

Week 9

AP World History: Modern

Homework bundle for this week

本周作业合集

exercises.lol

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AP World History: Modern

Name: _____ Score: _____

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

- ☐ European invention led to diffusion
- ☐ diffusion facilitated European developments
- ☐ the two were unrelated
- ☐ diffusion happened after 1750

2. A trading-post empire controls...

- ☐ large territories
- ☐ harbours and choke points along a route
- ☐ only its home country
- ☐ inland farmland

3. Select **all** the categories exchanged in the Columbian Exchange.

- ☐ plants
- ☐ animals
- ☐ diseases
- ☐ languages

*Tick every correct option.*4. Select **all** the states the CED names as adopting restrictive or isolationist trade policies.

- ☐ Ming China
- ☐ Tokugawa Japan
- ☐ the Asante
- ☐ the Kingdom of the Kongo

Tick every correct option.

5. A joint-stock company mattered because it...

- ☐ banned competition
- ☐ spread a voyage's risk across many investors
- ☐ replaced silver
- ☐ abolished mercantilism

6. The CED says resistance came from groups at what level?

- ☐ the international level
- ☐ a local level
- ☐ the imperial court
- ☐ the church

7. Select **all** the options the CED gives states facing diversity.

- ☐ accommodate it
- ☐ utilise different groups' contributions
- ☐ suppress it or limit roles
- ☐ ignore it entirely

Tick every correct option.

8. The CED's sentence about productive systems begins with...

- ☐ the changes
- ☐ the continuity
- ☐ the Atlantic slave trade
- ☐ silver

9. Select **all** the borrowed technologies the CED names.

- ☐ the lateen sail
- ☐ the compass
- ☐ astronomical charts
- ☐ the caravel

Tick every correct option.

10. Select **all** the rivalries the CED says drove maritime empires.

- ☐ political
- ☐ religious
- ☐ economic
- ☐ linguistic

Tick every correct option.

AP World History: Modern

1. **diffusion facilitated European developments**

Transfer came first; European innovation second.

2. **harbours and choke points along a route**

It is the Srivijaya model at oceanic scale.

3. **plants; animals; diseases**

The CED's sentence names exactly those three.

4. **Ming China; Tokugawa Japan**

Asante and Kongo grew by participating in the networks.

5. **spread a voyage's risk across many investors**

Which is what makes a losing voyage survivable.

6. **a local level**

Resistance came from communities the state was reaching into.

7. **accommodate it; utilise different groups' contributions; suppress it or limit roles**

The exam expects you to choose a case and say which option it shows.

8. **the continuity**

Although the world's productive systems continued to be heavily centred on agriculture...

9. **the lateen sail; the compass; astronomical charts**

The caravel is a European ship design built using those borrowed technologies.

10. **political; religious; economic**

The same three that drove land-empire rivalries in 3.1.

4.1 Technological Innovations from 1450 to 1750

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS ship design 船舶设计 • technological basis 技术基础

Objective

Build the skills to explain the **technological basis** 技术基础 of transoceanic travel.

You must be able to:

- name the three sources of the knowledge that reached Europe
- name the three developments the CED lists
- state what those developments made possible
- explain why 'facilitating European developments' is a claim about transmission

1 Worked examples

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

■ Three sources

Knowledge, scientific learning and technology from the **Classical, Islamic and Asian** worlds spread, facilitating European technological developments and innovation.

■ Three developments

The production of **new tools**, innovations in **ship designs**, and **an improved understanding of regional wind and current patterns** — a tool, a vessel, and a body of knowledge.

■ What they made possible

All of which **made transoceanic travel and trade possible**. The CED makes the voyages depend on the technology, not on courage or curiosity.

■ Transmission

The European developments are described as **facilitated** by knowledge from elsewhere. Unit 2's networks carried the knowledge that unit 4's voyages used.

2 Practice

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

2.2 Name the three developments and classify each. [3]

2.3 The CED says European developments were facilitated.

(a) State what this means about their origin. [1]

(b) State the link to unit 2. [1]

3 Exam-style questions

3.1 The developments are said to have made possible [1]

- **A** land empires
- **B** transoceanic travel and trade
- **C** the printing press
- **D** the plague

3.2 The improved understanding concerned [1]

- **A** regional wind and current patterns
- **B** crop rotation
- **C** metallurgy
- **D** taxation

3.3 A technique developed in one region is used to reach another.

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

(b) Explain why this weakens a purely European account.

[2]

Solutions

2.1 the Classical world; the Islamic world; the Asian world.

