

Large-Type Edition

The University of the State of New York

**REGENTS HIGH SCHOOL EXAMINATION**

**TRANSITION EXAM IN GLOBAL HISTORY  
AND GEOGRAPHY — GRADE 10**

**Thursday, June 20, 2019 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

**The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.**

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.



This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

**Part I** contains 30 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

**Part III** is based on several documents:

**Part III A** contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

**Part III B** contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

## Part I

### Answer all questions in this part.

*Directions* (1–30): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which heading best completes the partial outline below?

I. \_\_\_\_\_  
A. The world in spatial terms  
B. Places and regions  
C. Environment and society  
D. Human and physical systems

- (1) Elements of Geography  
(2) Levels of Technological Development  
(3) Classifications of Economic Activities  
(4) Models of Government

- 2 Which type of map would be most useful in determining boundaries and capitals of countries?

- (1) climate  
(2) physical  
(3) resource  
(4) political

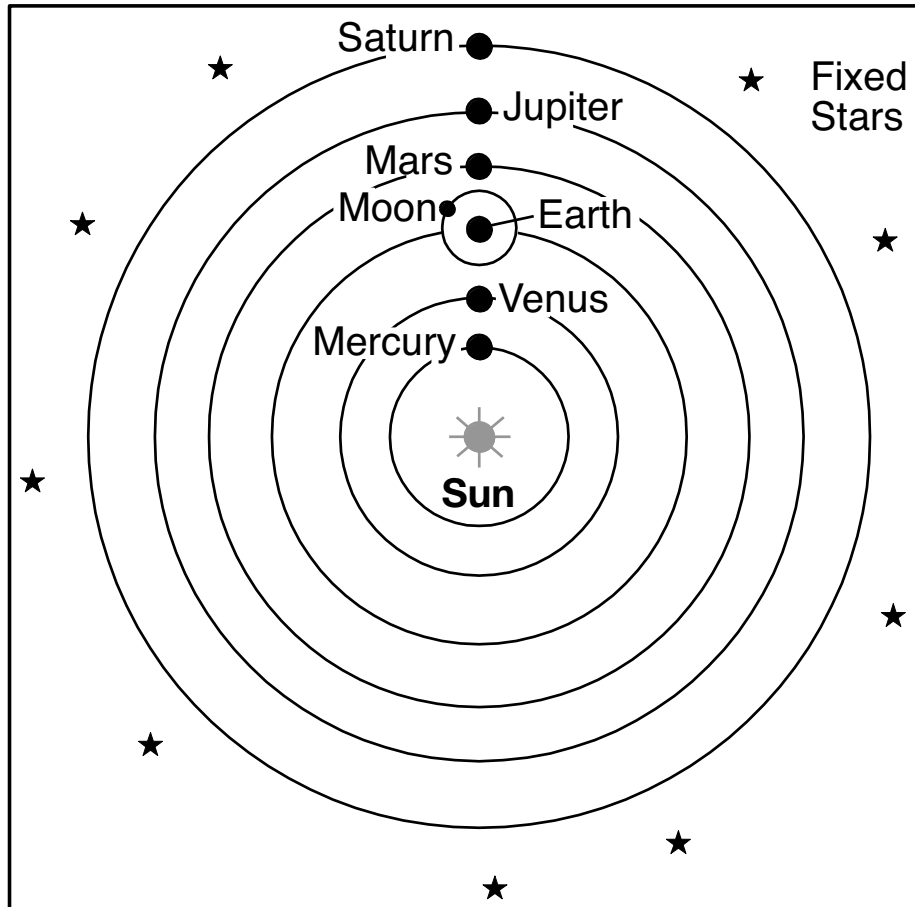
- 3 In which economic system does the government control what to produce, how to produce it, and who shall receive the goods and services produced?

- (1) command economy  
(2) market economy  
(3) traditional economy  
(4) mixed economy

- 4 Which area of Japan is most densely settled?

