

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 13, 2014 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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 declaration printed at the end of the 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, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 Which feature is considered a natural barrier?
 - (1) Great Rift Valley
 - (2) Aswan Dam
 - (3) Panama Canal
 - (4) Great Wall of China

- 2 A library's holdings include the following title: *A Forgotten Kingdom, Being a Record of the results obtained from the excavation of two mounds, Atchana and Al Mina, in the Turkish Hatay.*
Which field of study would have been most responsible for conducting the excavation?
 - (1) economics
 - (2) sociology
 - (3) archaeology
 - (4) political science

- 3 Which practice is closely associated with most ancient river valley civilizations?
 - (1) recording events in cave paintings
 - (2) using irrigation systems
 - (3) developing democratic traditions
 - (4) spreading monotheistic religious customs

- 4 Which achievement played an important role in pre-Columbian Mesoamerican civilizations?
 - (1) use of gunpowder
 - (2) production of corn
 - (3) domestication of horses
 - (4) development of sugar plantations

- 5 One way in which filial piety in Confucian China and citizenship in ancient Athens are similar is that both
 - (1) emphasized duties and responsibilities in society
 - (2) encouraged the development of advanced technology
 - (3) promoted respect for the physical environment
 - (4) required that legalist principles be followed

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

... It was during the Arab period, particularly under the Umayyads (756–1031), that Qurtubah [Cordova] enjoyed its prime and grandeur and took its place as the most civilized city in Western Europe. None of the other Spanish historic cities — Toledo, Seville, and Granada — approached it in material prosperity and intellectual attainments. When Christendom was deep in its Dark Ages, Moslem Cordova was rearing men, evolving ideas, writing books, erecting buildings, and producing works of art that constituted a unique civilization. In the West it had one peer in Constantinople and in the East another, Baghdad. At no time before or after did any Spanish city enjoy such distinction....

— Philip K. Hitti, *Capital Cities of Arab Islam*

- 6 Based on this passage, what is a major criterion used to measure the distinctive civilization found in Cordova?
 - (1) unique religious beliefs
 - (2) distance from Baghdad
 - (3) intellectual achievements
 - (4) depth of the Dark Ages

- 7 Which term is best illustrated using this passage?
 - (1) golden age
 - (2) divine right
 - (3) spheres of influence
 - (4) global interdependence

- 8 Which group used the stirrup, skilled horsemanship, and siege warfare techniques to conquer much of Asia and part of Europe in the 12th and 13th centuries?
 - (1) Japanese
 - (2) Vikings
 - (3) Persians
 - (4) Mongols

