

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 12, 2009 — 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 questions. 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.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

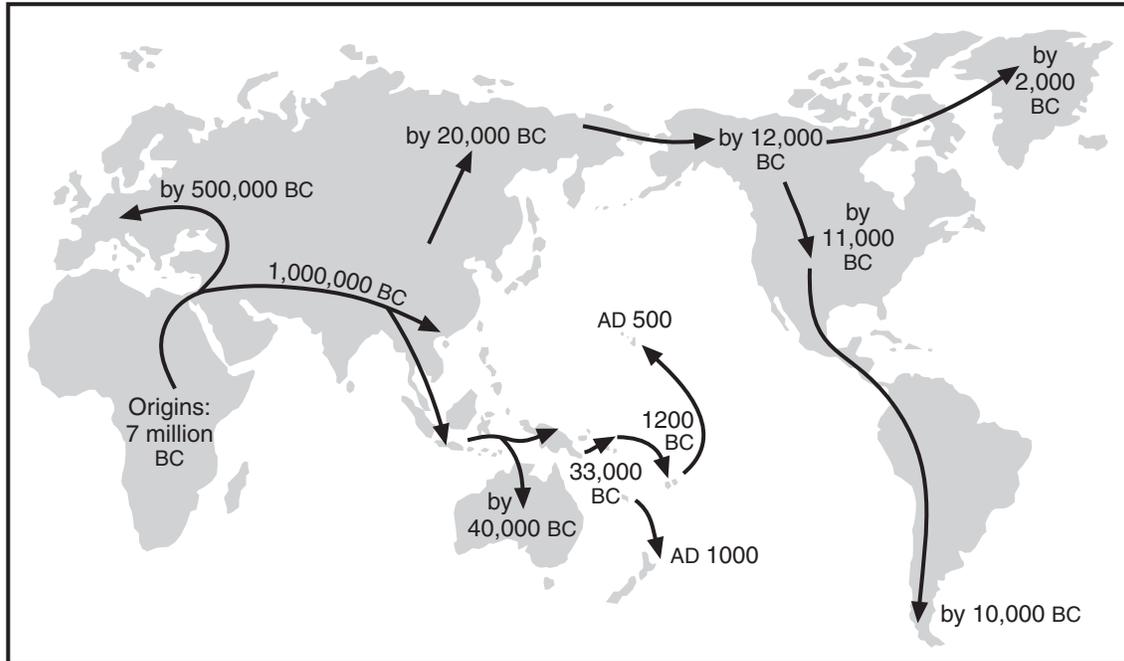
Part I

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.

Base your answer to question 1 on the map below and on your knowledge of social studies.

The Spread of Humans Around the World



Source: Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*, W. W. Norton & Company, 1999 (adapted)

1 Based on this map, on which continent did humans first appear?

- (1) Asia
(2) Europe
(3) North America
(4) Africa

2 Which form of government is best characterized by one-party rule, censorship, and the use of terror to maintain power?

- (1) feudal
(2) limited monarchy
(3) parliamentary democracy
(4) totalitarian

3 The term *subsistence farming* is best defined as

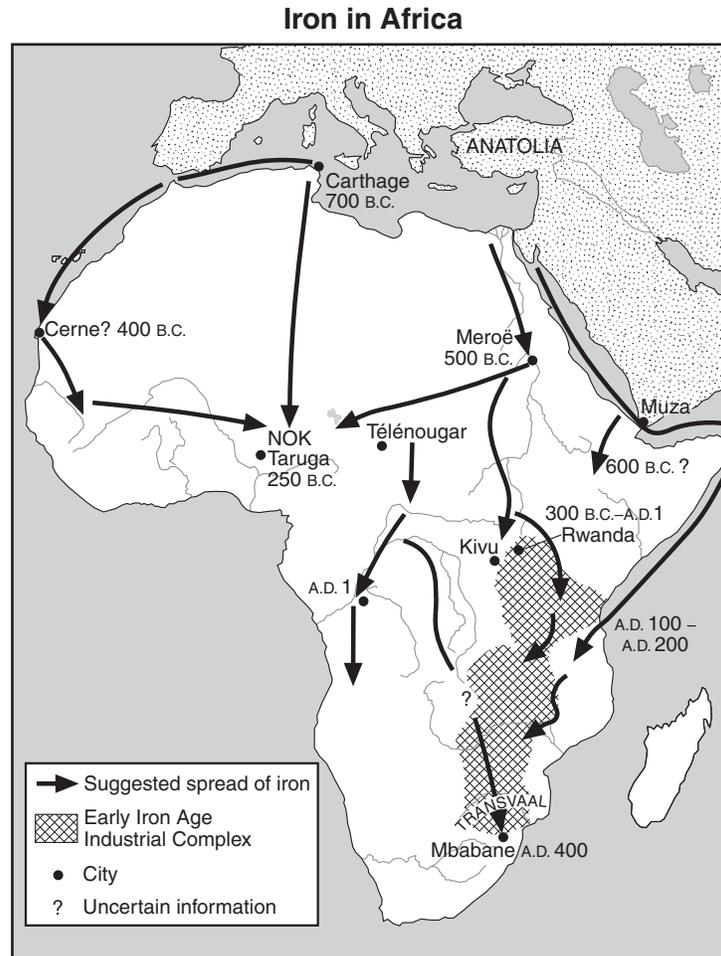
- (1) redistributing farmland
(2) producing only enough crops to meet family needs
(3) irrigating farmland
(4) exchanging farm products for money

- 4
- Separated the cultures of Europe and Asia
 - Hindered, but did not prevent, invaders from entering India
 - Terraced to increase food production in South America

Which geographic feature is being described in these statements?

