Global History and Geography II

Released form evidence

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.

Eligible public forms • January 4 / June 5 / August 5

Worked responses and follow-up questions

1 Read the object in the cartoon

The key and gate depict imperial control over access to trade. The excluded trader bears the consequences. The creator's audience, location or date would help establish whose perspective the image expresses.

If the student simply lists objects, ask who controls an action and who cannot act.

2 Turn a timeline into context

Salt was widely used. Challenging control of it made colonial power visible in an ordinary purchase. A participation register or local accounts from multiple regions would help assess reach. The summary alone cannot establish universal support.

If a response only repeats the march date, ask why this product was strategically useful.

3 Compare voices on industrialization

Both describe factory time discipline. The owner emphasizes production and cost while the worker stresses control of daily life. A informs us about managerial justification; B about a worker's perceived experience. Neither establishes typical conditions by itself.

If students label one voice reliable and one unreliable, ask “reliable for answering which question?”

Average printed stimulus sets per released form

Feature	January	June	August
cartoon	3.75	1.80	2.00
map	1.25	1.40	0.60
printed text	9.75	9.20	9.20

A dash marks an unavailable month. Rows can overlap. See seasonal_evidence.csv for counts, uncertainty and the full feature set.

Official design or administration guidance

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4 Read a map claim critically

The network could favor exporting minerals over trade between districts. Terrain or existing settlements could also explain the route. Freight records by cargo and destination, or topographic maps, would help test the inference.

If the rails alone “prove” motive, ask for an observation that could fit two motives.

5 Explain continuity across independence

Independence transfers political authority. Reliance on a buyer or commodity can constrain revenue and policy. Use export shares or budgets over time to test the claim. The scenario alone establishes no such pattern for either country.

If the student applies the invented figures as fact, return to the source labels.

6 Build an enduring-issue paragraph

Unequal power is defensible. Control over trade or salt shaped people's options, while protest shows agency. An outside example such as resistance to apartheid in South Africa extends the analysis across place and time. This short paragraph rehearses part of the full essay.

If the writing names a theme without consequences, ask who could make a decision and whose choices narrowed.

Released practice for each week

Week 1 2026-01 • Q4 • Cartoon set, Q4–5

Question booklet **Official mapping / guide**

Week 2 2026-06 • Q22 • Timeline set, Q22–23

Question booklet **Official mapping / guide**

Week 3 2026-08 • Q1 • Passage set, Q1–1

Question booklet **Official mapping / guide**