

GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, June 18, 2025 — 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 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 and III.

Part I contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

Part III contains one essay question based on five documents. Write your answer to this question in the essay booklet.

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 (1–28): 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.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

. . . For seven centuries, from the late-12th century until 1868, Japan was ruled by a warrior elite. For over two centuries, beginning in the 1630s, the feudal government based in Edo (present-day Tokyo) had enforced a strict “closed country” (*sakoku*) policy that prohibited Japanese from leaving and foreigners from entering.

While Europe and the United States experienced scientific and industrial as well as political revolutions, and adopted expansionist policies, Japan turned inward—embracing seclusion and, at least at official levels, venerating [respecting] tradition.

Cities grew, commerce flourished, and literacy became widespread during this long period of isolation. Peace and relative prosperity spawned the vibrant popular culture we can still visualize vividly today through traditional woodblock prints (which first appeared in the 17th century). Still, in the mid-1800s Japan was a small, introverted, resource-poor, and fundamentally agrarian society. Even within the context of Asia alone, it seemed dwarfed in China's shadow in every way—historically, culturally, physically, and on any imaginable scale of human and natural resources. . . .

Source: John W. Dower, "Throwing Off Asia I," Massachusetts Institute of Technology, 2008

- | | |
|---|---|
| <p>1 Which claim is best supported by this passage?</p> <ul style="list-style-type: none">(1) Japan challenged China for supremacy in Asia.(2) Japan relied on natural resources for industrial growth.(3) Japan made great industrial and territorial gains that rivaled world powers.(4) Japan experienced a period of cultural development despite its isolation. | <p>2 This passage best describes which development in Japanese history?</p> <ul style="list-style-type: none">(1) the rule of the Tokugawa Shogunate(2) the arrival of Commodore Matthew Perry(3) the Meiji Restoration(4) the annexation of Korea |
|---|---|

Base your answers to questions 3 and 4 on the document below and on your knowledge of social studies.

- . . .9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.
10. No one shall be disquieted [oppressed] on account of his opinions, including his religious views, provided their manifestation [display] does not disturb the public order established by law.
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law. . . .

Source: *Declaration of the Rights of Man and of the Citizen*, 1789

3 Which group would be most likely to support the ideas presented in this document?

- | | |
|------------------|-------------------------|
| (1) the nobility | (3) the Third Estate |
| (2) the clergy | (4) the royal officials |

4 Which claim is best supported by this document?

- (1) People arrested should be presumed guilty until proven innocent.
- (2) The rights of all citizens should be respected with fairness and justice.
- (3) Religious practices should be limited by the government.
- (4) Freedom of speech should be restricted for the public good.

Base your answers to questions 5 and 6 on the map below and on your knowledge of social studies.

Latin America: Dates of Colonial Independence



Source: Henry Brun et al., *Global History and Geography*, Amsco, 2004 (adapted)

5 The situation shown on this map was most influenced by the

- (1) French Revolution
- (2) German Unification
- (3) Balfour Declaration
- (4) Treaty of Versailles

6 Which claim about Latin America is best supported by the information on this map?

- (1) European countries had control over most of the region until World War I.
- (2) Most independence movements occurred in the 20th century.
- (3) Nationalism became a growing force during the 19th century.
- (4) Most countries gained independence before the Haitian Revolution.

Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

Agriculture had dominated the British economy for centuries. During the 18th century, after a long period of enclosures, new farming systems created an agricultural revolution that produced larger quantities of crops to feed the increasing population. In early 19th-century Britain, land was of great political and economic significance: the aristocracy and gentry owned much of the countryside, and their tenants farmed and reared livestock. New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity. Indeed, despite the phenomenon of urbanization and industrialization, agriculture remained a principal provider of employment in the provinces, both supporting and being supported by industry. Geographical specialization of products was established, with south-eastern England specializing in grain, for example, and Scotland or Leicestershire in breeding cattle and sheep. Paper money such as that from Yorkshire or Herefordshire illustrates the importance of farming through idealized images of agricultural bliss.

Source: "The Industrial Revolution and the Changing Face of Britain," The British Museum online

- 7 This passage would be most useful for
- (1) studying how urbanization affected British government policies
 - (2) explaining the economic benefits of the Agricultural Revolution in Britain
 - (3) analyzing the distribution of natural resources in Britain
 - (4) understanding how the Agricultural Revolution led to British imperialism

- 8 What was one way British farmers responded to the changes described in this passage?
- (1) The enclosure system was eliminated.
 - (2) Agricultural productivity in Britain decreased.
 - (3) Farmers specialized based on their location.
 - (4) Most farmers in the provinces fled to the countryside.

