

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

**GLOBAL HISTORY
AND GEOGRAPHY**

Tuesday, January 22, 2002 — 9:15 a.m. to 12:15 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.

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 The term “subsistence farmers” refers to people who grow
 - (1) enough food to feed an entire village
 - (2) food to sell in village markets
 - (3) just enough food to meet the needs of the immediate family
 - (4) a single cash crop
 - 2 Which statement is a description of a market economy?
 - (1) Government planning agencies make some economic decisions and private businesses make others.
 - (2) Individual decision making and supply and demand greatly influence basic economic decisions.
 - (3) The national government controls all resources, labor supply, and means of production.
 - (4) Customs, religions, and traditions determine most economic decisions.
 - 3 The Neolithic Revolution was characterized by the
 - (1) change from nomadic herding to settled farming
 - (2) growth of iron toolmaking technology
 - (3) migration of early peoples to the Americas
 - (4) decline of large empires
 - 4 In which region did China’s earliest civilizations develop?
 - (1) Gobi Desert
 - (2) Himalaya Mountains
 - (3) Yellow River Valley
 - (4) Tibetan Plateau
 - 5 The phrase “from southern Spain, across northern Africa, occupying the Arabian peninsula to Southeast Asia” once described the extent of the
 - (1) Aztec Empire
 - (2) Pax Romana
 - (3) Gupta Empire
 - (4) Muslim world
 - 6 In China, Confucianism emphasized the idea that
 - (1) equality should exist between all members of society
 - (2) salvation could be attained by prayer, meditation, and good deeds
 - (3) individual goals should be placed ahead of the needs of the group
 - (4) harmony could be achieved by the proper behavior of each member of a family or society
 - 7 How did geography influence the development of ancient Greece?
 - (1) Rich farmland led to dependence on agriculture.
 - (2) Excellent harbors encouraged seafaring trade.
 - (3) Flat plains made centralized rule possible.
 - (4) Tropical climate discouraged urban development.
- Base your answer to question 8 on the quotation below and on your knowledge of social studies.
- “Come then, with all your people and give battle with all your strength, so that all this treasure shall not fall into the hands of the Turks. . . . Therefore act while there is still time lest the kingdom of the Christians shall vanish from your sight. . . . And in your coming you will find your reward in heaven. . . .”
- Emperor Alexius Comnenus,
quoted in *The Dream and the Tomb*
- 8 Which event is referred to in this quotation?
 - (1) Enlightenment
 - (2) French Revolution
 - (3) Glorious Revolution
 - (4) Crusades

9 “The Peace of God declared that feudal warfare could not take place on church property, and it promised sanctuary in churches and abbeys to fugitives from combat. The Truce of God forbade fighting from Wednesday evening until Monday morning, on holidays, and during the religious seasons of Christmas and Lent. . . .”

— *Medieval and Early Modern Times*

This quotation implies that

- (1) the church had considerable political power during this time
 - (2) war was limited to religious holidays
 - (3) religion was dictated by feudal law
 - (4) landlords determined when warfare took place
- 10 The Eastern Orthodox Church and the Cyrillic alphabet originated in the Byzantine Empire. What does the practice of this religion and the use of this alphabet in Russia indicate?
- (1) Russia was conquered by the Byzantine Empire.
 - (2) Russia’s leaders eliminated the influence of the Mongols.
 - (3) Russia was influenced by cultural diffusion.
 - (4) Russia’s geographic isolation led to cultural diversity.
- 11 The rise of the West African kingdoms of Ghana, Mali, and Songhai can be attributed to
- (1) their emphasis on nationalism
 - (2) the spread of Christianity
 - (3) the rise of European imperialism
 - (4) their locations near the trans-Saharan trade routes
- 12 Mansa Musa commissioned great mosques to be built in Timbuktu, Mali’s capital, and in other Mali cities. Under Musa’s patronage, Muslim scholarship flourished, and Timbuktu began its tenure as an important center of learning. This public display of wealth and power enhanced Mali’s reputation and prestige throughout the world.
- Which phrase best describes Mali under the rule of Mansa Musa?
- (1) a golden age
 - (2) a poverty-stricken era
 - (3) a decade of colonial unrest
 - (4) a period of political chaos

