Global History and Geography II

Three calibration cases • Observed in selected released student work

JANUARY 2026 / Q35 / Level 2 of 5

Substantiate an analytical conclusion

The anchor includes useful conclusions and some outside information, but the commentary finds too few historical facts supporting the analysis.

Test this possibility. A plausible generalization may be substituting for specific historical evidence.

Ask: Which group, action or consequence would let another reader test this conclusion?

Exam task | Response · PDF p. 37 | State commentary | Higher anchor

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AUGUST 2026 / Q35 / Level 1 of 5

Demonstrate endurance across contexts

The paper names scarcity and touches the task components, but develops the issue in a limited regional setting with few details.

Test this possibility. The student may recognize the issue but have difficulty building a second developed example or connecting it over time.

Ask: Where else can you show this issue, who experienced it, and what persisted or changed?

Exam task | Response · PDF p. 39 | State commentary | Higher anchor

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AUGUST 2026 / Q35 / Level 3 of 5

Integrate outside knowledge with sources

The anchor uses documents and historical references to explain exploitation. The scorer calls for more facts to develop its discussion.

Test this possibility. The next need may be selecting a precise supporting detail rather than adding another topic.

Ask: Which outside fact would make this particular document interpretation more convincing?

Exam task | Response · PDF p. 33 | State commentary | Higher anchor

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Global History and Geography II

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

GLOBAL2-6 / Build an enduring-issue paragraph

Three teaching summaries: imperial authorities control trade access; factory owners set the workday; colonial salt laws provoke organized protest. Choose an enduring issue, explain it using evidence from at least two summaries, and add a historically grounded outside example. Explain how the issue persisted or changed.

Focal request

Explain how unequal power can persist across two examples in the Studio task.

Response A

Colonial officials controlled salt. Factory owners controlled time. Both were powerful.

Response B

Salt rules gave colonial officials influence over an ordinary purchase. Factory schedules gave employers influence over workers' daily time. In each case control of a necessity limited someone else's choices, through a different institution.

What the pair distinguishes

A identifies two examples and a label. B explains how each mechanism affects people and connects them. Both are short rehearsals; neither is a full Regents enduring-issues essay.

A fresh transfer check

Offer a third case in which people organized to resist a rule. What changed and what aspect of the issue persisted?

Evidence of transfer

Builds an evidence-supported comparison that identifies people, a mechanism, and change or continuity.