

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Thursday, January 24, 2019 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 30 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

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

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

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

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

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

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

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

Answer all questions in this part.

Directions (1–30): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 A social studies teacher cautions students to be careful when using primary sources in their study of history. The teacher makes this statement because all primary sources

- (1) are fragile and easily damaged
- (2) require analysis and interpretation
- (3) present accurate and balanced views
- (4) serve as a means of propaganda and distortion

2 • Connections between places and regions
• Patterns of population distribution
• Urban land use patterns

Which social science would most likely focus on the study of these topics from a spatial perspective?

- (1) anthropology
- (2) human geography
- (3) political science
- (4) psychology

Base your answers to questions 3 and 4 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The market should be controlled by supply and demand, not the whims of a parliament.

Speaker B: History will administer justice to the greedy bourgeoisie when the proletariat revolt.

3 Which type of economy is *Speaker A* most likely to support?

- (1) laissez-faire
- (2) barter
- (3) self-sufficient
- (4) mixed

4 *Speaker B* best represents the ideas of

- (1) Thomas Malthus
- (2) Cecil Rhodes
- (3) Robert Owen
- (4) Karl Marx

5 Maximilien Robespierre is best known in French history for

- (1) rallying French support for the American Revolution
- (2) trying to eliminate enemies of the French Revolution
- (3) attempting to preserve the monarchy of Louis XVI
- (4) enforcing the principles of the Napoleonic Code

Base your answers to questions 6 and 7 on the information related to the Irish famine below and on your knowledge of social studies.

Crop rotation, a natural form of pest control, was used less as Irish agriculture switched mainly to growing potatoes.

Individual farms were located close together, making it easy for the fungus to spread.

After the famine, the amount of farmland cultivated decreased by approximately 50%.

Before the famine, 8 million people lived in Ireland. In the 1960s, 3 million lived there.

— From Evan D. G. Fraser, *Conservation Ecology*

6 Based on this information, what was a contributing cause of the Irish famine?

- (1) a 50% reduction in the amount of farmland
- (2) a shortage of farmers due to population loss
- (3) farming methods that promoted the spread of the potato fungus
- (4) increased use of pesticides

7 Which impact can be inferred from this information on the Irish famine?

- (1) Many Irish chose to emigrate to North America.
- (2) The population in Ireland dramatically increased.
- (3) Irish farming practices had little effect on the environment.
- (4) The Irish government reduced the amount of farmland in Ireland.

- 8 A major goal of both the Sepoy Rebellion and the Boxer Rebellion was to
- (1) establish a democratic republic
 - (2) remove foreign interference
 - (3) gain religious freedom
 - (4) lower the tax burden for the peasants

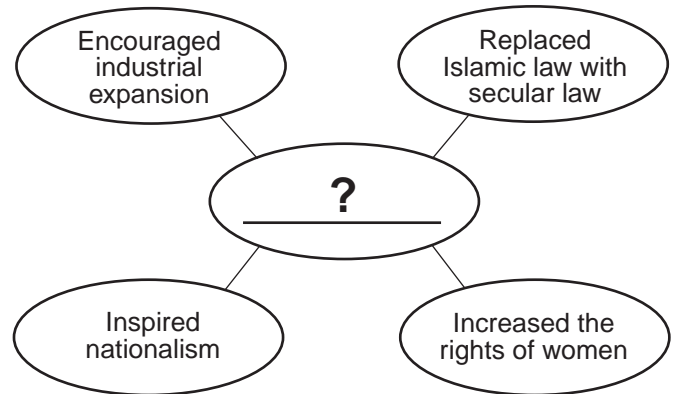
Base your answer to question 9 on the passage below and on your knowledge of social studies.

. . . In the rest of the world European political assumptions are so taken for granted that nobody thinks about them anymore; but at least one of these assumptions, the modern belief in secular civil government, is an alien creed in a region [the Middle East] most of whose inhabitants, for more than a thousand years, have avowed faith in a Holy Law that governs all of life, including government and politics. . . .

