

**Large-Type Edition**

The University of the State of New York

**REGENTS HIGH SCHOOL EXAMINATION**

**REGENTS EXAM IN GLOBAL HISTORY  
AND GEOGRAPHY II**

**Monday, August 19, 2024 — 12:30 to 3:30 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 START THIS EXAMINATION 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.

. . .The Mughals failed because they made little, if any, effort to drag India out of the Middle Ages. The Mughal empire, writes Abraham Eraly, “lagged way behind Europe, behind even China, Japan and Persia. There was hardly any vigour in the economy, scant spirit of enterprise among the people. In agriculture, industry and trade, Indian practices were archaic [outdated]. There was no ferment of ideas. . . .” The Mughals were formidable conquerors but inept [ineffectual] governors. They did nothing to cure the endemic [native] weaknesses of Indian society and added fresh economic burdens through the profligacy [extravagance] of their courts and the cost of their military campaigns. . . .

Source: Philip Ziegler, “Decline and Fall of the Mughal Empire,” *The Telegraph*, May 25, 2003

- |  |  |
|--|--|
| 1 Based on this passage, what was one cause of the collapse of the Mughal Empire?<br>(1) an entrepreneurial spirit and rapid expansion of trade<br>(2) widespread rebellions by the common people across the empire<br>(3) a lack of trained military forces to protect against invasions<br>(4) poor governing and excessive spending | 2 Which course of action did the British take in response to the situation described in this passage?<br>(1) moved the monarch’s headquarters to New Delhi<br>(2) propped up the Mughal emperor’s government with troops and cash<br>(3) expanded British territorial control within the Indian subcontinent<br>(4) withdrew all British government representatives from the Mughal Empire |
|--|--|

Base your answer to question 3 on the passage below and on your knowledge of social studies.

. . .English agriculture differed from the European continent's in other, suggestive ways. The technical revolution in farming had been accompanied by an institutional revolution. The open fields were enclosed, and the small peasant holdings were amalgamated [combined] into large farms let to tenants who cultivated them with wage labour. By the nineteenth century, a unique rural society had emerged in England. This new society was characterized by exceptional inequality. English property ownership was usually concentrated. Rents had risen, while wages stagnated. By the nineteenth century, the landlord's mansion was lavish, the farmer's house modest, the labourer's cottage a hovel.

The revolution in rural life was occurring in an increasingly commercial society. From the sixteenth century, London was one of the most rapidly growing cities in Europe. In the eighteenth century this dynamism extended to the provincial towns. From a rustic backwater at the end of the middle ages, England became Europe's greatest commercial power in the eighteenth century, and the leading industrial nation in the nineteenth. . . .

Source: Robert C. Allen, *Enclosure and the Yeoman*, Oxford, Clarendon Press, 1992

3 According to this passage, what was one impact of the agricultural changes in England?

- (1) Social class distinctions were eliminated.
- (2) Wage labor led to a growing gap between the rich and poor.
- (3) Rural populations increased and urban populations declined.
- (4) Property ownership was equally dispersed among the social classes.

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Base your answers to questions 4 and 5 on the statements below and on your knowledge of social studies.

*Speaker A:* The great and chief end, therefore, of men uniting into commonwealths, and putting themselves under government, is the preservation of their property; to which in the state of Nature there are many things wanting.

*Speaker B:* When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner.

*Speaker C:* Strengthen the female mind by enlarging it, and there will be an end to blind obedience to men.

*Speaker D:* A trade founded in iniquity [evil], and carried on as this was, must be abolished, let the policy be what it might, –let the consequences be what they would, I from this time determined that I would never rest till I had effected its abolition.

4 What impact did *Speakers C* and *D* have on world history?

- (1) Their arguments led to the creation of labor unions and changes in working conditions.
- (2) Their ideas helped establish the foundation of the suffrage and anti-slavery movements.
- (3) Their arguments caused an immediate shift from absolutist rule to democratic rule.
- (4) Their ideas eased transitions from mercantilism to capitalism.

5 These speakers' ideas and arguments were influenced by

- (1) beliefs developed during the Enlightenment
- (2) nationalist uprisings occurring in Southern Europe
- (3) colonial expansion happening in Africa after the Berlin Conference
- (4) practices developed at the beginning of the Industrial Revolution

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Base your answers to questions 6 and 7 on the cartoon below and on your knowledge of social studies.



Source: 1789 (adapted)



- 6 This cartoon could be used to explain the
- (1) causes of the French Revolution
  - (2) reasons Europeans moved from rural to urban areas
  - (3) challenges faced by the nobles in the 18th century
  - (4) disputes over property between the church and aristocracy
- 

- 7 Which statement best represents a response taken by the Third Estate to the situation shown in the cartoon?
- (1) They ended the Reign of Terror.
  - (2) They declared themselves the National Assembly.
  - (3) They signed the Versailles Treaty.
  - (4) They appointed Napoleon as head of the government.

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Base your answer to question 8 on the passage below and on your knowledge of social studies.