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

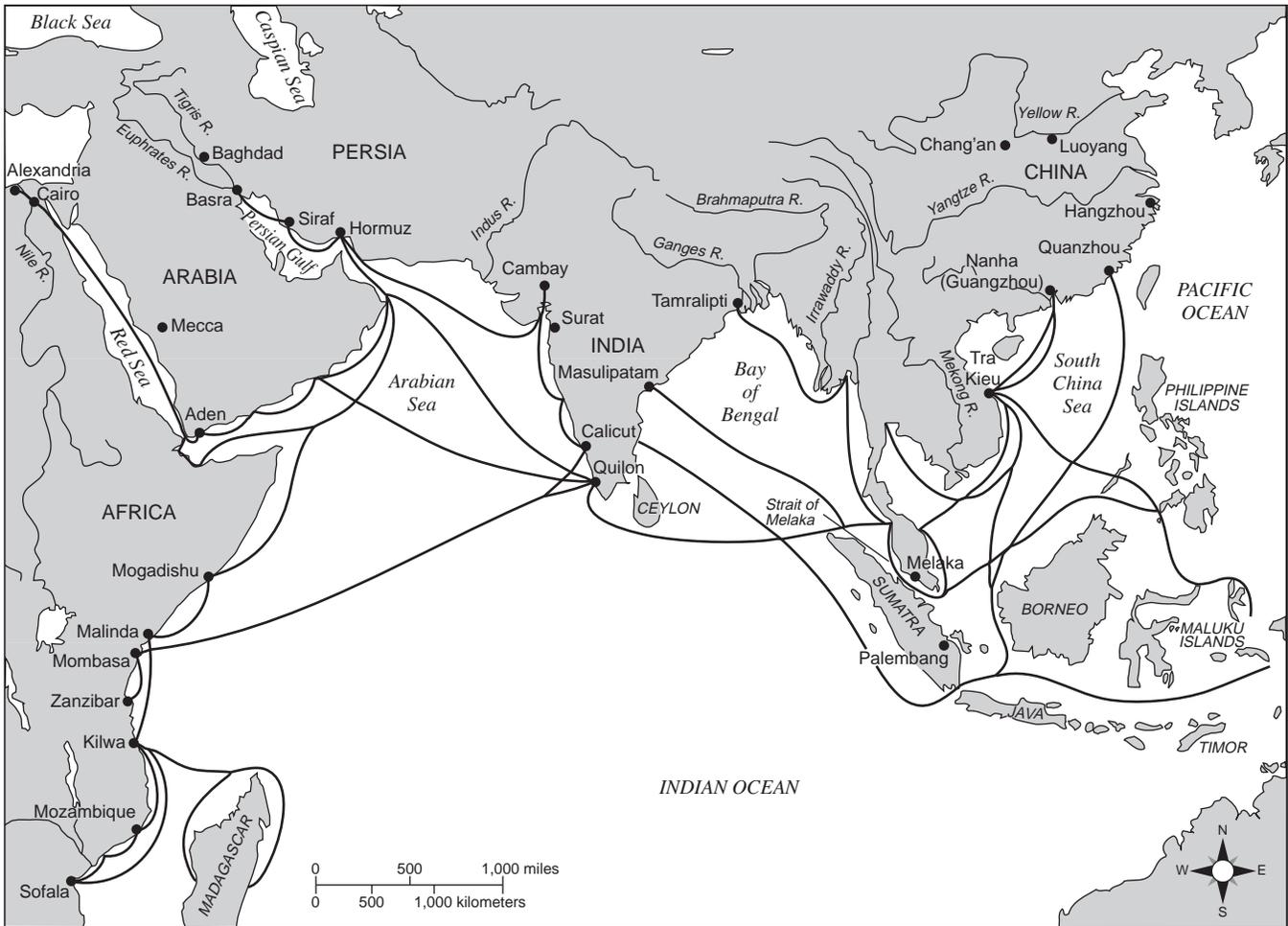


Source: Martin Gilbert, *Atlas of Russian History*, Oxford University Press, 1993 (adapted)

- 9 Which conclusion can best be inferred from the information on this map?
- (1) The peoples of Europe and Southwest Asia were influenced by Eurasian nomads.
 - (2) Significant amounts of trade took place between Asia and Europe.
 - (3) African culture was shaped by Asian migration.
 - (4) The peoples of Southeast Asia migrated to South Asia.

Base your answer to question 10 on the map below and on your knowledge of social studies.

Trade Routes in the Indian Ocean, ca. AD 500–1000



Source: Maps.com (adapted)

10 Based on the information on this map, which statement is a valid conclusion?

- (1) Indian Ocean trade existed before the European Age of Exploration.
- (2) African cities were isolated from overseas trade.
- (3) The Indian Ocean trade network ended in A.D. 1000.
- (4) These trade routes united the Western Hemisphere.

11 Which statement concerning the influence of geography on Japan is most accurate?

- (1) Widespread mineral deposits led Japan to industrialize before England.
- (2) The lack of natural barriers made it easy to conquer Japan.
- (3) Large tracts of arable land made Japan a leading agricultural exporter.
- (4) Japan's location allowed selective borrowing from China.

12 Mansa Musa's pilgrimage to Mecca demonstrates that he practiced

- (1) animism
- (2) Sikhism
- (3) Islam
- (4) Buddhism

13 Which geographic region made up much of the Ottoman Empire?

- (1) Scandinavia
- (2) Iberian Peninsula
- (3) Indian Subcontinent
- (4) eastern Mediterranean Basin

- 14 During the rise of capitalism in Europe, merchants and bankers began to establish
- (1) systems based on bartering
 - (2) rules that forbid loans to the wealthy
 - (3) quotas to control production
 - (4) insurance companies and joint stock companies
- 15 • Johannes Gutenberg
• King Henry VIII
• John Calvin
- Which event in European history was most directly influenced by these individuals?
- (1) Reconquista
 - (2) Glorious Revolution
 - (3) Protestant Reformation
 - (4) trans-Atlantic slave trade
- 16 Which situation came *first*?
- (1) Spain introduced the encomienda system.
 - (2) Portugal claimed Brazil.
 - (3) Spain and Portugal competed for colonies in the Americas.
 - (4) Columbus arrived in the Caribbean region.
- 17 The term *mercantilism* is best described as
- (1) an economic policy in which a colonial power controls trade
 - (2) an international policy of laissez-faire economics
 - (3) a network linking industrialized nations
 - (4) an exchange of land between nobles
- 18 Which characteristic is associated with the rule of both Akbar the Great and Suleiman the Magnificent?
- (1) promoting equal rights for women
 - (2) expanding the role of legislative bodies
 - (3) forcing the conversion of citizens to Christianity
 - (4) practicing religious tolerance toward members of society

- 19 Historians frequently portray Louis XIV's construction of the palace of Versailles and Peter the Great's building of the city of Saint Petersburg as
- (1) shrines to religious beliefs
 - (2) monuments to personal rule
 - (3) examples of colonial architectural influences
 - (4) efforts to isolate and protect the ruler
- 20 One way in which the Scientific Revolution and the Enlightenment are similar is that both
- (1) led to increased power for royal families in Europe
 - (2) sought to reconcile Christian beliefs and science
 - (3) questioned traditional values and past practices
 - (4) promoted nationalistic revolutions in eastern Europe

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

... We must ask ourselves three questions.

