

The University of the State of New York  
REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

**Thursday, June 14, 2001 — 1:15 to 4:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

**Part I** contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

**Part II** contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

**Part III** is based on several documents:

**Part III A** contains the documents. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

**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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

When you have completed the examination, you must sign the statement printed on the Part I 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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 An example of economic interdependence is
  - (1) South Africans mining their gold and diamond resources
  - (2) the government of France issuing new currency
  - (3) Japan selling technological goods to buy Middle Eastern oil
  - (4) an Indian subsistence farmer waiting for the rains to water his crops
  
- 2 • The state sets the price of consumer goods.  
• A factory manager meets production quotas for the month.  
• A central planning agency determines wages for agricultural workers.  
Which type of economy is illustrated by these statements?
  - (1) market
  - (2) command
  - (3) traditional
  - (4) laissez faire
  
- 3 Which factor led to the prosperity and success of the world's early civilizations?
  - (1) formation of democratic governments
  - (2) development of monotheism
  - (3) acceptance of gender equality
  - (4) location in river valleys
  
- 4 Archaeological studies of the Indus Valley cities of Harappa and Mohenjo-Daro show evidence of
  - (1) dynastic rule
  - (2) monotheism
  - (3) social equality
  - (4) urban planning
  
- 5 The importance of the Code of Hammurabi, the Twelve Tables, and the Justinian Code is that they
  - (1) established legal principles
  - (2) instituted democratic governments
  - (3) provided religious freedom
  - (4) promoted equality for all classes

Base your answers to questions 6 and 7 on the statements below and on your knowledge of social studies.

*Speaker A:* We must return to the ideas of the Bible. We should encourage people to read and interpret religious scripture for themselves.

*Speaker B:* Our people worship many gods, who control the peoples' activities, such as birth, death, and commerce.

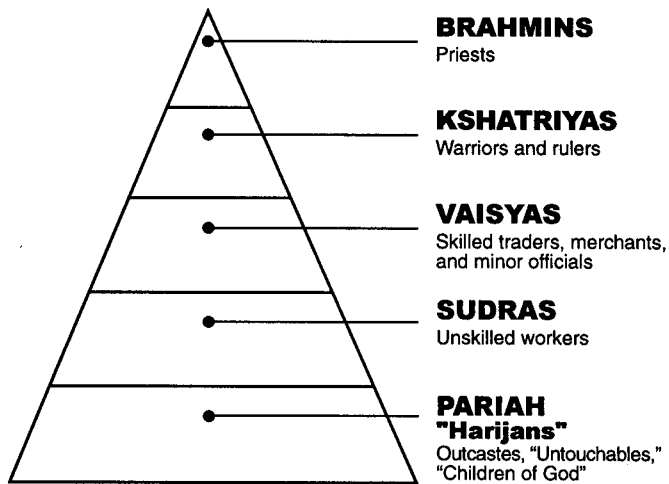
*Speaker C:* Our people received the Ten Commandments at Mount Sinai. We are few in number, but we will bring these commandments to all people.

*Speaker D:* We trace our religion's birth to the flight of our greatest prophet from Mecca to Medina.

- 6 Which speaker is expressing an idea from a polytheistic religion?
  - (1) A
  - (2) B
  - (3) C
  - (4) D
  
- 7 Which speaker refers to the establishment of Islam?
  - (1) A
  - (2) B
  - (3) C
  - (4) D

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- 8 In almost every society, the problem of scarcity must be dealt with because
  - (1) resources are limited
  - (2) governments tend to overspend on the military
  - (3) farmers tend to overestimate their crop yields
  - (4) goods are distributed evenly

Base your answer to question 9 on the diagram below and on your knowledge of social studies.



9 The diagram represents the rigid social class system of

- (1) colonial Latin America
- (2) traditional India
- (3) feudal Japan
- (4) dynastic China

Base your answers to questions 10 and 11 on the quotation below and on your knowledge of social studies.