Base your answers to questions 9 and 10 on the cartoon below and on your knowledge of social studies.

The Thames is a river that flows through London.



Source: *Punch*, July 3, 1858

9 Which statement best explains the cartoonist's perspective of conditions in London during this time period?

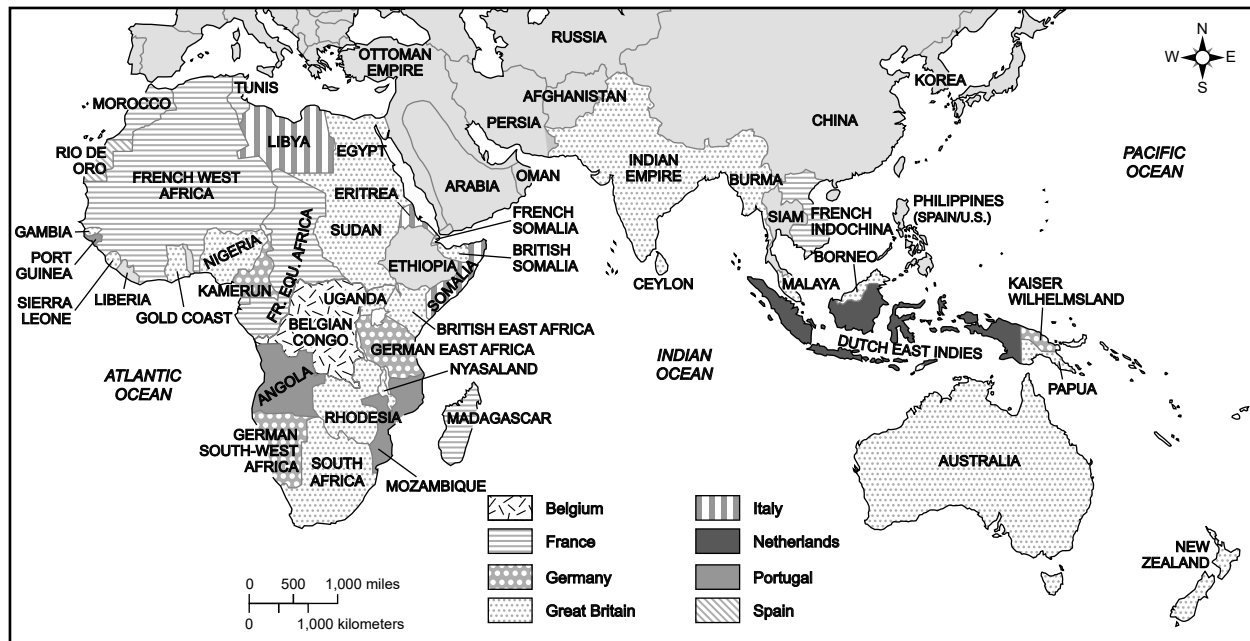
- (1) Industrialization led to contamination of water supplies and illness.
- (2) The growth of factories contributed to poor working conditions.
- (3) Urbanization caused a scarcity of food and mass starvation.
- (4) The church offered support to those living in urban poverty.

10 What was the cartoonist's purpose in creating this illustration?

- (1) to attract people to settle in London
- (2) to promote Queen Victoria's humanitarian efforts
- (3) to encourage the government to make reforms
- (4) to raise public awareness of the impacts of irrigation

Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.

