

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2008 — 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 announcement below and on your knowledge of social studies.

Discovery OF Ancient Relics.

A Full, True, and Interesting Account of that Remarkable and Important Discovery made yesterday in taking down the old houses in the Castle-hill, when there was found a box containing several Ancient Coins, a Massy Gold Ring, an old fashioned Dirk, and a Wonderful Prophecy made in the year 1550, respecting great events which are to happen this present year.

Source: Broadside published in Edinburgh, Scotland, 1831 (adapted)

1 Which term best describes the items mentioned in this announcement?

- (1) icons
- (2) fossils
- (3) artifacts
- (4) replicas

2 One way in which South Korea, Saudi Arabia, and India are geographically similar is that each is located on

- (1) an island
- (2) an archipelago
- (3) an isthmus
- (4) a peninsula

3 Which statement represents a characteristic of democracy?

- (1) Religious leaders control government policy.
- (2) Citizens are the source of power in government.
- (3) The government limits the thoughts and actions of the people.
- (4) The laws of the government are made by influential military officers.

4 The Bantu cleared the land, then fertilized it with ashes. When the land could no longer support their families, the Bantu moved further south. By 1110 B.C., the Bantu had spread their rich culture throughout central and southern Africa.

Which agricultural technique is described in this passage?

- (1) irrigation
- (2) terrace farming
- (3) slash-and-burn
- (4) crop rotation

5 Which ancient civilization is associated with the Twelve Tables, an extensive road system, and the poets Horace and Virgil?

- (1) Babylonian
- (2) Greek
- (3) Phoenician
- (4) Roman

6 The term *feudalism* is best defined as a

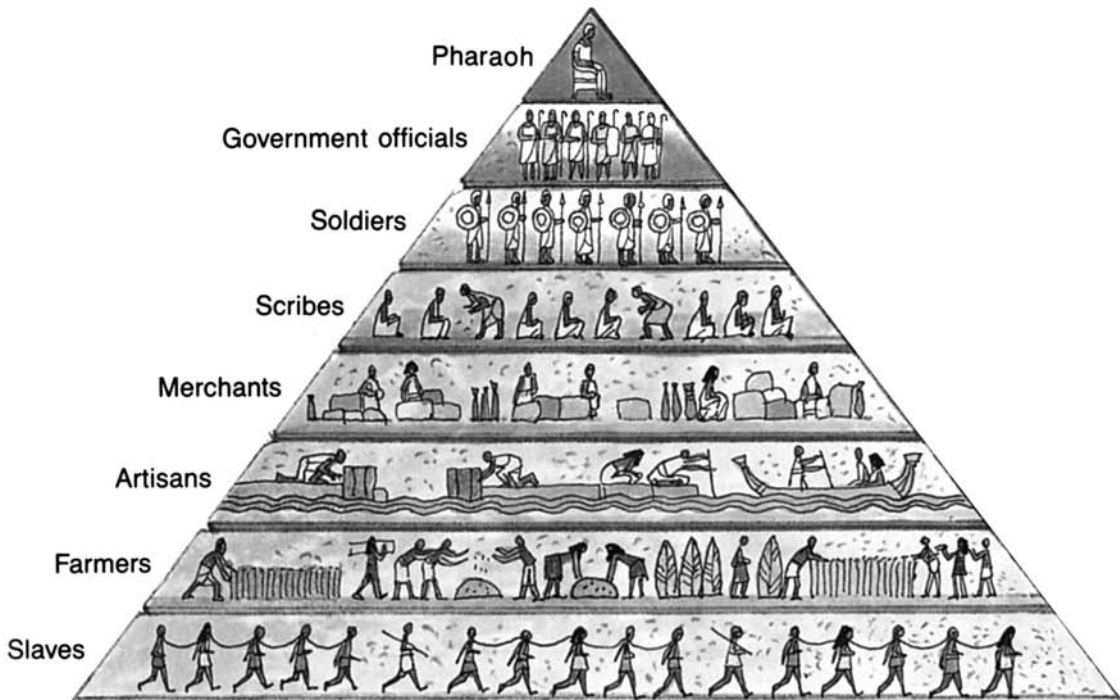
- (1) holy war between Christians and Muslims
- (2) process in which goods are traded for other goods
- (3) division of political power between three separate branches
- (4) system in which land is exchanged for military service and loyalty

7 Which title best completes the partial outline below?

- I. _____
- A. Incorporation of European and Arabic ideas in architecture
 - B. Preservation of Greco-Roman ideas
 - C. Spread of Orthodox Christianity into Russia
 - D. Development of Justinian Code

- (1) Age of Discovery
- (2) Byzantine Empire
- (3) Persian Empire
- (4) Crusades

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



Source: Barry K. Beyer et al., *The World Around Us: Eastern Hemisphere*, MacMillan Publishing (adapted)

- 8 Based on the information in this illustration, which statement about the society of ancient Egypt is accurate?
- (1) The women had equal status to the men.
 - (2) The social structure was hierarchical.
 - (3) Social mobility was unrestricted.
 - (4) Soldiers outnumbered farmers.