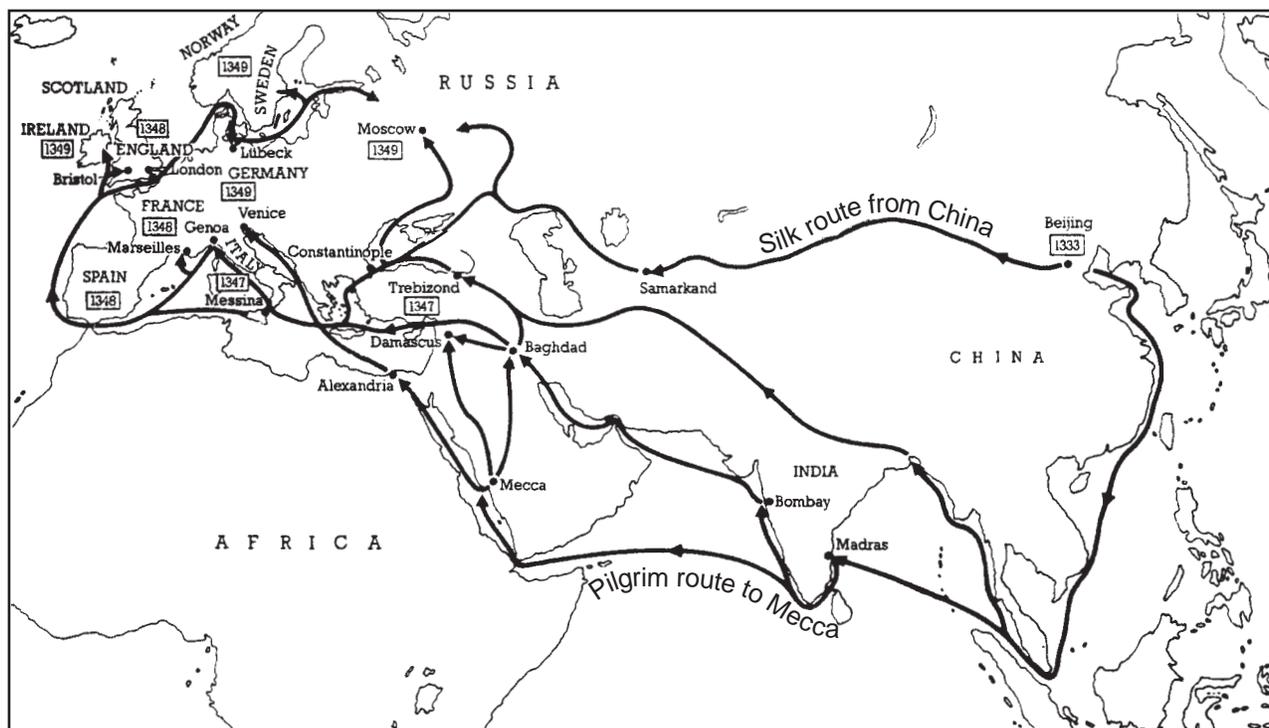
- 13 • Sale of indulgences authorized by Pope Leo X to raise money to build St. Peter’s Basilica in Rome (1515)
- Ninety-five Theses posted (1517)
- Hearing held at Worms, Germany (1521)

These events are most closely associated with

- (1) Charles V and absolutism
 - (2) Martin Luther and the Protestant Reformation
 - (3) John Locke and the Enlightenment
 - (4) Karl Marx and scientific socialism
- 14 Inca terrace farming and Aztec floating gardens are examples of
- (1) the ability of civilizations to adapt to their region’s physical geography
 - (2) slash-and-burn farming techniques
 - (3) Mesoamerican art forms symbolizing the importance of agriculture
 - (4) colonial economic policies that harmed Latin American civilizations
- 15 Which statement best illustrates the concept of European mercantilism during the Age of Exploration?
- (1) England encouraged free trade among its colonies.
 - (2) Spain reduced exports to its South American colonies.
 - (3) Portugal sought trade benefits from its colonial possessions.
 - (4) France refused to give financial support to weak national industries.
- 16 The primary goal of most of Europe’s absolute monarchs was to
- (1) support political freedom for the new middle classes
 - (2) prevent contact with areas beyond Europe’s borders
 - (3) centralize their political control over their nations
 - (4) maintain peaceful relations with neighboring nations

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

Spread of the Black Death (1333–1349)



17 Which groups of people were most closely associated with the spread of the Black Death?

- (1) merchants and pilgrims
- (2) bankers and explorers
- (3) missionaries and slave traders
- (4) soldiers and diplomats

18 Which statement about the encomienda system during the 16th and 17th centuries is accurate?

- (1) Aztec and Inca civilizations prospered.
- (2) Life expectancy among Native American populations increased.
- (3) Spanish influence declined in its colonies.
- (4) Many Native Americans were forced to labor on large estates.

