The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

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.

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 Which source of information is considered a primary source?

(1) travel diary of Ibn Battuta
(2) modern novel about the Golden Age of Islam
(3) textbook on the history of North Africa
(4) dictionary of English words adapted from Arabic

2 Which continent's economic and political development has been influenced by the Andes Mountains and the Amazon River?

(1) Asia
(2) Africa
(3) Europe
(4) South America

3 • Planting wheat and barley
• Domesticating animals
• Establishing permanent homes and villages

At the beginning of the Neolithic Revolution, the most direct impact of these developments was on

(1) religion and government
(2) transportation and trade
(3) diet and shelter
(4) climate and topography

4 • Kushites adapted Egyptian art and architecture.
• Greeks adopted Phoenician characters for an alphabet.
• Arabs used the Indian mathematical concept of zero.

These actions are examples of

(1) filial piety
(2) cultural diffusion
(3) scientific research
(4) ethnocentrism

5 Which belief system is most closely associated with the terms *Eightfold Path*, *Four Noble Truths*, and *nirvana*?

(1) Buddhism
(2) Christianity
(3) Judaism
(4) Shinto

6 . . ."If a man has knocked out the teeth of a man of the same rank, his own teeth shall be knocked out. If he has knocked out the teeth of a plebeian (commoner), he shall pay one-third of a mina of silver.". . .

— Code of Hammurabi

Which statement is supported by this excerpt from Hammurabi's code of laws?

(1) All men are equal under the law.
(2) Fines are preferable to physical punishment.
(3) Law sometimes distinguishes between social classes.
(4) Violence must always be punished with violence.

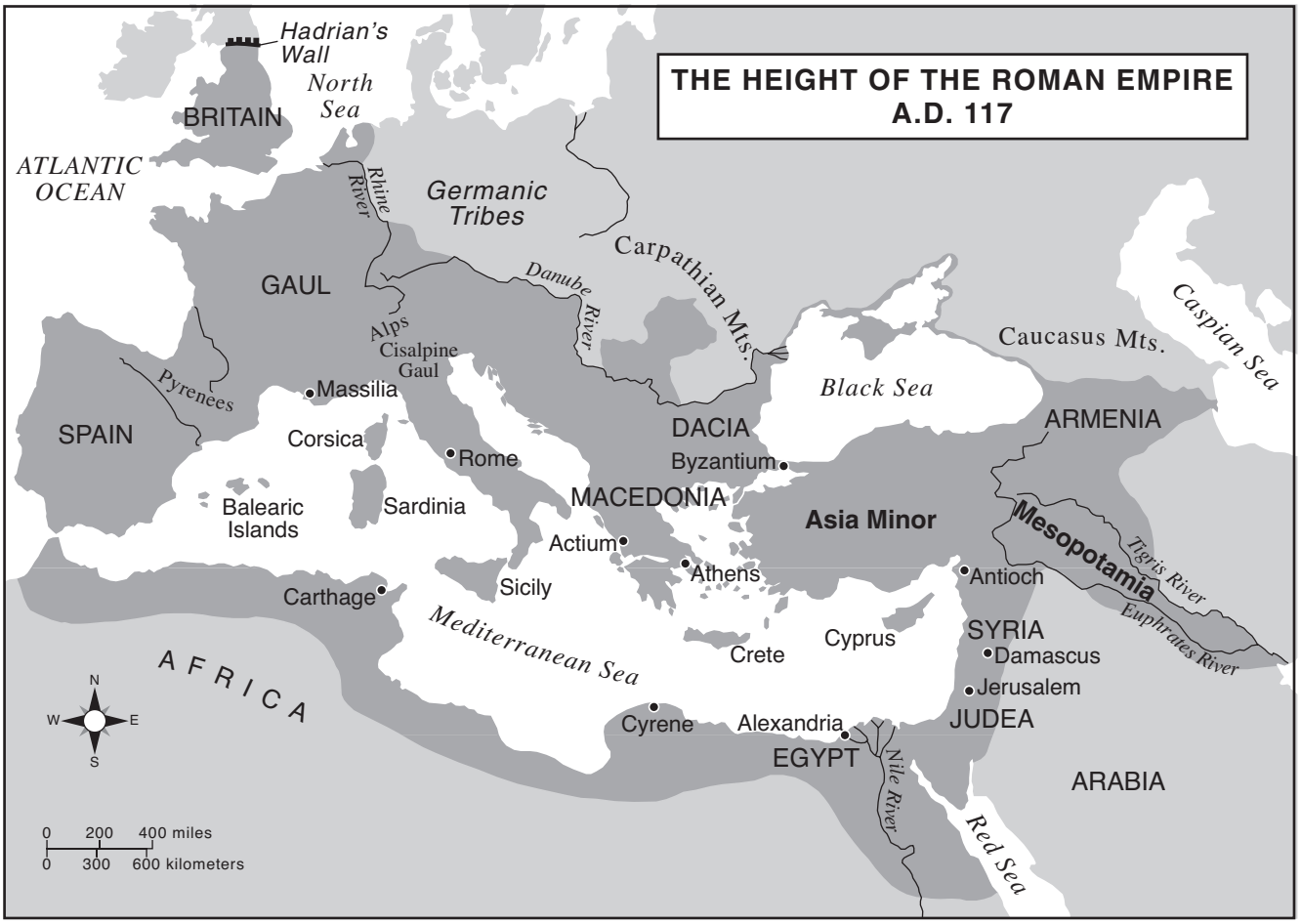
7 Confucianism had a strong impact on the development of China mainly because this philosophy

(1) established a basic structure for military rule
(2) provided a basis for social order
(3) contained the framework for a communist government
(4) stressed the importance of the individual

8 The terms *masters*, *apprentices*, and *journeymen* are most closely associated with the

(1) encomienda system of Latin America
(2) guild system of Europe in the Middle Ages
(3) civil service system of China during the Tang dynasty
(4) caste system of India

Base your answers to questions 9 and 10 on the map below and on your knowledge of social studies.



