

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 17, 2016 — 12:30 to 3:30 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 50 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.

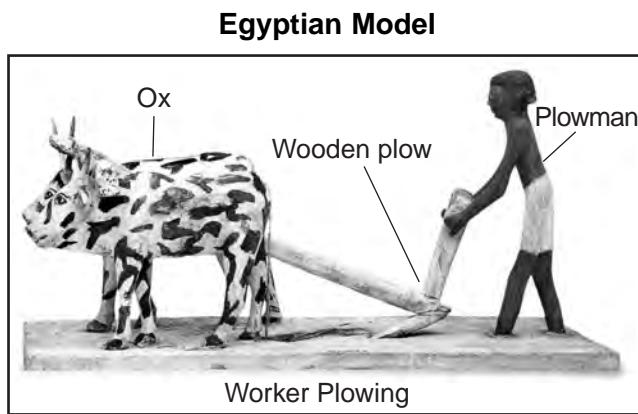
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–50): 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 answers to questions 1 and 2 on the model below and on your knowledge of social studies.



- 1 The activity portrayed in this model could be used as evidence to argue that Egyptians
 - (1) lived in settled communities
 - (2) relied on slash-and-burn technology
 - (3) practiced hunting
 - (4) engaged in foraging
- 2 An examination of this model would suggest that
 - (1) peasants are excluded from political activity
 - (2) this society lacks a social class system
 - (3) art can provide an understanding of history
 - (4) everyday life is based on religious beliefs

- 3 Which field of study primarily focuses on governmental powers and the rights of citizens?

(1) economics	(3) archaeology
(2) geography	(4) political science
- 4 One explanation for the fall of the Roman Empire and of the Han dynasty is that they both
 - (1) refused the aid of foreign mercenaries
 - (2) grew too large to govern their territories effectively
 - (3) banned long-distance trade causing economic strain
 - (4) required devotion to a single religion

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

Some several thousand years ago there once thrived a civilization in the Indus Valley. Located in what's now Pakistan and western India, it was the earliest known urban culture of the Indian subcontinent. The Indus Valley Civilization, as it is called, covered an area the size of western Europe. It was the largest of the four ancient civilizations of Egypt, Mesopotamia, India and China. However, of all these civilizations the least is known about the Indus Valley people. This is because the Indus script has not yet been deciphered. There are many remnants of the script on pottery vessels, seals, and amulets, but without a "Rosetta Stone" linguists and archaeologists have been unable to decipher it. . . .

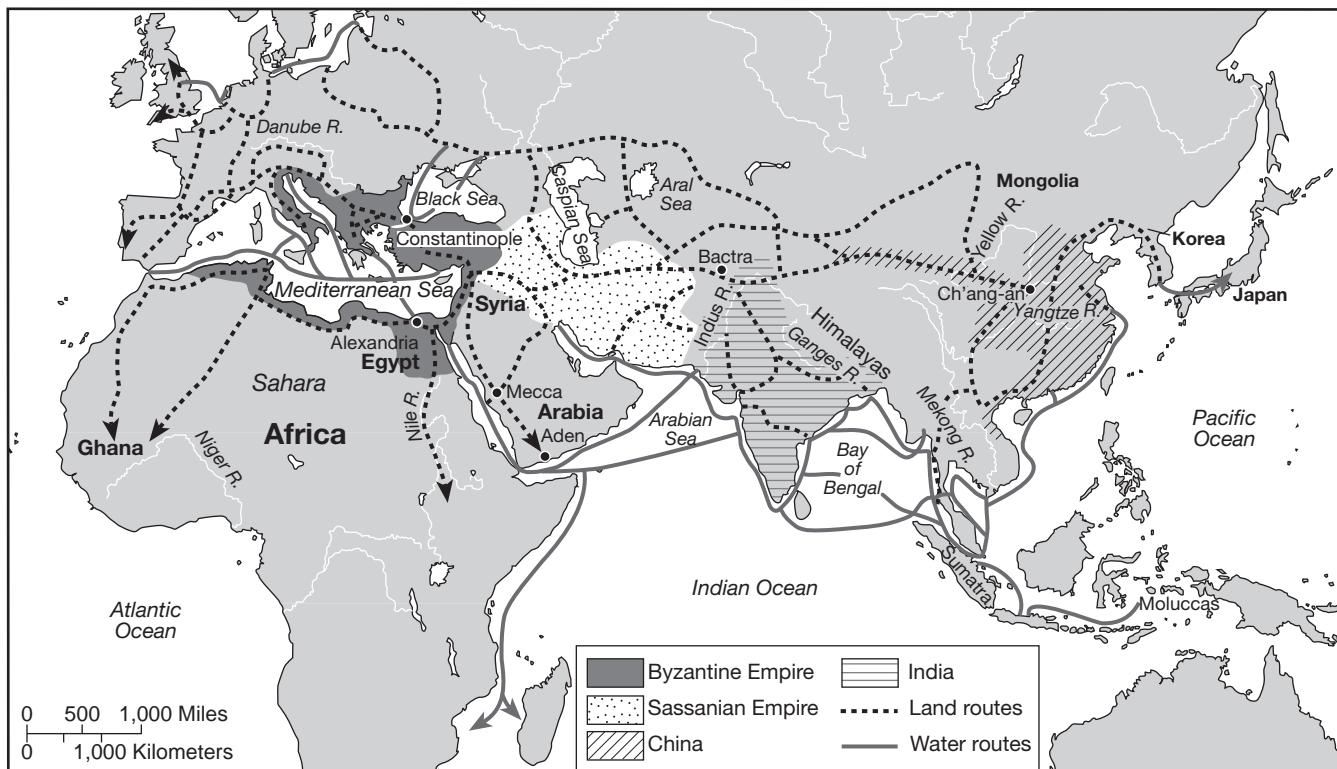
— Tarini J. Carr, "The Harappan Civilization" (adapted)

