

Week 27

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 technologies the CED says reduced the problem of distance.

- ☐ radio and cellular communication
- ☐ the internet
- ☐ air travel and shipping containers
- ☐ antibiotics

Tick every correct option.

2. Select **all** the diseases the CED associates with poverty.

- ☐ malaria
- ☐ tuberculosis
- ☐ cholera
- ☐ Alzheimer's disease

Tick every correct option.

3. Select **all** four environmental changes the CED names.

- ☐ deforestation
- ☐ desertification
- ☐ a decline in air quality
- ☐ increased consumption of fresh water

Tick every correct option.

4. Select **all** the liberalising governments the CED names.

- ☐ the United States under Reagan
- ☐ Britain under Thatcher
- ☐ China under Deng Xiaoping
- ☐ the USSR under Stalin

Tick every correct option.

5. Select **all** the rights-based discourses the CED names.

- ☐ the U.N. Universal Declaration of Human Rights
- ☐ global feminism movements
- ☐ liberation theology in Latin America

☐ the World Trade Organization

Tick every correct option.

6. The CED's order in this subtopic is...

- ☐ consumer culture, then politics
- ☐ political and social change, then the arts, then global popular culture
- ☐ the arts only
- ☐ technology only

7. The CED says these technologies...

- ☐ abolished distance
- ☐ reduced the problem of geographic distance
- ☐ increased distance
- ☐ had no effect on distance

8. The CED's verb for poverty-associated diseases is *persisted*, which points to...

- ☐ a lack of medical knowledge
- ☐ a fact about distribution of water, medicine and clinics
- ☐ a new mutation
- ☐ increased longevity

9. The CED's sentence ends by naming...

- ☐ a solution
- ☐ more intense competition over resources
- ☐ a treaty
- ☐ population decline

10. Manufacturing disappeared from the world economy in the late 20th century.

- ☐ True ☐ False

AP World History: Modern

1. **radio and cellular communication; the internet; air travel and shipping containers**

Antibiotics belong to the medical bullet.

2. **malaria; tuberculosis; cholera**

Alzheimer's is in the longevity category.

3. **deforestation; desertification; a decline in air quality; increased consumption of fresh water**

The sentence then names competition as their consequence.

4. **the United States under Reagan; Britain under Thatcher; China under Deng Xiaoping**

Chile under Pinochet completes the four; Stalin belongs to 7.4.

5. **the U.N. Universal Declaration of Human Rights; global feminism movements; liberation theology in Latin America**

The Negritude movement completes the four; the WTO belongs to 9.4.

6. **political and social change, then the arts, then global popular culture**

Culture is presented as responding to the century's upheavals.

7. **reduced the problem of geographic distance**

Shipping still takes weeks; bandwidth and air freight cost money.

8. **a fact about distribution of water, medicine and clinics**

These are treatable and preventable conditions that continued anyway.

9. **more intense competition over resources**

So scarcity belongs in the effects paragraph.

10. **False**

It was increasingly situated in Asia and Latin America — a relocation.

9.1 Advances in Technology and Exchange After 1900

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS birth control 节育 • fertility 生育 • green revolution 绿色革命 • antibiotics 抗生素
• vaccines 疫苗

Objective

Build the skills to explain **20th-century technology** 技术进步.

You must be able to:

- name the communication and transportation technologies the CED lists
- state what they did to distance
- state the effects of birth control the CED gives
- state what the Green Revolution spread

1 Worked examples

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

■ The technologies

Radio communication, cellular communication and the internet, as well as **air travel and shipping containers**. A shipping container beside the internet is a reminder that logistics is a communication technology too.

■ Distance

They **reduced the problem of geographic distance**. Not abolished — reduced, and as a problem rather than as a fact.

■ Birth control

More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world. Three effects, from the individual to the demographic.

■ The Green Revolution

It and commercial agriculture **increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture**. Medical innovations including **vaccines and antibiotics** increased the ability of humans to survive and live longer.