MOTHERS, daughters, sisters, representatives of the nation all, are demanding to be incorporated into the national assembly. Being of the opinion that ignorance, oblivion or mistrust of the rights of women are the sole causes of public misery and of the corruption of governments, they have resolved to expound [set forth] the natural, inalienable and sacred rights of women in a solemn declaration so that this declaration, constantly before the body of society, will always remind them of their rights and duties. The actions of women and men will be comparable at all times with the aims of political institutions, thereby becoming more respected, and women's demands, founded henceforth on simple and incontestable principles, shall revolve around upholding the constitution, morality and happiness of all. . . .

Source: Olympe de Gouges, *Declaration of the Rights of Woman and of the Female Citizen*, 1791

8 What problem did Olympe de Gouges hope to directly address with this passage?

- (1) oppressive rule by kings believing in divine right
  - (2) exclusion of women from political reforms
  - (3) threat posed by foreign enemies
  - (4) extensive debts accumulated during the war
-

Base your answer to question 9 on the passage below and on your knowledge of social studies.

. . . It was the new Western idea, nationalism, which seemed to spell the doom of the disintegrating [Ottoman] empire. After maturing for a long period among the subject peoples of the Turks, it broke out in a series of revolutions which shook the Turkish state to its core. It seemed as if this disintegrating state would fall easy prey to one of the great new powers of Europe, Russia. The tsar, it appeared, would be heir to the defenseless Turkish state and would gain access to Constantinople [Istanbul] and the Straits. But precisely this possibility was to ensure the continued though feeble existence of the Ottoman empire. England, the rival of Russia, would not tolerate Russian control in this area. As early as 1792 the younger [British Prime Minister William] Pitt had declared that “the true doctrine of the balance of power requires that the Russian empire should not, if possible, be allowed to increase, nor that of Turkey to diminish.” . . .

Source: Woodbridge Bingham, et al., *A History of Asia*, Vol. II, Allyn and Bacon, 1974

- 9 Which claim about the Ottoman Empire is best supported by this passage?
- (1) Threats to Europe’s balance of power increased as the Ottoman Empire became weaker.
  - (2) The Ottomans allied themselves with Russia to prevent their empire’s disintegration.
  - (3) European leaders believed Ottoman reforms could strengthen the Turkish state.
  - (4) Nationalism caused diverse people in the Ottoman Empire to unite.
- 

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Base your answers to questions 10 and 11 on the cartoon below and on your knowledge of social studies.



Source: David H.T. Wong, *Escape to Gold Mountain*, Arsenal Pulp Press, 2012 (adapted)

\*indemnity – reimbursement for loss

10 What was one reason the British wanted to increase the supply of opium to China?

- (1) to strengthen the power of the Qing (Ching) dynasty
- (2) to gain more profit from China's political instability
- (3) to promote peace between Europe and China
- (4) to encourage the growth of China's industries

11 In what way did the situations shown in this cartoon significantly affect China?

- (1) China was able to defeat Britain and isolate itself.
  - (2) China unified its people and strengthened its imperial court.
  - (3) China expanded its territory.
  - (4) China was divided into European spheres of influence.
- 

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Base your answers to questions 12 and 13 on the passage below and on your knowledge of social studies.

. . .The importation of Western civilization opened a gaping chasm between town and country, between educated and uneducated, between connected and unconnected, and above all between the rich and poor. Nowhere were Japan's growing pains felt more sorely than in the countryside, where the weight of Meiji reforms crushed many farmers, who enjoyed few of the fruits of Japan's nineteenth-century enlightenment. In large part, the situation persisted until the abolishment of the tenancy system and the dramatic reforms initiated during the US occupation. . . .

Source: Brett L. Walker, *A Concise History of Japan*, Cambridge University Press, 2015

