

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, August 16, 2018 — 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 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 START THIS EXAMINATION UNTIL THE SIGNAL IS GIVEN.

1 Which evidence could best be used to indicate that a diverse population lives in Paris, France?

(1) national government buildings

(3) transportation centers

(2) public gardens

(4) neighborhood places of worship

Base your answer to question 2 on the passage below and on your knowledge of social studies.

There is that great proverb—that until the lions have their own historians, the history of the hunt will always glorify the hunter. That did not come to me until much later. Once I realized that, I had to be a writer. I had to be that historian. It's not one man's job. It's not one person's job. But it is something we have to do, so that the story of the hunt will also reflect the agony, the travail [hardships]—the bravery, even, of the lions.

— Chinua Achebe, "Bravery of Lions,"
1994 interview in *The Paris Review*

2 Which idea about history does this passage illustrate?

(1) Historical writing is free of bias.

(2) History is too often written by the victors.

(3) Everyone must be taught to write history.

(4) Using reliable evidence limits historical interpretations.

- 3
- Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
 - Any law which violates the inalienable rights of man is essentially unjust and tyrannical; it is not a law at all.

Which event was an attempt to implement these ideas?

(1) Berlin Conference

(2) Congress of Vienna

(3) German Unification

(4) French Revolution

- 4 • Prices are determined by supply and demand.
• Governments have little involvement in economic decision making.
• Private ownership is the norm.

Which economic system is best characterized by these statements?

- (1) capitalism (3) command
(2) socialism (4) traditional

- 5 Which societal issue was examined in the written works of Charles Dickens and Karl Marx?

- (1) lack of voting rights in the late 19th century
(2) effects of the worldwide depression in the early 1930s
(3) treatment of indigenous people during the Scramble for Africa
(4) inequities during the Industrial Revolution

- 6 One result of the Treaty of Nanjing was the

- (1) establishment of a British sphere of influence in China
(2) creation of a parliamentary democracy in China modeled on Great Britain
(3) granting of Chinese citizenship to the British living in China
(4) formation of a Chinese protectorate in Great Britain

- 7 The Sepoy Rebellion and the Boxer Rebellion are best characterized as responses to

- (1) civil conflicts in African colonies
(2) wars of Russian aggression
(3) imperialist practices of European countries
(4) rivalries between Asian nations

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

. . . During the five years beginning in 1914, industrial production grew five times; exports, more than three times. The deficit in international accounts, opened in the midnineteenth century, was replaced by a comfortable surplus. The industry that showed the most remarkable growth was shipbuilding; barely started in the latter part of the nineteenth century, in 1919 600,000 tons were built, putting Japan in third place after Great Britain and the United States. . . .

— Masataka Kosaka (adapted)

- 8 The developments in Japanese history described in this passage are most closely associated with

- (1) making reparation payments
(2) implementing modernization
(3) guaranteeing self-sufficiency
(4) enacting economic sanctions

- 9 Political boundaries of 19th-century European countries frequently changed due to
- (1) social reforms and colonialism
 - (2) revolutions and nationalism
 - (3) economic depression and court decisions
 - (4) diplomacy and suffrage
- 10 Which heading best completes the partial outline below?

- I. _____
- A. Austria-Hungary blamed Serbia for encouraging terrorism.
 - B. Russia supported the Serbian desire for self-determination.
 - C. Great Britain believed it had a duty to protect Belgium from German invasion.

- (1) Who Was Responsible for World War I?
- (2) Could the Stalemate in World War I Have Been Prevented?
- (3) What Was the Role of Imperialism in World War I?
- (4) Could an Armistice End World War I?

