

Week 12

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 step that turned a way of studying nature into a way of questioning government was applying empiricism to...

- ☐ mathematics
- ☐ human relationships
- ☐ astronomy
- ☐ agriculture

2. Select **all** the revolutionary documents the CED names.

- ☐ the American Declaration of Independence
- ☐ the French Declaration of the Rights of Man and of the Citizen
- ☐ Bolívar's Letter from Jamaica
- ☐ Adam Smith's Wealth of Nations

Tick every correct option.

3. Select **all** the CED's industrialisation factors.

- ☐ proximity to waterways
- ☐ improved agricultural productivity
- ☐ legal protection of private property
- ☐ universal education

Tick every correct option.

4. Select **all** the places the CED says industrial methods spread to.

- ☐ other parts of Europe
- ☐ the United States
- ☐ Russia and Japan
- ☐ Australia

Tick every correct option.

5. Select **all** the fossil fuels the CED specifies.

- ☐ coal
- ☐ oil
- ☐ wood

☐ peat

Tick every correct option.

6. The CED says state-sponsored industrialisation was promoted by...

- ☐ every industrialising state
- ☐ a small number of states and governments
- ☐ private companies only
- ☐ no states at all

7. The CED says free trade was adopted *partly* in response to Smith's theories, which implies...

- ☐ ideas were the only cause
- ☐ state interests mattered too
- ☐ Smith opposed free trade
- ☐ mercantilism continued unchanged

8. Select **all** the demands the CED says workers organised for.

- ☐ improved working conditions
- ☐ limited hours
- ☐ higher wages
- ☐ ownership of factories

Tick every correct option.

9. "To what extent" requires an answer that is...

- ☐ a list of changes
- ☐ a degree, weighing change against continuity
- ☐ a date
- ☐ a definition

10. Improved agricultural productivity mattered because it...

- ☐ made farming more profitable than industry
- ☐ freed labour for cities by having fewer farmers feed more people
- ☐ reduced the population
- ☐ ended trade

AP World History: Modern

1. human relationships

The CED names both the natural world **and** human relationships.

2. the American Declaration of Independence; the French Declaration of the Rights of Man and of the Citizen; Bolívar's Letter from Jamaica

Smith is an economic theorist, in subtopic 5.7.

3. proximity to waterways; improved agricultural productivity; legal protection of private property

Coal/iron/timber distribution, urbanisation, foreign resources and capital complete the seven.

4. other parts of Europe; the United States; Russia and Japan

Two of the named receivers are outside the West.

5. coal; oil

Wood is a renewable fuel and is listed among industrial resources, not fossil fuels.

6. a small number of states and governments

It was the exception, not the pattern.

7. state interests mattered too

A country that can undersell everyone gains from open markets.

8. improved working conditions; limited hours; higher wages

Ownership is what socialism and communism proposed — a different response.

9. a degree, weighing change against continuity

An answer that only lists changes has answered "did it?"

10. freed labour for cities by having fewer farmers feed more people

A factory needs workers who are no longer needed in a field.

5.1 The Enlightenment

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS revolution 革命 • enlightenment 启蒙运动 • feminism 女权主义 • reform movements 改革运动
• natural rights 天赋权利

Objective

Build the skills to explain the **Enlightenment** 启蒙运动 as revolutionary context.

You must be able to:

- name the three new political ideas the philosophers developed
- state the CED's careful word about revolutions
- name three expansions of rights the reform movements produced
- state what feminism challenged

1 Worked examples

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

■ Three ideas

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

■ 'Often preceded'

The rise and diffusion of Enlightenment thought **often preceded** revolutions and rebellions. "Often" and "preceded" together stop short of saying it caused them — an ordering claim, carefully made.

■ Expanded rights

Enlightenment ideas **and religious ideals** influenced reform movements, which contributed to the expansion of rights — **expanded suffrage, the abolition of slavery, and the end of serfdom**. The CED credits religion beside philosophy.

■ Feminism

Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies — two hierarchies, not one.

