

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

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 13, 2003 — 12:30 to 3:30 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.

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.

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 In which field of study do people learn about the development of early human beings?
 - (1) economics
 - (2) cartography
 - (3) political science
 - (4) anthropology
- 2 Which document is an example of a primary source?
 - (1) a novel on the Age of Discovery
 - (2) a diary of a Holocaust survivor
 - (3) a textbook on Latin American history
 - (4) an encyclopedia article on Songhai culture
- 3 Hunting and gathering, subsistence agriculture, and the barter system are characteristics of a
 - (1) market economy
 - (2) command economy
 - (3) traditional economy
 - (4) mixed economy
- 4 Hammurabi's code of laws and Qin dynasty legalism are similar in that both promoted the idea that
 - (1) worship of leaders will maintain the power of an empire
 - (2) an informed citizenry will help maintain peace and prosperity
 - (3) equality of the people is the most important goal of government
 - (4) harsh punishments for crimes will lead to a more orderly society
- 5 An important factor that prevented the ancient Greek city-states from uniting to form a single nation was the
 - (1) lack of a common language
 - (2) size of the desert regions
 - (3) mountainous topography of the region
 - (4) cold, hostile climate
- 6 China under the Han dynasty and the Roman Empire were similar in that both grew wealthy because they
 - (1) developed extensive trade networks
 - (2) created classless societies
 - (3) encouraged democratic ideals
 - (4) established free-market economies
- 7 Judaism, Islam, and Christianity share a belief in
 - (1) papal supremacy
 - (2) teachings of the Koran (Quran)
 - (3) reincarnation and the Four Noble Truths
 - (4) an ethical code of conduct and monotheism
- 8 Feudalism influenced Europe and Japan by
 - (1) providing social stability
 - (2) fostering the growth of religion
 - (3) eliminating warfare
 - (4) encouraging formal education
- 9 “. . . Christian warriors, He who gave His life for you, today demands yours in return. These are combats worthy of you, combats in which it is glorious to conquer and advantageous to die. Illustrious knights, generous defenders of the Cross, remember the examples of your fathers who conquered Jerusalem, and whose names are inscribed in Heaven; abandon then the things that perish, to gather unfading palms, and conquer a Kingdom which has no end.”

— St. Bernard of Clairvaux

This statement was most likely used to encourage people to
 - (1) repel a Viking invasion
 - (2) stop advancement of the Huns in Europe
 - (3) join the Crusades
 - (4) force Russians to convert to Catholicism

- 10 One similarity between the Mongols of Central Asia and the Incas of South America was that both societies
- (1) developed cash-crop farming
 - (2) based their wealth on the slave trade
 - (3) adapted to difficult physical environments
 - (4) practiced monotheistic religions

Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

- 11 One reason for the success of the cities in the Hanseatic League and the Italian city-states was that both were
- (1) protected by mountains
 - (2) isolated from the rest of Europe
 - (3) accessible by water
 - (4) close to a network of navigable rivers
- 12 Which economic practice developed as a result of the growth of the trade routes shown on the map?
- (1) capitalism
 - (2) hunting and gathering
 - (3) subsistence farming
 - (4) manorialism

- 13 The Renaissance in western Europe is best described as a period marked by
- (1) unquestioned reliance on the teachings of Aristotle
 - (2) an advance of Muslim culture
 - (3) Christian unity throughout the region
 - (4) great intellectual and artistic creativity

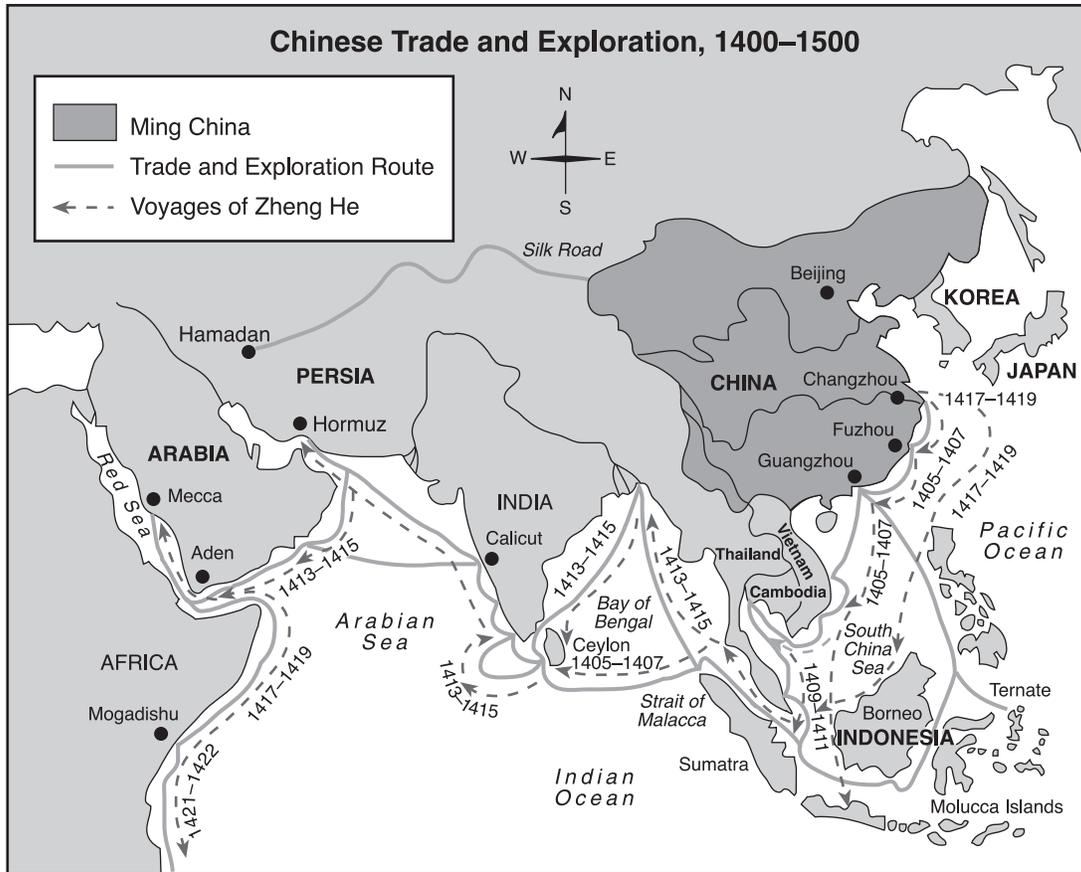
- 14 “. . . The King is a declared enemy of the Jews. He will not allow any to live in the city. If he hears it said that a Berber merchant frequents them or does business with them, he confiscates his goods. There are in Timbuktu numerous judges, teachers, and priests, all properly appointed by the king. He greatly honors learning. Many handwritten books imported from Barbary are also sold. There is more profit made from this commerce than from all other merchandise. . . .”

