.
- b. Explain ONE way governments responded to economic crises or depressions during the period circa 1900–1945.
- c. Explain ONE way states changed their economies in response to the shifting global balance of power during the period circa 1945–1990.

END OF SECTION I

“History teaches us that those who forget to think about themselves will be forgotten by others! It is this principle that prompts me to publish a women’s newspaper.

My sisters, join me so that we shall not be left behind while everyone else around us is pushing forward. We demand the right to cultivate our human potential and the right to act independently in the state.

We want to spread the great ideas of liberty and humanity through every avenue open to us. To the wider world, we want to spread these ideas through the press. Within the narrower world of our families, we want to spread these ideas through example, instruction, and child-rearing.

We want to earn our liberty and humanity, not by striving individually—each one for herself—but rather by looking after those who languish forgotten and neglected in poverty, misery, and ignorance—each for all.”

Source: Louise Otto-Peters, German writer, first issue of the Women’s Newspaper, the first women’s newspaper published in Germany, 1849. The newspaper was banned by the government in Saxony, Germany.

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

- A. Identify one likely audience for the claims that the author makes in the passage.
- B. Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph.
- C. Explain how one ideology or set of ideas likely influenced the author’s claims in the passage.

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6 Imperialism: causes and justifications – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
Social Darwinism	社会达尔文主义	_____
export economies	出口经济	_____
economic imperialism	经济帝国主义	_____

Recall

- You know a reason given is not always the reason acted on.
- You have seen a whole economy depend on one crop.
- You know a factory needs raw material from somewhere.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Justification and cause

Social Darwinism 社会达尔文主义, nationalism, the civilising mission and a desire to convert were used to **justify** imperialism. A justification explains how something was defended, not why it was done.

Worked example. The economic causes are in 6.4 and 6.5; 6.1 is the language used about them.

■ 2 Export economies

The need for raw materials and food produced **export economies** 出口经济 specialising in extraction and in food and industrial crops, whose profits bought finished goods.

Worked example. Raw out, finished in - the pattern that defines the relationship.

■ 3 Economic imperialism

Industrialised states and businesses practised **economic imperialism** 经济帝国主义 primarily in Asia and Latin America, where the organisation of commodity trade gave European and U.S. firms a distinct advantage.

Worked example. A country can keep its own government and find its terms of trade set abroad.

Watch out: Naming a justification accurately is describing what was said, not endorsing it. The historian's task is to report the argument and then examine what it concealed.

Practice

2.1 Name the four ideologies used to justify imperialism. [2]

2.2 Distinguish a justification from a cause. [2]

2.3 State what export economies specialised in and what profits bought. [2]

2.4 State where economic imperialism was practised and where its advantage lay. [2]

2.5 Explain the vulnerability specialisation creates. [2]

Question 3 or 4

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

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

- a. Identify ONE method Europeans used to expand their empires in the Americas in the period circa 1450–1750.
- b. Explain ONE way European colonialism affected Indigenous peoples in the Americas in the period circa 1450–1750.
- c. Explain ONE way European interactions with non-European peoples in the Americas contributed to the development of a global economy in the period circa 1450–1750.

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

- a. Identify ONE way Asians **resisted** Western imperialism in the period circa 1800–1914.
- b. Explain ONE way European imperialism changed the cultures of peoples in Asia in the period circa 1800–1914.
- c. Explain ONE way European imperialism in Asia contributed to changes in the global economy in the period circa 1800–1914.

END OF SECTION I

“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956

1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader Joseph Stalin.

2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

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

- A. Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- B. Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

6 Migration: causes and effects – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
indentured servitude	契约劳工	_____
return	返回	_____
ethnic enclaves	族裔聚居区	_____

Recall

- You know people move for work as well as to escape.
- You have seen a village change when its young people leave.
- You know arrival is not always welcome.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Free and coerced

Many individuals chose freely to relocate; the new global economy also **continued to rely** on coerced and semi-coerced labour migration - enslavement, Chinese and Indian **indentured servitude** 契约劳工, and convict labour.