2 Practice

2.1 Name the three new political ideas. [3]

2.2 Explain the force of “often preceded”. [2]

2.3 Reform movements expanded rights.

(a) Name three expansions. [3]

(b) State what the CED credits beside Enlightenment ideas. [1]

3 Exam-style questions

3.1 “Often preceded” is [1]

- **A** a causal claim
- **B** an ordering claim short of causation
- **C** a denial of any link
- **D** a claim about consequences

3.2 Emergent feminism challenged political hierarchies and [1]

- **A** gender hierarchies
- **B** trade routes
- **C** military ranks
- **D** religious doctrine only

3.3 A philosopher writes that individuals hold rights before any government exists.

(a) State the implication for a monarch. [1]

(b) Explain why this idea is dangerous to established rule.

[2]

Solutions

2.1 the individual; natural rights; the social contract.

2.2 “often” limits the claim to many cases rather than all; “preceded” states an ordering without asserting causation.

2.3 (a) expanded suffrage; the abolition of slavery; the end of serfdom. (b) religious ideals.

3.1 B. the CED stops short of causation.

3.2 A. both hierarchies.

3.3 (a) that the monarch’s authority must be justified to those individuals. (b) authority is made conditional on serving rights people already hold, so failing that test becomes a ground for resistance.

“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.

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.

5.2 Nationalism and Revolutions in the Period from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS commonality 共同体意识 • nationalism and revolution 民族主义与革命 • nationalism 民族主义
• revolution 革命 • enlightenment 启蒙运动

Objective

Build the skills to explain **nationalism and revolution** 民族主义与革命.

You must be able to:

- name the four bases of the new sense of commonality
- state what governments did with that sense
- name the three revolutionary documents the CED cites
- state the CED's claim about the American Revolution's role

1 Worked examples

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

■ Four bases

People around the world developed a new sense of commonality based on **language, religion, social customs and territory**. None of them is the state itself.

■ Harnessed

This was **sometimes harnessed by governments to foster a sense of unity**. “Sometimes” and “harnessed” together: the feeling arose among people and was then used by states.

■ Three documents

The American **Declaration of Independence**; the French “**Declaration of the Rights of Man and of the Citizen**”; and Bolívar’s “**Letter from Jamaica**”. All three reflect Enlightenment ideas and influenced resistance to existing authority.

■ The American Revolution

It was a **model and inspiration for a number of the revolutions that followed**, and with the Haitian Revolution and the Latin American independence movements it **facilitated the emergence of independent states in the Americas**.

2 Practice

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

2.2 State what governments did with it and the CED's qualifier. [2]

2.3 The CED names three revolutionary documents.

(a) Name them. [3]

(b) State what they had in common. [1]

3 Exam-style questions

3.1 The American Revolution is described as [1]

- **A** an isolated event
- **B** a model and inspiration for later revolutions
- **C** a failure
- **D** a European revolution

3.2 “Sometimes harnessed by governments” indicates the feeling [1]

- **A** was created by governments
- **B** arose among people and was then used
- **C** did not exist
- **D** was banned

3.3 Nationalists demand that a border match a language.

(a) State which of the four bases is in play. [1]

(b) Explain why this challenges existing states.

[2]

Solutions

2.1 language; religion; social customs; territory.

2.2 governments harnessed it to foster unity; “sometimes” limits the claim to some governments.

2.3 (a) the Declaration of Independence; the Declaration of the Rights of Man and of the Citizen; Bolívar’s Letter from Jamaica. (b) all reflect Enlightenment ideas and influenced resistance to existing political authority.

3.1 B. the CED’s own words.

3.2 B. harnessing presupposes something already there.

3.3 (a) language. (b) existing borders were drawn by dynastic and imperial history, so a linguistic criterion redraws them.

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.
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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.

5.3 Industrial Revolution Begins

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS iron 铁 • capital 资本 • coal 煤炭 • factory system 工厂制度 • urbanisation 城市化

Objective

Build the skills to explain the **causes of industrialisation** 工业化的原因.