9 Which statement about the Mongol Empire is accurate?

- (1) The Mongols developed a highly technological society that emphasized formal education.
- (2) European monarchies became a model for the early Mongol governments.
- (3) Pax Mongolia led to regional stability, increasing trade on the Silk Road.
- (4) The Mongols adopted Roman Catholicism as the official religion of the empire.

10 Which period in European history is most closely associated with Leonardo da Vinci, Michaelangelo, William Shakespeare, and Nicolaus Copernicus?

- (1) Early Middle Ages
- (2) Renaissance
- (3) Age of Absolutism
- (4) Enlightenment

11 What was one of the primary reasons for the spread of the bubonic plague?

- (1) increase in trade
- (2) colonization of the Americas
- (3) development of the manorial system
- (4) economic decline

12 Which situation is considered a cause of the other three?

- (1) Religious unity declines throughout Europe.
- (2) The Catholic Counter-Reformation begins.
- (3) The power of the Roman Catholic Church decreases.
- (4) Martin Luther posts the Ninety-five Theses.

Base your answer to question 13 on the table below and on your knowledge of social studies.

Population of the Largest Medieval Cities in 1250 and 1450

The 10 largest cities in 1250		The 10 largest cities in 1450	
1	Hangchow 320,000	1	Peking 600,000
2	Cairo 300,000	2	Vijayanagar 455,000
3	Fez 200,000	3	Cairo 380,000
4	Kamakura 200,000	4	Hangchow 250,000
5	Pagan 180,000	5	Tabriz 200,000
6	Paris 160,000	6	Canton 175,000
7	Peking 140,000	7	Granada 165,000
8	Canton 140,000	8	Nanking 150,000
9	Nanking 130,000	9	Paris 150,000
10	Marrakesh 125,000	10	Kyoto 150,000

Source: Tertius Chandler, *Four Thousand Years of Urban Growth*, St. David's University Press (adapted)

13 Which statement can best be supported by the information in this table?

- (1) The population of Paris increased between 1250 and 1450.
- (2) The populations of Cairo and Nanking were higher in 1250 than in 1450.
- (3) The population of most large cities exceeded one million people in 1450.
- (4) The population of Peking increased more than the population of Canton between 1250 and 1450.

Base your answer to question 14 on the passage below and on your knowledge of social studies.

It would be wrong to call the Ottoman Empire a purely Islamic state. It was not. It was a state that claimed some kind of an attachment, some kind of allegiance to Islam, but combined it with other forms of heritage from the Byzantine tradition or from the Turkic tradition that did not really correspond to Islam. So they always had this very, very pragmatic approach to Islam.

— Professor Ethem Eldem, Bogazici University, NPR News, *All Things Considered*, August 18, 2004

14 This author is suggesting that during the Ottoman Empire

- (1) religion was mingled with historic traditions
- (2) most people belonged to minority religions
- (3) rulers tried to separate politics from religion
- (4) rulers operated under a strict set of laws

- 15 • Foreign rulers were overthrown.
- Admiral Zheng He established trade links.
- Civil service exams were reinstated.

These events in history occurred during the rule of the

- (1) Mughal dynasty in India
- (2) Abbasid dynasty in the Middle East
- (3) Ming dynasty in China
- (4) Tokugawa shogunate in Japan

16 What was the primary economic policy used by the Spanish with their Latin American colonies?

- (1) embargoes
- (2) tariffs
- (3) boycotts
- (4) mercantilism

17 In *Two Treatises of Government*, John Locke wrote that the purpose of government was to

- (1) keep kings in power
- (2) regulate the economy
- (3) expand territory
- (4) protect natural rights

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



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

- 18 Which generalization is best supported by the information on this map?
- (1) No trade occurred between East Africa and the Persian Gulf region.
 - (2) The monsoon winds influenced trade between East Africa and India.
 - (3) Trading states developed primarily in the interior of East Africa.
 - (4) Trade encouraged the spread of Islam from East Africa to Arabia.

Base your answer to question 19 on the summaries of the “New Laws” quoted below and on your knowledge of social studies.

. . . Art. 31. All Indians held in encomienda by the viceroys, by their lieutenants, royal officers, prelates, monasteries, hospitals, religious houses, mints, the treasury, etc., are to be transferred forthwith to the Crown. . . .

Art. 38. Lawsuits involving Indians are no longer to be tried in the Indies, or by the Council of the Indies, but must be pleaded before the King himself. . . .