- 11 One reason Kemal Atatürk faced opposition is that he
- (1) attempted ending the nationalist movement of the Young Turks
 - (2) tried forcing Turkish people to convert to Shia Islam
 - (3) challenged traditions by modernizing and westernizing Turkey
 - (4) supported the joint rule of Constantinople by the Greeks and the Turks
- 12 Stalin's forced collectivization in Ukraine in the 1930s resulted in the
- (1) elimination of the army's dominance in government decisions
 - (2) expansion of Soviet agriculture at the expense of industry
 - (3) starvation and death of millions of people
 - (4) strong support from Western nations
- 13 Toward the end of the Weimar Republic (1919–1933), many Germans supported fascism because the Nazis
- (1) promoted the idea of equality for all citizens
 - (2) promised to end economic hardships
 - (3) supported the actions taken by the League of Nations
 - (4) accepted the provisions of the Treaty of Versailles

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

NEW YORK — Seventy years ago this month in Munich, the British prime minister, Neville Chamberlain, signed a document that allowed Germany to grab a large chunk of Czechoslovakia. The so-called “Munich Agreement” would come to be seen as an abject [despicable] betrayal of what Chamberlain termed “a far away country of which we know little.” But that was not what many people thought at the time. . . .

— Ian Buruma, “The Wrong Lesson of Munich,”
September 8, 2008

14 Which policy is associated with the historical episode described in this passage?

- (1) nonalignment
- (2) fundamentalism
- (3) containment
- (4) appeasement

15 What does this passage suggest about Neville Chamberlain’s action?

- (1) Judgments about events can shift with time.
- (2) Ignoring propaganda may result in betraying friends.
- (3) War can be avoided by isolating enemies.
- (4) History repeats itself.

16 Which physical feature made the Soviet Union vulnerable to invasion from German forces in World War II?

- (1) North European Plain
- (2) Arctic Ocean
- (3) Aral Sea
- (4) Ural Mountains

17 Why is D-Day (June 6, 1944) considered a turning point in World War II?

- (1) The landing of Allied troops forced Germany to fight on the western front.
- (2) A string of Russian victories led to their control over eastern Europe.
- (3) The death of Hitler left Germany without clear military leadership.
- (4) Dropping the first nuclear bomb quickly led to Japan’s surrender.

GO RIGHT ON TO THE NEXT PAGE ➔

18 A study of organizations like the North Atlantic Treaty Organization (NATO), the European Union (EU), and the United Nations (UN) would show that

- (1) international trade functions best without governmental interference
- (2) leadership of nonaligned countries is necessary for successful global interaction
- (3) decolonization cannot succeed without international coordination
- (4) countries can sometimes achieve common goals by joining together

19 Which resource makes the Middle East geopolitically important?

- | | |
|--------------|-------------|
| (1) gold | (3) uranium |
| (2) diamonds | (4) oil |

20 In the 1980s, China's economic growth and reentry into the world economy was most directly the result of the

- (1) restoration of dynastic rule
- (2) adoption of Deng Xiaoping's Four Modernizations
- (3) reestablishment of a regional self-sufficiency plan
- (4) implementation of Mao Zedong's Cultural Revolution

21 Which heading best completes the partial outline below?

- | |
|---|
| I. _____
A. Bordered by hostile countries
B. Limited arable land
C. Scarce water resources
D. Intifadas |
|---|

- (1) Reasons for the Pan-Arab Movement
- (2) Causes of the Islamic Revolution in Iran
- (3) Challenges Facing Israel as a Nation
- (4) Factors Leading to Disputes over Tibet

GO RIGHT ON TO THE NEXT PAGE ➡

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

. . . The scale and the intensity of the conflict, along with the conditions of the use of force against the insurgents [rebels], have focused international attention on Kashmir. Both Indian and international human rights groups have criticized the excessive and unauthorized use of force by the security forces, particularly the BSF [Border Security Force]. Charges have repeatedly been exchanged between Islamabad and New Delhi: the former accusing India of widespread repression in Kashmir, the latter accusing Pakistan of aiding and abetting [supporting] the insurgents. Finally, external powers, principally the United States, have expressed concerns about the potential spillover of the conflict. U.S. officials have articulated fears of an Indo-Pakistani conflict that could escalate to the nuclear level. . . .

— Šumit Ganguly, *The crisis in Kashmir*, 1997 (adapted)

22 According to this author, what is one potential consequence of the Kashmir conflict?

- (1) Human rights groups could restore stability to the region.
 - (2) Local conflict could spread into a major war.
 - (3) Use of oppression could result in significant territorial losses for both security forces.
 - (4) The conflict could lead to a refugee crisis in North Africa.
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GO RIGHT ON TO THE NEXT PAGE ➡

Base your answer to question 23 on the cartoon below and on your knowledge of social studies.