You must be able to:

- name the seven factors the CED lists
- separate environmental from legal and economic factors
- state what the factory system did
- explain why no single factor is sufficient

1 Worked examples

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

■ Seven factors

Proximity to waterways; access to rivers and canals; the geographical distribution of coal, iron and timber; urbanisation; improved agricultural productivity; legal protection of private property; access to foreign resources; accumulation of capital.

■ Three kinds

Environmental: waterways, rivers and canals, the distribution of coal, iron and timber. **Social/economic:** urbanisation, agricultural productivity, foreign resources, capital. **Legal:** protection of private property.

■ The factory system

Its development **concentrated production in a single location and led to an increasing degree of specialisation of labour** — a change in where work happens and in what a worker does.

■ No single cause

The CED gives a list, not a prime mover. Coal without capital, or capital without legal protection, does not produce the outcome; that is why the list is the answer.

2 Practice

2.1 Name four of the seven factors. [2]

2.2 State the two effects of the factory system. [2]

2.3 The CED gives a list, not a prime mover.

(a) Classify three factors by kind. [3]

(b) State why the list form matters. [1]

3 Exam-style questions

3.1 Legal protection of private property is [1]

- **A** an environmental factor
- **B** a legal factor
- **C** a technological factor
- **D** a religious factor

3.2 The factory system increased the degree of [1]

- **A** specialisation of labour
- **B** agricultural output
- **C** rural settlement
- **D** artisanal independence

3.3 A region has coal and no capital.

(a) State the likely outcome. [1]

(b) Explain what this shows about the CED's list.

[2]

Solutions

2.1 any four of: proximity to waterways; access to rivers and canals; distribution of coal, iron and timber; urbanisation; improved agricultural productivity; legal protection of private property; access to foreign resources; accumulation of capital.

2.2 it concentrated production in a single location and increased the specialisation of labour.

2.3 (a) e.g. waterways — environmental; urbanisation — social/economic; property protection — legal. (b) no single factor is sufficient, so the combination is the explanation.

3.1 B. it is legal.

3.2 A. specialisation of labour.

3.3 (a) the coal is not turned into industrial production. (b) the factors are jointly rather than individually sufficient, so an answer naming one has not explained the outcome.

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

5.4 Industrialization Spreads in the Period from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS steam-powered 蒸汽动力 • spread of industrialisation 工业化的扩散

Objective

Build the skills to explain the **spread of industrialisation** 工业化的扩散.**You must be able to:**

- state where new methods spread from and to
- state the two-sided claim about global manufacturing shares
- explain why a falling share is not a falling output
- state what a share measures

1 Worked examples

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

■ The spread

As new methods of industrial production became more common in parts of **north-western Europe**, they spread to **other parts of Europe and the United States, Russia and Japan**.

■ Two sides

Steam-powered production in European countries and the U.S. **contributed to the increase in these regions' share of global manufacturing**. While Middle Eastern and Asian countries continued to produce manufactured goods, **these regions' share in global manufacturing declined**.

■ Share and output

A share is a proportion. A region whose output is steady while another's multiplies has a falling share and a constant output. The CED says these regions **continued to produce** — the decline is relative.

■ What a share measures

Relative position in a growing total. It answers 'who is producing most of it', not 'how much is being produced here'.

2 Practice

2.1 State where new methods spread from and to. [2]

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

2.3 A share is not an output.

(a) Explain the difference. [2]

(b) State the CED's words that make this clear. [1]

3 Exam-style questions

3.1 New methods first became common in [1]

- **A** northwestern Europe
- **B** East Asia
- **C** South America
- **D** West Africa

3.2 Middle Eastern and Asian countries are described as [1]

- **A** ceasing production
- **B** continuing to produce while their share declined
- **C** increasing their share
- **D** never producing

3.3 A region's output is unchanged while its share of world output halves.

(a) State what has happened elsewhere. [1]

(b) Explain why the phrasing matters for accuracy.