— Leo Africanus, *The Description of Africa*, 1526

This passage suggests Timbuktu was a city that

- (1) participated frequently in war
 - (2) emphasized literacy and trade
 - (3) protected the human rights of all citizens
 - (4) selected political leaders through democratic elections
- 15 After contact with Europeans in the 1500s, millions of native peoples in the Americas died as a result of
- (1) new foods, which the native peoples could not digest
 - (2) religious persecution resulting from the Spanish Inquisition
 - (3) new diseases to which the native peoples had no natural immunity
 - (4) slavery and the terrible conditions on their sea journey to Europe
- 16 During the Age of Absolutism (1600s and 1700s), European monarchs tried to
- (1) increase individual rights for their citizens
 - (2) develop stronger relations with Islamic rulers
 - (3) encourage the growth of collective farms
 - (4) centralize political power within their nations

Base your answer to question 17 on the map below and on your knowledge of social studies.



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO (adapted)

17 Based on this map, which statement is accurate concerning China between 1400 and 1500?

- (1) Most of China's commerce was conducted on overland trade routes.
- (2) China remained isolated from outside contacts.
- (3) The Ming dynasty traded more with Persia than with any other culture.
- (4) China interacted and traded with many diverse cultures.

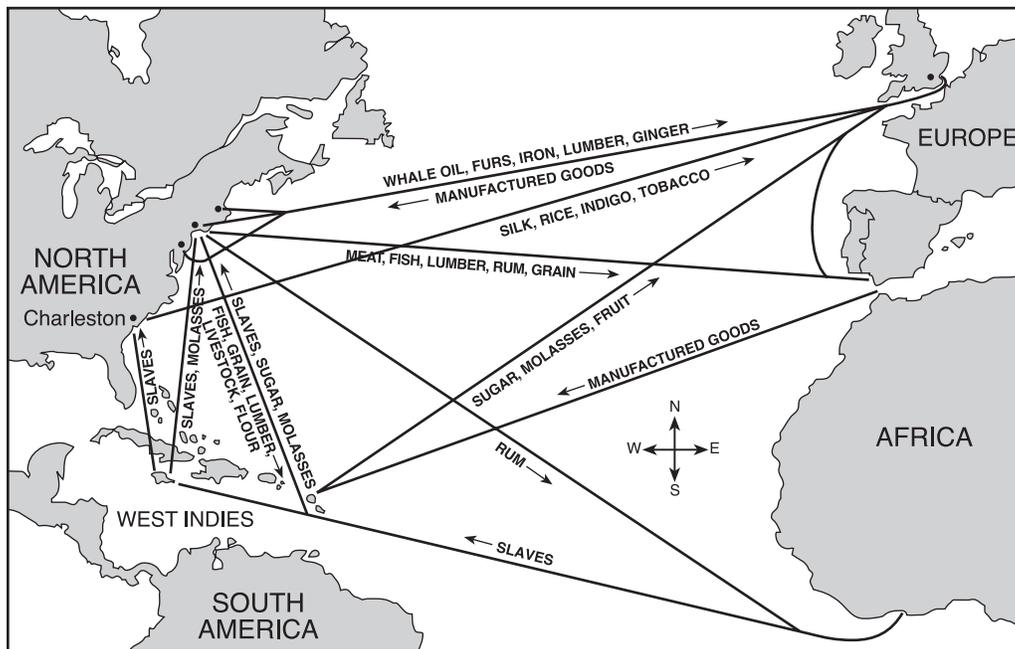
18 The writings of the 18th-century French philosophers Diderot, Rousseau, and Voltaire influenced the

- (1) policies of the enlightened despots
- (2) start of the Neolithic Revolution
- (3) success of the German unification movement
- (4) spread of imperialism to Africa and Asia

