

Week 16

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. Select **all** the justifications the CED names.

- ☐ Social Darwinism
- ☐ nationalism
- ☐ the civilising mission
- ☐ free trade

Tick every correct option.

2. Select **all** the non-state-to-state transfers the CED names.

- ☐ the Congo from Leopold II to Belgium
- ☐ the Dutch East India Company to Dutch government control
- ☐ British India to the Mughals
- ☐ Japan to Russia

Tick every correct option.

3. Select **all** the forms of anti-imperial resistance the CED names.

- ☐ direct resistance within empires
- ☐ the creation of new states on the peripheries
- ☐ emigration
- ☐ industrial strikes in Europe

Tick every correct option.

4. Select **all** the demands the CED says drove export economies.

- ☐ raw materials for factories
- ☐ increased food supplies for growing urban populations
- ☐ luxury goods for courts
- ☐ weapons for armies

Tick every correct option.

5. The CED says economic imperialism was practised primarily in...

- ☐ Africa
- ☐ Asia and Latin America
- ☐ Europe

- ☐ the Pacific
6. The CED says demographic change drove migration in...
- ☐ industrialised societies only
 - ☐ both industrialised and unindustrialised societies
 - ☐ unindustrialised societies only
 - ☐ neither
7. The CED's first named effect of migration happens...
- ☐ in the receiving society
 - ☐ in the home society migrants left
 - ☐ at sea
 - ☐ in the enclave
8. "Relative significance" requires you to...
- ☐ list every effect
 - ☐ rank effects and give a reason
 - ☐ choose the most recent
 - ☐ avoid comparison
9. The CED's verb for these ideologies is that they were...
- ☐ proven
 - ☐ used to justify imperialism
 - ☐ abandoned
 - ☐ invented in Asia
10. Select **all** the powers the CED says acquired territories in Asia and the Pacific.
- ☐ European states
 - ☐ the United States
 - ☐ Japan
 - ☐ Portugal

Tick every correct option.

AP World History: Modern

1. Social Darwinism; nationalism; the civilising mission

The desire to religiously convert completes the four; free trade is an economic policy.

2. the Congo from Leopold II to Belgium; the Dutch East India Company to Dutch government control

The CED names exactly those two.

3. direct resistance within empires; the creation of new states on the peripheries

State creation is easy to miss and is half of the CED's sentence.

4. raw materials for factories; increased food supplies for growing urban populations

Both demands were created by industrialisation in unit 5.

5. Asia and Latin America

Regions with functioning states that could be dealt with rather than replaced.

6. both industrialised and unindustrialised societies

Pressure existed at the sending end and the receiving end.

7. in the home society migrants left

Mostly-male migration left women taking on roles formerly occupied by men.

8. rank effects and give a reason

The ranking, with a reason, is the answer.

9. used to justify imperialism

They are arguments made for empire.

10. European states; the United States; Japan

Spanish and Portuguese influence is named as declining in the same sentence.

6.1 Rationales for Imperialism from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS civilising mission 文明教化使命 • social darwinism 社会达尔文主义 • justifications for imperialism 帝国主义的辩护
• economic imperialism 经济帝国主义 • raw materials 原材料

Objective

Build the skills to explain **justifications for imperialism** 帝国主义的辩护.

You must be able to:

- name the four ideologies the CED lists
- state the CED's careful verb about them
- distinguish a justification from a cause
- explain why studying a justification is not endorsing it

1 Worked examples

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

■ Four ideologies

A range of cultural, religious and racial ideologies were used to justify imperialism, including **Social Darwinism, nationalism, the concept of the civilising mission, and the desire to religiously convert indigenous populations.**

■ The verb

They **were used to justify**. The CED does not say they caused imperialism; it says they were the reasons given for it — which is a claim about rhetoric, and it is deliberate.

■ Justification and cause

A **cause** explains why something happened; a **justification** explains how it was defended. 6.4 and 6.5 supply economic causes; 6.1 supplies the language used about them.

■ Studying, not endorsing

Naming a justification accurately — including a racial one — is describing what was said. The historian's task is to report the argument and then examine what it concealed.

