

# REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 13, 2007 — 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 questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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

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

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

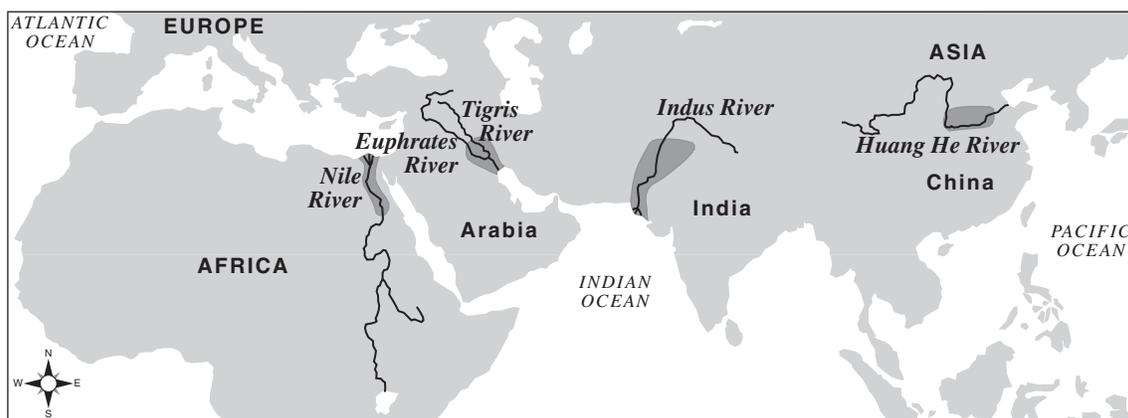
**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

## Part I

Answer all questions in this part.

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

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



Source: Charles F. Gritzner, *Exploring Our World, Past and Present*, D. C. Heath and Company (adapted)

1 The main purpose of this map is to illustrate the location of

- (1) overseas trade routes
- (2) early belief systems
- (3) river valley civilizations
- (4) burial sites of ancient rulers

2 Which social scientist specializes in studying issues such as the scarcity of resources and availability of goods?

- (1) anthropologist
- (2) sociologist
- (3) economist
- (4) archaeologist

3 Which feature would most likely be shown on a physical map?

- (1) population density
- (2) vegetation zones
- (3) climate
- (4) mountain ranges

4 Which society practiced direct democracy?

- (1) ancient Athens
- (2) dynastic China
- (3) Gupta Empire
- (4) early Egypt

5 The caste system in India was characterized by

- (1) toleration for various religious beliefs
- (2) equality between men and women
- (3) a lack of social mobility
- (4) the right of people to choose their occupations

6 Which belief is most closely associated with the philosophy of Confucianism?

- (1) nirvana
- (2) reincarnation
- (3) prayer
- (4) filial piety

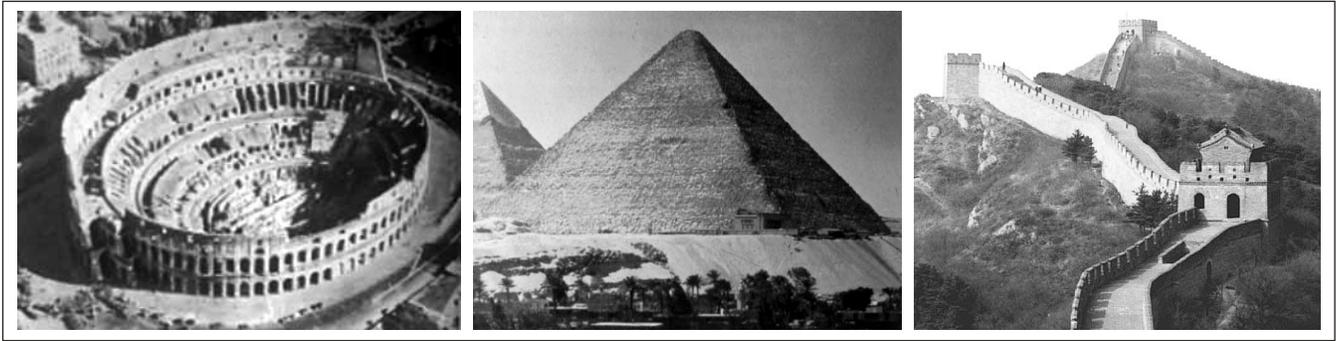
7 What was one result of large armies traveling great distances during the Crusades?

- (1) Europe's population severely declined.
- (2) Democracy in the Middle East grew.
- (3) Cultural diffusion increased.
- (4) Slavery was eliminated.

