

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

TRANSITION EXAM in GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Tuesday, June 5, 2018 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

Answer all questions in this part.

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

Base your answer to question 1 on the time line below and on your knowledge of social studies.

1697	Spain cedes the western third of Hispaniola to France
1791	Toussaint L'Ouverture leads rebellion of slaves and free blacks
1794	Jacobin government in France declares an end to slavery in all French colonies
1797	Toussaint L'Ouverture assumes command of French armies in Saint Domingue (Haiti)
1802	20,000 French troops arrive in Saint Domingue to reclaim French authority
1803	Withdrawal of the last French troops
1804	Haitian Declaration of Independence

- 1 In the early 1800s, the French government took action in Saint Domingue (Haiti) to
- (1) protect investments in French colonies in the Americas
 - (2) safeguard King Louis XVI's government
 - (3) return enslaved blacks to Africa
 - (4) support Toussaint L'Ouverture's rebellion

- 2 Which feature is shown on a political map?
- (1) climate
 - (2) languages spoken
 - (3) boundaries
 - (4) mineral deposits
- 3 Which action best represents what a historian should do when considering primary source evidence about a historical event?
- (1) reject the use of eyewitness accounts
 - (2) take into account different points of view
 - (3) emphasize the importance of religious values
 - (4) accept summaries written by journalists
- 4 The Scientific Revolution popularized the idea that
- (1) understanding is the result of observation and experimentation
 - (2) Earth is the center of the solar system
 - (3) church doctrine should be the source of new ideas
 - (4) scientific research should be supervised by political authorities

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

... The Irish Potato Famine left as its legacy deep and lasting feelings of bitterness and distrust toward the British. Far from being a natural disaster, many Irish were convinced that the famine was a direct outgrowth of British colonial policies. In support of this contention, they noted that during the famine's worst years, many Anglo-Irish estates continued to export grain and livestock to England.

— Digital History, University of Houston

- 5 Which conclusion about Irish views on the potato famine is best supported by this passage?
- (1) The Irish potato famine resulted in several natural disasters.
 - (2) The exporting of grain overseas was the sole cause of the Irish potato famine.
 - (3) British colonial policies worsened the effects of the Irish potato famine.
 - (4) Ireland did not produce any grain and livestock during the Irish potato famine.

- 6 Camillo di Cavour is to unification of Italy as Otto von Bismarck is to unification of
- (1) Venezuela (3) France
 (2) Germany (4) Serbia
- 7 Social Darwinism and the ideas expressed in the “White Man’s Burden” were used by Europeans to justify their policies of
- (1) pacifism (3) isolationism
 (2) communism (4) imperialism

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

...As late as the 1870s, only 10% of the continent was under direct European control, with Algeria held by France, the Cape Colony and Natal (both in modern South Africa) by Britain, and Angola by Portugal. And yet by 1900, European nations had added almost 10 million square miles of Africa—one-fifth of the land mass of the globe—to their overseas colonial possessions. Europeans ruled more than 90% of the African continent. . . .

— Saul David, “Slavery and the ‘Scramble for Africa,’ ”
 BBC British History in Depth

- 8 Which event most directly influenced the change referred to in this passage?
- (1) outbreak of the Boxer Rebellion
 (2) meeting of the Berlin Conference
 (3) signing of the Munich Pact
 (4) collapse of the Ottoman Empire
-
- 9 • Building factories and infrastructure
 • Outlawing the wearing of veils by women and fezzes by men
 • Modernizing education and government
 • Replacing Arabic script with Latin alphabet

Under the rule of which leader did these changes occur?

- (1) Emperor Meiji
 (2) Kemal Atatürk
 (3) Jiang Jieshi (Chiang Kai-shek)
 (4) Benito Mussolini

- 10 Which heading best completes the partial outline below?

I. _____
A. Alexander Kerensky’s provisional government is toppled.
B. Vladimir Lenin comes to power.
C. Czar Nicholas II is executed.
D. Civil war breaks out.

- (1) Causes of the Russo-Japanese War
 (2) Outcomes of the Congress of Vienna
 (3) Results of the Versailles Treaty
 (4) Effects of the Bolshevik Revolution

Base your answer to question 11 on the chart below and on your knowledge of social studies.