2 Practice

2.1 Name four of the technologies the CED lists. [2]

2.2 State the three effects of more effective birth control. [3]

2.3 The Green Revolution had a stated effect.

(a) State it. [2]

(b) State what “reduced the problem of geographic distance” claims. [1]

3 Exam-style questions

3.1 The CED says the new technologies [1]

- **A** abolished distance
- **B** reduced the problem of geographic distance
- **C** increased distance
- **D** had no effect on distance

3.2 Medical innovations the CED names include [1]

- **A** vaccines and antibiotics
- **B** shipping containers

- **C** radio
 - **D** nuclear power
-

3.3 A shipping container is listed beside the internet.

(a) State what the pairing suggests. [1]

(b) Explain why moving goods counts as reducing distance. [2]

Solutions

2.1 any four of: radio communication; cellular communication; the internet; air travel; shipping containers.

2.2 greater control over fertility; transformed reproductive practices; declining rates of fertility in much of the world.

2.3 (a) it increased productivity and sustained the earth's growing population as it spread chemically and genetically modified agriculture. (b) distance became less of an obstacle without ceasing to exist.

3.1 B. reduced, not abolished.

3.2 A. vaccines and antibiotics.

3.3 (a) that logistics is a form of communication technology. (b) what matters is how long and how expensive it is to reach another place, which containerised shipping changed as much as any signal did.

Answer either Question 3 or Question 4.

3. 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.
-

4. Respond to parts A, B, and C.

- A.** Identify one technological development in communication or transportation in the twentieth century.
- B.** Explain one way nuclear technologies affected international relations in the second half of the twentieth century.
- C.** Explain one way the spread of new technologies contributed to increased economic activity in the twentieth century.

9.2 Technological Advances and Limitations After 1900: Disease

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS disease 疾病 • diseases associated with poverty persisted 与贫困相关的疾病

Objective

Build the skills to explain **disease** 疾病 in the modern world.

You must be able to:

- state the CED's three-part account of disease
- explain what 'diseases associated with poverty persisted' claims
- state what outbreaks spurred
- explain the CED's point about longevity

1 Worked examples

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

■ Three parts

Diseases associated with poverty persisted; other diseases emerged as new epidemics and threats, in some cases leading to social disruption; and **some diseases occurred at higher incidence merely because of increased longevity**.

■ Persistence

The first claim is about distribution, not medicine. These diseases persisted where poverty did, so their continuation is a fact about inequality rather than about the state of medical knowledge.

■ What outbreaks spurred

These outbreaks spurred technological and medical advances. The relationship runs both ways: disease drives medicine as medicine reduces disease.

■ Longevity

“**Merely** because of increased longevity” is a careful qualifier: an increase in a disease's incidence can be a sign of success — more people living long enough to develop it — rather than of decline.

2 Practice

2.1 State the CED’s three-part account of disease. [3]

2.2 Explain what “diseases associated with poverty persisted” claims. [2]

2.3 The CED explains a rise in some diseases by longevity.

(a) State what “merely” contributes. [1]

(b) State what outbreaks spurred. [1]

3 Exam-style questions

3.1 The persistence of poverty-associated diseases is a fact about [1]

- **A** medical knowledge
 - **B** inequality
 - **C** climate
 - **D** genetics
-

3.2 A rise in a disease’s incidence caused by longer lives indicates [1]

- **A** medical failure
 - **B** more people living long enough to develop it
 - **C** a new epidemic
 - **D** falling life expectancy
-

3.3 A country’s rate of an age-related disease doubles as life expectancy rises.

(a) State the likely explanation. [1]

(b) Explain why this is not evidence of worsening health.

[2]

Solutions

2.1 diseases associated with poverty persisted; other diseases emerged as new epidemics and threats, sometimes causing social disruption; some occurred at higher incidence merely because of increased longevity.

2.2 their continuation follows the distribution of poverty rather than any limit of medical knowledge.

2.3 (a) it identifies longevity as the whole explanation for that rise. (b) technological and medical advances.

3.1 B. inequality.

3.2 B. the CED's own point.

3.3 (a) more people are reaching the ages at which it occurs. (b) the rise follows from longer life, which is itself the result of improved survival.