“Kings and Princes coin money only out of metals, but the Pope coins money out of everything — indulgences, ceremonies, dispensations, pardons; all fish come to his net.

—Martin Luther, 1519

10 The ideas presented in this passage led directly to the

- (1) Commercial Revolution
- (2) Spanish Inquisition
- (3) Protestant Reformation
- (4) French Revolution

11 In this passage, Martin Luther presents his

- (1) objections to practices of the Catholic Church
- (2) plan for economic change in Central Europe
- (3) objections to using only metals as the basis for money
- (4) justification for the dethroning of an absolute monarch

12 The Byzantine Empire made its most important contribution to later civilizations by

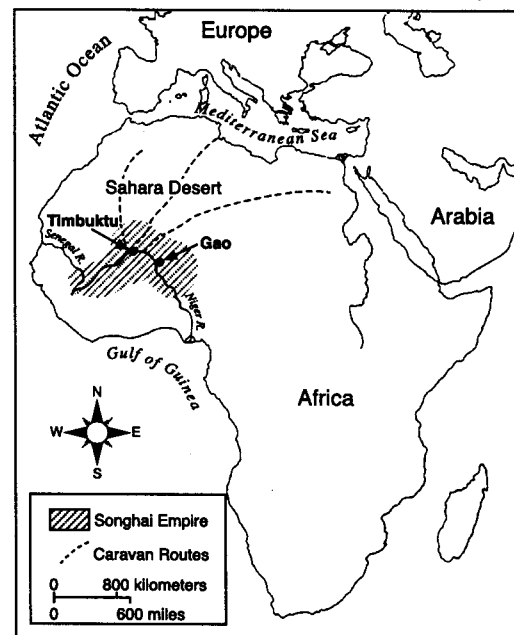
- (1) recognizing the Pope as the head of the Byzantine Church
- (2) preserving much of the Greco-Roman heritage
- (3) establishing trade routes to the Americas
- (4) encouraging the spread of Buddhism

13 Which situation is considered a cause of the other three?

- (1) development of a European middle class
- (2) increase in European demand for Eastern goods
- (3) European renewal of interest in learning
- (4) European involvement in the Crusades

Base your answer to question 14 on the map below and on your knowledge of social studies.

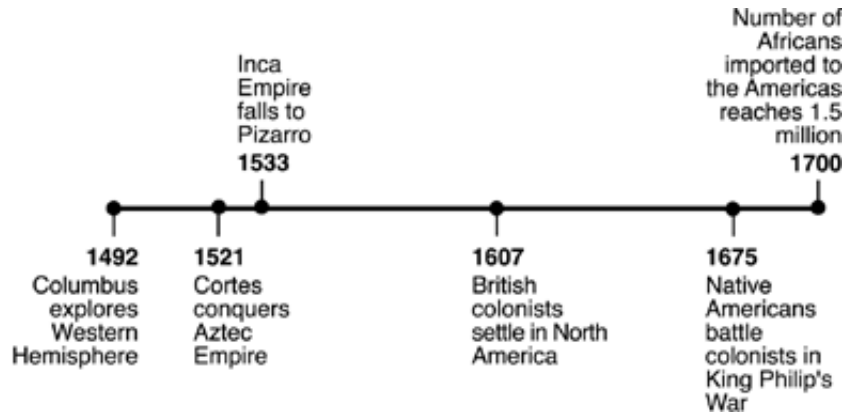
The Empire of Songhai in the 16th Century



14 Which conclusion can be drawn from the information provided by the map?

- (1) Songhai was the only inhabited area of Africa.
- (2) The Sahara Desert blocked Songhai's trade with other parts of Africa.
- (3) Songhai traded exclusively with central and eastern Africa.
- (4) Rivers and overland trade routes helped Songhai become powerful.

Base your answer to question 15 on the time line below and on your knowledge of social studies.