Population Figures for Ukraine	
1926	31,195,000
1939	28,111,000
Change	– 9.9%

- 11 What is a key reason for the shift in the Ukrainian population between 1926 and 1939?
- (1) Stalin’s policies of collectivization and forced famine
 (2) establishment of a Jewish homeland in British Palestine
 (3) spread of influenza throughout the Soviet Union
 (4) Russia’s involvement in World War I
-

- 12 The term *totalitarianism* can best be defined as the
- (1) belief that change and progress are beneficial
 - (2) practice of using faith and religious doctrine to maintain followers
 - (3) idea that all aspects of life are controlled by the state
 - (4) method for privatizing industry and property

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

. . .It is inevitable, perhaps, that the present activity in Japanese shipping should be linked with the military program and the drive for expansion both on the mainland of Asia and in the waters to the south. Witness the recent statement of the Japanese Minister of Communications, when he characterized the industry as the “vanguard [trailblazers] of advancing Japan,” describing its development as important to “national economy, national defense and the improvement of the country’s international accounts.”. . .

— Catherine Porter, “Shipping the ‘Vanguard of Advancing Japan,’ ” *Far Eastern Survey*, February 3, 1937

- 13 Based on this excerpt, which conclusion is most valid?
- (1) Japanese military and industrial needs were tied to expansion.
 - (2) Development of shipping was not a high priority for Japan.
 - (3) Most Japanese needs were being satisfied by existing resources.
 - (4) Japan’s island position promoted the fishing industry.
-
- 14 Neville Chamberlain visited Munich in 1938 to negotiate the fate of Sudetenland. Which policy is most closely associated with Chamberlain’s action?
- | | |
|------------------|-----------------|
| (1) appeasement | (3) reparations |
| (2) nonalignment | (4) colonialism |

- 15 The Truman Doctrine and the Marshall Plan were established to
- (1) put down the Hungarian Revolution
 - (2) contain communism
 - (3) end the Soviet blockade of Berlin
 - (4) destroy the North Atlantic Treaty Organization (NATO)
- 16 What is one of the primary differences between a market economy and a command economy?
- (1) A command economy has less government control.
 - (2) A command economy offers more consumer choices.
 - (3) A market economy has less private ownership.
 - (4) A market economy has more business competition.
- 17 Which two nations were created as a result of religious tensions?
- | | |
|------------------------|-------------------------|
| (1) India and Pakistan | (3) Brazil and Colombia |
| (2) Israel and Egypt | (4) Vietnam and Burma |
- 18 In Cambodia, Pol Pot and the Khmer Rouge modeled their agrarian society on
- (1) Mao Zedong’s Great Leap Forward in China
 - (2) Leonid Brezhnev’s doctrine of détente
 - (3) Mohandas Gandhi’s Quit India program
 - (4) Lech Walesa’s Solidarity movement in Poland
- 19 One way in which Mikhail Gorbachev of the Soviet Union and F. W. de Klerk of South Africa are similar is that each leader
- (1) sought to increase his country’s nuclear arsenal
 - (2) pursued a foreign policy of isolation from the rest of the world
 - (3) initiated reforms that led to significant political change
 - (4) opposed the presence of international observers during elections in his country
- 20 Which global problem is best illustrated by the late 20th-century conflicts in Rwanda, Kosovo, and Sudan?
- (1) violation of human rights
 - (2) proliferation of chemical weapons
 - (3) disagreement over national borders
 - (4) lack of water resources

21 From a Mexican perspective, what was one argument against adopting the North American Free Trade Agreement (NAFTA)?

- (1) Mexican industries would be able to increase their exports to the United States.
- (2) Greater economic cooperation would enhance democratic reform in Mexico.
- (3) The economies of Canada and the United States would grow more slowly than the economy of Mexico.
- (4) Mexican farmers might be put out of work because United States farmers would be able to produce food at much lower costs.

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

Mention Africa in polite company, and those around you may grimace, shake their heads sadly, and profess sympathy. Oh, all those wars! Those diseases! Those dictators!

Naturally, that attitude infuriates Africans themselves, since the conventional view of Africa as a genocide inside a failed state inside a dictatorship is, in fact, wrong. . . .

