

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

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 18, 2002 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more question(s). In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the statement printed on the Part I answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

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

Part I

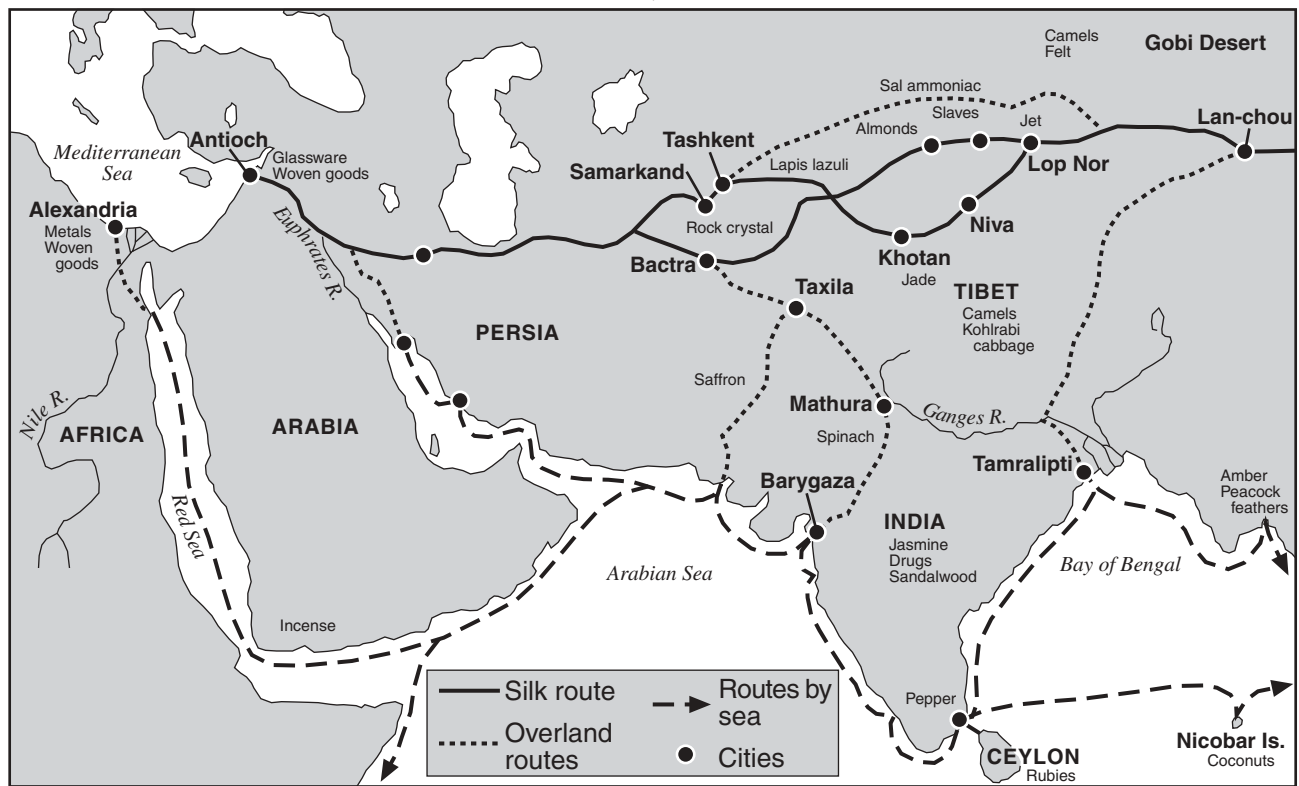
Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 The development of early civilizations usually depended on
 - (1) the formation of democratic governments
 - (2) a location near large deposits of gold and silver
 - (3) the existence of large armies
 - (4) a plentiful water supply and fertile land
- 2 The cultural diversity found throughout much of South America, Africa, and Southeast Asia is due in large part to
 - (1) geographic factors
 - (2) political unity
 - (3) traditional religious practices
 - (4) a market economy
- 3 “In these [economic] structures, people looked to past practices plus cultural and religious beliefs to decide what to produce, how to produce it, how products would be distributed, and even when tasks should be performed.”
Which type of economy is the author of this statement describing?
 - (1) command economy
 - (2) mixed economy
 - (3) traditional economy
 - (4) market economy
- 4 One way in which the Han dynasty and the Roman Empire were similar is that both
 - (1) governed large areas around the Mediterranean Sea
 - (2) created democratic societies in which people elected their government officials
 - (3) developed a social system in which great equality existed
 - (4) promoted unity and communication by building a strong system of roads
- 5 The history of which classical civilization was shaped by the monsoon cycle, the Himalaya Mountains, and the Indus River?
 - (1) Maurya Empire
 - (2) Babylonian Empire
 - (3) ancient Greece
 - (4) ancient Egypt
- 6 One similarity between Japanese Shintoism and African animism is the belief that
 - (1) everything in nature has a spirit and should be respected
 - (2) only one God exists in the universe
 - (3) people’s moral conduct determines their afterlife
 - (4) religious statues should be erected to honor the gods
- 7 The five relationships taught by Confucius encouraged people to
 - (1) improve their position in life
 - (2) maintain social and political order
 - (3) respect and worship nature
 - (4) serve the needs of religious leaders
- 8 Which statement explains a cause rather than an effect of the Bantu migration between 500 B.C. and A.D. 1500?
 - (1) Techniques for herding and cultivating were spread to other peoples.
 - (2) More than sixty million people now speak a Bantu language.
 - (3) Trading cities developed along the coast of east Africa.
 - (4) Population increases put pressure on agriculture.