8 Constantinople was a thriving city in the 1200s mainly because of its location on a major trade route between

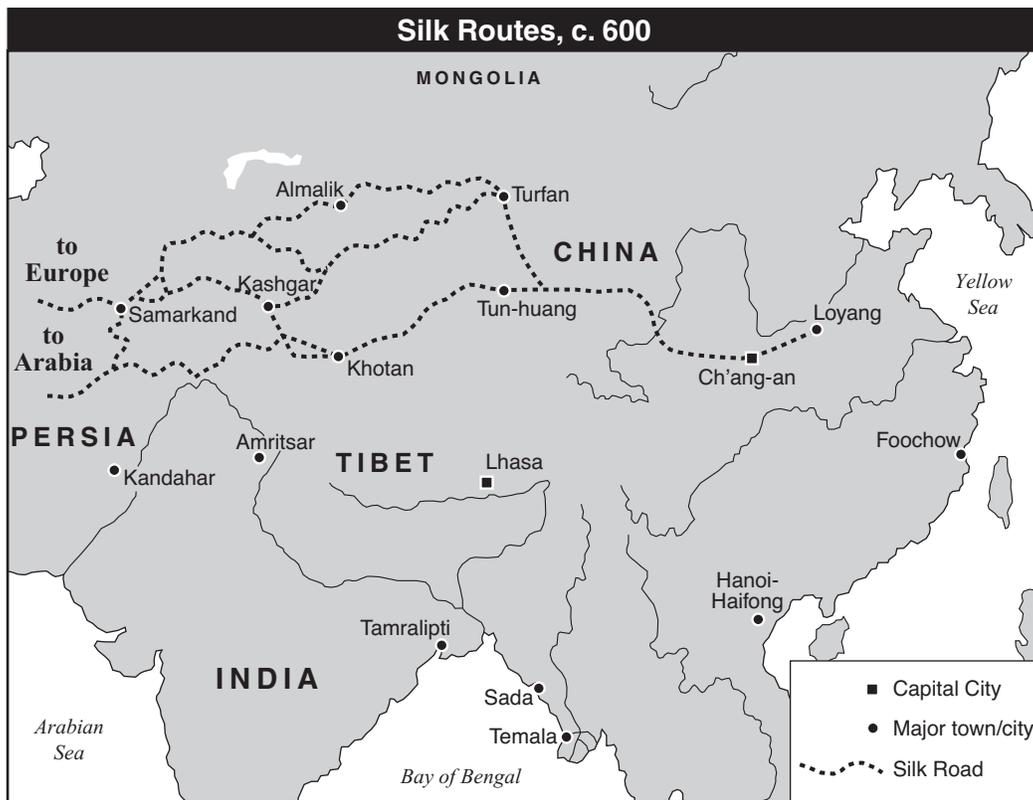
- (1) China and southern Africa
- (2) the Atlantic Ocean and the Baltic Sea
- (3) the Inca Empire and the Aztec Empire
- (4) Asia and eastern Europe

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



- 9 These architectural achievements best indicate that
- (1) advanced technology existed in early civilizations
  - (2) religion was of little importance
  - (3) entertainment was important to these ancient societies
  - (4) trade routes existed between China and the Americas
- 

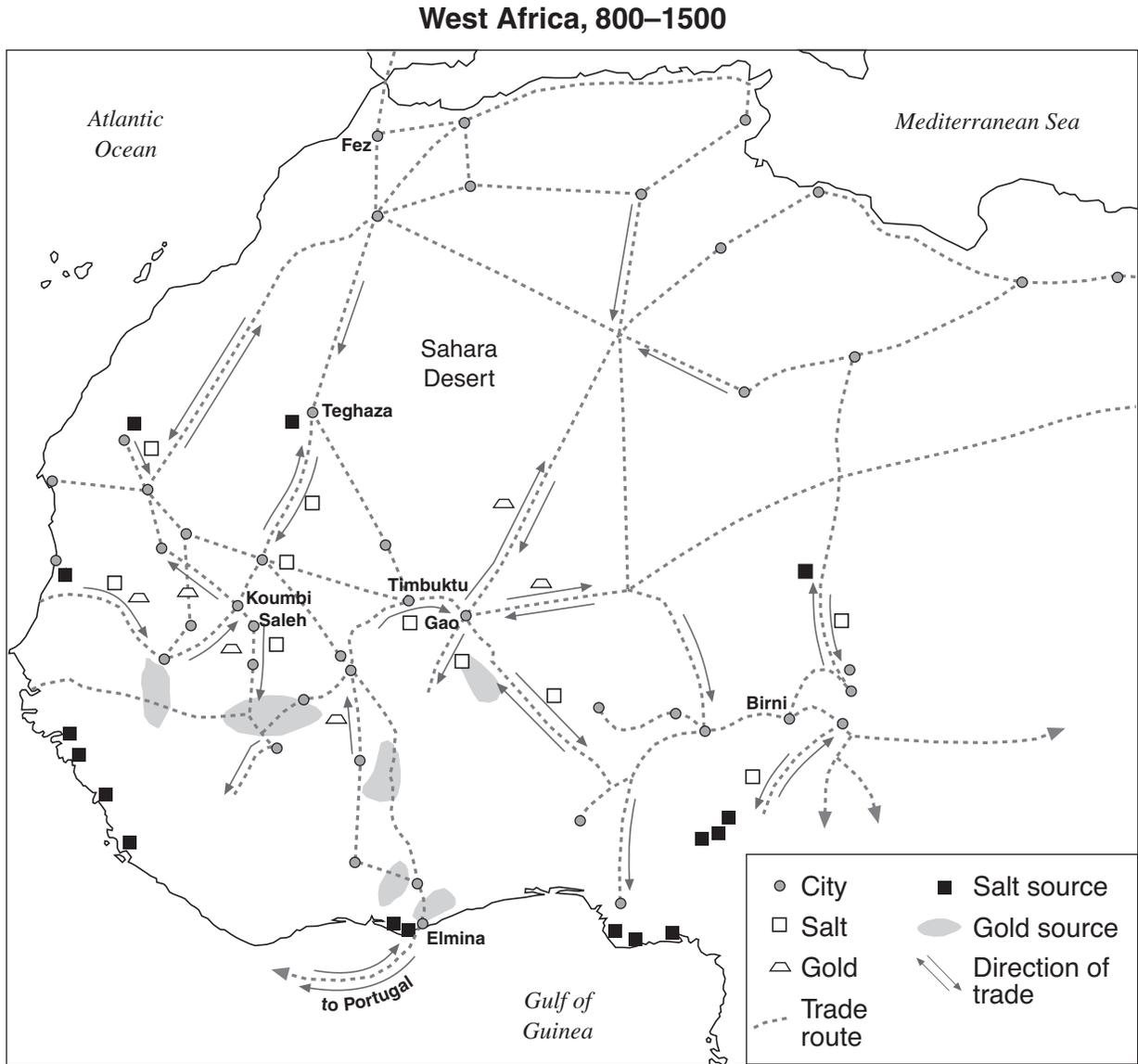
Base your answer to question 10 on the map below and on your knowledge of social studies.