15 The events illustrated in this time line show the effects of European

- (1) isolationism
- (2) imperialism
- (3) socialism
- (4) fundamentalism

16 The Aztec, Inca, and Maya civilizations all achieved great progress in developing

- (1) a written language and great literature
- (2) strong naval forces
- (3) the arts and architecture
- (4) a monotheistic religion

17 Which development led to the shortages of labor in 14th-century Europe and in 16th- and 17th-century North and South America?

- (1) rise of nation-states
- (2) outbreak of the Black Death and smallpox
- (3) fall of Constantinople
- (4) introduction of new military technologies

18 The Magna Carta and the English Bill of Rights are similar in that they both

- (1) reinforced the theory of divine right
- (2) decreased the rights of citizens
- (3) limited the power of the monarchy
- (4) encouraged colonialism

19 Under the policy of mercantilism, colonial powers considered their colonies to be

- (1) independent nations that traded throughout the world
- (2) independent nations that had special relationships with European powers
- (3) possessions to benefit the imperial power
- (4) possessions being prepared for independence

Base your answers to questions 20 and 21 on the quotation below and on your knowledge of social studies.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. . . .”

20 This statement best expresses the philosophy of

- (1) Adam Smith
- (2) Karl Marx
- (3) Thomas Hobbes
- (4) John Locke

21 The statement best represents the values of

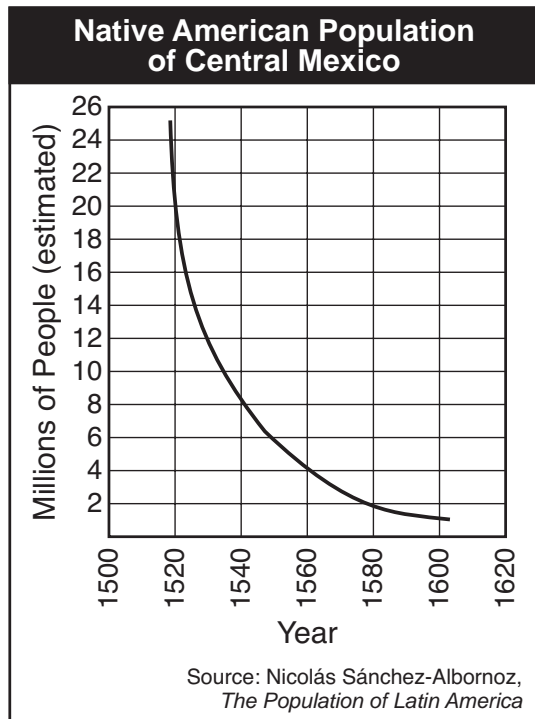
- (1) the Enlightenment
- (2) Social Darwinism
- (3) feudalism
- (4) communism

22 Which title is best for the partial outline below?

- I. \_\_\_\_\_
- A. Indian Ocean sea lanes
  - B. Central Asian Silk Road
  - C. Trans-Saharan trade
  - D. East African coastal trading system

- (1) Areas in the Hanseatic League
- (2) Routes of European Crusaders
- (3) Movement of People and Goods
- (4) Regions Under Mongol Control

Base your answers to questions 23 and 24 on the chart below and on your knowledge of social studies.



23 Between 1540 and 1580, what happened to the native population of Central Mexico?

- (1) It decreased by approximately 6 million people.
- (2) It increased to a high of 26 million people.
- (3) It increased by approximately 2 million people per year.
- (4) It decreased to 8 million people.