9.3 Technological Advances: Debates About the Environment After 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS environmental change 环境变化 • fresh water 淡水 • decline in air quality 空气质量下降
• deforestation 森林砍伐 • desertification 荒漠化

Objective

Build the skills to explain **environmental change** 环境变化.

You must be able to:

- name the four environmental effects of human activity
- state what intensified as a result
- state the CED's careful wording about climate change
- explain why the CED describes a debate

1 Worked examples

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

■ Four effects

Human activity contributed to **deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water.**

■ Intensified competition

Humans competed over these and other resources more intensely than ever before. Environmental change becomes political through scarcity.

■ Climate change

The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change. The CED reports the debate, and reproducing that wording is what accuracy requires here.

■ Why a debate

The CED's subject in this clause is the public argument — what was disputed, by whom and on what grounds — which is a historical question distinct from the scientific one.

2 Practice

2.1 Name the four environmental effects of human activity. [2]

2.2 State what intensified and why. [2]

2.3 The CED reports a debate.

(a) State what the debates were about. [2]

(b) State why a debate is a historical subject. [1]

3 Exam-style questions

3.1 Increased consumption concerned the world's supply of [1]

- **A** fresh water
- **B** coal
- **C** iron
- **D** timber only

3.2 Competition over resources became [1]

- **A** less intense
- **B** more intense than ever before
- **C** unchanged
- **D** impossible

3.3 Two groups disagree publicly about an environmental question.

(a) State what a historian records. [1]

(b) Explain the difference from a scientific account.

[2]

Solutions

2.1 deforestation; desertification; a decline in air quality; increased consumption of fresh water.

2.2 competition over these and other resources, which became more intense than ever before because of scarcity.

2.3 (a) the nature and causes of climate change. (b) what was disputed, by whom and on what grounds is itself a historical question.

3.1 A. fresh water.

3.2 B. the CED's own phrase.

3.3 (a) who argued what, when and with what effect. (b) a scientific account asks which claim is true, while the historical account asks how the argument proceeded and what it changed.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. 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.

4. Respond to **parts a, b, and c.**

- a. Identify ONE way that environmental conditions contributed to the beginning of industrialization in the eighteenth and early nineteenth centuries.
- b. Explain ONE way societies or governments reacted to industrialization in the eighteenth and nineteenth centuries.
- c. Explain ONE way human activity led to environmental changes in the twentieth century.

END OF SECTION I

9.4 Economics in the Global Age

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS knowledge economies 知识经济 • changing economic institutions, multinational corporations 跨国公司
• and regional trade agreements 区域贸易协定 • free-market economic policies 自由市场政策 • global economy 全球经济

Objective

Build the skills to explain the **global economy** 全球经济 after 1945.

You must be able to:

- state what accelerated free-market policies
- state where knowledge economies and manufacturing were located
- name the three things reflecting free-market principles
- explain why this is continuity as well as change

1 Worked examples

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

■ The acceleration

In a trend accelerated by the end of the Cold War, many governments encouraged free-market economic policies and promoted economic liberalisation in the late 20th century. The trend existed before 1991 and was accelerated by it.

■ Two locations

Revolutions in information and communications technology **led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.** A relocation, not a disappearance.

■ Three reflections

Changing economic institutions, multinational corporations and regional trade agreements reflected the spread of free-market principles and practices throughout the world.

■ Continuity

5.7 recorded Western European states abandoning mercantilism for free trade. The late 20th century repeats the argument on a global scale, so this is a return as much as a novelty.

2 Practice

2.1 State what accelerated free-market policies and when. [2]

2.2 State where knowledge economies and manufacturing were located. [2]

2.3 Name the three things reflecting free-market principles.

(a) Name them. [3]

(b) State the earlier subtopic this repeats. [1]

3 Exam-style questions

3.1 The trend towards free-market policies was [1]

- A created by the end of the Cold War
- B accelerated by it
- C ended by it
- D unaffected by it

3.2 Industrial production was increasingly situated in [1]

- A Asia and Latin America
- B Western Europe

- **C** the Arctic
 - **D** nowhere
-

3.3 Manufacturing leaves one region and grows in another.

- (a) State whether world manufacturing has fallen. [1]
- (b) Explain the distinction being made. [2]
-
-
-

Solutions

2.1 the end of the Cold War accelerated it in the late 20th century.