Source: Mazour and Peoples, *World History: People and Nations*, Harcourt Brace Jovanovich (adapted)

9 Which statement is best supported by the information on this map?

(1) The Roman Empire extended over three continents.
(2) Rivers kept invaders out of the Roman Empire.
(3) Alexandria served as the eastern capital of the Roman Empire.
(4) Carthage was eventually destroyed by the Romans.

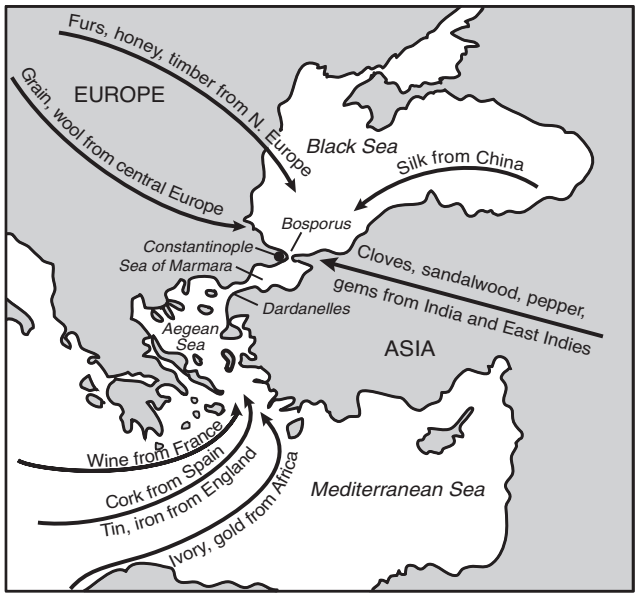
10 Based on the information provided by this map, which body of water was most likely the center of Roman trade?

(1) Red Sea
(2) Black Sea
(3) Atlantic Ocean
(4) Mediterranean Sea

[3]

Base your answer to question 11 on the map below and on your knowledge of social studies.

Trade about A.D. 1000



Source: Farah and Karls, *World History, The Human Experience*, Glencoe/McGraw-Hill (adapted)

11 Based on the information provided by this map, which statement about Constantinople is accurate?

(1) Africans traded more goods in Constantinople than in any other area.
(2) Constantinople was a city located on the Mediterranean Sea.
(3) Gold was the primary commodity that China sent to Constantinople.
(4) Constantinople was an important trading center.

12 One major characteristic of the Renaissance period is that the

(1) Catholic Church no longer had any influence in Europe
(2) manor became the center of economic activity
(3) classical cultures of Greece and Rome were revived and imitated
(4) major language of the people became Latin

13 ". . . Therefore those preachers of indulgences are in error, who say that by the pope's indulgences a man is freed from every penalty, and saved; . . ."

— Martin Luther

Which period in European history is most directly related to this statement?

(1) Age of Exploration
(2) Scientific Revolution
(3) Crusades
(4) Protestant Reformation

14 The economies of the western African civilizations of Ghana, Mali, and Songhai relied on

(1) industrial growth
(2) shipbuilding
(3) textile production
(4) trans-Saharan trade routes

15 A major reason for Zheng He's voyages during the 15th century was to

(1) promote trade and collect tribute
(2) establish colonies in Africa and India
(3) seal off China's borders from foreign influence
(4) prove the world was round

16 What was one effect of the Columbian exchange?

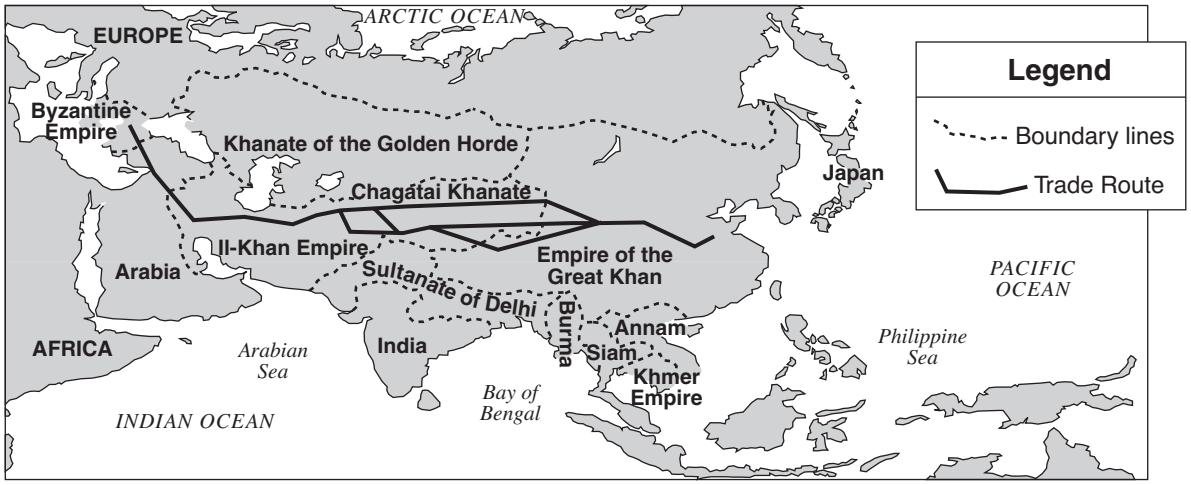
(1) rapid decline in European population
(2) economic instability in China and Japan
(3) introduction of new foods to both Europe and the Americas
(4) spread of Hinduism into Latin America

17 From the 15th to the 18th centuries, absolute monarchs of Europe and Asia sought to

(1) increase the power of the Catholic Church
(2) centralize their political power
(3) redistribute land to the peasants
(4) strengthen feudalism

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

Asia — 1294



Source: GeoSystems Global Corporation (adapted)

18 Which group of people ruled much of Asia during the period shown on this map?

(1) Mongol
(2) Indian
(3) Japanese
(4) European

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19 Which person is credited with saying "L'état, c'est moi" (I am the state)?