- (1) river valleys
(2) steppes
(3) mountains
(4) tundra

Base your answers to questions 5 and 6 on the map below and on your knowledge of social studies.



Source: Philip Curtin, et al., *African History*, Little, Brown and Company, 1978 (adapted)

5 Which process is illustrated by the arrows shown on this map?

- (1) immigration
- (2) diffusion
- (3) globalization
- (4) nationalization

6 This map illustrates the interaction between

- (1) resources and technology
- (2) religion and culture
- (3) record keeping and civilization
- (4) climate and disease

7 One similarity found in both Egyptian and Sumerian civilizations is that each developed a

- (1) monotheistic religion
- (2) compass
- (3) ziggurat
- (4) written language

8 Which text is essential to the practice of Islam?

- (1) New Testament
- (2) Analects
- (3) Torah
- (4) Qur'an (Koran)

9 The development of the concept of zero, the use of a decimal system, and the Buddhist cave paintings at Ajanta are all achievements of the

- (1) Inca Empire
- (2) Gupta Empire
- (3) Roman Republic
- (4) Kingdom of Songhai

- 10 Which geographic factor directly influenced the early interactions between China and Korea?
 (1) location (3) arid climate
 (2) monsoons (4) tropical savannas
- 11 What was the most important force in providing unity and stability throughout western Europe during the Middle Ages?
 (1) church (3) inquisition
 (2) nobility (4) military

Base your answer to question 12 on the passage below and on your knowledge of social studies.

. . . As early as the struggle for the steppe he had spread the claim that Heaven had destined him as ruler; members of Mongol trading caravans spread stories intended to cause panic among the local populace; forged letters were fed to Sultan Muhammad which strengthened his mistrust of his Turkic units; freedom of religion was proclaimed; those who offered no resistance were promised that life and property would be spared; terrible destruction was threatened in the event of resistance; bloody examples were designed to spread fear and reduce the populace's will to resist. . . .

— Paul Ratchnevsky, *Genghis Khan: His Life and Legacy*, Blackwell Publishing

- 12 According to this passage, which Mongol practice contributed greatly to their success?
 (1) nomadic lifestyle
 (2) superior horsemanship
 (3) psychological warfare
 (4) religious conversion
-
- 13 Which revolution in Europe is most closely associated with the rise of capitalism, the formation of guilds, and the growth of banking systems?
 (1) Commercial (3) Agrarian
 (2) Scientific (4) Glorious

- 14 One way in which 14th-century Mali in Africa and 14th-century Venice in Italy are similar is that both
 (1) were land-locked city-states
 (2) developed economies based primarily on agriculture
 (3) became wealthy and powerful as a result of trade
 (4) were centers for Islamic learning

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

. . . I conclude, therefore, with regard to being feared and loved, that men love at their own free will, but fear at the will of the prince, and that a wise prince must rely on what is in his power and not on what is in the power of others, and he must only contrive to avoid incurring hatred, as has been explained. . . .

- 15 This passage is most closely associated with the ideas of
 (1) Pope Urban II (3) John Calvin
 (2) Niccolò Machiavelli (4) Thomas Malthus
-
- 16 What was one cause of the Protestant Reformation?
 (1) revolt by the Moors in Spain
 (2) passage of the Act of Supremacy in England
 (3) call for the Council of Trent by Pope Paul III
 (4) corruption among high officials of the Catholic Church
- 17 During the Ming dynasty, why did China stop investing in overseas naval expeditions?
 (1) Many foreigners were imitating Chinese culture.
 (2) Chinese leaders saw little value in exploration.
 (3) People disagreed with Confucius's demand for more territory.
 (4) Chinese merchants were threatened by foreign competition.

Base your answer to question 18 on the map below and on your knowledge of social studies.



Source: *Wonders of the Ancient World*, National Geographic Society (adapted)

18 Which title best describes this map?

- (1) Mesoamerican Cultural Areas
- (2) South American Urban Areas
- (3) Creation of the Spanish Viceroyalties
- (4) Outposts of the Inca Empire

19 One way in which Sulieman the Magnificent, Akbar the Great, and Louis XIV are similar is that each was

- (1) an important religious reformer
- (2) a supporter of laissez-faire practices
- (3) a leader of independence movements
- (4) an absolute monarch

20 A major impact of the Columbian exchange on western Europe was the introduction of

- (1) Christianity that led to the rise of the Catholic Church
- (2) new food crops that improved the European diet
- (3) new military technology that weakened local rulers
- (4) diseases that drastically reduced the population of Europe

21 In the 1500s, the Portuguese seized trading ports in Southeast Asia in an attempt to gain total control of the spice trade.

Based on this statement, one goal of the Portuguese was to establish

- (1) a monopoly
- (2) an embargo
- (3) banking systems
- (4) agricultural cooperatives

22 The struggles for political independence in Latin America during the early 1800s were most directly influenced by the

- (1) Berlin Conference
- (2) doctrine of liberation theology
- (3) American and French Revolutions
- (4) writings of Count Camillo di Cavour

Base your answer to question 23 on the chart below and on your knowledge of social studies.

