

Past-paper walk-through

Maritime Empires Established ■ 4.4

eXercise

Questions in this set

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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 1

2025 Set 1 ■ Q1

It is presented here in a format optimized for teacher and student use in the classroom.

3 “Asia experienced a temporary gain from the discovery of America, but Africa suffered. America had all the silver and gold Europe needed, and this destroyed the African gold markets and the dependent trade networks. Cities such as Timbuktu and the Songhai Empire of which it was a part crumbled as merchants abandoned the ancient trade routes. To replace the Mediterranean trade of cloth, beads, leather, and metals upon which the Africans had become dependent, the Africans now had only one commodity that the Europeans wanted—slaves. For centuries the African merchants had sold a small but steady number of slaves to the Middle East, but with the decline of their traditional European trade and with the opening of America, the slave trade became a boom. The Africans thus became victims of the discovery of America as

Question 1

surely as did the American Indians.” Source: Jack Weatherford, United States anthropologist, academic book, 1988

Respond to parts A, B, and C.

- (a)** Identify one claim that the author makes in the first paragraph about the effect of the discovery of the Americas on Africa.
- (b)** Describe one economic change in the Americas that occurred as a result of the developments discussed in the second paragraph.
- (c)** Explain one reason why “American Indians” “became victims of the discovery of America” as suggested by the author in the last sentence of the passage.

Solution 1

(a)

Mark scheme

- Identify one claim that the author makes in the first paragraph about the effect of the discovery of the Americas on Africa. (1 point) — accept any: The African gold markets were destroyed.; It resulted in the decline of cities and empires in Africa.; It caused the abandonment of ancient trade routes.

Solution 1

(b)

Mark scheme

- Describe one economic change in the Americas that occurred as a result of the developments discussed in the second paragraph. (1 point) — accept any: The plantation system in the Americas became widespread.; The increased availability of enslaved labor from Africa further developed the pattern of triangular trade between Europe, Africa, and the Americas.; The decrease in Indigenous labor in the Americas created a demand for an increased number of enslaved laborers from Africa.

Solution 1

(c) Mark scheme

- Explain one reason why “American Indians” “became victims of the discovery of America,” as suggested by the author in the last sentence of the passage. (1 point) — accept any: The Columbian Exchange resulted in a high death rate for Native Americans due to the introduction of diseases originating in Afro-Eurasia.; With the arrival of the Spanish and the introduction of new labor systems, such as the encomienda and hacienda systems, Native American labor was exploited.; Native American tribes lost their ancestral homelands as European colonists took over land for economic gain.; Europeans often forced Christianization on Native Americans that resulted in the loss of cultural traditions.

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 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.

Question 3

2023 Set 1 ■ Q3

Respond to parts a, b, and c.

- (a)** Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
- (b)** Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750.
- (c)** Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750.

Solution 3

(a)

Mark scheme

- Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750. (1 point) — accept any: The increased demand for enslaved peoples was due to a need for more labor.; More enslaved peoples from Africa were brought across the Atlantic because of the increased number of sugar plantations.; The loss of indigenous peoples due to disease led to a demand for more workers.

Solution 3

(b) Mark scheme

- Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750. (1 point) — accept any: Enslaved Africans brought over their own religions, which mixed with Christianity to create syncretic beliefs.; New social classes emerged as Europeans created terms like mestizos and mulattoes to refer to the children born to African enslaved peoples, indigenous peoples, and European settlers.; The Spanish created a racial hierarchy known as the casta system to classify mixed- race families, which also allowed Europeans to maintain social dominance.

Solution 3

(c) Mark scheme

- Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750. (1 point) — accept any: There was a demographic impact due to the increased number of people being enslaved, as most were young men, leaving many African societies with gender imbalance.; The increased demand for enslaved peoples resulted in an extreme loss of population in West Africa and politically weakened many kingdoms, such as Kongo.; Increased demand for enslaved peoples led to higher levels of warfare among African states, as they sought to respond to European demand.; Enslaved peoples from Africa often suffered high mortality rates due to poor conditions aboard ships and harsh working conditions in the Americas.

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.