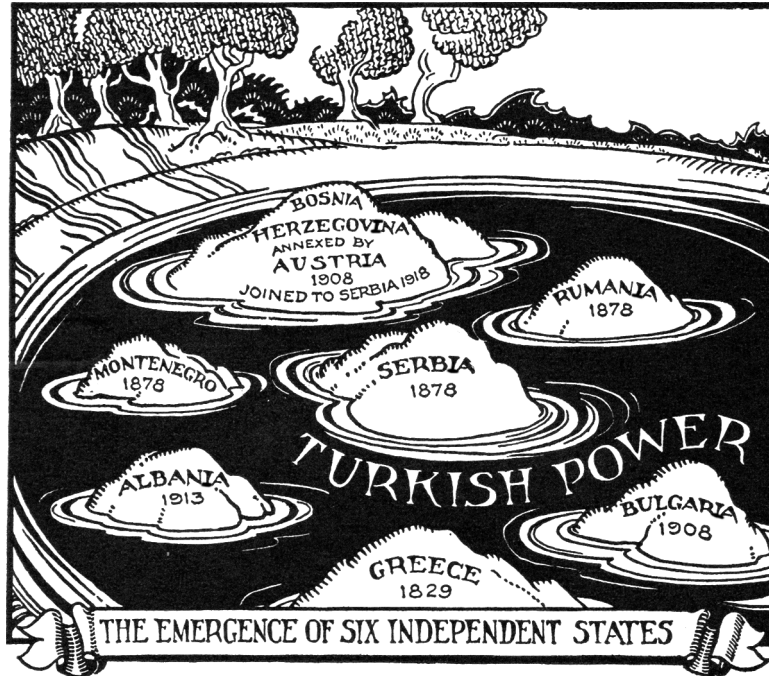
Africa and Asia, 1880-1914



Source: Kevin Reilly, *Worlds of History*, Bedford/St. Martin's, 2007 (adapted)

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|--|--|
| <p>11 Based on this map, which two countries acquired the most foreign territory?</p> <ol style="list-style-type: none"> (1) Great Britain and France (2) the Netherlands and Belgium (3) Spain and Portugal (4) Germany and Italy | <p>12 The situation shown on this map was caused in part by European nations' desire to</p> <ol style="list-style-type: none"> (1) import factory-made goods (2) encourage immigration into their countries (3) establish democratic governments worldwide (4) obtain raw materials for their industries |
|--|--|

Base your answers to questions 13 and 14 on the illustration below and on your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford, 1948 (adapted)

13 Which empire's decline is depicted in this illustration?

- (1) Mughal Empire
- (2) Ottoman Empire
- (3) Austro-Hungarian Empire
- (4) British Empire

14 The conditions shown in this illustration played a major role in bringing about the

- (1) unification of Italy
- (2) start of World War I
- (3) Potsdam Conference
- (4) signing of the Warsaw Pact

Base your answers to questions 15 and 16 on the article below and on your knowledge of social studies.

Turks Accused of Plan to Exterminate Whole Population—People of Karahissar Massacred.

London, Wednesday, Aug. 18.—The Daily News has received from Aneurin Williams, M.P. [Member of Parliament], a copy of a letter from Constantinople, dated July 13, describing the terrible plight of the Armenians in Turkey. The letter says:

“We now know with certainty from a reliable source that the Armenians have been deported in a body from all the towns and villages in Cilicia to the desert regions south of Aleppo. The refugees will have to traverse [tread] on foot a distance, requiring marches of from one to two or even more months. . . .

Source: “Armenians Are Sent to Perish in Desert,” *New York Times*, August 18, 1915

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|--|---|---|
| <p>15 Which group faced treatment most similar to the group addressed in this article?</p> <ul style="list-style-type: none">(1) the First Estate in pre-revolutionary France(2) the French in Haiti(3) Indians under the British Raj(4) Jews in Nazi Germany | <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> <p> </p> | <p>16 A historian would find this article most useful for</p> <ul style="list-style-type: none">(1) identifying the cause of the incident(2) researching the geography of Turkey(3) supporting the claim that a genocide took place(4) determining the number of people affected by the incident |
|--|---|---|
-

Base your answers to questions 17 and 18 on the speech below and on your knowledge of social studies.

. . .Workers, peasants, soldiers, youth, school students!

Oppressed and exploited fellow-countrymen!

The Indochinese Communist Party has been founded. It is the Party of the working class. It will help the proletariat lead the revolution waged for the sake of all oppressed and exploited people. From now on we must join the Party, help it and follow it in order to implement the following slogans:

1. To overthrow French imperialism and Vietnamese feudalism and reactionary bourgeoisie;
2. To make Indochina completely independent;
3. To establish a worker-peasant-soldier government;
4. To confiscate the banks and other enterprises belonging to the imperialists and put them under the control of the worker-peasant-soldier government;
5. To confiscate all the plantations and property belonging to the imperialists and the Vietnamese reactionary bourgeoisie and distribute them to the poor peasants; . . .
8. To bring democratic freedoms to the masses;
9. To dispense education to all the people; . . .

Source: Speech by Ho Chi Minh, February 18, 1930

17 Which claim is best supported by the evidence in this speech?

- (1) Under French control, the Vietnamese economy had grown.
- (2) The French had established education systems throughout Indochina.
- (3) Ho Chi Minh gained Western support for a democratic republic in Vietnam.
- (4) Ho Chi Minh intended to reclaim what the French had taken from his people.