19 A long-term result of the Industrial Revolution in Europe was

- (1) an increase in the number of small farms
- (2) a decline in international trade
- (3) a general rise in the standard of living
- (4) a strengthening of the economic power of the nobility

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



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

20 What is the most appropriate title for the map?

- (1) The Industrial Revolution
- (2) Imperialism in Africa
- (3) The Age of Discovery
- (4) Atlantic Trade Routes

21 Which economic system was responsible for the creation of the situation shown on the map?

- (1) feudal system
- (2) mercantilism
- (3) socialism
- (4) barter system

22 “. . . Give Venezuela such an executive power in the person of a president chosen by the people or their representatives, and you will have taken a great step toward national happiness. No matter what citizen occupies this office, he will be aided by the Constitution, and therein being authorized to do good, he can do no harm, because his ministers will cooperate with him only insofar as he abides by the law. If he attempts to infringe upon the law, his own ministers will desert him, thereby isolating him from the Republic, and they will even bring charges against him in the Senate. The ministers, being responsible for any transgressions committed, will actually govern, since they must account for their actions. . . .”

— Simón Bolívar, 1819

In this passage, which type of government is Simón Bolívar proposing for Venezuela?

- (1) theocracy
- (2) monarchy
- (3) democracy
- (4) dictatorship

23 Lenin’s promise of “Peace, Land, Bread” during the Bolshevik Revolution of 1917 was made in an effort to

- (1) end France’s occupation of Russia
- (2) gain popular support to overthrow the government
- (3) restore Czar Nicholas II to power
- (4) resolve conflicts between farmers of diverse ethnic backgrounds

24 Under Joseph Stalin, peasants in the Soviet Union were forced to

- (1) become members of the ruling party
- (2) support the Russian Orthodox Church
- (3) join collective farms
- (4) move to large cities

- 25 Since the late 1940s, Northern Ireland, India, and Israel have all faced which common problem?
- (1) the need to adjust to a post-communist political system
 - (2) continued violent confrontations between different religious groups
 - (3) economic depression that resulted from rapid industrialization
 - (4) overpopulation of urban centers
- 26 One reason that Britain and France agreed to appease Hitler at the Munich Conference was to
- (1) prevent the start of another world war
 - (2) stop the Nazis from invading the Soviet Union
 - (3) obey an order from the League of Nations
 - (4) obtain advanced German military weapons in exchange
- 27 Nazi Germany, Fascist Italy, and Communist Russia were similar in that each
- (1) protected individual rights
 - (2) elected their leaders through popular vote
 - (3) supported market-based economies
 - (4) established totalitarian governments
- 28 A. Atomic bombs dropped on Hiroshima and Nagasaki.
 B. Allies invade Europe on D-Day.
 C. Germany invades Poland.
 D. Japanese attack Pearl Harbor.
- Which sequence shows the correct chronological order of these World War II events, from earliest to latest?
- (1) $A \rightarrow B \rightarrow C \rightarrow D$
 - (2) $B \rightarrow A \rightarrow D \rightarrow C$
 - (3) $C \rightarrow D \rightarrow B \rightarrow A$
 - (4) $D \rightarrow C \rightarrow A \rightarrow B$
- 29 The United Nations was created primarily to
- (1) prosecute persons accused of war crimes
 - (2) contain the spread of communism
 - (3) channel relief aid to war-torn nations
 - (4) provide a means of solving international problems
- 30 During most of the Cold War period, which two nations were divided into communist and noncommunist parts?
- (1) China and Mongolia
 - (2) Vietnam and Korea
 - (3) Pakistan and Ireland
 - (4) Poland and Cuba
- 31 Pol Pot, Joseph Stalin, and Slobodan Milosevic were similar in that each leader supported actions that
- (1) modernized their economies
 - (2) introduced democratic ideas
 - (3) supported minority rights
 - (4) violated human rights
- 32 A major goal of the Organization of Petroleum Exporting Countries (OPEC) in world affairs is to
- (1) encourage development of alternative energy sources
 - (2) promote international free trade
 - (3) provide funds for the World Bank
 - (4) regulate oil policies
- 33 Which concept led to the formation of the North American Free Trade Agreement (NAFTA) and the European Union (EU)?
- (1) nationalism
 - (2) imperialism
 - (3) interdependence
 - (4) socialism
- 34 In the Soviet Union under Mikhail Gorbachev, the trend toward private ownership of businesses represented a move away from
- (1) a traditional economy
 - (2) a command economy
 - (3) a free-market economy
 - (4) laissez-faire economics

Base your answer to question 35 on the cartoon below and on your knowledge of social studies.