Philosopher	Idea
Locke	Natural rights — life, liberty, property
Montesquieu	Separation of powers
Voltaire	Freedom of thought, expression, and religion

23 Which period is most closely associated with the major ideas of these philosophers?

- (1) Crusades
 (2) Renaissance
 (3) Reconquista
 (4) Enlightenment

24 Which written work criticized the capitalist system during the Industrial Revolution?

- (1) *Communist Manifesto* by Karl Marx and Friedrich Engels
 (2) “White Man’s Burden” by Rudyard Kipling
 (3) *The Wealth of Nations* by Adam Smith
 (4) *The Origin of Species* by Charles Darwin

25 Some developing countries rely on a single cash crop such as cotton or sugar cane. The origin of this practice can often be traced to the

- (1) introduction of communism
 (2) establishment of democratic governments
 (3) colonization of the region
 (4) movements to gain independence

26 Which African group centralized its rule and adopted new military techniques that challenged the power of the British and the Boers in South Africa?

- (1) Zulu
 (2) Ashanti
 (3) Ibo
 (4) Masai

27 Which action did Japanese leaders take directly following the visit of Commodore Perry in 1853?

- (1) They attacked the British navy.
 (2) They opened more ports to trade.
 (3) They increased the power of the shogun.
 (4) They allowed the importation of opium into Japan.

28 Which event in Indian history could be considered a result of the other three?

- (1) Salt March
 (2) Amritsar Massacre
 (3) Sepoy Rebellion
 (4) passage of the Independence Act

29 The assassination of Archduke Franz Ferdinand was the immediate cause of

- (1) the Franco-Prussian War
 (2) the Russo-Japanese War
 (3) World War I
 (4) World War II

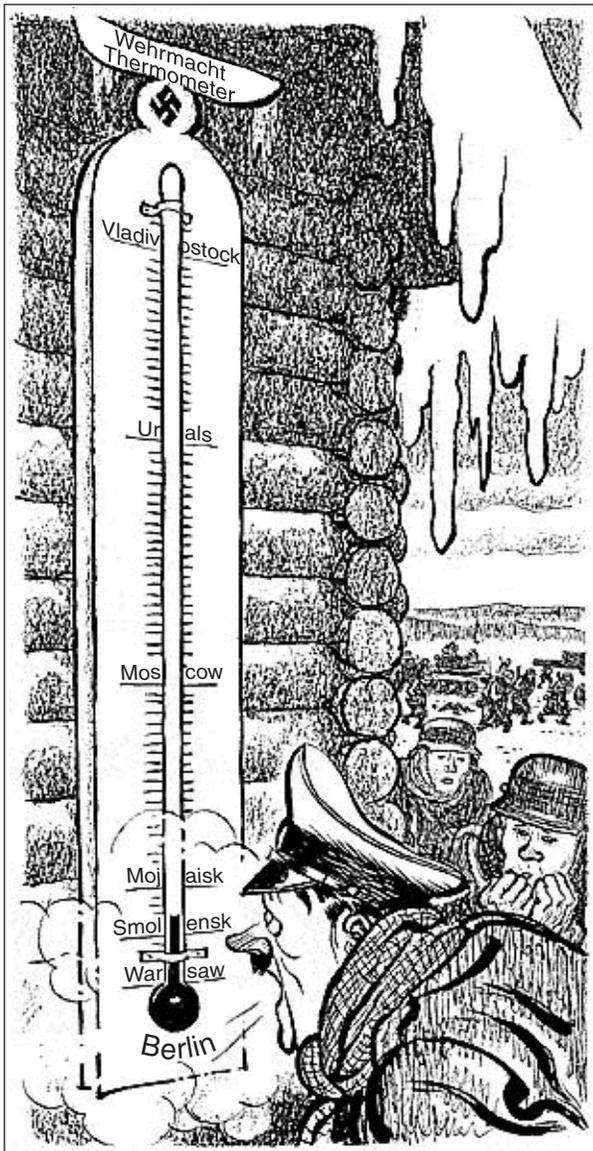
30 One way in which Atatürk of Turkey and Ho Chi Minh of Vietnam are similar is that they both

- (1) led nationalist movements in their countries
 (2) formed communist governments
 (3) kept their countries out of the United Nations
 (4) led their countries during the Cold War

31 After World War II, the boundaries of newly independent African countries were most often based on

- (1) existing ethnic settlement patterns
 (2) divisions imposed under European imperialism
 (3) mandates created under the United Nations
 (4) locations of oil resources

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



Source: Leslie Gilbert Illingworth, January 22, 1942 (adapted)

- 32 This World War II cartoon is showing the relationship between climate and the
- (1) inability of Nazi forces to defeat the Soviet Union
 - (2) success of Allied troops after D-day
 - (3) efforts by Allied troops to control Berlin
 - (4) casualties suffered by the Soviet Union

Base your answers to questions 33 and 34 on the passage below and on your knowledge of social studies.

. . . A river of people is flowing down the boulevard. Some are very religious, with the men separate from the women, and the women covered in chadors [robes]. Some are not. Two young men in jeans carry a large poster of Khomeini, with his black turban and black eyebrows standing out against the white background. A middle-aged woman with big dark glasses walks by, one fist in the air, the other holding a cigarette. A group of college students link arms and shout “*Marg bar Shah!*”—Death to the Shah!—and they have the same sort of glad expression that the shoe salesman had on the day he asked Mama if she was American. But these people also have another look—a kind of exhilarated [overjoyed] astonishment, as if they can’t believe no one is stopping them. . . .