[2]

Solutions

2.1 from parts of northwestern Europe to other parts of Europe, the United States, Russia and Japan.

2.2 European and U.S. shares increased with steam-powered production; Middle Eastern and Asian countries continued to produce while their share declined.

2.3 (a) a share is a proportion of a total, so it can fall while output is steady. (b) “continued to produce manufactured goods”.

3.1 A. the CED’s own starting point.

3.2 B. continued production, declining share.

3.3 (a) output has grown elsewhere. (b) saying the region’s manufacturing declined would be false, while saying its share declined is exactly what the evidence supports.

5.5 Technology of the Industrial Age

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS second industrial revolution 第二次工业革命 • railroads 铁路 • steamships 蒸汽船 • telegraph 电报
• internal combustion engine 内燃机

Objective

Build the skills to explain **industrial technology** 工业技术.

You must be able to:

- state what the new machines made possible
- state the CED's claim about energy
- name the four products of the second industrial revolution
- state what railroads, steamships and the telegraph made possible

1 Worked examples

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

■ Machines

The development of machines, **including steam engines and the internal combustion engine**, made it possible to take advantage of **both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil**.

■ Energy

The fossil fuels revolution greatly increased the energy available to human societies. This is the CED's most sweeping single sentence in the unit: not a new product but a new quantity of power.

■ Second industrial revolution

New methods in the production of **steel, chemicals, electricity and precision machinery** during the second half of the 19th century.

■ Transport and communication

Railroads, steamships and the telegraph **made exploration, development and communication possible in interior regions globally, which led to increased trade and migration.** Interiors, not coasts, is the point.

2 Practice

2.1 State the CED's claim about fossil fuels and energy. [2]

2.2 Name the four products of the second industrial revolution. [2]

2.3 Railroads, steamships and the telegraph reached interiors.

(a) State the three things they made possible there. [3]

(b) State the two consequences. [1]

3 Exam-style questions

3.1 The CED's sweeping claim is that the fossil fuels revolution [1]

- **A** reduced available energy
- **B** greatly increased the energy available to human societies
- **C** had no effect on energy
- **D** applied only to Europe

3.2 The transport and communication technologies mattered especially for [1]

- **A** coastlines
- **B** interior regions
- **C** islands only
- **D** deserts only

3.3 A railway reaches a region that had been three weeks from the coast.

(a) State what becomes possible. [1]

(b) Explain the connection to migration.

[2]

Solutions

2.1 machines made it possible to use energy stored in coal and oil; the fossil fuels revolution greatly increased the energy available to human societies.

2.2 steel; chemicals; electricity; precision machinery.

2.3 (a) exploration; development; communication. (b) increased trade and migration.

3.1 B. the CED's own sentence.

3.2 B. interior regions.

3.3 (a) bulk goods can be moved to and from the region economically. (b) people can move there and return, so labour follows the route as goods do.

5.6 Industrialization: Government's Role from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS state-sponsored industrialisation 国家主导的工业化 • revolution 革命

Objective

Build the skills to explain **state-sponsored industrialisation** 国家主导的工业化.

You must be able to:

- state the CED's careful qualifier about state-sponsored visions
- state what caused internal reform in Japan
- state the outcome for Japan
- explain why external pressure can produce internal reform

1 Worked examples

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

■ The qualifier

As the influence of the Industrial Revolution grew, **a small number of** states and governments promoted their own **state-sponsored visions** of industrialisation. A small number — this was not the general pattern.

■ Japan's cause

The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialisation. The cause named is external.

■ The outcome

It **led to the growing regional power of Japan in the Meiji Era**. An external pressure produced a state strong enough to act as a power in its own right — 6.2 lists Japan among the states acquiring territories.

■ Pressure and reform

External pressure is evidence that current arrangements will not protect the state. A government that reads it that way reforms; one that does not, does not — which is why not every pressured state industrialised.