Worked example. 'Continued to rely' says coerced migration was not new but persisted into the capitalist economy.

■ 2 Transport changes migration

New transport moved migrants increasingly to cities and allowed many to **return** 返回 periodically or permanently. Migration became reversible, which changed who could undertake it.

Worked example. A journey that need not be permanent is a decision more people

can make.

■ 3 Effects at both ends

Migrants tended to be male, leaving women new roles in the home society; **ethnic enclaves** 族裔聚居区 transplanted culture; receiving societies did not always embrace immigrants.

Worked example. Every migration has a sending society and a receiving one, and the CED gives effects in both.

Watch out: An answer that describes only arrival has taken half of the CED's account. Departure changes the place left behind, and that change is named explicitly.

Practice

2.1 Name the three forms of coerced and semi-coerced labour migration. [3]

2.2 State the two ways new transport changed migration. [2]

2.3 State the effect of male-dominated migration on the home society. [2]

2.4 State what ethnic enclaves did. [2]

2.5 State the CED's claim about receiving societies. [1]

WORLD HISTORY: MODERN**SECTION I, Part B****Time—40 minutes****Directions:** Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“The fall of the modern European empires was as rapid as their rise had been, and in most places the reasons for their downfall were similar. Ultimately all [empires] had maintained their rule through [acceptance by conquered peoples] rather than by force or the threat of force. . . . What had applied to the Roman Empire also applied to the British and the French, the German, and, ultimately, even the Russian: subject peoples were only to remain in subjection so long as at least a significant number of them could see some benefit to them in so doing.

Resistance to any kind of rule requires organization and courage. In the case of resistance to colonial rule, however, it also requires some vision of a better future in some postcolonial world. It requires an ideology capable of mobilizing those who might otherwise be prepared to accept the status quo as merely inevitable. Ironically, this ideology was provided by the same refashioning of society that had been the driving force behind most modern imperialism, namely nationalism.”

Source: Anthony Pagden, British historian, *Peoples and Empires*, 2003

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

- a. Identify ONE claim that the author makes in the passage.
- b. Explain how ONE development in the second half of the twentieth century could be used to support the author’s claim about nationalism in the **second paragraph**.
- c. Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the **first paragraph**.

“Industrialization reduced [tea production] costs dramatically. In 1872 the production cost of a pound of tea was roughly the same in India and China. [But] by 1913 the cost of production in India had fallen by three-quarters.... In the space of a few years China had been dethroned [by India] as Britain’s main supplier of tea.

The figures tell the story: Britain imported thirty-one thousand tons of tea from China in 1859, but by 1899 that total had fallen to seven thousand tons, while imports from India had risen to nearly one hundred thousand tons. The rise of India’s tea industry had a devastating impact on China’s tea farmers and further contributed to the instability of the country, which descended into a chaotic period of rebellions, revolutions, and wars.”

Source: Tom Standage, British journalist, *A History of the World in 6 Glasses*, book published in 2006

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

- A. Identify one argument the author makes regarding tea production in the late nineteenth and early twentieth centuries.
- B. Describe one likely reason for the change in tea imports to Britain, as outlined by the author.
- C. Explain how one additional piece of evidence, not included in the passage, would support the author’s claim that China “descended into a chaotic period” in the nineteenth and early twentieth centuries.

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7 Global conflict: causes and total war

– Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
flawed alliance system	有缺陷的 同盟体系	_____
total war	总体战	_____

Recall

- You know an alliance can turn a local quarrel into a large one.
- You have seen a poster designed to change how people behave.
- You know a war can require the whole country.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Causes that combine

The First World War's causes were imperialist expansion and competition for resources, territorial and regional conflicts, a **flawed alliance system** 有缺陷的同盟体系 and intense nationalism, **combined** to escalate tensions into global conflict.