(1) Louis XIV
(2) John Locke
(3) Karl Marx
(4) Queen Isabella

20 Seventeenth-century scholars Galileo Galilei and René Descartes faced serious challenges to their scientific theories because their ideas

(1) were based on the Bible
(2) contradicted traditional medieval European beliefs
(3) relied only on teachings from non-Christian cultures
(4) were not supported by scientific investigations

21 Which statement expresses an idea of the Enlightenment?

(1) The king is sacred and answers only to God.
(2) History is a continuous struggle between social classes.
(3) Those who are the most fit will survive and succeed.
(4) All individuals have natural rights.

22 The breakdown of traditions, increased levels of pollution, and the expansion of slums are negative aspects of

(1) militarism
(2) collectivization
(3) pogroms
(4) urbanization

23 Which heading best completes this partial outline?

I. _____

A. Rivalries between powerful countries over colonies
B. Breakup of large empires
C. Demand for self-determination by ethnic groups

(1) Reasons For Communist Revolutions
(2) Effects of Nationalism
(3) Methods of Propaganda
(4) Formation of Democratic Governments

Base your answer to question 24 on the passage below and on your knowledge of social studies.

> . . . The factory owners did not have the power to compel anybody to take a factory job. They could only hire people who were ready to work for the wages offered to them. Low as these wage rates were, they were nonetheless much more than these paupers could earn in any other field open to them. It is a distortion of facts to say that the factories carried off the housewives from the nurseries and the kitchens and the children from their play. These women had nothing to cook with and [nothing] to feed their children. These children were destitute [poor] and starving. Their only refuge was the factory. It saved them, in the strict sense of the term, from death by starvation. . . .
>
> — Ludwig von Mises, *Human Action, A Treatise on Economics*, Yale University Press

24 Which statement summarizes the theme of this passage?

(1) Factory owners created increased hardships.
(2) Factory owners preferred to use child laborers.
(3) The factory system allowed people to earn money.
(4) The factory system created new social classes.

25 What was one impact of industrialization on Japan during the Meiji Restoration?

(1) Japan became more isolated from world affairs.
(2) Demand for natural resources increased.
(3) Japan became a colonial possession of China.
(4) Traditional practices of Bushido were reintroduced.

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

Eastern Asia in 1914



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

26 This map illustrates the concept of

(1) ethnocentrism
(2) socialism
(3) containment
(4) imperialism

27 Which region was described as "the powder keg of Europe" prior to World War I?

(1) Iberian Peninsula
(2) British Isles
(3) Balkan Peninsula
(4) Scandinavia

Base your answer to question 28 on the passage below and on your knowledge of social studies.

> . . . In order to obtain Arab support in the War, the British Government promised the Sherif of Mecca in 1915 that, in the event of an Allied victory, the greater part of the Arab provinces of the Turkish Empire would become independent. The Arabs understood that Palestine would be included in the sphere of independence.
>
> In order to obtain the support of World Jewry, the British Government in 1917 issued the Balfour Declaration. The Jews understood that, if the experiment of establishing a Jewish National Home succeeded and a sufficient number of Jews went to Palestine, the National Home might develop in course of time into a Jewish State. . . .
>
> — Summary of the Report of the Palestine Royal Commission, 1937

28 Which conclusion is best supported by this passage?

(1) The British made no promises to either the Arabs or the Jews.
(2) The Arab-Israeli conflict can be traced in part to British promises.
(3) The United Nations did not try to prevent conflict in the Middle East.
(4) Only the Jews were promised an independent state in Palestine.

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29 • Led the Russians in a second revolution (1917)
• Promised "Peace, Land, and Bread"
• Established the New Economic Policy (NEP)

Which leader is being described by these statements?

(1) Czar Nicholas II
(2) Nikita Khrushchev
(3) Vladimir I. Lenin
(4) Mikhail Gorbachev

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

> . . . A weary, exhausted, nerve-racked group of men it was indeed that, about noon November 1, assembled in a gully north of Sommerance [France] to rest and dig in for the night. The artillery was still firing furiously, but the enemy's barrage [bombardment] had ceased very suddenly about 10:00 a.m. and now only occasional shells from long-range rifles would explode in the vicinity. The weather was gloomy and the moist air chilled one to the bones. Yet it was with that meticulous [methodical] care that is characteristic of worn-out men, that we prepared our foxholes, carrying boards and iron sheeting from abandoned machine-gunners' dugouts in order to make our "houses" as comfortable as possible, even though only for one night. . . .
>
> Source: William L. Langer, *Gas and Flame in World War I*, Knopf/Borzoi

30 Which means of warfare is described in this passage?

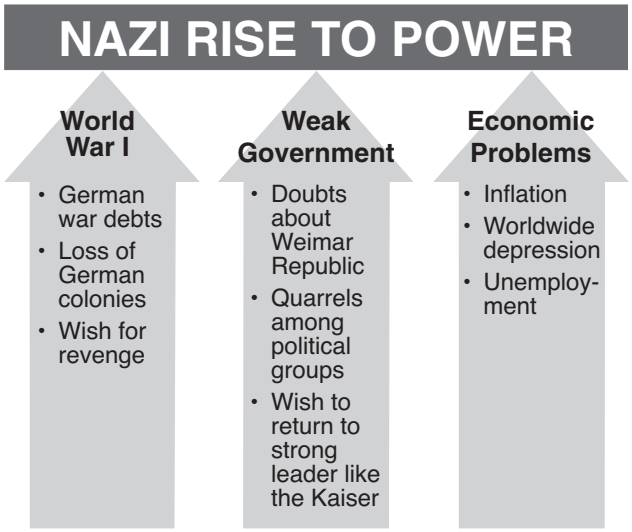
(1) guerilla
(2) nuclear
(3) biological
(4) trench