The bane [misfortune] of Africa is war, but the number of conflicts has dwindled. Most of the murderous dictators like Idi Amin of Uganda are gone, and we're seeing the rise of skilled technocrats who accept checks on their power and don't regard the treasury as their private piggy bank. The Rwandan cabinet room is far more high-tech than the White House cabinet room, and when you talk to leaders like Ellen Johnson Sirleaf of Liberia, you can't help wondering about investing in Liberian stocks. . . .

— Nicholas D. Kristof, *New York Times, Upfront Magazine*, April 19, 2010 (adapted)

22 Which statement is best supported by this passage?

- (1) The number of wars in Africa has grown.
- (2) African countries lack skilled technocrats.
- (3) Dictatorships are on the rise in Africa.
- (4) Some positive political changes are taking place in Africa.

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

**Population Trends in China
1990 to 2003**

Year	% of Population in Urban Areas	% of Population in Rural Areas
1990	26.41	73.59
1991	26.94	73.06
1992	27.46	72.54
1993	27.99	72.01
1994	28.51	71.49
1995	29.04	70.96
1996	30.48	69.52
1997	31.91	68.09
1998	33.35	66.65
1999	34.78	65.22
2000	36.22	63.78
2001	37.66	62.34
2002	39.09	60.91
2003	40.53	59.47

— Chinese Government's Official Web Portal

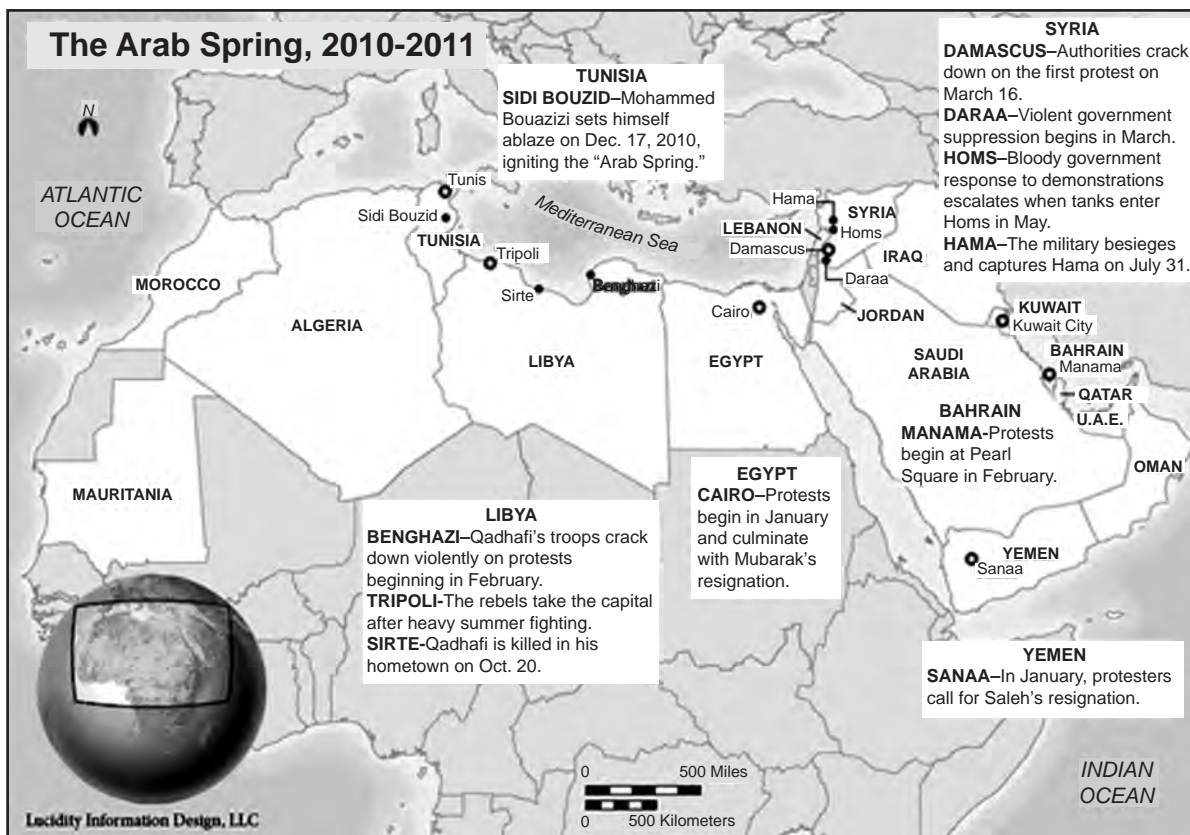
23 Which factor in China is the most likely cause of the population trend shown in this chart?