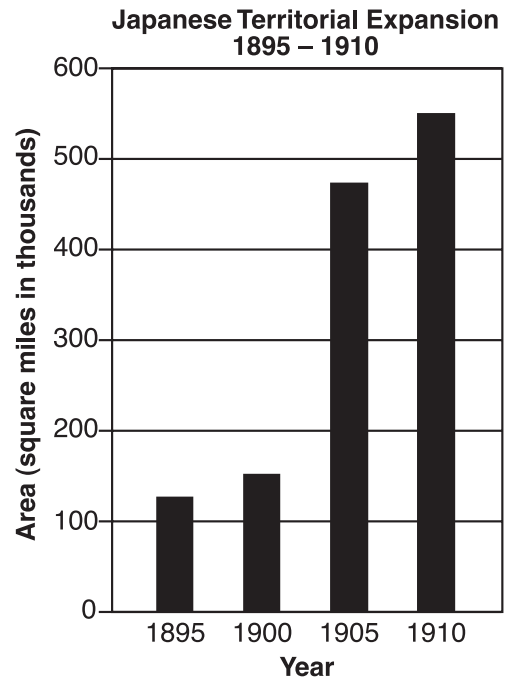
24 Which statement best explains the population trend shown on this graph?

- (1) Native beliefs included human sacrifice.
- (2) Tribal warfare raged during this time period.
- (3) Native traditions encouraged polygamy.
- (4) Europeans brought diseases to Latin America.

25 The main cause of the mass starvation in Ireland during the 19th century was the

- (1) British blockade of Irish ports
- (2) failure of the potato crop
- (3) war between Protestants and Catholics in northern Ireland
- (4) environmental damage caused by coal mining

Base your answers to questions 26 and 27 on the bar graph below and on your knowledge of social studies.



26 What conclusion can be drawn from the information on this graph?

- (1) Japan stopped its territorial expansion before 1910.
- (2) By 1905, Japan had acquired less than 400,000 square miles of additional territory.
- (3) Japanese territorial expansion increased most rapidly between 1900 and 1905.
- (4) Most of Japan's territory was acquired between 1895 and 1900.

27 The primary reason for Japan's territorial growth during this period was that Japan wanted to

- (1) convert new areas to Shinto
- (2) spread communism as quickly as possible
- (3) obtain raw materials and food for its people
- (4) establish new homes for its surplus population

Base your answers to questions 28 and 29 on the map below and on your knowledge of social studies.



- 28 According to the information provided by the map, which European nation controlled the Union of South Africa?
- |             |                   |
|-------------|-------------------|
| (1) Germany | (3) Great Britain |
| (2) France  | (4) Italy         |

- 29 The best title for this map would be
- (1) European Imperialism
  - (2) African Nationalism
  - (3) The Growth of Islam
  - (4) Cold War Politics

- 30 One similarity between the social patterns in medieval Europe and those in colonial Latin America is that both societies
- (1) separated religion and politics
  - (2) separated people into distinct classes
  - (3) gave women the power to assume leadership positions
  - (4) followed the rule of the majority

- 31 The Balkans were referred to as the “Powder Keg of Europe” in the period before World War I because of their
- (1) manufacturing ability
  - (2) stockpiles of weapons
  - (3) nationalistic rivalries
  - (4) economic strength

Base your answer to question 32 on the cartoon below and on your knowledge of social studies.



Source: Heng/Lianhe ZaoBao/Singapore

32 Which statement best explains the situation shown in the cartoon?

- (1) The world generally supports China's government.
- (2) Many countries are attempting to expand their colonial empires.
- (3) Westerners are promoting Chinese investment in South America.
- (4) China represents a way to expand Western exports.

33 A long-term effect of the Balfour Declaration on the Middle East was the

- (1) oppression of the Kurds by the government of Iraq
- (2) conflict between the Palestinians and the Israelis
- (3) strengthening of parliamentary rule in Turkey
- (4) establishment of a two-party system in Lebanon

34 In Europe during the 1930s, several national leaders, in order to preserve peace at any cost, agreed to the demands of an aggressor. This policy is referred to as

- (1) militarism
- (2) nonalignment
- (3) reparation
- (4) appeasement

35 What was a major reason for Adolf Hitler's rise to power?

- (1) provisions of the Treaty of Versailles
- (2) Germany's military support of Poland and France
- (3) strong German economy
- (4) refusal by the League of Nations to admit Germany as a member

36 What was the major goal of Joseph Stalin's five-year plans in the Soviet Union?

- (1) encouraging rapid industrialization
- (2) supporting capitalism
- (3) improving literacy rates
- (4) including peasants in the decisionmaking process