Worked example. The alliance system converted a regional conflict into a global one - a mechanism of escalation.

■ 2 Total war

The First World War was the first **total war** 总体战. Governments used propaganda, art, media and intensified nationalism to mobilise populations at home **and in the colonies**.

Worked example. Mobilisation reached across empires, which is part of why the war is global beyond its battlefields.

■ 3 The second war's causes

The peace settlement's unsustainability, the Depression, continued imperialist aspirations, and **especially** the rise of fascist and totalitarian regimes. The CED ranks one cause above the others.

Worked example. Reproducing the ranking is reproducing the source's own argument.

Watch out: The CED rarely ranks its causes. When it writes “especially”, that weighting is part of the claim and dropping it loses the argument.

Practice

2.1 Name the four causes of the First World War. [2]

2.2 Explain what the alliance system did to the conflict. [2]

2.3 Name the four mobilisation strategies and state who was mobilised. [3]

2.4 State which cause of the Second World War the CED emphasises and how. [2]

“Industrialization reduced [tea production] costs dramatically. In 1872 the production cost of a pound of tea was roughly the same in India and China. [But] by 1913 the cost of production in India had fallen by three-quarters.... In the space of a few years China had been dethroned [by India] as Britain’s main supplier of tea.

The figures tell the story: Britain imported thirty-one thousand tons of tea from China in 1859, but by 1899 that total had fallen to seven thousand tons, while imports from India had risen to nearly one hundred thousand tons. The rise of India’s tea industry had a devastating impact on China’s tea farmers and further contributed to the instability of the country, which descended into a chaotic period of rebellions, revolutions, and wars.”

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

- A. Identify one argument the author makes regarding tea production in the late nineteenth and early twentieth centuries.
- B. Describe one likely reason for the change in tea imports to Britain, as outlined by the author.
- C. Explain how one additional piece of evidence, not included in the passage, would support the author’s claim that China “descended into a chaotic period” in the nineteenth and early twentieth centuries.

7 Mass atrocities and writing about them – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
extremist groups in power	掌权的极端团体	_____
Holocaust	大屠杀	_____

Recall

- You know accuracy matters most where the subject is worst.
- You have read a vague sentence about something terrible.
- You know a state can do what a group alone could not.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The causal claim

The rise of **extremist groups in power** 掌权的极端团体 led to the attempted destruction of specific populations. 'In power' is part of the claim: state machinery is what makes the attempt possible at scale.

Worked example. A group with no state cannot organise destruction on that scale.

■ 2 The named example

The CED names the Nazi killing of the Jews in the **Holocaust** 大屠杀 during the Second World War, and also refers to other atrocities, acts of genocide and ethnic violence.

Worked example. One case is named and it is not treated as the only one.

■ 3 Specific populations

'Attempted destruction of specific populations' is precise: the target was defined in advance by who people were, not by anything they did.

Worked example. Naming the target accurately is what makes the account true.

Watch out: Vagueness on this subject is a failure of accuracy before it is anything else. Use the CED's own terms for the actors, the target and the act.

Practice

2.1 State the CED's causal claim about extremist groups. [2]

2.2 Explain what 'in power' adds to the claim. [2]

2.3 State the CED's named example. [2]

2.4 Explain what 'specific populations' makes precise. [2]

2.5 State what the CED adds after the named example. [1]

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE **technological** development that contributed to Europeans' ability to spread religious ideas in the Americas during the period 1450–1750.
- b. Explain ONE way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450–1750.
- c. Explain ONE reason why syncretic belief systems developed in the Americas during the period 1450–1750.

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

- a. Identify ONE historical development that contributed to the growth of a global economy during the period circa 1800–1914.
- b. Explain ONE way governments responded to economic crises or depressions during the period circa 1900–1945.
- c. Explain ONE way states changed their economies in response to the shifting global balance of power during the period circa 1945–1990.