— New Laws issued by Emperor Charles V, 1542–1543

- 19 One purpose of these laws was to
- (1) reduce local authority and increase central control
 - (2) increase religious authority and limit secular influences
 - (3) guarantee citizenship to Indians while supporting traditional practices
 - (4) promote economic development while expanding political rights for Indians
-
- 20 One major effect of Napoleon’s rule of France was that it led to
- (1) an increase in the power of the Roman Catholic Church
 - (2) massive emigration to the Americas
 - (3) trade agreements with Great Britain
 - (4) a restoration of political stability
- 21 Which idea is most closely associated with laissez-faire economics?
- (1) communes
 - (2) trade unionism
 - (3) subsistence agriculture
 - (4) free trade
- 22 In the 19th century, a major reason for Irish migration to North America was to
- (1) gain universal suffrage
 - (2) avoid malaria outbreaks
 - (3) flee widespread famine
 - (4) escape a civil war

- 23 A major goal of both the Sepoy Mutiny in India and the Boxer Rebellion in China was to
- (1) rid their countries of foreigners
 - (2) expand their respective territories
 - (3) receive international military support
 - (4) restore an absolute monarch to the throne
- 24 Early exploration of Africa by Europeans was hindered by the
- (1) lack of natural resources in Africa
 - (2) alliances between African kingdoms
 - (3) isolationist policies of European monarchs
 - (4) many different physical features of Africa
- 25 Which action taken by the Meiji government encouraged industrialization in 19th-century Japan?
- (1) building a modern transportation system
 - (2) limiting the number of ports open to foreign trade
 - (3) forcing families to settle on collective farms
 - (4) establishing a system of trade guilds
- 26 One goal of the League of Nations was to
- (1) promote peaceful relations worldwide
 - (2) stimulate the economy of Europe
 - (3) bring World War I to an end
 - (4) encourage a strong alliance system
- 27 • Five-year plans
• Collectivization of agriculture
• Great Purge
- Which individual is associated with all these policies?
- (1) Adolf Hitler
 - (2) Joseph Stalin
 - (3) Deng Xiaoping
 - (4) Jawaharlal Nehru
- 28 Japan's invasion of Manchuria, Italy's attack on Ethiopia, and Germany's blitzkrieg in Poland are examples of
- (1) military aggression
 - (2) appeasement
 - (3) containment
 - (4) the domino theory
- 29 Which statement about the worldwide Depression of the 1930s is a fact rather than an opinion?
- (1) Political leaders should have prevented the Depression.
 - (2) Germany was hurt more by the Treaty of Versailles than by the Depression.
 - (3) The economic upheaval of the Depression had major political effects.
 - (4) World War I was the only reason for the Depression.
- 30 Which group was accused of violating human rights in the city of Nanjing during World War II?
- (1) Americans
 - (2) Chinese
 - (3) Japanese
 - (4) Germans
- 31 One way in which the Hitler Youth of Germany and the Red Guard of China are similar is that both organizations
- (1) required unquestioning loyalty to the leader
 - (2) helped increase religious tolerance
 - (3) hindered imperialistic goals
 - (4) led pro-democracy movements
- 32 • French intent to recolonize Indo-China after World War II
• United States desire to prevent the spread of communism
• United States support for the French in Southeast Asia
- These ideas are most closely associated with the
- (1) causes of the conflict in Vietnam
 - (2) reasons for the Nationalist settlement of Taiwan
 - (3) factors that led to the Korean War
 - (4) results of the Marshall Plan
- 33 Which country is most closely associated with the terms *pass laws*, *homelands*, and *white minority rule*?
- (1) El Salvador
 - (2) South Africa
 - (3) Iran
 - (4) Israel

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



Mahatma Gandhi demonstrating cotton-spinning on his own *charka* in Mirzapur, 1925.

Source: Stanley Wolpert, *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*, Oxford University Press

- 34 During the Indian independence movement, the activity shown in this photograph inspired the Indian people to
- (1) stop buying British goods
 - (2) reject Muslim rule
 - (3) join the Indian army
 - (4) expand British textile manufacturing

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

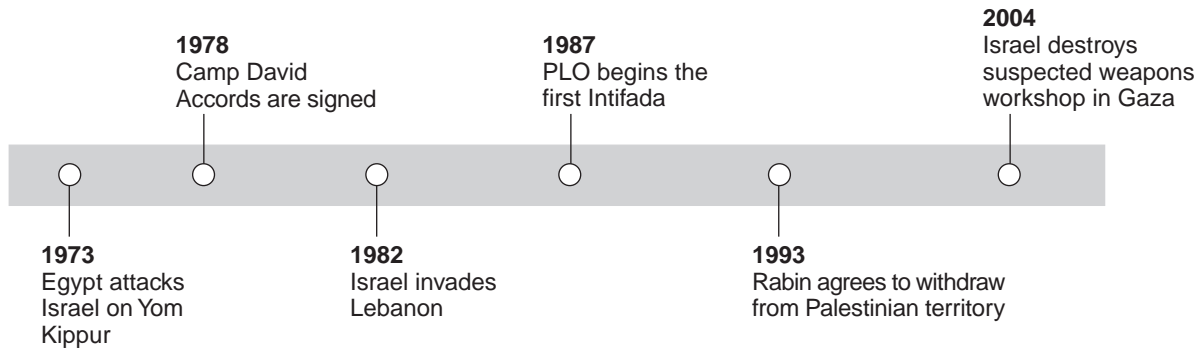
. . . (1) Internally, arouse the masses of the people. That is, unite the working class, the peasantry, the urban petty bourgeoisie and the national bourgeoisie, form a domestic united front under the leadership of the working class, and advance from this to the establishment of a state which is a people's democratic dictatorship under the leadership of the working class and based on the alliance of workers and peasants.