- (1) famine due to the establishment of communes
- (2) employment opportunities
- (3) spread of disease
- (4) one-child policy

24 Which potential problem is faced by the government of China due to the trend shown in this chart?

- (1) a shortage of recruits for the military
- (2) declining labor supply in cities
- (3) a growing percentage of the population living in rural areas
- (4) overcrowding in urban areas

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



25 Based on the information shown on this map, the term *Arab Spring* can be defined as

- (1) regional protests against government leaders
- (2) a geopolitical alliance for North African and West Asian countries
- (3) public support for military crackdowns
- (4) terrorist attacks conducted by al-Qaeda

26 Locke and Rousseau, as writers during the Enlightenment, expanded the concept of

- (1) total war
- (2) self-sufficiency
- (3) natural law
- (4) divine right

27 Simón Bolívar, Ho Chi Minh, and Jomo Kenyatta are significant historical figures because they all

- (1) instituted theocratic reforms
- (2) formed international peacekeeping alliances
- (3) established worldwide trade networks
- (4) led independence movements

28 The purpose of Lenin’s New Economic Policy in the Soviet Union and Deng’s Four Modernizations in China was to

- (1) eliminate elements of a free-market economy
- (2) establish isolationist policies
- (3) improve agricultural and industrial production
- (4) discourage investments by foreigners

Base your answers to questions 29 and 30 on the excerpts below and on your knowledge of social studies.

<p>Immediately after the publication of the present decree, all suspects within the territory of the Republic and still at large, shall be placed in custody.</p> <p>The following are deemed suspects:</p> <p>–those who, by their conduct, associations, comments, or writings have shown themselves partisans [supporters] of tyranny or federalism and enemies of liberty; . . .</p> <p>– Law of Suspects, France, 1793</p>	<p>Anyone who, by speech, writing, or any other act, uses or exploits the wounds of the National Tragedy to harm the institutions of the Democratic and Popular Republic of Algeria, to weaken the state, or to undermine the good reputation of its agents who honorably served it, or to tarnish the image of Algeria internationally, shall be punished by three to five years in prison and a fine of 250,000 to 500,000 dinars.</p> <p>– Decree Implementing the Charter for Peace and National Reconciliation, Algeria, 2006</p>
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29 Both of these excerpts reflect an intent to

- (1) support human rights
- (2) limit government's power
- (3) eliminate dissent
- (4) expand democracy

30 According to the Algerian Decree, people may be punished for harming or weakening Algeria's

- (1) trade
 - (2) media
 - (3) religion
 - (4) government
-

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

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

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Culture and Intellectual Life

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development.

Task:

Select **two** intellectuals, philosophers, **and/or** leaders and a writing associated with that person and for **each**

- Describe the historical circumstances surrounding this writing
- Describe a main idea found in this writing
- Discuss how this idea has influenced the development of a nation or region

You may use any intellectuals, philosophers, or leaders from your study of global history and geography. Some suggestions you might wish to consider include:

John Locke—*Two Treatises on Government*
Adam Smith—*Wealth of Nations*
Olympe de Gouges—*The Declaration of the Rights of Woman*
Karl Marx—*Communist Manifesto*
Theodor Herzl—*On the Jewish State*
Adolf Hitler—*Mein Kampf*
Elie Wiesel—*Night*
Mao Zedong—*Little Red Book*
Nelson Mandela—*Long Walk to Freedom*

You are not limited to these suggestions.

Do not use any intellectual, philosopher, or leader from the United States in your answer.

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:

Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points include the *Opium War*, the *Industrial Revolution*, and the *Cold War*.