- (1) mountains  
(2) forests  
(3) northern snow zones  
(4) coastal plains

Base your answer to question 5 on the diagram below and on your knowledge of social studies.



5 Which individual is credited with developing the scientific theory illustrated in this diagram?

- (1) Charles Darwin
- (2) Nicolaus Copernicus
- (3) René Descartes
- (4) Isaac Newton

- 6 One way in which the writings of John Locke and of Baron de Montesquieu are similar is that they
- (1) supported the idea of governments having limited powers
  - (2) resulted in the development of mercantile economic systems
  - (3) promoted the ideas of the Protestant Reformation
  - (4) strengthened the divine right claims of European monarchs

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Base your answer to question 7 on the proclamation below and on your knowledge of social studies.

**Article 1.** –General Toussaint and General Christophe are outlawed; every good citizen is commanded to seize them, and to treat them as rebels to the French Republic. . . .

— Leclerc Saint-Domingue proclamation (1802)

- 7 Based on this 1802 French proclamation, the French government reacted to the Haitian Revolution by
- (1) accepting Haitian demands to end slavery and oppression
  - (2) encouraging Haitians to rebel against French rule
  - (3) ordering the capture of Haitian revolutionary leaders
  - (4) agreeing to give Haitians all the rights guaranteed to French citizens
- 

- 8 German unification was the immediate result of
- (1) Napoleon Bonaparte's surrender at the Battle of Waterloo
  - (2) Otto von Bismarck's wars with Denmark, Austria, and France
  - (3) Maria Theresa's reign as an enlightened despot
  - (4) Archduke Franz Ferdinand's assassination in Sarajevo
- 9 In the 19th century, a major reason the British wanted to control the Suez Canal region was to
- (1) ensure easier access to India
  - (2) facilitate the slave trade in eastern Africa
  - (3) promote nationalism in Egypt
  - (4) improve farming in the Middle East
- 10 As a result of the growth of Zionism, which region experienced an increase in immigrants from Eastern Europe in the early 20th century?
- |              |               |
|--------------|---------------|
| (1) Chechnya | (3) Kurdistan |
| (2) Kosovo   | (4) Palestine |

- 11 • More than 400,000 workers go on strike as a result of Bloody Sunday.
- Czar Nicholas II abdicates the throne.
  - Lenin returns from exile and challenges the Kerensky government.

These events are considered causes of the

- (1) Russo-Japanese War
- (2) Bolshevik Revolution
- (3) Great Depression
- (4) Treaty of Kanagawa

- 12 An example of self-determination after World War I is the
- (1) establishment of the Polish Corridor
  - (2) demilitarization of the Rhineland
  - (3) creation of new countries from the Austro-Hungarian Empire
  - (4) occupation of German colonies by the Allied powers

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Base your answer to question 13 on the images below and on your knowledge of social studies.

### The Rhodes Colossus



Source: *Punch*, 1892 (adapted)

### Yoruba Wood Carving



Source: Leon E. Clark, ed., *Through African Eyes*, Praeger, (adapted)