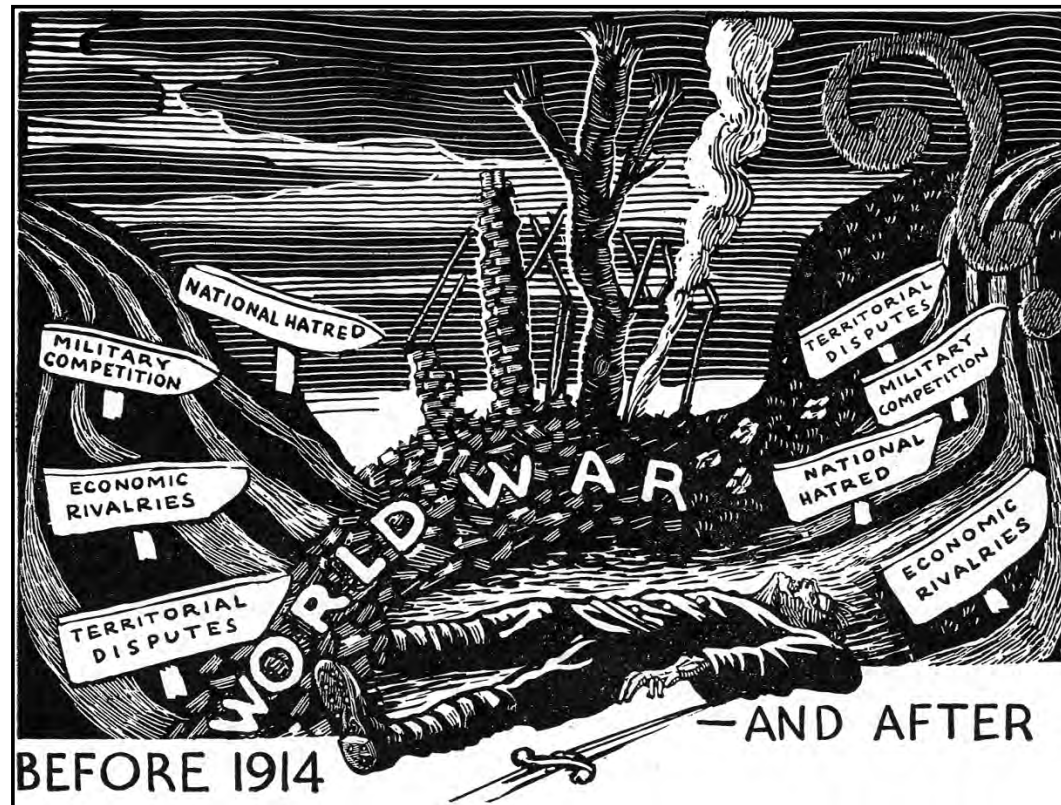
12 The Japanese social and economic changes of the late 19th century described in the passage were a result of

- (1) isolationist policies
- (2) rapid industrialization
- (3) the Russo-Japanese War
- (4) Marxist labor reforms

13 Which claim about the impacts of foreign influence in Japan is best supported by this passage?

- (1) New agricultural technologies increased the demand for farm laborers.
- (2) Public education opened new employment opportunities for Japanese women.
- (3) Newly opened markets for exports enhanced the wealth of most Japanese farmers.
- (4) Changes in methods of production increased social and economic inequality.

Base your answers to questions 14 and 15 on the illustration below and on your knowledge of social studies.



Source: Philip Dorf, *Europe in Our Day*, Oxford Book Company, 1939

14 Which claim is best supported by this illustration?

- (1) The same problems existed before and after the war.
- (2) Destruction and death brought countries together.
- (3) Rivalries and hatreds were settled by the war.
- (4) The use of weapons of mass destruction left few homes standing.

15 What was a direct outcome of the event in this illustration?

- (1) East Germany was occupied by the Soviets.
- (2) The League of Nations was created to settle conflicts.
- (3) Austria-Hungary expanded its empire.
- (4) The Triple Entente formed to offset concerns about the Triple Alliance.

Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

. . .In 1919, Woodrow Wilson arrived in France to sign the treaty ending World War I, and Ho [Chi Minh], supposing that the President's doctrine of self-determination applied to Asia, donned a cutaway coat [wore a western suit] and tried to present Wilson with a lengthy list of French abuses in Vietnam. Rebuffed, Ho joined the newly created French Communist Party. "It was patriotism, not communism, that inspired me," he later explained. . . .

In 1940, Japan's legions swept into Indochina and French officials in Vietnam, loyal to the pro-German Vichy administration in France, collaborated with them. Nationalists in the region greeted the Japanese as liberators, but to Ho they were no better than the French. Slipping across the Chinese frontier into Vietnam—his first return home in three decades—he urged his disciples to fight both the Japanese and the French. There, in a remote camp, he founded the Viet Minh, an acronym for the Vietnam Independence League, from which he derived his nom de guerre [alias], Ho Chi Minh—roughly "Bringer of Light." . . .

Source: Stanley Karnow, "Ho Chi Minh," *Time*, April 13, 1998

16 Which evidence best supports the claim made by Ho Chi Minh in this passage when he said "It was patriotism, not communism, that inspired" him?

- (1) He reached out to the U.S. president for support for Vietnamese independence.
- (2) He regularly compromised with French officials to ease the transition of power.
- (3) He consistently favored Japan as an ally.
- (4) He sought to form alliances exclusively with countries under communist rule.