2 Practice

2.1 State the CED's qualifier about state-sponsored visions. [2]

2.2 State the cause and outcome of internal reform in Japan. [2]

2.3 External pressure produced internal reform.

(a) Explain the mechanism. [2]

(b) State why not every pressured state industrialised. [1]

3 Exam-style questions

3.1 State-sponsored visions of industrialisation were promoted by [1]

- **A** every state
- **B** a small number of states
- **C** no states
- **D** only colonies

3.2 The cause of Japanese internal reform named by the CED is [1]

- **A** internal revolt
- **B** the expansion of U.S. and European influence in Asia
- **C** famine
- **D** religious change

3.3 A state faces foreign pressure and reforms; a neighbour faces the same and does not.

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

(b) Explain what else the explanation must include.

[2]

Solutions

2.1 only a small number of states and governments promoted them, so this was not the general pattern.

2.2 cause: the expansion of U.S. and European influence in Asia; outcome: growing regional power of Japan in the Meiji Era.

2.3 (a) pressure is evidence that current arrangements will not protect the state, and a government reading it that way reforms. (b) the reading and the response are the government's, not the pressure's.

3.1 B. the CED's qualifier.

3.2 B. an external cause.

3.3 (a) that pressure alone does not determine the outcome. (b) the state's own institutions and the choices of its government, which is what differs between the two cases.

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

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.

“Late Ottoman society underwent significant modernization, a process that was both caused and accelerated by the state reorganization program, Tanzimat, beginning in 1839. . . . Modern-educated Ottomans soon began to emphasize in their writings the importance of European sciences. . . . Science was seen by many officials and learned figures as the only tool to solve the problems of the empire. . . . This elite group of Westernized Ottoman intellectuals . . . even adopted the belief in the supremacy of science in all aspects of life and proposed to adopt a completely [Westernized] worldview.

However, this [Westernized Ottoman] elite was not the only group that focused on modern European thought. Extreme views . . . sparked opposition, especially among religious circles, but they also kindled a general curiosity among . . . a new generation of modern Ottoman religious scholars who emphasized an alternative approach toward modernization. [These scholars] proposed to combine their traditional heritage with modern ideas and methods . . . [and], while advocating the adoption of industrialization and political reforms, rejected a cultural identification with the West.”

M. Sait Özervarli, historian, “Alternative Approaches to Modernization in the Late Ottoman Period,” scholarly article, published in 2007

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

- a. Identify ONE nineteenth-century development in the Ottoman Empire that led to the launch of the reform program mentioned in the **first paragraph**.
- b. Identify ONE argument made in the passage concerning the Ottoman elites and modernization in the nineteenth century.
- c. Explain how ONE OTHER non-Western state’s attempts to modernize in the nineteenth century led to conflicts among members of the elite similar to those described in the passage.

5.7 Economic Developments and Innovations in the Industrial Age

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS free trade 自由贸易 • industrial capitalism 工业资本主义 • transnational businesses 跨国企业
• capital 资本 • standards of living 生活水平

Objective

Build the skills to explain **industrial capitalism** 工业资本主义.

You must be able to:

- state what Western European countries abandoned and adopted
- state what large transnational businesses relied on
- state the CED's careful claim about standards of living
- explain why 'for some' is the whole argument

1 Worked examples

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

■ Free trade

Western European countries began **abandoning mercantilism and adopting free trade policies**, partly in response to the growing acceptance of **Adam Smith's theories of laissez-faire capitalism and free markets**. 4.5's mercantilism is what is being abandoned.

■ Transnational business

The global nature of trade and production contributed to the proliferation of **large-scale transnational businesses that relied on new practices in banking and finance**.

■ Standards of living

The development of industrial capitalism led to increased standards of living **for some**, and to continued improvement in manufacturing methods that increased **the availability, affordability and variety** of consumer goods.

■ 'For some'

Two words carrying the whole distributional argument. 5.8 and 5.9 are the CED's account of who the some were not.