18 Which statement best describes the author's purpose in delivering this speech?

- (1) to explain why he is supporting the Communist Revolution in Russia
- (2) to ask the French for independence
- (3) to explain the goals of a Vietnamese nationalist movement
- (4) to ask for international support for his revolution

Base your answers to questions 19 and 20 on the passage below and on your knowledge of social studies.

. . .Then a tremendous flash of light cut across the sky. Mr. Tanimoto has a distinct recollection that it travelled from east to west, from the city toward the hills. It seemed a sheet of sun. Both he and Mr. Matsuo reacted in terror—and both had time to react (for they were 3,500 yards, or two miles, from the center of the explosion). Mr. Matsuo dashed up the front steps into the house and dived among the bedrolls and buried himself there. Mr. Tanimoto took four or five steps and threw himself between two big rocks in the garden. He bellied up very hard against one of them. As his face was against the stone, he did not see what happened. He felt a sudden pressure, and then splinters and pieces of boards and fragments of tile fell on him. He heard no roar. (Almost no one in Hiroshima recalls hearing any noise of the bomb. But a fisherman in his sampan [boat] on the Inland Sea near Tsuzu, the man with whom Mr. Tanimoto's mother-in-law and sister-in-law were living, saw the flash and heard a tremendous explosion, he was nearly twenty miles from Hiroshima, but the thunder was greater than when the B-29s hit Iwakuni, only five miles away). . . .

Source: John Hersey, *Hiroshima*, Alfred A. Knopf, 1946

19 How could a historian best use this passage?

- (1) to understand how the atomic bomb affected civilians
- (2) to investigate why the military dropped the atomic bomb
- (3) to illustrate how the war effort was affected by the atomic bomb
- (4) to show how the atomic bomb changed government policy

20 The events described in the passage led to the

- (1) creation of spheres of influence in China
- (2) D-Day invasion of Normandy
- (3) Japanese surrender in World War II
- (4) collapse of the Soviet Union

Base your answers to questions 21 and 22 on the article below and on your knowledge of social studies.

On Christmas Eve in 1979, the Soviet Union invaded Afghanistan to rescue a Communist-leaning government under attack by Islamic rebels. These rebels were known as mujahedeen, or “holy warriors.” To hurt its Cold War foe, the U.S. began arming the mujahedeen in the 1980s. This helped the rebels secure a stalemate against the Soviet army, which finally pulled out its troops in 1989. With the Soviets gone, factions of mujahedeen battled each other. By 1996, the Taliban, a radical Islamist group, controlled the country. . . .

Source: *New York Times Upfront*, December 11, 2017

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|--|---|-----------------|-------------------|-----------------|----------------------|
| <p>21 What claim is best supported by the evidence included in this article?</p> <ul style="list-style-type: none">(1) The United States attempted to eliminate the mujahedeen in the 1980s.(2) The invasion of Afghanistan secured Soviet influence in the region.(3) The mujahedeen supported the pro-communist government in Afghanistan.(4) Cold War conflicts in Afghanistan contributed to the rise of the Taliban. | <p>22 The American actions described in this article are an example of which policy?</p> <table border="0" style="width: 100%;"><tr><td>(1) perestroika</td><td>(3) globalization</td></tr><tr><td>(2) containment</td><td>(4) collectivization</td></tr></table> | (1) perestroika | (3) globalization | (2) containment | (4) collectivization |
| (1) perestroika | (3) globalization | | | | |
| (2) containment | (4) collectivization | | | | |
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Base your answers to questions 23 and 24 on the speech below and on your knowledge of social studies.