- 5 Based on this passage, what is a valid conclusion about civilization in the Indus Valley?
 - (1) Lack of a Rosetta stone has hindered linguists from deciphering Indus Valley script.
 - (2) The absence of pottery vessels and seals from the Indus Valley indicates limited urban development.
 - (3) The Indus Valley civilization controlled a territory that extended from western Europe to China.
 - (4) Artifacts suggest the Indus Valley civilization is older than the civilizations in Egypt and Mesopotamia.

- 6 The Bantu migration is most closely associated with the spread of
 - (1) bureaucratic governments
 - (2) agricultural skills
 - (3) the diamond trade
 - (4) the principles of Sharia

Base your answers to questions 7 and 8 on the map below and on your knowledge of social studies.

Established Trade Routes, ca. A.D. 600



Source: Peter N. Stearns et al., *Documents in World History*, Vol. 1, Pearson Longman (adapted)

7 Which aspect of geography is the primary focus of this map?

- (1) latitude and longitude
- (2) climate and culture
- (3) humans interacting on Earth
- (4) humans adapting their environment

8 Based on this map, which statement is true of trade routes around A.D. 600?

- (1) Most trade was occurring across the Pacific Ocean.
- (2) Trade began in Ghana and spread down the Niger River.
- (3) Northern Africa was isolated from trade with Asia.
- (4) Trade took place over a network of land and sea routes.

9 Which statement about the Gupta Empire is a fact rather than an opinion?

- (1) India's strongest leaders came from the Gupta Empire.
- (2) The Gupta Empire developed advancements in the areas of mathematics and science.
- (3) The achievements of the Gupta Empire surpassed those of the Tang dynasty in China.
- (4) Gupta paintings found on the walls of the Ajanta caves were superior to the art produced during the Mauryan Empire.

10 What was a major contribution of the Byzantine Empire?

- (1) adoption of democratic ideas from Russia
- (2) spread of humanism and secularism across Europe
- (3) reunification of eastern and western Christendom
- (4) preservation of Greek and Roman culture

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

1. Japanese ships are strictly forbidden to leave for foreign countries.
 2. No Japanese is permitted to go abroad. If there is anyone who attempts to do so secretly, he must be executed. The ship so involved must be impounded and its owner arrested, and the matter must be reported to the higher authority.
 3. If any Japanese returns from overseas after residing there, he must be put to death. . . .

- The Edict of 1635 Addressed to the Joint Buoyō of Nagasaki

- 13 These rules were made by the Japanese in an attempt to

 - further cultural diffusion and strengthen interdependence
 - limit the influence of foreigners in their country
 - regulate prisoner exchanges with overseas neighbors
 - reduce the power of the shogun and the emperor

14 A major reason the Renaissance began in the Italian city-states was their

 - military success against the Seljuk Turks
 - access to goods from the Americas
 - location on the Mediterranean Sea
 - dependence on the teachings of the Catholic Church