— David Fromkin, *A Peace to End All Peace*

- 9 What is a valid conclusion based on this reading?
- (1) Most European states base their political systems on remaining faithful.
 - (2) Political systems in the Middle East often reflect the traditional values of their society.
 - (3) Belief in secular government is universal.
 - (4) The Middle East has been a leader in the development of democratic states.
-
- 10 The terms of the Treaty of Versailles and the global economic depression of the 1930s both contributed to the
- (1) Scramble for Africa
 - (2) Amritsar Massacre
 - (3) rise of a fascist dictatorship in Germany
 - (4) formation of the Congress of Vienna

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



- 11 Which leader best completes this graphic organizer?
- (1) Kemal Atatürk
 - (2) Jiang Jieshi (Chiang Kai-shek)
 - (3) Theodor Herzl
 - (4) Emperor Meiji
-
- 12 A goal of the Japanese invasion of Manchuria (1931) and of the second Sino-Japanese War (1937–1945) was to
- (1) spread the practice of Shinto
 - (2) open trading networks
 - (3) acquire industrial resources
 - (4) prevent German imperialism
- 13 Adolf Hitler justified his takeover of eastern territory by stating that Germany needed to
- (1) gain more living space for its people
 - (2) reestablish its Asian colonies
 - (3) give its navy access to Caspian seaports
 - (4) enforce established peace agreements

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

First they came for the Communists, but I was not a Communist so I did not speak out. Then they came for the Socialists and the Trade Unionists, but I was neither, so I did not speak out. Then they came for the Jews, but I was not a Jew so I did not speak out. And when they came for me, there was no one left to speak out for me.

— Martin Niemöller

- 14 Which event is Martin Niemöller referring to in this passage?
- (1) Ukrainian famine
 - (2) World War I
 - (3) breakup of Yugoslavia
 - (4) Holocaust
-
- 15 An examination of the Nazi's Russian campaign in the 1940s would show that
- (1) naval assaults are generally successful
 - (2) superior technology offsets natural conditions
 - (3) geography can have an effect on the outcome of war
 - (4) a policy of appeasement is often ineffective
- 16 The military conflicts of World War II ended in August 1945 when
- (1) the bombing of Hiroshima and Nagasaki prompted Japan's unconditional surrender
 - (2) Allied armies captured Berlin and divided Germany
 - (3) Germany and Japan negotiated a settlement for "peace without victory"
 - (4) the International Military Tribunal for the Far East began hearing testimony in Tokyo

Base your answer to question 17 on the image below and on your knowledge of social studies.