Source: *Asian History on File*, Facts on File, The Diagram Group (adapted)

- 10 This map shows that the Silk Road
- (1) crossed both Africa and Asia
  - (2) was located primarily in Asia
  - (3) followed a single route
  - (4) started in Khotan

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



11 Based on the map, which conclusion can best be drawn about this region?

- (1) The Sahara Desert acted as a barrier to trade.
- (2) Rivers served as the primary trade routes for the entire region.
- (3) The economy of the region was influenced by extensive trade connections.
- (4) Goods from the Gulf of Guinea were exchanged directly with English cities.

12 The terms *Bushido*, *samurai*, and *daimyo* are most closely associated with which group in Japanese history?

- (1) emperors
- (2) warriors
- (3) peasants
- (4) merchants

13 In 1453, the Ottoman Empire rose to power by defeating the

- (1) Holy Roman Empire
- (2) European crusaders
- (3) Byzantine Empire
- (4) Mongol invaders

Base your answers to questions 14 and 15 on the map below and on your knowledge of social studies.



Source: *American History, Historical Outline Map Book*, Prentice Hall (adapted)

14 Which letter identifies the region in the Andes Mountains where many Inca settlements were located?

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

15 The letter C indicates an area of Latin America that was colonized mostly by the

- (1) Dutch (3) English  
(2) Portuguese (4) French

16 • Pope Leo authorizes the sale of indulgences, 1515  
• Martin Luther posts the Ninety-five Theses, 1517

These events are most closely associated with the

- (1) Protestant Reformation  
(2) Crusades  
(3) Age of Reason  
(4) Puritan Revolution

17 One contribution that John Locke made to Enlightenment philosophy was the idea that

- (1) absolute monarchies should continue  
(2) the punishment should fit the crime  
(3) individual rights should be denied  
(4) governments should be based on the consent of the people

18 What was a major result of the Glorious Revolution?

- (1) Napoleon was restored to power.  
(2) England further limited its monarchy.  
(3) Oliver Cromwell became the leader of England.  
(4) The Spanish Armada was defeated.

19 A study of the revolutions in Latin America in the 19th century would show that

- (1) religion was a major cause of the conflicts  
(2) Spanish-born peninsulares led most of the Latin American uprisings  
(3) nationalism had little influence on the outcome  
(4) events in North America and Europe influenced Latin Americans

20 A major reason the Industrial Revolution began in England was that England possessed

- (1) a smooth coastline  
(2) abundant coal and iron resources  
(3) many waterfalls  
(4) numerous mountain ranges

21 What was an immediate result of the mass starvation in Ireland in the late 1840s?

- (1) expansion of the Green Revolution to Ireland  
(2) acceptance of British rule by the Irish  
(3) migration of many Irish to other countries  
(4) creation of a mixed economy in Ireland

22 Which individual is associated with the phrase *blood and iron* as related to the unification of Germany?

- (1) Otto von Bismarck  
(2) Giuseppe Garibaldi  
(3) Kaiser Wilhelm II  
(4) Count Camillo di Cavour

23 Which statement would Social Darwinists most likely support?

- (1) Universal suffrage is a basic human right.
- (2) Political equality strengthens the effectiveness of government.
- (3) Stronger groups have the right to rule and control weaker groups.
- (4) Public education should be guaranteed to all members of a society.

24 One similarity between the Sepoy Mutiny and the Boxer Rebellion is that they

- (1) opposed European imperialism
- (2) ended an established dynasty
- (3) resulted in the redistribution of land
- (4) instituted communist governments

25 What was a direct result of World War I?

- (1) Nicholas II was named czar of Russia.
- (2) Germany lost its colonies in Africa and Asia.
- (3) Archduke Franz Ferdinand was assassinated by a terrorist.
- (4) The Ottoman Empire expanded.