END OF SECTION I

Election Poster for the German National Socialist Party, 1932

The German text in the poster reads, “Men! Women! Millions of men without work; millions of children without futures. Save the German family—vote for Adolf Hitler.”



Album/ Alamy Stock Photo

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

- Identify ONE likely political purpose of the image.
- Explain ONE way the image illustrates the economic situation of the period after the First World War.
- Explain ONE way the rise of the German National Socialist Party led to the Second World War.

8 Cold War and decolonisation together

– Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
authoritarian	威权的	_____
proxy wars	代理人战争	_____

Recall

- You know two powers can compete without fighting each other.
- You have seen a new country courted by both sides of a quarrel.
- You know a border drawn by someone else can cause a war.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 A polarised order

The democracy of the United States and the **authoritarian** 威权的 communist Soviet Union emerged as superpowers, producing ideological conflict and a power struggle across the globe.

Worked example. Reproducing the CED's characterisation of each state is more accurate than naming the countries alone.

■ 2 Proxy wars

Nuclear proliferation made direct war too costly, so competition was displaced into **proxy wars** 代理人战争 between and within postcolonial states in Latin America, Africa and Asia.

Worked example. 'Within' as well as 'between' - a proxy war may be a civil war with external backing.

■ 3 Two routes to independence

Some colonies negotiated independence; others achieved it through armed struggle. Movements challenged colonial rule **and inherited imperial boundaries**, and the second question outlives independence.

Worked example. A border drawn by an empire may match no community, and transferring who governs does not move the line.

Watch out: The Cold War was not two-sided everywhere. The Non-Aligned Movement is the CED's own evidence that many states refused both blocs.

Practice

2.1 State the CED's description of each superpower. [2]

2.2 Explain why competition was displaced into proxy wars. [2]

2.3 State the force of 'between and within postcolonial states'. [2]

2.4 State the two routes to independence. [2]

2.5 Explain why inherited boundaries outlive independence. [2]

Answer either Question 3 or Question 4.

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

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
 - B.** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
 - C.** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.
-

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

- A.** Identify one technological development in communication or transportation in the twentieth century.
- B.** Explain one way nuclear technologies affected international relations in the second half of the twentieth century.
- C.** Explain one way the spread of new technologies contributed to increased economic activity in the twentieth century.

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“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956

1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader Joseph Stalin.

2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

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

- A. Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- B. Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

8 Ending the Cold War and the shape of what followed – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
nonviolence	非暴力	_____
stated goal	声称的目标	_____

Recall

- You know an expensive war can weaken the country that starts it.
- You have seen a system fail for several reasons at once.
- You know an organisation's purpose is not the same as its record.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Three causes

Advances in U.S. military and technological development, the Soviet Union's **costly and ultimately failed** invasion of Afghanistan, and public discontent and economic weakness in communist countries all ended the Cold War.

Worked example. The qualifier does two jobs: it names the drain and denies any compensating gain.

■ 2 Nonviolence as a practice

Gandhi, Martin Luther King Jr. and Mandela promoted **nonviolence** 非暴力 as a practice for bringing about political change. Some individuals and groups, however, intensified the century's conflicts.

Worked example. The CED reports both directions because both occurred.

■ 3 Stated goals

New international organisations formed with the **stated goal** 声称的目标 of maintaining world peace and facilitating international cooperation. The phrasing reports the purpose without endorsing the outcome.

Worked example. An organisation founded to prevent war existing during a century of conflict is not a contradiction the CED has to resolve.

Watch out: “Stated goal” lets an answer discuss what an organisation was for and what it did, without treating the first as evidence of the second.