2 Practice

2.1 State what was abandoned and adopted, and the theory behind it. [2]

2.2 State the CED's three-part claim about consumer goods. [3]

2.3 The CED writes "for some".

(a) State what those two words do. [1]

(b) State which subtopics develop the other side. [1]

3 Exam-style questions

3.1 Large-scale transnational businesses relied on new practices in [1]

- A banking and finance
- B agriculture
- C military logistics
- D shipbuilding only

3.2 The theories the CED names are those of [1]

- A Karl Marx
- B Adam Smith
- C Charles Darwin
- D Simón Bolívar

3.3 A society's goods become cheaper and more varied while many workers' conditions worsen.

(a) State what this illustrates. [1]

(b) Explain why both must appear in one answer. [2]

Solutions

2.1 mercantilism was abandoned and free trade adopted, partly from acceptance of Adam Smith's laissez-faire theories.

2.2 increased availability; affordability; variety.

2.3 (a) they limit the gain to a part of the population. (b) 5.8 and 5.9.

3.1 A. banking and finance.

3.2 B. Adam Smith.

3.3 (a) that industrial capitalism's gains were unevenly distributed. (b) the CED's own sentence contains both, so an answer with one is not the CED's claim.

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

5.8 Reactions to the Industrial Economy from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS reactions to industry 对工业的反应 • free trade 自由贸易 • labour unions 工会 • communism 共产主义
• socialism 社会主义

Objective

Build the skills to explain **reactions to industry** 对工业的反应.

You must be able to:

- name the three aims of labour organisation
- name the four kinds of reform the CED lists
- state the ideologies discontent encouraged
- state the CED's claim about reform in Asia and Africa

1 Worked examples

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

■ Labour's aims

In industrialised states many workers organised themselves, often in labour unions, **to improve working conditions, limit hours and gain higher wages**. Workers' movements and political parties emerged, **promoting alternative visions of society**.

■ Four reforms

Some governments, organisations and individuals promoted various types of **political, social, educational and urban** reforms in response to the social and economic changes.

■ Ideologies

Discontent with established power structures encouraged the development of various ideologies, **including those espoused by Karl Marx, and the ideas of socialism and communism**.

■ Asia and Africa

Some governments **including the Ottoman Empire and Qing China** sought to reform and modernise their economies and militaries. **Reform efforts were often resisted by some members of government or established elite groups** — the obstacle was internal.

2 Practice

2.1 Name the three aims of labour organisation. [3]

2.2 Name the four kinds of reform. [2]

2.3 Reform in Asia and Africa met resistance.

(a) State where the resistance came from. [2]

(b) Name the two states the CED gives. [1]

3 Exam-style questions

3.1 Workers' movements and parties promoted [1]

- **A** alternative visions of society
- **B** a return to agriculture
- **C** imperial expansion
- **D** free trade only

3.2 The resistance to reform in the Ottoman Empire and Qing China came from [1]

- **A** foreign powers only
- **B** some members of government or established elites

- **C** industrial workers
 - **D** nobody
-

3.3 A government proposes military modernisation and its own officials block it.

(a) State whose interest is threatened. [1]

(b) Explain why internal resistance is harder than external. [2]

Solutions

2.1 improve working conditions; limit hours; gain higher wages.

2.2 political; social; educational; urban.

2.3 (a) some members of government or established elite groups. (b) the Ottoman Empire and Qing China.

3.1 A. the CED's phrase.

3.2 B. internal resistance.

3.3 (a) those whose position depends on the existing arrangement. (b) the obstacle sits inside the institution that must carry out the reform, so the reform depends on people it disadvantages.

“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.

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

5.9 Society and the Industrial Age

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS social classes 社会阶级 • industrial working class 工业工人阶级 • middle class 中产阶级
• industrial society 工业社会 • urbanisation 城市化

Objective

Build the skills to explain **industrial society** 工业社会.

You must be able to:

- name the two new social classes
- state the CED's distinction between working-class and middle-class women
- name four challenges of rapid urbanisation
- explain why a class is defined by its relation to production

1 Worked examples

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

■ Two classes

New social classes, including the middle class and the industrial working class, developed. New classes, not merely more people.

