

Week 19

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 land-based empires the CED says collapsed.

- ☐ Ottoman
- ☐ Russian
- ☐ Qing
- ☐ British

Tick every correct option.

2. Select **all** the causes the CED names for World War I.

- ☐ imperialist expansion and competition for resources
- ☐ territorial and regional conflicts
- ☐ a flawed alliance system
- ☐ the Great Depression

Tick every correct option.

3. Select **all** the mobilisation strategies the CED names.

- ☐ political propaganda
- ☐ art
- ☐ media
- ☐ free elections

Tick every correct option.

4. Select **all** the government responses the CED names.

- ☐ the New Deal
- ☐ the fascist corporatist economy
- ☐ governments with strong popular support in Brazil and Mexico
- ☐ free-market non-intervention

Tick every correct option.

5. The CED's verdict on interwar colonial holdings is that imperial states...

- ☐ lost most of them
- ☐ predominantly maintained control
- ☐ granted independence

☐ abandoned them

6. Select **all** the causes of World War II the CED names.

☐ the unsustainable peace settlement after World War I

☐ the global economic crisis from the Great Depression

☐ continued imperialist aspirations

☐ a flawed alliance system

Tick every correct option.

7. The CED's causal phrase is...

☐ extremism alone

☐ the rise of extremist groups in power

☐ economic hardship alone

☐ military defeat alone

8. The first decision in a causes-ranking essay is...

☐ which war was worse

☐ whether 1914 and 1939 are one chain or two events

☐ how many paragraphs to write

☐ which country to blame

9. The CED explains the collapses with...

☐ a single decisive war

☐ a combination of internal and external factors

☐ economic causes only

☐ no causes at all

10. The CED's verb for what the alliance system did is...

☐ start

☐ escalate

☐ prevent

☐ end

AP World History: Modern

1. **Ottoman; Russian; Qing**

Britain is a maritime empire, and it gives way later, in unit 8.

2. **imperialist expansion and competition for resources; territorial and regional conflicts; a flawed alliance system**

Intense nationalism completes the four; the Depression is a cause of the **second** war.

3. **political propaganda; art; media**

Intensified forms of nationalism complete the CED's list.

4. **the New Deal; the fascist corporatist economy; governments with strong popular support in Brazil and Mexico**

Soviet Five Year Plans complete the set; the CED's theme is a **more active** role.

5. **predominantly maintained control**

The great wave of decolonisation comes after 1945, in unit 8.

6. **the unsustainable peace settlement after World War I; the global economic crisis from the Great Depression; continued imperialist aspirations**

The rise of fascist and totalitarian regimes completes the four; the alliance system is a WWI cause.

7. **the rise of extremist groups in power**

An ideology becomes an atrocity when it acquires a state.

8. **whether 1914 and 1939 are one chain or two events**

The causes change weight depending on the frame.

9. **a combination of internal and external factors**

No single cause explains any of the three.

10. **escalate**

It is a cause of the war's **scale**, which is a precise claim.

7.1 Shifting Power After 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS internal and external factors 内外因素 • mexican revolution 墨西哥革命 • shifting power 权力转移

Objective

Build the skills to explain **shifting power** 权力转移 after 1900.

You must be able to:

- state the CED's frame for the century's political order
- name the three land-based empires that collapsed
- state the CED's explanation of their collapse
- state what the Mexican Revolution arose from

1 Worked examples

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

■ The frame

The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end. One sentence spanning the whole unit and the next.

■ Three empires

The older, land-based **Ottoman, Russian and Qing** empires collapsed. All three appeared earlier in the course as major powers.

■ The explanation

They collapsed **due to a combination of internal and external factors**. The CED insists on both — an answer naming only foreign pressure or only internal weakness has taken half of it. In Russia these changes **eventually led to communist revolution**.

■ Mexico

States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis. The challenge is not confined to Europe.