Source: Dennis Renault, *The Sacramento Bee* (adapted)

- 35 The main idea of the cartoon was that in South Africa
- (1) the fall of apartheid ended racial tensions
 - (2) Nelson Mandela was unable to bring about political reform
 - (3) another communist government lost power
 - (4) a significant step was taken toward racial equality

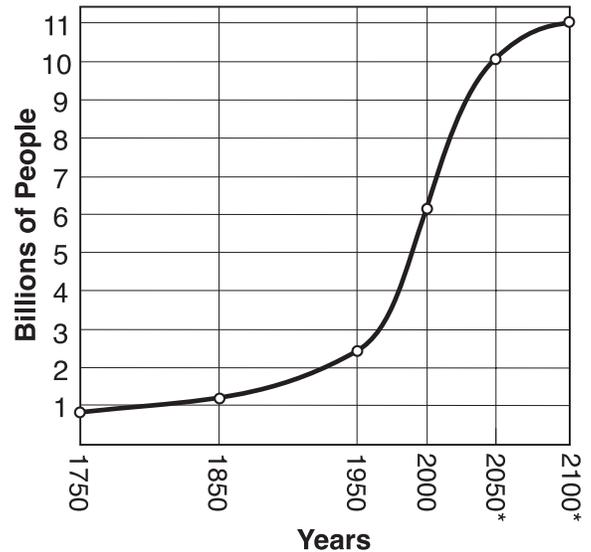
- 36 **“Women of Kuwait Demand the Right to Vote”**
“Property Inheritance Still Limited for Women of Nepal”
“Women in Jordan Form Alliance to Increase Political Representation”

Which conclusion is supported by these headlines?

- (1) Equal rights for women continues to be a global concern.
- (2) Women are not active in political issues.
- (3) Women have achieved equality in the area of education.
- (4) Communist governments have insured equal rights for women.

Base your answers to questions 37 and 38 on the graph below and on your knowledge of social studies.

**World Population Growth
1750–2100***



*estimated

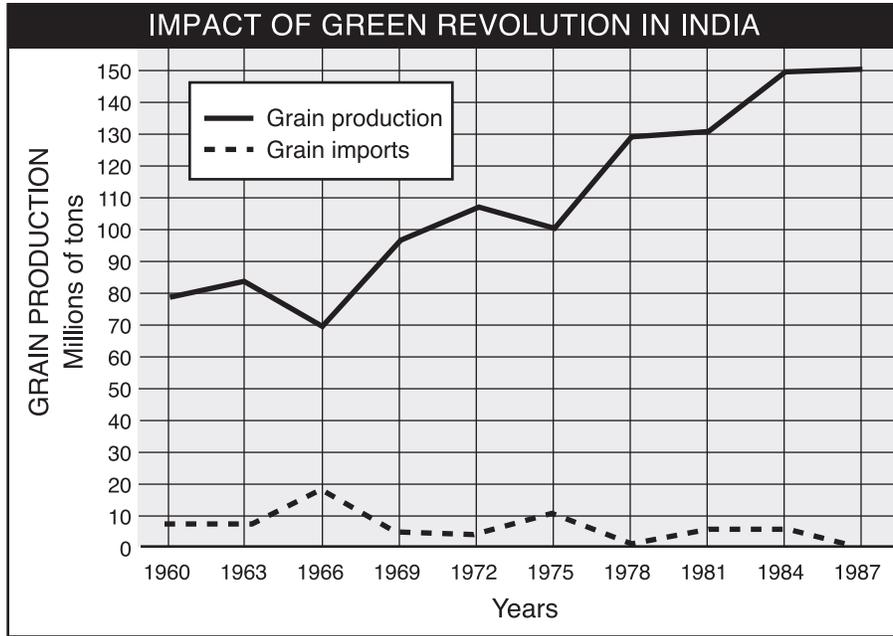
Source: United Nations (adapted)

- 37 The graph shows that between 1950 and 2000 the world’s population increased by approximately
- (1) 1 billion
 - (2) 4 billion
 - (3) 6 billion
 - (4) 8 billion
- 38 What is one explanation for the great change in the world population between 1950 and 2000?
- (1) Family planning was successful.
 - (2) There was an absence of war and conflict.
 - (3) New medicines and technology were discovered and applied.
 - (4) Famine and other natural disasters increased.

- 39 What is the primary reason that increasing numbers of Latin American citizens have immigrated to the United States over the last three decades?

- (1) escape from the threat of communism
- (2) desire for religious freedom
- (3) fear of natural disasters
- (4) hope for economic opportunities

Base your answer to question 40 on the chart below and on your knowledge of social studies.



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing Co. (adapted)

- 40 Between 1960 and 1987, a major effect of the Green Revolution on India was
- (1) a decrease in the production of grain after 1975
 - (2) an increase in grain imports after 1984
 - (3) an overall increase in the production of grain since 1966
 - (4) a steady decrease in grain imports from 1960 to 1966

41 Which heading best completes the partial outline below?

- I. _____
- A. Established a direct but limited democracy
 - B. Stressed the importance of the individual
 - C. Considered the political ideas of Socrates, Plato, and Aristotle
 - D. Encouraged all citizens to participate in government

- (1) Political Developments of the City-State of Athens
- (2) Effects of the Roman Empire on Economic Development
- (3) Influence of Belief Systems on Byzantine Society
- (4) Achievements of the Age of Enlightenment

42 The spread of Buddhist ideas and customs to China and Southeast Asia was the result of

- (1) the Mandate of Heaven
- (2) economic dependence
- (3) cultural diffusion
- (4) the civil service system