■ Two experiences

Women and often children in working-class families typically held wage-earning jobs to supplement their families' income, while middle-class women who did not have the same economic demands were increasingly limited to roles in the household or roles focused on child development.

■ Urban challenges

Pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.

■ Class and production

A class here is defined by its position in the industrial economy — owning, managing or selling labour. That is why the same technology produced two classes rather than one larger group.

2 Practice

2.1 Name the two new social classes. [2]

2.2 State the CED's distinction between working-class and middle-class women. [2]

2.3 Rapid urbanisation brought challenges.

(a) Name four. [2]

(b) State what defines a class in this account. [2]

3 Exam-style questions

3.1 Middle-class women were increasingly limited to [1]

- **A** wage-earning factory work
- **B** roles in the household or focused on child development
- **C** agricultural labour
- **D** military service

3.2 The challenges of urbanisation include insufficient [1]

- **A** infrastructure to accommodate urban growth
- **B** rural land
- **C** foreign trade
- **D** raw materials

3.3 Two women in the same city have opposite daily lives.

(a) State what accounts for the difference. [1]

(b) Explain why gender alone does not explain it.

[2]

Solutions

2.1 the middle class; the industrial working class.

2.2 working-class women and often children held wage-earning jobs to supplement family income; middle-class women without that demand were increasingly limited to household or child-development roles.

2.3 (a) any four of: pollution; poverty; increased crime; public health crises; housing shortages; insufficient infrastructure. (b) a class's position in the industrial economy — owning, managing or selling labour.

3.1 B. the CED's own account.

3.2 A. infrastructure for urban growth.

3.3 (a) their families' class position. (b) both are women and their situations differ, so the explanatory variable is economic demand rather than gender alone.

“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.

5.10 Continuity and Change in the Industrial Age

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS extent of industrial change 变化的程度 • standards of living 生活水平 • social classes 社会阶级
• coal 煤炭

Objective

Build the skills to judge the **extent of industrial change** 变化的程度.

You must be able to:

- state what 'extent' asks for
- name a change and a continuity for the period
- use the CED's own qualifiers to limit a judgment
- avoid answering an extent question with a description

1 Worked examples

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

■ 'Extent'

An extent question asks **how much**, so the answer must contain a judgment and a limit, not only evidence. "Considerable change, but..." is the shape.

■ Change and continuity

Change: new social classes, a new energy basis, new modes and locations of production. **Continuity:** coerced and semi-coerced labour migration persisted; peasant and artisan labour continued; agriculture remained the world's productive centre for most people.

■ The CED's limits

"For some" (5.7), "a small number of states" (5.6), "continued to produce... share declined" (5.4). Each is a limit the CED itself supplies for an extent judgment.

■ The common error

Describing industrialisation at length and never saying how much changed. The judgment sentence is the answer to the question asked.

2 Practice

2.1 State what an “extent” question asks for. [2]

2.2 Name a change and a continuity for the period. [2]

2.3 The CED supplies its own limits.

(a) Name two and what each limits. [2]

(b) State the error of describing without judging. [1]

3 Exam-style questions

3.1 An extent answer must contain [1]

- **A** evidence only
- **B** a judgment and a limit
- **C** a narrative
- **D** a definition

3.2 “For some” limits a claim about [1]

- **A** standards of living
- **B** coal reserves
- **C** shipping routes
- **D** literacy only

3.3 Write a paragraph judging the extent to which industrialisation changed the world

from 1750 to 1900.

[4]

Solutions

2.1 how much changed, so the answer needs a judgment with a limit rather than evidence alone.

2.2 change: new social classes, a new energy basis or new modes of production; continuity: coerced labour migration, peasant and artisan labour, or the centrality of agriculture.

2.3 (a) “for some” limits the gain in living standards; “a small number of states” limits state-sponsored industrialisation. (b) it answers a different question from the one asked.

3.1 B. judgment plus limit.

3.2 A. standards of living.

3.3 a judgment of extent stated; a change with evidence; a continuity with evidence; the judgment limited using the CED’s own qualifiers.