26 Which statement about both the Bolshevik Revolution in Russia and the rise of fascism in Germany and Italy is accurate?

- (1) Economic conditions led to political change.
- (2) Industrialization hindered national development.
- (3) Goals were achieved by peaceful means.
- (4) Communist ideals fueled both movements.

27 The term *appeasement* is best defined as

- (1) an attempt to avoid conflict by meeting the demands of an aggressor
- (2) a period of peace and prosperity, resulting in cultural achievement
- (3) a declaration of war between two or more nations
- (4) an agreement removing economic barriers between nations

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



Source: Peter Stearns et al.,  
*World Civilizations: The Global Experience*,  
Pearson Longman (adapted)

28 What is the best title for this map?

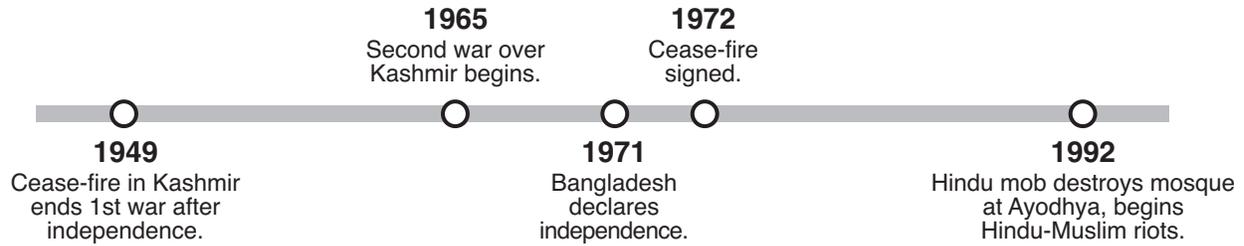
- (1) Dominance of Manchukuo
- (2) Japanese Imperial Expansion
- (3) East Asian Trade Routes
- (4) Natural Resources of China and Japan

29 **“Mussolini Attacks Ethiopia” (1935)**  
**“Germany Takes the Rhineland Back” (1936)**  
**“Germany and Russia Divide Poland” (1939)**

These headlines might be used to illustrate the weakness of the

- (1) United Nations
- (2) Congress of Vienna
- (3) Warsaw Pact
- (4) League of Nations

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



30 Which nations have been most directly involved in the events illustrated in this time line?

- (1) Mongolia and China
- (2) India and Pakistan
- (3) Burma and Thailand
- (4) Cambodia and Laos

31 Which communist nation is most closely associated with the leadership of Ho Chi Minh and the surrender of Saigon?

- (1) North Korea
- (2) Soviet Union
- (3) Vietnam
- (4) People's Republic of China

32 A similarity between the Polish group Solidarity in 1980 and the Chinese protesters in Tiananmen Square in 1989 is that both groups

- (1) supported movements for democracy
- (2) succeeded in ending communism
- (3) encouraged military occupation by the Soviet Union
- (4) favored increases in military spending

33 The status of Hong Kong changed in July 1997 when the city

- (1) was returned to China
- (2) was closed to international trade
- (3) became an independent nation
- (4) adopted a capitalist economy

34 Mikhail Gorbachev's reforms of perestroika and glasnost resulted in

- (1) an era of world peace and Soviet prosperity
- (2) conditions that helped lead to the breakup of the Soviet Union
- (3) a successful transition to a command economy in Russia
- (4) censorship of the news media in Russia

35 The governments of Augusto Pinochet, Saddam Hussein, and Slobodan Milosevic are examples of

- (1) absolute monarchies
- (2) oppressive regimes
- (3) democratic republics
- (4) Islamic theocracies

36 One way in which wars, religious conflict, and natural disasters are similar is that these situations may result in

- (1) the mass migration of people
- (2) economic stability
- (3) an increase in life expectancy
- (4) global warming

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

. . . Above all, we want equal political rights, because without them our disabilities will be permanent. I know this sounds revolutionary to the Whites in this country, because the majority of voters will be Africans. This makes the White man fear democracy.

But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all. It is not true that the enfranchisement [right to vote] of all will result in racial domination. Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another. The ANC [African National Congress] has spent half a century fighting against racialism. When it triumphs it will not change that policy. . . .

— Nelson Mandela, Speech at Rivonia Trial, 1964

37 This passage describes the opposition of the African National Congress to the

- (1) revival of colonialism
- (2) rivalries between tribes
- (3) practice of apartheid
- (4) introduction of a coalition government

38 Which generalization can be supported by this passage?

- (1) Racism has disappeared in South Africa.
- (2) The African National Congress has changed its social goals.
- (3) Giving the vote to black Africans will result in racial domination.
- (4) Nelson Mandela opposed political division based on color.

39 Kim Jong Il and Fidel Castro are 21st-century leaders who believe in the ideas of

- (1) Karl Marx
- (2) Adam Smith
- (3) Siddhartha Gautama
- (4) Jean-Jacques Rousseau

Base your answers to questions 40 and 41 on the cartoon below and on your knowledge of social studies.