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* turning points mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding this turning point
- Discuss the impact of this turning point on societies and/or regions

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

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

Part A

Short-Answer Questions

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

Document 1

Two things happened in the eighteenth century that made it difficult for England to balance its trade with the East. First, the British became a nation of tea drinkers and the demand for Chinese tea rose astronomically [enormously]. It is estimated that the average London worker spent five percent of his or her total household budget on tea. Second, northern Chinese merchants began to ship Chinese cotton from the interior to the south to compete with the Indian cotton that Britain had used to help pay for its tea consumption habits. To prevent a trade imbalance, the British tried to sell more of their own products to China, but there was not much demand for heavy woolen fabrics in a country accustomed to either cotton padding or silk.

The only solution was to increase the amount of Indian goods to pay for these Chinese luxuries, and increasingly in the seventeenth and eighteenth centuries the item provided to China was Bengal opium. With greater opium supplies had naturally come an increase in demand and usage throughout the country, in spite of repeated prohibitions by the Chinese government and officials. The British did all they could to increase the trade: They bribed officials, helped the Chinese work out elaborate smuggling schemes to get the opium into China's interior, and distributed free samples of the drug to innocent victims. . . .

Source: "The Opium War and Foreign Encroachment," Asia for Educators, Columbia University

1. According to this excerpt from "The Opium War and Foreign Encroachment," what was **one** reason England sold opium to China? [1]

Score

Document 2

Lin Tse-Hsü was appointed imperial commissioner by the Chinese emperor to address the issue of opium trade and consumption.

This is an instruction to foreigners of all nations:

Foreigners who trade in Canton have realized large profits. They can sell all the goods they have brought to China and purchase on short order any merchandise they wish to buy. Because of this fact, the number of ships that come to China to trade has increased from 50 or 60 in the old days to more than 150 in recent years. His Majesty the Emperor allows all of you to trade in China without discrimination, and his generosity has provided you with the opportunity to realize the profit you desire. If the trade is stopped, where will your profit come from? Moreover, tea and rhubarb are essential to foreigners' livelihood, and we have never begrudged [disapproved] the fact that year after year you have shipped these valuable products to your own countries. The favor we have bestowed upon you is very great indeed.

Feeling grateful for the favor you have received, you should at least observe our law and refrain from enriching yourselves by deliberately inflicting harm upon your benefactors. Why do you choose to ship to China opium which you yourselves do not consume in order not only to swindle people out of their money but also to endanger their very lives? You have used this evil thing to poison the Chinese people for dozens of years, and the amount of profit you have realized from this immoral trade must be very large indeed. This devilish conduct on your part not only stirs the indignation of mankind but is intolerable to Heaven as well. . . .

Source: Lin Tse-Hsü, "A Message to Foreign Traders," March 18, 1839, *China in Transition: 1517–1911*, Van Nostrand Reinhold Company

- 2 In this letter, what is **one** message against the opium trade in China that Lin Tse-Hsü is sending to foreign traders? [1]

Score

Document 3a

. . .In the spring of 1840 twenty British warships and troop transports appeared off Canton to blockade the port. The Opium War began.

Although the war dragged on for nearly three years, English guns and troops eventually proved too much for the Chinese. Seizing Canton, Shanghai, and other ports, the English sent gunboats up the Yangtze River nearly to Nanking [Nanjing]. Toward the end of 1842, concluding that further fighting was useless, the Emperor Tao-kuang agreed to peace talks. . . .

Source: James I. Clark, *China*, McDougal, Littell & Company, 1982

3a According to James I. Clark, what was **one** effect of the Opium War on China? [1]

Score

Document 3b

Excerpts from the Treaty of Nanjing

. . . *Article 2.* Determined the opening of five Chinese cities — Canton, Fuzhou, Xiamen, Ningbo, and Shanghai — to residence by British subjects and their families “for the purpose of carrying on their mercantile pursuits, without molestation [interference] or restraint.” It also permitted the establishment of consulates in each of those cities.

Article 3. “The Island of Hong Kong to be possessed in perpetuity [forever]” by Victoria and her successors, and ruled as they “shall see fit.”