43 Meiji reformers of Japan and Peter the Great of Russia were similar in that both emphasized

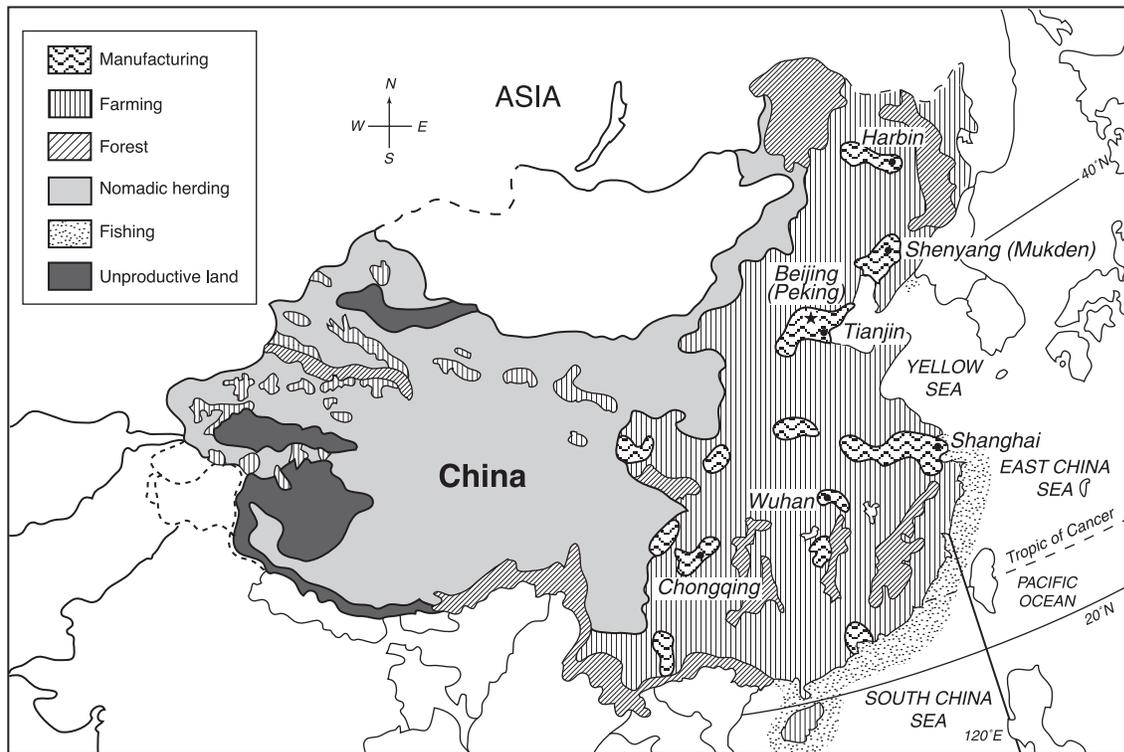
- (1) socialism
- (2) isolationism
- (3) westernization
- (4) democratization

44 The Sepoy Mutiny in India and the Boxer Rebellion in China were responses to

- (1) Mongol invasions
- (2) European imperialism
- (3) Japanese aggression
- (4) African slave trading

Base your answer to question 45 on the map below and on your knowledge of social studies.

China—Land Use



Source: Robert Feeney et al., *Brief Review in Global Studies*, Prentice Hall (adapted)

45 Which inference is best supported with information provided on the map?

- (1) Most of China's people live in the eastern part of the country.
- (2) Much of China has a climate that is too hot to allow farming.
- (3) China has more people than its land can support.
- (4) Most Chinese people make a living working in factories.

46 During the 19th century, industrialization in Great Britain differed from industrialization in Japan mainly because Great Britain

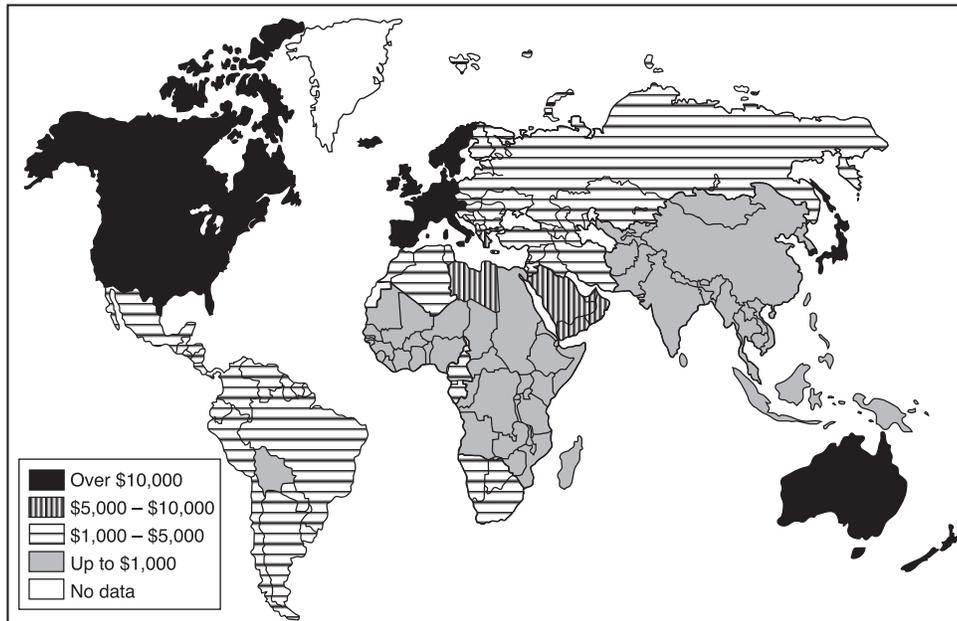
- (1) had greater deposits of natural resources
- (2) encountered government resistance to economic growth
- (3) used isolationism to increase its economic power
- (4) duplicated the factory systems used in China

47 Which statement is accurate about the Hungarian Revolution in 1956 and the Tiananmen Square demonstrations in 1989?

- (1) These events led to democratic reforms.
- (2) Repressive action was taken to end both protests.
- (3) Strong action was taken by the United Nations.
- (4) Both events brought communist governments to power.