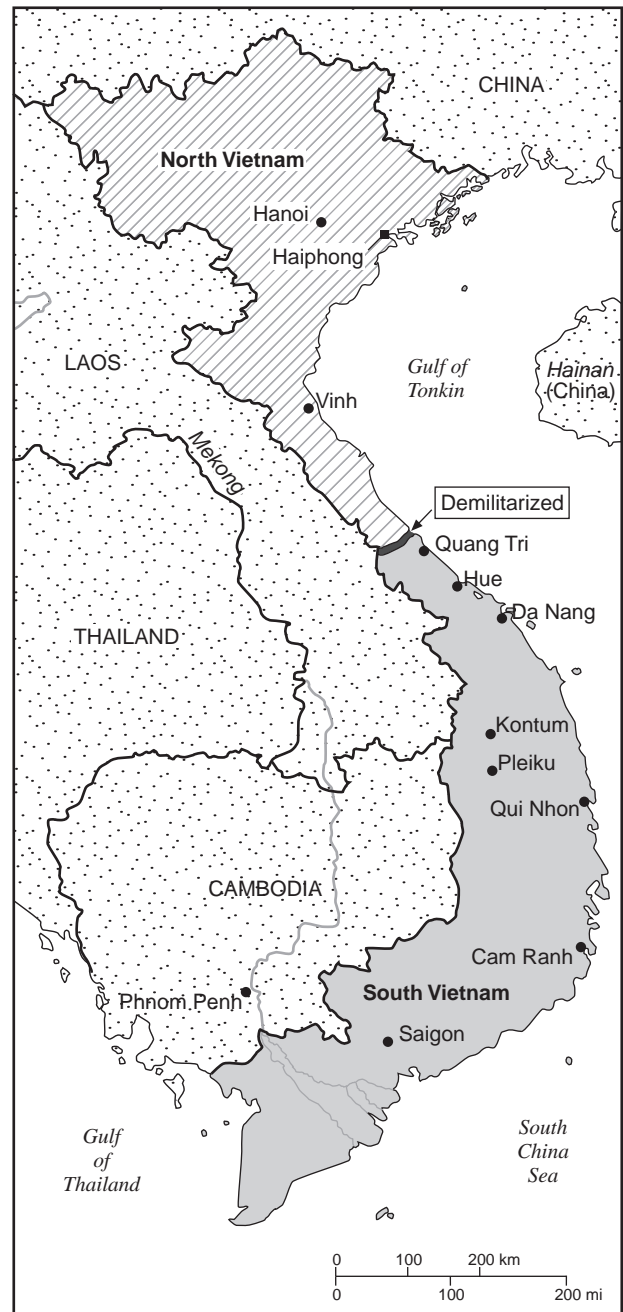
- 17 This image shows a label used on aid packages to post-World War II Europe as a result of the
- (1) Geneva Convention
 - (2) SALT Agreements
 - (3) Helsinki Agreement
 - (4) Marshall Plan
-
- 18 After World War II, trials for Nazi war criminals were conducted by the
- (1) North Atlantic Treaty Organization (NATO)
 - (2) Nuremberg Tribunals
 - (3) Sadler Commission
 - (4) International Red Cross

- 19 **“African National Congress (ANC) Demands Repeal of Pass Laws”**
“Bishop Desmond Tutu Awarded Nobel Peace Prize”
“Nelson Mandela Released from Prison After Serving 27 Years”

Which historical situation is most closely associated with these headlines?

- (1) Kwame Nkrumah becoming the first elected president of Ghana
 - (2) ethnic conflicts in Nigeria resulting in civil war and widespread famine
 - (3) Egypt becoming the first Arab country to sign a peace treaty with Israel
 - (4) protests against the South African government’s policy of apartheid
- 20 The migration of over a million people from Rwanda in the 1990s was the result of
- (1) human rights atrocities
 - (2) desertification
 - (3) massive flooding
 - (4) disease
- 21 The Korean War and the Cuban missile crisis are most closely associated with
- (1) communist aggression
 - (2) religious tensions
 - (3) the overthrow of monarchies
 - (4) the failure of the Kyoto Protocol

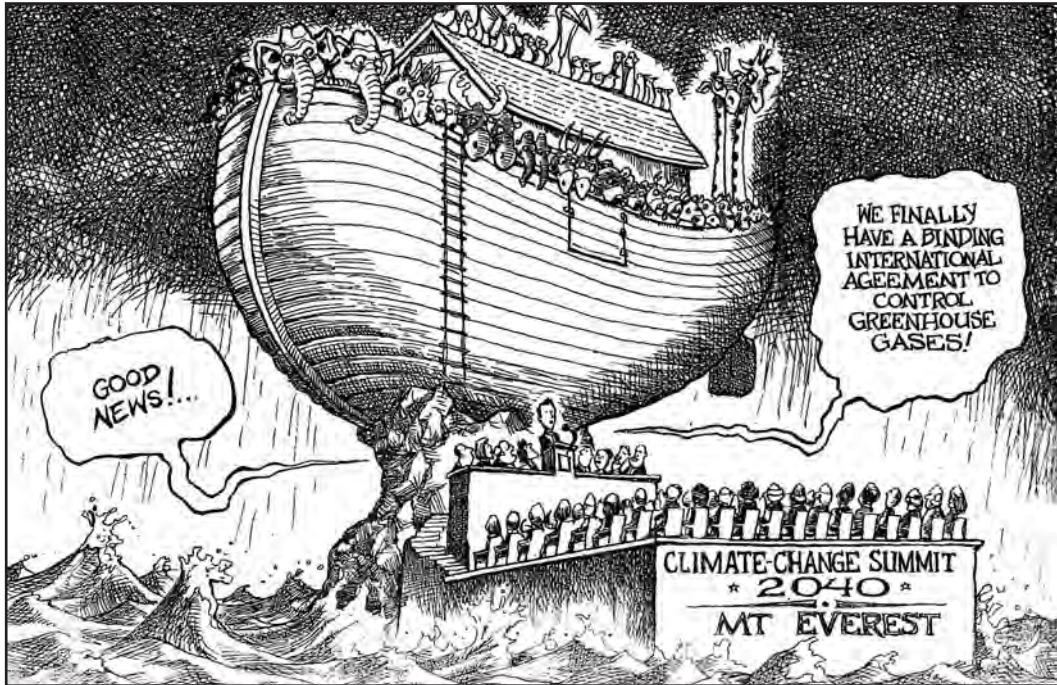
Base your answer to question 22 on the map below and on your knowledge of social studies.