1. What is the Third Estate? *Everything*.
2. What has it been until now in the political order? *Nothing*.
3. What does it want to be? *Something*. ...

— Abbé Sieyès, 1789 (adapted)

- 21 Based on this passage, what did the Third Estate want?
- (1) independence from France
 - (2) more influence in the political system
 - (3) removal of the monarchy
 - (4) freedom of religion in France
-
- 22 Adam Smith's *Wealth of Nations* stressed the importance of
- (1) tradition
 - (2) supply and demand
 - (3) large corporations
 - (4) government ownership

23 Which social change occurred during the Industrial Revolution?

- (1) growth of the working class
- (2) development of the extended family
- (3) expansion of privileges for the landed nobility
- (4) increased status for religious leaders

24 During the 1800s, many Latin American countries were characterized by a

- (1) reliance on cash crops
- (2) transition to command economies
- (3) redistribution of land to the peasants
- (4) withdrawal from the world market

Base your answer to question 25 on the poem below and on your knowledge of social studies.

Colonizer's Logic

These natives are unintelligent —
We can't understand their language.

Chinweizu (Nigeria)

— *Voices from Twentieth-Century Africa:
Griots and Towncriers*

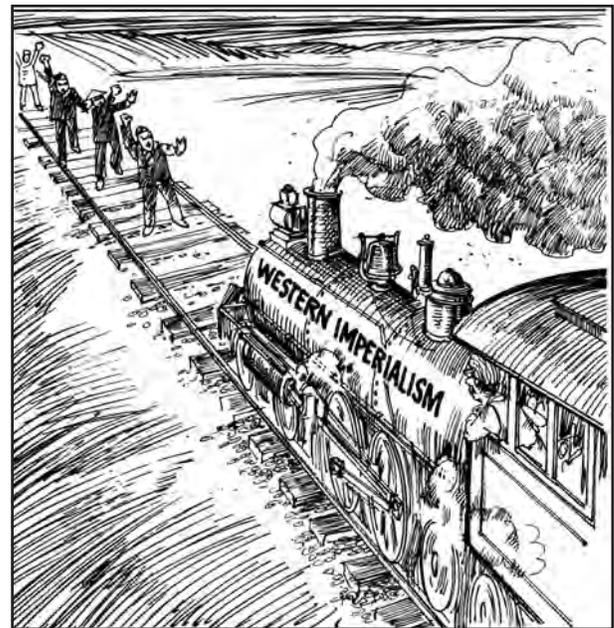
25 The "logic" of the colonizers described in this Nigerian poem reflects their

- (1) utopian plan
- (2) educational goals
- (3) militaristic behavior
- (4) ethnocentric attitude

26 Which description of trade patterns best represents the relationship between Africa and Europe during the late 19th century?

- (1) Trans-Saharan trade caravans led by Europeans were the most profitable.
- (2) South Africa was of no interest to European traders.
- (3) Raw materials were shipped from Africa to European industries.
- (4) Rivers were the key highways connecting Europeans to much of the African interior.

Base your answer to question 27 on the cartoon below and on your knowledge of social studies.



Source: Abraham and Pfeffer, *Enjoying World History*,
Amsco School Publications

27 This cartoon suggests that political power is often acquired through

- (1) the inheritance of land
- (2) market demands
- (3) religious conversion
- (4) the use of technology

28 One way in which the government under Czar Nicholas II of Russia and the government under Benito Mussolini of Italy are similar is that both governments

- (1) liberated the serfs and industrial workers
- (2) reformed the executive branch by incorporating theocratic principles
- (3) established policies of censorship and repression
- (4) used televised propaganda to rally the masses

29 The movement to establish a Jewish homeland in Palestine is best known as

- (1) Zionism
- (2) multi-culturalism
- (3) Marxism
- (4) militarism

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



Source: Leonard Raven-Hill, *Punch*, October 2, 1912

- 30 This 1912 cartoon depicts
- (1) efforts to contain the Boxer Rebellion
 - (2) tensions in pre-World War I Europe
 - (3) reactions to the Bolshevik Revolution
 - (4) responses to the rise of the Weimar Republic
-
- 31 A primary objective of the New Economic Policy (NEP) in the Soviet Union was to
- (1) promote private ownership of heavy industry
 - (2) organize support for educational reforms to improve literacy
 - (3) coordinate efforts to end World War I
 - (4) gain stability by increasing production
- 32 Ho Chi Minh and Jomo Kenyatta were leaders of movements that were attempting to achieve
- (1) nuclear disarmament
 - (2) self-determination
 - (3) pan-Africanism
 - (4) collective security

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

... Whatever we may wish or hope, and whatever course of action we may decide, whatever be the views held as to the legality, or the humanity, or the military wisdom and expediency [advisability] of such operations, there is not the slightest doubt that in the next war both sides will send their aircraft out without scruple [hesitation] to bomb those objectives which they consider the most suitable....