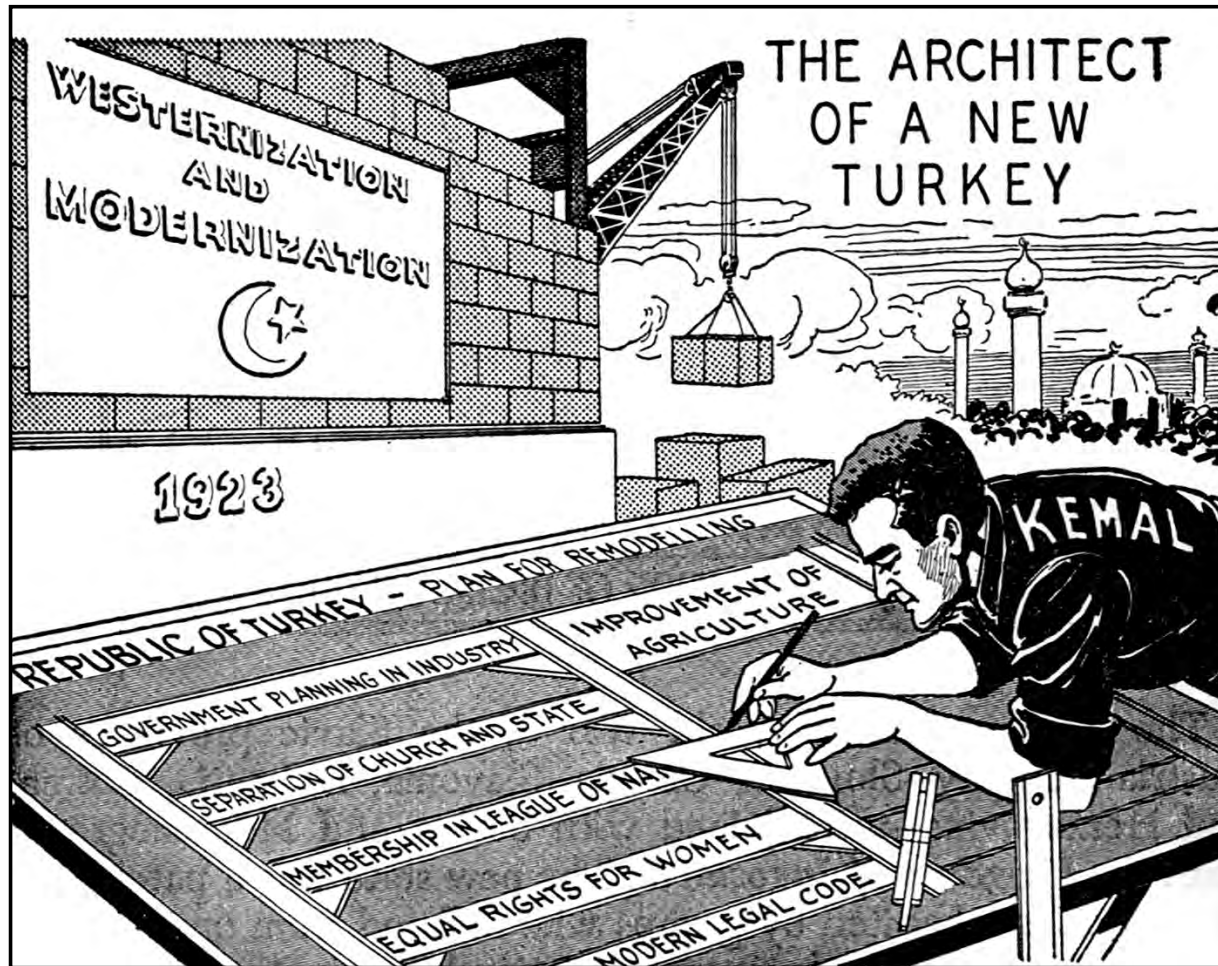
17 Based on this passage, which action was being recommended by Ho Chi Minh?

- (1) boycott
- (2) armed rebellion
- (3) disarmament
- (4) peaceful protests



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Base your answers to questions 18 and 19 on the illustration below and on your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford Book Company, 1958

18 Which event led to the situation depicted in the illustration?

- (1) the fall of the Ottoman Empire
  - (2) the rise of the Soviet Union
  - (3) the unification of Germany
  - (4) the partition of India
- 

19 Based on this illustration, which course of action is being recommended by Mustafa Kemal Atatürk?

- (1) promoting traditional and religious roles
- (2) avoiding involvement with foreign powers
- (3) adopting social and political changes
- (4) strict following of Sharia law

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Base your answers to questions 20 and 21 on the article below and on your knowledge of social studies.

On Feb. 18, 1943, two students at the University of Munich were arrested and taken into police custody. Hans Scholl, 25, and his sister Sophie, 22, were members of the White Rose, an underground anti-Nazi resistance group founded in 1942 by a handful of students at the University of Munich. The Nazis were committing genocide against the Jews and other “undesirables” in Germany and the parts of Europe it occupied. By discreetly placing anti-Nazi leaflets in public places across Germany, the group hoped to rouse people to action against Adolf Hitler’s totalitarian Nazi regime. . . .

Source: Robert K. Elder, “The White Rose,” *New York Times Upfront Magazine*, December 9, 2013

20 What was the purpose of this article?

- (1) to confirm the goals of the German totalitarian regime
- (2) to illustrate the geographic extent of Nazi control within Europe
- (3) to draw attention to resistance efforts against the Nazis
- (4) to prove University of Munich students were frequently targeted for arrest

21 Based on this article, the type of action taken by Hans and Sophie Scholl can best be described as

- (1) appeasement
- (2) nonviolent protest
- (3) terrorist sabotage
- (4) scapegoating

Base your answer to question 22 on the passage below and on your knowledge of social studies.