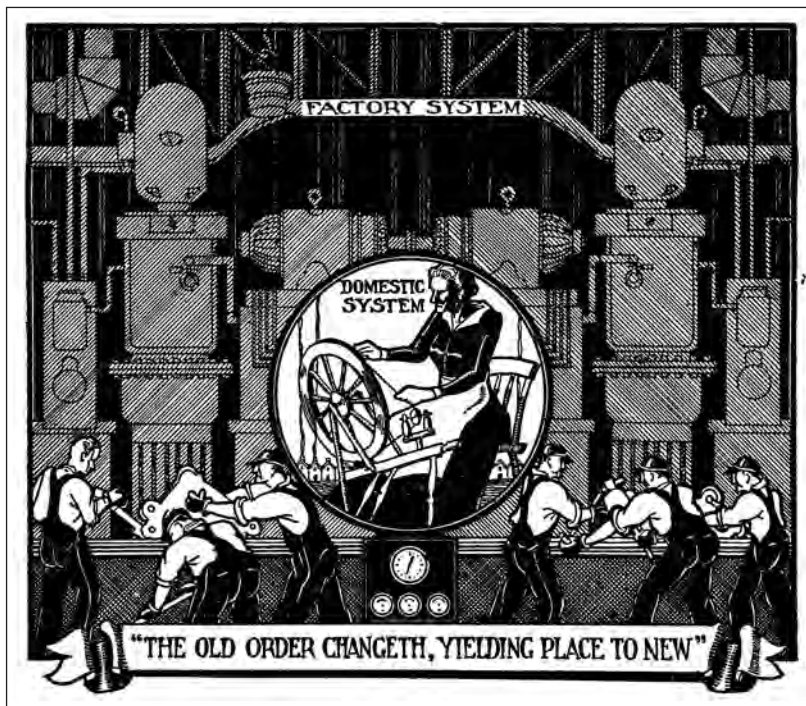
Article 4. Payment of \$6 million by the Qing “as the value of the opium which was delivered up in Canton.” . . .

Source: Jonathan D. Spence, *The Search for Modern China*, W. W. Norton & Company, 1991

3b What was **one** economic impact of the Treaty of Nanjing on China? [1]

Score

Document 4



Source: Philip Dorf, *Visualized Modern History*, Oxford Book Company, 1947

- 4 Based on the information in this drawing, state **one** way the shift from the domestic system to the factory system changed the way people worked. [1]

Score

Document 5a

View from Blackfriars Bridge



The Blackfriars Bridge is in Manchester, England, over the Irwell River.

Source: *The Graphic*, October 14, 1876

Document 5b

The State of the Thames [River].

To the Editor of *The Times*.

Sir,—I traversed this day by steamboat the space between London and Hungerford bridges between half-past 1 and 2 o'clock; it was low water, and I think the tide must have been near the turn. The appearance and the smell of the water forced themselves at once on my attention. The whole of the river was an opaque pale brown fluid. In order to test the degree of opacity [cloudiness], I tore up some white cards into pieces, moistened them so as to make them sink easily below the surface, and then dropped some of these pieces into the water at every pier the boat came to; before they had sunk an inch below the surface they were indistinguishable, though the sun shone brightly at the time; and when the pieces fell edgeways the lower part was hidden from sight before the upper part was under water. This happened at St. Paul's-wharf, Blackfriars-bridge, Temple-wharf, Southwark-bridge, and Hungerford; and I have no doubt would have occurred further up and down the river. Near the bridges the feculence [impurities] rolled up in clouds so dense that they were visible at the surface, even in water of this kind. . . .

I am, Sir, your obedient servant,

Royal Institution. July 7.

M. FARADAY.

Source: Michael Faraday, Letter to the Editor, *The Times*, July 9, 1855

5 Based on these documents, what is **one** environmental effect industrialization had on English cities? [1]

Score

Document 6

Cotton Industry

. . .India is a birth-place of cotton manufacture. It probably flourished here before the dawn of authentic history. Indian cotton trade was extensive from the earliest times to the end of the eighteenth century. In the beginning of the nineteenth century, British industry started flourishing while Indian industry declined. Generally attributed causes for the decline of the Indian cotton industry are—the invention of the powerloom and other mechanical appliances, monopoly of trade created by the East India Company in their own favour, the imposition of a heavy tariff on Indian cotton and cotton goods in England, exemption of duty on British staples imported in India, and the raising of duties on Indian goods from time to time. . . .