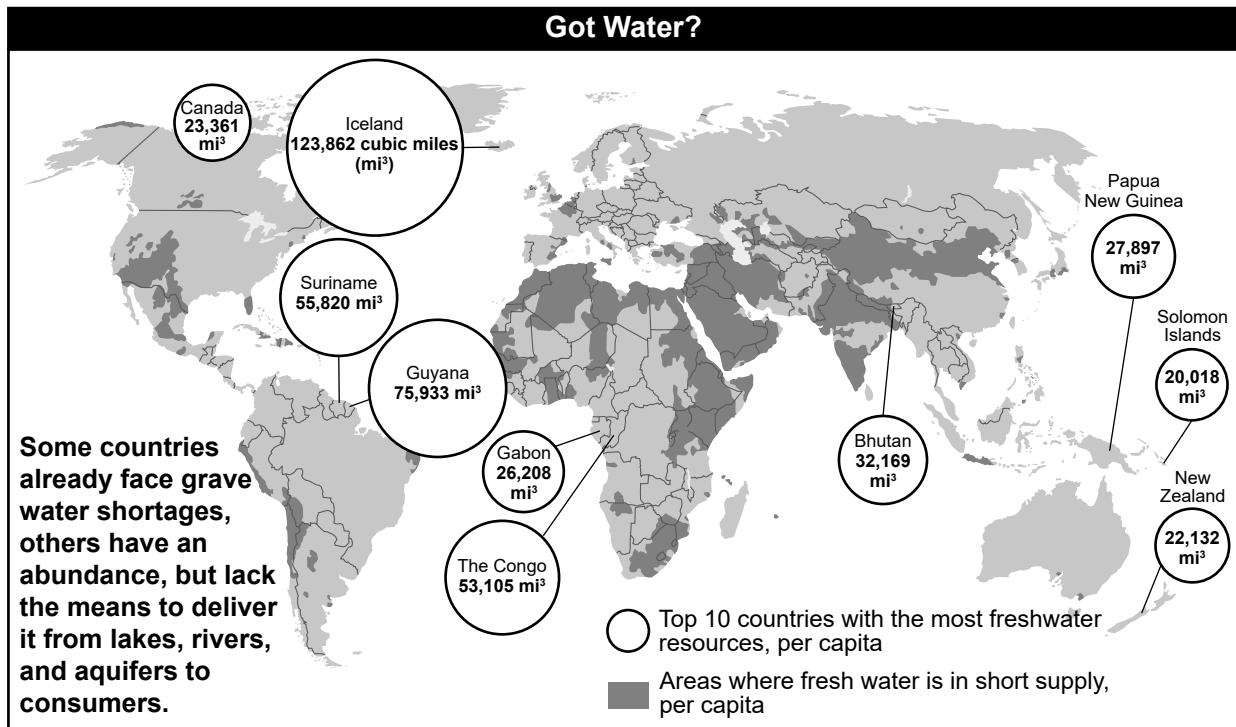
. . .The process of renovating the country and radical changes in the world community turned out to be far more complicated than could be expected. However, what has been done ought to be given its due. This society acquired freedom, liberated itself politically and spiritually, and this is the foremost achievement which we have not yet understood completely, because we have not learned to use freedom.

However, work of historic significance has been accomplished. The totalitarian system which deprived the country of an opportunity to become successful and prosperous long ago has been eliminated. A breakthrough has been achieved on the way to democratic changes. Free elections, freedom of the press, religious freedoms, representative organs of power, a multiparty (system) became a reality, human rights are recognized as the supreme principle. . . .

Source: Mikhail Gorbachev's resignation speech, December 25, 1991

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|--|---|
| 23 The policies described by Mikhail Gorbachev in this speech refer to | 24 This speech is most closely associated with the end of which international conflict? |
| (1) nuclear proliferation (3) détente | (1) the Vietnam War (3) the Cold War |
| (2) glasnost (4) nonalignment | (2) the Korean War (4) the Persian Gulf War |
-

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



Source: *Newsweek*, October 18, 2010 (adapted)

25 Based on this infographic, which region is experiencing the greatest freshwater shortage?

- | | |
|--------------------|-------------------|
| (1) Eastern Europe | (3) South America |
| (2) Southwest Asia | (4) Australia |

Base your answer to question 26 on the timeline below and on your knowledge of social studies.

Timeline of Key Moments in United Nations History

1948	Universal Declaration of Human Rights adopted
1956	First full-fledged peacekeeping force deployed
1961	World Food Program established
1965	UNICEF wins Nobel Peace Prize
1968	Treaty on Non-Proliferation of Nuclear Weapons
1975	International Women’s Year
1978	UNESCO names 12 initial sites for protection
1997	Kyoto Protocol
2001	Declaration of Commitment on HIV/AIDS
2014	First-ever U.N. Emergency Health Mission

Source: Sarah Pruitt, “10 Memorable Moments in United Nations History,” The History Channel Online, 2015 (adapted)

- 26 This timeline would be most useful to a person attempting to prove
- (1) how effective the work of the United Nations has been in addressing epidemic disease outbreaks over time
 - (2) the degree to which the United Nations has been able to promote women’s rights in developing regions
 - (3) the extent to which environmental policy has been supported by member states of the United Nations
 - (4) the range of United Nations efforts maintaining peace and providing humanitarian aid
-

Base your answers to questions 27 and 28 on the article below and on your knowledge of social studies.

. . .His [Mr. Erdogan's] opponents fear that his re-election to a newly empowered presidency after constitutional changes last year will give Mr. Erdogan almost unchecked authority to push his agenda even further and fundamentally alter Turkish society. . . .