— Tara Bahrapour

- 33 Which revolution is being described in this passage?
- (1) Mexican
 - (2) Chinese
 - (3) Iranian
 - (4) Nicaraguan
- 34 Based on this passage, the protestors were surprised because they had expected the government to
- (1) repress dissent
 - (2) accept criticism
 - (3) favor change
 - (4) go into exile
-
- 35 One way in which Joseph Stalin’s five-year plans and Mao Zedong’s Great Leap Forward are similar is that both plans were
- (1) efforts to reduce human rights violations
 - (2) policies to improve relations with the West
 - (3) methods used to control population growth
 - (4) attempts to increase agricultural and industrial production

36 Which group of countries became Soviet satellites after World War II?

- (1) France, Spain, Great Britain
- (2) Poland, Czechoslovakia, Hungary
- (3) Switzerland, Austria, Belgium
- (4) Turkey, Greece, Italy

Base your answer to question 37 on the cartoon below and on your knowledge of social studies.



Source: Auth, *The Philadelphia Inquirer*, 2002 (adapted)

37 What is the main idea of this 2002 cartoon?

- (1) The United States refuses to become involved in another war.
- (2) Nuclear proliferation continues to threaten world peace.
- (3) The Cold War conflict continues today.
- (4) Pakistan is the dominant nuclear force in this region.

38 The goal of Mikhail Gorbachev's policies of perestroika and glasnost was to

- (1) expand collectivization and communes
- (2) resume development of Soviet nuclear weapons
- (3) stimulate economic growth and political discussion
- (4) stop expansion of the North Atlantic Treaty Organization (NATO) into Eastern Europe

39 The destruction of the rain forests in Latin America is primarily due to the

- (1) diseases carried by insects
- (2) wildfires occurring during dry seasons
- (3) devastation caused by high winds during the tropical storm season
- (4) demand for timber, farmland, and grazing land

40 Which Cold War event occurred *last*?

- (1) Cuban missile crisis
- (2) Korean War
- (3) fall of the Berlin Wall
- (4) Soviet invasion of Afghanistan

- 41
- Justinian issues a new code of laws.
 - Greek culture is preserved.
 - A split develops in Christianity between the Roman Catholics and Orthodox Christians.

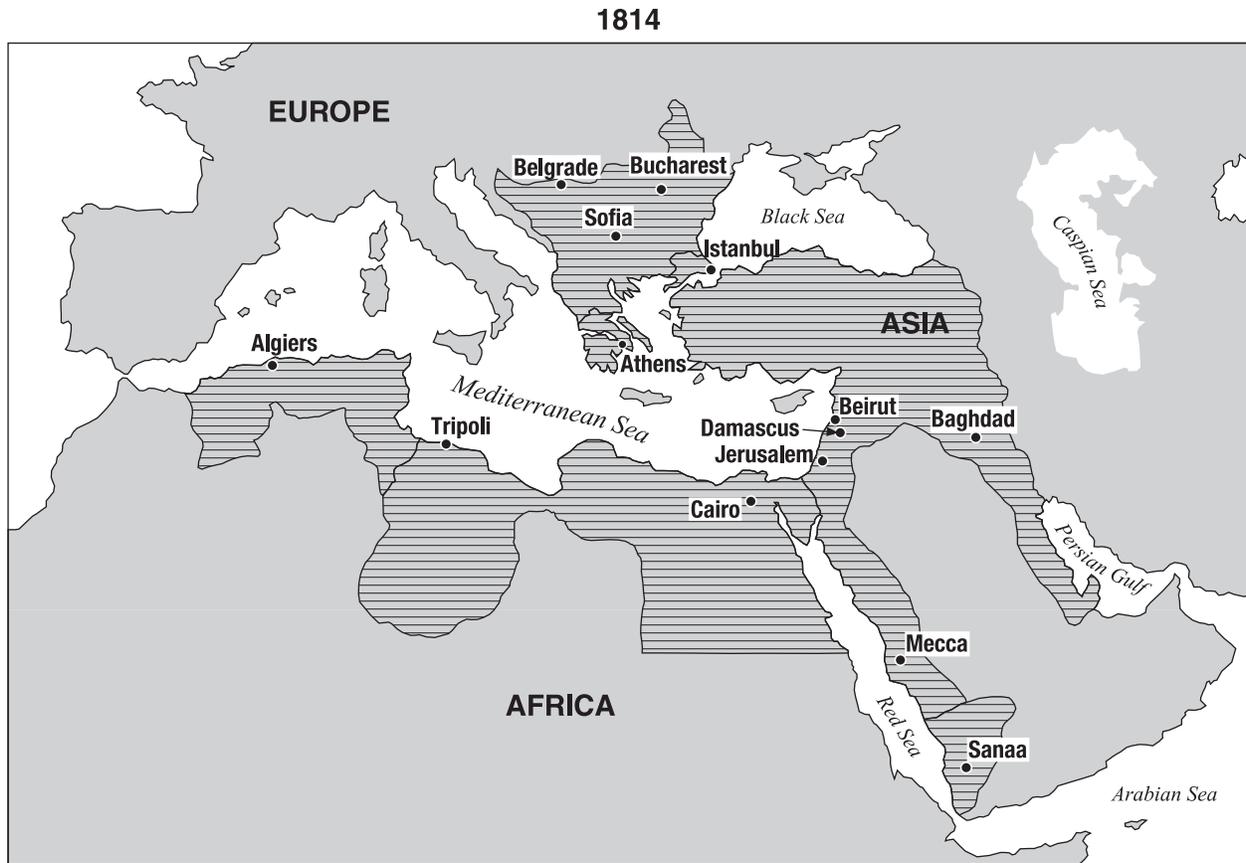
Which empire is most closely associated with these statements?