2.2 new tools — a tool; ship design innovations — a vessel; wind and current knowledge — a body of knowledge.

2.3 (a) that the knowledge came from outside Europe and was built on there. (b) unit 2's networks carried the knowledge unit 4's voyages used.

3.1 B. the CED's own phrase.

3.2 A. wind and current patterns.

3.3 (a) that they rested on knowledge accumulated across Afro-Eurasia. (b) the enabling knowledge was Classical, Islamic and Asian, so the voyages are an outcome of connection rather than of one region alone.

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.

4.2 Exploration: Causes and Events from 1450 to 1750

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS navigation 航海 • state-supported exploration 国家支持的探索 • trading posts 商站

Objective

Build the skills to explain **state-supported exploration** 国家支持的探索.**You must be able to:**

- explain what 'state-supported' adds to 'exploration'
- state the Portuguese outcome
- state the Spanish outcome
- state the goal of the northern Atlantic crossings

1 Worked examples

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

■ State-supported

New **state-supported** transoceanic maritime 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.

■ Portugal

Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and **resulted in the construction of a global trading-post empire**. Posts, not territory.

■ Spain

Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific **dramatically increased European interest in transoceanic travel and trade**. The immediate effect the CED records is on interest.

■ The north

Northern Atlantic crossings were undertaken under **English, French and Dutch** sponsorship, **often with the goal of finding alternative sailing routes to Asia**. The destination sought was Asia; the Americas were what they met.

2 Practice

2.1 Explain what “state-supported” adds. [2]

2.2 State the Portuguese and Spanish outcomes the CED records. [2]

2.3 The northern crossings had a stated goal.

(a) State it and the three sponsors. [2]

(b) State what they met instead. [1]

3 Exam-style questions

3.1 The Portuguese outcome was a [1]

- **A** territorial land empire
- **B** global trading-post empire
- **C** settler colony in Asia
- **D** withdrawal from trade

3.2 The CED’s immediate recorded effect of the Spanish voyages is on [1]

- **A** European interest in transoceanic travel and trade
- **B** African agriculture
- **C** Chinese silver
- **D** Ottoman administration

3.3 A voyage funded to reach Asia arrives in the Americas.

(a) State what this shows about intention and outcome. [1]

(b) Explain why the CED still calls the state's goal a cause.

[2]

Solutions

2.1 the state pays, so its motive forms part of the cause and the results belong to it.

2.2 Portugal: a global trading-post empire; Spain: dramatically increased European interest in transoceanic travel and trade.

2.3 (a) finding alternative sailing routes to Asia; English, French and Dutch sponsorship.
(b) the Americas.

3.1 B. trading posts, not territory.

3.2 A. interest is what the CED records first.

3.3 (a) that outcomes need not match intentions. (b) the goal explains why the voyage was funded and undertaken, which is what a cause has to do.

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 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.

Graduation Ceremony at a Christian Theological Seminary in Northern India, 1897

© The Trustees of the British Museum

The image shows two British missionaries (second row, center) surrounded by Indian graduates. The seminary (religious school) was founded in 1871 to educate and train Indian missionaries.

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

- a. Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image.
- b. Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries.
- c. Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries.

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.

4.3 Columbian Exchange

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS columbian exchange 哥伦布大交换 • american foods 美洲作物 • coerced labour 强制劳动

Objective

Build the skills to explain the **Columbian Exchange** 哥伦布大交换.

You must be able to:

- state what the Columbian Exchange was
- state the CED's account of disease and its effect
- distinguish staple crops from cash crops
- state the nutritional consequence in Afro-Eurasia

1 Worked examples

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

■ Definition

The new connections between the Eastern and Western Hemispheres resulted in the **exchange of new plants, animals and diseases**, known as the Columbian Exchange.

■ Disease

European colonisation led to the **unintentional** transfer of disease vectors, including mosquitoes and rats, and the spread of diseases endemic in the Eastern Hemisphere including smallpox, measles and malaria. **Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.**

■ Two kinds of crop

Staple crops: American foods became staples in parts of Europe, Asia and Africa.

Cash crops: grown primarily on plantations **with coerced labour** and exported mostly to Europe and the Middle East. One feeds a population; the other is grown to sell.

■ Nutrition

Populations in Afro-Eurasia **benefitted nutritionally** from the increased diversity of American food crops. The CED states a benefit and a catastrophe within one exchange, and an accurate answer carries both.