Source: Jeff Koterba, *Omaha World Herald*, 2003 (adapted)

40 What is the main idea of this 2003 cartoon?

- (1) There are problems to resolve on the road to peace.
- (2) Colin Powell has removed the stumbling blocks to peace.
- (3) Both groups have reached agreement on the road map for peace.
- (4) The road to peace has been carefully mapped.

41 This 2003 cartoon illustrates the struggle between Palestinians and

- (1) Iraqis
- (2) Hamas
- (3) Egyptians
- (4) Israelis

42 Which heading best completes the partial outline below?

- I. \_\_\_\_\_
- A. Unification of Italy
  - B. Formation of the Indian National Congress
  - C. Founding of the Muslim League
  - D. Breakup of Austria-Hungary

- (1) Tensions of the Cold War
- (2) Effects of Nationalism
- (3) Causes of World War II
- (4) Results of Economic Revolutions

- 43 A. Crusades  
 B. Fall of the Roman Empire  
 C. Golden Age of Greece  
 D. Renaissance

Which sequence of letters places these events in the correct chronological order?

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

- 44 One way in which Asoka, Mansa Musa, and Suleiman the Magnificent are similar is that they
- (1) established republics  
 (2) led nationalist movements  
 (3) ruled during times of prosperity  
 (4) discouraged scientific advancements

Base your answers to questions 45 and 46 on the passage below and on your knowledge of social studies.

. . . The power of God can be felt in a moment from one end of the world to the other: the royal power acts simultaneously throughout the kingdom. It holds the whole kingdom in position just as God holds the whole world.

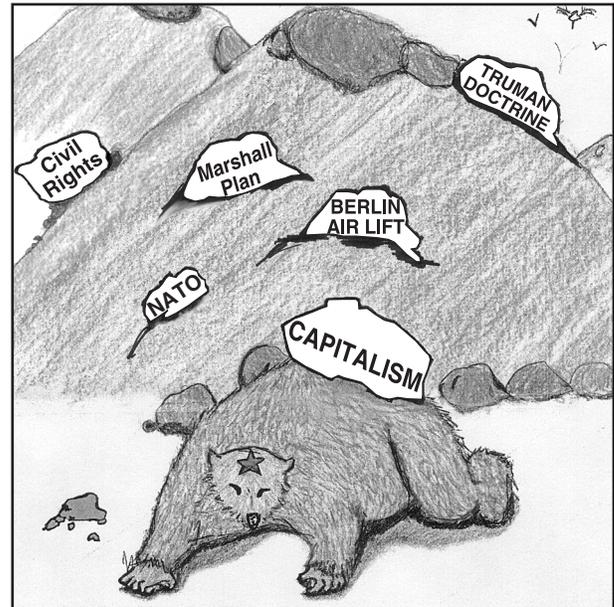
If God were to withdraw his hand, the entire world would return to nothing: if authority ceases in the kingdom, all lapses into confusion. . . .

— Bishop Jacques-Benigne Bossuet

- 45 This passage describes the idea of
- (1) divine right rule  
 (2) parliamentary democracy  
 (3) Marxism  
 (4) totalitarianism
- 46 Which historical era is most closely associated with this passage?
- (1) Industrial Revolution  
 (2) Agricultural Revolution  
 (3) Age of Imperialism  
 (4) Age of Absolutism

Base your answer to question 47 on the cartoon below and on your knowledge of social studies.

**Capitalism Will Crush Russia!**



Source: Student Artwork, Shaneekwa Miller, Fashion Industries High School (adapted)

- 47 Which period of history is depicted in this cartoon?
- (1) Industrial Revolution  
 (2) Age of Enlightenment  
 (3) Age of Imperialism  
 (4) Cold War
- 
- 48 Which situation best illustrates the concept of isolationism?
- (1) The Spanish government required that gold found in its colonies be brought directly to Spain.  
 (2) Japan closed its ports to trade with other nations.  
 (3) France, Germany, Belgium, and Great Britain negotiated to divide various areas of Africa into colonies.  
 (4) The British ruled much of India through the control of local rulers.

49 “Bombardment, barrage, curtain-fire, mines, gas, tanks, machine-guns, hand-grenades — words, words, but they hold the horror of the world.”

— Erich Maria Remarque,  
*All Quiet on the Western Front*

This quotation best describes the effects of the

- (1) technological developments used during World War I
- (2) formation of alliances in World War II
- (3) tension between the superpowers during the Cold War
- (4) protests against reforms during the Indian independence movement

50 One similarity in the leadership of Simón Bolívar and Jomo Kenyatta is that both leaders

- (1) promoted European control over the Americas
- (2) became religious leaders of their countries
- (3) controlled large areas of land in the Americas
- (4) fought for independence from European control

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: Political Change**

Often, governments implement policies in an attempt to change society.