19 • France gained control over Algeria.
 • Great Britain gained control over North America.
 • Portugal gained control over Angola.

What do these statements describe?

- (1) imperialism
- (2) revolution
- (3) alliances
- (4) totalitarianism

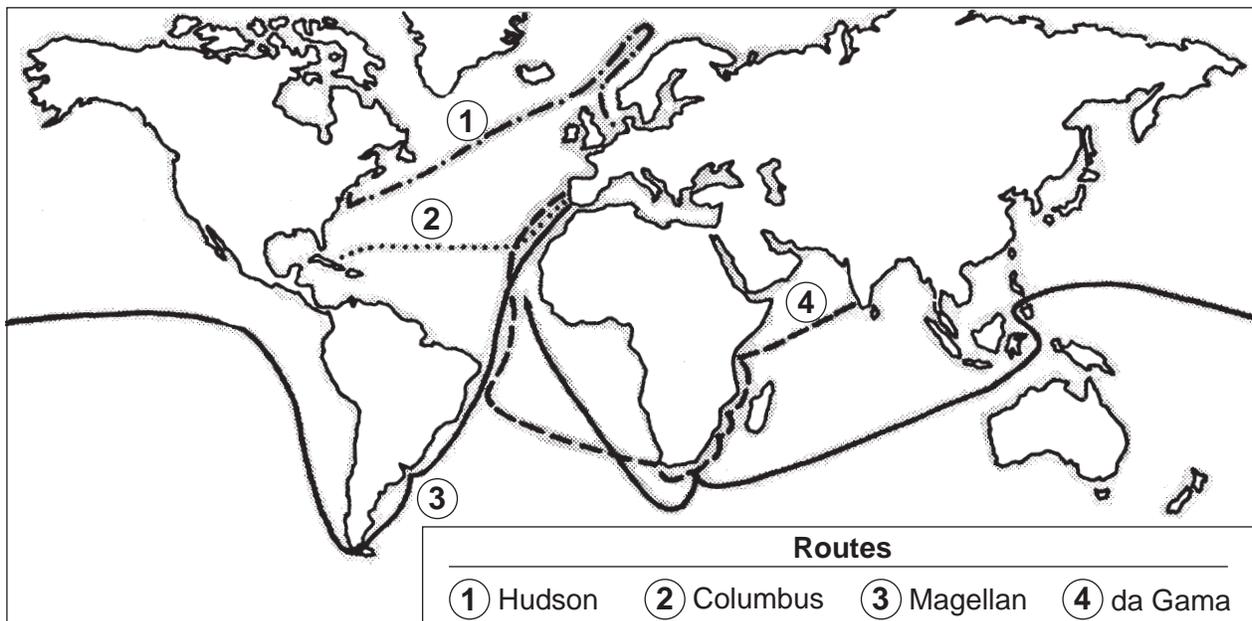
20 “In three or four months . . . more than seven thousand children died of hunger, their fathers and mothers have been taken to the mines. . . . Thus they [Spaniards] ruined and depopulated all this island [Cuba].”

— Bartolome de Las Casas, 1552,
The Brief Account of the Destruction of the Indies

The event described in the quotation illustrates

- (1) a result of the “Encounter”
- (2) the forced migration of Native Americans to Spain
- (3) the dangerous effects of mining without proper equipment
- (4) an impact of Enlightenment philosophers

Base your answer to question 21 on the map below and on your knowledge of social studies.



21 What was a result of the explorers' voyages illustrated on this map?

- (1) Europe became increasingly isolated.
- (2) European trade with Africa and South America increased.
- (3) Southeast Asia became Europe's greatest trading partner.
- (4) European nations created colonial governments throughout central Asia.