Source: David Horsey, *Seattle Post-Intelligencer*, May 23, 2009

23 What is the main idea of this cartoon about global warming?

- (1) The developing world has caused the problem.
 - (2) The industrialized world does not believe this is a serious problem.
 - (3) Most countries agree that criticizing each other will not solve this problem.
 - (4) Countries disagree on who should take responsibility for addressing the problem.
-

- 24 A. Korean War
B. Communist Revolution in China
C. Cuban missile crisis
D. Fall of the Berlin Wall

Which sequence of letters places these Cold War events in the correct chronological order?

- (1) $B \rightarrow A \rightarrow C \rightarrow D$
- (2) $B \rightarrow D \rightarrow A \rightarrow C$
- (3) $D \rightarrow B \rightarrow C \rightarrow A$
- (4) $C \rightarrow A \rightarrow D \rightarrow B$

25 The primary goal of Mikhail Gorbachev's policy of perestroika for the Soviet Union was the

- (1) restriction of trade
- (2) censorship of the press
- (3) restructuring of the economy
- (4) establishment of five-year plans

GO RIGHT ON TO THE NEXT PAGE ➡

Base your answers to questions 26 and 27 on the chart below and on your knowledge of social studies.

Reported People’s Republic of China (PRC) Aid by Type and Region, 2002–2007
(Million US \$)

Type of Aid	Africa	Latin America	Southeast Asia
Natural Resources Extraction/Production	9,432	18,585	4,788
Infrastructure/Public Works	17,865	7,535	6,438
Not Specified/Other	5,024	608	2,276
Humanitarian	802	32	159
Military	4	0	170
Technical Assistance	10	1	3

Source: NYU Wagner School, *Understanding Chinese Foreign Aid: A Look at China’s Development Assistance to Africa, Southeast Asia, and Latin America*, April 25, 2008 (adapted)

Note: Annual totals represent announced loans and other reported aid and economic projects using PRC financing.

GO RIGHT ON TO THE NEXT PAGE ➔

- 26 Between 2002 and 2007, the People's Republic of China spent the most money on which type of foreign aid in Africa?
- (1) enhancing the military strength of its allies
 - (2) providing humanitarian relief
 - (3) improving infrastructure
 - (4) obtaining natural resources
- 27 Which inference about China's foreign aid policy can best be made using information from this chart?
- (1) China provided technical assistance to decrease its industrial pollution.
 - (2) China focused on developing regions in order to advance its economic interests.
 - (3) China used the military to achieve economic advantages for itself.
 - (4) China sought to enhance its image as the primary protector of human rights.
-

GO RIGHT ON TO THE NEXT PAGE ➡

Base your answer to question 28 on the cartoon below and on your knowledge of social studies.



Source: Paresh Nath, *The Khaleej Times*, UAE, June 23, 2009

28 Which action of Kim Jong Il is the subject of this 2009 cartoon?

- (1) poorly managing North Korea's economy
 - (2) polluting North Korea with industrial waste
 - (3) seeking humanitarian aid for North Korea
 - (4) proposing the unification of North and South Korea
-

29 Conflicts in Rwanda and Darfur demonstrate the destabilizing effects of

- (1) global interdependence
- (2) ethnic conflict
- (3) satellite countries
- (4) natural disasters

30 A study of the rule of Czar Nicholas II and the rule of King Louis XVI would show that

- (1) overspending on warfare can lead to victory
 - (2) democratic governments often result from revolution
 - (3) leaders who ignore the needs of their people are likely to be overthrown
 - (4) strong advisors usually help monarchs implement successful reforms
-

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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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (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: Needs and Wants

Societies and leaders have used different methods to obtain resources and products they needed or desired from other societies. These methods have included trading, engaging in imperialism, and waging war. These interactions have had positive and negative effects on the people in different societies and regions.