. . .NATO was the first peacetime military alliance the United States entered into outside of the Western Hemisphere. After the destruction of the Second World War, the nations of Europe struggled to rebuild their economies and ensure their security. The former required a massive influx of aid to help the war-torn landscapes re-establish industries and produce food, and the latter required assurances against a resurgent Germany or incursions from the Soviet Union.

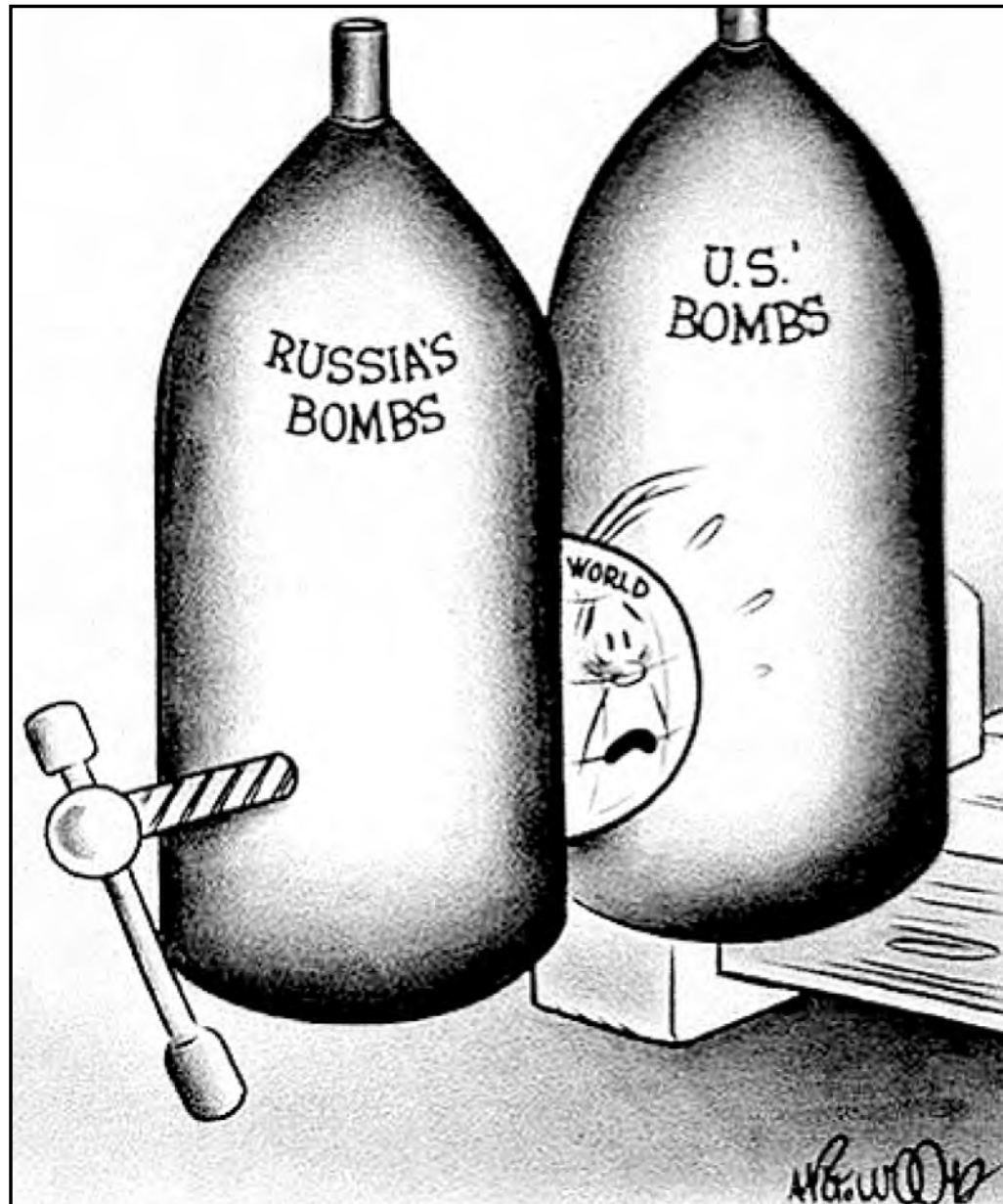
The United States viewed an economically strong, rearmed, and integrated Europe as vital to the prevention of communist expansion across the continent. As a result, Secretary of State George Marshall proposed a program of large-scale economic aid to Europe. The resulting European Recovery Program, or Marshall Plan, not only facilitated [helped] European economic integration but promoted the idea of shared interests and cooperation between the United States and Europe. Soviet refusal either to participate in the Marshall Plan or to allow its satellite states in Eastern Europe to accept the economic assistance helped to reinforce the growing division between east and west in Europe. . . .

Source: Office of the Historian of the United States Department of State,  
North Atlantic Treaty Organization, 1949

- 22 Based on this passage, what was the main purpose for the establishment of the North Atlantic Treaty Organization (NATO)?
- (1) to prevent the spread of democracy to European nations
  - (2) to provide stability to the war-torn countries of Europe
  - (3) to encourage countries like the United States to remain isolated
  - (4) to punish Germany and the Soviet Union for their acts of aggression
-

Base your answers to questions 23 and 24 on the cartoon below and on your knowledge of social studies.