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31 A major goal of Joseph Stalin's five-year plans was to

(1) encourage communist revolutions in the colonies of the European powers
(2) transform the Soviet Union into an industrial power
(3) expand the Soviet Union's borders to include warm-water ports
(4) reduce the amount of foreign aid coming from the Western Hemisphere

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



Source: *Guide to the Essentials of World History,* Prentice Hall (adapted)

32 Based on the information in this chart, which situation gave rise to Nazi power in Germany?

(1) global prosperity and trade
(2) success of the Weimar Republic
(3) political and economic instability
(4) expansion of Germany's colonial empire

Base your answer to question 33 on the passage below and on your knowledge of social studies.

> . . . "We may anticipate a state of affairs in which two Great Powers will each be in a position to put an end to the civilization and life of the other, though not without risking its own. We may be likened to two scorpions in a bottle, each capable of killing the other, but only at the risk of his own life.". . .
>
> — J. Robert Oppenheimer, July 1953

33 This statement expresses concern about the

(1) threats to the environment by developed and developing economies
(2) differences between command and market economies
(3) economic costs of World War II
(4) dangers of the Cold War

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.

Sending Forth Another Dove



Source: Herblock, May 13, 1941 (adapted)

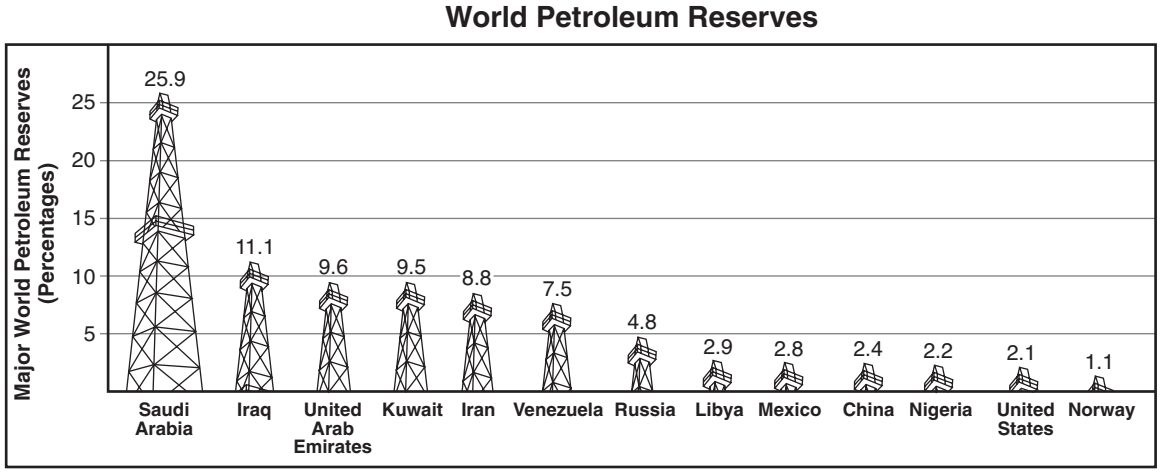
34 The main idea of this 1941 cartoon is that Japan, Italy, and Germany

(1) had formed an alliance for peace
(2) were determined to defeat communism
(3) had supported a peaceful international solution
(4) were committed to aggression

35 At the end of World War II, the British decided to partition the Indian subcontinent into the nations of India and Pakistan. What was a primary reason for this division?

(1) India had adopted a policy of nonalignment.
(2) Religious differences had led to conflicts between Hindus and Muslims.
(3) Most of India's valuable resources were located in the south.
(4) British India's Muslim minority controlled most of India's banking industry.

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



Source: John T. Rourke, *International Politics on the World Stage*, McGraw-Hill, 2003 (adapted)

36 Which conclusion is best supported by the information provided on this graph?

(1) The United States has adequate petroleum reserves to meet future needs.
(2) Nations lacking major petroleum reserves cannot industrialize.
(3) Overproduction of petroleum products has caused inflation in the Middle East.
(4) Most of the world's largest petroleum reserves are located in the Middle East.

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



Source: Clay Bennett, *Christian Science Monitor*, 2002

37 What does this cartoon suggest about the introduction of the EURO in Europe?

(1) Additional countries were created.
(2) Isolation among nations increased.
(3) Communist economic policies were adopted.
(4) Economic barriers between nations decreased.

38 The Four Modernizations of Deng Xiaoping in the 1970s and 1980s resulted in

(1) an emphasis on the Five Relationships
(2) a return to Maoist revolutionary principles
(3) a move toward increased capitalism
(4) the end of the communist system of government