2 Practice

2.1 State what the Columbian Exchange was. [2]

2.2 Distinguish staple crops from cash crops as the CED uses them. [2]

2.3 The CED records disease and nutrition together.

(a) State the effect of disease in the Americas. [2]

(b) State the effect of American crops in Afro-Eurasia. [1]

3 Exam-style questions

3.1 The transfer of disease vectors is described as [1]

- **A** deliberate
- **B** unintentional
- **C** prevented
- **D** reversed

3.2 Cash crops were grown primarily on plantations with [1]

- **A** free wage labour
- **B** coerced labour
- **C** no labour

- D mechanised labour
-

3.3 One exchange produces a nutritional benefit in one hemisphere and catastrophe in the other.

- (a) State what an accurate answer must do. [1]
- (b) Explain why keeping only one half misdescribes the event. [2]
-
-
-

Solutions

2.1 the exchange of new plants, animals and diseases between the Eastern and Western Hemispheres.

2.2 staple crops became a population's basic food; cash crops were grown on plantations with coerced labour for export.

2.3 (a) some diseases substantially reduced the indigenous populations, with catastrophic effects in many areas. (b) populations benefitted nutritionally from the increased diversity of American food crops.

3.1 B. the CED's own word.

3.2 B. coerced labour is specified.

3.3 (a) carry both halves. (b) the same connection produced both, so an answer keeping one presents a partial effect as the whole event.

“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 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.

4.4 Maritime Empires Established

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS rivalries 对抗 • maritime empires 海上帝国 • plantation economy 种植园经济

Objective

Build the skills to explain **maritime empires** 海上帝国 and labour systems.

You must be able to:

- state what drove European maritime empire-building
- explain the two Asian responses the CED records
- name the African states whose influence grew
- name the labour systems in the American colonies

1 Worked examples

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

■ The drivers

Driven largely by **political, religious and economic rivalries**, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French and British. The competition is between Europeans as much as with anyone else.

■ Two Asian responses

Some Asian states sought to **limit the disruptive economic and cultural effects** of European-dominated long-distance trade by adopting **restrictive or isolationist trade policies**; meanwhile existing Indian Ocean networks **continued to flourish**, including intra-Asian trade and Asian merchants.

■ African states

The expansion of maritime trading networks **fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo**, whose participation in trading networks led to an increase in their influence.

■ Labour

Colonial economies largely depended on agriculture, **utilised existing labour systems including the Incan mit'a**, and **introduced new systems including chattel slavery, indentured servitude, and encomienda and hacienda systems**. Enslavement in Africa also continued in its traditional forms, while the plantation

economy increased demand for enslaved labour in the Americas, leading to significant demographic, social and cultural changes.

2 Practice

2.1 State what drove European maritime empire-building. [2]

2.2 State the two Asian responses the CED records. [2]

2.3 Colonial economies used old and new labour systems.

(a) Name the existing system the CED gives. [1]

(b) Name three new systems. [3]

3 Exam-style questions

3.1 The African states whose influence grew include [1]

- **A** the Asante and the Kingdom of the Kongo
- **B** the Mughals
- **C** the Safavids
- **D** the Manchu

3.2 Existing Indian Ocean networks are described as [1]

- **A** destroyed
- **B** continuing to flourish
- **C** European-owned
- **D** abandoned

3.3 A state adopts restrictive trade policies to limit foreign influence.

(a) State what the CED says it was trying to limit. [1]

(b) Explain why this is evidence of agency rather than weakness. [2]

Solutions

2.1 political, religious and economic rivalries between European states.

2.2 some states adopted restrictive or isolationist trade policies to limit disruption; existing Indian Ocean networks continued to flourish with intra-Asian trade and Asian merchants.

2.3 (a) the Incan mit'a. (b) any three of: chattel slavery; indentured servitude; encomienda; hacienda.

3.1 A. both are named.

3.2 B. the CED says they continued to flourish.

3.3 (a) the disruptive economic and cultural effects of European-dominated long-distance trade. (b) the state assessed the effects and chose a policy, which is a decision rather than a failure to resist.

“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 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.
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The image shows two British missionaries (second row, center) surrounded by Indian graduates. The seminary (religious school) was founded in 1871 to educate and train Indian missionaries.

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

- a. Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image.
- b. Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries.
- c. Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries.

“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.

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.

4.5 Maritime Empires Maintained and Developed

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS mercantilist 重商主义 • atlantic trading system 大西洋贸易体系

Objective

Build the skills to explain **mercantilism** 重商主义 and the Atlantic system.