Mr. Erdogan has made no secret of his desire to recast Turkey in his own image, one rivaling the legacy of Mustafa Kemal Atatürk, the founder of the republic and its first president.

Their visions for Turkey could not be more different. Atatürk was a nationalist and secularist whose sensibility permeates [extends throughout] Turkish culture. Mr. Erdogan is an Islamist who rose from the conservative, religious working class that most resented westernized secularism.

Even while prime minister, six years ago, Mr. Erdogan declared his desire to “raise a pious generation.”. . .

Source: Carlotta Gall, “Erdogan’s Plan to Raise a ‘Pious Generation’ Divides Parents in Turkey,”
New York Times, June 18, 2018

- | | |
|--|--|
| <p>27 What is the central issue described in this article?</p> <ul style="list-style-type: none">(1) conflict over Turkey’s cultural identity(2) fighting between Kemal Atatürk and Turkey’s President Erdogan(3) passing aggressive reforms to restore Turkey’s democratic institutions(4) crackdown on protests by Turkish troops | <p>28 Which event led to changes similar to those described in this article?</p> <ul style="list-style-type: none">(1) the seizing of the Suez Canal by Gamal Nasser(2) the Islamic Revolution of 1979 in Iran(3) the collapse of the Austrian Empire(4) the partition of India in 1948 |
|--|--|
-

Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. 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.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
-

CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

Document 1

. . .In Europe, the thirst for African land had become nearly palpable [clearly sensed]. There were some conflicting claims to be resolved, and clearly some ground rules were needed for further division of the African cake. Bismarck offered to host a diplomatic conference in Berlin to discuss some of these issues. To Leopold, the conference was one more opportunity to tighten his grip on the Congo.

On November 15, 1884, representatives of the powers of Europe assembled at a large, horseshoe-shaped table overlooking the garden of Bismarck's yellow-brick official residence on the Wilhelmstrasse. The ministers and plenipotentiaries [diplomats] in formal attire who took their seats beneath the room's vaulted ceiling and sparkling chandelier included counts, barons, colonels, and a vizier [minister] from the Ottoman Empire. Bismarck, wearing scarlet court dress, welcomed them in French, the diplomatic *lingua franca*,* and seated before a large map of Africa, the delegates got to work. . . .

Source: Adam Hochschild, *King Leopold's Ghost*, Mariner Books, 1999

* *lingua franca*—used among a group of people as a shared or common language

Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.

29 Explain the geographic context for the historical development described in this passage. [1]

Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

Document 2

Patrice Lumumba was a nationalist leader and became the first prime minister of an independent Congo. On Congo's Independence Day (June 30, 1960), Lumumba delivered this speech at the Palais de la Nation in Leopoldville. In the audience were newly elected Congolese politicians, Belgian officials, the international diplomatic corps, and national and foreign press.

Men and women of the Congo,
Victorious independence fighters,

I salute you in the name of the Congolese Government. . . .

Although this independence of the Congo is being proclaimed today by agreement with Belgium, an amicable [civil] country, with which we are on equal terms, no Congolese will ever forget that independence was won in struggle, a persevering and inspired struggle carried on from day to day, a struggle, in which we were undaunted by privation [poverty] or suffering and stunted [held back] neither strength nor blood.

It was filled with tears, fire and blood. We are deeply proud of our struggle, because it was just and noble and indispensable in putting an end to the humiliating bondage forced upon us.

That was our lot for the eighty years of colonial rule and our wounds are too fresh and much too painful to be forgotten.

We have experienced forced labour in exchange for pay that did not allow us to satisfy our hunger, to clothe ourselves, to have decent lodgings or to bring up our children as dearly loved ones.

Morning, noon and night we were subjected to jeers, insults and blows because we were "Negroes". Who will ever forget that the black was addressed as "*tu*", not because he was a friend, but because the polite "*vous*" was reserved for the white man?

We have seen our lands seized in the name of ostensibly [supposedly] just laws, which gave recognition only to the right of might.

We have not forgotten that the law was never the same for the white and the black, that it was lenient to the ones, and cruel and inhuman to the others.

We have experienced the atrocious sufferings, being persecuted for political convictions and religious beliefs, and exiled from our native land: our lot was worse than death itself. . . .

