Global History and Geography II

Original exam A, full-length form B and three-week preparation

Why these demands were selected

Cartoons appeared on 4/4 January, 5/5 June and 5/5 August forms. Mean cartoon sets per form were 3.75, 1.80 and 2.00. The four January counts were 1, 3, 6 and 5. Decolonization and nationalism (10.7) averaged 4.00, 2.25 and 3.00 MC slots on the smaller topic-mapped sample.

All 14 booklets support stimulus counts. Only 11 have a topic map in the Atlas. A set can serve several questions. The cartoon count increase is exploratory and varies strongly by year.

Released forecast example

State design / administration guidance

Original exam A

Four sets, 8 multiple-choice and 4 written responses. Suggested time: 75–100 min; divide across two periods if needed. Each selected response earns one local point. Each written response earns one local point per numbered criterion on the key. Maximum 23 local points. Accept defensible alternative reasoning. Allow consistent follow-through where the local criterion assesses a new operation; annotate the originating error.

Full-length form B

Use the intact linked 2026-06 official booklet except 29. The insert preserves one response position and its maximum credit. Report the original-component subtotal and replacement result separately. State conversion charts are specific to the unmodified state form. Record prior exposure if students have used the released booklet in preparation.

Preparation and feedback

Use the six Studio sessions, then one new retrieval check per week. Use Form A as an independent transfer check after preparation. Form B is optional for full-length rehearsal. On return after absence, students can start with the re-entry line on the current week’s sheet. After testing, return to the first unsupported step in the student’s reasoning.

Global History and Geography II

Questions 1–6 • One point per selected response.

1 C • Control of production can also give employers power over workers’ time.
The key is assigned to the owner and the workers are placed under the shift notice.

2 C • Dated time books and worker testimony from that mill
Time records and testimony address both rules and the experience of following them.

3 Written response / 3 local points
1. The viewpoint questions unequal control over time.
2. Explain how the owner’s key and workers under the shift notice support that reading.
3. This is a present-day constructed cartoon; independent period evidence is needed to establish actual experience.

4 A • Government assumed a larger role in conditions within covered factories.
Legal limits and inspectors show intervention in working conditions.

5 B • Comparisons of inspection findings and hours actually worked over time
Implementation concerns what happened under the law, which inspections and time records can document.

6 Written response / 3 local points
1. Factory industrialization concentrated wage labor and made working time a public concern.
2. Identify the tension over who set conditions inside the workplace.
3. The law imposed limits and oversight on employer authority. The invented cartoon illustrates the issue and could not itself have caused the 1833 law.

Global History and Geography II

Questions 7–12 • One point per selected response.

7 B • It linked an ordinary necessity to colonial authority.
A widely used commodity gave political rule an everyday consequence.

8 D • A dispute over salt could also be a dispute over political authority.
The drawing pairs a material object with authority to decide who sets rules.

9 Written response / 3 local points
1. The march and deliberate challenge document resistance to the salt rules.
2. A protest alone cannot establish transfer of political authority.
3. A later independence law, governing agreement, or evidence that an elected government controlled policy could establish a change in formal power.

10 A • The timeline of formal independence varied across places.
The two dates establish different timing; the other claims require additional evidence.

11 D • Export destinations before and after independence in the same country
Trade records across the transition allow comparison of actual economic ties.

12 Written response / 6 local points
1. Identify and explain a defensible enduring issue, such as control over decisions that shape daily life.
2. Use accurate evidence from at least three documents.
3. Explain an effect on identifiable people, for example factory children or salt consumers.
4. Develop a comparison over time or place rather than listing examples.
5. Apply a relevant outside detail, such as how apartheid pass laws constrained movement and how organized resistance challenged that authority.
6. Sustain a historically accurate, organized argument. Other issues and outside examples can earn full local credit.

Global History and Geography II

Replacement scoring and retrieval-check keys

Form B replacement / 29 / 1 credits maximum

Award one local point for a historically accurate circumstance and connection, such as colonial authority over a widely used necessity making salt a means of challenging British rule. Restating that a march occurred does not establish its context.

Public scoring materials for base form

Week 1 / retrieval check

Invent a caption that criticizes control of factory time. Explain which symbol would make your meaning clear.

Example: “A borrowed hour” beneath a factory clock whose key is held by the owner. Explain the relation of control to workers.

Week 2 / retrieval check

Why might a statute and an inspection report answer different historical questions?

The statute establishes intended rules; the report may show observed implementation at particular sites.

Week 3 / retrieval check

Which archives would help test whether independence changed trade dependence? Give a reason.

Compare trade records by product and buyer across the transition; political dates alone cannot establish an economic change.

Department follow-up

GLOBAL2-C1 Substantiate an analytical conclusion

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

GLOBAL2-C2 Demonstrate endurance across contexts

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

GLOBAL2-C3 Integrate outside knowledge with sources

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

Global History and Geography II

Use the independent exam only after practice, or document the order if using it diagnostically.

Which preparation sessions lead into each exam set?

A1 · Document 1 • the factory clock / Studio session(s) 1,3

A2 · Document 2 • law and enforcement / Studio session(s) 3,6

A3 · Documents 3 and 4 • a commodity and a campaign / Studio session(s) 2

A4 · Document 5 • formal independence / Studio session(s) 5,6

Likely reading of a partial response to investigate

A response names power in both cases without showing its effects. Ask who could make a decision and whose choices were limited.

Bridge rehearsal / worked feedback

A colonial freight line links mines to one port. What would show whose interests it served beyond the route itself?

Compare cargo, destinations, revenues and ownership; route geometry supports a hypothesis but cannot establish motive alone.

How to choose the next round

If the model or source was misread, return to the matching prep set and ask for a new representation. If the computation or claim is correct but support is missing, request one neutral explanation and give a parallel independent check. Keep the independent result separate from prompted work.