22 One similarity between the rule of Peter the Great of Russia and that of Akbar the Great of India was that both leaders

- (1) implemented strict religious codes of conduct within their nations
- (2) modernized and expanded their empires using ideas from other cultures
- (3) relied on peaceful resolutions of conflicts with neighboring peoples
- (4) introduced democratic ideas into their political systems

23 The Enlightenment philosophers believed that the power of government is derived from

- (1) divine right rulers
- (2) the middle class
- (3) a strong military
- (4) those who are governed

24 Therefore, the Parliament declares:

That the [king's] pretended power of suspending laws . . . without consent of Parliament is illegal.
That levying money [taxes] for or to the use of the crown [king] . . . without grant [consent] of Parliament . . . is illegal.

This 17th-century excerpt is found in the

- (1) English Bill of Rights
- (2) Declaration of the Rights of Man and the Citizen
- (3) Napoleonic Code
- (4) Balfour Declaration

25 One similarity in the actions of Simón Bolívar and Napoleon Bonaparte is that both leaders

- (1) encouraged nationalism
- (2) relied on diplomatic negotiations
- (3) established a representative form of government
- (4) rebelled against imperialism

26 **“Estates General Meet for First Time in 175 Years”
“National Assembly Issues *Declarations of the Rights of Man*”
“Reign of Terror Ends; Robespierre Dies”**

Which event in European history is most closely associated with these headlines?

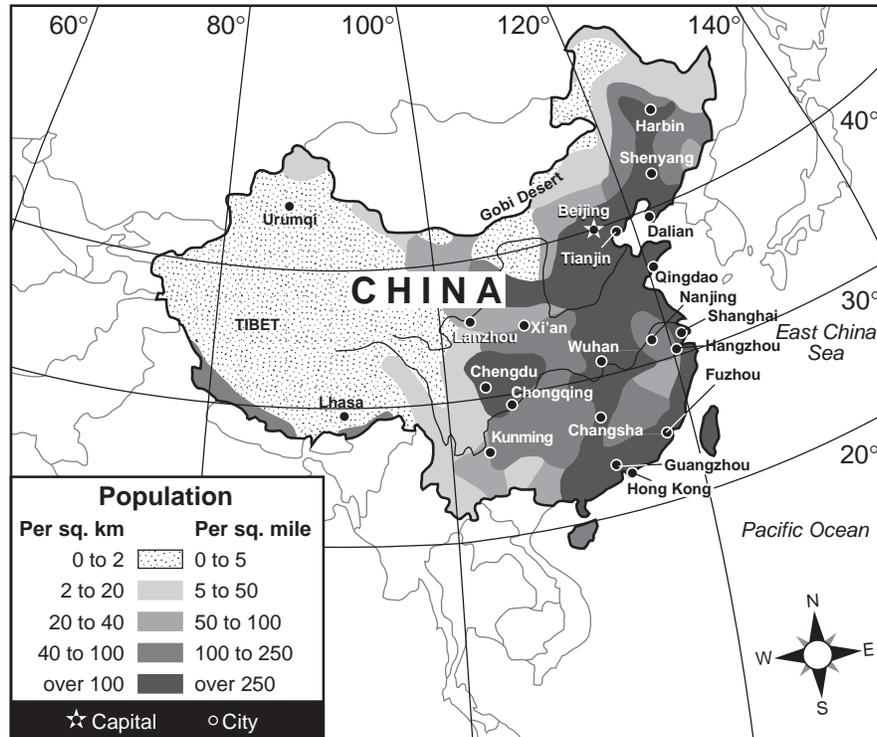
- (1) Puritan Revolution
 - (2) Hundred Years War
 - (3) French Revolution
 - (4) signing of the Magna Carta
- 27 The needs of the Industrial Revolution in 19th-century Europe greatly contributed to the
- (1) growth of overseas empires
 - (2) beginning of the triangular trade
 - (3) development of international peacekeeping organizations
 - (4) promotion of political and economic equality in Asia and Africa
- 28 Which statement is supported by the ideas of Karl Marx?
- (1) Private ownership of businesses helps workers.
 - (2) Industrialization benefits the wealthy and exploits the poor.
 - (3) Countries should benefit from the wealth of their colonies.
 - (4) Industrial capitalism allows workers and employers to work together for a common purpose.
- 29 In Russia, the events of Bloody Sunday, the heavy casualties during World War I, and the ineffective leadership of the czar led directly to the
- (1) Revolution of 1917
 - (2) institution of perestroika
 - (3) signing of the Munich Pact
 - (4) creation of the Warsaw Pact
- 30 One characteristic of a totalitarian state is that
- (1) minority groups are granted many civil liberties
 - (2) several political parties run the economic system
 - (3) citizens are encouraged to criticize the government
 - (4) the government controls and censors the media