Source: *The History Place* online, 1999 (adapted)

- 22 This map depicts Vietnam during which time period?
- (1) 19th-century imperial rule
 - (2) World War I
 - (3) World War II
 - (4) Cold War

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



Source: KAL, *The Economist*, November 19, 2009

- 23 What is the cartoonist suggesting will result if delays in reaching an international agreement to control greenhouse gases continue?
- (1) preservation of endangered species
 - (2) heightened threat for severe glacial melting and continental flooding
 - (3) reduction in the impact of climate change
 - (4) increased availability of fresh water supplies

- 24 The April 1986 events at the Soviet nuclear plant in Chernobyl demonstrate that
- (1) risks are sometimes involved with advanced technology
 - (2) the safe destruction of stockpiled weapons is possible
 - (3) reform efforts in the workplace can sometimes result in violence
 - (4) international cooperation can prevent a natural disaster

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

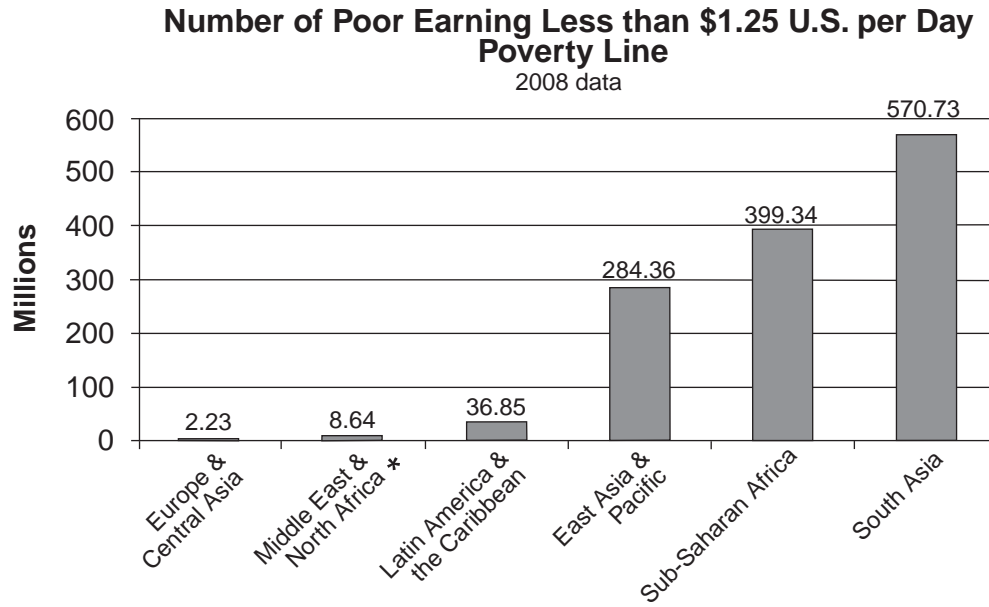
A World Distorted by HIV/AIDS



25 Which conclusion can best be supported based on the 2003 data shown on this map?

- (1) The Western Hemisphere has been hardest hit by the HIV/AIDS crisis.
- (2) China and Japan have more people living with HIV/AIDS than India and Thailand.
- (3) The number of people living with HIV/AIDS in the Middle East is declining.
- (4) Southern Africa faces serious population issues due to the number of people living with HIV/AIDS.