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

Trade Routes, East to West



9 Which conclusion is supported by information provided by the map?

- (1) Traders depended mainly on rivers as avenues of transportation.
- (2) More products were carried on the ocean than across the land.
- (3) Silk was the principal product traded.
- (4) Traders often combined sea and land routes.

10 Which concept is illustrated by the map?

- | | |
|---------------------|------------------------|
| (1) socialism | (3) self-sufficiency |
| (2) interdependence | (4) cultural isolation |

11 The journals of early travelers such as Ibn Battuta of Morocco, Zheng He of China, and Mansa Musa of Mali are examples of

- (1) primary sources describing observations of the travelers
- (2) works of fiction intended to describe the adventures of the travelers
- (3) secondary sources that record the travelers' interpretations of history
- (4) outdated resources for historical research

12 The Tang dynasty of China, the Gupta Empire of India, and the Mali Empire of Africa were similar in that each experienced a period of

- (1) prosperity and artistic creativity
- (2) feudalism and oppression
- (3) war and constant invasion
- (4) mercantilism and industrial expansion

13 What is a major contribution of the Byzantine Empire to global history?

- (1) preservation of Greek and Roman culture
- (2) construction of the pyramids
- (3) expansion of equal rights
- (4) invention of writing

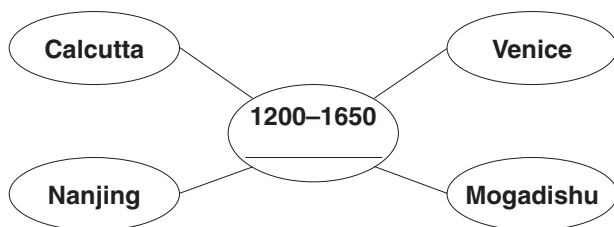
14 Which factor contributed to the success of the vast empire created by the Mongols?

- (1) avoiding contacts with the West
- (2) paying monetary tribute to local rulers
- (3) employing superior military skills
- (4) converting conquered peoples to Confucianism

15 One result of the Crusades was an increase in trade between the Middle East and

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

Base your answer to question 16 on the graphic organizer below and on your knowledge of social studies.



16 Which title best completes this graphic organizer?

- (1) Centers of World Trade
- (2) Latin American Societies
- (3) Cities of Origin for Major Religions
- (4) Sites of Early Civilization

17 • Luther posted the Ninety-Five Theses.
• Calvin preached the theory of predestination.
• Henry VIII signed the Act of Supremacy.