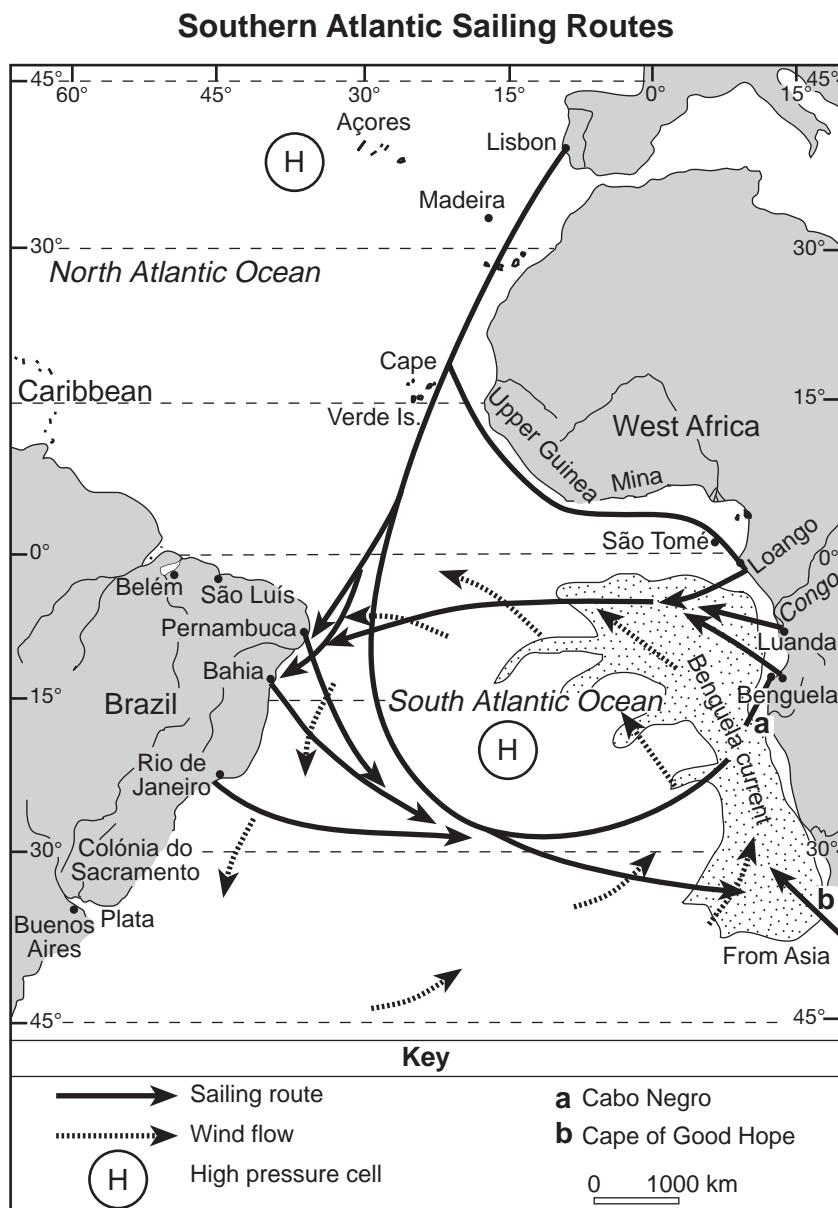
18 Inca farmers adapted their environment by growing food in

 - flooded rice paddies
 - terraced fields
 - clear-cut rain forests
 - expansive plantations

19 The policy of mercantilism was intended to

 - enrich European governments
 - end slavery in the Americas
 - promote the isolation of Asia
 - establish religious freedom in New Spain

Base your answer to question 20 on the map below and on your knowledge of social studies.



Source: Joseph C. Miller, *Way of Death: Merchant Capitalism and the Angolan Slave Trade 1730–1830*, The University of Wisconsin Press (adapted)

- 20 This map would be most useful in the study of the
- | | |
|------------------------------|---|
| (1) spread of Islam | (3) routes of the Middle Passage |
| (2) pilgrimage of Mansa Musa | (4) commercial connections in East Africa |
-

- 21 Which statement would Louis XIV, Philip II, and Peter the Great most likely support?
- "The king is entitled to unquestioning obedience."
 - "Parliament should represent the best interests of the people."
 - "People have the right to revolt against an unjust government."
 - "Government should be administered by people of all beliefs."
- 22 The heliocentric model of the universe developed by Copernicus and Galileo was considered heresy during their lives because it
- linked astronomy to the teachings of Muhammad
 - supported the world view of the ancient Greeks
 - challenged the secular power of absolute monarchs
 - conflicted with the official doctrine of the Roman Catholic Church
- 23 Which statement about the French and Latin American revolutions is accurate?
- People in both regions were fighting for freedom from England.
 - Strong French monarchs led revolutions in Latin America.
 - Revolutions in both regions were based on the idea of natural rights.
 - The French Revolution was modeled after revolutions in Latin America.
- 24 • Bismarck uses "blood and iron" to unify Germany (1864–1870).
• Theodor Herzl organizes Zionist efforts (1897).

Which concept is most closely associated with these movements?