31 Which statement is the most appropriate heading for the partial outline below?

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. _____
A. Atatürk and nationalists overthrow sultan
B. Secular constitution adopted
C. Women granted the right to vote and hold office
D. Government funds industrial programs |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- (1) Turkish Republic Established
 - (2) Islamic Fundamentalism Increases
 - (3) Constantinople Falls
 - (4) Turks Capture Jerusalem
- 32 What was a major reason for Japan’s invasion of Manchuria in 1931?
- (1) The province of Manchuria was originally a Japanese territory.
 - (2) The government of Japan admired Manchurian technical progress.
 - (3) The people of Manchuria favored Japanese control.
 - (4) Japan needed the natural resources available in Manchuria.
- 33 During World War II, which geographic features contributed most to the Soviet Union’s defense against the German invasion?
- (1) deposits of many natural resources
 - (2) size and climate
 - (3) Atlantic ports and rivers
 - (4) mountainous territory and desert areas
- 34 One way in which Chiang Kai-shek (Jiang Jieshi) of China, Ho Chi Minh of Vietnam, and Jomo Kenyatta of Kenya were similar is that they all
- (1) supported close ties with their former colonial powers
 - (2) opposed United Nations membership for their governments
 - (3) led nationalistic movements in their nation
 - (4) resisted attempts to modernize their nation’s political and social institutions

Base your answers to questions 35 and 36 on the map below and on your knowledge of social studies.



Source: NYSTROM World Atlas, Herff Jones, Inc. (adapted)

35 Which Chinese city shown on this map is located closest to the equator?

- (1) Beijing
- (2) Chengdu
- (3) Shanghai
- (4) Hong Kong

36 Which conclusion is best supported by the map?

- (1) The Gobi Desert is located in southern China.
- (2) Many mineral resources are located along the East China Sea.
- (3) The least populated areas in China are found in the north and west.
- (4) Beijing is one of China's busiest seaports.

37 The Truman Doctrine and the Marshall Plan were designed to

- (1) promote economic and political stability in Europe
- (2) end German demands for the Sudetenland
- (3) restore democratic rule in Haiti
- (4) prevent Iraq's takeover of Kuwait

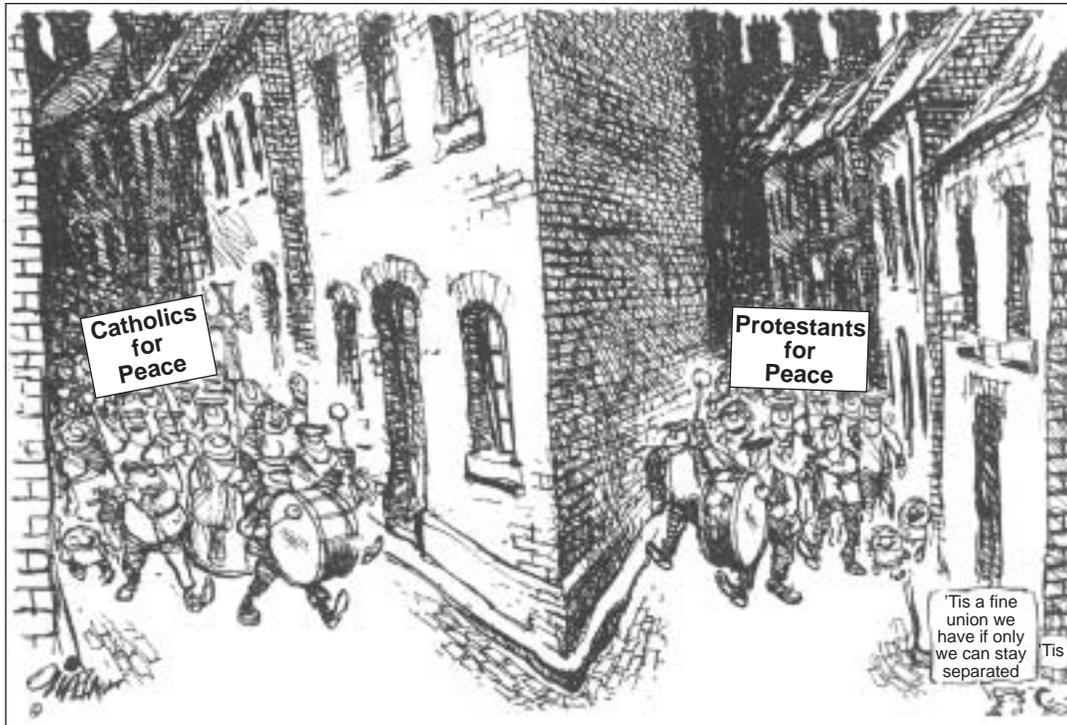
38 Which term is often used to describe the actions of Adolf Hitler in Germany and Pol Pot in Cambodia?