- 37 After World War II, the United States provided financial aid to West Germany, Turkey, and Greece because these nations were
- (1) beginning their industrial development
  - (2) facing possible communist threats
  - (3) newly independent
  - (4) major military partners of the United States

38 Which heading would best complete the partial outline below?

I. _____ A. Signing of the Warsaw Pact B. Creation of Soviet satellite states C. Berlin blockade D. Cuban missile crisis
--

- (1) Actions of the United Nations
- (2) Formation of the Commonwealth of Independent States
- (3) Events of the Cold War
- (4) Causes of World War II

39 What is the correct chronological order for this set of events in Chinese history?

- A. Communist Revolution
- B. Tiananmen Square Massacre
- C. Return of Hong Kong to Chinese rule
- D. Opium Wars

- (1) A → D → B → C      (3) D → A → B → C
- (2) B → A → C → D      (4) D → B → C → A

40 The formation of the North Atlantic Treaty Organization (NATO), the division of Germany into East Germany and West Germany, and the Korean War were immediate reactions to

- (1) Japanese military aggression in the 1930s
- (2) the rise of German nationalism after World War I
- (3) ethnic conflict and civil war in Africa in the 1950s
- (4) communist expansion after World War II

41 During the 20th century, one effect of industrialization on the culture of India was the

- (1) increased movement of people from rural to urban areas
- (2) reduction of social class mobility
- (3) strengthening of cottage industries
- (4) decline in the economic and political power of women

Base your answer to question 42 on the graphic organizer below and on your knowledge of social studies.



42 Which title would best fit this graphic organizer?

- (1) Capitalism in Full Retreat
- (2) Collapse of the Soviet Union
- (3) Formation of the Warsaw Pact
- (4) Buildup of the Cold War

43 A factor that contributed to the success of both Ho Chi Minh in Vietnam and Mao Zedong in China was their ability to combine

- (1) imperialism and traditionalism
- (2) nationalism and communism
- (3) ethnocentrism and democracy
- (4) isolationism and capitalism



Base your answer to question 44 on the chart below and on your knowledge of social studies.

**United Nations (1945–1995)**

Year	Members	Annual Operating Budget	Peacekeeping Missions
1945	51	\$147 million	0
1961	58	\$177 million	4
1988	158	\$258 million	8
1995	185	\$1.3 billion	16

Source: *The New York Times*, 10/22/95

- 44 An analysis of this chart shows that the United Nations
- (1) expects individual nations to solve their own problems
  - (2) is very much like the League of Nations and does not have the resources to enforce its decisions
  - (3) relies on the United States to carry out its peacekeeping missions
  - (4) faces an increasing financial burden as it deals with a growing number of crises
- 

- 45 The Green Revolution of the 1960s resulted in
- (1) the destruction of large industrial enterprises
  - (2) an increase of food output in many developing nations
  - (3) a decrease in world agricultural output
  - (4) improvements in human genetic engineering

46 “My village is changing. A straight road was built in the mid-1960s to carry iron ore from the mines to the port of Paradip, 40 miles away. . . . Nylon, stainless steel, plastic, [soft] drinks have reached the village. Electricity has come too . . . There is a cinema and video hall.”

Which conclusion can be drawn from this quotation?

- (1) Roads in most villages today have fallen into disrepair.
- (2) New technologies will have little effect on village life.
- (3) Modernization often changes village life.
- (4) The best jobs can be found in the cities.

47 Which sequence of events is listed in the correct chronological order?

- (1) Crusades → Enlightenment → French Revolution
- (2) French Revolution → Enlightenment → Crusades
- (3) French Revolution → Crusades → Enlightenment
- (4) Enlightenment → Crusades → French Revolution

48 “We are moving away from an era of resistance, division, oppression, turmoil, and conflict and starting a new era of hope, reconciliation, and nation building.”