(1) assimilation	(3) conservatism
(2) modernization	(4) nationalism

- 25 During the Industrial Revolution, locating factories near concentrations of natural resources and transportation routes most directly promoted
- annexations and unequal treaties
 - migration and urbanization
 - legislative reforms and formation of unions
 - communal fields and the domestic system

Base your answer to question 26 on the passage below and on your knowledge of social studies.

...The bourgeoisie, during its rule of scarcely one hundred years, has created more massive and more colossal productive forces than have all preceding generations together. Subjection [control] of Nature's forces to man, machinery, application of chemistry to industry and agriculture, steam-navigation, railways, electric telegraphs, clearing of whole continents for cultivation, canalization [channeling] of rivers, whole populations conjured [brought up] out of the ground—what earlier century had even a presentiment [previous notion] that such productive forces slumbered in the lap of social labor? . . .

— Karl Marx and Friedrich Engels,
The Communist Manifesto

- 26 In this passage, Marx and Engels state that the bourgeoisie
- implemented policies of ethnocentrism
 - expanded the manufacturing capacity
 - was controlled by natural forces
 - replaced railways with canals

-
- 27 During the 19th century, the economies in most Latin American countries relied primarily on the export of
- cash crops
 - service jobs
 - hydroelectric power
 - factory-made goods

Base your answer to question 30 on the passage below and on your knowledge of social studies.

. . . The dispute about whether it [Armenian Massacre] was genocide centres on the question of premeditation—the degree to which the killings were orchestrated.

Many historians, governments and the Armenian people believe that they were; but a number of scholars question this.

Turkish officials accept that atrocities were committed but argue that there was no systematic attempt to destroy the Christian Armenian people. Turkey says many innocent Muslim Turks also died in the turmoil of war. . . .

— BBC News

- 30 This *BBC News* article suggests that scholars often have

 - (1) differing historical perspectives of the same events
 - (2) difficulty knowing the order in which events have occurred
 - (3) serious obstacles in bringing those responsible for atrocities to trial
 - (4) trouble determining the role religion plays in events

31 In the 1930s and 1940s, Japan expanded its empire to include parts of

 - (1) eastern Europe and southwest Asia
 - (2) China and southeast Asia
 - (3) Turkey and the Soviet Union
 - (4) Australia and Latin America

Base your answers to questions 32 and 33 on the passage below and on your knowledge of social studies.

. . . Gas travels quickly, so you must not lose any time; you generally have about eighteen or twenty seconds in which to adjust your gas helmet. . . .

For a minute, pandemonium [chaos] reigned in our trench,—Tommies adjusting their helmets, bombers running here and there, and men turning out of the dugouts with fixed bayonets, to man the fire step. . . .

Our gun's crew were busy mounting the machine gun on the parapet and bringing up extra ammunition from the dugout. . . .

— Arthur G. Empey, “Over The Top,”
G. P. Putnam’s Sons

- 32 Which aspect of warfare is emphasized in this passage about World War I?

 - (1) importance of civilian support
 - (2) impact of government propaganda
 - (3) shortage of manpower on the battlefield
 - (4) role of military technology

33 Which type of source does this passage best represent?

 - (1) census study
 - (2) government decree
 - (3) first person account
 - (4) encyclopedia article

34 Which description best fits the Salt March conducted by Mohandas Gandhi?

 - (1) an act of civil disobedience against the British
 - (2) a statement of support for dividing India
 - (3) a protest against the Sepoy Mutiny
 - (4) a rally for the British during World War II

35 During its climb to power in the 1930s and 1940s, the Chinese Communist Party under Mao Zedong developed a strategy that focused on

 - (1) taking over cities
 - (2) building peasant support
 - (3) sponsoring nonviolent protests
 - (4) strengthening traditional Confucian values

Base your answer to question 36 on the posters below and on your knowledge of social studies.



Source: Henry Bateman, Victoria and Albert Museum, 1939–1945 (adapted)

Strive on to Victory!
Save electricity, save light bulbs.



Source: David C. Earhart, *Certain Victory: Images of World War II in the Japanese Media*, M.E. Sharpe

36 Which aspects of World War II home-front culture do these 1940s posters reflect?

- (1) national pride and employment opportunities
- (2) mobilization and draft
- (3) military expenditures and regulations
- (4) conserving resources and sacrificing