- (1) nonalignment
- (2) neocolonialism
- (3) scorched-earth policy
- (4) genocide

39 The main purpose of the European Union (EU) and the North American Free Trade Agreement (NAFTA) is to

- (1) reduce the spread of nuclear weapons
- (2) address the problem of international political corruption
- (3) increase educational opportunities for under-developed nations
- (4) stimulate economic growth for participating countries

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



(adapted)

40 This 1998 cartoon depicts religious tensions in which nation?

- (1) Israel
- (2) Ireland
- (3) Iran
- (4) India

41 Which development took place in China under Mao Zedong?

- (1) The family became the dominant force in society.
- (2) The Four Modernizations became the basis for economic reform.
- (3) The people adopted the practice of ancestor worship.
- (4) Communist teachings became required learning in all schools and universities.

42 One way in which the partition of India in 1947 and the breakup of Yugoslavia in 1992 are similar is that after each event

- (1) stable democratic governments were established
- (2) problems arose between ethnic and religious groups
- (3) economic prosperity produced high standards of living
- (4) traditional beliefs were abandoned for Western ideas

43 Which environmental issue most concerns Central Africa, the Amazon River Basin, and the Malay Peninsula?

- (1) nuclear contamination
- (2) desertification
- (3) overpopulation
- (4) deforestation

44 One way in which the Boxers in China and the Islamic fundamentalists in revolutionary Iran were similar is that each group attempted to

- (1) encourage cultural and economic ties with Western nations
- (2) eliminate foreign influence in their nation
- (3) establish national religious movements
- (4) expand overseas colonies

Base your answers to questions 45 and 46 on the quotation below and on your knowledge of social studies.

“The Allied . . . governments . . . affirm, and Germany accepts, the responsibility . . . for causing all the loss and damage to which the Allied . . . governments and their nationals have been subjected as a consequence of the war imposed on them by the aggression of Germany. . . .”

- 45 This passage is taken from which historical document?
- (1) United Nations Charter
 - (2) Treaty of Portsmouth
 - (3) Atlantic Charter
 - (4) Treaty of Versailles
- 46 What was a result of the provisions of this document?
- (1) Allied governments helped rebuild the German economy.
 - (2) Resentments about these provisions contributed to the growth of Nazism in Germany.
 - (3) The ideas in these provisions served as the basis for the European Union.
 - (4) The provisions became a blueprint for lasting peace in Germany.
-
- 47 Several historic events are listed below.
- A. Partition of India and Pakistan
 - B. Establishment of the caste system
 - C. British colonization of the Indian subcontinent
 - D. Gandhi’s Salt March

What is the correct chronological order of this set of events?