2 Practice

2.1 Name the four ideologies the CED lists. [2]

2.2 Distinguish a justification from a cause. [2]

2.3 The CED says the ideologies “were used to justify”.

(a) State what this claim is about. [1]

(b) State where the economic causes are found. [2]

3 Exam-style questions

3.1 The concept of the civilising mission is [1]

- **A** an economic cause
- **B** a justification
- **C** a technology
- **D** a treaty

3.2 Social Darwinism belongs to the CED’s [1]

- **A** cultural, religious and racial ideologies
- **B** transport technologies
- **C** labour systems
- **D** migration patterns

3.3 A government explains a conquest as a duty to improve the conquered.

(a) State what kind of claim this is. [1]

(b) Explain what a historian should do with it.

[2]

Solutions

2.1 Social Darwinism; nationalism; the civilising mission; the desire to religiously convert indigenous populations.

2.2 a cause explains why something happened; a justification explains how it was defended.

2.3 (a) the reasons given for imperialism, that is its rhetoric. (b) 6.4's demand for raw materials and food and 6.5's economic imperialism.

3.1 B. a justification.

3.2 A. the CED's own grouping.

3.3 (a) a justification. (b) report it accurately as what was said and examine what it concealed about the actual causes.

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

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.

6.2 State Expansion from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS settler colonies 定居殖民地 • processes of expansion 扩张的方式 • warfare and diplomacy 战争与外交

Objective

Build the skills to compare **processes of expansion** 扩张的方式.

You must be able to:

- name the two methods used in Africa
- state what happened to Spanish and Portuguese influence
- name the three states that expanded by conquering neighbouring territory
- explain what a settler colony is and why it differs

1 Worked examples

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

■ Africa

Many European states used **both warfare and diplomacy** to expand their empires in Africa. Both — treaty-making is a method of expansion, not an alternative to it.

■ Rising and falling

European states **as well as the United States and Japan** acquired territories throughout Asia and the Pacific, **while Spanish and Portuguese influence declined**. Expansion is a redistribution, not only an increase.

■ Contiguous expansion

The United States, Russia and Japan expanded their land holdings by **conquering and settling neighbouring territories** — expansion overland rather than overseas.

■ Settler colonies

Europeans **established settler colonies in some parts of their empires**. A settler colony brings a permanent population, which makes the relationship with the existing inhabitants a question of land itself.

2 Practice

2.1 Name the two methods used to expand in Africa. [2]

2.2 State what happened to Spanish and Portuguese influence. [2]

2.3 Some states expanded overland.

(a) Name the three the CED gives. [3]

(b) State what makes a settler colony distinctive. [1]

3 Exam-style questions

3.1 Expansion in this period is best described as [1]

- **A** only an increase
- **B** a redistribution as well as an increase
- **C** entirely peaceful
- **D** entirely European

3.2 The states that expanded into neighbouring territories include [1]

- **A** the United States, Russia and Japan
- **B** Portugal and Spain
- **C** the Ottoman Empire alone
- **D** none

3.3 A state expands by treaty rather than by battle.

(a) State whether this is still expansion. [1]

(b) Explain why the CED names both methods.

[2]

Solutions

2.1 warfare and diplomacy.

2.2 it declined while European states, the United States and Japan acquired territories.

2.3 (a) the United States; Russia; Japan. (b) it brings a permanent settler population.

3.1 B. some influence rose and some declined.

3.2 A. the CED's own list.

3.3 (a) yes. (b) the outcome is the same transfer of control, so an account of only warfare would miss much of how empires actually grew.

“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.

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**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.**

- Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image.
- Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries.
- 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.

6.3 Indigenous Responses to State Expansion from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS resistance 抵抗 • creation of new states 建立新国家 • direct resistance 直接抵抗 • resistance to expansion 抵抗扩张 • social darwinism 社会达尔文主义

Objective

Build the skills to explain **resistance to expansion** 对扩张的抵抗.

You must be able to:

- name the two forms anti-imperial resistance took
- state what contributed to anticolonial movements
- state the CED's claim about religion and rebellion
- explain why resistance is not a single movement

1 Worked examples

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

■ Two forms

Anti-imperial resistance took various forms, **including direct resistance within empires and the creation of new states on the peripheries**. Building a state is a form of resistance, not only fighting.