- (1) Byzantine
- (2) Persian
- (3) Mughal
- (4) British

42 One way in which the ancient Inca Empire and the Roman Empire are similar is that both

- (1) fought rivals for control of the sea
- (2) adopted Christianity as the state religion
- (3) traded with other civilizations along the Silk Road
- (4) built a system of roadways throughout their empires

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



Source: Glenn E. Hughes et al., *Practicing World History Skills*, Scott, Foresman and Company (adapted)

43 Which empire included all of the lined areas shown on this 1814 map?

- (1) Holy Roman
- (2) Russian
- (3) Ottoman
- (4) Austro-Hungarian

44 Which heading is most appropriate for the partial outline below that is related to conditions during the 18th and 19th centuries?

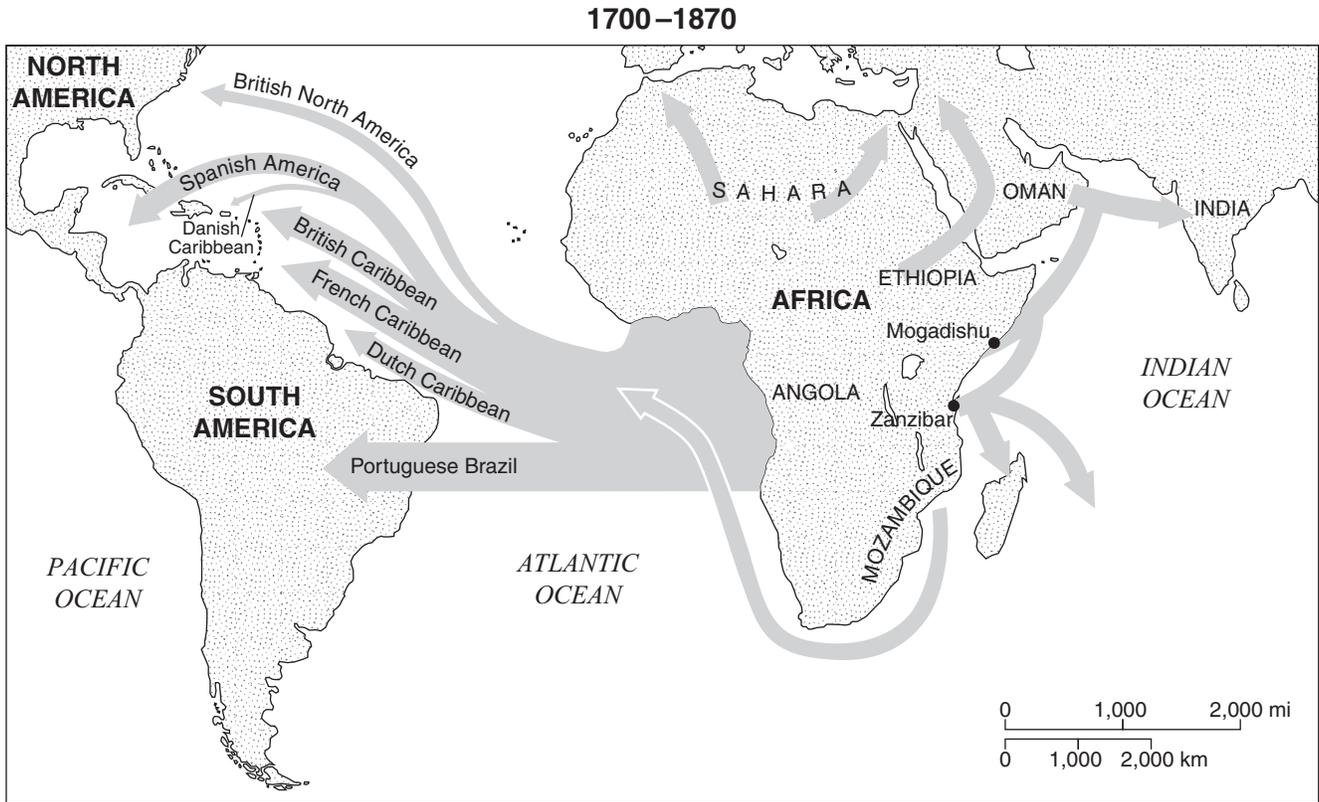
- I. _____
- A. Abundant natural resources
 - B. Advanced technology
 - C. Surplus of food
 - D. Stable economic and political conditions

- (1) Factors Needed for Industrialization
- (2) Forces That Caused the Rise of Fascism
- (3) Objectives of the Green Revolution
- (4) Results of the Glorious Revolution

45 One motive for Japanese expansion between 1905 and 1941 was to

- (1) end reparation payments
- (2) create a buffer zone
- (3) spread Buddhism
- (4) obtain natural resources

Base your answer to question 46 on the map below and on your knowledge of social studies.