Base your answers to questions 48 and 49 on the map below and on your knowledge of social studies.

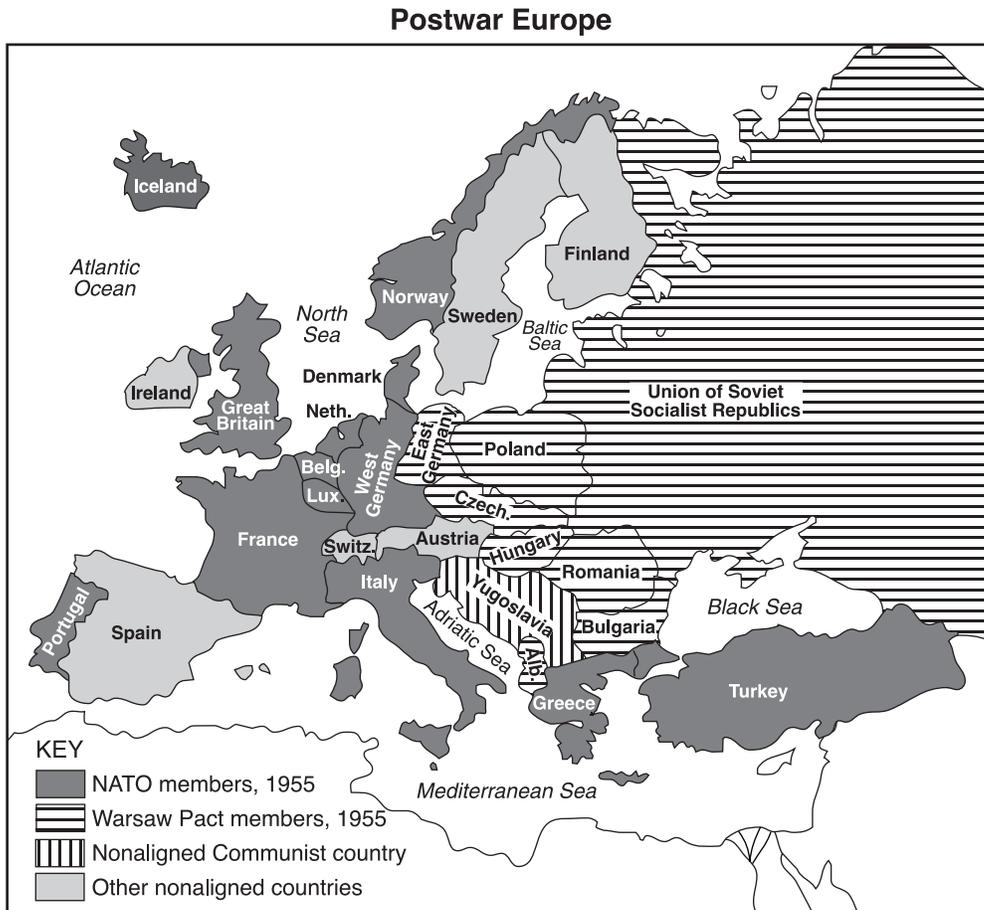
World Levels of Per Capita Income



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing Co., 1998 (adapted)

- 48 Based on this late 20th-century map, which conclusion is accurate?
- (1) The worldwide distribution of wealth is unequal.
 - (2) Social mobility between social classes is increasing.
 - (3) The communist movement is growing.
 - (4) Economic self-sufficiency in less developed countries is increasing.
- 49 During the 1800s, which description would have applied to most of those areas shown on the map with a per capita income of up to \$1,000?
- (1) leading industrial powers
 - (2) colonies of western European powers
 - (3) countries of eastern Europe
 - (4) countries with democratic governments
-

Base your answer to question 50 on the map below and on your knowledge of social studies.



Source: Larry S. Krieger et al., *World History: Perspectives on the Past*, D.C. Heath and Co. (adapted)

50 Which speech described the political alignment shown on the map?

- | | |
|---------------------------------|--------------------------------|
| (1) Pericles' "Funeral Oration" | (3) Hirohito's "Surrender" |
| (2) Bismarck's "Blood and Iron" | (4) Churchill's "Iron Curtain" |

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 this general definition in mind:

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: Human and Physical Geography (Geographic Impact on Societies)

Geographic factors such as land features, resources, location, and climate of nations and regions affect how people live.