2 Practice

2.1 State the CED's frame for the century's political order. [2]

2.2 Name the three land-based empires that collapsed and the CED's explanation. [3]

2.3 The CED includes the Mexican Revolution.

(a) State what it arose from. [1]

(b) State why its inclusion matters. [1]

3 Exam-style questions

3.1 The collapse of the older land-based empires is attributed to [1]

- **A** internal factors only
- **B** a combination of internal and external factors
- **C** external factors only
- **D** no identifiable factors

3.2 In Russia the changes eventually led to [1]

- **A** communist revolution
- **B** restoration of the Qing
- **C** an Ottoman alliance
- **D** no change

3.3 A student explains an empire's collapse entirely by foreign pressure.

(a) State what is missing. [1]

(b) Explain why the CED's phrasing requires both.

[2]

Solutions

2.1 the West dominated the global political order at the century's beginning; land-based and maritime empires gave way to new states by its end.

2.2 Ottoman, Russian and Qing; a combination of internal and external factors.

2.3 (a) political crisis. (b) it shows the challenge to the existing order was worldwide, not European.

3.1 B. the CED names both.

3.2 A. communist revolution.

3.3 (a) the internal factors. (b) "a combination" claims that neither alone accounts for the collapse, so an answer with one has explained less than the CED does.

“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.

7.2 Causes of World War I

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS intense nationalism 极端民族主义 • flawed alliance system 结盟体系 • territorial and regional conflict
 • escalation 升级 • competition for resources 资源竞争

Objective

Build the skills to explain the **causes of World War I** 一战的原因.

You must be able to:

- name the four causes the CED lists
- explain the word 'combined' in the CED's sentence
- state what 'escalate' claims about the conflict's scale
- distinguish a trigger from a cause

1 Worked examples

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

■ Four causes

Imperialist expansion and competition for resources; territorial and regional conflicts; a flawed alliance system; and intense nationalism.

■ 'Combined'

Territorial and regional conflicts **combined with** a flawed alliance system and intense nationalism to escalate the tensions into global conflict. The causes act together — no one of them produces the outcome alone.

■ 'Escalate'

The tensions were escalated **into global conflict**. The CED's structure is: existing tensions plus a mechanism that magnified them. That is why the alliance system is described as flawed rather than as a cause on its own.

■ Trigger and cause

A trigger starts an event at a particular moment; a cause makes it possible. The alliance system converted a regional conflict into a global one, which is a mechanism of escalation rather than a starting point.

2 Practice

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

2.2 Explain the force of “combined”. [2]

2.3 The alliance system is described as flawed.

(a) State what it did to the conflict. [2]

(b) Distinguish a trigger from a cause. [1]

3 Exam-style questions

3.1 The CED describes the alliance system as [1]

- **A** effective
- **B** flawed
- **C** absent
- **D** new

3.2 “Escalate the tensions into global conflict” indicates that the tensions were [1]

- **A** created in 1914
- **B** already present and then magnified
- **C** resolved
- **D** imaginary

3.3 A regional dispute becomes a world war within weeks.

(a) Name the mechanism the CED gives. [1]

(b) Explain why this is escalation rather than causation.

[2]

Solutions

2.1 imperialist expansion and competition for resources; territorial and regional conflicts; a flawed alliance system; intense nationalism.

2.2 the causes acted together; no one of them produces the outcome alone.

2.3 (a) it combined with other tensions to escalate them into global conflict. (b) a trigger starts an event at a moment; a cause makes it possible.

3.1 B. the CED's own adjective.

3.2 B. escalation presupposes existing tension.

3.3 (a) the flawed alliance system. (b) it did not create the dispute but converted a regional conflict into a global one.

7.3 Conducting World War I

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS total war 总体战 • political propaganda 政治宣传 • intensified forms of nationalism 强化的民族主义
 • new military technology led to increased levels of wartime casualties 伤亡 • civilian 平民

Objective

Build the skills to explain **total war** 总体战 in practice.