**Task:**

Choose **one** example from global history where a government attempted to change society and

- Describe the change the government wanted to bring about
- Explain why the government wanted to make this change
- Describe **one** specific policy the government used to try to bring about this change
- Discuss the extent to which this change was achieved

You may use any example of governmental change from your study of global history. Some suggestions you might wish to consider include efforts to strengthen the Empire of Mali under Mansa Musa, Reformation in England under Henry VIII, westernization of Russia under Peter the Great, Reign of Terror during the French Revolution under Robespierre, Meiji Restoration in Japan under the Emperor Meiji, modernization of Turkey under Atatürk, five-year plans in the Soviet Union under Joseph Stalin, fascism in Italy under Benito Mussolini, and oil policies in Venezuela under Hugo Chávez. **Although you are not limited to these suggestions, you may not use communism under Mao Zedong or Deng Xiaoping as your example of governmental change.**

**Do not use an example of governmental change in the United States as 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

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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 III

#### DOCUMENT-BASED QUESTION

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

#### Historical Context:

Throughout history, different economic systems have influenced specific nations, regions, and peoples. These systems include **manorialism** during the Middle Ages in Western Europe, **mercantilism** during the Age of Exploration, and **communism** in post–World War II China.

**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

Choose **two** of the economic systems mentioned in the historical context and for **each**

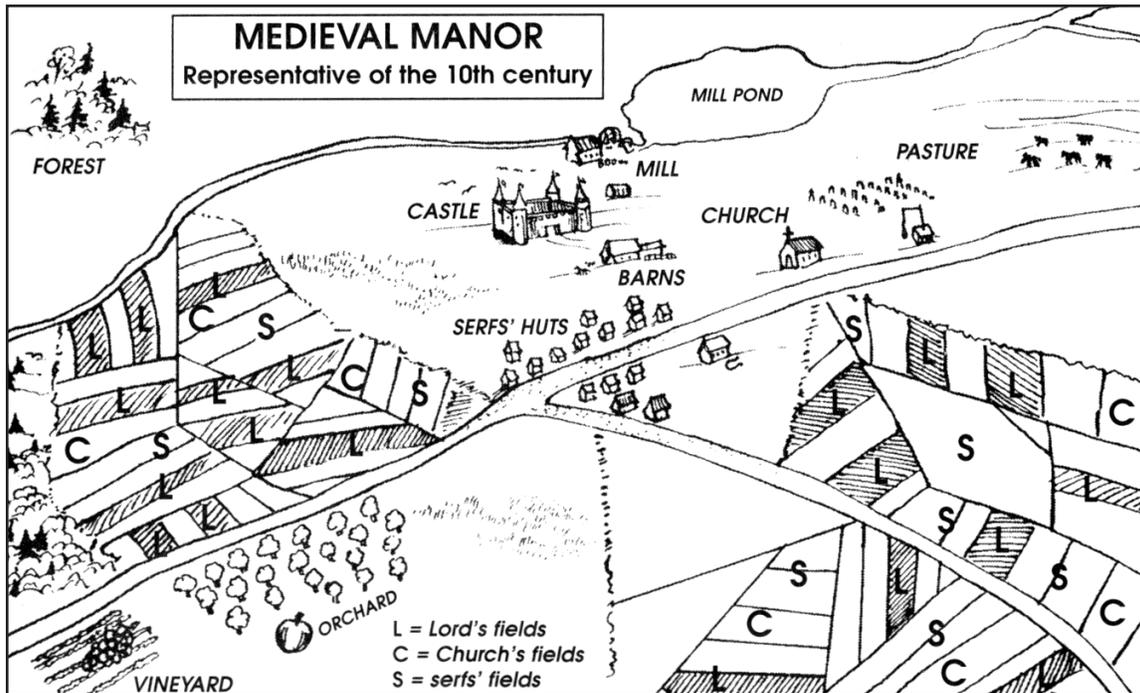
- Describe the characteristics of the economic system
- Discuss the impact of the economic system on a specific nation **or** region **or** on a group of people

## 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: Kime and Stich, *Global History and Geography*, STARReview, N & N Publishing Company

1 Based on this diagram, state **one** economic characteristic of the medieval manor. [1]

Score

## Document 2

Tenants on a manor owed services to their lord. Some of these services are listed below.

. . . To carry manure for two days, with a cart and two oxen, receiving food as before [3 meals each day];

To find a man to mow for two days receiving food as above; it is estimated that he can mow 1 1/2 acres in the two days;

To gather and lift the hay so mown, receiving 2 meals for one man;

To carry the lord's hay for one day with a cart and three of the tenant's own beasts, receiving 3 meals as before;

To carry beans or oats for two days in the autumn, and wood for two days in the summer, in the same manner and with the same food as before; . . .

Source: S. R. Scargill-Bird, ed., *Custumals of Battle Abbey in the Reigns of Edward I and Edward II (1283–1312)*, The Camden Society (adapted)

2a Based on the *Custumals of Battle Abbey*, state **one** benefit the lord received under manorialism. [1]

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Score

b Based on the *Custumals of Battle Abbey*, state **one** benefit that tenants received under manorialism. [1]

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Score

### Document 3

. . . Of necessity, the manor was a self-sufficient economic unit in view of the overwhelming difficulties of transportation in the period. International trade was carried on only to serve the demands of the wealthy, and it was largely in the hands of aliens [different peoples]—Greeks, Jews, Moslems. Local society made almost no use of money. To the extent that local exchange was carried on, it was conducted by barter. The small amount of international trade precluded [ruled out] the need for gold coinage. The Carolingians minted only silver coins, which were all that was usually necessary when the smallest silver coin could buy a cow. When gold coins were needed, Byzantine and Moslem currency was used. . . .