— H. Trenchard, Marshal of the Royal Air Force, 1928

- 33 This passage implies that the author is
- (1) grateful for the availability of new weapons
 - (2) aware that new weapons have broadened the theater of war
 - (3) certain that there will be no future wars
 - (4) anxious about the legality of future military operations
-

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

... We have already said that there are only three ways left to Japan to escape from the pressure of surplus population. We are like a great crowd of people packed into a small and narrow room, and there are only three doors through which we might escape, namely, emigration, advance into world markets, and expansion of territory. The first door, emigration, has been barred to us by the anti-Japanese immigration policies of other countries. The second door, advance into world markets, is being pushed shut by tariff barriers and the abrogation [cancellation] of commercial treaties. What should Japan do when two of the three doors have been closed against her? It is quite natural that Japan should rush upon the last remaining door....

— Hashimoto Kingorō, 1939 Speech

- 34 The author of this excerpt is presenting an argument for Japan to follow a policy of
- (1) self-restraint
 - (2) isolation
 - (3) urbanization
 - (4) economic imperialism
-

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

'By Government Decree Every Member of the Commune Is Entitled to a Private Lot'



Source: Edmund Valtman, *Hartford Times*, March 9, 1961 (adapted)

- 35 The main purpose of this 1961 cartoon is to
- (1) criticize Chinese government policy
 - (2) praise Chinese government leaders
 - (3) reinforce Chinese government propaganda
 - (4) question Chinese government spending
- 36 The Chinese communes referred to in this 1961 cartoon are most closely associated with the
- (1) Hundred Flowers Campaign
 - (2) Great Leap Forward
 - (3) Cultural Revolution
 - (4) Four Modernizations

- 37 Which event was the primary reason the United Nations called for a Convention on the Prevention and Punishment of Genocide in 1948?
- (1) Bosnian massacres
 - (2) killing fields in Cambodia
 - (3) Holocaust
 - (4) Hutu-Tutsi conflict

- 38 In the post-World War II period, which issue is most closely associated with the boundaries created for newly independent African countries?
- (1) expansion of urban centers
 - (2) ethnic tensions
 - (3) spread of AIDS
 - (4) drought-related famine

Base your answer to question 39 on the photograph below and on your knowledge of social studies.

Telephone Kiosk, South Africa



Source: Bentley and Ziegler, *Traditions & Encounters: A Global Perspective on the Past*, McGraw-Hill, 2003 (adapted)

39 Which policy is represented in this photograph?

- (1) perestroika
- (2) apartheid
- (3) détente
- (4) extraterritoriality

40 Geopolitics play an important role in the Middle East today because of its

- (1) fertile soil and favorable climate for cash crops
- (2) navigable rivers and diamond mines
- (3) effective natural barriers and high altitude
- (4) strategic location and oil resources

- 41 • Over farming and overgrazing on marginal lands
- Extended droughts in the Sahel region
- Wind erosion of topsoil

These situations have all contributed to

- (1) population growth in Southwest Asia
- (2) deforestation in South America
- (3) desertification in sub-Saharan Africa
- (4) increased reliance on fossil fuels in Asia

42 **“Indira Gandhi Becomes Prime Minister of India” (1966)**

“Corazon Aquino Becomes First Elected Leader of Philippines” (1986)

“Benazir Bhutto Becomes Prime Minister of Pakistan” (1988)

These headlines indicate that women as leaders

- (1) have gained some political power in traditionally patriarchal societies
- (2) have attained key positions in a wide variety of industries
- (3) were banned from political roles during the 20th century
- (4) were limited to one term in office

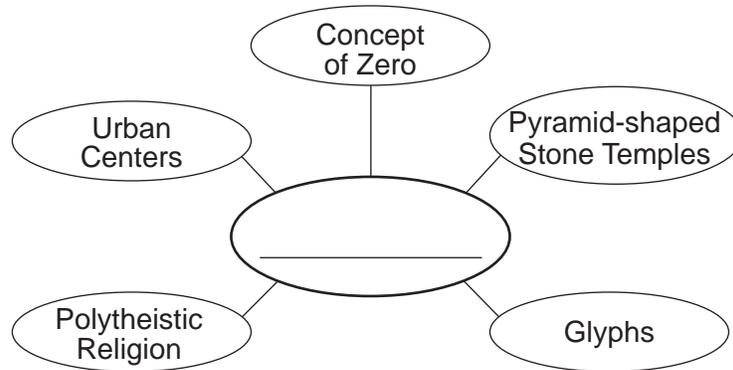
43 Which description best fits the Neolithic Revolution?

- (1) moving from urban centers to rural centers
- (2) using petrochemical fertilizers and pesticides to increase production
- (3) replacing human laborers with machines
- (4) shifting from hunting and gathering to farming as a way of life

44 What was an important strategy used by both the Romans and the Incas to unify their empires?

- (1) building a large network of roads and bridges
- (2) using powerful navies to protect sea trade routes
- (3) supporting free-market economies by minting silver coins
- (4) granting citizenship and voting rights to conquered peoples

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



45 What is the best title for this graphic organizer?

- (1) Features of Hellenistic Culture (3) Developments in Czarist Russia
(2) Achievements in Medieval Europe (4) Characteristics of Maya Civilization
-

46 A study of the Gupta Empire would include information about

- (1) Egyptian conquests
- (2) Muslim architectural influences
- (3) medical and mathematical achievements
- (4) the British East India Company's trading posts

- 47 • Zheng He's seven voyages are sponsored by the government.
• Corn and peanuts are introduced into the people's diet.
• The Forbidden City is built in Beijing.