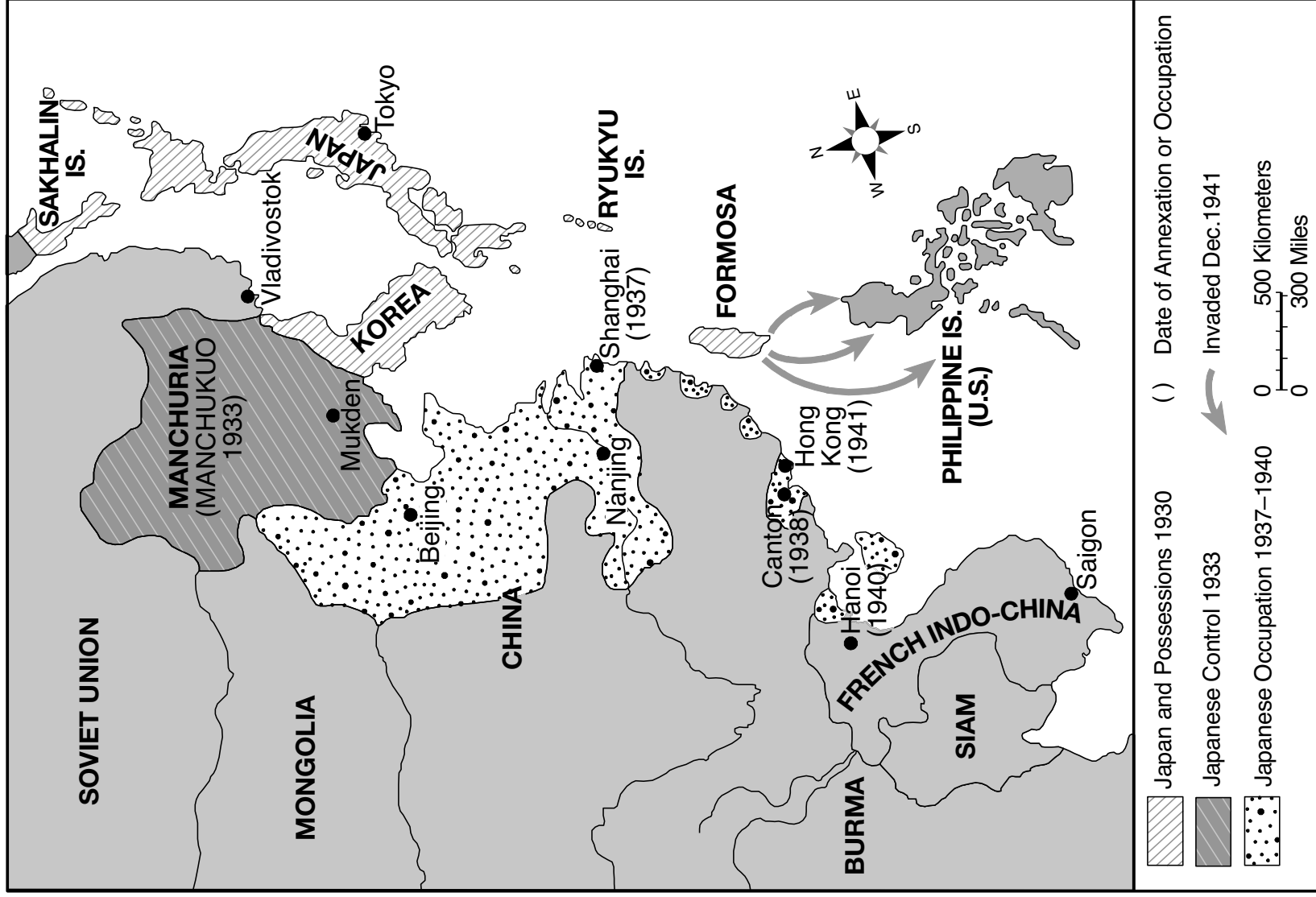


13 These images related to Africa best represent

- (1) viewpoints on the nature of imperialism
  - (2) evidence of traditional art forms
  - (3) obstacles to developing the Nile River region
  - (4) efforts to promote travel from Cairo to Capetown
- 

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Base your answer to question 14 on the map below and on your knowledge of social studies.



Source: Henry Brun et al., *Global History: The Growth of Civilizations*, AMSCO, 2000 (adapted)

14 What is the best title for this map?

- (1) Southeast Asian Independence Efforts
  - (2) Korean Battlegrounds
  - (3) Japanese Territorial Expansion
  - (4) Chinese Military Aggression
- 