(2) Externally, unite in a common struggle with those nations of the world which treat us as equals and unite with the peoples of all countries. That is, ally ourselves with the Soviet Union, with the People's Democracies and with the proletariat and the broad masses of the people in all other countries, and form an international united front. . . .

Source: Mao Tse-Tung [Mao Zedong], *Selected Works*, Volume Five, 1945–1949, New York International Publishers

- 35 In this passage, Mao Zedong is suggesting that China
- (1) create a government under the leadership of industrialists
 - (2) give up its independence and become a part of the Soviet Union
 - (3) rely on the United Nations for economic aid
 - (4) join with the Soviet Union as a partner in communism
- 36 In this passage, Mao Zedong is using the ideas of
- (1) Thomas Malthus
 - (2) Adam Smith
 - (3) Karl Marx
 - (4) Jiang Jieshi (Chiang Kai-Shek)

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



37 Which conclusion can be drawn from this time line?

- (1) Israel withdrew from the Camp David Accords.
- (2) The Palestinian army is superior to the Israeli army.
- (3) Long-lasting peace in the Middle East has been difficult to achieve.
- (4) Neighboring countries have not been involved in the Arab-Israeli conflict.

38 The destruction of the Berlin Wall and the breakup of the Soviet Union signify the

- (1) end of the Cold War
- (2) collapse of the Taliban
- (3) strength of the Warsaw Pact
- (4) power of the European Union

39 In the 20th century, urbanization affected the developing nations of Africa, Asia, and Latin America by

- (1) reducing literacy rates
- (2) weakening traditional values
- (3) strengthening caste systems
- (4) increasing the isolation of women

40 Which statement about the impact of the AIDS epidemic in both Africa and Southeast Asia is most accurate?

- (1) Life expectancy in both regions is declining.
- (2) The availability of low-cost drugs has cured most of those infected.
- (3) The introduction of awareness programs has eliminated the threat of the disease.
- (4) Newborn babies and young children have not been affected by the disease.

41 In August 1990, Iraq invaded Kuwait. The United Nations response led to the Persian Gulf War of 1991. This response is an example of

- (1) détente
- (2) empire building
- (3) totalitarianism
- (4) collective security

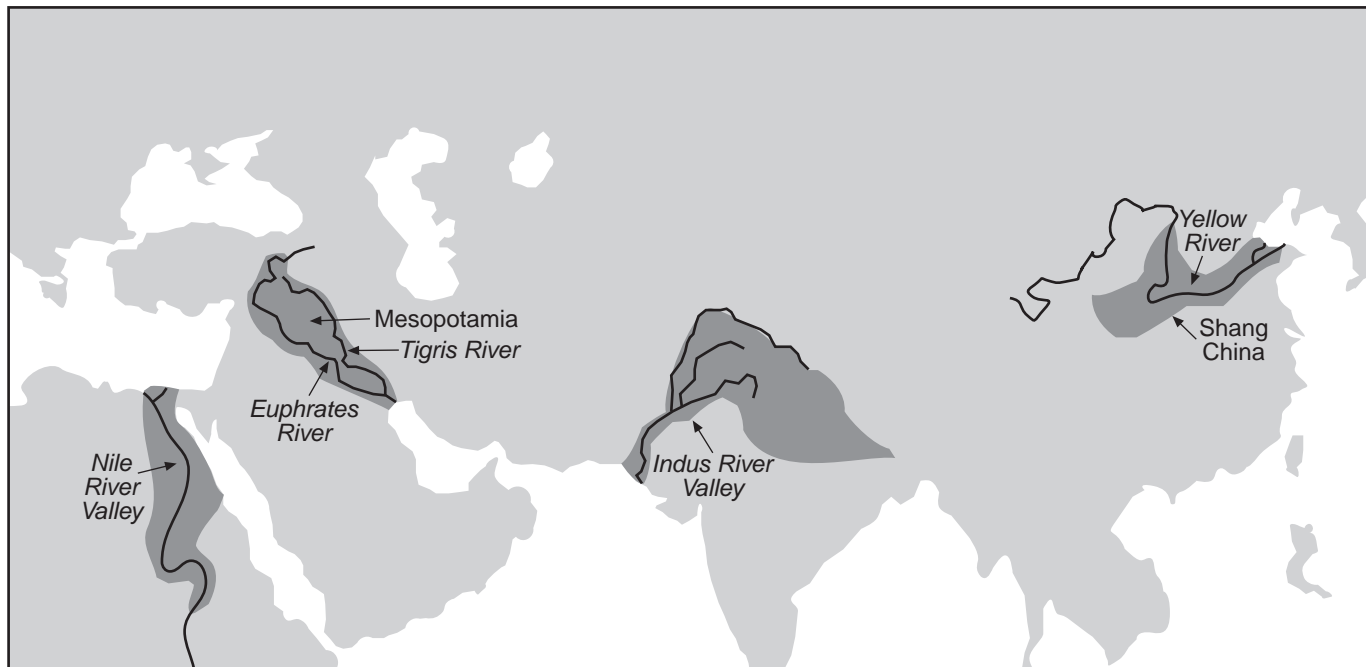
42 One similarity between the Roman Empire and the Ottoman Empire is that both

- (1) reached their height of power at the same time
- (2) developed parliamentary governments
- (3) ensured equality for women
- (4) declined because of corruption in government

43 Which statement regarding the impact of geography on Japan is most accurate?

- (1) Large plains served as invasion routes for conquerors.
- (2) Arid deserts and mountains caused isolation from Asia.
- (3) Lack of natural resources led to a policy of imperialism.
- (4) Close proximity to Africa encouraged extensive trade with Egypt.