- (1) $A \rightarrow B \rightarrow C \rightarrow D$
- (2) $B \rightarrow C \rightarrow D \rightarrow A$
- (3) $C \rightarrow D \rightarrow A \rightarrow B$
- (4) $D \rightarrow B \rightarrow A \rightarrow C$

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

Socioeconomic Status of Asian Countries			
<i>Country</i>	<i>Per Capita GDP</i>	<i>Life Expectancy</i>	<i>Infant Mortality (per 1,000 births)</i>
Bangladesh	200	55	107
India	270	58	78
Philippines	860	63	51
Japan	19,800	79	4
Thailand	1,800	68	37

<i>Country</i>	<i>Percent Urban Population</i>	<i>Percent Literate</i>	<i>Birthrate (per 1,000 people)</i>
Bangladesh	14	47	35
India	26	48	28
Philippines	44	88	27
Japan	77	99	10
Thailand	19	89	19

Source: *The World Almanac Book of Facts*, 1995

- 48 According to the chart, which of these Asian nations is the least urbanized and the least industrialized country?
- (1) Bangladesh
 - (2) India
 - (3) Philippines
 - (4) Thailand
- 49 Which statement about Japan’s socioeconomic status is an opinion?
- (1) Japan’s gross domestic product (GDP) is high and its birthrate is low.
 - (2) Japan has the most efficient educational system and the best culture in Asia.
 - (3) Japan’s infant mortality rate is low and its life expectancy is high.
 - (4) Japan has a high percentage of urban population and a high rate of literacy.

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

Universal Declaration of Human Rights

- Article 2: Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as . . . colour, sex, language, . . . national or social origin, property, birth or other status.
- Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- Article 9: No one shall be subjected to arbitrary arrest, detention or exile.
- Article 13: Everyone has the right to leave any country, including his own, and to return to his country.
- Article 18: Everyone has the right to freedom of thought, conscience and religion. . . .
- Article 20: Everyone has the right to freedom of peaceful assembly and association.
- Article 21: Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

—United Nations, December 10, 1948

50 The ideas expressed in the United Nations Universal Declaration of Human Rights most closely reflect the political philosophy of the

- | | |
|---------------------------|---------------------------|
| (1) Scientific Revolution | (3) Commercial Revolution |
| (2) Age of Enlightenment | (4) Middle Ages |
-

Answers to the following 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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (c) **describe** means “to illustrate something in words or tell about it”
- (d) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value 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 factors have influenced historical developments and historical events of nations and regions.

Task:

Choose *two* nations and/or regions and for each:

- Identify and describe *two* geographic factors in each nation and/or region
- Explain how *each* factor has influenced the historical development or a specific historical event in each nation and/or region

You may use any nation and/or region and any geographic factors from your study of global history and geography. **Do not use the United States in your answer.** Some factors you might wish to consider include deserts, river valleys, or oil in the Middle East; river valleys, monsoons, or the Himalaya Mountains in India; natural resources or the island location of Japan or Great Britain; the river valley or the desert in Egypt; the regular coastline or resources in South Africa; the Amazon rain forest or the Andes Mountains in South America.

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

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, many nations have attempted to change their economic systems with mixed results.

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 a way in which *two* nations have attempted to bring about economic reform over time and describe the economic system that was in place before the change
- Evaluate the impact of the economic reform in *each* nation