Source: Patrice Lumumba, speech at the ceremony of the proclamation of the Congo's independence, June 30, 1960

30 Based on this passage, explain how the audience affects what Lumumba includes in his speech. [1]

Score

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Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

- 31 Identify **and** explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

Score

CRQ Set 2 Directions (32–34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1

. . . Other humiliating defeats followed in what one historian has called China's "treaty century" (major aspects of the so-called "unequal treaties" were not formally voided until 1943). In 1843, France and the United States, and Russia in 1858, negotiated treaties similar to England's Nanking (Nanjing) Treaty, including a provision for extraterritoriality, whereby foreign nationals in China were immune from Chinese law. To compel a reluctant China to shift from its traditional tribute* based foreign relations to treaty relations, Europeans fought a second war with China from 1858-1860, and the concluding Treaty of Tientsin (Tianjin) and Convention of Peking (Beijing) increased China's semi-colonial status. More ports were open to foreign residence and trade, and foreigners, especially missionaries, were allowed free movement and business anywhere in the country. . . .

Source: Dr. Sue Gronewold, "The Opium War and Foreign Encroachment," Asia for Educators, Columbia University

* Gift giving done with a show of respect and obedience.

32 Explain the historical circumstances that led to China's century of "unequal treaties." [1]

Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

. . . While the US is currently the world's largest economy, in purchasing-power terms China is expected to overtake it in 2016, according to the International Monetary Fund. China has benefited significantly from globalization. Over decades, it has invested in enhancing its capabilities and built economic links with many countries. It has become viewed as an important overseas partner and investor. . . .

Something China understands very well is the importance of connectivity — and hence transport infrastructure — for economic growth and development. Its major development framework is the One Belt One Road initiative with its two pillars, the Silk Road Economic Belt and the 21st Century Maritime Silk Road. This development project involves a territory equal to 55% of global GDP, 70% of the global population and 75% of its known energy reserves. “The investments will involve about 300 projects extending from Singapore to Turkmenistan,” reports Reuters.

One building block of One Belt One Road — also known as OBOR — is the Regional Comprehensive Economic Partnership (RCEP). This China-driven alliance will comprise Australia, New Zealand, China, India, Japan and South Korea — as well as the ASEAN [Association of Southeast Asian Nations] region. In 2014, ASEAN was the seventh-largest economic power in the world. It was also the third-largest economy in Asia, with a combined GDP of US\$2.6 trillion — higher than all of India. . . .

Source: Wolfgang Lehmacher, “Why China Could Lead the Next Phase of Globalization,”
World Economic Forum, November 22, 2016

- 33 Based on this document, identify the author's point of view regarding China's economy in the 21st century. [1]

Score

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Base your answers to questions 34a-34b on **both** Document 1 and 2 below and on your knowledge of social studies.

Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

34a–34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a similarity **or** a difference in China’s role in the world economy. [1]
- b) Explain the similarity **or** difference you identified using evidence from both documents. [1]

34a Score

34b Score

Part III

(Question 35)

ENDURING ISSUES ESSAY

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.

Directions: Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify **and** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time using your knowledge of social studies and evidence from the documents

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show logical development or relationship of something.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

. . . In cities all across Russia, police arrested anyone suspected of crimes against the tsar, imprisoning or exiling 38,000 so-called politicals, and executing another 5,000. Outspoken workers lost their jobs, their employers threatened with prison if they attempted to rehire them. Even children did not escape Nicholas's terror. Police routinely rounded up workers' children and beat them just to "teach them a lesson."

Things were worse in the countryside. Nicholas authorized what were known as Punitive Expeditions, detachments of tough, well-trained soldiers who restored order in the most brutal ways possible. Storming into a town or village, these soldiers killed citizens at random, burned entire communities without mercy, and left people wounded, homeless, and starving. "Don't skimp on the bullets" were the orders they received. And they didn't. . . .

Heads bowed, workers returned to their factories, peasants to their villages. By the saber and whip, order has been restored. The lower classes no longer acted out, recalled one noble, but their "courtesy, friendliness, bows [were replaced by] animosity [and] rudeness." Fear alone now kept the people in their place. . . .