Which time period is associated with these statements?

- (1) Ming dynasty
- (2) Tokugawa shogunate
- (3) rule of Kublai Khan
- (4) Japanese annexation of Korea

48 The 1453 conquest of Constantinople is an important turning point in global history because it

- (1) ushered in Pax Romana
- (2) began the Middle Ages
- (3) contributed to the rise of the Ottoman Empire
- (4) signified the end of the Napoleonic Wars

49 One way in which Karl Marx, Vladimir Lenin, and Fidel Castro are similar is that each believed in

- (1) supporting a capitalist system
- (2) preserving a rigid social system
- (3) spreading the teachings of Christianity
- (4) achieving change through revolution

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

The World in 1930



50 What do the *dark-gray* areas on this map represent?

- (1) the British Empire
- (2) countries attending the Congress of Vienna
- (3) newly independent French colonies
- (4) members of the Hanseatic League

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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: Change—Political Leaders

Political leaders have come to power under a variety of circumstances. Once in power, these leaders implemented policies and practices that have affected people, societies, and regions in different ways.

Task:

Select **two** political leaders and for **each**

- Describe the historical circumstances that brought this political leader to power
- Explain **one** policy or practice that was put into effect under this leader
- Discuss how this policy or practice affected a specific group of people or society or region

You may use any political leader from your study of global history and geography. Some suggestions you may wish to consider include Shi Huangdi in China, William and Mary in England, Napoleon Bonaparte in France, Emperor Meiji in Japan, Vladimir Lenin in Russia, Jawaharlal Nehru in India, Fidel Castro in Cuba, Ayatollah Khomeini in Iran, and Nelson Mandela in South Africa.

You are *not* limited to these suggestions.

Do *not* use political leaders from the United States in your answer.

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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Armed conflict, disease, and child labor have affected children throughout the world. Governments, groups, and individuals have attempted to reduce the effects of these global issues on children.

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

- Select *two* global issues mentioned in the historical context and for *each*
- Describe the effects of the global issue on children
 - Discuss how governments, groups, and/or individuals have attempted to reduce the effects of this global issue on children

Do not make the United States the focus of your essay.

In developing your answers to Part III, 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”

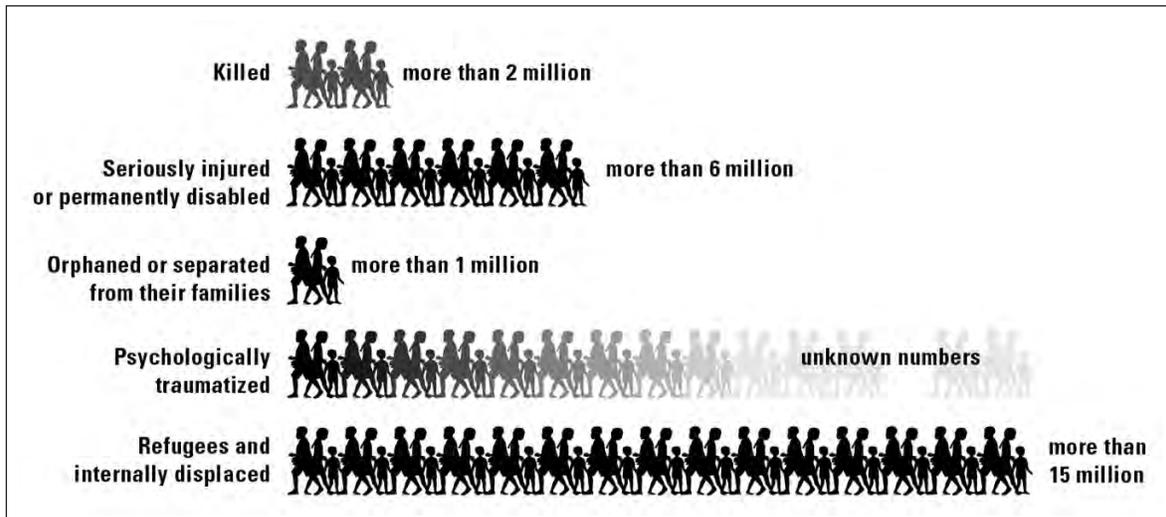
Part A

Short-Answer Questions

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

Document 1

The Toll of War
(Child victims of armed conflicts, 1990s)



Source: *The State of the World's Children, 2000*, UNICEF (adapted)

- 1 Based on the information in this chart, state **one** way a child's life may be changed as a result of armed conflicts. [1]

Score

Document 2

Child Soldiers

To commemorate our 25th anniversary, The Advocates for Human Rights would like to dedicate this issue of Rights Sites News to the abolition of one of the worst forms of child labor, child soldiers. When armed conflict exists, children will almost inevitably become involved as soldiers. In over twenty countries around the world, children are direct participants in war. Denied a childhood and often subjected to horrific violence, an estimated 200,000 to 300,000 children are serving as soldiers for both rebel groups and government forces in current armed conflicts. These young combatants participate in all aspects of contemporary warfare. They wield AK-47s and M-16s on the front lines of combat, serve as human mine detectors, participate in suicide missions, carry supplies, and act as spies, messengers or lookouts.