39 One way in which Ho Chi Minh, Fidel Castro, and Kim Jong Il are similar is that each

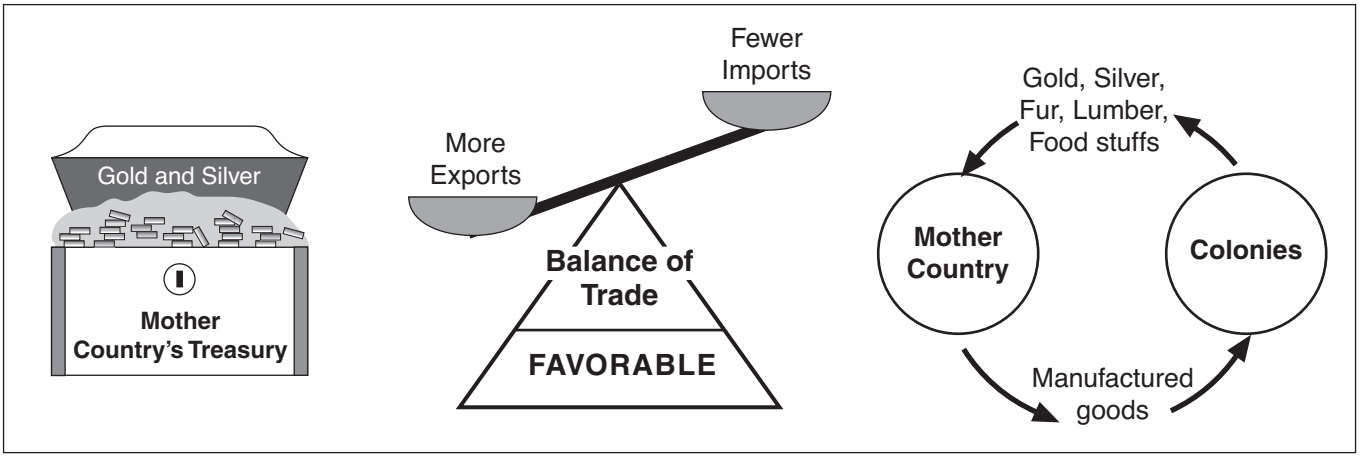
(1) set up democratic governments
(2) used Marxist political principles
(3) overthrew a ruling monarch
(4) promoted Confucian principles

40 In the late 20th century, the Green Revolution had the greatest impact on

(1) grain production in India
(2) political freedom in Russia
(3) economic reforms in Cuba
(4) traditional customs in Japan

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

A European View



41 Which policy is portrayed in this illustration?

(1) nonalignment
(2) laissez-faire capitalism
(3) perestroika
(4) mercantilism

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



Source: Dana Summers, *The Orlando Sentinel* (adapted)

42 What is the main idea of this cartoon?

(1) The original causes of apartheid have not been eliminated.
(2) Apartheid improved race relations in South Africa.
(3) Peace can be achieved by nonviolence.
(4) Hate is caused by poverty.

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43 Ethnic cleansing in Bosnia, the killing fields of Cambodia (Kampuchea), and the dirty war in Argentina are all examples of

(1) nationalist revolts
(2) human rights violations
(3) international terrorism
(4) religious conflicts

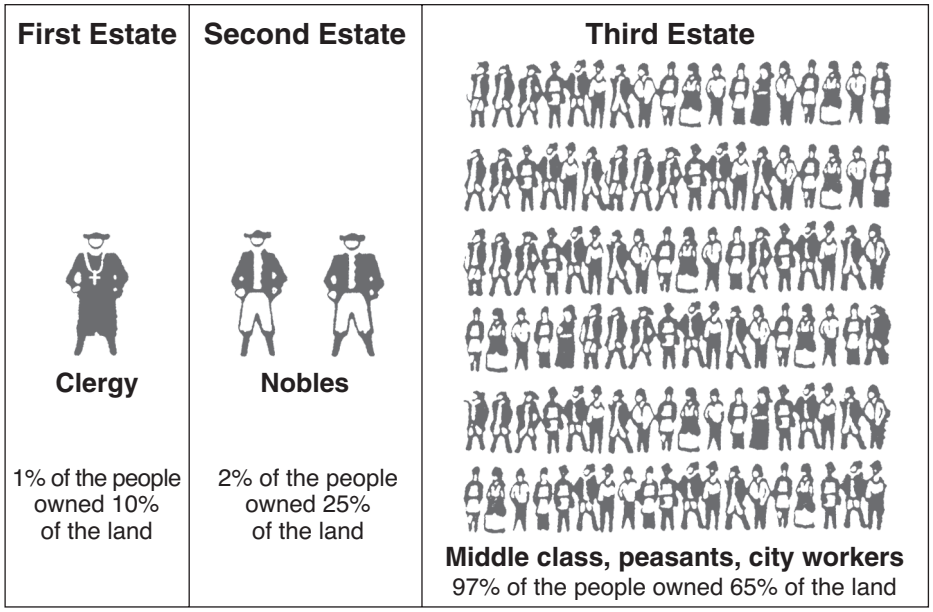
44 Studying the architectural features of the Parthenon, Notre Dame Cathedral, and the Taj Mahal provides information about the

(1) beliefs and values of a given culture
(2) climatic changes in an area
(3) 19th-century use of technology
(4) influence of Chinese design

45 Which geographic factor had the most influence on the development of Inca society and Japanese society?

(1) frequent monsoons
(2) large deserts
(3) mountainous topography
(4) tropical climate

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



Source: Schwartz and O'Connor, *Democracy and Nationalism,* Globe Book Company (adapted)

46 Which revolution resulted from the division of society shown in this diagram?

(1) Puritan (1642)
(2) French (1789)
(3) Mexican (1910)
(4) Russian (1917)

47 The golden ages of the Roman, Byzantine, and Ottoman Empires can be attributed in part to

(1) cultural isolation
(2) stable governments
(3) command economies
(4) distinct social classes

48 One way in which Simón Bolívar, Jomo Kenyatta, and Mohandas Gandhi are similar is that each

(1) led a nationalist movement
(2) used nonviolent tactics
(3) supported imperialism
(4) opposed communism

49 Which factor most hindered the efforts of both Napoleon and Hitler to conquer Russia?

(1) climate
(2) fortifications
(3) advanced technology
(4) lack of ports

50 One way in which the Sepoy Mutiny in India, the Zulu resistance in southern Africa, and the Boxer Rebellion in China are similar is that each resulted from

(1) government policies of ethnic cleansing
(2) attempts by democratic forces to overthrow the monarchy
(3) native reaction to foreign interference in the region
(4) government denial of access to fertile farmland

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

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

(a) describe means "to illustrate something in words or tell about it"

(b) discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

Part II

THEMATIC ESSAY QUESTION

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

Theme: Political Systems

Political systems have affected the history and culture of nations and societies.