Source: Les Rowntree et al., *Diversity Amid Globalization*, Pearson/Prentice Hall (adapted)

46 What is the best title for this map?

- (1) Gold and Petroleum Trade Routes
- (2) Sources and Destinations of Enslaved Africans
- (3) Obstacles to Colonization of the Western Hemisphere
- (4) Origin and Spread of Nationalist Revolutions

47 What was one similarity between France during the 1790s and Germany during the 1920s?

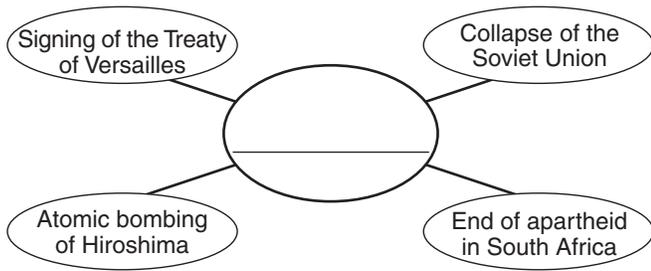
- (1) Severe inflation contributed to the rise of radical political groups.
- (2) Scientific developments improved the standard of living.
- (3) Widespread intolerance of the Huguenots led to human rights abuses.
- (4) Military successes eliminated tensions with neighboring countries.

48 **“Hungry Workers in Petrograd Demand Food”**
“‘Peace, Land, and Bread’ Promised to All”
“World War I Soldiers Join the People’s Rebellion”

Which event is associated with these headlines?

- (1) Tiananmen Square protests
- (2) Soweto uprisings
- (3) Russian Revolution
- (4) Cuban Revolution

Base your answer to question 49 on the graphic organizer below and on your knowledge of social studies.



49 Which title best completes this graphic organizer?

- (1) Violations of the *Universal Declaration of Human Rights*
- (2) Turning Points of the 20th Century
- (3) Reasons for Nonalignment
- (4) Results of the Industrial Revolution

- 50
- Pamphlet on the philosophy of Zionism
 - Balfour Declaration
 - Oslo Accords

These documents are most closely associated with the controversy over

- (1) efforts by the United Nations to restrict child slavery and indentured servitude
- (2) production of oil by the Organization of Petroleum Exporting Countries (OPEC)
- (3) trade agreements established by the World Trade Organization (WTO)
- (4) control of land in the Middle East by Palestinians and Jews

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

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **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”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Belief Systems

A belief system is an established, orderly way that groups or individuals look at religious faith or philosophical principles. These systems have often affected politics, society, and the economy in the nations or regions in which they are practiced.

Task:

Select **two** belief systems from your study of global history and for **each**

- Explain **one** major idea of the belief system
- Discuss the effects the belief system has had on the politics, society, **and/or** the economy of a specific nation or region

You may use any belief systems from your study of global history. Some suggestions you might wish to consider include Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism.

You are *not* limited to these suggestions.

Do *not* use the United States as the specific nation or region in your response.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Throughout history, the usage and control of waterways such as rivers, canals, straits, and seas have had economic and political effects on many societies.

Task: Using the 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 how the usage or control of waterways has had economic effects *and/or* political effects on societies

In developing your answers to Part III, 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 A
Short-Answer Questions

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

Document 1

Hymn to the Nile
ca. 2100 B.C.

Adoration to the Nile!
Hail to thee, O Nile!
Who manifesteth thyself over this land
And comest to give life to Egypt!
Mysterious is thy issuing forth from the darkness,
On this day whereon it is celebrated!
Watering the orchards created by Ra
To cause all the cattle to live,
Thou givest the earth to drink, inexhaustible one!
Path that descendest from the sky,
Loving the bread of Seb and the first-fruits of Nepera,
Thou causest the workshops of Ptah to prosper!
Lord of the fish, during the inundation,
No bird alights on the crops.
Thou createst the corn [grain], thou bringest forth the barley,
Assuring perpetuity to the temples.
If thou ceasest thy toil and thy work,
Then all that exists is in anguish.
If the gods suffer in heaven
Then the faces of men waste away. . . .

Source: Oliver J. Thatcher, ed., *The Library of Original Sources*,
University Research Extension Co. (adapted)