— Nelson Mandela, 1994

With this statement, Nelson Mandela marked the end of South Africa’s policy of

- (1) apartheid
- (2) containment
- (3) imperialism
- (4) nonalignment

Base your answers to questions 49 and 50 on the statements below and on your knowledge of social studies.

*Speaker A:* “The majesty of the king is borrowed from God, who gives it to him for the good of the people. It is good for the people to be checked by a superior force.”

*Speaker B:* “Reason . . . teaches that all men are equal and independent, and that no one ought to harm another in his life, health, liberty, or possessions.”

*Speaker C:* “My view is that it is desirable to be both loved and feared; but it is difficult to achieve both, and, if one of them has to be lacking, it is much safer to be feared than to be loved.”

*Speaker D:* “The enjoyment of liberty, and even its support and preservation, consists in every man being allowed to speak his thoughts and lay open his sentiments.”

49 Which speaker’s statement best reflects the concept of divine right?

- (1) *A*
- (2) *B*

- (3) *C*
- (4) *D*

50 Which two speakers would most likely support the idea of democracy?

- (1) *A* and *B*
- (2) *B* and *C*

- (3) *C* and *D*
  - (4) *B* and *D*
-

**Answers to the essay questions are to be written in the separate essay booklet.**

**In developing your answers to Parts II and III, be sure to keep these general definitions in mind:**

- (a) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**
- (b) explain means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”**

## **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: Geography**

Geographic features can positively or negatively affect the development of a nation or a region.

#### **Task:**

Select *one* geographic feature from your study of global history.

- Explain how this geographic feature has had an effect on the historical development of *two* nations or regions

Be sure to include specific historical examples in your essay.

You may use any geographic feature from your study of global history. Some suggestions you might wish to consider include: river valley, mountain, desert, island, rain forest, and climate. Do *not* use the United States in your answer.

**You are *not* limited to these suggestions.**

**NOTE:** The rubric (scoring criteria) for this essay appears on the next page.

## **THEMATIC ESSAY GENERIC SCORING RUBRIC**

### **Score of 5:**

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

### **Score of 4:**

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

### **Score of 3:**

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

### **Score of 2:**

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

### **Score of 1:**

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

**Score of 0:** Fails to address the task, is illegible, or is a blank paper

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

### Part III

#### DOCUMENT-BASED QUESTION

**This question is based on the accompanying documents (1–7). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.**

#### Historical Context:

The success of industrialization has led to environmental problems throughout the world. As the 21st century begins, many nations are trying to deal with the environmental effects of industrialization.

**Task:** Using information from the documents and your knowledge of global history, 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:

- Discuss the problems that industrialization has caused in the nations of the world
- Explain how nations are responding to the problems created by industrialization

**NOTE:** The rubric (scoring criteria) for this essay appears on the next page.

## DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

### Score of 5:

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

### Score of 4:

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

### Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

### Score of 2:

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

### Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

**Score of 0:** Fails to address the *Task*, is illegible, or is a blank paper

## Part A

### Short-Answer Questions

*Directions:* Analyze the documents and answer the questions that follow each document in the space provided.

#### Document 1

The average . . . Japanese consumes 10 times as much of the world's resources as the average Bangladeshi. Japan and Bangladesh have the same [number of people] but [these people] have a vastly different effect on their ecosystems [environments].

—The “Living Planet” Report

1a How does Japan's use of resources differ from Bangladesh's use of resources? [1]

