4.5 Maritime Empires Maintained and Developed

Name: ______________ Class: __________ Date: ____________ **Total: 13 marks**

Objective

Build the skills to explain **mercantilism** 重商主义 and the Atlantic system.

You must be able to:

- state what mercantilist policies were used for
- explain what a joint-stock company did
- state the role of silver in global circulation
- state what the Atlantic trading system moved

1 Worked examples

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

■ Mercantilism

Mercantilist policies and practices were used by European rulers **to expand and control their economies and claim overseas territories**. Control is as much the point as expansion.

■ Joint-stock companies

Influenced by mercantilist principles, they were **used by rulers and merchants to finance exploration** and **used by rulers to compete against one another in global trade**. A financing device that is also an instrument of state rivalry.

■ Silver

The new global circulation of goods was facilitated by chartered European monopoly companies and **the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver**. American metal, Asian goods, European markets —one circuit.

■ The Atlantic system

It involved the movement of **goods, wealth and labour, including enslaved persons**, and **the mixing of African, American and European cultures and peoples, with all parties contributing to this cultural synthesis**. The CED

> also records demographic changes in Africa resulting from the trade of enslaved persons.

2 Practice

2.1 State what mercantilist policies were used for. [2]

2.2 State the role of silver in global circulation. [2]

2.3 The Atlantic trading system moved several things.

(a) Name them. [2]

(b) State what the CED says about cultural synthesis. [2]

3 Exam-style questions

3.1 Joint-stock companies were used to finance exploration and to [1]

- **A** abolish trade
- **B** compete against other rulers in global trade
- **C** collect tribute in Asia
- **D** replace monarchy

3.2 The silver the CED emphasises came especially from [1]

- **A** Spanish colonies in the Americas
- **B** West Africa
- **C** Japan only
- **D** the Ottoman Empire

3.3 Metal from one continent buys goods from a second for markets on a third.

(a) State what this describes. [1]

(b) Explain why it needed all three parts. [2]

4 Go further

- work through the **4.5 Maritime Empires Maintained and Developed** lesson on the **Learn** page;
- read the **Transoceanic Interconnections** section of the AP World History handout on the **Know** page.

Solutions

2.1 to expand and control their economies and to claim overseas territories.

2.2 silver flowed globally, especially from Spanish colonies in the Americas, buying Asian goods for Atlantic markets and satisfying Chinese demand.

2.3 (a) goods, wealth and labour, including enslaved persons. (b) African, American and European cultures and peoples mixed, with all parties contributing to the synthesis.

3.1 B. state rivalry through commerce.

3.2 A. the CED specifies them.

3.3 (a) a single global circuit of exchange. (b) the silver had a buyer only because of Chinese demand, and the Asian goods had a market only because of Atlantic demand.