Task:

Choose ***two*** different political systems and for ***each***
- Describe the characteristics of the political system
- Discuss how the political system has affected the history ***or*** culture of a specific nation or society

You may use any political systems from your study of global history. Some suggestions you might wish to consider include absolute monarchy, constitutional monarchy, parliamentary democracy, direct democracy, theocracy, communism, and fascism.

You are *not* limited to these suggestions.

Do *not* use the United States as an example of a nation or society.

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

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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 III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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, natural resources such as water, coal, oil, and diamonds have both helped and hindered the development of 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

- Discuss how natural resources have helped ***and/or*** hindered the development of specific nations ***or*** regions

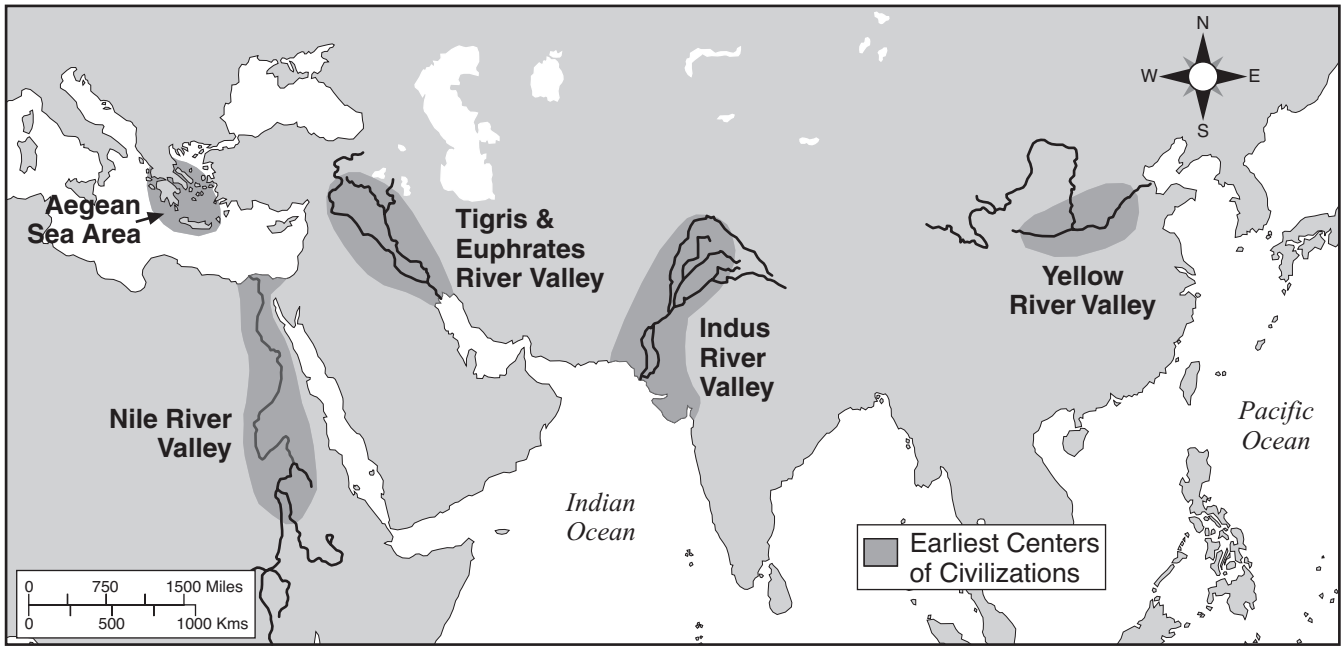
Do *not* use the United States as the specific nation or region.

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

Earliest Civilizations, 3500 – 1500 BC



Source: *Historical Maps on File,* Revised Edition, Facts On File (adapted)

1 Based on this map, identify ***one*** geographic feature that influenced the location of early centers of civilization. [1]

_____

_____

Score

Document 2a

"Farmers in India Await the Rains, and Despair"

REWARI, India—When the monsoon rains that sweep across India every year failed to arrive in late June, the farmers here began to worry. Now, as they scan the empty blue skies for signs of clouds, their worry is turning to despair.

Broad swaths [wide areas] of India are seeing the country's worst drought in 15 years. Here in the northern state of Haryana, the level of rainfall until July 24 was 70% below average; for the country as a whole, it was 24% below normal. Since July 24, there has been little relief for the hardest-hit areas.

Under these parched [very dry] conditions, economists say, India's growth could wilt, since agriculture accounts for a quarter of gross domestic product [GDP] and sustains [supports] two-thirds of the nation's billion-strong population. Before the drought, economists were expecting agricultural expansion of around 2% and GDP growth of 4.5% to 6% in the current fiscal year, which began April 1. Now they are predicting that agricultural production will remain stagnant or even turn negative, shaving something like half a percentage point off overall economic growth. . . .

Source: Joanna Slater, *The Wall Street Journal,* August 6, 2002

2*a* Based on this excerpt by Joanna Slater, state ***one*** negative impact the lack of rain has had on the economy in India. [1]

_____

_____

Score

Document 2b

"Indian Monsoon Drenches the Land; Marketers Drench the Consumer"

BOMBAY, India—One year after a crippling drought, plentiful rains are sweeping across India—and delivering a flood of good news for its economy.