Base your answer to question 44 on the map below and on your knowledge of social studies.



Source: Paul Halsall, ed., *Internet History Sourcebooks Project* (adapted)

44 Which revolution led to the development of these civilizations?

- (1) Industrial
- (2) Neolithic
- (3) Green
- (4) Commercial

45 The Age of Exploration led directly to the

- (1) establishment of European colonies
- (2) start of the Puritan Revolution
- (3) invention of the magnetic compass
- (4) failure of the Congress of Vienna

46 Which revolution was caused by the factors shown in this partial outline?

- I. _____
- A. Bankruptcy of the treasury
 - B. Tax burden on the Third Estate
 - C. Inflation
 - D. Abuses of the Old Regime

- (1) Russian
- (2) Mexican
- (3) French
- (4) Cuban

47 One way in which José de San Martín, Camillo Cavour, and Jomo Kenyatta are similar is that each leader

- (1) made significant scientific discoveries
- (2) led nationalist movements
- (3) fought against British imperialism
- (4) became a communist revolutionary

48 One way in which Vladimir Lenin's New Economic Policy and Mikhail Gorbachev's policy of perestroika are similar is that both

- (1) allowed elements of capitalism within a communist economic system
- (2) strengthened their country's military defenses
- (3) supported censorship of news and of personal correspondence
- (4) increased tensions during the Cold War

49 Which set of events in 19th- and 20th-century Chinese history is in the correct chronological order?

- (1) Great Leap Forward → Opium Wars → Long March → Four Modernizations
- (2) Four Modernizations → Long March → Opium Wars → Great Leap Forward
- (3) Opium Wars → Long March → Great Leap Forward → Four Modernizations
- (4) Long March → Four Modernizations → Great Leap Forward → Opium Wars

50 A study of Spain during the late 1400s, the Balkan States during the early 1900s, Rwanda during the 1990s, and Central Asia today shows that

- (1) civil disobedience is an effective way to bring about change
- (2) people have been encouraged to question tradition
- (3) colonial rule has a lasting legacy
- (4) ethnic conflicts have been a recurring issue in history

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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (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: Belief Systems

The world has many different belief systems. Each is distinctive, but all greatly influenced the lives of their followers and the society in which the belief system was practiced.

Task:

Choose **two** major belief systems and for **each**

- Explain key beliefs **and/or** practices
- Discuss an influence the belief system had on the lives of its followers or the society in which it was practiced

You may use any example from your study of global history. Some suggestions you might wish to consider include animism, Buddhism, Christianity, Confucianism, Daoism, Islam, Judaism, legalism, and Shinto.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of 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:

Genocide, threats to the environment, and weapons of mass destruction are problems that the world has had to face. Various attempts have been made by the international community and its members to address and resolve these problems.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select **two** problems mentioned in the historical context and for **each**

- Describe the problem
- Discuss attempts made to address **and/or** resolve the problem

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

Raphael Lemkin created the term genocide. He sent a letter to the *New York Times* editor explaining the importance of the concept of genocide.

Genocide Before the United Nations

TO THE EDITOR OF THE NEW YORK TIMES:

The representatives of Cuba, India and Panama to the United Nations Assembly have brought forth a resolution which calls upon the United Nations to study the problem of genocide and to prepare a report on the possibilities of declaring genocide an international crime and assuring international cooperation for its prevention and punishment and also recommending, among others, that genocide should be dealt with by national legislation in the same way as other international crimes. . . .

International Concept

The concept of genocide thus is based upon existing and deeply felt moral concepts. Moreover, it uses as its elements well defined and already existing legal notions and institutions. What we have to do is to protect great values of our civilization through such accepted institutions adjusted to a formula of international law which is ever progressing. Because of lack of adequate provisions and previous formulation of international law, the Nuremberg Tribunal had to dismiss the Nazi crimes committed in the period between the advent of Nazism to power and the beginning of the war, as “revolting and horrible as many of these crimes were,” to use the expression of the Nuremberg judgment.

It is now the task of the United Nations to see to it that the generous action of the three member states should be transferred into international law in order to prevent further onslaughts [attacks] on civilization, which are able to frustrate the purposes of the Charter of the United Nations. . . .

Source: Raphael Lemkin, *New York Times*, Nov. 8, 1946 (adapted)

- 1 According to Raphael Lemkin, what is **one** way the world community can address the problem of genocide? [1]

Score

Document 2a

. . . In 1948, the fledgling UN General Assembly adopted an international Convention on the Prevention and Punishment of the Crime of Genocide, which came into force in 1951. That convention defines genocide as “acts committed with intent to destroy, in whole or in part, a national ethnic, racial or religious group,” including inflicting conditions calculated to lead to a group’s destruction. . . .