■ Anticolonial movements

Increasing questions about political authority and growing nationalism contributed to anticolonial movements. Unit 5's ideas return here as grounds for opposing empire.

■ Religion

Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas. "Some" — religion is one influence among several, not the general explanation.

■ Not one movement

The CED's plural — "various forms" — refuses a single anticolonial story. Different societies resisted differently and for different reasons.

2 Practice

2.1 Name the two forms of anti-imperial resistance. [2]

2.2 State what contributed to anticolonial movements. [2]

2.3 The CED writes “some of which were influenced by religious ideas”.

(a) State the force of “some”. [1]

(b) State what “various forms” refuses. [1]

3 Exam-style questions

3.1 Creating a new state on the periphery of an empire is [1]

- **A** not resistance
- **B** a form of resistance
- **C** collaboration
- **D** migration

3.2 The ideas contributing to anticolonial movements include [1]

- **A** growing nationalism
- **B** mercantilism
- **C** Social Darwinism
- **D** free trade

3.3 Two colonies resist the same empire in entirely different ways.

(a) State what this shows. [1]

(b) Explain what an answer about resistance must therefore specify. [2]

Solutions

2.1 direct resistance within empires; the creation of new states on the peripheries.

2.2 increasing questions about political authority and growing nationalism.

2.3 (a) religion influenced some rebellions, not all. (b) a single anticolonial story.

3.1 B. the CED names it as a form.

3.2 A. nationalism, from unit 5.

3.3 (a) that resistance took various forms for various reasons. (b) which society, which form and which reason it is describing, rather than generalising across the empire.

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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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

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- 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.

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**.

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.

6.4 Global Economic Development from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS export economies 出口经济 • raw materials 原材料 • food supplies 粮食供应

Objective

Build the skills to explain **export economies** 出口经济.

You must be able to:

- state the two industrial needs that created export economies
- state what export economies specialised in
- explain what the profits were used for
- explain the vulnerability the arrangement creates

1 Worked examples

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

■ Two needs

The need for **raw materials for factories** and **increased food supplies for the growing population in urban centres** led to the growth of export economies around the world.

■ Specialisation

They specialised in **commercial extraction of natural resources and the production of food and industrial crops**. A whole economy organised around a small number of exports.

■ The profits

The **profits from these raw materials were used to purchase finished goods**. Raw out, finished in — the pattern that defines the relationship.

■ Vulnerability

An economy specialised in one or two exports depends on the price of those exports, which is set elsewhere. That is a structural consequence of the arrangement the CED describes, not a separate misfortune.

2 Practice

2.1 State the two industrial needs that created export economies. [2]

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

2.3 Specialisation creates a vulnerability.

(a) State it. [2]

(b) State why it is structural rather than accidental. [1]

3 Exam-style questions

3.1 Export economies specialised in extraction and the production of [1]

- **A** finished manufactured goods
- **B** food and industrial crops
- **C** financial services
- **D** precision machinery

3.2 The profits were used to purchase [1]

- **A** finished goods
- **B** more raw materials
- **C** land in Europe
- **D** nothing

3.3 A region's income depends on the price of one crop.

(a) State who sets that price. [1]

(b) Explain the consequence when it falls.

[2]

Solutions

2.1 raw materials for factories; increased food supplies for growing urban populations.

2.2 commercial extraction of natural resources and the production of food and industrial crops; the profits purchased finished goods.

2.3 (a) the economy depends on the price of its few exports, which is set elsewhere. (b) it follows from specialising in exports rather than from any particular event.

3.1 B. food and industrial crops.

3.2 A. finished goods.

3.3 (a) buyers in the industrial economies. (b) the region's whole income falls at once, and it has no other production to fall back on.

“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.

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**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

6.5 Economic Imperialism from 1750 to 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS economic imperialism 经济帝国主义

Objective

Build the skills to explain **economic imperialism** 经济帝国主义.