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Score

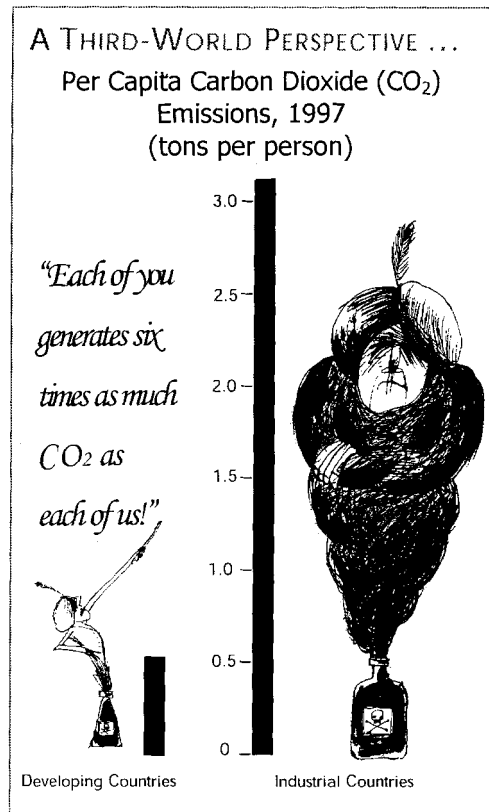
b What is the reason for this difference? [1]

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Score

**Document 2**



—*World Watch*, November/December 1998

2 According to the cartoon, what is a concern of developing countries? [1]

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Score



**Document 3**

Rich nations point out that developing countries, while responsible for just 26 percent of carbon emissions since 1950, are quickly becoming major emitters in their own right. And, as industrial countries emphasize, booming populations and economic growth are fueling an explosive increase in carbon emissions. The United States Department of Energy projects that carbon output from developing nations will, in the absence of any new policies, outgrow that of their neighbors as early as 2020, with China eclipsing the United States as the world's leading emitter by 2015.

—*World Watch*, 1998

3a What concern about the future of the environment is being expressed in this document? [1]

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Score

b According to the document, what current trends have caused the United States Department of Energy to make this projection? [1]

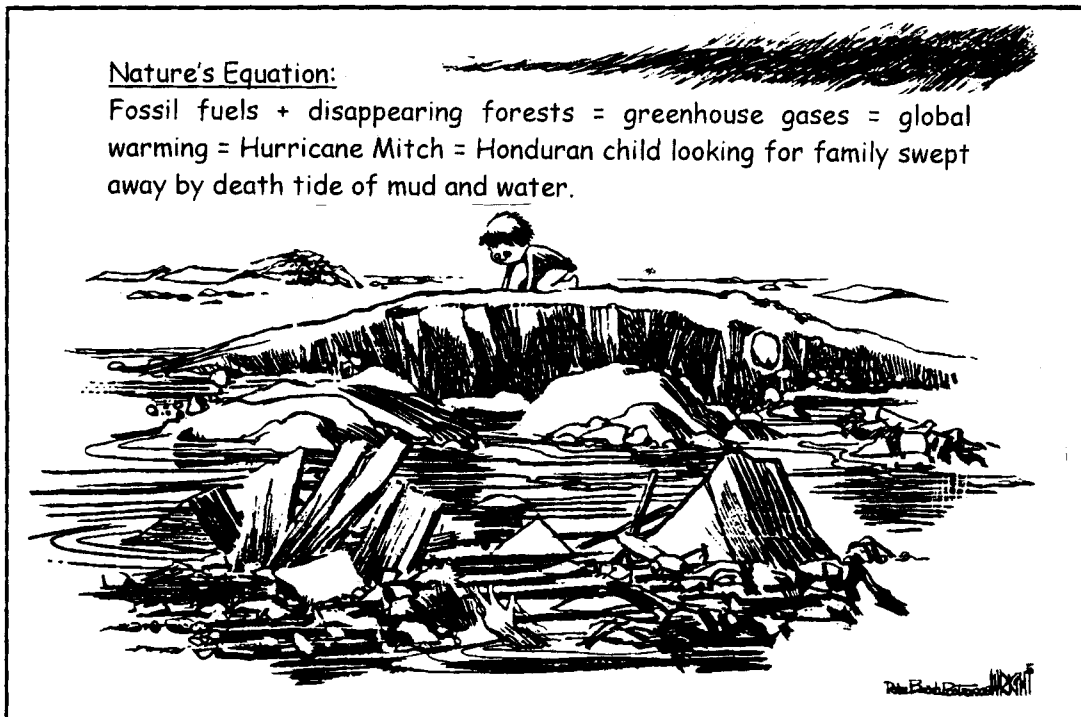
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Score