Task:

- Select **one** geographic factor that influenced life in a nation or region **before** A.D. 1500, and using specific examples, discuss the influence of that geographic factor on the people of that nation or region
- Select a **different** geographic factor that influenced life in a nation or region **after** A.D. 1500, and using specific examples, discuss the influence of that geographic factor on the people of that nation or region

You may use any examples from your study of global history and geography. You must select a **different** geographic factor for each time period discussed. For example, you may not write about two rivers in different parts of the world. **Do not use geographic factors from the United States in your answer.** Some suggestions you might wish to consider include the Nile River in Egypt, the mineral wealth of Africa, the monsoons in South Asia, oil in the Middle East, Japan’s location near China, the plains of Northern Europe, rain forests in Latin America, and mountains in eastern Europe.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

In developing your answer to Part 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) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

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 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.

Historical Context:

Nationalism is a powerful force that can have positive and negative effects on nations and regions.

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:

- Define the term *nationalism*
- Discuss how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions
- Evaluate whether nationalism in general has had a more positive **or** a more negative impact on the people of the world

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

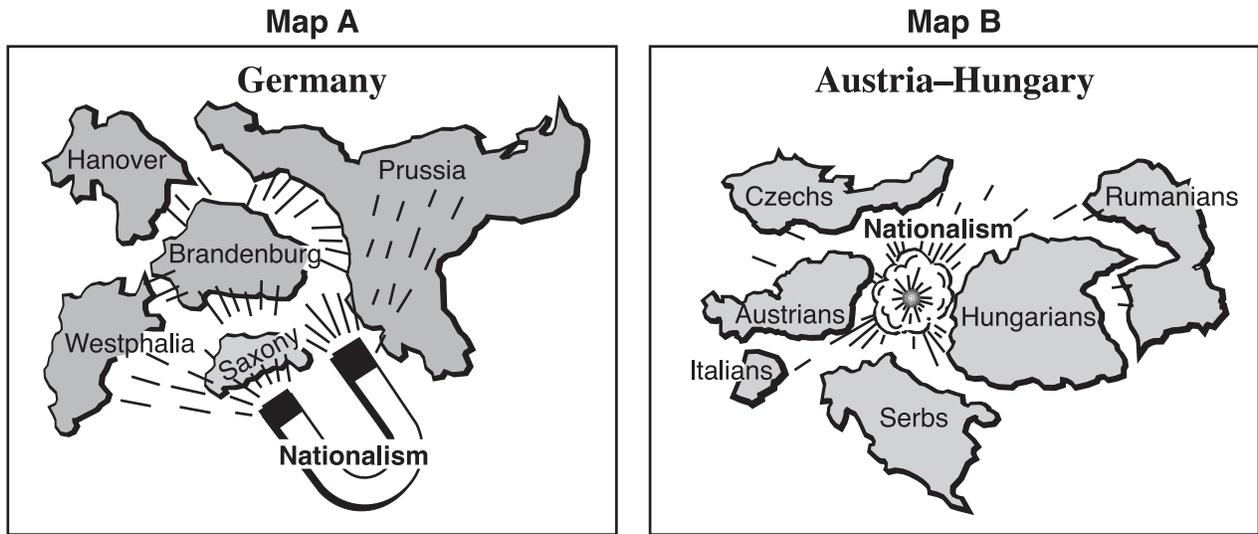
. . . Therefore, if we so ardently desire the emancipation [unification] of Italy — if we declare that in the face of this great question all the petty questions that divide us must be silenced— it is not only that we may see our country glorious and powerful but that above all we may elevate her in intelligence and moral development up to the plane of the most civilized nations. . . .

— Camillo di Cavour, 1846

- 1 According to Camillo di Cavour, what would be **one** positive result of Italian unification? [1]

Score

Document 2



Source: Sol Holt and John R. O'Connor, *Exploring World History*, Globe Book Co. (adapted)

2a According to Map **A**, how did nationalism affect the German states? [1]

Score

b According to Map **B**, how did nationalism affect the Austro-Hungarian Empire? [1]

Score

Document 3

A

As long as the Jewish spirit is yearning deep in the heart,
With eyes turned toward the East, looking toward Zion,
Then our hope — the two thousand year old hope —
will not be lost:
To be a free people in our land,
The land of Zion and Jerusalem.

— *Hatikvah* (The Hope), Israel's national anthem

B

. . . O those who pass between fleeting words
It is time for you to be gone
Live wherever you like, but do not live among us
It is time for you to be gone
Die wherever you like, but do not die among us
For we have work to do in our land
We have the past here
We have the first cry of life
We have the present, the present and the future
We have this world here, and the hereafter
So leave our country
Our land, our sea
Our wheat, our salt, our wounds
Everything, and leave
The memories of memory
O those who pass between fleeting words!

— Mahmoud Darwish, *Those Who Pass Between
Fleeting Words*, Palestinian poet laureate

3a How does passage **A** express Israeli nationalism? [1]

Score

b How does passage **B** express Palestinian nationalism? [1]

Score

Document 4

... Attention: all people in markets and villages of all provinces in China — now, owing to the fact that Catholics and Protestants have vilified [made damaging statements about] our gods and sages, have deceived our emperors and ministers above, and oppressed the Chinese people below, both our gods and our people are angry at them, yet we have to keep silent. This forces us to practice the I-ho magic boxing so as to protect our country, expel the foreign bandits and kill Christian converts, in order to save our people from miserable suffering. After this notice is issued to instruct you villagers, no matter which village you are living in, if there are Christian converts, you ought to get rid of them quickly. The churches which belong to them should be unreservedly burned down. Everyone who intends to spare someone, or to disobey our order by concealing Christian converts, will be punished according to the regulation when we come to his place, and he will be burned to death to prevent his impeding [interference with] our program. We especially do not want to punish anyone by death without warning him first. We cannot bear to see you suffer innocently. Don't disobey this special notice.