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- 15 What was a significant result of Stalin's five-year plans?
- (1) Production in heavy industries increased.
  - (2) Religious leaders controlled the courts.
  - (3) Democratic practices spread.
  - (4) Freedom of expression in the arts flourished.
- 16 Which statement best describes Mohandas Gandhi's response to British imperialism?
- (1) He led an armed revolt backed by the Sepoys.
  - (2) He urged Indians to follow a policy of noncooperation.
  - (3) He campaigned for the Indians and the British to rule the subcontinent jointly.
  - (4) He demanded the British Parliament partition the subcontinent between Hindus and Muslims.
- 17 British government propaganda during World War II encouraged British citizens to
- (1) boycott overseas manufactured goods
  - (2) call for the breakup of the empire
  - (3) support governmental war efforts
  - (4) discuss troop movements during the war

- 18 How was the conduct of World War II affected by geography?
- (1) The Black Sea restricted military activities between Europe and Africa.
  - (2) Mountain ranges and oceans were effective barriers against aerial bombardment.
  - (3) North- and south-flowing rivers were primarily used to move troops to battle sites quickly.
  - (4) The harsh climate and long distances hampered Germany's efforts to succeed on its eastern front.
- 19 One reason the Soviet Union established satellites in Eastern Europe after World War II was to
- (1) protect its western border
  - (2) remove nuclear weapons
  - (3) assure cultural diversity
  - (4) provide space for its increasing population

Base your answer to question 20 on the passage below and on your knowledge of social studies.

... The UN [United Nations] must be re-founded on the basis of its original principles. The standard for admission should not be a country's mere existence, but its fulfillment of certain criteria of democratic governance. Like the European Union, the UN should possess mechanisms to suspend or even expel members that fail to respect democratic norms [rules]. . . .

— Emma Bonino and Gianfranco Dell’Alba,  
“Making the UN Fit for Democracy,” June 2003

20 According to these authors, which type of criteria should all members of the United Nations meet?

- |               |               |
|---------------|---------------|
| (1) religious | (3) economic  |
| (2) military  | (4) political |
- 

21 Which factor strongly contributed to most independence movements in Africa and Asia after World War II?

- |                       |                 |
|-----------------------|-----------------|
| (1) migrations        | (3) nationalism |
| (2) industrialization | (4) pandemics   |

22 Which statement best explains why the Communists won the Chinese civil war in 1949?

- (1) Communist Party membership was promised to businessmen and landlords.
- (2) Large numbers of women voted for the Communist Party.
- (3) China's peasant population supported the Communists.
- (4) Western powers provided arms and advisers to China's Communist army.

23 Which term describes India's foreign policy during the Cold War?

- |                 |                  |
|-----------------|------------------|
| (1) militarism  | (3) appeasement  |
| (2) containment | (4) nonalignment |

24 What was the purpose behind the construction of the Berlin Wall?

- (1) safeguarding industrial secrets
- (2) protecting the power of a regime
- (3) discouraging the movement of pastoral herders
- (4) testing the viability of technological innovations

Base your answer to question 25 on the cartoon below and on your knowledge of social studies.

**Mr. Putin Demonstrates to Secretary Rice that Russia Indeed Has a Free Press**



Source: Danziger, *Times Union*, April 25, 2005 (adapted)

25 The main idea of this cartoon suggests that Russian President Putin

- (1) supports a free press
- (2) limits dissent

- (3) promotes capitalism
- (4) distrusts the United States

- 26 **“Chemical Plant at Bhopal, India, Releases Toxic Fumes”**  
**“Nuclear Reactor Explodes at Chernobyl, USSR; Releases Radiation”**  
**“Oil Tanker *Exxon Valdez* Runs Aground in Alaska”**

Which global concern is illustrated in these headlines?

- (1) events that pollute the environment
- (2) disasters that cause tsunamis
- (3) circumstances that contribute to soil erosion
- (4) incidents that lead to the depletion of the ozone

27 Which situation is a cause of the other three?

- (1) Agricultural output increased.
- (2) Crops were grown more efficiently.
- (3) The Green Revolution was introduced.
- (4) Chemical pesticides were used to increase agricultural output.