Document 4



4 What is the main idea of this cartoon? [1]

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Score

**Document 5**

**Newspaper Reports**

- British Petroleum President John Browne surprised the oil industry when he announced last year . . . BP's intention to step up investments in solar energy.
- Toyota stunned the auto world with the delivery to its showrooms of the world's first hybrid electric car—with twice the fuel economy and half the CO<sub>2</sub> [carbon dioxide] emissions of conventional cars.
- After a decade of effort, Denmark now generates [some] of its electricity from wind power and . . . from the combustion of agricultural wastes.

— *World Watch*, November/December 1998

5 Identify *two* ways that nations or corporations of the world are responding to environmental problems. [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

**Document 6**

The United States and 34 other industrial countries met in Rio de Janeiro, Brazil, to discuss world environmental concerns.

**Rio Pact 1992**

**Agenda 21**

The Agenda establishes the following priorities for international environmental action:

- achieving sustainable growth, as through integrating environment and development in decisionmaking;
- making the world habitable by addressing issues of urban water supply, solid waste management, and urban pollution;
- encouraging efficient resource use, a category which includes management of energy resources, care and use of fresh water, forest development, management of fragile ecosystems, conservation of biological diversity, and management of land resources;
- protecting global and regional resources, including the atmosphere, oceans and seas, and living marine resources;
- managing chemicals and hazardous and nuclear wastes.

6 Identify *two* environmental issues discussed at the Rio Conference. [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

**Document 7**

The selections below are taken from information provided by Greenpeace, an international environmental and conservation organization.

**Selection 1 —**

The most important greenhouse gas is carbon dioxide (CO<sub>2</sub>). As part of Greenpeace’s campaign to protect the ozone layer, Greenpeace developed Greenfreeze technology, which is a cooling system that is safe for the ozone layer and the climate. Greenpeace wants this solution to be applied throughout the world to replace [current] refrigeration [technology].

In 1992, Greenpeace initiated the development of Greenfreeze, an ozone- and climate-safe refrigeration technology. Greenfreeze uses a mixture of propane and isobutane for the refrigerant. The technology has spread to other parts of the world. Cuba decided in 1997 to convert its existing refrigerator factory to Greenfreeze technology. Companies in Argentina, Turkey, and Russia are also set to produce Greenfreeze. Strong interest in the technology has also been expressed by companies in Tunisia, India, Bangladesh, Ukraine, and Belarus.

—An environmental meeting in Montreal, Canada, September 1997

**Selection 2 —**

**Aerosols**

Alternative application methods, such as solid stick and roll-on dispensers, mechanical pump sprays, brushes and pads are among the wide variety of alternatives in commercial use.

Alternative spray propellants include hydrocarbons, . . . and other compressed gases such as air and CO<sub>2</sub>. Many developing countries have switched to, or have always employed, propellants such as pentane and butane in industrial uses.

Even in medical applications, progress has been made. In Sweden and the Netherlands over 60% of [people who suffer from asthma] are using dry-powder inhalers.

—“No Excuses Report,” Greenpeace, 1997

7a What is *one* environmental problem identified by Greenpeace? [1]

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Score

b Identify *one* way that many nations are responding to this environmental problem. [1]

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Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **four** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### **Historical Context:**

The success of industrialization has led to environmental problems throughout the world. As the 21st century begins, many nations are trying to deal with the environmental effects of industrialization.

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

- Discuss the problems that industrialization has caused in the nations of the world
- Explain how nations are responding to the problems created by industrialization

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 14, 2001 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
14..... 39.....
15..... 40.....
16..... 41.....
17..... 42.....
18..... 43.....
19..... 44.....
20..... 45.....
21..... 46.....
22..... 47.....
23..... 48.....
24..... 49.....
25..... 50.....

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

**Tear Here**

**Tear Here**