

## How to Answer the Constructed Response Questions (CRQ)

The Constructive Response Questions are located in Part II of the examination. Specific instructions on how to correctly answer this section are given at the beginning of the section. Copies of Part II of the June 2019 questions are at the end of this document.

ALL responses for PART II, the CRQ-Constructive Response Questions, are to be answered directly on the examination and must be completed in PEN (black or blue ink).

The CRQ - Part II consists of two mandatory questions (there are no choices)  
The CRQ – Part II will be 17% of the Total Grade.

The score for Part II is added to the correct number of Multiple Choice questions and then tabulated with the score for the Enduring Issues essay to create the final grade. They do not appear as a separate item on the conversion chart.

**Each of the two Constructive Response Questions consists of two sets of paired documents.**

Each of the two questions will have **SUB-QUESTIONS**

**Note:** Some sub-questions may have multiple parts.

Each sub-question answered is worth 1 point

Each sub-question will begin with a short answer for each document and then conclude with a short answer paragraph-style response that links both of the documents.

**For each CRQ Question there is a specific structure:**

**Sub-Question 1** will be classified under **CONTEXT**, it will be either **HISTORICAL OR GEOGRAPHIC** in nature.

**Sub-Question 2** will be classified under **SOURCE**, it will be either **IDENTIFY/EXPLAIN** (Bias, Point of View, Audience or Purpose) **OR** the **RELIABILITY** of the source and the students **REASONING**.

**Sub-Question 3** will be classified under **RELATIONSHIP** between the two documents.

This can be done in either of the two following ways:

**CAUSATION** and **TURNING POINT OR COMPARISON** (Similar and/or Different)

In Sub-Question 3 you must use evidence from **BOTH** documents in your answer.

The best answers to Sub-Question 3 also include **outside information** (what the student know about the subject that is **not** mentioned in the two documents).

### Terminology used within the CRQ questions.

**CONTEXT** – or **CONTEXTUALIZATION** is when a student connects the document to specific circumstances or events of time and place as well as the broader regional, national, or global events or processes.

**Historical Context:** explaining the historical circumstances that led to the event, idea or historical development.

**Geographical Context:** refers to where the historical development or event took place and why it happened in that location.

**SOURCE** – and it will more than likely be a Primary Source.

The essential questions involved in the best answers for this section are:

**Who created the document? Why was it created? Where was it created?**

The answers to these three key questions will allow the student to be able to identify the documents purpose, audience, accuracy, point of view, or bias. All of these components, when put together, answers the component of **RELIABILITY**.

In sub-Question 3 the relationship between the two documents is the focus of the answer. They will have five or six lines on the examination to answer this sub-section is “**complete sentence**” format.

The sub-question 3 will always start with component words that “**Identify and Explain**” a “**Cause and Effect.**” Each sub-question will give the student **definitions** for words such as Identify, Explain, Cause, Effect, Similar, or Different. They may also ask in sub-question 3 about a **Turning Point** relationship between the two documents. The **definition** offered for a Turning Point is a **major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.**

### **Grading the CRQ**

Similar to past examinations, the Board of Regents will give examples in condensed form, as to either a correct score for one point or an incorrect or blank response that is a score of zero.

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Write your answers to questions 29-34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

**Part II**

**SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)**

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

**Identify**—means to put a name to or to name.

**Explain**—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

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**Short-Answer CRQ Set 1 Structure**

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

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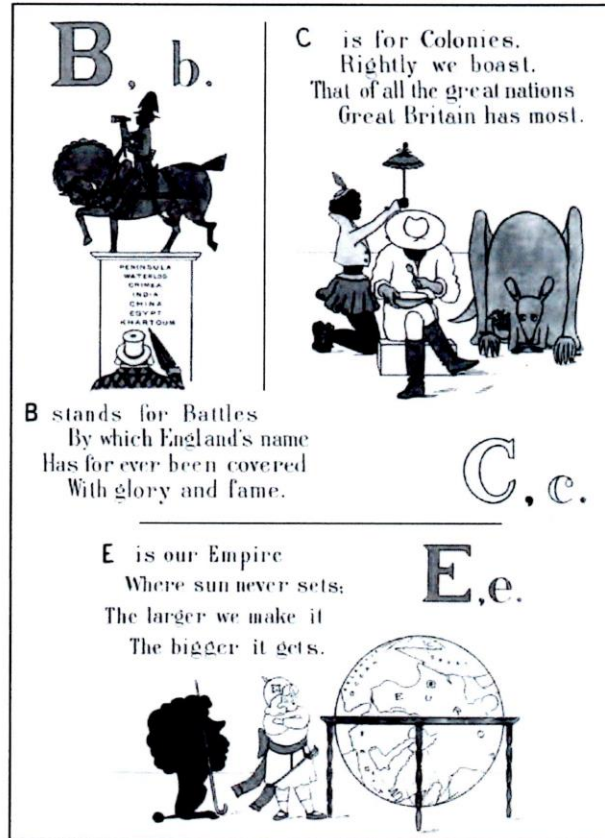
**Short-Answer CRQ Set 2 Structure**

- Question 32 uses Document 1 (Context)
  - Question 33 uses Document 2 (Source)
  - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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**CRQ Set 1 Directions (29-31):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

**Document 1**



Source: Mrs. Ernest Ames, *An ABC for Baby Patriots*, Dean & Sons, 1898 (adapted)

29 Explain the historical circumstances that led to British attitudes about their empire as shown in this excerpt from *An ABC for Baby Patriots*. [1]

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Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

**Document 2**

*The Discovery of India* was written by Jawaharlal Nehru during his imprisonment at Ahmadnagar Fort in British India from April to September 1944. Nehru was a leader in the Indian National Congress.

The chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts.

To some extent this was inevitable as the older manufacturing came into conflict with the new industrial technique. But it was hastened by political and economic pressure, and no attempt was made to apply the new techniques to India. Indeed every attempt was made to prevent this happening, and thus the economic development of India was arrested [stopped] and the growth of the new industry prevented. Machinery could not be imported into India. A vacuum was created in India which could only be filled by British goods, and which also led to rapidly increasing unemployment and poverty. The classic type of modern colonial economy was built up, India becoming an agricultural colony of industrial England, supplying raw materials and providing markets for England's industrial goods. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, The John Day Company, 1946

- 30 Identify Jawaharlal Nehru's point of view concerning British colonialism in India based on this excerpt. [1]

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Score

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

**Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

**Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

- 31 Identify **and** explain a cause-and-effect relationship associated with the historical developments in documents 1 and 2. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]

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Score

**CRQ Set 2 Directions (32-34b):** Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

**Document 1**

Economic development has played a role in China's efforts to establish its identity and to maintain its security at different times in its history. Economic development policies have affected China's relationship with foreigners. This excerpt focuses on economic development in China before Mao Zedong came to power and during the time Mao was in power.

... Chinese economic and technological systems were backward compared to those of the West. This sense of vulnerability created the dominating issue of modern Chinese politics, the search for wealth and power. Left unsolved by previous governments, the problem remained to be addressed by the People's Republic when it came to power [on October 1, 1949].

To develop without relying on foreign powers, Mao Zedong and his colleagues devised a system modeled on Stalinism but with a number of unique features. They collectivized the land and organized the peasants into communes. The party-state extracted capital from agriculture, used it to build state-owned industry, and returned the profits to more industrial investment. This led to rapid industrial growth in the 1950s, although growth slowed later under the impact of the Great Leap Forward and the Cultural Revolution. In three decades China made itself self-sufficient in nearly all resources and technologies.

However, by the end of Mao's life in 1976 China's economy was stagnant [not advancing], and technology lagged twenty to thirty years behind world standards and most Chinese lived in cramped quarters with poor food and clothing, few comforts, and no freedoms. Much of Asia and the world had raced beyond China toward technical and social modernity. . . .

Source: "China's Foreign Policy: The Historical Legacy and the Current Challenge," Asia for Educators online, Columbia University, 2009

32 Explain the historical circumstances that led to the developments discussed in this excerpt from "China's Foreign Policy." [1]

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Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

**Document 2**

Deng Xiaoping was the most powerful leader in China from December 1978 until he stepped down in 1992. In early 1992, Deng Xiaoping visited and gave talks in some southern Chinese cities.

... The reason some people hesitate to carry out the reform and the open policy and dare not break new ground is, in essence, that they're afraid it would mean introducing too many elements of capitalism and, indeed, taking the capitalist road. The crux of the matter is whether the road is capitalist or socialist. The chief criterion for making that judgement should be whether it promotes the growth of the productive forces in a socialist society, increases the overall strength of the socialist state and raises living standards. As for building special economic zones, some people disagreed with the idea right from the start, wondering whether it would not mean introducing capitalism. The achievements in the construction of Shenzhen have given these people a definite answer: special economic zones are socialist, not capitalist. In the case of Shenzhen, the publicly owned sector is the mainstay of the economy, while the foreign-invested sector accounts for only a quarter. And even in that sector, we benefit from taxes and employment opportunities. We should have more of the three kinds of foreign-invested ventures [joint, cooperative and foreign-owned]. There is no reason to be afraid of them. So long as we keep level-headed, there is no cause for alarm. We have our advantages: we have the large and medium-sized state-owned enterprises and the rural enterprises. More important, political power is in our hands.

Some people argue that the more foreign investment flows in and the more ventures of the three kinds are established, the more elements of capitalism will be introduced and the more capitalism will expand in China. These people lack basic knowledge. At the current stage, foreign-funded enterprises in China are allowed to make some money in accordance with existing laws and policies. But the government levies taxes on those enterprises, workers get wages from them, and we learn technology and managerial skills. In addition, we can get information from them that will help us open more markets. Therefore, subject to the constraints of China's overall political and economic conditions, foreign-funded enterprises are useful supplements to the socialist economy, and in the final analysis they are good for socialism. . . .

Source: Deng Xiaoping, "Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai, and Shanghai," January 18–February 21, 1992, China Through A Lens online

33 Based on this excerpt, explain the purpose of Deng Xiaoping's speech which addresses reform and the open policy in China. [1]

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Score



**Similarity**—tells how something is alike or the same as something else.

**Difference**—tells how something is not alike or not the same as something else.

34a-34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a similarity **or** a difference between the economic development policies of Mao Zedong and those of Deng Xiaoping. [1]
- b) Explain the similarity **or** difference you identified using evidence from both documents. [1]

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34a Score

34b Score