After the horrors of the Holocaust were revealed, the mantra [slogan] of the time became “never again.” But it would take four decades, with the creation of the International Criminal Tribunal for the former Yugoslavia in 1994, before the international community would finally come together to prosecute the crime of genocide again.

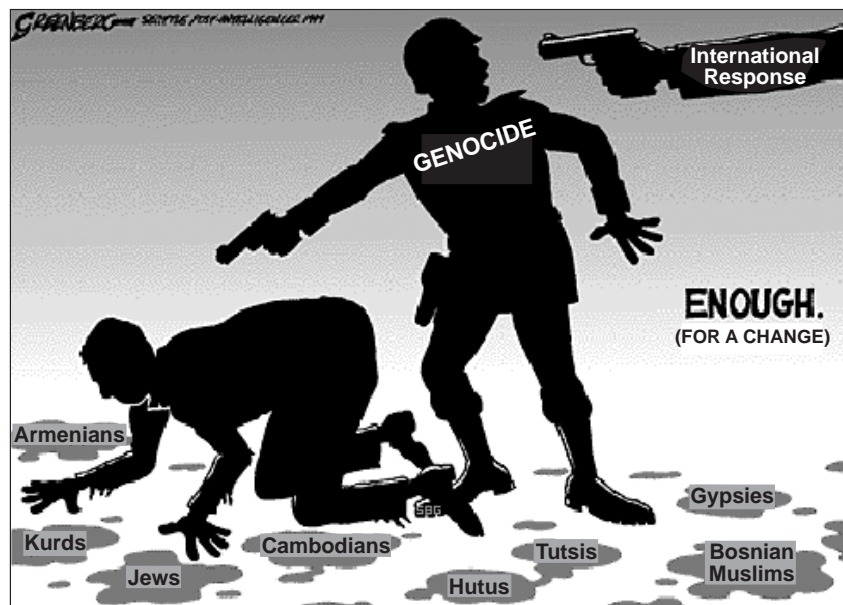
Why did it take so long, despite atrocities and mass killings in Cambodia, East Timor, and elsewhere? . . .

Source: Irina Lagunina, “World: What Constitutes Genocide Under International Law, and How Are Prosecutions Evolving?,” Radio Free Europe/Radio Liberty, 9/10/2004

2a According to Irina Lagunina, what was **one** criticism of the international community’s response to genocide? [1]

Score

Document 2b



Source: Steve Greenberg, *Seattle Post-Intelligencer*, March 29, 1999 (adapted)

2b Based on this 1999 cartoon, identify **two** specific groups that have been victims of genocide. [1]

(1) _____

(2) _____

Score

Document 3

. . . Undeniably, there have been terrible human rights failures—in Cambodia, Bosnia, Rwanda. There, and elsewhere, national constitutions and international norms failed to deter; international institutions and powerful governments failed to respond promptly and adequately. (The expectation that they would fail to respond no doubt contributed to their failure to deter.) But international human rights may be credited with whatever responses there have been, however inadequate, however delayed; and international human rights inspired all subsequent and continuing efforts to address the terrible violations. The major powers have sometimes declared gross violations of human rights to be “threats to international peace and security” and made them the responsibility of the UN Security Council, leading to international sanctions (and even to military intervention, as in Kosovo in 1999). International tribunals are sitting to bring gross violators to trial; a permanent international criminal tribunal to adjudicate [judge] crimes of genocide, war crimes, and crimes against humanity is being created. Various governments have moved to support international human rights and made their bilateral and multilateral influence an established force in international relations. . . .

Source: Louis Henkin, “Human Rights: Ideology and Aspiration, Reality and Prospect,” *Realizing Human Rights*, St. Martin's Press, 2000

3 Based on this document, state **one** attempt made to address the problem of genocide. [1]

Score

Document 4

At the dawn of the twenty-first century, the Earth's physical and biological systems are under unprecedented strain. The human population reached 6.3 billion in 2003 and is projected to increase to about 9 billion in the next half century. The United Nations estimates that one-third of the world's people live in countries with moderate to high shortages of fresh water and that this percentage could double by 2025. Many of the world's largest cities are increasingly choked by pollution. As carbon dioxide and other greenhouse gases build in the atmosphere, the average surface temperature of the Earth has reached the highest level ever measured on an annual basis. The biological diversity of the planet is also under heavy stress. Scientists believe that a mass extinction of plants and animals is under way and predict that a quarter of all species could be pushed to extinction by 2050 as a consequence of global warming alone. Without question, the human impact on the biosphere will be one of the most critical issues of the century. . . .