Task:

Select **two** societies or leaders that traded, engaged in imperialism, or waged war to obtain a specific resource or product and for **each**

- Explain why the society or leader used that method to obtain the resource or product
- Discuss how this method of obtaining the resource or product affected the people in a society or region

You may use any society or leader that used these methods to obtain resources and products from your study of global history and geography. Some suggestions you might wish to consider include Great Britain's need for tea or cotton, King Leopold II of Belgium's desire for rubber or ivory, Japan's need for coal or iron ore, Hitler's desire for more land for the German people, India's desire to control salt production, and Syria's need for water from the Euphrates River.

You are *not* limited to these suggestions.

Do *not* make the United States or a United States leader the focus of your response.

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

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 used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout history, there have been individuals who have taken risks in pursuit of what they considered an important goal. These risks have produced varied results. These individuals include *Galileo Galilei*, *Mohandas Gandhi*, and *Nelson Mandela*.

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* individuals mentioned in the historical context and for *each*

- Explain an important goal of this individual
- Describe a risk this individual took to achieve his goal
- Discuss the extent to which this individual achieved his goal

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

- (a) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**
- (b) describe means “to illustrate something in words or tell about it”**
- (c) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**

GO RIGHT ON TO THE NEXT PAGE ➡

Part A

Short-Answer Questions

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

Document 1

This excerpt is from a letter written by Galileo to Johannes Kepler on August 4, 1597.

. . . “I have as yet read nothing beyond the preface of your book, from which, however, I catch a glimpse of your meaning, and feel great joy on meeting with so powerful an associate in the pursuit of truth, and, consequently, such a friend to truth itself; for it is deplorable that there should be so few who care about truth, and who do not persist in their perverse [improper] mode of philosophising.* But as this is not the fit time for lamenting [complaining about] the melancholy condition of our times, but for congratulating you on your elegant discoveries in confirmation of the truth, I shall only add a promise to peruse [study] your book dispassionately, and with the conviction that I shall find in it much to admire. . . .

Source: J. J. Fahie, *Galileo: His Life and Work*, John Murray

*Philosophising is the method used by some to understand the world in which they live.

1 Based on this 1597 letter excerpt, what goal are both Galileo and Kepler pursuing? [1]

Score

GO RIGHT ON TO THE NEXT PAGE ➡

Galileo explains his discoveries to the Pope.



Source: Chris Madden cartoons

2 Based on Chris Madden's cartoon, what risk did Galileo take in presenting his findings to the Church? [1]

Score

GO RIGHT ON TO THE NEXT PAGE ➔

Document 3

Galileo Time Line

August, 1609	Through the connections of his friend Paolo Sarpi, Galileo presents an eight-powered telescope to the Venetian Senate. He is rewarded by a doubling of his salary and life-tenure at the University of Padua. . . .
Fall, 1609	Continues his improvement of the telescope and begins to make celestial observations with the instrument.
April, 1610	Johannes Kepler sends a letter in support of Galileo's discoveries. The letter is published in Prague as <i>Conversation with the Sidereal Messenger</i> . It is reprinted in Florence a few months later.
April, 1611	Upon the request of Cardinal Bellarmine, the Jesuit mathematicians of the Collegio Romano certify Galileo's celestial discoveries, although they do not necessarily agree with Galileo's interpretation of these discoveries.
February, 1615	A Dominican friar Niccolo Lorini, who had earlier criticized Galileo's view in private conversations, files a written complaint with the Inquisition against Galileo's Copernican views. He encloses a copy of Galileo's letter to [Galileo's mathematician friend] Castelli.

Source: Al Van Helden, The Galileo Project online, Rice University (adapted)

3a Based on the information in this time line, what is **one positive** response to Galileo's work? [1]

Score

b Based on the information in this time line, what is **one negative** response to Galileo's work? [1]

Score

GO RIGHT ON TO THE NEXT PAGE ➡

Document 4

This is an excerpt from a speech given by Mohandas Gandhi at Exhibition Ground, Faizpur, in January 1937.

. . . Let there be no mistake about my conception of *swaraj*. It is complete independence of alien control and complete economic independence. So at one end you have political independence, at the other the economic. It has two other ends. One of them is moral and social, the corresponding end is *dharma*, i.e., religion in the highest sense of the term. It includes Hinduism, Islam, Christianity, etc., but is superior to them all. You may recognize it by the name of Truth, not the honesty of expedience [benefits] but the living Truth that pervades [spread through] everything and will survive all destruction and all transformation. Moral and social uplift may be recognized by the term we are used to, i.e., non-violence. Let us call this the square of *swaraj*, which will be out of shape if any of its angles is untrue. In the language of the Congress we cannot achieve this political and economic freedom without truth and non-violence, in concrete terms without a living faith in God and hence moral and social elevation. . . .