Agriculture's contribution to India's gross domestic product [GDP], its total output of goods and services, has declined over the past decade as the service and industrial sectors have grown. Nevertheless, the showers are a relief for farmers, who depend on the monsoon to irrigate their crops. They are also a boon [benefit] to sales of everything from tractors to shampoo; a good harvest puts more money in the pockets of rural consumers, improving the fortunes of companies ranging from Anglo-Dutch Unilever to Honda Motor Co. of Japan to South Korea's Samsung Electronics Co.

Agriculture still sustains two-thirds of India's billion-strong population and contributes a quarter of its GDP, which economists predict will expand by as much as 6.5% in the fiscal year ending next March, partly because of the abundant rains and the resurgent [recovered] farm sector. . . .

Source: Joanna Slater, *The Wall Street Journal,* July 24, 2003

2*b* Based on this excerpt by Joanna Slater, state ***one*** positive impact that abundant levels of rain have had on the economy in India. [1]

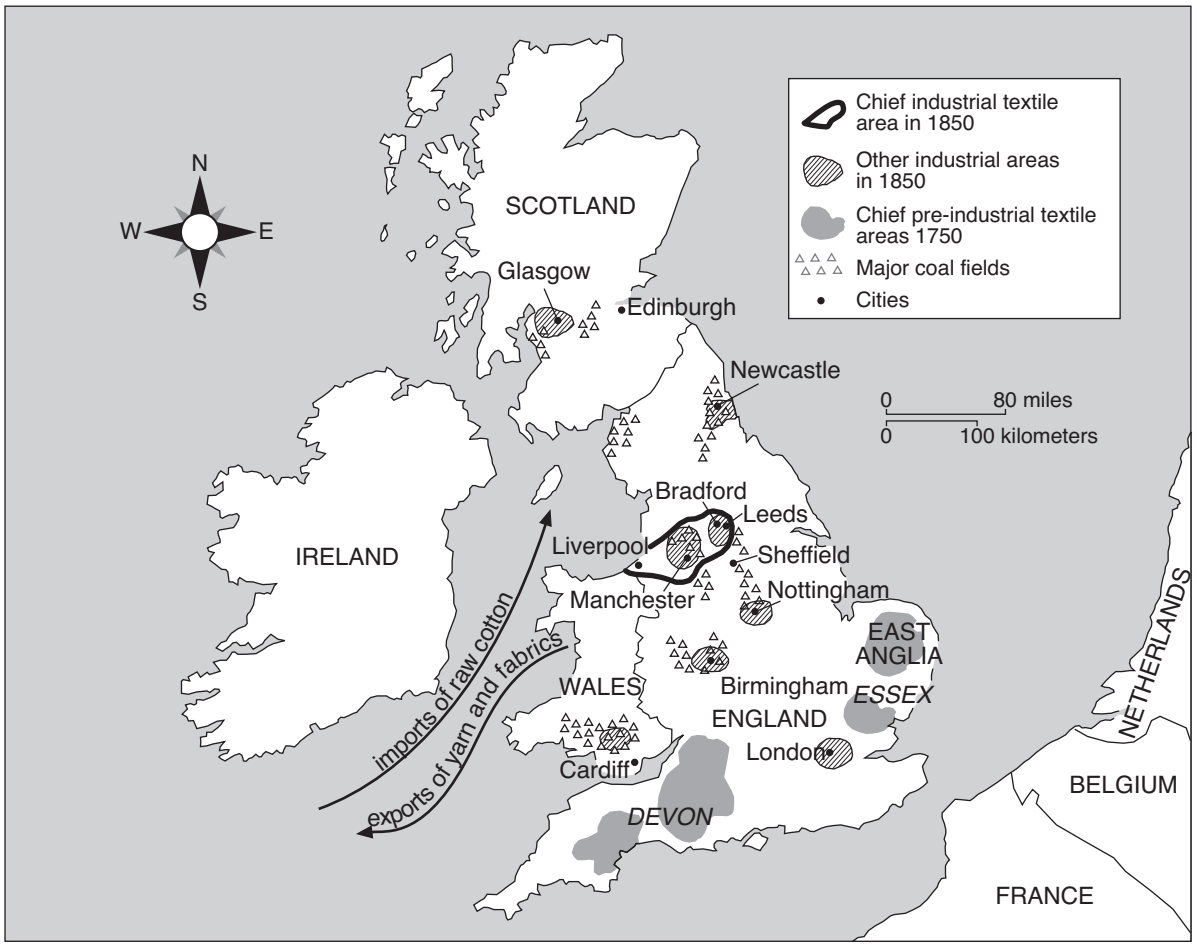
_____

_____

Score

Document 3

Great Britain, 1750–1850



Source: Holt and O'Connor, *Exploring World History Workbook*, Globe Book Company (adapted)

3 Based on this map, state ***one*** way that coal affected the development of Great Britain between 1750 and 1850. [1]

_____

_____

Score

Document 4

> . . . The lives of factory workers in Manchester, and in the other new industrial cities rising up around Britain, were shaped by the burning of coal just as the coal miners' lives were shaped by the digging of it. Coal made the iron that built the machines the workers operated as well as the factories they worked in, and then it provided the power that made the machines and factories run. Coal gas provided the lights the workers toiled [worked] under, letting their work day start before dawn and end after dusk. When they left the factory doors, they would walk through a city made of coal-fired bricks, now stained black with the same coal soot that was soiling their skin and clothes. Looking up, they would see a sky darkened by coal smoke; looking down, a ground blackened by coal dust. When they went home, they would eat food cooked over a coal fire and often tainted with a coal flavor, and with each breath, they would inhale some of the densest coal smoke on the planet. In short, their world was constructed, animated, illuminated, colored, scented, flavored, and generally saturated by coal and the fruits [results] of its combustion. . . .