You must be able to:

- state what mercantilist policies were used for
- explain what a joint-stock company did
- state the role of silver in global circulation
- state what the Atlantic trading system moved

1 Worked examples

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

■ Mercantilism

Mercantilist policies and practices were used by European rulers **to expand and control their economies and claim overseas territories**. Control is as much the point as expansion.

■ Joint-stock companies

Influenced by mercantilist principles, they were **used by rulers and merchants to finance exploration and used by rulers to compete against one another in global trade**. A financing device that is also an instrument of state rivalry.

■ Silver

The new global circulation of goods was facilitated by chartered European monopoly companies and **the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver**. American metal, Asian goods, European markets — one circuit.

■ The Atlantic system

It involved the movement of **goods, wealth and labour, including enslaved persons, and the mixing of African, American and European cultures and peoples, with all parties contributing to this cultural synthesis.** The CED also records demographic changes in Africa resulting from the trade of enslaved persons.

2 Practice

2.1 State what mercantilist policies were used for. [2]

2.2 State the role of silver in global circulation. [2]

2.3 The Atlantic trading system moved several things.

(a) Name them. [2]

(b) State what the CED says about cultural synthesis. [2]

3 Exam-style questions

3.1 Joint-stock companies were used to finance exploration and to [1]

- **A** abolish trade
- **B** compete against other rulers in global trade
- **C** collect tribute in Asia
- **D** replace monarchy

3.2 The silver the CED emphasises came especially from [1]

- **A** Spanish colonies in the Americas

- **B** West Africa
 - **C** Japan only
 - **D** the Ottoman Empire
-

3.3 Metal from one continent buys goods from a second for markets on a third.

(a) State what this describes. [1]

(b) Explain why it needed all three parts. [2]

Solutions

2.1 to expand and control their economies and to claim overseas territories.

2.2 silver flowed globally, especially from Spanish colonies in the Americas, buying Asian goods for Atlantic markets and satisfying Chinese demand.

2.3 (a) goods, wealth and labour, including enslaved persons. (b) African, American and European cultures and peoples mixed, with all parties contributing to the synthesis.

3.1 B. state rivalry through commerce.

3.2 A. the CED specifies them.

3.3 (a) a single global circuit of exchange. (b) the silver had a buyer only because of Chinese demand, and the Asian goods had a market only because of Atlantic demand.

“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

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- 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.
- 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.

4.6 Internal and External Challenges to State Power from 1450 to 1750

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS resistance 抵抗

Objective

Build the skills to explain **resistance** 抵抗 to state power.

You must be able to:

- state the CED's claim about state expansion and resistance
- name the three kinds of group that resisted
- state what the CED records about enslaved persons
- explain why resistance is evidence of state strength

1 Worked examples

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

■ The claim

State expansion and centralisation led to resistance **from an array of social, political and economic groups on a local level.**

■ Three kinds

Social, political and economic groups — the resistance is not one movement but many, and 'local level' locates it where the state's new demands were actually felt.

■ Enslaved persons

Enslaved persons challenged existing authorities in the Americas through organised resistance. "Organised" is the CED's word and it matters: this is planned collective action, not isolated incident.

■ Strength and resistance

Resistance arises where the state's reach has grown. A local group protests a tax or a levy because it now reaches them, so resistance and centralisation are two sides of one process.

2 Practice

2.1 State the CED’s claim about expansion and resistance. [2]

2.2 State what the CED records about enslaved persons and the force of “organised”. [2]

2.3 Resistance is evidence about the state.

(a) State what it shows. [1]

(b) Explain the connection to centralisation. [2]

3 Exam-style questions

3.1 The resistance came from groups at [1]

- **A** the imperial court
- **B** a local level
- **C** other empires
- **D** trading companies only

3.2 “Organised resistance” indicates [1]

- **A** isolated incidents
- **B** planned collective action
- **C** no action
- **D** legal petition only

3.3 A new tax reaches a district for the first time and is refused.

(a) State what the refusal indicates about the state. [1]

(b) Explain why the two facts belong together.

[2]

Solutions

2.1 state expansion and centralisation led to resistance from an array of social, political and economic groups on a local level.

2.2 enslaved persons challenged existing authorities in the Americas through organised resistance; “organised” means planned collective action rather than isolated incident.

2.3 (a) that the state’s reach had grown. (b) a demand can only be refused where it is made, so resistance marks the frontier of centralisation.

3.1 B. the CED specifies local.

3.2 B. planning is what “organised” claims.

3.3 (a) that its reach now extends to that district. (b) the tax is evidence of expansion and the refusal is evidence of resistance, and the CED presents them as one process.