1 Based on this poem, identify **two** ways the Nile River influenced the economic development of Egypt. [2]

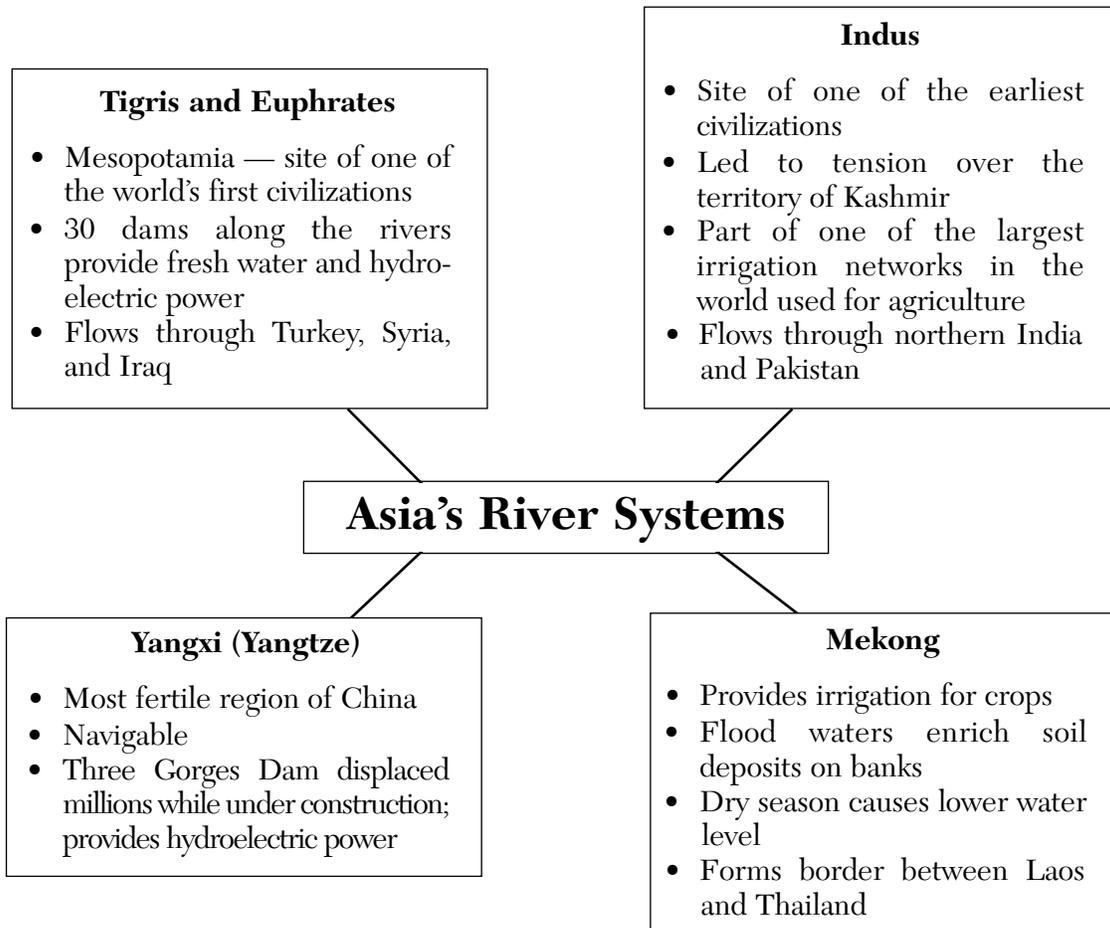
(1) _____

Score

(2) _____

Score

Document 2



2 Based on this graphic organizer, identify **two** river systems in Asia, and for **each**, state **one** effect of that river system on society. [2]

River Systems in Asia	Effect on Society
(1)	(1)
(2)	(2)

Score

Score

Document 3

. . . Most dramatically, hydro politics, or the interplay of water resource issues and politics, has raised tensions between countries that share drainage basins. For example, Sudan's plans to expand its irrigation networks along the upper Nile and Ethiopia's Blue Nile Dam project are both causes of concern in Egypt. To the north, Turkey's growing development of the upper Tigris and Euphrates rivers (the Southeast Anatolian Project) has raised issues with Iraq and Syria, who argue that capturing "their" water might be considered a provocative [challenging] political act. Hydro politics has also played into negotiations between Israel, the Palestinians, and other neighboring states, particularly in the valuable Jordan River drainage, which runs through the center of the area's most hotly disputed lands. Israelis fear Palestinian and Syrian pollution; nearby Jordanians argue for more water from Syria; and all regional residents must deal with the uncomfortable reality that, regardless of their political differences, they must drink from the same limited supplies of freshwater. . . .

Source: Les Rowntree et al., *Diversity Amid Globalization*, Prentice Hall, 2003 (adapted)

- 3 According to the authors of *Diversity Amid Globalization*, what is **one** way that water resource issues have increased tension between countries? [1]

Score

Document 4

. . . The Aral Sea, covering an area the size of Lithuania, started receding in the 1960s after Soviet state planners diverted its water sources, the Amu Dar'ya and the Syr Dar'ya rivers, to irrigate cotton and other crops.

From 1960 to 1990, the area of irrigated land in Central Asia increased from 3.5 million hectares to 7.5 million. Cotton production soared, making the region the world's fourth largest producer. But by the 1980s the annual flow of fresh water into the Aral was barely one-tenth of the 1950 supply. The salinity [salt] level increased, destroying the sea's flora and fauna. The fishing industry suffered; all but two of the 30 species once found in the sea died out.

With no other means of water supply, the sea started to recede, eventually losing half of its former area and a third of its volume. In 1989, it divided into a smaller northern sea and a larger southern one. The two main fishing ports, Moynaq in Uzbekistan and Aralsk in Kazakhstan were left high and dry, and fishing communities found themselves 100 kilometres or more away from the shore. . . .

Source: Lloyd-Roberts and Anbarasan, "The Aral Sea: Back From The Brink?," *UNESCO Courier*

4 According to the *UNESCO Courier*, what is **one** impact the Soviet policies had on the Aral Sea region? [1]

Score

Document 5

Trade Routes

The Panama Canal, with its unique location at the narrowest point between the Atlantic and Pacific oceans, has had a far-reaching effect on world economic and commercial developments throughout most of this [20th] century. By providing a short, relatively inexpensive passageway between these two great bodies of water, the Canal has influenced world trade patterns, spurred growth in developed countries, and has been a primary impetus [force] for economic expansion in many remote areas of the world. For example, a vessel laden with coal sailing from the east coast of the United States to Japan via the Panama Canal saves about 4,800 kilometers (3,000 miles) versus the shortest alternative all-water route, and for a vessel laden with bananas sailing from Ecuador to Europe the distance saved is about 8,000 kilometers (5,000 miles).

By far, most of the traffic through the Canal moves between the east coast of the United States and the Far East, while movements between Europe and the west coast of the United States and Canada comprise the second major trade route at the waterway. Other regions and countries, however, such as the neighboring countries of Central and South America, are proportionately more dependent on this vital artery to promote their economic development and expand trade. . . .

