

Past-paper walk-through

Exploration: Causes and Events from 1450 to 1750 ■ 4.2

eXercise

Questions in this set

- 2025 Set 2 Q3
- 2024 Set 1 Q3
- 2024 Set 2 Q2
- 2023 Set 2 Q3

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 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 3

2024 Set 1 ■ Q3

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.

Solution 3

(a)

Mark scheme

- Identify ONE method Europeans used to expand their empires in the Americas in the period circa 1450–1750. (1 point) — accept any: Europeans used gunpowder weapons to conquer new territories in the Americas.; The Spanish used the encomienda system to expand the areas in their empires under cultivation.; Europeans used Christianity to help consolidate and justify their rule.

Solution 3

(b) Mark scheme

- Explain ONE way European colonialism affected Indigenous peoples in the Americas in the period circa 1450–1750. (1 point) — accept any: Indigenous communities experienced multiple waves of diseases, epidemics, or even demographic collapse.; Many Indigenous peoples adopted European and/or African cultural practices that formed new syncretic belief systems.; European colonial authorities used priests and missionaries to convert Indigenous people to Christianity.; The casta system resulted in a new social hierarchy involving Indigenous and mixed- race families.; Many Indigenous people were enslaved or forced to work in mines or on European- owned haciendas.

Solution 3

(c) Mark scheme

- 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. (1 point) — accept any: European interactions with Indigenous peoples in the Americas led to the Columbian Exchange, which led to the spread of crops, technologies, goods, and diseases between the two hemispheres.; The Trans-Atlantic slave trade brought millions of enslaved Africans to the Americas and significantly expanded the Atlantic economy through plantations and cash crops.; Silver mined in the Americas using Indigenous labor fueled the purchase of Asian goods by Europeans, especially after the establishment of trans-Pacific maritime trade from the Americas to East Asia.; Economic exchanges in the North

Solution 3

Atlantic, including the fur trade and commercial fishing, also connected the Americas to Afro-Eurasia in new ways.

Question 2

2024 Set 2 ■ Q2

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.

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

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

Question 2



Solution 2

(a)

Mark scheme

- Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image. (1 point) — accept any: Western missionaries tried to spread Christianity in Africa and Asia.; Christianity spread as imperial powers conquered new territories.; Christianity transformed some local religious practices and customs.

Solution 2

(b) Mark scheme

- Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries. (1 point) — accept any: Christian missionaries directly supported the “civilizing” or “Christianizing” mission that the imperial powers saw as a rationale for colonization.; Christian missionaries often brought supplies and gave aid to local communities, which both legitimized imperialism and lessened government costs.; By spreading Christian beliefs, European Christian missionaries often legitimized imperialism.; Imperial states often needed missionary schools to provide Western education for local populations in order to serve in colonial administrations.

Solution 2

(c) Mark scheme

- 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. (1 point) — accept any: Some Asian governments tried to prevent or limit Christian missionaries from entering their countries, and in some cases expelled Christian missionaries who were already in the countries.; Some African cultures maintained traditional religious beliefs by blending older practices with Western Christianity.; In both Africa and Asia, popular uprisings targeted Christian missionaries in an effort to force them out of the country; for example, during the Boxer Rebellion in China, the 1857 Rebellion in India, or the Cattle Killing Movement in South Africa.

Question 3

2023 Set 2 ■ Q3

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.

Solution 3

(a)

Mark scheme

- Identify ONE technological development that contributed to Europeans' ability to spread religious ideas in the Americas during the period 1450 to 1750. (1 point) — accept any: The development of new ships, such as the caravel, contributed to Europeans' ability to spread religious ideas in the Americas during the period 1450 to 1750.; The printing press is a technological development that helped spread European religious ideas.; Improved cartography and transoceanic travel contributed to Europeans' ability to spread religious ideas in the Americas.

Solution 3

(b)

Mark scheme

- Explain ONE way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450 to 1750. (1 point)
— accept any: European missionaries often supported colonialism in order to spread Christianity.; Spanish monarchs and conquistadors used religion to justify their colonization of the Americas.; The creation of new religious orders, such as the Jesuits, contributed to Catholic attempts to control and enforce religious orthodoxy in Spanish and Portuguese colonies in the Americas.

Solution 3

(c) Mark scheme

- Explain ONE reason why syncretic belief systems developed in the Americas during the period 1450 to 1750. (1 point) — accept any: Indigenous American peoples often created new syncretic religious traditions by incorporating some of their own religious beliefs and practices with Christianity.; The forced mixing of different African peoples led to the blending of religious practices and the creation of new religious traditions based on traditional African religious practices, as well as the blending of African religious traditions with Christianity.; Ethnic and racial intermixing of various groups in the Americas created diverse colonial populations whose culture (including inherited religious traditions) combined elements of both Christian and pre-Christian religions.