Physically vulnerable and easily intimidated, children typically make obedient soldiers. Many are abducted or recruited by force, and often compelled to follow orders under threat of death. Others join armed groups out of desperation. As society breaks down during conflict, leaving children no access to school, driving them from their homes, or separating them from family members, many children perceive armed groups as their best chance for survival. Others seek escape from poverty or join military forces to avenge family members who have been killed...

Despite progress achieved over the last decade in the global campaign to end the recruitment and use of child soldiers, large numbers of children continue to be exploited in war and placed in the line of fire. The international treaty on child soldiers, the *Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict*, entered into force on February 12, 2002. With over 100 countries signed on, this treaty is a milestone in the campaign, strengthening the legal protection of children and helping to prevent their use in armed conflict...

Source: "Child Soldiers Edition," *Rights Sites News*, The Advocates for Human Rights, Spring 2008

2a According to the Advocates for Human Rights, what is **one** problem faced by child soldiers? [1]

Score

b According to the Advocates for Human Rights, what is **one** effort that has been made to keep children, or former child soldiers, from being used in armed conflict? [1]

Score

Document 3

NEW YORK, 4 April 2006 — Ridding the world of landmines and other explosive remnants of war could be accomplished in years instead of decades, saving thousands of children from devastating injuries and death, UNICEF said today on the first International Day for Mine Awareness and Assistance in Mine Action....

Landmines are designed to disable, immobilize or kill people travelling by foot or in motor vehicles. Other explosive remnants of war include unexploded ordnance — weapons such as grenades and cluster bombs that did not explode on impact but can still detonate — and weapons that are discarded in civilian areas by combatants, known as abandoned ordnance. These munitions outlast the conflicts during which they were planted and become hazards for innocent civilians, particularly for unsuspecting children who often make the fatal mistake of playing with the unfamiliar objects....

Children suffer debilitating physical injuries from mine explosions, often losing fingers, toes and limbs. Some are left blind or deaf. An estimated 85 per cent of child victims die before they can get medical attention. Many disabled victims lose opportunities to go to school, and often cannot afford rehabilitative care. The persisting threat of mines takes its toll on entire societies, perpetuating poverty and underdevelopment....

More than three-quarters of the world's nations have ratified the Mine Ban Treaty since it came into force in 1999, outlawing the production, stockpiling and use of antipersonnel landmines. According to the International Campaign to Ban Landmines, the number of countries thought to be producing, stockpiling and using landmines has dropped significantly over the last decade....

UNICEF supports and implements mine action activities in over 30 countries, and believes that mine-risk education is key to preventing the death and disabling of children. Through programmes brought to their schools and communities, children are taught how to live safely in areas contaminated with landmines and other explosive remnants of war....

Source: "Saving Children from the Tragedy of Landmines," UNICEF Press Release, April 4, 2006

3a What is **one** problem land mines or unexploded ordnance cause for children, according to UNICEF? [1]