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

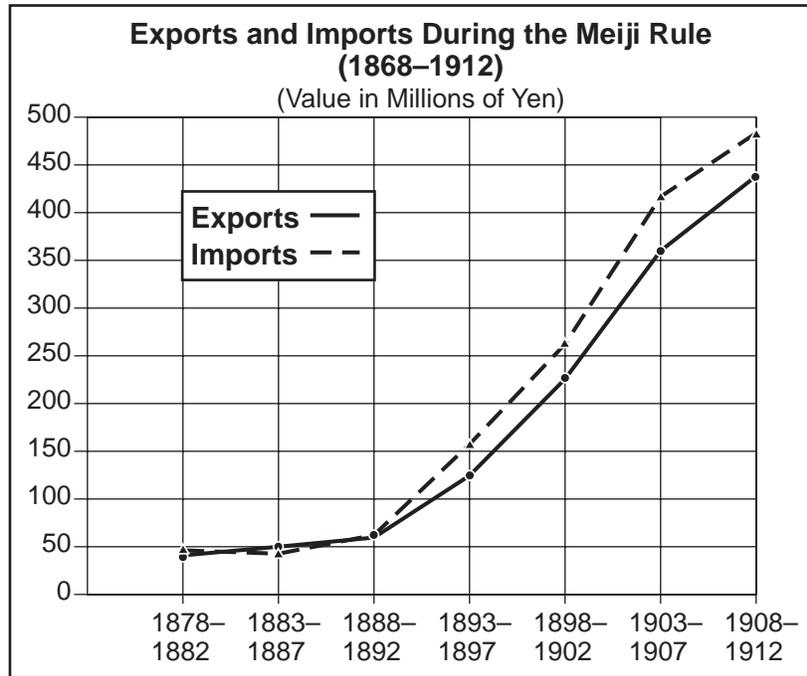
Tokugawa Laws of Japan in 1634

- Japanese ships shall not be sent abroad.
- No Japanese shall be sent abroad. Anyone breaking this law shall suffer the penalty of death. . . .
- All Japanese living abroad shall be put to death when they return home.
- The arrival of foreign ships must be reported to Edo [Tokyo] and a watch kept over them.
- The samurai shall not buy goods on board foreign ships.

1 What was the Tokugawa policy toward foreign trade? [1]

Score

Document 2



2 According to this graph, what economic change occurred during the Meiji rule? [1]

Score

Document 3

In *The Wealth of Nations* (1776), Adam Smith described laissez-faire philosophy:

Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interests his own way, and to bring both his industry [efforts] and capital into competition with those of any other men or order of men.

3 According to this document, what limits should the government place on an individual's actions in the economy? [1]

Score

Document 4

This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

<p><i>Sadler:</i> When did you first begin to work in mills? <i>Cooper:</i> When I was ten years of age. <i>Sadler:</i> What were your usual hours of working? <i>Cooper:</i> We began at five in the morning and stopped at nine in the night. <i>Sadler:</i> What time did you have for meals? <i>Cooper:</i> We had just one period of forty minutes in the sixteen hours. That was at noon. <i>Sadler:</i> What means were taken to keep you awake and attentive? <i>Cooper:</i> At times we were frequently strapped. <i>Sadler:</i> When your hours were so long, did you have any time to attend a day school? <i>Cooper:</i> We had no time to go to day school.</p>

This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

<p><i>Sadler:</i> Do you know of any other children who died at the R ____ Mill? <i>Hebergam:</i> There were about a dozen died during the two years and a half that I was there. At the L ____ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip . . . His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live. <i>Sadler:</i> Did the accident occur because the shaft was not covered? <i>Hebergam:</i> Yes.</p>

4 To what extent are the conditions described in this testimony a result of the economic system in place in 1832? [1]

Score

Document 5

British Factory Legislation

1833 Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.

1847 The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.

1880 The first Employers' Liability Act granted compensation to workers for on-the-job injuries not their own fault.

5 Identify *two* actions taken by the government to change economic policy. [2]

(1) _____

Score

(2) _____

Score

Document 6

Stalin's first Five-Year Plan, adopted by the party in 1928, called for rapid industrialization of the economy, with an emphasis on heavy industry. It set goals that were unrealistic—a 250 percent increase in overall industrial development and a 330 percent expansion in heavy industry alone. All industry and services were nationalized, managers were given predetermined output quotas by central planners, and trade unions were converted into mechanisms for increasing worker productivity.

. . . the Socialist way . . . is to set up collective farms and state farms which leads to the joining together of the small peasant farms into large collective farms, technically and scientifically equipped, and to the squeezing out of the capitalist elements from agriculture. . . .

6a What was Stalin's economic policy toward industry? [1]

Score

b What was Stalin's economic policy toward agriculture? [1]

Score

Document 7

The economic reforms urged by Gorbachev were called "market socialism." . . . He proposed that the central planning system be altered [changed] so that government ministries would no longer closely regulate economic enterprises, and so that regional managers would play a more important role. He also advised that . . . wages be reformed to reflect more realistically the demands of a market economy.

— "Perestroika" from *The Collapse of Communism in The Soviet Union*

7 Identify *one* economic change recommended by Mikhail Gorbachev. [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:

Throughout history, many nations have attempted to change their economic systems, with mixed results.

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

- Discuss a way in which *two* nations have attempted to bring about economic reform over time and describe the economic system that was in place before the change
- Evaluate the impact of the economic reform in *each* nation

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

Tuesday, January 22, 2002 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Female

Student Sex:

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