28 Which nation’s ongoing efforts to develop nuclear weapons in the early 21st century has caused international concern?

- |            |                  |
|------------|------------------|
| (1) France | (3) North Korea  |
| (2) China  | (4) Soviet Union |

29 One way in which the Congress of Vienna (1814–1815) and the Paris Peace Conference (1919) are similar is that both meetings sought to

- (1) protect the rights of ethnic and religious minorities in newly created countries
- (2) restore monarchs to power in France, Germany, and Russia
- (3) distribute aid to people displaced by conflict
- (4) establish stability after a period of war and revolution

30 Terrace farming, building bridges, and constructing canals are ways in which various societies have

- (1) promoted cultural diversity
- (2) reduced the threat of invasion
- (3) established permanent boundaries
- (4) modified their environment

**Answers to the essay questions are to be written in the separate essay booklet.**

**In developing your answer to Part II, be sure to keep these general definitions in mind:**

- (a) describe means “to illustrate something in words or tell about it”**
- (b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

## **Part II**

### **THEMATIC ESSAY QUESTION**

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

#### **Theme: Human Rights**

At various times in history, the human rights of certain groups have been denied. Individuals and groups have made attempts to resist and oppose these human rights violations.

#### **Task:**

Select *two* groups whose human rights have been denied and for *each*

- Describe how the human rights of this group were denied
- Discuss an attempt made by an individual or a group to resist or oppose this violation of human rights



You may use any group whose human rights have been denied from your study of global history and geography. Some suggestions you might wish to consider include untouchables in India, indigenous people in Latin America, Armenians, Ukrainians, Jews, Black South Africans, Cambodians, Chinese students, Rwandans, and Afghani women.

**You are *not* limited to these suggestions.**

**Do *not* write about a group from the United States.**

**Guidelines:**

**In your essay, be sure to**

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

#### Historical Context:

Throughout history, leaders and their governments developed policies in response to specific issues. These policies have had significant impacts on the leader's country or the surrounding region. These leaders and their policies include *Emperor Meiji and westernization*, *Kemal Atatürk and westernization*, and *Deng Xiaoping and the one-child policy*.

**Task:** Using the information from the documents and your knowledge of global history and geography, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select **two** leaders and the associated policy mentioned in the historical context and for **each**

- Describe the historical circumstances that influenced this leader and his government to develop this policy
- Discuss the impacts of this policy on the leader's country **and/or** on a region

**In developing your answers to Part III, be sure to keep these general definitions in mind:**

- describe means “to illustrate something in words or tell about it”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

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## Part A

### Short-Answer Questions

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

#### Document 1a

In the mid-1800s, the Tokugawa shogunate was weak and faced external threats. This passage explains the situation.

. . . Most of all the Japanese realists noticed what had happened to China—noticed, and were appalled. China was not just another country but the Middle Kingdom, the Central Country. Its emperor had historically referred to Japan’s emperor as “your little king.” A new China had been carved up by Westerners, debauched [corrupted] by opium and left totally unprotected by either the Ch’ing dynasty or armed force. If the British and French could polish off China, what hope was there for little Japan—against Britain, France, Russia and the United States? Japan could try to enforce its seclusion law, said one of its very shrewdest leaders after the Biddle affair, but if “the foreigners retaliated, it would be a hopeless contest, and it would be a worse disgrace for Japan.”. . .

Source: James Fallows, “When East met West: Perry’s mission accomplished,” *Smithsonian*, July 1994

Document 1b

Japanese Wood Block Print Depicting One of Perry's Ships



. . . On July 8, 1853 four black ships led by USS *Powhatan* and commanded by Commodore Matthew Perry, anchored at Edo (Tokyo) Bay. Never before had the Japanese seen ships steaming with smoke. They thought the ships were “giant dragons puffing smoke.” They did not know that steamboats existed and were shocked by the number and size of the guns on board the ships. . . .