Source: Norman J. Vig, "Introduction: Governing the International Environment," *The Global Environment: Institutions, Law, and Policy*, CQ Press, 2005 (adapted)

4 According to Norman J. Vig, what are **two** environmental problems that pose a threat to the world? [2]

(1) _____

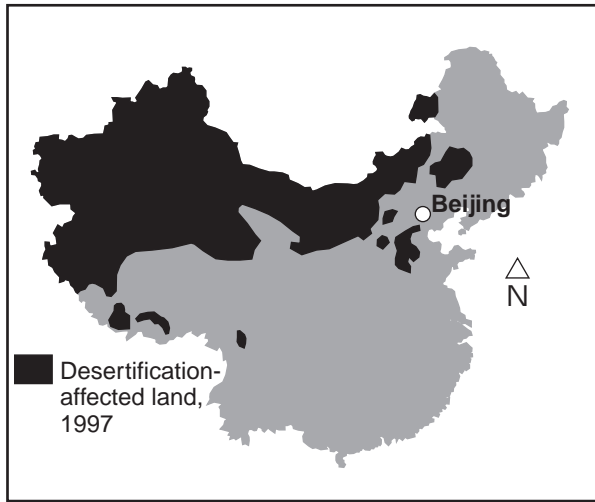
Score

(2) _____

Score

Document 5

Desertification is a major environmental problem. Nearly one-quarter of the Earth's land is threatened by this problem. China is one of those areas.



Source: China National Committee for the Implementation of the U.N. Convention to Combat Desertification (adapted)

Whipped by the wind, sand from Sky Desert swept through this village [Longbaoshan] last month like sheets of stinging rain, clattering against dried corn husks and piling up in small dunes against buildings.

Longbaoshan, a farming community about 40 miles northwest of Beijing, stands on the front line of China's losing war against the country's advancing deserts. Driven by overgrazing, overpopulation, drought and poor land management, they are slowly consuming vast areas of the country in a looming ecological disaster.

Official figures tell a frightening story.

Between 1994 and 1999, desertified land grew by 20,280 square miles. Desert blankets more than a quarter of China's territory. Shifting sands threaten herders and farmers in a nation with one-fifth of the world's population and one-fifteenth of its arable land. Scientists warn of calamity if the government fails to stop the sands.

"Pastures, farmland, railroads and other means of transportation will be buried under sand," said Dong Guangrong, a research fellow in environmental engineering at the Chinese Academy of Sciences. "People will be forced to move." . . .

In March, the worst sandstorm in a decade blinded the capital, painting the sky yellow and engulfing 40-story buildings as visibility dropped to less than a football field. Beijingers gritted their teeth as a seasonal storm known as the Yellow Dragon dumped 30,000 tons of sand on the city. People on the street covered their mouths with surgical masks or their faces with scarves in a futile attempt to keep the sand out. . . .

Officials here are trying to stop the sands by building green buffers. A project intended to protect Beijing in advance of the 2008 summer Olympic Games involves reclaiming desertified land in 75 counties. . . .

Source: Frank Langfitt, "Desertification," *The Post-Standard*, May 13, 2002 (adapted)

5a Based on this document, state **one** problem desertification poses in China. [1]

Score

b Based on this document, state **one** attempt the Chinese officials have made to address the problem of desertification. [1]

Score

Document 6

Selected Efforts to Preserve the Environment

1972	Stockholm—United Nations Conference on Human Environment—beginning of organized international effort to safeguard the environment
1973	The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)—restricts trade in 5,000 animal and 25,000 plant species
1987	Montreal Protocol—binding agreement on protection of the ozone layer
1992	Rio de Janeiro “Earth Summit”—produced treaties on climate change and biodiversity
1994	The World Conservation Union (IUCN)—published a revised Red List of endangered and threatened species, creating a world standard for gauging threats to biodiversity
1997	Kyoto Protocol—negotiated an agreement on obligations to reduce greenhouse gases in the atmosphere
2004	European Union—issued its first-ever pollution register containing data on industrial emissions and representing a “landmark event” in public provision of environmental information
2006	United Nations General Assembly—declared the International Year of Deserts which led to the United Nations Convention to Combat Desertification

Source: “Environmental Milestones,” World Watch Institute (adapted)

6 Based on this document, identify **two** ways the international community has attempted to address environmental problems. [2]