Practice

2.1 Name the three causes of the Cold War’s end. [3]

2.2 Explain what ‘costly and ultimately failed’ contributes. [2]

2.3 State what the CED calls nonviolence and why that matters. [2]

2.4 State the two stated goals of the new international organisations. [2]

2.5 Explain what ‘stated goal’ allows an answer to do. [1]

“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

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- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

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9 Technology, disease, and the environment after 1900 – Part 1

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
shipping containers	集装箱	_____
persisted	持续存在	_____
debates	争论	_____

Recall

- You know a message can now reach the other side of the world instantly.
- You have heard that people live longer than they used to.
- You know an argument about the environment is also about money.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Reducing distance

New communication and transportation - radio, cellular communication, the internet, air travel, **shipping containers** 集装箱 - **reduced the problem** of geographic distance. Reduced, not abolished, and as a problem rather than a fact.

Worked example. A container beside the internet is a reminder that logistics is a communication technology.

■ 2 Disease and longevity

Diseases associated with poverty **persisted** 持续存在 while others emerged as new epidemics; and some occurred at higher incidence **merely because of increased longevity**.

Worked example. A rise in an age-related disease can be a sign of success rather than of decline.

■ 3 Environmental debate

Human activity contributed to deforestation, desertification, declining air quality and rising fresh-water consumption, and greenhouse gases contributed to **debates** 争论 about the nature and causes of climate change.

Worked example. The CED's subject in that clause is the public argument, which is a historical question.

Watch out: The persistence of poverty-associated disease is a fact about inequality, not about medical knowledge. The remedy those diseases need was already known.

Practice

2.1 State what new communication and transport did to distance. [2]

2.2 State the three-part account of disease. [3]

2.3 Explain what 'merely because of increased longevity' means. [2]

2.4 Name three environmental effects of human activity. [3]

Answer either Question 3 or Question 4.

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

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
 - B.** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
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4. Respond to parts A, B, and C.

- A.** Identify one technological development in communication or transportation in the twentieth century.
- B.** Explain one way nuclear technologies affected international relations in the second half of the twentieth century.
- C.** Explain one way the spread of new technologies contributed to increased economic activity in the twentieth century.

9 Globalisation and the responses to it – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary 词汇

Write each word three times. 把每个单词抄写三遍。

English	中文	Write it 3 times (English)
inequality	不平等	_____

Recall

- You know the same film can be watched everywhere in one week.
- You have seen a protest about how gains are shared.
- You know a country can adopt something and change it.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Culture goes global

In the **second half** of the century popular and consumer culture became more global and transcended national borders. 9.1's communication technologies explain why the change is dated there.

Worked example. A cultural product reaches only as far as its distribution, so a change in carriage is a change in reach.

■ 2 What protests objected to

Movements protested the **inequality** 不平等 of the environmental and economic consequences of global integration. The objection is to the distribution of consequences, not to integration itself.

Worked example. Describing such a movement as opposition to globalisation misstates its demand.

■ 3 Variety of responses

'Responses to rising cultural and economic globalisation took a variety of forms' - one open sentence, deliberately not a list. Adoption and adaptation are responses as much as resistance is.

Worked example. A country adopting a global product and adapting it to local taste has responded.

Watch out: The subtopic's title says resistance; the CED's development says responses. Reporting only opposition narrows the source.

Practice

2.1 State when popular and consumer culture became more global and why. [2]

2.2 State what movements protested about. [2]

2.3 Explain why describing them as opposition to globalisation misstates the demand.[2]

2.4 State the CED's one-sentence claim about responses. [2]

2.5 Name two kinds of response besides resistance. [2]

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
- b. Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750.
- c. Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750.

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

- a. Identify ONE way that environmental conditions contributed to the beginning of industrialization in the eighteenth and early nineteenth centuries.
- b. Explain ONE way societies or governments reacted to industrialization in the eighteenth and nineteenth centuries.
- c. Explain ONE way human activity led to environmental changes in the twentieth century.

END OF SECTION I

Answer either Question 3 or Question 4.

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

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
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 - C.** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.
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4. Respond to parts A, B, and C.

- A.** Identify one technological development in communication or transportation in the twentieth century.
- B.** Explain one way nuclear technologies affected international relations in the second half of the twentieth century.
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