2.2 knowledge economies grew in some regions; industrial production and manufacturing were increasingly situated in Asia and Latin America.

2.3 (a) changing economic institutions; multinational corporations; regional trade agreements. (b) 5.7's abandonment of mercantilism for free trade.

3.1 B. accelerated, so it pre-existed.

3.2 A. Asia and Latin America.

3.3 (a) no. (b) the location of production changed rather than its quantity, which is the same share-versus-output distinction as 5.4.

Answer either Question 3 or Question 4.

3. 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.
-

4. Respond to parts A, B, and C.

- A.** Identify one technological development in communication or transportation in the twentieth century.
 - B.** Explain one way nuclear technologies affected international relations in the second half of the twentieth century.
 - C.** Explain one way the spread of new technologies contributed to increased economic activity in the twentieth century.
-

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



9.5 Calls for Reform and Responses After 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS global integration 全球一体化 • rights-based discourses 权利话语 • access to education 受教育机会

Objective

Build the skills to explain **rights-based discourses** 权利话语.

You must be able to:

- state what rights-based discourses challenged
- state the CED's claim about access and participation
- explain the force of 'in much of the world'
- state what movements protested about global integration

1 Worked examples

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

■ What was challenged

Rights-based discourses challenged old assumptions about race, class, gender and religion. Four assumptions, all pre-existing.

■ Access and participation

In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender and religion.

■ The qualifier

"In much of the world" — not everywhere, and the CED declines to claim universality. An answer that generalises has overstated the source.

■ Protest

Movements throughout the world protested the inequality of the environmental and economic consequences of global integration. The objection is to the distribution of consequences, not to integration itself.

2 Practice

2.1 State what rights-based discourses challenged. [2]

2.2 State the CED's claim about access and participation. [2]

2.3 The CED qualifies its claim.

(a) State the qualifier and its force. [2]

(b) State what movements objected to. [1]

3 Exam-style questions

3.1 "In much of the world" indicates the change was [1]

- **A** universal
- **B** widespread but not universal
- **C** rare
- **D** imaginary

3.2 Movements protested the inequality of the consequences of [1]

- **A** global integration
- **B** decolonisation
- **C** vaccination
- **D** urbanisation only

3.3 A movement objects to how the gains of globalisation are distributed rather than to globalisation itself.

(a) State the distinction. [1]

(b) Explain why it matters for describing the movement. [2]

Solutions

2.1 old assumptions about race, class, gender and religion.

2.2 access to education and participation in new political and professional roles became more inclusive in terms of race, class, gender and religion.

2.3 (a) “in much of the world”, which stops short of claiming universality. (b) the inequality of the environmental and economic consequences of global integration.

3.1 B. widespread, with a limit.

3.2 A. global integration.

3.3 (a) the objection is to distribution, not to integration. (b) describing it as opposition to globalisation misstates its demand, which is a different distribution rather than an end to the process.

9.6 Globalized Culture After 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS consumer culture 消费文化 • led to changes in the arts 艺术 • globalised culture 全球文化

Objective

Build the skills to explain **globalised culture** 全球文化.

You must be able to:

- state what political and social changes did to the arts
- state when popular and consumer culture became more global
- state what consumer culture transcended
- explain why the CED dates the change to the second half of the century

1 Worked examples

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

■ The arts

Political and social changes of the 20th century led to changes in the arts, and arts, entertainment and popular culture increasingly reflected the influence of a globalised society.

■ The date

In the second half of the century, popular and consumer culture became more global. The CED dates the change, and 9.1's communication technologies explain why.

■ Transcendence

Consumer culture became globalised and transcended national borders. A cultural claim with a political edge: what people buy and watch stopped matching where they live.

■ Why the second half

The technologies of 9.1 — radio, television, cellular communication, the internet, containerised shipping — arrive or spread in those decades. Culture globalised when its carriage did.