Source: Norman F. Cantor, *The Civilization of the Middle Ages*, Harper Perennial

3 According to Norman Cantor, what are **two** ways manorialism influenced the economy of Europe? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

Document 4

The Mercantilist Argument for Colonial Expansion



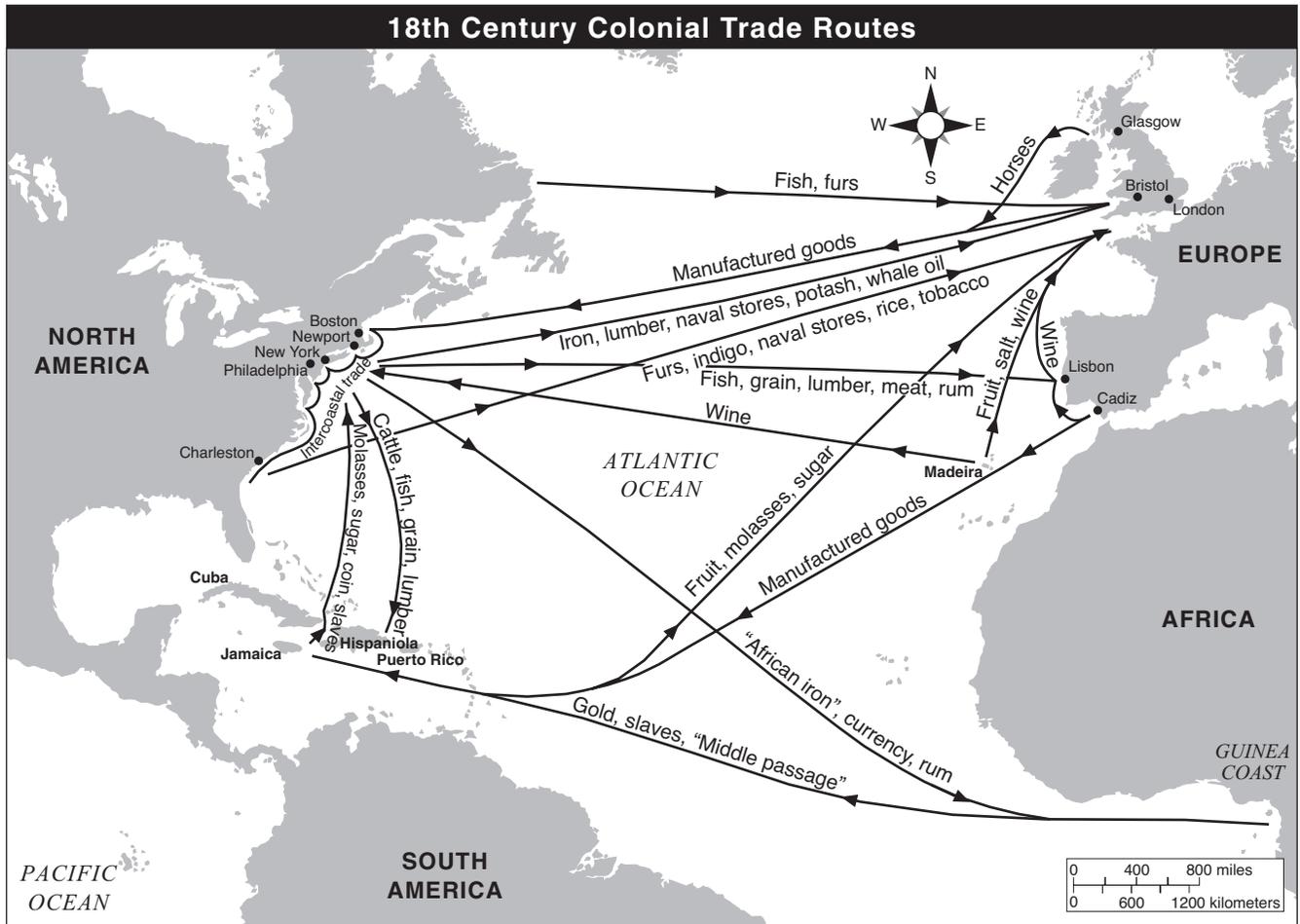
Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)

4 According to this cartoon by Philip Dorf, what is **one** characteristic of mercantilism from the perspective of the mother country? [1]

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Score

Document 5



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

5 Based on this map, state **one** effect of the Atlantic trade. [1]

Score

## Document 6

This is an excerpt from a letter written in 1559 by Michele Soriano about Spain's interactions with its colonies in the Americas.