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.

4.7 Changing Social Hierarchies from 1450 to 1750

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS social hierarchies 社会等级

Objective

Build the skills to explain **social hierarchies** 社会等级 in an imperial age.

You must be able to:

- state the two opposite policies empires adopted towards diversity
- name the two examples of new elites the CED gives
- state what happened to existing elites
- explain why accommodation can be a strategy rather than tolerance

1 Worked examples

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

■ Two policies

Many states, such as the Mughal and Ottoman empires, **adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilise the economic, political and military contributions of different groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics or the economy.**

■ New elites

Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, **including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.**

■ Existing elites

Their power **fluctuated** as they confronted new challenges to their ability to affect the policies of increasingly powerful monarchs and leaders. Fluctuated, not simply declined.

■ Accommodation as strategy

The CED's own phrasing puts accommodation beside **utilising contributions**. A state may accept diversity because the groups concerned are useful, which is a policy rather than a value.

2 Practice

2.1 State the two opposite policies empires adopted. [2]

2.2 Name the two examples of new elites. [2]

2.3 Accommodation appears beside “utilise contributions”.

(a) State what this suggests about the motive. [1]

(b) State the CED's verb for what happened to existing elites. [1]

3 Exam-style questions

3.1 The Casta system arose in [1]

- **A** the Americas
- **B** China
- **C** the Ottoman Empire
- **D** West Africa

3.2 Existing elites' power is described as [1]

- **A** steadily rising
- **B** fluctuating
- **C** unchanged
- **D** abolished

3.3 An empire recruits officials from a religious minority.

(a) State which of the two policies this is. [1]

(b) Explain why this need not indicate tolerance. [2]

Solutions

2.1 accommodating diversity or utilising different groups' contributions; suppressing diversity or limiting certain groups' roles.

2.2 the transition to the Qing Dynasty in China; the rise of the Casta system in the Americas.

2.3 (a) that the state may accept diversity because the groups are useful. (b) fluctuated.

3.1 A. the CED locates it there.

3.2 B. fluctuated is the CED's word.

3.3 (a) accommodation. (b) the CED pairs accommodation with utilising contributions, so the policy may follow from the group's usefulness rather than from a principle.

“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 **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.

4.8 Continuity and Change from 1450 to 1750

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS continuity and change 延续与变化

Objective

Build the skills to write **continuity and change** 延续与变化 for 1450-1750.

You must be able to:

- state the continuity the CED insists on about production
- name three areas in which major change occurred
- state the change in what connected the hemispheres
- avoid describing only rupture

1 Worked examples

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

■ The continuity

Although the world's productive systems continued to be heavily centred on agriculture, major changes occurred. The CED opens its own change claim with a continuity.

■ Areas of change

Agricultural labour; the systems and locations of manufacturing; gender and social structures; and environmental processes.

■ The connection

The interconnection of the Eastern and Western Hemispheres, **made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.**

■ Not only rupture

Peasant and artisan labour **continued and intensified**; Indian Ocean networks **continued to flourish**; rulers **continued to use** religion and architecture to legitimise rule. Name a continuity beside each change.

2 Practice

2.1 State the continuity the CED opens with. [2]

2.2 Name three areas of major change. [3]

2.3 The period is not only rupture.

(a) Name two continuities from the unit. [2]

(b) State what an answer describing only change loses. [1]

3 Exam-style questions

3.1 The world's productive systems continued to be centred on [1]

- **A** manufacturing
- **B** agriculture
- **C** finance
- **D** mining

3.2 The interconnection of the hemispheres was made possible by [1]

- **A** land empires
- **B** transoceanic voyaging
- **C** the Silk Roads
- **D** the plague

3.3 Write a paragraph on continuity and change in labour systems from 1450 to 1750. [4]

Solutions

2.1 the world's productive systems continued to be heavily centred on agriculture, which the CED states before its change claim.

2.2 any three of: agricultural labour; the systems and locations of manufacturing; gender and social structures; environmental processes.

2.3 (a) any two of: peasant and artisan labour continued and intensified; Indian Ocean networks continued to flourish; rulers continued to use religion and architecture to legitimise rule. (b) the scale of what stayed the same, against which the changes are measured.

3.1 B. agriculture, on the CED's own statement.

3.2 B. transoceanic voyaging.

3.3 a continuity named with evidence; a change named with evidence; both located in the period; a sentence relating them rather than listing them.