Source: Ssu-Yü, Teng and Fairbank, John K., *China's Response to the West: A Documentary Survey, 1839–1923*, Harvard University Press

4 Identify **one** expression of Chinese nationalism in this passage. [1]

Score

Document 5

. . . Why do you want to drive away the English?
. . . Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [disrespectfully] towards us and disregard our feelings. . . .

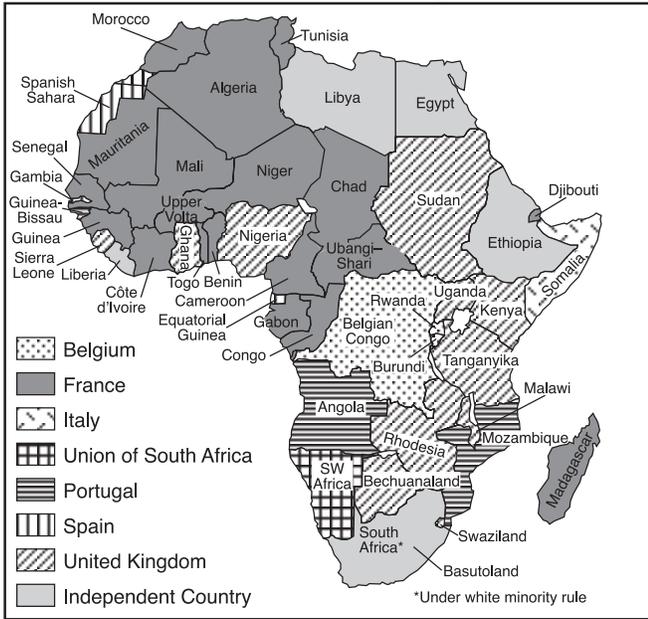
Source: M. K. Gandhi, *Indian Home Rule*, Navajivan Publishing House

5 Based on the document, identify **one** criticism Gandhi expressed about British rule. [1]

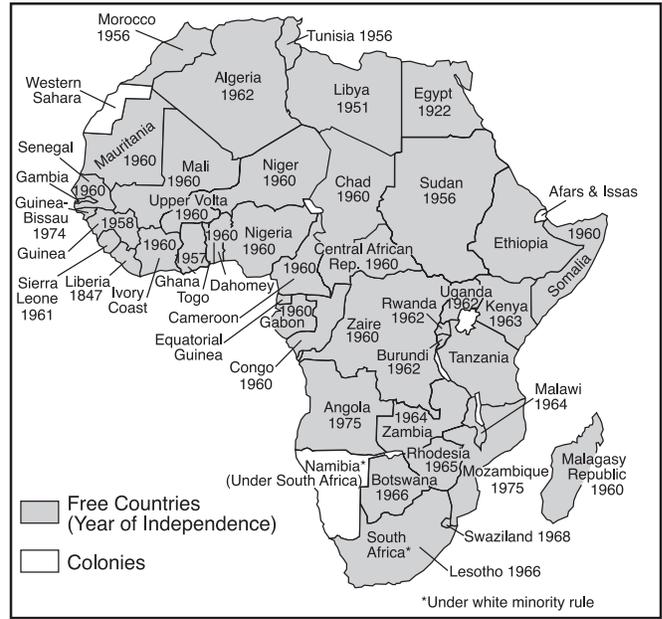
Score

Document 6

**Map A:
Colonialism in Africa, 1952**



**Map B:
Africa in 1975**



Source: Sidney Schwartz and John R. O'Connor, *Imperialism and the Emerging Nations*, Globe Book Company, Inc. (adapted)

6 According to these maps, how did nationalism affect the continent of Africa between 1952 and 1975? [1]

Score

Document 7

. . . From Iraq to the former Soviet empire to the Balkans, the authoritarian state exists as a piece of machinery, man-made, breakable, the borders etched by diplomats ignorant of or indifferent to ancient claims and tribal hate. Kurds fight for their freedom from Iraq and Turkey; Tamils battle Sinhalese in Sri Lanka; Armenians fight Azerbaijanis in Nagorno-Karabakh; Albanian Muslims and Serbs circle each other in Kosovo. Last week Yemen was the latest country to break apart, as those in the south accused the northerners of attempting to further impoverish [weaken] them. The struggles can be ancient and visceral [deep], religious and racial, the oppressed against the oppressors. Where the valves of democracy allow for ethnic pressures to escape, differences are settled by discussion; in the embattled outposts of the new world order, it is the tribes that rule, and the nature of war and peace in the next century may be largely determined by their ambitions. . . .

— *Time*, May 16, 1994

7a Based on this document, identify **two** examples of nationalistic conflict. [2]

(1) _____

(2) _____

Score

b Based on this document, identify **one** cause of these nationalistic conflicts. [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 **four** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Nationalism is a powerful force that can have positive and negative effects on nations and regions.

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

- Define the term *nationalism*
- Discuss how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions
- Evaluate whether nationalism in general has had a more positive **or** a more negative impact on the people of the world

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 13, 2003 — 12:30 to 3:30 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