You must be able to:

- state what made World War I the first total war
- name the four mobilisation strategies the CED lists
- state who was mobilised
- state the effect of new military technology

1 Worked examples

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

■ First total war

World War I was the first total war. Governments used a variety of strategies to mobilise populations **for the purpose of waging war** — the whole society becomes a resource.

■ Four strategies

Political propaganda, art, media, and intensified forms of nationalism. Three are means of communication and the fourth is a feeling deliberately heightened.

■ Who

Populations **both in the home countries and the colonies.** Mobilisation reached across empires, which is part of why the war is global beyond its battlefields.

■ Technology

New military technology led to increased levels of wartime casualties. The CED states the consequence plainly and does not soften it.

2 Practice

2.1 Name the four mobilisation strategies. [2]

2.2 State who was mobilised and why this matters. [2]

2.3 The CED states a consequence of new technology.

(a) State it. [1]

(b) State what makes a war “total”. [2]

3 Exam-style questions

3.1 The CED calls World War I [1]

- **A** a limited war
- **B** the first total war
- **C** a colonial war
- **D** a civil war

3.2 Populations mobilised included those in the home countries and [1]

- **A** the colonies
- **B** neutral states
- **C** enemy states
- **D** nowhere else

3.3 A poster is printed to persuade civilians to work longer hours.

(a) State which strategy this is. [1]

(b) Explain why it belongs to the definition of total war.

[2]

Solutions

2.1 political propaganda; art; media; intensified forms of nationalism.

2.2 populations in the home countries and the colonies; mobilisation reached across empires, making the war global beyond its battlefields.

2.3 (a) increased levels of wartime casualties. (b) the state mobilises the whole society rather than only its armed forces.

3.1 B. the CED's own claim.

3.2 A. the colonies are named.

3.3 (a) political propaganda. (b) it treats civilian labour as a war resource, which is exactly what total war means.

7.4 Economy in the Interwar Period

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS five year plans 五年计划 • soviet union 苏联 • a more active role in economic life 更积极的经济角色
• great depression 大萧条 • government economic responses 政府的经济干预

Objective

Build the skills to explain **government economic responses** 政府的经济干预.

You must be able to:

- state what governments began to do after 1918
- state what caused the change
- state how the Soviet Union controlled its economy
- state the CED's judgment on the Soviet method

1 Worked examples

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

■ The change

Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life. The direction of change is common to very different states.

■ The cause

Two events: the war and the Depression. Both showed that an economy left to itself could produce outcomes a government could not survive politically.

■ The Soviet method

In the Soviet Union, the government controlled the national economy through the Five Year Plans, often implementing repressive policies.

■ The judgment

With negative repercussions for the population. The CED states the human cost inside its description of the method, and an accurate answer reports both.

2 Practice

2.1 State what governments began to do and what caused it. [2]

2.2 State how the Soviet Union controlled its economy. [2]

2.3 The CED states a judgment alongside the method.

(a) State it. [1]

(b) State why both belong in an answer. [2]

3 Exam-style questions

3.1 The Soviet economy was controlled through [1]

- **A** the Five Year Plans
- **B** free markets
- **C** joint-stock companies
- **D** mercantilism

3.2 After 1918 governments took a role in economic life that was [1]

- **A** less active
- **B** more active
- **C** unchanged
- **D** abolished

3.3 Two very different states both expand economic control in the same decade.

(a) State the shared cause. [1]

(b) Explain why similar responses do not make them the same.

[2]

Solutions

2.1 they took a more active role in economic life, following World War I and the onset of the Great Depression.

2.2 through the Five Year Plans, often implementing repressive policies.

2.3 (a) negative repercussions for the population. (b) the CED includes the cost within its description, so an answer giving only the method has reported less than the source.

3.1 A. the Five Year Plans.

3.2 B. more active.

3.3 (a) the war and the Depression. (b) the direction of change is shared while the methods and their costs differ, so the comparison must specify what each state actually did.