These events occurred during the

- (1) Crusades
- (2) Neolithic Revolution
- (3) Protestant Reformation
- (4) Glorious Revolution

18 The introduction of banking, letters of credit, joint stock companies, and guilds contributed to the start of the

- (1) Renaissance
- (2) Agricultural Revolution
- (3) Enlightenment
- (4) Commercial Revolution

19 The fall of the Byzantine Empire to the Ottoman Turks (1453) prompted Spain and Portugal to

- (1) seek new trade routes to East Asia
- (2) extend religious tolerance to Muslim peoples
- (3) reform their political systems
- (4) expand the Catholic Inquisition into the Middle East

20 One similarity of the Aztec, Maya, and Inca empires is that they

- (1) developed in fertile river valleys
- (2) maintained democratic political systems
- (3) coexisted peacefully with neighboring empires
- (4) created complex civilizations

21 • Smallpox outbreak spreads throughout Mexico.
• Many Incas convert to Christianity in ceremonies in Lima, Peru.
• Spanish and Portuguese are introduced to chocolate, peanuts, tomatoes, and corn.
• Cortés brings Aztec gold and silver treasures to Spain.

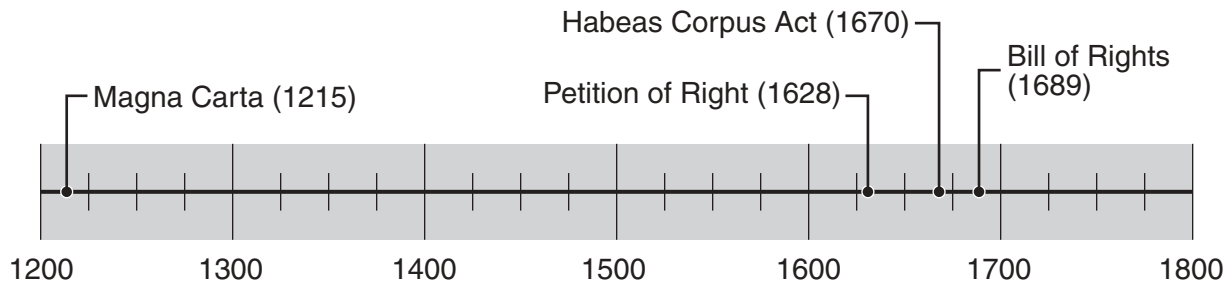
Which situation is illustrated in these statements?

- (1) empathy of Europeans for Native American Indian civilizations
- (2) triangular trade and its effects on agrarian economies
- (3) the relatively high costs of colonialism
- (4) the impact of contact between different peoples

22 Which statement explains why the Renaissance began in Italy?

- (1) Italy was not influenced by a classical heritage.
- (2) The Italian city-states were wealthy centers of trade and manufacturing.
- (3) Italy was politically unified by a strong central government.
- (4) The Catholic Church did not have any influence in Italy.

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



23 The events listed on this time line illustrate the development of

- (1) a constitutional monarchy
- (2) a divine right monarchy
- (3) a totalitarian form of government
- (4) universal voting rights

Base your answers to questions 24 and 25 on the poem below and on your knowledge of social studies.

“ . . . Here a new city shall be wrought [built]. . . .
Shall break a window to the West. . .
Here flags of foreign nations all
By waters new to them will call. . . .”

— Alexander Pushkin, *The Bronze Horseman*

24 Which Russian ruler’s goals are described in the poem?

- (1) Ivan the Terrible
- (2) Peter the Great
- (3) Catherine the Great
- (4) Nicholas II

25 Which policy was developed to implement the plans described in the poem?

- (1) westernization
- (2) isolationism
- (3) appeasement
- (4) balance of power politics

26 Niccolò Machiavelli in *The Prince* and Thomas Hobbes in *Leviathan* both advocated that a ruler should

- (1) obtain power from a social contract with the governed
- (2) place the needs of subjects first
- (3) apply Christian teachings to all decisions
- (4) employ absolute power to maintain order in the areas under their rule

27 One of the main purposes of the Congress of Vienna (1814–1815) was to

- (1) promote the unification of Italy
- (2) preserve the German territories gained by Otto von Bismarck
- (3) restore the power of the Holy Roman Empire
- (4) establish a balance of power in Europe after the defeat of Napoleon

28 “Take up the White Man’s Burden –
Send forth the best ye breed –
Go, bind your sons to exile
To serve your captives’ need. . . .”

— Rudyard Kipling, *The Five Nations* (1903)

The words of this poem have been used to support the practice of

- (1) imperialism
- (2) isolationism
- (3) cultural borrowing
- (4) self-determination

29 One way in which Sun Yat-sen and Kemal Atatürk were similar is that each

- (1) led a nationalist movement in his country
- (2) rejected violence as a way to gain political power
- (3) supported Marxist political principles
- (4) promoted a society ruled by religious leaders

30 “I don’t know how old I am. . . . I began to work when I was about 9. I first worked for a man who used to hit me with a belt. . . . I used to sleep in the pits that had no more coal in them; I used to eat whatever I could get; I ate for a long time the candles that I found in the pits. . . .”

— E. Royston Pike
adapted from *Hard Times*,
Human Documents of the Industrial Revolution

What was one thing that happened in response to the conditions described in this passage?

- (1) Marx wrote *The Communist Manifesto*
 - (2) Garibaldi organized the Red Shirts
 - (3) Charles Darwin developed *The Origin of the Species*
 - (4) Atatürk joined the Young Turks
- 31 “. . . we shall fight for the things which have always been nearest our hearts, — for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal domination of rights by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. . . .”

— President Woodrow Wilson

This statement by President Wilson is directly advocating the idea of

- (1) disarmament
 - (2) national self-determination
 - (3) territorial readjustments
 - (4) balance of power
- 32 One of the major causes of the Russian Revolution of 1917 was the
- (1) abuse of political power by Czar Nicholas II
 - (2) government’s refusal to enter World War I
 - (3) rapid expansion of the right to vote
 - (4) failure of communism
- 33 The harsh terms included in the treaties ending World War I have been used to explain the
- (1) Fascist Revolution in Spain
 - (2) Bolshevik Revolution in Russia
 - (3) rise of Nazism in Germany
 - (4) Armenian massacre in Turkey

34 “His majesty’s government views with favour the establishment in Palestine of a national homeland for the Jewish people . . . it being clearly understood that nothing shall be done which may prejudice the religious and civil rights of existing non-Jewish communities in Palestine. . . .”

— Lord Balfour, 1917

Which historical movement is most directly related to Lord Balfour’s statement?

- (1) Pan Slavism
- (2) Organization for African Unity
- (3) Pan Africanism
- (4) International Zionism

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

Speaker A: “What was actually happening on the battlefield was all secret then, but I thought that the Greater East Asia Co-Prosperty Sphere would be of crucial importance to backward races.”

Speaker B: “We Nazis must hold to our aim in foreign policy, namely to secure for the German people the land and soil to which they are entitled. . . .”

Speaker C: “The Munich Pact saved Czechoslovakia from destruction and Europe from Armageddon.”

Speaker D: “We shall defend our island, whatever the cost shall be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets. . . . We shall never surrender.”

35 The common theme in the statements of *Speakers B* and *D* is

- (1) colonialism
- (2) containment
- (3) nationalism
- (4) reparations

36 The clearest example of the policy of appeasement is in the statement made by *Speaker*

- (1) *A*
- (2) *B*
- (3) *C*
- (4) *D*

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

Health Statistics of Selected Countries, 1996					
Country	Population (thousands)	Life Expectancy at Birth (male/female)	Hospital Beds (per 1,000 people)	Physicians (per 1,000 people)	Infant Mortality (deaths per 1,000)
Argentina	34,673	68/75	4.4	2.7	28
Australia	18,261	76/83	5.0	2.3	6
Guatemala	11,278	63/68	*	0.8	51
Myanmar	45,976	55/58	0.6	0.3	81
Netherlands	15,568	75/81	5.7	2.6	5
Zaire	46,498	45/49	2.1	0.1	108

*Data unavailable

Source: *World Almanac and Book of Facts*

37 Which conclusion can be drawn from the table?

- (1) There is a relationship between level of health care and life expectancy.
- (2) Infant mortality increases as the number of hospital beds increases.
- (3) The size of the population is directly related to the infant mortality rate.
- (4) Women live longer than men only when the infant mortality rate is low.

38 “Moral results can only be obtained through moral restraints.”

— Mohandas Gandhi

This quotation best represents the policy of

- (1) westernization
- (2) neutrality
- (3) balance of power
- (4) passive resistance

39 The fall of the Berlin Wall was followed by

- (1) an end of democratic rule in Germany
- (2) the rise of a Neo-Nazi movement in Spain
- (3) an expansion of the Warsaw Pact
- (4) the collapse of communism in the Soviet Union

40 A major source of the dispute between the Israelis and the Palestinians is that each side

- (1) wants to control oil resources in the area
- (2) has historic ties to the same land
- (3) believes in different interpretations of the same religion
- (4) has close military alliances with neighboring countries

41 Which statement best describes India’s foreign policy between 1947 and 1990?

- (1) It imitated Great Britain’s policies.
- (2) It usually reflected the policies of China.
- (3) It rejected all assistance from communist dictatorships.
- (4) It generally followed a policy of nonalignment.

42 **“United States Airlifts Supplies to Berlin”**
“U-2 Spy Plane Shot Down Over the Soviet Union”
“Soviet Missiles Placed in Cuba”

These headlines discuss events during

- (1) Stalin’s Reign of Terror
- (2) World War II
- (3) the Cold War
- (4) the post–Cold War era

- 43 The term “Green Revolution” refers to
- (1) the study of the natural world
 - (2) an increase in worldwide food and agricultural resources
 - (3) a shift from making goods by hand to making them by machine
 - (4) an uprising of farmers and industrial workers
- 44 “North Americans are always among us, even when they ignore us or turn their back on us. Their shadows cover the whole hemisphere. It is the shadow of a giant.”
- Octavio Paz, Mexican poet
- The author of this statement is commenting on the
- (1) need for North Americans to provide economic aid to Mexico
 - (2) effects of free trade between Canada, Mexico, and the United States
 - (3) borrowing of Latin American culture by the United States
 - (4) influence of the United States on Latin America
- 45 In the 1990s, the troubled relations between Catholics and Protestants in Northern Ireland and between Serbs, Croats, and Muslims in the Balkans helped illustrate the
- (1) difficulties of resolving ethnic and religious conflicts
 - (2) inequalities created by expanding free markets and global trade
 - (3) conflict created by the collapse of the Warsaw Pact
 - (4) results of the failure of dictatorial governments
- 46 One way in which the Twelve Tables of Rome, the Code of Hammurabi, and the Justinian Code were similar is that they established
- (1) trade agreements with neighboring countries
 - (2) tolerance for the different religions of their people
 - (3) written legal systems
 - (4) social class equality
- 47 As a society becomes more urbanized and industrialized, it tends to
- (1) develop a more rigid class system
 - (2) modify traditional beliefs and customs
 - (3) resist cultural diffusion
 - (4) depend more on the extended family structure
- 48 One way in which the encomienda system and European feudalism were similar is that both
- (1) encouraged social mobility
 - (2) created a class structure in which landowners held the power
 - (3) resulted from the growth of the African slave trade
 - (4) depended on extensive trade routes
- 49
- Failure of the potato crop contributes to famine in Ireland.
 - Continued drought overtakes farmlands in Africa.
 - Herders search for an oasis for their animals.
- Which conclusion can be drawn from these statements?
- (1) People can control their environments to suit their needs.
 - (2) Environmental conditions often cause people to migrate.
 - (3) Geography has a positive impact on people.
 - (4) Climatic conditions have led to an even distribution of population.
- 50 Which headline describes an event during India’s fight for independence?
- (1) **“Gandhi Leads Salt March”**
 - (2) **“Kenyatta and Mau Maus Move Against British”**
 - (3) **“Cecil Rhodes Unites Continent”**
 - (4) **“Ho Chi Minh Leads Rebel Forces”**

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

In developing your answers to Parts II and III, be sure to keep these general definitions in mind:

- (a) **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: Geography and Society

At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have affected society.

Task:

Select **two** changes that a society or two different societies have made to their land or surrounding environment, and for **each** change:

- Identify the society in which the change took place
- Describe how the physical environment was changed by human activity
- Discuss how the change in the physical environment affected society

You may use any **two** examples from your study of global history and geography. Some suggestions you might wish to consider include irrigation systems, terrace farming, road systems, canal systems, burning of fossil fuels, or the use of nuclear power.

You are *not* limited to these suggestions.

Do *not* use any environmental change that occurred in the United States in your answer.

Guidelines:

In your essay, be sure to:

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

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

Despite the horrors of the Holocaust, abuses of human rights have continued in the post–World War II era.

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:

- Describe examples of human rights abuses in the post–World War II era
- Discuss efforts that the world community has made to eliminate these human rights abuses

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

Universal Declaration of Human Rights

Article 1	— All human beings are born free and equal in dignity and rights.
Article 3	— Everyone has the right to life, liberty and security of person.
Article 4	— No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
Article 5	— No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
Article 9	— No one shall be subjected to arbitrary arrest, detention or exile.
Article 13	— 1. Everyone has the right to freedom of movement and residence within the borders of each State. 2. Everyone has the right to leave any country, including his own, and to return to his country.
Article 14	— Everyone has the right to seek and to enjoy in other countries asylum from persecution.
Article 15	— Everyone has the right to a nationality.
Article 18	— Everyone has the right to freedom of thought, conscience and religion.
Article 19	— Everyone has the right to freedom of opinion and expression.
Article 20	— Everyone has the right to freedom of peaceful assembly and association.
Article 21	— Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

1 State **two** human rights listed in this document. [2]

(1) _____

Score

(2) _____

Score

Document 2



“Let me see your pass.”

2 How did the pass system violate human rights? [1]

Score

Document 3

Ending Apartheid in South Africa

1973: United Nations General Assembly declares apartheid a crime against humanity.

1977: United Nations Security Council embargoes arms exports to South Africa.

1983: New Constitution gives limited political rights to coloured and Asian minorities.

1986: United States imposes broad economic sanctions.

1990: Mandela released from prison. Legal end of segregation in public places.

1991–93: Dismantling apartheid and enfranchising black majority.

1994: First all-race election.

3 Based on this document, identify **two** actions taken to end apartheid. [2]

(1) _____

Score

(2) _____

Score

Document 4

From the middle of 1975 to the end of 1978, between one million and three million Cambodians, out of a population of about seven million, died at the hands of Pol Pot's Khmer Rouge. Former government employees, army personnel, and "intellectuals" were executed in the hundreds of thousands. Others were killed by disease, exhaustion, and malnutrition during forced urban evacuations, migrations, and compulsory labor. Families were broken apart and communal living established; men and women were compelled to marry partners selected by the state. Education and religious practices were proscribed [forbidden].

—David Hawk, "The Killing of Cambodia," *The New Republic*, 1982

4 Identify **two** human rights violations carried out by the Khmer Rouge. [2]

(1) _____

_____ Score

(2) _____

_____ Score

Document 5

The June 4, 1989 massacre of students in Tiananmen Square shocked the world. In the following excerpt, an anonymous Chinese student explains how he felt about what happened:

“At 4 a.m. Sunday, lights on the square were suddenly [put out]. Through the loudspeakers, we again heard orders to ‘clear out.’ A voice in my head said over and over, ‘The moment has come.’ [Moments later,] machine guns erupted. . . . [They] were shooting right at the chests and heads of the students. . . . How many people died altogether? I don’t know. Am I pessimistic? No, I’m not at all pessimistic. Because I have seen the will of the people. I have seen the hope of China.”

Another anonymous student explained his feelings to the *San Francisco Examiner* as follows:

It would be a lie to say that we were not afraid, but we were mentally prepared and very determined. Some students could not believe that the army really would use deadly force. But most of all, we were motivated by a powerful sense of purpose. We believed that it would be worth sacrificing our lives for the sake of progress and democracy in China.

5a What action did the Chinese army take against the students? [1]

Score

b What reason did the Chinese students give for their demonstration? [1]

Score

Document 6



Source: Wasserman, *Boston Globe*, 1992

6a What human rights violation is the cartoonist describing? [1]

Score

b What is the cartoonist suggesting about Europe's reaction to this human rights violation? [1]

Score

Document 7

A genocide that killed at least 500,000 people was perpetrated [carried out] in the spring of 1994 in the small central African country of Rwanda. Thousands more were raped, tortured and beaten. The international community failed to stop the crimes. Rwanda was simply too far away and did not rate highly in the “national interest” calculation of any of the states capable of intervening. The UN Security Council failed to reinforce the small and lightly armed UN blue helmets already in Rwanda; they acted bravely but their restricted mandate meant they could do little to stop the killing.

Months after the genocide ended, the UN Security Council created an international criminal tribunal to prosecute those responsible. The UN, building on the recently established International Criminal Tribunal for the former Yugoslavia, decided that the genocide in Rwanda required a similar effort to insure prosecution for the most serious crimes, such as genocide and crimes against humanity. National prosecutions seemed impossible since the Rwandese justice system had been destroyed.

7 What was *one* action taken to address the human rights violations in Rwanda? [1]

Score

Statute of Amnesty International

Object and Mandate

1. The object of Amnesty International is to contribute to the observance throughout the world of human rights as set out in the Universal Declaration of Human Rights. . . .

Recognizing the obligation on each person to extend to others rights and freedoms equal to his or her own, Amnesty International adopts as its mandate:

- To promote awareness of . . . the Universal Declaration of Human Rights and other internationally recognized human rights instruments, . . . and the indivisibility and interdependence of all human rights and freedoms;
- To oppose grave violations of the rights of every person freely to hold and to express his or her convictions and to be free from discrimination and of the right of every person to physical and mental integrity. . . .

Methods/Actions

2. In order to achieve the . . . object and mandate, Amnesty International shall: . . .

- Promote as appears appropriate the adoption of constitutions, conventions, treaties and other measures which guarantee the rights contained in the provisions referred to in Article 1; . . .
- Publicize the cases of prisoners of conscience or persons who have otherwise been subjected to disabilities in violation of the . . . provisions;
- Investigate and publicize the disappearance of persons where there is reason to believe that they may be victims of violations of the rights set out in Article 1;
- Oppose the sending of persons from one country to another where they can reasonably be expected to become prisoners of conscience or to face torture or the death penalty;
- Send investigators, where appropriate, to investigate allegations that the rights of individuals under the . . . provisions have been violated or threatened.

8 Identify **two** actions taken by Amnesty International to protect human rights. [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 **five** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Despite the horrors of the Holocaust, abuses of human rights have continued in the post–World War II era.

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

- Describe examples of human rights abuses in the post–World War II era
- Discuss efforts that the world community has made to eliminate these human rights abuses

Guidelines:

In your essay, be sure to:

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 18, 2002 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Female

Student Sex:

Teacher

School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

- 1..... 26.....
2..... 27.....
3..... 28.....
4..... 29.....
5..... 30.....
6..... 31.....
7..... 32.....
8..... 33.....
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25..... 50.....

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score []

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score []

Final Score (obtained from conversion chart) []

No. Right []

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

Tear Here

Tear Here