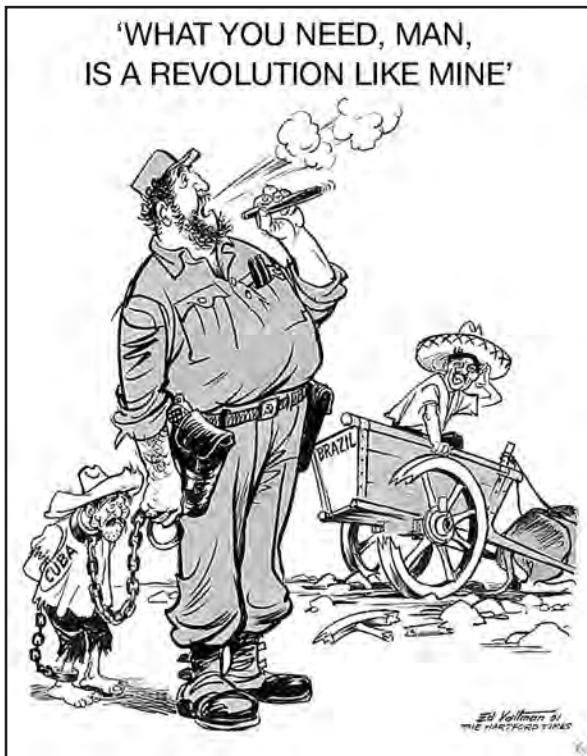
37 After World War II, a key reason the Soviet Union established satellite nations in Eastern Europe was to

- (1) ease tensions with the Chinese government
- (2) expand trade opportunities with Western Europe
- (3) protect its western border from attack
- (4) maintain freedom of the seas

38 Which factor was a major consideration at the time India was being partitioned?

- (1) creation of uniform land areas
- (2) equal distribution of natural resources
- (3) tensions between Hindus and Muslims
- (4) territorial disputes between Britain and France

Base your answer to question 39 on the cartoon below and on your knowledge of social studies.



Source: Edmund S. Valtman, *The Hartford Times*, August 31, 1961 (adapted)

- 39 The artist uses this cartoon as a way to express
- (1) skepticism about the success of Castro's revolution
 - (2) support for a revolution in Brazil
 - (3) admiration for Castro's bold plan
 - (4) confusion about Brazil's economic needs
-
- 40 One way in which Soviet leader Mikhail Gorbachev and Chinese leader Deng Xiaoping are similar is that both
- (1) granted autonomy to satellite countries
 - (2) promoted a multiparty political system
 - (3) encouraged religious dissenters to seek freedom
 - (4) incorporated capitalist ideas into communist societies

Base your answer to question 41 on the picture below and on your knowledge of social studies.

Keeping a Country Afloat

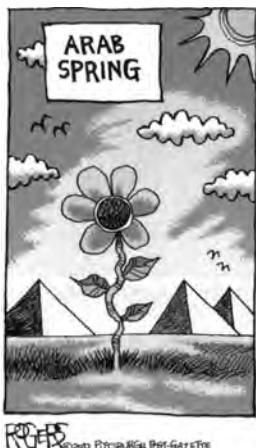


Enterprising island inhabitants in the Gaibandha District use hyacinth plants to create floating gardens, where they will plant squash, okra, and other food crops....

Source: Don Belt, "The Coming Storm," *National Geographic*, May 2011, Photograph by Jonas Bendiksen (adapted)

- 41 The primary purpose of these floating gardens is to
- (1) increase regional food supplies
 - (2) provide more goods for export
 - (3) serve as an island bridge to the mainland
 - (4) expand recreational areas for children
-
- 42 Nelson Mandela and Aung San Suu Kyi are closely associated with movements to
- (1) establish theocratic rule
 - (2) guarantee rights and liberties
 - (3) introduce socialistic economic principles
 - (4) support military juntas

Base your answer to question 43 on the cartoons below and on your knowledge of social studies.



Source: Rob Rogers, *Pittsburgh Post-Gazette*, 2012



Source: Nick Anderson, *Houston Chronicle*, 8-16-13

- 43 These cartoons suggest that the government of Egypt reacted to the situation by

- (1) discouraging technological advances
- (2) suppressing dissenting points of view
- (3) eliminating most acts of terrorism
- (4) rejecting the use of foreign military aid

- 44 One way in which the withdrawal of Belgian control in Rwanda and the fall of communism in Yugoslavia are similar is that they both led directly to

- (1) ethnic conflict
- (2) open multiparty elections
- (3) membership in the EU (European Union)
- (4) intervention by NATO (North Atlantic Treaty Organization)

- 45 **"OPEC Meets To Discuss Production Restrictions"**
"European Union Threatens Sanctions Against Nonmembers"
"China Granted Most Favored Nation Status by United States"

- These headlines illustrate the economic concept of
- (1) interdependence
 - (2) imperialism
 - (3) communism
 - (4) self-sufficiency

- 46 Pax Romana, the Golden Age of Islam, and the Renaissance were all periods of

- (1) cultural isolationism
- (2) censorship and regulation
- (3) advancements in arts and in knowledge
- (4) decreasing influence of religion on cultural practices

- 47 Portugal's attempt to participate directly in the global spice trade was a factor leading to the

- (1) Age of Exploration
- (2) formation of the Hanseatic League
- (3) Berlin Conference
- (4) creation of the Council of Trent

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.