Election Poster for the German National Socialist Party, 1932

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



Album/ Alamy Stock Photo

2. Using the image, respond to **parts a, b,** and **c.**
 - a. Identify ONE likely political purpose of the image.
 - b. Explain ONE way the image illustrates the economic situation of the period after the First World War.
 - c. Explain ONE way the rise of the German National Socialist Party led to the Second World War.

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

7.5 Unresolved Tensions After World War I

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS interwar empire 两次大战之间的帝国

Objective

Build the skills to explain **interwar empire** 两次大战之间的帝国.**You must be able to:**

- state the CED's claim about colonial holdings between the wars
- name the two ways additional territory was gained
- state what some imperial powers faced instead
- explain why 'predominantly maintained' is a continuity claim

1 Worked examples

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

■ The claim

Between the two world wars, Western and Japanese imperial states **predominantly maintained control over colonial holdings**. The empires did not fall in 1918.

■ Two ways

In some cases they **gained additional territories through conquest or treaty settlement** — force and diplomacy again, as in 6.2.

■ The other case

In other cases they **faced anti-imperial resistance**. The CED gives both outcomes within one sentence.

■ 'Predominantly maintained'

A continuity claim placed between two wars — which is why decolonisation belongs to unit 8 and not here. Anticipating it misdates the CED's own chronology.

2 Practice

2.1 State the CED's claim about colonial holdings between the wars. [2]

2.2 Name the two ways additional territories were gained. [2]

2.3 "Predominantly maintained" is a continuity claim.

(a) State what it implies about decolonisation. [1]

(b) State the other outcome the CED names. [1]

3 Exam-style questions

3.1 Between the wars, imperial states [1]

- **A** lost their colonies
- **B** predominantly maintained control
- **C** abandoned empire
- **D** united into one state

3.2 Additional territories were gained through conquest or [1]

- **A** treaty settlement
- **B** purchase only
- **C** referendum
- **D** inheritance

3.3 A student places decolonisation in the 1920s.

(a) State the error. [1]

(b) Explain the correct chronology.

[2]

Solutions

2.1 Western and Japanese imperial states predominantly maintained control over colonial holdings between the two world wars.

2.2 conquest; treaty settlement.

2.3 (a) that it belongs to a later period, not the interwar years. (b) some imperial states faced anti-imperial resistance.

3.1 B. the CED's own word.

3.2 A. treaty settlement.

3.3 (a) the CED says control was predominantly maintained in that period. (b) resistance existed between the wars but decolonisation is unit 8's material, after 1945.

7.6 Causes of World War II

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS global economic crisis 全球经济危机 • unsustainable peace settlement 和约 • great depression 大萧条
• relative significance 相对重要性

Objective

Build the skills to explain the **causes of World War II** 二战的原因.

You must be able to:

- name the four causes the CED lists
- state which cause the CED emphasises and how
- explain what 'unsustainable' claims about the peace
- connect each cause to an earlier subtopic

1 Worked examples

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

■ Four causes

The **unsustainable peace settlement after World War I; the global economic crisis engendered by the Great Depression; continued imperialist aspirations; and especially the rise to power of fascist and totalitarian regimes** that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.

■ The emphasis

“**Especially**” ranks one cause above the others. The CED rarely does this, so reproducing the ranking is reproducing the source’s own argument.

■ 'Unsustainable'

Not merely unpopular or unfair: a settlement that could not hold. The claim is about the arrangement’s viability, not about anyone’s feelings.

■ Earlier sources

The peace settlement follows 7.2’s war; the economic crisis follows 7.4’s Depression; imperialist aspirations follow 7.5’s maintained empires. Each cause has a subtopic behind it.

2 Practice

2.1 Name the four causes. [2]

2.2 State which cause the CED emphasises and the word it uses. [2]

2.3 Each cause has an earlier source.

(a) Match two causes to their subtopics. [2]

(b) Explain what “unsustainable” claims. [1]

3 Exam-style questions

3.1 The CED’s emphasis falls on [1]

- **A** the peace settlement
- **B** the rise to power of fascist and totalitarian regimes
- **C** the Depression
- **D** imperialist aspirations

3.2 “Unsustainable” describes a settlement that [1]

- **A** was unpopular
- **B** could not hold
- **C** was never signed
- **D** was too generous

3.3 A student lists the four causes without ranking them.

(a) State what has been lost. [1]

(b) Explain why the ranking is part of the CED's claim.