(1) _____

Score

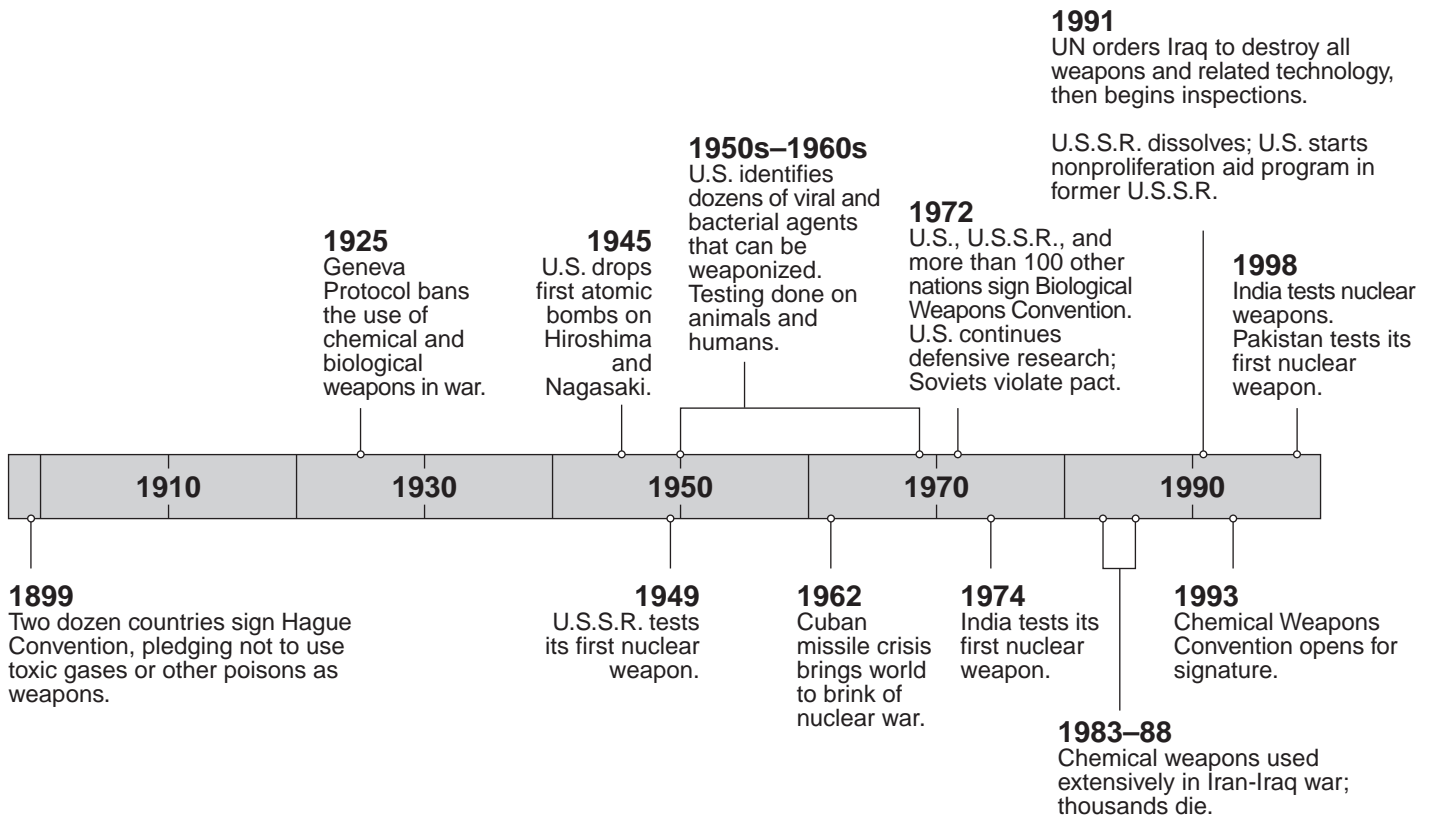
(2) _____

Score

Document 7

The Twentieth Century's Deadly Yield

Weapons of mass destruction generally refer to biological, chemical, and nuclear weapons.



Source: "Weapons of Mass Destruction," *National Geographic*, November 2002 (adapted)

7a Using the information on this time line, identify **one** way a weapon of mass destruction was used. [1]

Score

b Using the information on this time line, identify **one** attempt made to address a problem related to weapons of mass destruction. [1]

Score

Document 8



Source: Jeff Danziger, Tribune Media Services, January 4, 2002 (adapted)

8 Based on this cartoon, state **one** reason nuclear weapons pose a threat to the world community. [1]

Score

Document 9

Civilian uranium is found at nonmilitary sites. It is used to conduct scientific and industrial research or to produce radioisotopes for medical purposes. This uranium can also be used to make highly enriched uranium (HEU), which is used in nuclear weapons.

Overview/Securing Civilian Uranium 235

- Terrorists who acquired less than 100 kilograms of highly enriched uranium (HEU) could build and detonate a rudimentary but effective atomic bomb relatively easily. HEU is also attractive for states that seek to develop nuclear weapons secretly, without having to test them.
- Unfortunately, large quantities of HEU are stored in nuclear research facilities worldwide—especially in Russia, often under minimal security.
- The U.S. and its allies have established programs to bolster security measures, convert reactors to use low-enriched uranium (which is useless for weapons) and retrieve HEU from research-reactor sites around the world. Dangerous gaps remain, however.
- High-level governmental attention plus a comparatively small additional monetary investment could go a long way toward solving the problem for good.

Source: Glaser and von Hippel, "Thwarting Nuclear Terrorism," *Scientific American*, February 2006

9 Based on this article by Glaser and von Hippel, state an attempt being made by the United States and its allies to improve the security of highly enriched uranium (HEU). [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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Genocide, threats to the environment, and weapons of mass destruction are problems that the world has had to face. Various attempts have been made by the international community and its members to address and resolve these problems.

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

Select *two* problems mentioned in the historical context and for *each*

- Describe the problem
- Discuss attempts made to address *and/or* resolve the problem

Guidelines:

In your essay, be sure to

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

Tear Here

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2008 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Student ... Sex: Male Female
Teacher ...
School ...

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

- 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
14..... 39
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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

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Tear Here