Source: Chris Britt, *The State Journal-Register*, Springfield, IL

48 What is the main idea of this cartoon?

- (1) Fences were built to prevent the spread of illness and suffering.
 - (2) The world continues to ignore human rights violations.
 - (3) The people of Darfur are reaching out to those suffering in Europe.
 - (4) Poverty affects both the people of Darfur and of Europe.
-

49 The fall of the Aztec Empire, the encomienda system, and the missionary work of the Roman Catholic Church are all associated with

- (1) ethnic tensions in the Balkans
 - (2) oil politics in the Middle East
 - (3) colonialism in Latin America
 - (4) migration in sub-Saharan Africa
-

50 Which event in the history of Russia and the Soviet Union occurred *first*?

- (1) establishment of Joseph Stalin as dictator
 - (2) end of the Cold War
 - (3) introduction of Lenin's New Economic Policy
 - (4) crowning of Czar Nicholas II
-

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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: Belief Systems

Throughout history, belief systems and their practices have influenced societies and regions.

Task:

- Select **two** belief systems and for **each**
- Describe the beliefs **and/or** practices of this belief system
 - Discuss how this belief system influenced a society or region in which it was practiced

You may use any belief system from your study of global history and geography. Some suggestions you might wish to consider include Buddhism, Christianity, communism, Confucianism, humanism, Islam, Judaism, legalism, and Shinto.

You are *not* limited to these suggestions.

Do *not* use the United States as the society or region influenced 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:

Throughout history, humans have created waste and pollution. Urbanization and industrialization have contributed to the pollution of the land, water, and air. As urbanization and industrialization have increased, humans have attempted to address the problems of waste and pollution through different means with varying degrees of success.

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

- Describe problems that humans face because of pollution caused by urbanization and industrialization
- Discuss attempts to address problems related to pollution **and** whether or not these attempts have been successful

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

... It was the threat of disease, finally, that made garbage removal at least partially a public responsibility in Europe and the United States. One obstacle these days to a calm and measured approach to garbage problems is a collective memory restricted to the human lifespan of about seventy-five years. It is difficult for anyone alive now to appreciate how appalling, as recently as a century ago, were the conditions of daily life in all of the cities of the Western world, even in the wealthier parts of town. "For thousands of years," Lewis Mumford wrote in *The City in History*, "city dwellers put up with defective, often quite vile, sanitary arrangements, wallowing in rubbish and filth they certainly had the power to remove." The stupefying level of wrack [rubbish] and rejectamenta [refuse] in one's immediate vicinity that was accepted as normal from prehistory through the Enlightenment was raised horribly by the Industrial Revolution, which drew millions of people into already congested cities and at the same time increased the volume of consumer goods—future throwaways—by many orders of magnitude. . . .

Source: Rathje and Murphy, *Rubbish! The Archaeology of Garbage*, HarperCollins Publishers, 1992

- 1a According to Rathje and Murphy, which problem influenced cities to take responsibility for waste removal? [1]

Score

- b According to Rathje and Murphy, what is **one** factor that has accelerated the production of garbage in cities? [1]

Score

Document 2

Description of Ancient Athens

...**The Streets and House Fronts of Athens.** — Progress is slower near the Market Place because of the extreme narrowness of the streets. They are only fifteen feet wide or even less, — intolerable alleys a later age would call them, — and dirty to boot. Sometimes they are muddy, more often extremely dusty. Worse still, they are contaminated by great accumulations of filth; for the city is without an efficient sewer system or regular scavengers. Even as the crowd elbows along, a house door will frequently open, an ill-favored slave boy show his head, and with the yell, "Out of the way!" slap a bucket of dirty water into the street. There are many things to offend the nose as well as the eyes of men of a later race. It is fortunate indeed that the Athenians are otherwise a healthy folk, or they would seem liable to perpetual pestilence [disease]; even so, great plagues have in past years harried [attacked] the city. . . .

Source: William Stearns Davis, *A Day in Old Athens*, Allyn and Bacon (adapted)

- 2 As a result of poor sanitation, what was **one** problem faced by the city of ancient Athens according to William Stearns Davis? [1]

Score

Document 3

As more and more people left the countryside and moved into towns and cities, waste disposal and public hygiene in the increasingly congested areas became major concerns. Sewage and animal cadavers were thrown into the rivers; butchers let the blood of slaughtered animals flow into the gutters, as did dyers the contaminated water from their vats. From fishmongers' shops. . . , unsold fish were tossed into the street at the end of the day.