Source: *Maritime Industry*, Panama Canal Authority

5 According to the Panama Canal Authority, what are **two** reasons the Panama Canal is important to world trade? [2]

(1) _____

_____ Score

(2) _____

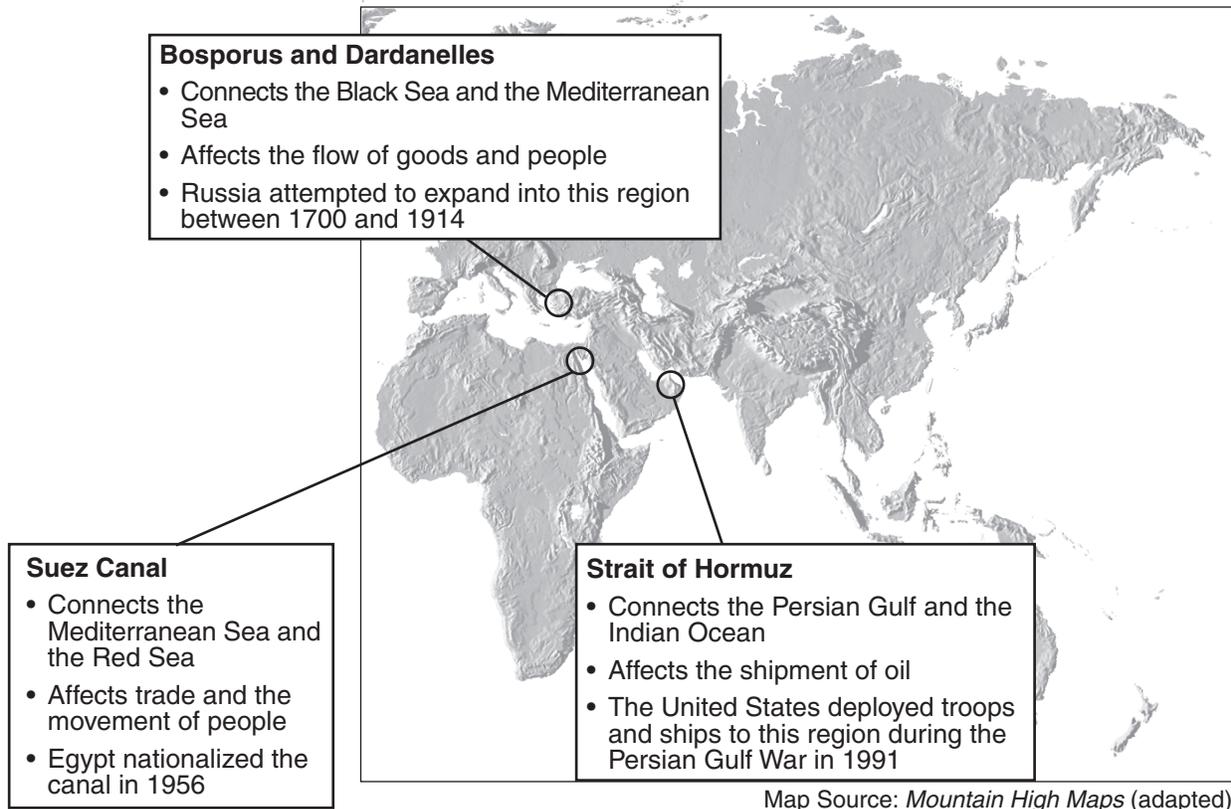
_____ Score

Document 6

Chokepoints

There are approximately 200 straits (narrow bodies of water connecting two larger bodies of water) or canals around the world but only a handful are known as chokepoints. A chokepoint is a strategic strait or canal which could be closed or blocked to stop sea traffic (especially oil). This type of aggression could surely cause an international incident. . . .

Source: "Chokepoints," <http://geography.about.com> (adapted)



6a Based on this document, state the definition of a chokepoint. [1]

Score

b Based on this document, state **two** reasons chokepoints are strategically important. [2]

(1) _____

Score

(2) _____

Score

Document 7

. . . The Strait of Malacca is one of the most important strategic passages of the World because it supports the bulk of the maritime trade between Europe and Pacific Asia, which accounts for 50,000 ships per year. About 30% of the world's trade and 80% of Japan's, South Korea's and Taiwan's imports of petroleum transits through the strait, which involved approximately 11.7 Mb/d [millions of barrels per day] in 2004. It is the main passage between the Pacific and the Indian oceans with the strait of Sunda (Indonesia) being the closest alternative. It measures about 800 km in length, has a width between 50 and 320 km (2.5 km at its narrowest point) and a minimal channel depth of 23 meters (about 70 feet). It represents the longest strait in the world used for international navigation and can be transited in about 20 hours.

Traditionally, the Strait was an important passage point between the Chinese and the Indian worlds and was controlled at different points in time by Javanese and Malaysian kingdoms. From the 14th century, the region came under the control of Arab merchants who established several fortified trading towns, Malacca being the most important commercial center in Southeast Asia. Again, the control of the trade route shifted as the era of European expansion began in the 16th century. In 1511, Malacca fell to the Portuguese and this event marked the beginning of European control over the Strait. . . .

Source: Jean-Paul Rodrigue et al., *The Geography of Transport Systems*, Routledge

- 7 According to Jean-Paul Rodrigue, state **one** way the Strait of Malacca has been important to the economic development of Asia. [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 your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, the usage and control of waterways such as rivers, canals, straits, and seas have had economic and political effects on many societies.

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

- Discuss how the usage or control of waterways has had economic effects *and/or* political effects on societies

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 12, 2009 — 12:30 to 3:30 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.

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)

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
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- 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.....

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here