[2]

Solutions

2.1 the unsustainable peace settlement; the global economic crisis from the Depression; continued imperialist aspirations; the rise to power of fascist and totalitarian regimes.

2.2 the rise of fascist and totalitarian regimes, marked by “especially”.

2.3 (a) the peace settlement follows 7.2; the economic crisis follows 7.4. (b) that the arrangement could not hold, whatever anyone felt about it.

3.1 B. “especially” names it.

3.2 B. viability, not popularity.

3.3 (a) the CED’s own weighting. (b) “especially” is an argument about relative significance, which is exactly what unit 7’s final subtopic asks for.

Election Poster for the German National Socialist Party, 1932

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



Album/ Alamy Stock Photo

2. Using the image, respond to **parts a, b,** and **c.**
 - a. Identify ONE likely political purpose of the image.
 - b. Explain ONE way the image illustrates the economic situation of the period after the First World War.
 - c. Explain ONE way the rise of the German National Socialist Party led to the Second World War.

7.7 Conducting World War II

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS atomic bomb 原子弹 • intensified forms of nationalism 强化的民族主义 • political propaganda 政治宣

Objective

Build the skills to compare **how governments waged war** 战争的进行方式.

You must be able to:

- state what both world wars had in common in mobilisation
- state the additional method the CED adds for the second war
- name the technologies and tactics that raised casualties
- state what totalitarian states did beyond mobilisation

1 Worked examples

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

■ The common ground

World War II was a total war. Governments again used political propaganda, art, media and intensified forms of nationalism to mobilise populations — now in **the colonies or former colonies** as well.

■ The addition

Governments used ideologies, including fascism and communism, to mobilise all of their state's resources for war. In the second war a doctrine does the mobilising, not only a campaign.

■ Technologies and tactics

New military technology and new tactics, including the atomic bomb, fire-bombing and the waging of “total war”, led to increased levels of wartime casualties. The CED counts a *practice* among the causes of casualties, not only devices.

■ Beyond mobilisation

In the case of totalitarian states, ideologies were used **to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.** “And beyond” carries the effect past 1945.

2 Practice

2.1 State what both world wars had in common in mobilisation. [2]

2.2 State the additional method the CED adds for the second war. [2]

2.3 The CED names causes of increased casualties.

(a) Name three. [3]

(b) State what “and beyond” adds. [1]

3 Exam-style questions

3.1 Among the causes of increased casualties the CED includes [1]

- **A** only weapons
- **B** the waging of total war as a practice
- **C** only tactics
- **D** neither weapons nor tactics

3.2 In totalitarian states ideologies were used to mobilise resources and to [1]

- **A** repress basic freedoms
- **B** expand suffrage
- **C** end propaganda
- **D** decentralise power

3.3 A wartime practice of controlling daily life continues after the peace.

(a) State the CED’s phrase that covers this. [1]

(b) Explain why the war's methods outlast the war.

[2]

Solutions

2.1 both were total wars, with governments using propaganda, art, media and intensified nationalism to mobilise populations.

2.2 governments used ideologies including fascism and communism to mobilise all of the state's resources for war.

2.3 (a) the atomic bomb; fire-bombing; the waging of total war. (b) that the repression continued past the conflict.

3.1 B. a practice is listed with the devices.

3.2 A. repression of basic freedoms.

3.3 (a) “during the course of the conflicts and beyond”. (b) the institutions and powers built for war exist when it ends, and a government that finds them useful keeps them.

7.8 Mass Atrocities After 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS extremist groups in power 极端主义团体 • holocaust 犹太人大屠杀 • mass atrocities 大规模暴行

Objective

Build the skills to write accurately about **mass atrocities** 大规模暴行.