For the most part municipal hygiene laws did little to prevent these practices, and those citizens who, like the man [shown] wearing clogs to stay above the muck, tried to sweep up the accumulated refuse often had to compete with the free-roaming pigs that rooted in the garbage. Some towns tried to restrict the activities of porcine [pig] scavengers, imposing a fine on owners who let their pigs run free on a Sunday—and an even higher fine if the offending animal was a sow [female pig].



Source: *What Life Was Like in the Age of Chivalry: Medieval Europe AD 800–1500*, Time-Life Books (adapted)

- 3a According to this excerpt from *What Life Was Like in the Age of Chivalry*, what was **one** cause of unsanitary conditions in European medieval cities? [1]

Score

- b According to this excerpt from *What Life Was Like in the Age of Chivalry*, what was **one** attempt made to address the issue of municipal waste? [1]

Score

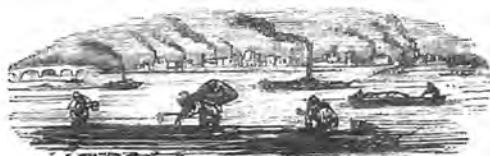
Document 4a

Poem About the Thames River in London

THE WATER THAT JOHN DRINKS.



THIS is the water that JOHN drinks.



This is the Thames with its cento* of stink,
That supplies the water that JOHN drinks.



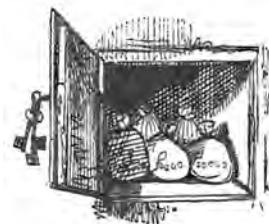
These are the fish that float in the ink-y stream of the Thames with its cento of stink,
That supplies the water that JOHN drinks.



This is the sewer, from cesspool and sink,
That feeds the fish that float in the ink-y stream of the Thames with its cento of stink,
That supplies the water that JOHN drinks.



These are vested int'rests,** that fill to the brink,
The network of sewers from cesspool and sink,
That feed the fish that float in the ink-y stream of the Thames, with its cento of stink,
That supplies the water that JOHN drinks.



This is the price that we pay to wink
At the vested int'rests that fill to the brink,
The network of sewers from cesspool and sink,
That feed the fish that float in the ink-y stream of the Thames with its cento of stink,
That supplies the water that JOHN drinks.

Source: *Punch*, Volume 17, 1849 (adapted)

*cento: a mixture

**vested int'rests: a person or group having a personal stake or financial involvement

- 4a According to this 1849 illustrated poem, what was **one** reason London's drinking water was polluted? [1]

Score

Document 4b

. . . When cholera* returned to Europe in 1865, it found some cities less hospitable than in previous visits. London, in particular, had moved forward. England's largest city had worked at improving sewer systems, cleaning up drinking water supplies, and collecting and disposing of refuse.

The efforts paid off. When cholera reached the city's shores, a few months after striking western Europe, it no longer leaked from the Thames into wells and other water supplies. The Thames itself was looking and smelling cleaner than it had for generations. Although the epidemic still killed several thousand people during its stay in London, its spread was limited once sources of contamination were discovered. . . .

Source: Stephanie True Peters, *Epidemic! Cholera: Curse of the Nineteenth Century*, Benchmark Books

*cholera: a disease spread through contaminated water

- 4b According to Stephanie True Peters, what was **one** action taken in London to reduce the number of people being affected by cholera? [1]

Score

Document 5

Winding 1,560 miles across northern India, from the Himalaya Mountains to the Indian Ocean, the Ganges River is not a sacred place: it is a sacred entity [thing]. Known as *Ganga Ma*—Mother Ganges—the river is revered as a goddess whose purity cleanses the sins of the faithful and aids the dead on their path toward heaven. But while her spiritual purity has remained unchallenged for millennia, her physical purity has deteriorated as India's booming population imposes an ever-growing burden upon her. The river is now sick [2004] with the pollution of human and industrial waste, and water-borne illness is a terrible factor of Indian life. But the threat posed by this pollution isn't just a matter of health—it's a matter of faith. Veer Bhadra Mishra, a Hindu priest and civil engineer who has worked for decades to combat pollution in the Ganges, describes the importance of protecting this sacred river: "There is a saying that the Ganges grants us salvation. This culture will end if the people stop going to the river, and if the culture dies the tradition dies, and the faith dies." . . .

In 1985, the government of India launched the Ganga Action Plan, which was devised to clean up the river in selected areas by installing sewage treatment plants and threatening fines and litigation [legal action] against industries that pollute. Almost 20 years later, the plan has been largely unsuccessful. The Western-style treatment plants simply did not meet the needs of the region. Such treatment facilities are designed for use in countries where the supply of electricity is stable, there's no season of overwhelming monsoon rains, and the population doesn't drink directly from the water source. Many Indians blame the plan's failure on mismanagement, corruption and technological mistakes. A key criticism is that local communities, those most invested in the health of the river, were not included in the planning process. . . .