Source: “Commodore Perry and the Opening of Japan,” U.S. Navy Museum online

1. Based on these documents, what is **one** fear Japanese leaders had for their country? [1]

Score

## Document 2a

. . . As the object of modernisation was to obtain equal treatment by the West many of the cultural innovations, besides being more than outward forms to the Japanese themselves, had an important psychological influence on Western diplomats and politicians. Under the [Tokugawa] shogun, members of the first Japanese delegation to the United States in 1860 wore traditional samurai dress with shaved pate [top of the head] and long side hair tied in a bun and carried swords. Under the [new Meiji] emperor, Western-style haircuts were a major symbol of Westernisation. Soldiers and civilian functionaries [officials] wore Western-style uniforms, and politicians often adopted Western clothes and even full beards. In 1872 Western dress was prescribed for all court and official ceremonies. Meat eating, previously frowned on because of Buddhist attitudes, was encouraged, and the beef dish of sukiyaki was developed at this time. Western art and architecture were adopted, producing an array of official portraits of leading statesmen as well as an incongruous [incompatible] Victorian veneer [appearance] in the commercial and government districts of the cities and some rather depressing interiors in the mansions of the wealthy. . . .

Source: Richard Perren, "On the Turn—Japan, 1900,"  
*History Today*, June 1992

## Document 2b

### Picture of Songs Amid Plum Blossoms



Source: Hashimoto Chikanobu,  
December 1887 (adapted)

2a According to Richard Perren, what was **one** reason the Japanese government adopted Western cultural innovations? [1]

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Score

b Based on these documents, state **one** way westernization influenced Japanese culture during the rule of Emperor Meiji. [1]

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Score

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## Document 3

### Growth of Nationalism Under the Meiji

. . . Nationalism also emerged in Japan in the 1880s, but there under [Meiji] government sponsorship after a period of vigorous Westernization. During the 1870s large numbers of Western advisers had poured into Japan, staffing and administering much of the growing school system, among other duties. Conservative officials, including the emperor, worried that Western individualism and other corrosive [destructive] values might damage Japanese culture, and they called on nationalism, supplemented by a revived Shinto religion and other, partially invented traditions, to support more assured loyalty to state and hierarchy. Nationalism began to be used to motivate higher production, economic sacrifices, and other qualities that helped propel rapid development; it soon sparked a new imperialism as well. . . .

Source: Peter N. Stearns, *Cultures in Motion: Mapping Key Contacts and Their Imprints in World History*, Yale University Press



3 According to Peter N. Stearns, what is **one** way the conservative Japanese officials attempted to prevent westernization from damaging Japanese traditions? [1]

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Score

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## Document 4a

### 1918

- World War I ends; Ottoman lands in southwest Asia divided into European-controlled mandates
- Britain, France, Italy, and Greece occupy Turkish lands in Asia Minor

### 1920–1922

- Kemal Atatürk forms nationalist government; conflict erupts between Atatürk's government and government of Sultan Mohammed VI
- Sultan Mohammed VI forced to abdicate throne

### 1923

- Treaty of Lausanne establishes borders of Turkey
- European powers recognize Turkey as a country
- Turkey officially declared a republic with Atatürk as leader

Source: Based on L. E. Snellgrove, *The Modern World Since 1870*, Longman Group

4a According to this chart, what was **one** problem Turkey faced that convinced Atatürk that Turkey needed to undergo major changes? [1]

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Score

## Document 4b

. . .No nation was ever founded with greater revolutionary zeal than the Turkish Republic, nor has any undergone more sweeping change in such a short time. In a very few years after 1923, Mustafa Kemal Atatürk transformed a shattered and bewildered nation into one obsessed with progress. His was a one-man revolution, imposed and steered from above. Atatürk knew that Turks were not ready to break violently with their past, embrace modernity and turn decisively toward the West. He also knew, however, that doing so would be the only way for them to shape a new destiny for themselves and their nation. So he forced them, often over the howling protests of the old order.

The new nation that Atatürk built on the rubble of the Ottoman Empire never could have been built democratically. Probably not a single one of his sweeping reforms would have been approved in a plebiscite [public vote]. The very idea of a plebiscite, of shaping a political system according to the people's will, would have struck most Turks of that era as not simply alien but ludicrous [ridiculous]. . . .