Source: Raghavan Iyer, ed., *The Moral and Political Writings of Mahatma Gandhi*, Volume III, Clarendon Press

4 Based on this document, what is **one** of Gandhi's goals? [1]

Score

GO RIGHT ON TO THE NEXT PAGE ➡

Document 5

Gandhi on March Challenges Arrest

NEW DELHI, March 12 – Mahatma Gandhi’s historic “march to the sea” in furtherance of the campaign for civil disobedience began today from the leader’s headquarters.

Source: *New York Times*, March 13, 1930

Gandhi Sent to Jail

Special Cable to the *New York Times*, BOMBAY, Monday, January 4, 1932 – Mahatma Gandhi was arrested at his home here at 3 o’clock this morning on the eve of the new civil disobedience campaign which he has predicted will plunge the people of India into “the fires of suffering” once more.

Source: *New York Times*, January 4, 1932

Jail Terms No Curb on Indian Defiance

BOMBAY, January 24 (AP) – Despite jail terms of unprecedented severity, Mahatma Gandhi’s army of Nationalist rebels showed no sign of penitence [regret] tonight.

Source: *New York Times*, January 25, 1932

Gandhi Weakening as Fast Continues

RAJKOT, India, March 5 – Mohandas K. Gandhi was cheerful today on the completion of forty-eight hours of his fast, but doctors said he had lost two pounds and that his general weakness was increasing. He has appealed to members of the Congress party not to. . . .

Source: *New York Times*, March 6, 1939

5 Based on these *New York Times* headlines, what are **two** risks taken by Gandhi in pursuit of his goal? [2]

(1)

Score

(2)

Score

GO RIGHT ON TO THE NEXT PAGE ➔

Document 6

. . . Mahatma Gandhi failed to prevent the partition of India because religious divisions were stronger than nationalistic cohesions [bonds]. Demagogues [political agitators] appealed more successfully to the feelings that separated Hindus from Moslems than Gandhi, Nehru and others could to the interests that should have united them. The crystals of Indian nationalism were not yet packed together in a hard enough mass to prevent the axe of religion from cutting it in two. Britain granted national freedom to India before India had become a nation; therefore she became two nations. Of these, Pakistan was a religious community struggling to arrive at nationhood, and the Indian Republic a near-nation troubled by provincial [local] isolationism, linguistic differences, and religious hatreds. Gandhi was really the father of a nation still unborn. . . .

Source: Louis Fischer, *Gandhi: His Life and Message for the World*, Mentor, 1982

6 According to Louis Fischer, what is **one** problem British India faced at the time of independence? [1]

Score

Document 7

This is an excerpt from Nelson Mandela's address to the Court before sentencing at his trial in November 1962.

. . . I hate the practice of race discrimination, and in my hatred I am sustained by the fact that the overwhelming majority of mankind hate it equally. I hate the systematic inculcation [instilling] of children with colour prejudice and I am sustained in that hatred by the fact that the overwhelming majority of mankind, here and abroad, are with me in that. I hate the racial arrogance which decrees that the good things of life shall be retained as the exclusive right of a minority of the population, and which reduces the majority of the population to a position of subservience [submission] and inferiority, and maintains them as voteless chattels [slaves] to work where they are told and behave as they are told by the ruling minority. I am sustained in that hatred by the fact that the overwhelming majority of mankind both in this country and abroad are with me.

Nothing that this Court can do to me will change in any way that hatred in me, which can only be removed by the removal of the injustice and the inhumanity which I have sought to remove from the political, social, and economic life of this country. . . .