### Squeeze Play



Source: Art Wood, 1950 (adapted)

23 Which statement best represents the position of the world in this cartoon?

- (1) Economic costs restricted other countries from gaining weapons.
- (2) Competing powers in the arms race embraced the world's desire for peace.
- (3) The destructive power of atomic weapons put the world in a compromised position.
- (4) Many governments did not see the superpowers as potential threats to international security.

24 Which later development was a result of the political situation shown in this cartoon?

- (1) Soviets and Americans negotiated treaties to limit nuclear weapons.
- (2) European nations united in opposition to both the Soviet Union and the United States.
- (3) The United Nations oversaw the destruction of all atomic weapons.
- (4) The superpowers maintained total control over nuclear bombs.

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Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

. . .To extend government control and promote Westernization, the shah overhauled the administrative machinery and vastly expanded the bureaucracy. He created an extensive system of secular primary and secondary schools and, in 1935, established the country's first European-style university in Tehran. These schools and institutions of higher education became training grounds for the new bureaucracy and, along with economic expansion, helped create a new middle class. The shah also expanded the road network, successfully completed the trans-Iranian railroad, and established a string of state-owned factories to produce such basic consumer goods as textiles, matches, canned goods, sugar, and cigarettes.

Many of the Shah's measures were consciously designed to break the power of the religious hierarchy. His educational reforms ended the clerics' near monopoly on education. To limit further the power of the clerics, he undertook a codification of the laws that created a body of secular law, applied and interpreted by a secular judiciary outside the control of the religious establishment. He excluded the clerics from judgeships, created a system of secular courts, and transferred the important and lucrative task of notarizing documents from the clerics to state-licensed notaries. The state even encroached [intruded] on the administration of *vaqfs* (religious endowments) and on licensing of graduates of religious seminaries. . . .

Source: Helen Chapin Metz, ed., *Iran: A Country Study*, Library of Congress, 1987



25 Which group in Iran most likely opposed the policies of Shah Pahlavi described in this passage?

- (1) merchants
- (2) religious leaders
- (3) college students
- (4) women

26 Which event would later reverse many of the changes described in this passage?

- (1) Arab Spring
  - (2) September 11th terrorist attacks
  - (3) establishment of the Muslim League
  - (4) Iranian Revolution
- 

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

. . .The Maritime Silk Road [MSR] was initially proposed by President Xi Jinping during a speech to the Indonesian Parliament. The MSR aims to reach Europe, originating from cities on China's southeastern coast and using a system of linked ports and infrastructure projects. The planned sea route begins in Fuzhou, China and goes via Vietnam, Indonesia, Bangladesh, India, Sri Lanka, the Maldives, and East Africa. Along the African coast, China plans to develop ports in Kenya, Djibouti, Tanzania, and Mozambique. The MSR would then continue from the African coast into the Red Sea and through the Suez Canal to the Mediterranean. After passing Athens, the road terminates in Venice, where it joins the land-based 'belt' route. (The land-based route will start from the Chinese city of Xi'an, traveling through Central Asia, West Asia, and the Middle East, before reaching Europe and ending in Venice). . . .

A number of factors pose a threat to the project, including wars, territorial disputes, and concerns over China's growing geopolitical power. Regional concerns include the crisis in Ukraine, territorial disputes in the South China Sea, and a border contention [dispute] between India and China. . . .

The Maritime Silk Road and the Silk Road Economic Belt present a fresh opportunity for China to increase demand for its industrial output and revitalize its economy amid slowing economic growth. Moreover, if geopolitical obstacles can be overcome, China will deepen its economic, political, and cultural ties with the numerous countries participating in the venture.

Source: Dan Blystone, "China and the Maritime Silk Road," Investopedia, 2015

27 Based on this article, what major problem is China attempting to overcome?

- (1) China's slowing economic growth
- (2) China's growing geopolitical power
- (3) territorial debates in the South China Sea
- (4) border disputes between Vietnam and China

28 Which claim about the Maritime Silk Road is best supported by this article?

- (1) It will connect countries in Africa, Asia, and Europe for trade.
- (2) It is more important to China's economy than overland routes.
- (3) It will give China control of the Suez Canal and India.
- (4) It will turn Southeast Asia and East Africa into Chinese colonies.

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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.

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### **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)

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### **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)
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**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 and on your knowledge of social studies.

### Document 1

. . .In the earlier epochs [eras] of history, we find almost everywhere a complicated arrangement of society into various orders, a manifold [diverse] gradation [levels] of social rank. In ancient Rome we have patricians, knights, plebeians, slaves; in the Middle Ages, feudal lords, vassals, guild-masters, journeymen, apprentices, serfs; in almost all of these classes, again, subordinate gradations.