Source: Stephen Kinzer, *Crescent and Star: Turkey Between Two Worlds*, Farrar, Straus and Giroux, 2001

4b According to Stephen Kinzer, what was **one** problem Atatürk faced as he forced his country to change? [1]

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Score

## Document 5

. . . Powerful leaders used to be called “makers of history”; few so obviously deserve the title as Atatürk. Between 1923 and 1938, the year he died, he made this mostly Muslim country into a largely secular state, modeled on the nations of Western Europe. History has seen no national transformation swifter or more dramatic. In a little more than 15 years, he tried to accomplish the work of centuries.

He abolished the sultanate in 1922 and, a year later, exiled the caliph, took education away from the clerics and closed the religious courts. The effect of these measures was to separate church and state, something that had never happened before in western Asia. He banned the fez [traditional hat], which had become a symbol of Ottoman and Islamic orthodoxy, adopted a modified Latin alphabet, outlawed polygamy and championed equal rights for women. It's largely because of Atatürk that, today, Turkish women have made their mark in medicine, law, even politics. Though her political future is currently in doubt, Tansu Ciller, Turkey's bright, forward-looking prime minister [1993–1996], has been one of only a handful of women to head a government anywhere. . . .

Source: Eric Lawlor, “Isn't modernizing a nation a serious business?”, *Smithsonian*, March 1996 (adapted)

5 Based on this excerpt from Eric Lawlor's 1996 article, state *two* actions Atatürk took to make his country into a more modern, secular state modeled on the nations of western Europe. [2]

(1)

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Score

(2)

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Score

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## Document 6

. . .The dichotomy [between dictatorship and democracy] was built into the new state [of Turkey] by its founder. Atatürk was a soldier; in the heady, early days of revolution the Army could be regarded as its shield, guaranteeing survival against the machinations [conspiracies] of the dictators to the west and north. Atatürk encouraged the formation of an opposition party, the Liberal Republican Party, but it received little support and the ghazi [warrior/ Atatürk] reverted to what was essentially one-party rule, that of his own Popular Party.

The machinery of democratic government was left in place by him. But his legacy also included the idea that army leaders, being above politics, could and should intervene to save the country from itself—as when MPs [members of Parliament] broke up sittings of Parliament, brandishing guns and indulging in fisticuffs, or when rival gangs of political gunmen took their quarrels on to the streets, or when inflation began to turn the lira into ‘funny money’.

Three times in twenty years the army has taken over Turkey, tearing up the Constitution and invoking the spirit of Atatürk. . . .

Source: John F. Crossland, “Turkey’s Fundamental Dilemma,” *History Today*, November 1988 (adapted)

6 According to John F. Crossland, what was *one* impact of Atatürk's rule on Turkey? [1]

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Score

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## Document 7

### One-Couple-One-Child Policy: Science Becomes Party Policy

. . . In mid-September 1980 the third session of the Fifth National People's Congress [NPC] gave its seal of approval to a new policy designed to keep the population within 1.2 billion by the end of the century by encouraging one child for all. The Government Work Report issued by the NPC was the first general call for one-child families. This policy was then widely publicized in a highly unusual Open Letter dated 25 September from the Central Committee to all members of the party and the Communist Youth League. Packed with numbers of every kind, the Open Letter embodied the new, numerical mode of political reasoning about population. In its formulations of the population problem, the Letter combined the social and natural scientists' formulations into a picture of a grave population-economy-environment crisis. With all scientific uncertainty having been put to rest, the Letter outlined China's severe crisis in grim terms:

According to the present average of 2.2 children per couple, China's population will reach 1,300 million [1.3 billion] in 20 years and will surpass 1,500 million [1.5 billion] in 40 years. . . . This will aggravate the difficulties for the four modernizations and give rise to a grave situation in which the people's standard of living can hardly be improved. . . . Moreover, too fast a growth of population not only creates difficulties in education and employment but will overtax [make excessive demands on] the energy, water, forest, and other natural resources, aggravate environmental pollution and make the production conditions and living environment downright bad and very hard to be improved. . . .