Source: Candace Fleming, *The Family Romanov*, Schwartz & Wade Books, 2014

Document 2

... It is important to remember the extreme extent to which civil liberties were destroyed in the course of the Nazi seizure of power. In the Third Reich it was illegal to belong to any political grouping apart from the Nazi Party or indeed any non-Nazi organisation of any kind apart from the Churches (and their ancillary [additional] lay organisations) and the army; it was illegal to tell jokes about Hitler; it was illegal to spread rumours about the government; it was illegal to discuss alternatives to the political status quo. The Reichstag Fire Decree of 28 February 1933 made it legal for the police to open letters and tap telephones, and to detain people indefinitely and without a court order in so-called 'protective custody'. The same decree also abrogated [abolished] the clauses in the Weimar Constitution that guaranteed freedom of the press, freedom of assembly, freedom of association and freedom of expression. The Enabling Law allowed the Reich Chancellor and his cabinet to promulgate [declare] laws that violated the Weimar Constitution, without needing the approval of the legislature or the elected President. The right of judicial appeal was effectively abolished for offences dealt with by the Special Courts and the People's Court. All this meant that large numbers of offenders were sent to prison for political as well as ordinary criminal offences. In 1937 the courts passed no fewer than 5,255 convictions for high treason. These people, if they escaped the death penalty, were put into a state prison, often for a lengthy period of time. From 1932 to 1937 the prison population increased from 69,000 to 122,000. In 1935, 23,000 inmates of state prisons and penitentiaries were classified as political offenders. The crushing of the Communist and Social Democratic resistance ensured that these numbers had fallen by more than 50 per cent by the beginning of 1939; nevertheless, they were still far more significant than the numbers of political offenders in the camps after 1937, when the camps expanded again; this time they really did function mainly as places of confinement for social rather than political deviants. . . .

Source: Richard J. Evans, "Coercion and Consent in Nazi Germany," British Academy, 2007 (adapted)

Document 3

In Summer 1958 Mao pitchforked the entire rural population into new and large units called “People’s Communes.” The aim was to make slave-driving more efficient. He himself said that by concentrating the peasants into fewer units—26,000-plus in the whole of China—“it’s easier to control.” The first commune, “Chayashan Sputnik,” was set up in his model province Henan. Its charter, which Mao edited, and touted as “a great treasure,” laid down that every aspect of its members’ lives was to be controlled by the commune. All the 9,369 households had to “hand over entirely their private plots. . . their houses, animals and trees.” They had to live in dormitories, “in accordance with the principle of benefiting production and control”; and the charter actually stipulated that their homes were to be “dismantled” “if the commune needs the bricks, tiles or timber.” Every peasant’s life must revolve around “labour.” All members were to be treated as though in the army, with a three-tier regimentation system: commune, brigade, production team (usually a village). Peasants were allowed negligible [insignificant] amounts of cash. The communes were de facto [in fact] camps for slave-laborers. . . .

As befitted the labor-camp culture, inmates had to eat in canteens. Peasants were not only banned from eating at home, their woks and stoves were smashed. Total control over food gave the state a terrifying weapon, and withholding food became a commonplace form of “light” punishment, which grassroots officials could deploy against anyone they felt like. . . .

Source: Chang and Halliday, *Mao: The Unknown Story*, Anchor Books, 2006

Document 4

On March 21, 1960, police officers in the Black township of Sharpeville, South Africa opened fire on a group of people peacefully protesting oppressive pass laws, killing 69.



Source: Peter Magubane, 1960

Document 5

One of the worst times was the fasting month of Ramadan in 2008. During Ramadan no food or drink can pass a Muslim's lips in daylight hours. The Taliban bombed the power station, so we had no electricity, then a few days later they blasted the pipeline, so we had no gas either. The price of the gas cylinders we used to buy from the market doubled, so my mother had to cook on a fire like we did in the village. She didn't complain—food needed to be cooked and she cooked it, and there were others worse off than us. But there was no clean water and people started dying from cholera. The hospital could not cope with all the patients and had to erect big tents outside to treat people.

Though we had no generator at home, my father bought one to install at the school, and fresh water was pumped from a borehole, which all the children in the neighborhood went to collect. Every day there would be lines of people waiting to fill jugs, bottles and drums. One of the neighbors got frightened. "What are you doing?" he asked. "If the Taliban find out you're giving water in the month of Ramadan they will bomb us!"

My father replied that people would die either of thirst or bombings. . . .

Source: Yousafzai and Lamb, *I Am Malala*, Little, Brown and Company, 2013

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OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

You may use the Planning Page organizer to plan your response if you wish, but do **NOT** write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: _____

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least three</i> documents? Which documents support this issue?		1 2 3 4 5	
Which documents can be used to develop the explanation for this issue?		1 2 3 4 5	
Has this issue significantly affected people or been affected by people? In which document or documents do you see this?		1 2 3 4 5	
Has this issue endured across time or changed over time? In which document or documents do you see this?		1 2 3 4 5	

Refer back to page **24** to review the task.

Write your essay on the lined pages in the essay booklet.