The modern bourgeois society that has sprouted [grown] from the ruins of feudal society has not done away with class antagonisms [tensions]. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

Our epoch, the epoch of the bourgeoisie, possesses, however, this distinct feature: it has simplified class antagonisms. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other—Bourgeoisie and Proletariat. . . .

Source: Karl Marx and Friedrich Engels, “Manifesto of the Communist Party,” 1848

29 Explain the historical circumstances that led to the events described in this passage. [1]

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

## Document 2

Comrades, the workmen's and peasant's revolution, the need of which the Bolsheviks have emphasized many times, has come to pass.

What is the significance of this revolution? Its significance is, in the first place, that we shall have a soviet government, without the participation of bourgeoisie of any kind. The oppressed masses will of themselves form a government. The old state machinery will be smashed into bits and in its place will be created a new machinery of government by the soviet organizations. From now on there is a new page in the history of Russia, and the present, third Russian revolution shall in its final result lead to the victory of Socialism.

One of our immediate tasks is to put an end to the war at once. But in order to end the war, which is closely bound up with the present capitalistic system, it is necessary to overthrow capitalism itself. In this work we shall have the aid of the world labor movement, which has already begun to develop in Italy, England, and Germany.

A just and immediate offer of peace by us to the international democracy will find everywhere a warm response among the international proletariat masses. In order to secure the confidence of the proletariat, it is necessary to publish at once all secret treaties.

In the interior of Russia a very large part of the peasantry has said: Enough playing with the capitalists; we will go with the workers. We shall secure the confidence of the peasants by one decree, which will wipe out the private property of the landowners. The peasants will understand that their only salvation is in union with the workers. . . .

Source: Speech by Vladimir Lenin, 1917



30 Explain Lenin's point of view regarding the impact of the Russian Revolution, based on this passage. [1]

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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]

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**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 and on your knowledge of social studies.

## Document 1

### Riots Climax in South Africa, June 19, 1976

. . . Police in white-ruled South Africa used automatic weapons against black rioters and military reservists were placed on alert yesterday, the third day of the nation's bloodiest racial uprising.

Government spokesmen claimed last night that police were in control and the riots were subsiding.

Unofficial reports said at least 101 persons were killed and more than 1,000 were injured in the revolt sparked by student demonstrations against a rule requiring that some courses be taught in the whites' Afrikaans language.

Scores of shops, beer halls, government buildings, schools and cars were set ablaze in at least seven black townships as the demonstrations grew into a violent protest against South Africa's racial policies.

The townships serve as segregated residential areas for blacks who travel in buses and trains daily to work in zones reserved for whites.

Government officials did not release updated casualty figures after confirming 58 dead and 788 wounded yesterday morning. Separate death reports indicated the total was higher. . . .

Source: *The Michigan Daily*, June 19, 1976

32 Explain the historical circumstances that led to the demonstrations discussed in this 1976 newspaper excerpt. [1]

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

## Document 2

American teenager Ava Ng [AN] conducted an interview with her mother, Shelly Ng [SN], who lived through the protests that took place in China at Tiananmen Square in May and June 1989.

**AN:** Who were the Tiananmen Square protesters?

**SN:** Many of the protesters were young college students. Most were from Beijing, but some were students who came from other states in China. There were also many people in China who didn't take part in the demonstrations but believed in the same things the students were protesting for.

**AN:** Why were the students protesting?

**SN:** The students felt the government was wronging the citizens of China in many ways. They were protesting against their government for freedom and democracy. Citizens everywhere supported the students because they did not support the government either.

**AN:** What kinds of changes did you want to see the government make?

**SN:** Back then, the government was very strict with us. We weren't allowed to do many things we wanted to. We did not have the right from the First Amendment to free speech [like in the United States]. Openly criticizing the government would have consequences. I had to be careful about what I said. I would have liked to see the government give us more freedom. Censorship was really big in China, especially with news-related topics. Also, when I was at school, a lot of what we were taught was biased toward the Communists. We were told to praise the Communist party and believe what the government told us.

**Passage continued on the next page.**

**Passage continued**

**AN:** What is your opinion of the government calling in the military to break up the protests?

**SN:** I thought it was very wrong for the government to use military force on its own people. The students were peacefully protesting and were not causing any violent trouble. The government could have compromised or at least listened to what the students had to say. After this terrible event happened, no one wanted to do anything that would put them in danger again.

Source: Ava Ng, "Beijing Standoff," *Junior Scholastic*, April 24, 2017

33 Based on this excerpt, identify Shelly Ng's [SN] point of view regarding the Chinese government. [1]

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Score

**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 between the use of protest in South Africa in 1976 and in China in 1989. [1]
- b) Explain the similarity **or** a difference you identified using evidence from **both** documents. [1]

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34a Score

34b Score



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## 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

### Urban Growth

Change creates a momentum of its own, creating ever more change. During the 19th century, towns grew at a phenomenal rate. Large urban settlements developed around the sites of new factories, their growth brought about by inadequate transportation and long working hours, which meant that workers were obliged to live in close proximity to their places of work. Industrial towns grew rapidly and haphazardly [carelessly] with almost no planning and no provision of public services. Parks and green space were virtually nonexistent and air quality was poor, polluted by smoke from thousands of chimneys. The Industrial Revolution gave rise to large, dismal industrial cities that were overcrowded, dirty, unhealthy, and the breeding ground of a range of problems for future generations. . . .