2 Practice

2.1 State what political and social changes did to the arts. [2]

2.2 State when popular and consumer culture became more global and why. [2]

2.3 Consumer culture transcended national borders.

(a) State what this means in practice. [2]

(b) State the link to 9.1. [1]

3 Exam-style questions

3.1 The CED dates the globalisation of popular and consumer culture to [1]

- **A** the first half of the century
- **B** the second half
- **C** 1900
- **D** 2000 onwards

3.2 Consumer culture is said to have [1]

- **A** transcended national borders
- **B** remained national
- **C** disappeared
- **D** been abolished

3.3 The same film is watched in a hundred countries in one month.

(a) State what makes this possible. [1]

(b) Explain why culture globalised when its carriage did.

[2]

Solutions

2.1 they led to changes in the arts, which increasingly reflected the influence of a globalised society.

2.2 in the second half of the century; 9.1's communication technologies spread in those decades.

2.3 (a) what people buy and watch stopped matching where they live. (b) 9.1's technologies reduced the problem of geographic distance.

3.1 B. the second half.

3.2 A. the CED's own verb.

3.3 (a) communication technologies that distribute it simultaneously. (b) a cultural product reaches only as far as its distribution, so a change in carriage is a change in reach.

9.7 Resistance to Globalization After 1900

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS responses to rising cultural and economic globalisation took a variety of forms 多种形式

- responses to globalisation 对全球化的回应
- consumer culture 消费文化

Objective

Build the skills to explain **responses to globalisation** 对全球化的回应.

You must be able to:

- state the CED's one-sentence claim
- explain why the sentence is deliberately open
- name three kinds of response the course supplies
- explain why 'resistance' alone would misdescribe the subtopic

1 Worked examples

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

■ The claim

Responses to rising cultural and economic globalisation took a variety of forms. One sentence, and it is the whole Historical Development.

■ Deliberately open

A short sentence with no list is an instruction to supply the range from the rest of the course. The CED is not being vague; it is refusing to fix a canonical set.

■ Three kinds

Protest at the distribution of consequences (9.5); **cultural** responses defending local practice against globalised consumer culture (9.6); and **institutional** responses through regional trade agreements and international organisations (9.4, 9.8).

■ Not only resistance

The subtopic's title says resistance but the Historical Development says **responses**. Some responses were adoption, adaptation or negotiation, and an answer that reports only opposition has narrowed the source.

2 Practice

2.1 State the CED’s one-sentence claim. [2]

2.2 Name three kinds of response and their sources in the course. [3]

2.3 The title and the development differ.

(a) State the difference. [1]

(b) State why it matters for an answer. [2]

3 Exam-style questions

3.1 The CED’s development for this subtopic is [1]

- **A** a long list
- **B** a single open sentence
- **C** absent
- **D** a table

3.2 “Responses” is broader than “resistance” because it includes [1]

- **A** adoption and adaptation
- **B** only protest
- **C** only violence
- **D** nothing further

3.3 A country adopts a global product and adapts it to local taste.

(a) State whether this is a response. [1]

(b) Explain why an answer restricted to opposition would miss it. [2]

Solutions

2.1 responses to rising cultural and economic globalisation took a variety of forms.

2.2 protest at the distribution of consequences from 9.5; cultural defence of local practice from 9.6; institutional responses through trade agreements and international organisations from 9.4 and 9.8.

2.3 (a) the title says resistance while the development says responses. (b) responses include adoption, adaptation and negotiation, so an answer reporting only opposition has narrowed the source.

3.1 B. a single open sentence.

3.2 A. adoption and adaptation.

3.3 (a) yes. (b) adaptation is neither acceptance nor refusal, and it is one of the commonest forms the variety takes.

9.8 Institutions Developing in a Globalized World

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS international organisations 国际组织 • united nations 联合国

Objective

Build the skills to explain **international organisations** 国际组织.**You must be able to:**

- state the CED's careful wording about the UN's goals
- state the two stated goals
- explain why 'stated goal' is not the same as achievement
- connect this to the interwar attempt

1 Worked examples

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

■ The wording

New international organisations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation. "Stated goal" reports the purpose without endorsing the outcome.