You must be able to:

- state where economic imperialism was practised
- state who practised it
- explain how commodity trade produced advantage
- distinguish economic imperialism from formal empire

1 Worked examples

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

■ Where

Industrialised states and businesses within those states practised economic imperialism **primarily in Asia and Latin America.**

■ Who

States and businesses within those states. The CED names both, so an answer treating this as purely governmental has dropped half of it.

■ The mechanism

Trade in some commodities was organised in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage. The advantage is in the organisation of the trade, not in the goods.

■ Not formal empire

Economic imperialism operates without annexation. A country may keep its own government and still find its terms of trade set abroad, which is why the CED gives it a separate subtopic.

2 Practice

2.1 State where economic imperialism was practised and by whom. [2]

2.2 State where the CED locates the advantage. [2]

2.3 Economic imperialism differs from formal empire.

(a) State the difference. [2]

(b) State why it gets its own subtopic. [1]

3 Exam-style questions

3.1 Economic imperialism was practised primarily in [1]

- **A** Asia and Latin America
- **B** Northern Europe
- **C** Australia
- **D** the Arctic

3.2 The distinct economic advantage lay in [1]

- **A** the goods themselves
- **B** the way the trade was organised
- **C** military occupation
- **D** religious conversion

3.3 A country keeps its own government and its export prices are set abroad.

(a) State what this describes. [1]

(b) Explain why formal independence does not settle the question.

[2]

Solutions

2.1 primarily in Asia and Latin America; by industrialised states and businesses within them.

2.2 in the organisation of commodity trade, which gave European and U.S. merchants and companies a distinct advantage.

2.3 (a) economic imperialism operates without annexation, so a country may keep its own government. (b) it is a distinct relationship that a map of empires would not show.

3.1 A. the CED's own regions.

3.2 B. the organisation of the trade.

3.3 (a) economic imperialism. (b) political control and economic control are separate, so a state can hold the first without the second.

“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.

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



6.6 Causes of Migration in an Inter-connected World

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS indentured servitude 契约劳工 • coerced and semi-coerced labour 强制与半强制劳动
• modes of transportation 交通方式 • causes of migration 迁徙的原因

Objective

Build the skills to explain the **causes of migration** 迁徙的原因.

You must be able to:

- state what migration was influenced by
- state where migrants increasingly relocated and why
- distinguish free from coerced migration
- name the three forms of coerced and semi-coerced labour migration

1 Worked examples

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

■ Demographic influence

Migration was in many cases influenced by **changes in demographics in both industrialised and unindustrialised societies that presented challenges to existing patterns of living**. Both kinds of society, not only the poorer one.

■ Cities and return

Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities, contributing to significant global urbanisation. The same transport **allowed many migrants to return, periodically or permanently, to their home societies** — migration became reversible.

■ Free and coerced

Many individuals chose freely to relocate, often in search of work. But the new global capitalist economy continued to rely on coerced and semi-coerced labour migration.

■ Three forms

Enslavement; Chinese and Indian indentured servitude; and convict labour.

2 Practice

2.1 State what migration was influenced by and where it occurred. [2]

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

2.3 New transport changed migration in two ways.

(a) State them. [2]

(b) State what “continued to rely” indicates. [1]

3 Exam-style questions

3.1 New modes of transportation made migration [1]

- **A** permanent only
- **B** reversible, allowing periodic or permanent return
- **C** impossible
- **D** entirely coerced

3.2 Indentured servitude in this period is associated by the CED with [1]

- **A** Chinese and Indian migrants
- **B** European nobles
- **C** African rulers
- **D** American settlers only

3.3 A migrant returns home for a season and travels out again.

(a) State what makes this possible. [1]

(b) Explain what it changes about the decision to migrate. [2]

Solutions

2.1 changes in demographics presenting challenges to existing patterns of living, in both industrialised and unindustrialised societies.

2.2 enslavement; Chinese and Indian indentured servitude; convict labour.

2.3 (a) migrants increasingly relocated to cities; many could return periodically or permanently. (b) that coerced migration was not new but persisted into the capitalist economy.

3.1 B. the CED's own point about return.

3.2 A. Chinese and Indian indentured servitude.

3.3 (a) new modes of transportation. (b) migration need not be a permanent break, so more people can undertake it.