Source: Nigel Smith, *The Industrial Revolution*, Raintree Steck-Vaughn Publishers, 2003

## Document 2

. . .I am told over and over again that the smog in Beijing is caused by a combination of coal and vehicle emissions, as well the strong dust storms that blow in from the Gobi desert. The latter is said to be getting worse due to climate change, and the rapid economic development in recent years is also blamed. As a result, the city proposed a ban on older vehicles, on factories pumping out pollutants, and has begun fining street vendors who barbecue food outside on smoggy days. . . .

The environmental disaster China is experiencing now goes back to the time of the Great Leap Forward in the late 1950s. To transform China into the dreamed-of industrial superpower Mao envisaged, it needed a huge amount of steel. Forests were destroyed as trees were felled to feed backyard furnaces. Many of the mountainous regions throughout China were deforested.

Deforestation had devastating consequences, causing regular soil erosion and sandstorms. In some areas, it turned paddy fields into sandy beaches and farmland into bogs. The Gobi desert might be a natural phenomenon, but the massive deforestation during the Great Leap Forward enlarged it. . . .

Source: Xun Zhou, "Deforestation to Blame for Beijing's Pollution," *South China Morning Post*, April 1, 2013

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## Document 3

### Disadvantages experienced under the Green Revolution

. . .In addition to physical problems, there are many social problems. Tenant farmers and small producers, too poor to afford the high costs of fertilisers and pesticides, are either kept in debt by the high interest charges made by moneylenders or they remain dependent on aid, much of which comes from overseas. Many farmers have been forced to give up. Thus the Green Revolution has accelerated the drift of people to the cities. Farm labourers are replaced by machines or suffer from the impact of drought. Ironically, many are displaced by major dam construction schemes. In India, for example, up to 700 people a day arrive in the streets of Mumbai (formerly Bombay) from rural areas. They simply add to the shanty towns, slum development and poverty in which one-third of Mumbai's population already live. . . .

Source: David Elcome, *Natural Resources*, Stanley Thornes, 1998 (adapted)

## Document 4

Green cities are cities that are trying to lessen their negative environmental impacts through efforts such as reducing waste, adopting renewable energy, and expanding open spaces.

Jul 04, 2017 (The New Times/All Africa Global Media via COMTEX) – Efforts to encourage green growth and sustainable development have got a boost following an announcement by the Ministry of Natural Resources to develop part of the City of Kigali as model green city. According to officials plans are already underway to develop one urban area of city into a model for green cities that will be replicated by other Rwandan cities to ensure green urbanisation and resilient cities.

Speaking to Business Times last week, Dr. Vincent Biruta, the Minister for Natural Resources, said the green model area would be located in Kinyinya, Gasabo District, adding that the initiative would later be replicated in other cities saying this is “essential to create cities that are resilient to climate change besides protecting the environment.” . . .

Eng [Environmental Engineer] Coletha Ruhamyia, the Director General of Rwanda Environment Management Authority (REMA), said there is need for stringent [strict] measures to ensure sustainable urbanisation “considering that Rwanda’s annual urban growth rate is 4.5 per cent far exceeding the worldwide average of 1.8 per cent”.

“With increased urbanisation and population growth, we must look at what could affect people’s lives and natural resources. We need strong water and waste management initiatives, and we should also ensure that practices that led to deforestation like charcoal use for cooking in cities are reduced,” Ruhamyia said. . . .

Source: Michel Nkurunziza, “Gasabo to be Transformed into ‘Model Green City,’”  
*Africa News Service*, July 4, 2017



The infographic is titled "WATER FOR FOOD" and features a circular logo with a globe and wheat stalks. It presents statistics on population growth and water requirements. A pie chart shows that 70% of global water withdrawals are for agriculture, 20% for industry, and 10% for domestic use. A table details the water consumption of a single person every day, showing that eating and drinking require 2-4 litres of water, while the food consumed requires 2000-5000 litres of virtual water.

# WATER FOR FOOD

**7 BILLION** PEOPLE TO FEED TODAY | **9 BILLION** IN 2050

= 60% more food needed  
+19% increase of agricultural water consumption (including both rainfed and irrigated) by 2050

### GLOBAL WATER WITHDRAWALS\*

Category	Percentage
Agriculture	70%
Industry	20%
Domestic	10%

### EVERY DAY 1 PERSON

Activity	Water Requirement
Drinks	2-4 Litres of Water
Eats	2000-5000 Litres of Virtual Water Embedded in Food

### ALL WE EAT NEEDS WATER TO GROW

Source: U.N. Factsheet on Water for Food online, 2013 (adapted)

\*Withdrawals — used for



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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 <b>three</b></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	

**Planning Page continued on the next page.**

## Planning Page continued

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 43 to review the task.

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