Source: Nelson Mandela, *No Easy Walk to Freedom*, Basic Books, 1965

7 Based on this excerpt from Nelson Mandela's address to the Court, what is **one** of Nelson Mandela's goals? [1]

Score

Document 8a

. . . In secret, underground meetings, the leadership of the ANC [African National Congress] decided in June 1961 to launch sabotage campaigns against the government, one part of a broader strategy that also included mass non-violent action as well as advocating sanctions against the government and diplomatic isolation from the world community. The sabotage campaigns would be organized by a new group, MK, led by Nelson Mandela. MK was the armed wing of the ANC, but that connection was not to be made public in order to protect ANC members from further jeopardy. Additionally, while Luthuli [President-General of the ANC] most likely knew of this shift in ANC policy to include the use of violence as one of the four pillars in the struggle, it is not clear whether he condoned [approved of] it. He, in particular, was shielded from connections to MK. Headquarters for MK were at a secluded house (paid for partly by the Communist Party) in Rivonia, a white suburb of Johannesburg. . . .

Source: *Freedom in Our Lifetime: South Africa's Struggle*, Choices Program,
Watson Institute for International Studies, Brown University

8a Based on this excerpt, state **one** action Nelson Mandela took to achieve his goal. [1]

Score

Document 8b

Nelson Mandela and Cecil Williams were driving back to Johannesburg on August 5, 1962.

. . . Cecil and I were engrossed in discussions of sabotage plans as we passed through Howick, twenty miles northwest of Pietermaritzburg. At Cedara, a small town just past Howick, I noticed a Ford V-8 filled with white men shoot past us on the right. I instinctively turned round to look behind and I saw two more cars filled with white men. Suddenly, in front of us, the Ford was signaling us to stop. I knew in that instant that my life on the run was over; my seventeen months of “freedom” were about to end. . . .

Cecil and I were locked in separate cells. I now had time to ruminate [think] on my situation. I had always known that arrest was a possibility, but even freedom fighters practice denial, and in my cell that night I realized I was not prepared for the reality of capture and confinement. I was upset and agitated. Someone had tipped off the police about my whereabouts; they had known I was in Durban and that I would be returning to Johannesburg. For weeks before my return the police believed that I was already back in the country. In June, newspaper headlines blared “RETURN OF THE BLACK PIMPERNEL”* while I was still in Addis Ababa. Perhaps that had been a bluff? . . .

Source: Nelson Mandela, *Long Walk to Freedom*, Little, Brown and Company, 1995

* The press and the police referred to Nelson Mandela as the “Black Pimpernel.” Mandela, as the leader of MK, tried to remain invisible.

8b Based on this excerpt, state **one** risk taken by Nelson Mandela in pursuit of his goals. [1]

Score

Document 9

. . . From the moment he was freed, Mandela had used his acumen [insight] to steer the ANC towards racial reconciliation and compromises on issues such as multiracial power sharing (under which Mr de Klerk stayed on as first deputy president for what turned out to be two years). Tactfully but firmly, Mandela outflanked radicals to unite the movement behind this concession. During dangerous moments in the transition, which pushed South Africa to the brink of civil war, Mandela insisted his followers should remain peaceful. They obeyed. He also handled white audiences with a deftness [skillfulness] born of his charm.

Fighting his first general election, Mandela and the ANC won a clear victory. The way was open at last for him to become South Africa's leader. As president, he oversaw his country's efforts to heal old wounds, chief among them the fraught [emotional] hearings of the Truth and Reconciliation Commission. The formula, agreed with Mr de Klerk, allowed the judge-led commission to grant individual amnesties provided those who had perpetrated murder and torture under apartheid admitted the truth of what they had done. . . .

Source: Reed and Cramb, "Nelson Mandela, first president of democratic South Africa,"
Financial Times online, December 5, 2013

9 According to Reed and Cramb, what is **one** achievement of Nelson Mandela after he was released from prison? [1]

Score

GO RIGHT ON TO THE NEXT PAGE ➡

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, there have been individuals who have taken risks in pursuit of what they considered an important goal. These risks have produced varied results. These individuals include ***Galileo Galilei***, ***Mohandas Gandhi***, and ***Nelson Mandela***.

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

Select ***two*** individuals mentioned in the historical context and for ***each***

- Explain an important goal of this individual
- Describe a risk this individual took to achieve his goal
- Discuss the extent to which this individual achieved his goal

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