Source: Barbara Freese, *Coal: A Human History*, Perseus Publishing

4 According to Barbara Freese, what are ***two*** effects that coal had on factory workers in the industrial cities of Great Britain during the Industrial Revolution? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document 5

Kuwait became a major supplier of oil during the late 1940s and the 1950s. Kuwait made a deal with foreign oil companies in return for payments. This money changed the way many people earned a living in Kuwait and led to a change in Kuwait's economic infrastructure.

> . . .The government's efforts to modernize the City of Kuwait resulted in a construction boom, particularly in the period 1952 to 1965. Foreign planning consultants, architects, engineers, construction firms, and labor planned and created a city with the best material and technologies the industrial world could supply. In contrast to the land acquisition program, however, government outlays in this period to create social overhead capital did generate considerable economic activity. In addition to a great many public buildings, commercial centers, apartment blocks, and suburban community projects built in the period, the following were also constructed:
>
> 1. 176 government schools and 32 private schools.
> 2. 8 hospitals, 2 sanatoria [treatment centers], 37 dispensaries and health centers, 148 school dispensaries and 9 centers for preventive medicine.
> 3. 1,100 kilometers of paved roads.
> 4. A number of electric power stations and an expansive network for distribution and street lighting laid; between 1956 and 1965, installed capacity increased from 30,000 kwh to 370,000 kwh. . . .

Source: Jacqueline S. Ismael, "The Economic Transformation of Kuwait," *The Politics of Middle Eastern Oil*, Middle East Institute

5 According to Jacqueline S. Ismael, what are ***two*** ways Kuwait used its oil resources to improve the city of Kuwait? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document 6



"I can't see a reason to go to war with Iraq...."

Source: Michael Ramirez, *Los Angeles Times,* January, 2003 (adapted)

6 Based on Michael Ramirez's cartoon, in what way did Iraqi oil contracts influence the French government in 2003? [1]

_____

_____

Score

Document 7

. . . When De Beers discovered diamonds in Botswana in 1969, the government had been independent for three years, and the men running it were traditional chiefs who owned cattle. They came from a desert culture where people have to scrimp and save to survive the long, dry season.

During three decades, Botswana's leaders have carefully guided what became the world's fastest-growing economy. They invested in roads, schools and clinics. In stark contrast to the rulers of Angola and Congo, they created an African nation devoted to improving the lives of its people. In 1965, only about half of primary school-aged children attended school. Today, 90 percent of that group is enrolled. Life expectancy, which was less than 50 at independence, is now near 70.*

Phones work in Botswana, potholes get repaired, garbage gets picked up, and a lively press pokes fun at the government without fear. At $3,600 per year, the gross national product per capita is seven times higher than the average for sub-Saharan Africa. The standard of living is higher than in South Africa, Turkey or Thailand.

"Diamonds are not devils," said Terry Lynn Karl, professor of political science at Stanford and author of "The Paradox of Plenty," (University of California Press, 1997), a book about the poisonous mix of natural resources, big money and thieving elites in developing countries. "What matters is that there be a tradition of good government and compromise in place prior to the exploitation of these resources.". . .

* Correction: The United Nations says that because of AIDS, the figure has fallen sharply and is 41, no longer close to 70.

Source: Blaine Harden, "Africa's Gems: Warfare's Best Friend," *New York Times*, April 6, 2000
Correction published April 17, 2000

7 According to Blaine Harden, what are ***two*** ways the sale of diamonds affected Botswana? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document 8

In 1980, diamonds were discovered at Gope in the Central Kalahari Game Reserve (CKGR). Since 1997, the government of Botswana has been removing the Bushmen from this area. Many wish to return to their traditional homelands.

> . . . In a recent court case concerning the Bushmen's right to return to their ancestral lands, Tombale assured the court that the evictions had nothing to do with diamonds. This was strange, because the bushmen's lawyers had never mentioned diamonds. They were just defending the Gana and Gwi Bushmen's right to live on lands they had occupied for thousands of years.
>
> And yet when Margaret Nasha said in February 2002 that the relocation of the Gana and Gwi was not unprecedented she cited an example of people being relocated 'to give way for projects of national interest' in Jwaneng. They were, in fact, relocated to make way for a diamond mine.
>
> As Botswana's foreign minister Mompati Merafhe has explained: 'Many Bushmen have been removed because of economic interests. In Orapa, my area, a great chunk of people were removed because of the mine. Botswana is where it is today because of this facilitation. These people are no exception.'. . .
>
> Meanwhile, back in the Kalahari the Botswana government has been parcelling up the CKGR into diamond concessions and sharing them out between De Beers, the Australian-based company BHP Billiton and the Canadian outfit Motapa Diamond Inc. And by November last year virtually the entire game reserve, bar [except for] a small bite-sized chunk in the northwest, had been dished out.
>
> So either the government has pulled off a fat scam by selling dud concessions to three unsuspecting multinationals — or it's lying. . . .

Source: "Why are the Bushmen being evicted?" *The Ecologist*, September 2003

8 Based on this excerpt from *The Ecologist*, state ***one*** impact the 1980 discovery of more diamonds has had on the people of Botswana. [1]

_____

_____

Score

Part B
Essay

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

Historical Context:

Throughout history, natural resources such as water, coal, oil, and diamonds have both helped and hindered the development of nations and regions.

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

- Discuss how natural resources have helped ***and/or*** hindered the development of specific nations ***or*** regions

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

Guidelines:

In your essay, be sure to

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

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

ANSWER SHEET

Student ..... Sex: ☐ Male ☐ Female

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) ☐

Part I

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
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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 IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here