You must be able to:

- state the CED's causal claim about extremist groups
- state the CED's named example and its wording
- explain the force of 'attempted destruction of specific populations'
- write about this subject with exactness

1 Worked examples

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

■ The causal claim

The rise of extremist groups in power led to the attempted destruction of specific populations. Power is part of the claim: the CED specifies groups *in power*, since a state's machinery is what makes the attempt possible at scale.

■ The named example

Notably the Nazi killing of the Jews in the Holocaust during World War II, and other atrocities, acts of genocide, or ethnic violence. The CED names one case and does not treat it as the only one.

■ The phrasing

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

■ Exactness

Use the CED's own terms and its stated scale. Vagueness here is a failure of accuracy before it is anything else, and an answer that will not name what happened has not described it.

2 Practice

2.1 State the CED’s causal claim and the force of “in power”. [2]

2.2 State the CED’s named example. [2]

2.3 The CED writes “specific populations”.

(a) State what the phrase makes precise. [2]

(b) State what the CED adds after the named example. [1]

3 Exam-style questions

3.1 The CED specifies extremist groups [1]

- **A** out of power
- **B** in power
- **C** in exile
- **D** in opposition

3.2 After its named example the CED refers to [1]

- **A** no other cases
- **B** other atrocities, acts of genocide, or ethnic violence
- **C** economic policy
- **D** military tactics

3.3 A student writes vaguely about “terrible events”.

(a) State the failure. [1]

(b) Explain what an accurate account requires.

[2]

Solutions

2.1 the rise of extremist groups in power led to the attempted destruction of specific populations; “in power” specifies that state machinery made the attempt possible at scale.

2.2 the Nazi killing of the Jews in the Holocaust during World War II.

2.3 (a) the target was defined in advance by who people were rather than by anything they did. (b) other atrocities, acts of genocide, or ethnic violence.

3.1 B. the CED specifies groups in power.

3.2 B. the CED does not treat its example as the only case.

3.3 (a) vagueness, which is a failure of accuracy. (b) the CED’s own terms for the actors, the target and the act, together with its stated scale.

7.9 Causation in Global Conflict

Name: _____ Class: _____ Date: _____

Total: 13 marks**KEY WORDS** relative significance 相对重要性 • relative significance of causes 原因的相对重要性

Objective

Build the skills to judge the **relative significance of causes** 原因的相对重要性.**You must be able to:**

- state what the question asks for
- use the CED's own ranking as a model
- state a criterion for ranking causes
- avoid listing causes without weighing 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 causes of global conflict” asks for a weighting, not a list. The answer's core is a sentence saying which mattered most and why.

■ The CED's own ranking

7.6 says “**especially** the rise to power of fascist and totalitarian regimes”. The source itself weights its causes, which both licenses the move and models it.

■ A criterion

Name one: necessity (would the conflict have occurred without it?), proximity in time, or scale of effect. The same causes rank differently under each.

■ The common error

Listing four causes at length and never weighing them. The weighting sentence is the answer; the evidence supports it.

2 Practice

2.1 State what a relative-significance question asks for. [2]

2.2 State how the CED itself weights the causes of World War II. [2]

2.3 A weighting needs a criterion.

(a) Name two possible criteria. [2]

(b) State the common error. [1]

3 Exam-style questions

3.1 The CED's own weighting word in 7.6 is [1]

- A especially
- B possibly
- C rarely
- D equally

3.2 A relative-significance answer's core is [1]

- A a list of causes
- B a sentence saying which mattered most and why
- C a chronology
- D a definition

3.3 Write a paragraph weighing two causes of one 20th-century global conflict. [4]

Solutions

2.1 a weighting of causes rather than a list.

2.2 it names four causes and marks the rise of fascist and totalitarian regimes with “especially”.

2.3 (a) any two of: necessity; proximity in time; scale of effect. (b) listing causes at length without weighing them.

3.1 A. “especially”.

3.2 B. the weighting sentence.

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