

Past-paper walk-through

Empires Expand ■ 3.1

eXercise

Questions in this set

- 2025 Set 1 Q3
- 2025 Set 2 Q3
- 2023 Set 1 Q2

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 3

2025 Set 1 ■ Q3

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.

Solution 3

(a)

Mark scheme

- 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. (1 point) — accept any: Gunpowder weapons (like cannons) contributed to the expansion of Muslim empires.; Increasing centralization of the military, including standing armies, helped Muslim empires expand during the period circa 1300 to 1600.; New military and bureaucratic recruitment methods, such as the Janissaries, helped Muslim empires like the Ottomans expand.

Solution 3

(b) Mark scheme

- Explain one way that Muslim rulers during the period circa 1300 to 1600 used economic policies to generate revenue for their states or empires. (1 point) — accept any: Many Muslim rulers addressed the financial needs of their expanding empires by adopting various policies of tax-farming to increase revenues and ensure that tax revenues were collected.; Some Muslim rulers used tribute collection as a means for both increasing revenue and controlling vassal states that had been defeated but not incorporated.; Many Muslim rulers used innovative tax policies, including appointing tax officials (Mughal zamindars) or allowing local community leaders to collect the taxes for their entire community or

Solution 3

locale. In other instances, Muslim rulers monetized taxes that had previously been collected in kind.

Solution 3

(c) Mark scheme

- 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. (1 point) — accept any: Some Muslim rulers adopted policies of tolerance towards religious minorities in their empires because it incited fewer revolts, which also helped establish the legitimacy of the rulers.; Muslim rulers wanted to utilize the economic contributions of their minority populations, for example the jiziya taxes paid by non-Muslims, or the luxury goods traded by Greek, Armenian, or Jewish merchants.; Muslim rulers wanted to utilize the military contributions of their minority populations, as seen, for example, in the Mughal use of Hindu Rajput warrior groups, or in the Ottoman use of Janissary

Solution 3

troops recruited from its Christian minority groups.; Muslim rulers wanted to utilize the political contributions of their minority groups, as seen in the Ottoman sultans' use of prominent members of the Greek community in the empire as provincial governors, or the Mughal emperors' use of Hindu political advisors and ministers.

Question 3

2025 Set 2 ■ Q3

Respond to parts A, B, and C.

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

Solution 3

(a)

Mark scheme

- Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500. (1 point) — accept any: The Mongol conquests contributed to the spread of gunpowder technologies.; Warfare between states led to the spread of gunpowder technologies.; Some states employed foreign military specialists who could train their forces in how to use new types of cannons and other gunpowder weapons.; Gunpowder technologies spread along trade routes, such as the Silk Road and the Indian Ocean.

Solution 3

(b) Mark scheme

- Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750. (1 point) — accept any: Muslim empires such as the Ottomans and Mughals used armed trade and gunpowder to expand their territories by conquering weaker neighboring states.; Some European states were able to create overseas empires by using cannons and other gunpowder weapons against the technologically less developed societies they encountered.; Many states were able to use gunpowder weapons to eliminate or reduce challenges to their authority from the nobility, for example by building or expanding their professional armies.

Solution 3

(c)

Mark scheme

- Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750. (1 point) — accept any: Improved compass designs enabled Europeans to sail to the Americas, eventually creating the Atlantic system of trade.; Knowledge of seasonal monsoon winds allowed European states to establish trading-post empires in the Indian Ocean.; Improved astrolabes and better mapmaking techniques facilitated European exploration of the African coast, which led them to set up trading posts on the continent.

Question 2

2023 Set 1 ■ Q2

“It was by the grace of God, glory be to Him, that He came to the rescue of Islam, by reviving its last breath and restoring in Egypt the unity of the Muslims [in the mid-thirteenth century]. He did this by sending the Mamluks to the Muslims as guardian rulers and devoted defenders, who were imported as slaves from the lands of the heathen Qipchaq Turks. The Turkish slaves embrace Islam with the determination of true believers, while retaining their nomadic virtues. The slave merchants bring them to Egypt in batch after batch. Then the rulers lodge them in the royal chambers, and give them a careful upbringing, including the study of the Qur’an. Then they train them in the use of the bow and the sword, in riding horses, and in fighting with the lance until they become tough and seasoned soldiers. When the rulers are convinced that they are prepared to defend and die for them, they increase their pay, lands, and incomes. Then they appoint them to high offices of state, and even sultans are chosen

Question 2

from them who direct the affairs of the Muslims.” Source: Ibn Khaldun, Arab scholar and historian writing about the Mamluk dynasty of Egypt, late fourteenth century
Using the excerpt, respond to parts a, b, and c.

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

Solution 2

(a)

Mark scheme

- Identify ONE claim that the author makes about the Mamluks in the first paragraph. (1 point) — accept any: The Mamluks were chosen by God to save Egypt.; The Mamluks were guardian rulers and defended Islam.; Many Turkish enslaved persons converted to Islam and were true believers, even though they remained nomadic.

Solution 2

(b) Mark scheme

- Identify ONE way the passage illustrates the political situation of the Islamic world in the period before circa 1450. (1 point) — accept any: The passage illustrates the lack of unity among Islamic states.; The passage illustrates that Islamic rulers invested heavily in soldiers.; The passage illustrates that Islamic rulers patronized religious learning.; The passage demonstrates how Islamic rulers engaged in a variety of activities that increased their power, such as appointing trusted officials to important positions, training a powerful military, and supporting religious teachings.

Solution 2

(c) Mark scheme

- Explain ONE way the passage could be used to illustrate differences in forms of coerced labor in the period before circa 1750. (1 point) — accept any: The formerly enslaved Mamluks could rise to high political positions, such as sultan, unlike enslaved persons in the Americas.; The ability of the Mamluks to achieve high status in Egypt differs from other forms of coerced labor. In the Americas, for example, the purpose of slavery was mostly economic, and enslaved persons largely worked on plantations.; Because the Mamluks were male, they were afforded the opportunity to receive military training and political promotion unlike enslaved women in Islamic societies.