By 1840, the East India Company ceased to be directly interested in Indian trade. In its new role as an administrator, it presented a petition to British Parliament for the removal of invidious [unfair] duties which discouraged and repressed Indian industries. [The East India] Company's capitalists and Indian capitalists were encouraged to establish industries in India.

The nature and extent of this new industrial awakening in India is well illustrated by the history of cotton mills. By 1850, the European factory system became sufficiently developed and coordinated [enough] to be transplanted to the east. The first cotton mill was started in Bombay in 1854 and by the end of the nineteenth century, their number was increased to 193 of which 82 were in the Bombay area alone. After 1877 several cotton mills were started in a number of other places namely, Nagpur, Ahmedabad, Sholapur, Kanpur, Calcutta and Madras. Jamsetji Tata and Morarji Gokuldas were the first Indian manufacturers who started mills in Nagpur and Sholapur respectively. . . .

Source: Usha Rani Bansal and B. B. Bansal, "Industries in India During 18th and 19th Century," *Indian Journal of History of Science*, April 1984 (adapted)

6a According to Bansal and Bansal, what was **one** impact British industrialization had on India before 1840? [1]

Score

b According to Bansal and Bansal, what was **one** impact British industrialization had on India after 1840? [1]

Score

Document 7

. . .The war [World War II] produced a redistribution of power more sweeping than in any previous period of history. Among the leading nations in the multipolar prewar international system, Japan, Italy, and Germany were defeated and occupied. Exhausted and nearly bankrupt, once-dominant Britain was reduced to a second-rank power. Defeated at the outset [beginning] of the war and liberated by its allies, France suffered even greater loss of status and power. The Eurocentric world largely through a process of self-destruction came to an inglorious [shameful] end. A new bipolar system replaced the old. Only the United States and the Soviet Union emerged from the war capable of wielding significant influence beyond their borders. . . .

Source: George C. Herring, *From Colony to Superpower: U.S. Foreign Relations Since 1776*, Oxford University Press, 2008

7 According to George C. Herring, what is **one** way power was redistributed after World War II? [1]

Score

Document 8a



Source: Leslie Illingworth, *Daily Mail*, June 16, 1947 (adapted)

Document 8b

... Between the signing of the Yalta treaty, with its promise of free elections in Eastern Europe, and Winston Churchill's "Iron Curtain" speech, which foretold the rise of totalitarianism, a year elapsed. During that year, a great many changes took place. The Red Army brought Moscow-trained secret policemen into every occupied country, put local communists in control of national radio stations, and began dismantling youth groups and other civic organizations. They arrested, murdered, and deported people whom they believed to be anti-Soviet, and they brutally enforced a policy of ethnic cleansing. . . .

Source: Anne Applebaum, *Iron Curtain: The Crushing of Eastern Europe 1944–1956*, Anchor Books, 2013

8 Based on these documents, state **one** action the Soviet Union took in Eastern Europe after World War II. [1]

Score

Document 9a

In the early 1960s, Cuba and the Soviet Union became allies.

Cuba under Castro, 1962



Source: *World History on File, Second Edition, The 20th Century, Facts on File* (adapted)

9a Based on the information in this map, state **one** way the Cold War affected Cuba as a result of becoming a Soviet ally. [1]

Score

Document 9b

Excerpt from Nikita Khrushchev's letter to President Kennedy

His Excellency
Mr. John F. Kennedy
President of the United States of America
Washington

You, Mr. President, are not declaring a quarantine, but rather issuing an ultimatum, and you are threatening that if we do not obey your orders, you will then use force. Think about what you are saying! And you want to persuade me to agree to this! What does it mean to agree to these demands? It would mean for us to conduct our relations with other countries not by reason, but by yielding to tyranny. You are not appealing to reason; you want to intimidate us. . . .

Respectfully,
/s/ N. Khrushchev

Moscow
24 October 1962

Source: Library of Congress

9b What is **one** concern Nikita Khrushchev expressed in his reaction to President Kennedy's communication with the Soviet Union? [1]

Score

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:

Turning points are events that have changed the course of history and had an impact on multiple societies and regions. Some examples of turning points include the *Opium War*, the *Industrial Revolution*, and the *Cold War*.

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

Select *two* turning points mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding this turning point
- Discuss the impact of this turning point on societies and/or regions

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

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY