

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

**GLOBAL HISTORY
AND GEOGRAPHY**

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

Part I

Answer all questions in this part.

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

1 Studying oral histories, archaeological evidence, and cultural histories are methods most often used by

- (1) economists
- (2) anthropologists
- (3) philosophers
- (4) political scientists

2 When studying ancient civilizations, a geographer would be most interested in looking at

- (1) language as a form of expression
- (2) family structure
- (3) climatic influences on food production
- (4) standards for leadership

3 Most traditional societies are

- (1) closely linked to the natural environment
- (2) located near large urban areas
- (3) organized around complex economic systems
- (4) dependent on manufacturing

4 One way in which the Huang He, the Indus, and the Nile civilizations were similar is that they each

- (1) flourished by trading salt and gold
- (2) developed monotheistic religions
- (3) suffered repeated invasions
- (4) originated in river valleys

5 The Code of Hammurabi and the Twelve Tables were designed to

- (1) create a stable society
- (2) promote peaceful relations with other cultures
- (3) provide a framework for the development of democracy
- (4) emphasize the importance of life after death

6 The terms Brahma, dharma, and moksha are most closely associated with which religion?

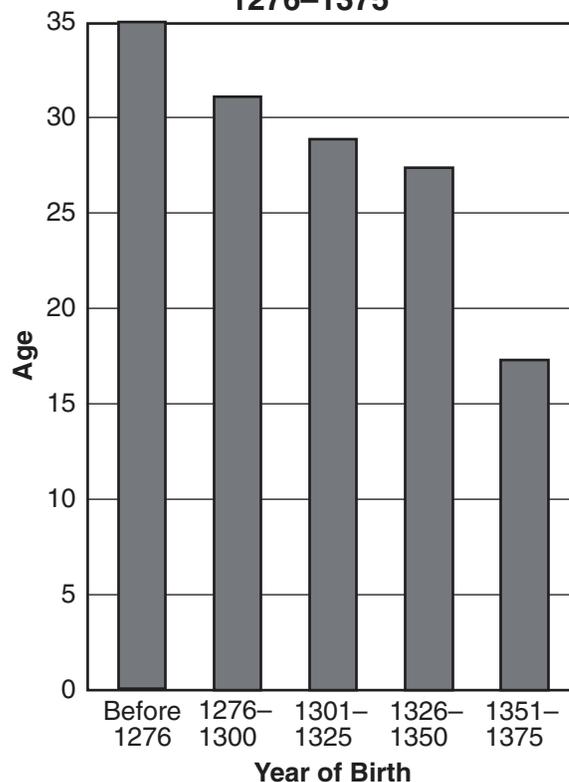
- (1) Judaism
- (2) Islam
- (3) Hinduism
- (4) animism

7 Constantinople became the center of the Byzantine Empire because

- (1) the pope had made it the capital of the Christian world
- (2) it was a religious center for Muslims
- (3) its location made it the crossroads of Europe and Asia
- (4) it was geographically isolated from surrounding empires

Base your answer to question 8 on the graph below and on your knowledge of social studies.

**Life Expectancy in Medieval England
1276–1375**



Source: *World History Strategies*, Glencoe (adapted)

8 The principal cause of the trend in England shown in the graph was

- (1) famine
- (2) disease
- (3) immigration
- (4) a lower birthrate

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

The Mongol Empire 1300



Source: H. Braun, L. Forman, H. Brodsky, *Reviewing Global History and Geography*, AMSCO (adapted)

- 9 The purpose of the Great Wall was to
- (1) protect the Chinese from the nomadic tribes of northern and central Asia
 - (2) supply food from the south to Khanbalik (Beijing)
 - (3) control the flood waters of the Huang He and the Chang Jiang rivers
 - (4) protect the port city of Guangzhou
- 10 Which statement is best supported by the information on this map?
- (1) By 1300, the Mongol Empire had reached the Red Sea.
 - (2) The Mongol Empire controlled India and Japan by 1300.
 - (3) By 1300, most of Europe had been conquered by the Mongols.
 - (4) The Mongol Empire controlled a large portion of Asia by 1300.

- 11 One way in which the code of chivalry in Europe and the code of Bushido in Japan were similar is that both codes were intended to
- (1) help the ruler control his people
 - (2) guide the behavior of a warrior class
 - (3) benefit all the social classes
 - (4) support revolutionary ideas

- 12 Carefully drawn calligraphy, Zen gardens, and the tea ceremony are examples of
- (1) artifacts of Mansa Musa's Timbuktu
 - (2) the accomplishments of the Protestant Reformation
 - (3) early Japanese culture
 - (4) the achievements of Renaissance Florence

13 Which heading would be best for the partial outline below?

- I. _____
- A. Desire to be released from feudal obligations
 - B. Defense of the Holy Land
 - C. Forgiveness of sins
 - D. Desire for wealth from the Middle East

- (1) Reasons for the Reformation
- (2) European Motives for Fighting the Crusades
- (3) Causes of the Fall of the Roman Empire
- (4) Reasons for the Split Between the Eastern and Western Churches

14 During the 1500s, technological advances in navigation, naval engineering, and mapmaking contributed directly to the start of the

- (1) Gupta Empire
- (2) Mongol Empire
- (3) Age of Exploration
- (4) medieval guilds

15 The revival of Greek and Roman culture, the economic growth of Italian city-states in the 1400s, and the development of humanism were aspects of the

- (1) Age of Revolutions
- (2) Protestant Reformation
- (3) spread of Islam
- (4) European Renaissance

16 A direct result of the conquest of Tenochtitlán by Hernán Cortés in 1521 was the

- (1) expulsion of Jews and Muslims from Spain
- (2) establishment of Portuguese trade routes around Africa
- (3) fall of the Aztec Empire
- (4) conquest of the Kush Kingdom

17 The success of the triangular trade system depended on increasing

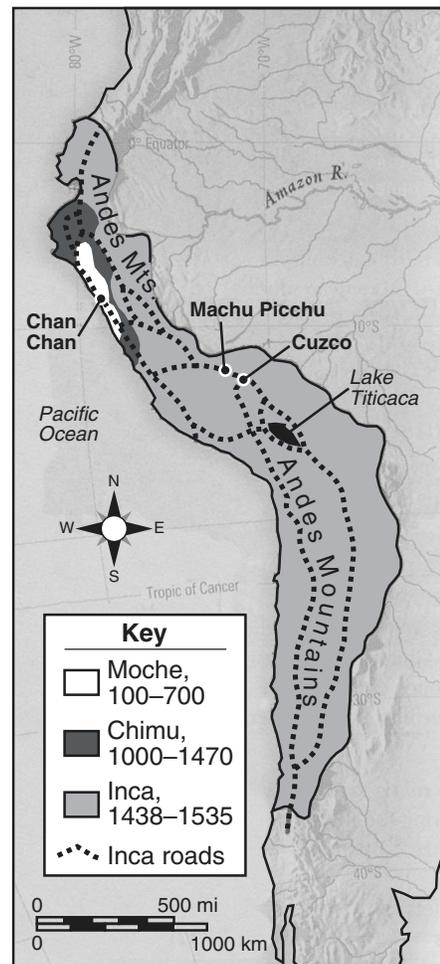
- (1) political independence of the Caribbean nations
- (2) emphasis on free trade in European nations
- (3) slave trade in the Western Hemisphere
- (4) industrialization of the South American colonies

18 The spread of Islam into the kingdoms of Ghana and Mali resulted from

- (1) imperialism
- (2) ethnocentrism
- (3) cultural diffusion
- (4) self-determination

Base your answer to question 19 on the map below and on your knowledge of social studies.

South American Cultures 100–1535



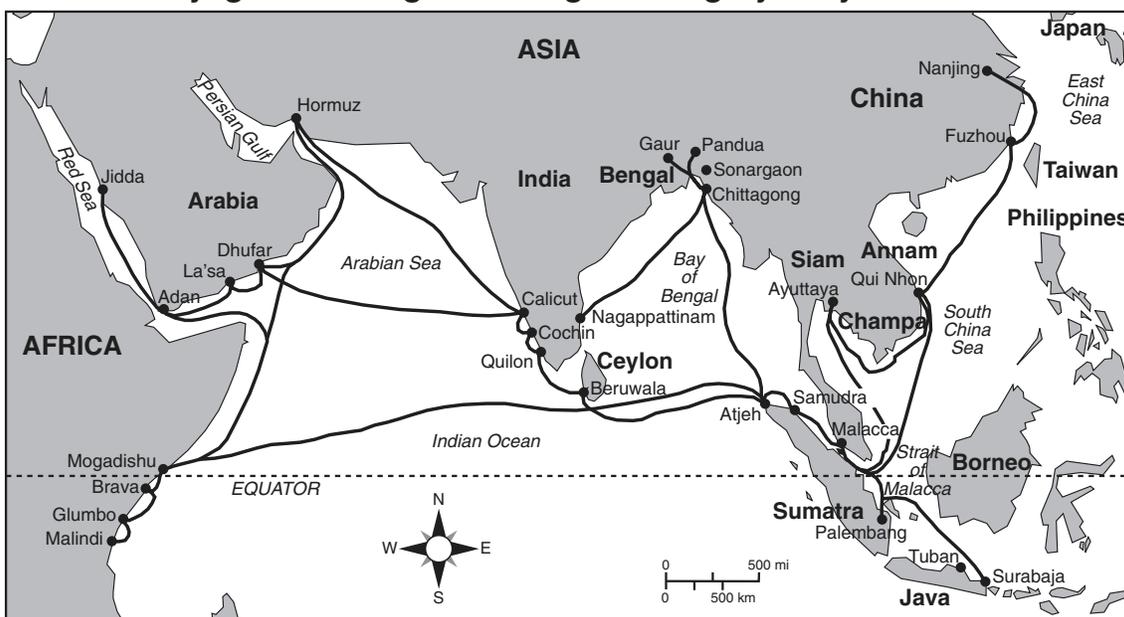
Source: *World History: Patterns of Interaction*, McDougal Littell

19 Which conclusion about Incan society could be drawn from the map?

- (1) An extensive road system connected all parts of the Empire for trade.
- (2) Their trade depended on many seaports.
- (3) Tropical climatic conditions existed throughout the empire.
- (4) A similar language unified the Inca civilization.

Base your answer to question 20 on the map below and on your knowledge of social studies.

Voyages of Zheng He During the Ming Dynasty of China



Source: Harriett Geller and Erwin M. Rosenfeld, *Global Studies, Volume I, Asia, Africa, and Latin America*, Barrons Educational Services, Inc. (adapted)

20 Which conclusion can be made about the Ming dynasty of China as a result of the travels of Zheng He?

- (1) China profited more from African trade than from Asian trade.
- (2) Islam became the dominant religion of China.
- (3) The Ming dynasty established trade routes to Europe.
- (4) Advanced navigation technology was available in China.

21 Which quotation was most likely made by an absolute monarch?

- (1) "The government that governs best, governs least."
- (2) "I am the state."
- (3) "The government must be based on a sound constitution."
- (4) "It is the parliament that must make the laws."

22 The Glorious Revolution in England resulted in the

- (1) strengthening of divine right rule
- (2) formation of a limited monarchy
- (3) weakening of Parliament's power of the purse
- (4) end of civil liberties guaranteed by the Petition of Right

23 One similarity of the Scientific Revolution and the Enlightenment is that both

- (1) had the support of the Roman Catholic Church
- (2) placed great value on traditional beliefs
- (3) emphasized the value of human reasoning
- (4) contributed to the end of feudalism

24 "Americans today, and perhaps to a greater extent than ever before, who live within the Spanish system, occupy a position in society no better than that of serfs destined for labor, or at best they have no more status than that of mere consumers. . . ."

This quotation, written in September 1815, represents the views of

- (1) Martin Luther
- (2) Catherine the Great
- (3) Simón Bolívar
- (4) Adam Smith

25 “If man in the state of nature is free, if he is absolute lord of his own person and possessions, why will he give up his freedom? Why will he put himself under the control of any person or institution? The obvious answer is that rights in the state of nature are constantly exposed to the attack of others. Since every man is equal and since most men do not concern themselves with equity and justice, the enjoyment of rights in the state of nature is unsafe and insecure. Hence each man joins in society with others to preserve his life, liberty, and property.”

— John Locke, *Two Treatises of Government*, 1690

This statement provides support for the

- (1) elimination of laissez-faire capitalism
- (2) formation of government based on a social contract
- (3) continuation of absolute monarchy
- (4) rejection of the natural rights philosophy

26 Which 19th century ideology led to the unification of Germany and of Italy and to the eventual breakup of Austria-Hungary and of the Ottoman Empire?

- (1) imperialism
- (2) nationalism
- (3) liberalism
- (4) socialism

27 “Famine seems to be the last, the most dreadful resource of nature. The power of population is so superior to the power in the earth to provide subsistence for man, that premature death must in some shape or other visit the human race. . . .”

— Thomas Malthus, “Essay on Population,” 1798

This prediction proved to be wrong in part because of increases in

- (1) ethnic cleansing
- (2) farm productivity
- (3) the number of wars
- (4) the number of droughts

Base your answers to questions 28 and 29 on the passage below and on your knowledge of social studies.

“It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it; but as matters stood it was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye. . . .”

— Charles Dickens, *Hard Times*

28 The author of this passage is describing conditions caused by the

- (1) Commercial Revolution
- (2) French Revolution
- (3) Industrial Revolution
- (4) Scientific Revolution

29 Which problem is the subject of this passage?

- (1) economic inequality
- (2) urban pollution
- (3) lack of child labor laws
- (4) poor transportation systems

30 The Meiji Restoration in Japan was prompted in part by

- (1) a fear that Japan would be colonized by western nations
- (2) the failure of Japanese expansion
- (3) the Shogun’s conversion to Christianity
- (4) a desire to stay isolated

31 Growing nationalism and militarism in Europe and the creation of secret alliances were

- (1) reasons for the rise of democracy
- (2) causes of World War I
- (3) requirements for economic development
- (4) reasons for the collapse of communism

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

Defense Estimates of the Great Powers, 1870–1914

(in millions of pounds)

	1870	1880	1890	1900	1910	1914
Germany	10.8	20.4	28.8	41.0	64.0	110.8
Austria-Hungary	8.2	13.2	12.8	13.6	17.4	36.4
France	22.0	31.4	37.4	42.4	52.4	57.4
Great Britain	23.4	25.2	31.4	116.0	68.0	76.8
Italy	7.8	10.0	14.8	14.6	24.4	28.2
Russia	22.0	29.6	29.0	40.8	63.4	88.2

Source: A.J.P. Taylor, *The Struggle for Mastery in Europe: 1848–1918*, Oxford University Press (adapted)

32 Which statement is best supported by the data contained in the table?

- (1) Austria-Hungary could not afford a large military expenditure in 1880.
- (2) France spent the greatest amount of money on defense in 1900.
- (3) Germany rapidly increased its military spending after 1890.
- (4) Great Britain attempted to prepare for a long ground war.

33 The Japanese, the Germans, and the Italians pursued a policy of expansionism before World War II to gain

- (1) natural resources
- (2) warm-water ports
- (3) manufacturing plants
- (4) freedom of the seas

34 Which statement is most accurate concerning the effect of geography on the history of Poland?

- (1) Natural barriers have isolated and protected Poland.
- (2) The northern European Plain has made Poland vulnerable to invasion.
- (3) Mountains have restricted the diffusion of Polish culture.
- (4) The absence of seaports has limited Polish economic growth

35 The Japanese invasion of Manchuria in 1931 and Hitler's rebuilding of the German military in 1935 demonstrate the

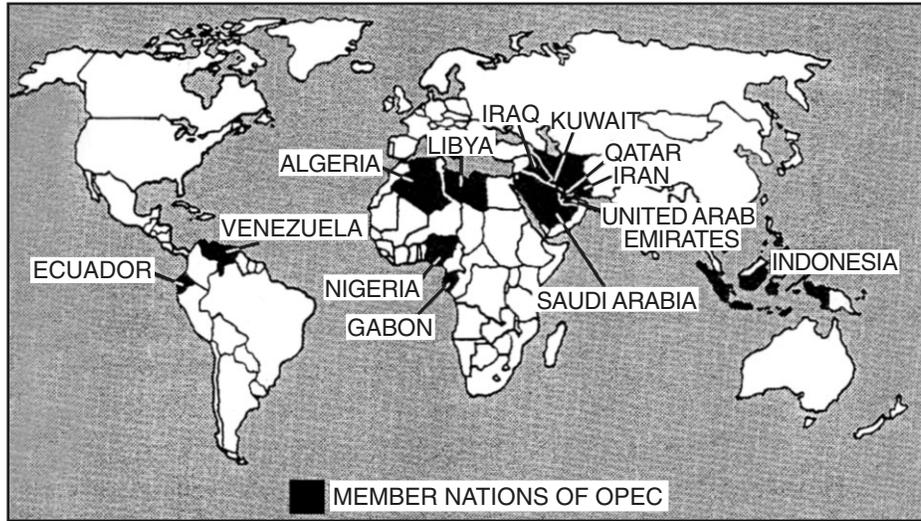
- (1) success of defensive alliances
- (2) fear of communist expansion
- (3) support for the Treaty of Versailles
- (4) failure of the League of Nations

36 Which action illustrates the concept of genocide?

- (1) the British negotiating peace with Adolf Hitler during the 1938 Munich Conference
- (2) Adolf Hitler and Joseph Stalin signing a nonaggression pact in 1939
- (3) the Nazi armies eliminating the Jews and other groups as part of Adolf Hitler's Final Solution
- (4) German generals plotting against Adolf Hitler

Base your answers to questions 37 and 38 on the map below and on your knowledge of social studies.

Member Nations of OPEC



Source: Killoran, Zimmer, and Jarret, *The Key to Understanding Global History*, Jarret Publishing

37 According to the map, which region of the world has the greatest number of nations belonging to the Organization of Petroleum Exporting Countries (OPEC)?

- (1) Middle East
- (2) Southern Africa
- (3) North America
- (4) Southeast Asia

38 The potential power of the member nations in OPEC lies in their

- (1) political influence in tropical regions
- (2) control of access to important religious sites
- (3) military control over strategic waterways
- (4) economic influence over industrialized nations

39 The purpose of the Marshall Plan was to

- (1) restore Japanese economic development
- (2) provide military aid to Middle Eastern allies
- (3) assure nationalist success in the Chinese civil war
- (4) provide for economic recovery in Western Europe

40 The Truman Doctrine, Korean War, crisis in Guatemala, and Soviet invasion of Afghanistan were all

- (1) reasons for the Industrial Revolution
- (2) examples of Japanese imperialism
- (3) events of the Cold War
- (4) causes of World War II

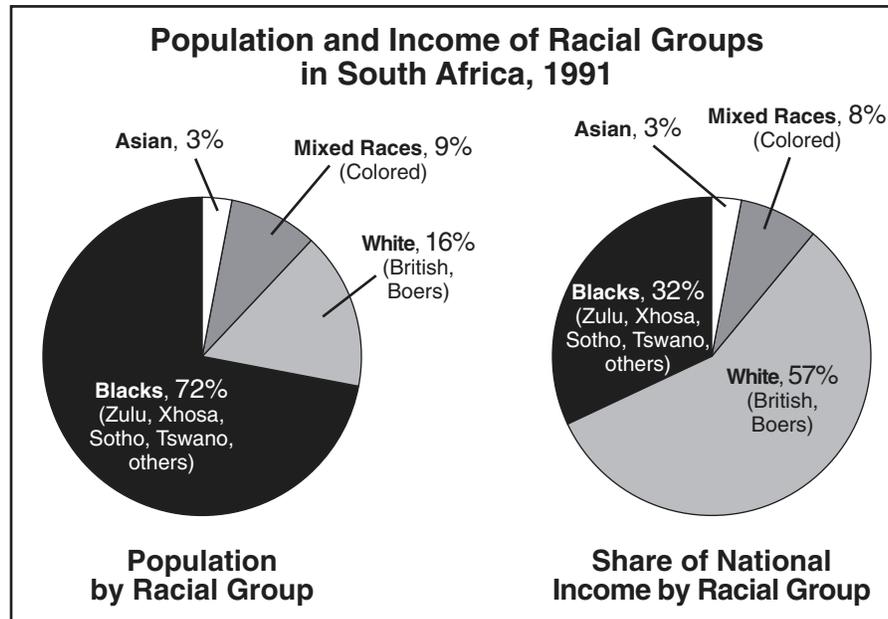
41 Mikhail Gorbachev instituted the policies of glasnost and perestroika to

- (1) reinforce the basic economic principles of communism
- (2) bring the Soviet Union into the European Economic Community
- (3) reform the Soviet Union politically and economically
- (4) gain acceptance for free political elections

42 During the late 20th century, in which area did deforestation become a serious problem?

- (1) Great European Plain
- (2) Amazon Basin
- (3) Deccan Plateau
- (4) Great Rift Valley

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



Source: Killoran, Zimmer, and Jarrett, *The Key to Understanding Global History*, Jarrett Publishing Co.

- 43 The best conclusion that can be drawn from these graphs is that in 1991
- (1) the Boers outnumbered the British in South Africa
 - (2) the black population has decreased due to emigration
 - (3) Asians controlled a greater proportion of income in comparison to their population
 - (4) whites continued to control the largest amount of income after the end of apartheid

Base your answer to question 44 on the statements below that appeared in a newspaper in 1998.

“In response to the nuclear tests, people in New Delhi took to the streets lighting firecrackers, thanking Hindu gods, and crying out, ‘Bharat Mata Jai!’ (Victory to Mother India).”

“President Bill Clinton decided tonight to impose economic sanctions on India’s government for detonating three underground nuclear explosions.”

- 44 Which statement is supported by these two news excerpts?
- (1) India is falling behind in the race to develop nuclear weapons.
 - (2) The United States officially supports India’s nuclear weapons program.
 - (3) People in India and the United States have reacted very differently to India’s nuclear test.
 - (4) India’s development of nuclear weapons will improve chances for peace in the region.

45 The problems created by the deterioration of the Earth’s ozone layer and increases in the amounts of acid rain suggest a worldwide need for

- (1) rapid industrialization of developing economies
- (2) better health-care programs
- (3) nuclear-powered electric generating facilities
- (4) stricter pollution regulations

46 Since the 1960s, famine in many parts of the world has been reduced by

- (1) increased urbanization
- (2) global warming
- (3) laissez-faire capitalism
- (4) the Green Revolution

47 Which title best completes this partial outline?

I. _____

- A. Mass starvation in Ireland (1845–1850)
- B. Partition of India (1947)
- C. Latin Americans seeking jobs in the United States (post–World War II)
- D. Ethnic cleansing in the Balkans (1990s)

- (1) Causes of Global Migrations
- (2) Causes of Industrialization
- (3) Reasons for Colonialism
- (4) Reasons for Cultural Borrowing

48 *Developments in European History*

- A Protestant Reformation
- B Feudal Period
- C Industrial Revolution
- D Neolithic Revolution

Which set of events is listed in the correct chronological order?

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

49 Mahatma Gandhi and Jomo Kenyatta were similar in that both

- (1) supported colonial policies
- (2) sought to gain independence from Great Britain
- (3) led a worldwide boycott of British goods
- (4) used violent revolution to achieve their aims

50 • Sunnis and Shiites have different views about who should lead the Muslim faith.

- Today some Hindus follow caste rules more closely than others do.
- Most Buddhists belong to one of two main sects.
- Christianity is practiced by both Catholics and Protestants.

Which generalization is supported by the information in these four statements?

- (1) In many religions, a range of beliefs often exists.
- (2) A belief in a god is common to all religions.
- (3) A hierarchy of leadership exists in all religions.
- (4) Religion is becoming less important to people.

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **describe** means “to illustrate something in words or tell about it”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”
- (d) **compare and contrast** means “to express similarities and differences”

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

Throughout history, political revolutions had many causes. These revolutions affected society and led to many changes. The changes may or may not have resolved the problems that caused the revolutions.

Task:

Choose **one** political revolution from your study of global history and geography and:

- Explain the **causes** of the revolution
- Describe the **effects** this political revolution had on society
- Evaluate whether the **changes** that resulted from the political revolution resolved the problems that caused it

You may use any example from your study of global history, but **do not use the American Revolution**. Some suggestions you might wish to consider include the French Revolution (1789), Mexican Revolution (1910), Russian Revolution (1917), Chinese Revolution (1949), Cuban Revolution (1959), or Iranian Revolution (1979).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

NAME _____

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Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

The geographic factors of location and availability of resources have affected the history of Great Britain and Japan.

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:

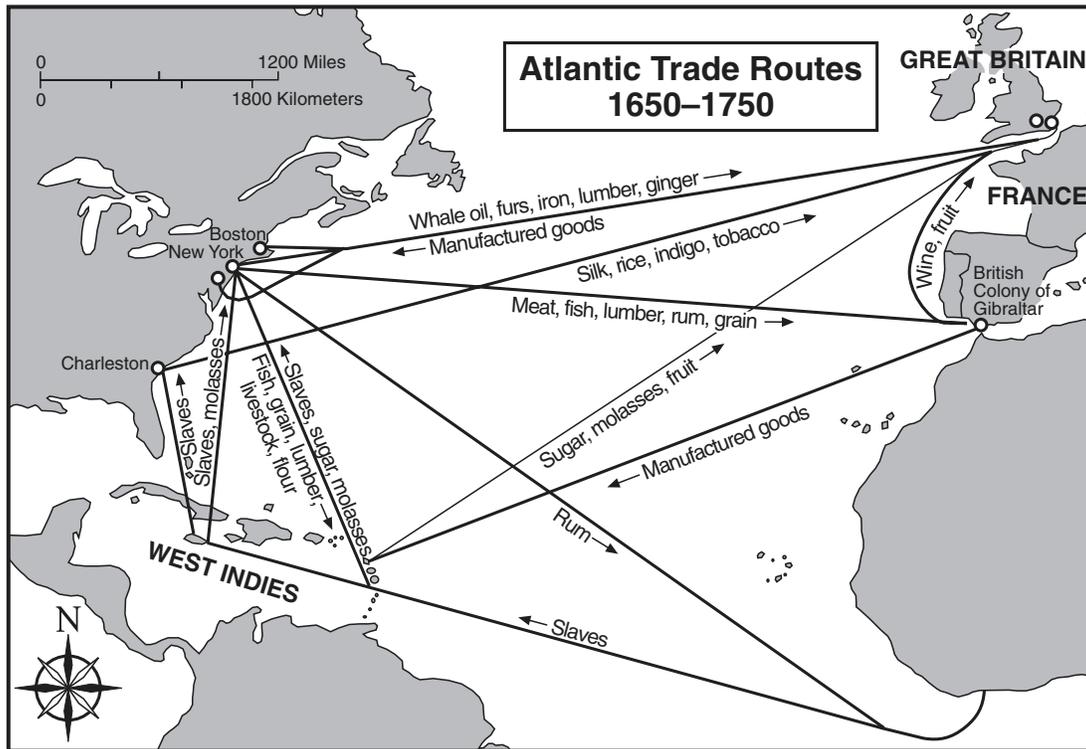
- Compare and contrast the effect of geographic factors such as location and availability of resources on the political and economic development of Great Britain and Japan

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



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice-Hall (adapted)

1 What did Great Britain export along the Atlantic trade routes? [1]

Score

Document 2

In comparing the advantages of England for manufactures with those of other countries, we can by no means overlook the excellent commercial position of the country — intermediate between the north and south of Europe; and its insular situation [island location], which, combined with the command of the seas, secures our territory from invasion or annoyance. The German ocean, the Baltic, and the Mediterranean are the regular highways for our ships; and our western ports command an unobstructed [clear] passage to the Atlantic, and to every quarter [part] of the world.

Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, A.M. Kelly

2 Based on this document, identify **two** ways England has benefited from its location. [2]

(1) _____

(2) _____

Score

Document 3

. . .England, however, has grown great in both respects. She is both a great colonial power and a great industrial power. And she has been fortunate in possessing the natural conditions necessary to success.

For industry and commerce, no less than the command of the seas, are limited by natural conditions. Modern manufactures cluster round coal-fields, where power can be had cheaply; the possession of good harbours is essential to maritime trade; a country where broad and gently-flowing rivers act as natural canals will have advantages in internal communications over a country broken up by mountain ranges. . . . When we recognize that England is rich in these advantages, that she has coal and iron lying close together, that her sheep give the best wool, that her harbours are plentiful, that she is not ill-off for rivers, and that no part of the country is farther than some seventy miles from the sea, we have not said all. . . .

Source: George T. Warner, *Landmarks in English Industrial History*, Blackie & Son Limited

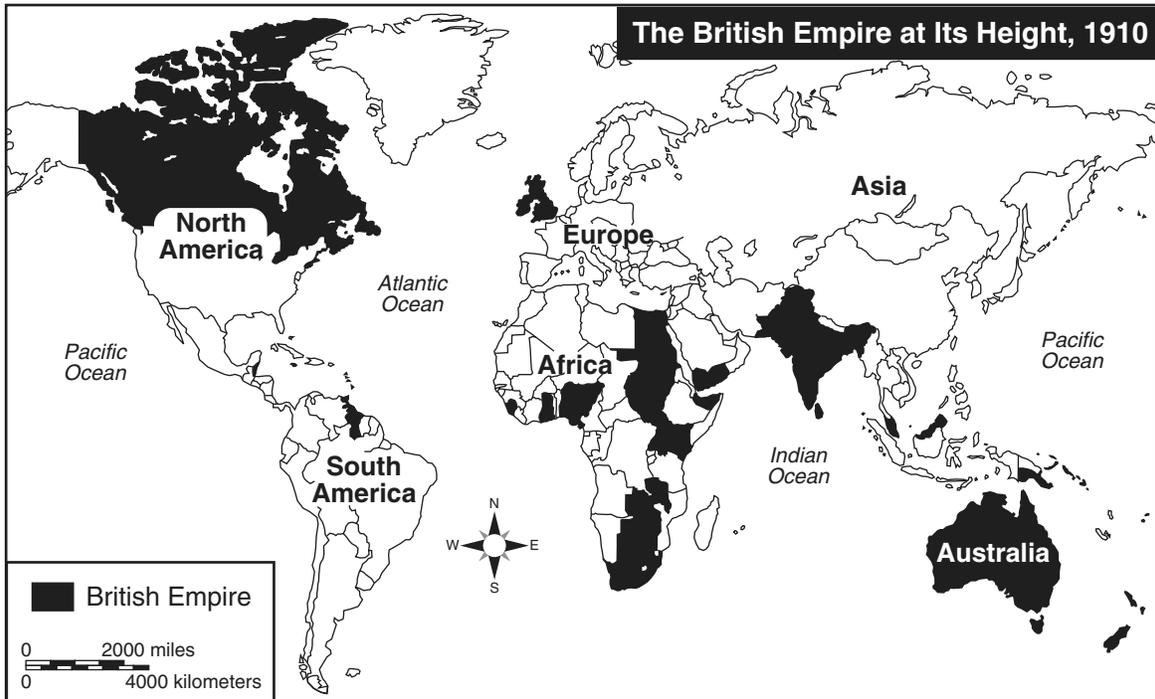
3 According to this document, what are **two** ways Great Britain has benefited from its geography? [2]

(1) _____

(2) _____

Score

Document 4



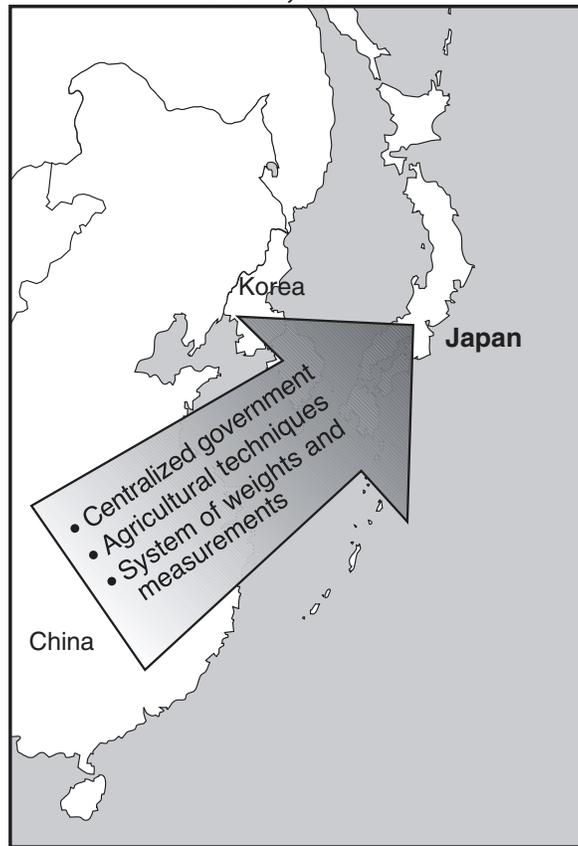
Source: Roger Beck and Linda Black et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

4 What does this map show about the extent of the British Empire in 1910? [1]

Score

Document 5

Cultural Diffusion from China
500–1,000 AD



5a What effect did Japan's location have on cultural diffusion from China? [1]

Score

b Identify **one** cultural contribution to Japanese society that came from China. [1]

Score

Document 6

. . .The geographical features of Japan have much in common with those of ancient Hellas [Greece]. In both there is the same combination of mountain, valley, and plain, [and] a deeply indented coastline, with its bays, peninsulas, and islands off the coast. Few places inland are far removed from the mountains, and none are really distant from the sea. . . .

The land was on all sides well protected, and yet also open to the sea; and in each case, too, there was free access for commerce and civilisation from early times. . . .

The deeply indented coastline of Japan provides a number of excellent harbours on the Pacific coast, and its shores abound in fish of all kinds, the rich supplies of which have for centuries constituted one of the chief articles of food of the people. The fishing industries have helped to provide Japan with a recruiting-ground for one of the strongest and most formidable navies of modern times. . . .

Source: Walter Weston, "The Geography of Japan in Its Influence on the Character of the Japanese People," in *The Japan Society of London, Transactions and Proceedings, XX* (1922–1923)

6 Based on this document, identify **two** ways geography affected the development of Japan. [2]

(1) _____

(2) _____

Score

Document 7

. . .The [Meiji] Restoration found Japan [1868–1912] practically an agricultural country, purely and simply. There were few, if any, industries of importance. The agriculturists [farmers] produced sufficient food to supply the nation, and Japan was in every sense self-supporting. Even the taxes were paid in rice, and farmers were ranked far higher than merchants. History showed the Japanese, however, that it is very difficult to maintain a high standard of national greatness when the revenue of the land and the prosperity of the people depends absolutely upon the fall of rain or the hours of sunshine. . . .

Besides the necessity, there was an additional reason to be found in the knowledge that industrial growth would add enormously to the power of the nation, not only in the Far East, but among European countries. It was recognized that industrial and commercial development was a much surer guarantee of greatness than military power, and that the conquest of markets was more efficacious [effective] than the destruction of armies and navies. In this proficiency Japan desired to be the England of the East

Source: Alfred Stead, *Great Japan: A Study of National Efficiency*, John Lane Company

7a Identify **one** feature of Japanese economic life before the Meiji Restoration. [1]

Score

b Identify **one** way in which the Meiji Restoration changed economic life in Japan. [1]

Score

Document 8



Source: Elisabeth Gaynor Ellis and Anthony Esler, *World History Connections to Today: The Modern Era*, Prentice-Hall (adapted)

8 Based on the information provided by this map, state **one** reason Japan would want to acquire Korea and Manchuria. [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

The geographic factors of location and availability of resources have affected the history of Great Britain and Japan.

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

- Compare and contrast the effect of geographic factors such as location and availability of resources on the political and economic development of Great Britain and Japan

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

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Male

Student Sex: 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.

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
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- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

No. Right

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

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

Signature _____

Tear Here

Tear Here

Tear Here

Tear Here