■ Two goals

Maintaining world peace and facilitating international cooperation. The second is broader and is where most of the work actually happens.

■ Stated and achieved

The CED's phrasing lets an answer discuss both what an organisation was for and what it did, without conflating them. Unit 7's record of conflict is the evidence against a simple success story.

■ The precedent

An earlier attempt at a peace-keeping organisation followed the First World War, and unit 7 records the interwar order's failure. The postwar attempt was made knowing that.

2 Practice

2.1 State the two stated goals of the new organisations. [2]

2.2 Explain what “stated goal” allows an answer to do. [2]

2.3 There was an earlier attempt.

(a) State when. [1]

(b) State what its record implies about the postwar attempt. [2]

3 Exam-style questions

3.1 “Stated goal” reports [1]

- **A** an achievement
- **B** a purpose without endorsing the outcome
- **C** a failure
- **D** a treaty text only

3.2 The broader of the two goals is [1]

- **A** maintaining world peace
- **B** facilitating international cooperation
- **C** collecting taxes
- **D** issuing passports

3.3 An organisation founded to prevent war exists during a century of conflict.

(a) State what this shows about stated goals. [1]

(b) Explain how an answer should handle it.

[2]

Solutions

2.1 maintaining world peace; facilitating international cooperation.

2.2 discuss both what an organisation was for and what it did, without treating the purpose as the outcome.

2.3 (a) after the First World War. (b) the postwar attempt was made in knowledge of the earlier failure, so its design was a response to that record.

3.1 B. purpose, not outcome.

3.2 B. cooperation is broader.

3.3 (a) that a stated goal does not establish that it was met. (b) state the purpose accurately and assess the record separately against evidence.

9.9 Continuity and Change in a Globalized World

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS extent of technological change 变化的程度 • diseases associated with poverty persisted 与贫困相关的疾病
 • nuclear power 核能 • deforestation 森林砍伐

Objective

Build the skills to judge the **extent of technological change** 变化的程度.

You must be able to:

- state what the question asks for
- name a change and a continuity for the period
- use the CED's own qualifiers as limits
- write a judgment rather than a description

1 Worked examples

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

■ The question

“Explain the **extent to which** science and technology brought change in the period from 1900 to the present” needs a judgment with a limit.

■ Change and continuity

Change: communication and transport reduced the problem of distance; medicine extended life; agriculture sustained a growing population. **Continuity:** diseases associated with poverty persisted; inequality in the consequences of integration provoked protest; states still varied in their economic role.

■ The CED's limits

“In much of the world” (9.5), “reduced the problem” rather than abolished it (9.1), “in some regions” (9.4). Each is a limit the source itself supplies.

■ Judgment, not description

The answer's core is a sentence saying how much changed and for whom. The evidence supports it; it does not replace it.

2 Practice

2.1 State what an “extent” question needs. [2]

2.2 Name a change and a continuity for the period. [2]

2.3 The CED supplies its own limits.

(a) Name two and what each limits. [2]

(b) State what the answer’s core sentence must say. [1]

3 Exam-style questions

3.1 “Reduced the problem of geographic distance” is a limit because it stops short of [1]

- **A** any change
- **B** abolition
- **C** measurement
- **D** description

3.2 “In much of the world” limits a claim about [1]

- **A** inclusion in education and professional roles
- **B** shipping containers
- **C** nuclear power
- **D** deforestation

3.3 Write a paragraph judging the extent to which technology changed the world after

1900.

[4]

Solutions

2.1 a judgment with a stated limit.

2.2 change: distance, medicine or agriculture; continuity: persistent poverty-associated disease, unequal consequences of integration, or varying state economic roles.

2.3 (a) “in much of the world” limits inclusion; “reduced the problem” limits the effect on distance. (b) how much changed and for whom.

3.1 B. it is reduced, not abolished.

3.2 A. inclusion in education and professional roles.

3.3 a judgment of extent stated; a change with evidence; a continuity with evidence; the judgment limited using the CED’s own qualifiers.