6.7 Effects of Migration

Name: _____ Class: _____ Date: _____

Total: 12 marks**KEY WORDS** ethnic enclaves 族裔聚居区 • women to take on new roles 女性承担新角色 • effects of migration 迁徙的影响

Objective

Build the skills to explain the **effects of migration** 迁徙的影响.

You must be able to:

- state the gendered composition of migration and its effect at home
- explain what an ethnic enclave did
- state the CED's claim about receiving societies
- explain why migration changes two societies

1 Worked examples

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

■ Gender and the home society

Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men. Departure changes the place left behind.

■ Ethnic enclaves

Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments. The enclave is the mechanism by which culture travels with people.

■ Reception

Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.

■ Two societies

Every migration has a sending society and a receiving one, and the CED gives effects in both. An answer describing only arrival has taken half of it.

2 Practice

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

2.2 Explain what an ethnic enclave did. [2]

2.3 The CED describes reception carefully.

(a) State the two forms it names. [2]

(b) State why an answer must cover two societies. [1]

3 Exam-style questions

3.1 Migrants in this period tended to be [1]

- **A** male
- **B** female
- **C** children
- **D** elderly

3.2 Receiving societies are described as [1]

- **A** always welcoming
- **B** not always embracing immigrants
- **C** never affected
- **D** entirely closed

3.3 A village's men leave for work overseas.

(a) State what happens to the roles they held. [1]

(b) Explain why this counts as an effect of migration.

[2]

Solutions

2.1 migrants tended to be male, leaving women to take on roles formerly occupied by men.

2.2 it transplanted the migrants' culture into a new environment by concentrating them together in the receiving society.

2.3 (a) various degrees of ethnic and racial prejudice; state attempts to regulate the flow of people across borders. (b) the CED gives effects in both the sending and the receiving society.

3.1 A. the CED's own generalisation.

3.2 B. "did not always embrace".

3.3 (a) women take them on. (b) it is a change produced in the sending society by departure, which is as much an effect as anything happening at the destination.

6.8 Causation in the Imperial Age

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS relative significance 相对重要性 • economic imperialism 经济帝国主义

Objective

Build the skills to judge **relative significance** 相对重要性.

You must be able to:

- state what 'relative significance' asks for
- name three effects of imperialism from different key concepts
- state a criterion for ranking effects
- avoid listing effects without ranking them

1 Worked examples

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

■ The question

“Explain the **relative significance** of the effects of imperialism” asks you to rank, not to list. A ranking needs a stated criterion.

■ Three effects

Economic (KC-5.2): export economies and economic imperialism reorganised whole economies. **Demographic** (KC-5.4): migration patterns changed dramatically and migrant numbers increased significantly. **Political** (KC-5.3): anticolonial movements and new nation-states.

■ A criterion

Choose one and say so: duration, number of people affected, or irreversibility. The same three effects rank differently under each — which is why naming the criterion is the analytical move.

■ The common error

Writing four paragraphs of effects and never saying which mattered most. The ranking sentence is what answers the question.

2 Practice

2.1 State what “relative significance” asks for. [2]

2.2 Name three effects of imperialism of different kinds. [3]

2.3 A ranking needs a criterion.

(a) Name two possible criteria. [2]

(b) State why naming one is the analytical move. [1]

3 Exam-style questions

3.1 A relative-significance answer must [1]

- **A** list effects
- **B** rank them against a stated criterion
- **C** describe causes
- **D** define terms

3.2 KC-5.4 concerns [1]

- **A** migration patterns
- **B** industrial capitalism
- **C** revolutions
- **D** overseas empires

3.3 Write a paragraph ranking two effects of imperialism against a stated criterion. [4]

Solutions

2.1 a ranking of effects against a stated criterion, not a list.

2.2 economic — export economies and economic imperialism; demographic — dramatically changed migration patterns; political — anticolonial movements and new nation-states.

2.3 (a) any two of: duration; number of people affected; irreversibility. (b) the same effects rank differently under different criteria.

3.1 B. ranking against a criterion.

3.2 A. migration.

3.3 the criterion stated; two effects with evidence; a ranking of the two; the ranking justified by the criterion rather than asserted.