. . . From New Spain are obtained gold and silver, cochineal, (little insects like flies,) from which crimson dye is made, leather, cotton, sugar and other things; but from Peru nothing is obtained except minerals. The fifth part of all that is produced goes to the king, but since the gold and silver is brought to Spain and he has a tenth part of that which goes to the mint and is refined and coined, he eventually gets one-fourth of the whole sum, which fourth does not exceed in all four or five hundred thousand ducats, although it is reckoned not alone at millions, but at millions of pounds. Nor is it likely that it will long remain at this figure, because great quantities of gold and silver are no longer found upon the surface of the earth, as they have been in past years; and to penetrate into the bowels of the earth requires greater effort, skill and outlay, and the Spaniards are not willing to do the work themselves, and the natives cannot be forced to do so, because the Emperor has freed them from all obligation of service as soon as they accept the Christian religion. Wherefore it is necessary to acquire negro slaves [enslaved Africans], who are brought from the coasts of Africa, both within and without the Straits, and these are selling dearer [more expensive] every day, because on account of their [enslaved Africans'] natural lack of strength and the change of climate, added to the lack of discretion [care] upon the part of their masters in making them work too hard and giving them too little to eat, they fall sick and the greater part of them die. . . .

Source: Merrick Whitcomb, ed., "The Gold of the Indies — 1559," *Translations and Reprints from the Original Sources of European History*, The Department of History of the University of Pennsylvania

6 According to Michele Soriano, what is **one** influence that gold and silver had on Spain? [1]

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Score

## Document 7

This is an excerpt from Chapter 1, General Principles, of the 1954 “Constitution of the People’s Republic of China.”

**Article 1** The People’s Republic of China is a people’s democratic state led by the working class and based on the alliance of workers and peasants. . . .

**Article 6** The state sector of the economy is the socialist sector owned by the whole people. It is the leading force in the national economy and the material basis on which the state carries out socialist transformation. The state ensures priority for the development of the state sector of the economy.

All mineral resources and waters, as well as forests, undeveloped land and other resources which the state owns by law, are the property of the whole people.

**Article 7** The co-operative sector of the economy is either socialist, when collectively owned by the masses of working people, or semi-socialist, when in part collectively owned by the masses of working people. Partial collective ownership by the masses of working people is a transitional form by means of which individual peasants, individual handicraftsmen and other individual working people organize themselves in their advance towards collective ownership by the masses of working people. . . .

Source: *Constitutions of Asian Countries*, N. M. Tripathi Private

- 7 Based on these articles from the “Constitution of the People’s Republic of China,” state **two** characteristics of the communist economic system in China. [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

## Document 8

In an attempt to break with the Russian model of Communism and to catch up with more advanced nations, Mao proposed that China should make a “great leap forward” into modernisation. He began a militant Five Year Plan to promote technology and agricultural self-sufficiency. Overnight, fertile rice fields were ploughed over, and factory construction work began. Labour-intensive methods were introduced and farming collectivised on a massive scale. The campaign created about 23,500 communes, each controlling its own means of production. But former farmers had no idea how to actually use the new factories and what was once fertile crop land went to waste on a disastrous scale. The Great Leap Forward was held responsible for famine in 1960 and 1961. Twenty million people starved, and Mao Zedong withdrew temporarily from public view.

Source: BBC News, Special Reports, China's Communist Revolution

8 Based on this BBC News article, what is **one** effect the Great Leap Forward had on China's economy? [1]

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Score

## Document 9

This is an excerpt from the speech “We Shall Speed Up Reform” given by Deng Xiaoping on June 12, 1987.

. . . China is now carrying out a reform. I am all in favour of that. There is no other solution for us. After years of practice it turned out that the old stuff didn't work. In the past we copied foreign models mechanically, which only hampered [blocked] the development of our productive forces, induced [caused] ideological rigidity and kept people and grass-roots units from taking any initiative. We made some mistakes of our own as well, such as the Great Leap Forward and the “cultural revolution” [Mao's policies], which were our own inventions. I would say that since 1957 our major mistakes have been “Left” ones. The “cultural revolution” was an ultra-Left mistake. In fact, during the two decades from 1958 through 1978, China remained at a standstill. There was little economic growth and not much of a rise in the people's standard of living. How could we go on like that without introducing reforms? So in 1978, at the Third Plenary Session of the Eleventh Central Committee, we formulated a new basic political line: to give first priority to the drive for modernization and strive to develop the productive forces. In accordance with that line we drew up a series of new principles and policies, the major ones being reform and the open policy. By reform we mean something comprehensive, including reform of both the economic structure and the political structure and corresponding changes in all other areas. By the open policy we mean both opening to all other countries, irrespective [regardless] of their social systems, and opening at home, which means invigorating [quicken] the domestic economy. . . .

Source: Deng Xiaoping, *Fundamental Issues in Present-Day China*, Foreign Languages Press, 1987

9 According to Deng Xiaoping, what were **two** ways Mao Zedong's economic policies influenced China? [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:

Throughout history, different economic systems have influenced specific nations, regions, and peoples. These systems include **manorialism** during the Middle Ages in Western Europe, **mercantilism** during the Age of Exploration, and **communism** in post–World War II China.

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

Choose **two** of the economic systems mentioned in the historical context and for **each**

- Describe the characteristics of the economic system
- Discuss the impact of the economic system on a specific nation **or** region **or** on a group of people

#### Guidelines:

##### In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* 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, including an introduction and conclusion that are beyond a restatement of the theme

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The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 13, 2007 — 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.....
9..... 34.....
10..... 35.....
11..... 36.....
12..... 37.....
13..... 38.....
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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.

Tear Here

Signature

Tear Here

Tear Here