Source: Amberly Polidor, "Ganges River," Sacred Land Film Project online, February 1, 2004

- 5a According to Amberly Polidor, what is **one** problem pollution has created in the Ganges River region? [1]

Score

- b According to Amberly Polidor, what is **one** reason attempts made by the government of India to address the problems of pollution in the Ganges River region have been unsuccessful? [1]

Score

Document 6

. . . Venezuela's oil industry has crisscrossed Lake Maracaibo with about 15,000 miles of pipelines. "We say that the lake's practically a plate of spaghetti with the quantity of pipes there," says local historian Pedro Estrada. Unfortunately, many of the pipes are old, rusty, and leaking. In 2010, the leaky pipes released oil that washed up on Lake Maracaibo's shores, harming fish and birds.

Other sources of pollution are damaging the lake as well. About 500 companies dump waste into the lake's tributaries, and the area's inhabitants produce tons of sewage. Chemical runoff from farms also flows into the lake. Only about 20 percent of this waste, runoff, and sewage is treated before it enters the lake. . . .

Source: Andrew J. Milson, "Rescuing Lake Maracaibo," *Water Resources*, National Geographic Learning, 2014

- 6 According to Andrew J. Milson, what is **one** indication that treatment of pollution in Lake Maracaibo, Venezuela is lacking or is not effective? [1]

Score

Document 7

. . . Mexico City residents once viewed the forest of smokestacks and their congested highways with pride. They saw these developments as symbols of modernization and proof of a growing economy. In recent years, however, air pollution has begun to have a serious impact on their lives. Several times during 1992, for instance, Mexico City's ozone level climbed well over the "very dangerous" point on the official index and remained there for days. Each time the government declared an emergency. Car use was restricted, and industries were required to cut back operations. One result of such events is that more and more people are beginning to equate the city's factories and cars with environmental destruction. . . .



Source: Geography Theme Activities, *Global Insights: People and Cultures*, Glencoe/McGraw-Hill

- 7a Based on this document, what is a major cause of pollution in Mexico City? [1]

Score

- b Based on this document, what is **one** action taken by the government in an attempt to address the issue of pollution in Mexico City? [1]

Score

Document 8

. . . As in most countries, coal, another nonrenewable energy source, is the chief source of China's domestic energy production. Coal has traditionally been China's main source of energy, and even in 2006, it accounted for about 70 percent of China's energy. China is the world's largest producer and consumer of coal. It is abundant in China and is cheap compared with other sources of energy. Unfortunately, coal is also the "dirtiest" energy source, as it produces carbon dioxide (CO_2), nitrogen oxides (NO_x), sulfur dioxide (SO_2), and methane—gases that contribute to global warming, air pollution, and acid rain. Indeed, China's abundance of coal has contributed to its notorious air pollution: 16 of the world's 20 most polluted cities are in China. Coal mines are also dangerous places for workers, especially in China, where more coal miners die each year than anywhere else in the world.

The Chinese government has recognized the need to shift to renewable energy sources to sustain its energy growth and to minimize the environmental and health problems caused by relying on nonrenewable energy sources. Its Renewable Energy Law, which took effect on 1 January 2006, aims to ensure that 15 percent of China's energy comes from renewable sources by 2020. Renewable energy comes from dams that harness water flow, windmills that channel energy, and solar panels that store energy from the sun. Unfortunately, wind power and solar power are still in the initial stages of development. They cost a lot to install, and they supply only a small fraction of China's energy needs. Still, China has one of the world's greatest wind energy potentials, a fact that the government acknowledged as it set an ambitious target of increasing wind power capacity to more than 23 times its 2005 level by the year 2020. . . .

Source: Rylan Sekiguchi, "10,000 Shovels: China's Urbanization and Economic Development," Freeman Spogli Institute for International Studies, Stanford University, 2006 (adapted)

- 8a According to Rylan Sekiguchi, what is **one** environmental problem China faces as a result of burning coal? [1]

Score

- b According to Rylan Sekiguchi, what is **one** challenge China faces as it attempts to shift to renewable sources of energy? [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 five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, humans have created waste and pollution. Urbanization and industrialization have contributed to the pollution of the land, water, and air. As urbanization and industrialization have increased, humans have attempted to address the problems of waste and pollution through different means with varying degrees of success.

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

- Describe problems that humans face because of pollution caused by urbanization and industrialization
- Discuss attempts to address problems related to pollution **and** whether or not these attempts have been successful

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least five* 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

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