Source: Susan Greenhalgh, "Science, Modernity, and the Making of China's One-Child Policy," *Population and Development Review*, Vol. 29, No. 2, June 2003 (adapted)



7 According to this article by Susan Greenhalgh, what was *one* reason Chinese authorities were concerned about rapid population growth? [1]

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Score

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## Document 8a

### The Internal Debate on Birth Planning

. . .As preparations were being made to launch the propaganda and sterilization campaign in late 1982, special attention was also being given to a profoundly disturbing consequence of the program. With couples limited to only one child, or perhaps two, reports of female infanticide, infant abandonment, and violence against women who gave birth to girls began to rise dramatically. Although many of those reports came from backward rural areas, there were urban cases as well, suggesting a deeply ingrained sex bias. That bias transcended [went beyond] socioeconomic and educational status and could not be eliminated by the ongoing propaganda campaign denouncing “feudal” preferences for sons over daughters. . . .

Source: Tyrene White, *China's Longest Campaign: Birth Planning in the People's Republic, 1949–2005*, Cornell University Press, 2006 (adapted)

Document 8b

Billboard in Hebei Province Promoting Girls



The advertisement reads, “There’s no difference between having a girl or a boy—girls can also continue the family line.”

Source: Therese Hesketh, et al.,  
“The Effect of China’s One-Child Family Policy after 25 Years,”  
*The New England Journal of Medicine online*, September 15, 2005

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8 Based on this excerpt by Tyrene White and on this Chinese advertisement, state **one** cultural impact the one-child policy had on Chinese society. [1]

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Score

## Document 9

China announced an end to its one-child policy in October 2015.

BEIJING – The “one child” policy change announced by the Communist Party on Thursday left some economists and investors wondering how the government would address longer-term financial and economic pressures. . . .

Mr. Yao [director of the China Center for Economic Research at Peking University in Beijing], said that an aging population threatened to weigh down China’s economic prospects not so much because of a shrinking work force, but because of shrinking consumer demand. He drew comparisons to Japan, saying that its [Japan’s] struggle to revive the economy in the 1990s showed that the biggest threat came from stagnating [sluggish] demand as people aged. . . .

China’s population has grown increasingly lopsided since the “one child” policy was introduced in 1979. A third of the population is expected to be over age 60 by 2050, up from about a seventh last year, placing significant strains on the government’s budget and its benefits programs for older citizens.

At the same time, the size of the labor force has dwindled in recent years and will probably continue to shrink, economists said, raising questions about how China will sustain a historic economic boom and pay for pensions and health insurance programs. The working-age population dropped for the first time in 2012; last year, it totaled 916 million people, down 3.7 million from 2013, according to the government.

In the long term, an increase in the birthrate would likely offset some of the decline in the working-age population. But in the short term, as children remain out of the labor force and in school, it could place new pressure on the economy, as the overall share of the population dependent on the government rises. . . .

Source: Javier C. Hernández, “Experts Weigh Likely Impacts of China’s ‘One Child’ Reversal,” *New York Times* online, October 29, 2015

9 According to Javier C. Hernández, what is **one** way the discontinued one-child policy will continue to impact China after 2015? [1]

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Score

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## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Throughout history, leaders and their governments developed policies in response to specific issues. These policies have had significant impacts on the leader's country or the surrounding region. These leaders and their policies include ***Emperor Meiji and westernization, Kemal Atatürk and westernization, and Deng Xiaoping and the one-child policy.***

**Task:** Using the information from the documents and your knowledge of global history and geography, write an essay in which you

Select ***two*** leaders and the associated policy mentioned in the historical context and for ***each***

- Describe the historical circumstances that influenced this leader and his government to develop this policy
- Discuss the impacts of this policy on the leader's country ***and/or*** on a region



## **Guidelines:**

### **In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme