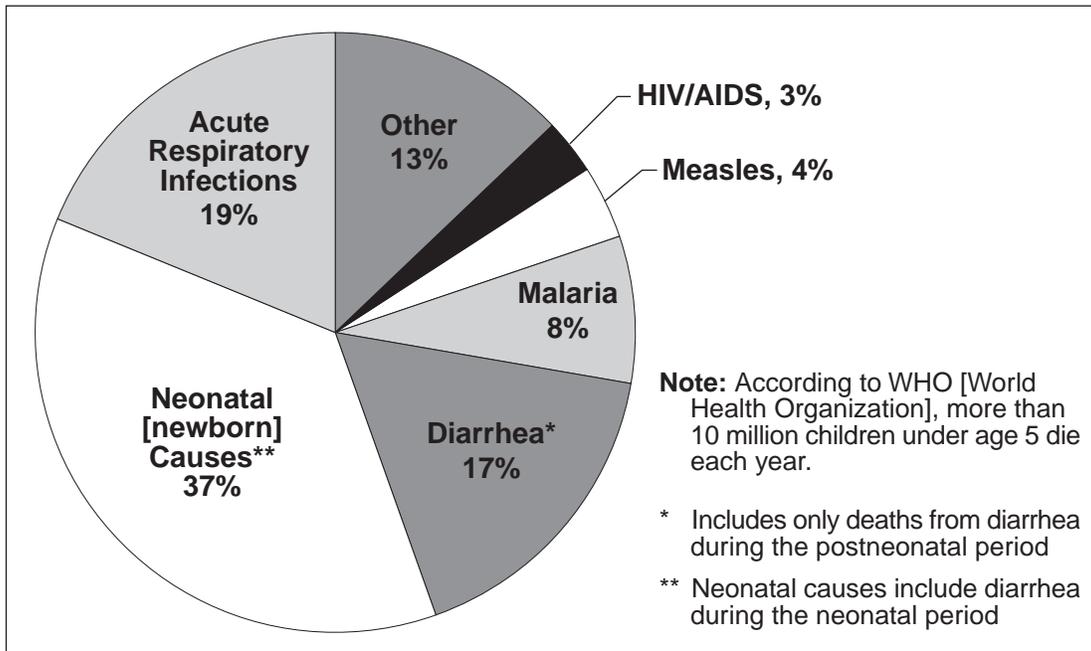
Score

b What is **one** effort being made to reduce the effects of land mines or unexploded ordnance, according to UNICEF? [1]

Score

Document 4

Deaths to Children Under 5, by Cause, 2000–2003



Source: *World Health Report*, World Health Organization, 2005 (adapted)

4 As shown in this World Health Organization chart of children who died under the age of five, identify **one** health issue that caused more than 15% of the deaths. [1]

Score

Document 5

... Millions of children in developing nations die from diseases like pneumonia, measles and diarrhea that claim twice as many lives each year as AIDS. Vaccines prevent these basic illnesses. Bill Gates pledges billions of dollars to vaccinate the world's children. Problem solved. But it's not that easy.

Money alone won't rid dirty water of parasites that can blind and cripple. It won't fix bad roads that keep people from getting care. It won't end the political corruption and violent unrest that erase health advances. It won't stop a population explosion that contributes to poor health. It can't even prevent a rat from gnawing through the power cord of a refrigerator used to store vaccines in a remote West African clinic....

In late 1998, Gates donated \$100 million to create a program dedicated to getting new and underused vaccines to children in the poorest countries. A year later, he gave a stunning \$750 million to help launch a new superstructure for improving childhood vaccinations, the Global Alliance for Vaccines and Immunization (GAVI)—a coalition of international public health agencies, philanthropists and the pharmaceutical industry....

Gates knows that vaccines can't do it all, not when a regional hospital in Nigeria draws its water from an open pit in the ground. Or where a 6-year-old Ivory Coast boy with a leg twisted by polio faces a life of begging because his mother couldn't afford a trip to a clinic for vaccines. Or where a broken board on a bridge can halt the shipment of medicine for days....

Source: Tom Paulson, "Bill Gates' war on disease, poverty is an uphill battle," *Seattle Post-Intelligencer*, March 21, 2001

5a According to Tom Paulson, what is **one** situation that makes it difficult to reduce childhood diseases in developing nations? [1]

Score

b According to Tom Paulson, what is **one** way money donated by Bill Gates has been used to help reduce childhood diseases in developing nations? [1]

Score

Document 6

...Doctors Without Borders/Medecins Sans Frontieres (MSF) [a non-profit medical organization] has witnessed firsthand how a lack of medicine for treatable infectious disease destroys many lives in the developing world. In response, MSF has launched the Access to Essential Medicines Campaign. Introduced in November 1999, the MSF campaign has been working worldwide to find long-lasting solutions to this crisis. The campaign has four main goals: to increase access to certain medicines; to support high quality local manufacture and import of less expensive medicines; to implement and apply international trade rules regarding medicines; and to bring together governments, the pharmaceutical industry, and organizations to focus on investment in, research on, and development of essential medicines for neglected disease....

Source: Catherine Gevert, "A Lack of Medicine," *Faces*, March, 2005

- 6 What is **one** way Doctors Without Borders/MSF hopes to reduce the occurrence of infectious diseases in the developing world, according to Catherine Gevert? [1]

Score

Document 7

... “Tens of thousands of refugees have fled to urban areas in Pakistan since September 11, [2001], but almost all international assistance and protection efforts are focused on refugees in camps, and the situation for young Afghans in the cities is deteriorating seriously,” said Jane Lowicki, Senior Coordinator, Children and Adolescents Project, who visited Pakistan in January. “Many of these refugees and the communities that are struggling to support them are wondering why help promised by the U.S. and other countries has not reached them.”

With few alternatives for earning a livelihood, many Afghan refugee parents in urban areas are forcing their children to work in high-risk industries to support the household. “Thousands are carpet weavers, others are street children working as garbage pickers, beggars, brick makers, house servants and, in some cases, drug sellers,” Lowicki said. “These young workers are the poorest and most desperate among the Afghan community. Their work exposes them to disease, physical and sexual abuse, and few have access to health services, education or recreation. Their situation has become even more difficult since Sept. 11 because many new young refugees have entered the competition for work, and resources are scarce.”

Afghan refugee adolescents and children, some as young as five years old, are working harder than ever for less money. The formerly lucrative carpet weaving industry, for example, which relies heavily on cheap Afghan child labor, bottomed out after Sept. 11; young refugees are now being paid less than half of what they were making to weave carpets for markets around the world.

In many cases, children and adolescents are the primary wage earners for their families, and all of the young Afghan refugees interviewed for the report said they urgently need food, shelter and medical care. They are also eager for a chance to go to school and to learn skills and trades to support themselves through less hazardous work....

Source: “Afghan Refugee Children and Adolescents in Pakistan’s Cities Receive Minimal International Assistance,” Women’s Commission for Refugee Women and Children Press Release, May 30, 2002

- 7 According to the Women’s Commission for Refugee Women and Children, what is **one** problem Afghan refugee children face in Pakistan? [1]

Score

Document 8a

This is an excerpt from a Web-only interview conducted as part of *Enterprising Ideas*, a project of *NOW on PBS*.

RugMark USA

Ten years ago [in 1994], RugMark USA was established to eradicate child labor in the handwoven rug industry. Using a unique “certification” method, RugMark USA has created a model that generates income to finance its programs for children and raises awareness among consumers about the prevalence of child labor. Nina Smith, RugMark USA’s executive director, believes the RugMark model could be applied to other industries, including Brazil’s shoe industry, India’s silk weaving and embroidery sectors and the cocoa industry in West Africa. We talked with Smith about why the RugMark model works and what big challenges the organization is facing...

NOW [host]: Describe RugMark’s strategy to change the use of child labor in the industry.

Smith: Our goal is to change the market dynamics so that there is no longer a demand for child labor. If we can educate the marketplace—consumers, interior designers, architects, importers, retailers—about what they can do then ultimately the message is sent to the manufacturers that child labor won’t be tolerated—in essence eliminating the demand.

The idea has three components: First, you have to raise awareness and educate people about the problem of child labor and to look for our independently certified child-labor-free rugs. On the ground in South Asia we have an inspection and monitoring system. Companies whose rugs receive the RugMark label agree to random, surprise inspections at their factories or village-based looms....

Source: “RugMark USA,” *NOW on PBS: Enterprising Ideas*, July 26, 2007

8a According to Nina Smith, what is **one** way RugMark USA is attempting to end the use of and eliminate the demand for child labor? [1]

Score

Document 8b

This is an advertisement RugMark used in its campaign to raise awareness about carpets and rugs made with child labor.

THE SINGLE MOST BEAUTIFUL THING ABOUT AN IMPORTED RUG.



Nearly 300,000 children are exploited as child labor in the carpet industry. This has to end, and it will. RugMark is the international organization devoted to building the schools, programs and opportunities that give children back their childhood. It's working, from Pakistan to India to Nepal, and you can help. Look for the certified and numbered RugMark label on the back of an imported rug. It's your best assurance that no children were exploited in the manufacture of the carpet you're buying. Because an imported rug that was made using child labor is ugly no matter what it looks like.

Source: www.rugmark.org (adapted)

8b According to this advertisement, what is **one** action RugMark has taken to improve the lives of children? [1]

Score

Document 9

**Give a “Red Card* to Child Labour”
in celebration of the World Day Against Child Labour 2006!**

... The day, which is observed worldwide on the 12th of June, is intended to serve as a catalyst for the growing worldwide movement against child labour, as reflected in the 160 ratifications of Convention No. 182 on the worst forms of child labour and the 144 ratifications of Convention No. 138 on the minimum age for employment. The event on 12 June will be celebrated with the presence of football [soccer] stars that will “kick the ball” against child labour, in a match with girls from the Geneva International School and the Signal de Bernex Football Club. The idea behind the game is that girls and boys should be given the time to study and play, and that child labour and its worst forms symbolically get a “red card”. This action is linked to the “Red card to child labour” campaign which since its inception in 2002 has reached thousands of people in all continents. The idea is that the values in football, such as, team spirit, youth empowerment, solidarity among countries, non-discrimination regarding religion, gender and race, are also shared by the ILO [International Labour Organization]. Using the symbol of the Red Card at International football competitions offers the opportunity to spread one simple, universal message over time and benefits from media coverage. Building this kind of strategic alliance is a very good way to reinforce the global movement against child labour.

Source: “Celebration of the World Day Against Child Labour,” The International Programme on the Elimination of Child Labour of the International Labour Organization, June 2006

* A red card is issued to remove a player from a game for committing a serious violation.

9 Based on this excerpt from a brochure, what are **two** actions that have been taken to aid in the elimination of child labor? [2]

(1) _____

_____ Score

(2) _____

_____ 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:

Armed conflict, disease, and child labor have affected children throughout the world. Governments, groups, and individuals have attempted to reduce the effects of these global issues on children.

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

- Select *two* global issues mentioned in the historical context and for *each*
- Describe the effects of the global issue on children
 - Discuss how governments, groups, and/or individuals have attempted to reduce the effects of this global issue on children

Do not make the United States the focus of your essay.

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

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