Base your answer to question 26 on the graph below and on your knowledge of social studies.



* Survey coverage is less than 50%

Source: World Bank (adapted)

26 Which statement is best supported by the 2008 data provided by this graph?

- (1) More people in the Middle East and North Africa earn less than \$1.25 per day than people in Latin America and the Caribbean.
- (2) Most people from East Asia and the Pacific are in debt.
- (3) More South Asians struggle with extreme poverty than people from any other region.
- (4) More than 100 million people in Europe and Central Asia earn less than \$1.25 per day.

- 27 • Extensive use of irrigation systems
• High inputs of chemical fertilizers and pesticides
• Use of genetically altered seeds to increase yields

These characteristics are most closely associated with the

- (1) Great Leap Forward
- (2) opening of Japan
- (3) Green Revolution
- (4) Scientific Revolution

28 Which scientific theory is supported by the work of Copernicus, Galileo, and Kepler?

- (1) cell theory
- (2) atomic theory
- (3) theory of evolution
- (4) theory of a heliocentric universe

29 Which revolution, led by Toussaint L'Ouverture, relied on slave rebellions to achieve independence?

- (1) Iranian
- (2) Cuban
- (3) Haitian
- (4) Mexican

30 The collapse of the Ottoman Empire, the creation of nation-states in central Europe, and the formation of the League of Nations are results associated most directly with

- (1) the Napoleonic Wars
- (2) the Franco-Prussian War
- (3) World War I
- (4) World War II

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) **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: Movement of People—Migration

Throughout history, different groups of people voluntarily migrated or were forced to migrate. Their migrations became permanent relocations. These migrations had various effects on societies and regions.

Task:

Select *two* migrations and for *each*

- Describe the historical circumstances leading to the permanent relocation of a group
- Discuss the effects this group’s permanent relocation had on a society *and/or* region

You may use any migration from your study of global history and geography. Some suggestions you might wish to consider include rural-to-urban migration in Great Britain, Jews to Palestine or Israel, Hindus/Muslims to India/Pakistan, the city people of Cambodia to the countryside, and Africans to Europe in the 20th and 21st centuries.

You are *not* limited to these suggestions.

You may *not* use the migrations of Hindus and Muslims between India and Pakistan as two separate migrations.

Do *not* use a migration within the United States in your answer.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout history, people have revolted in response to a number of problems in their countries. Political revolutions such as the *French Revolution*, the *Bolshevik Revolution*, and the *Chinese Communist Revolution* attempted to address these problems with varying degrees of success.

Task: Using the information from the documents and your knowledge of global history and geography, 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* revolutions mentioned in the historical context and for *each*

- Discuss problems that led the people to revolt
- Discuss how a revolutionary and/or post-revolutionary government attempted to address the problems

In developing your answers to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A

Short-Answer Questions

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

Document 1



Source: Greg Hetherton, *Revolutionary France: Liberty, tyranny, and terror*, Cambridge University Press

1. Based on this document, what were **two** problems faced by the people of France on the eve of the French Revolution? [2]

(1)

Score

(2)

Score

Document 2

	Ruling Body	Chief Characteristics of the Period
1789 ↓ 1791	National Assembly	Abolition of the abuses of the Old Régime
1791 ↓ 1792	Legislative Assembly	Drift toward greater radicalism—beginning of foreign wars
1792 ↓ 1795	Convention	Success in foreign wars—Radicalism Reign of terror
1795 ↓ 1799	Directory	Period of reaction Rise of Napoleon

Source: Philip Dorf, *Visualized Modern History*, Oxford Book Company (adapted)

2 Based on this chart, what was **one** change made to the government of France during the French Revolution between 1789 and 1799? [1]

Score

Document 3

Consulate Reforms (1799–1804) under Napoleon

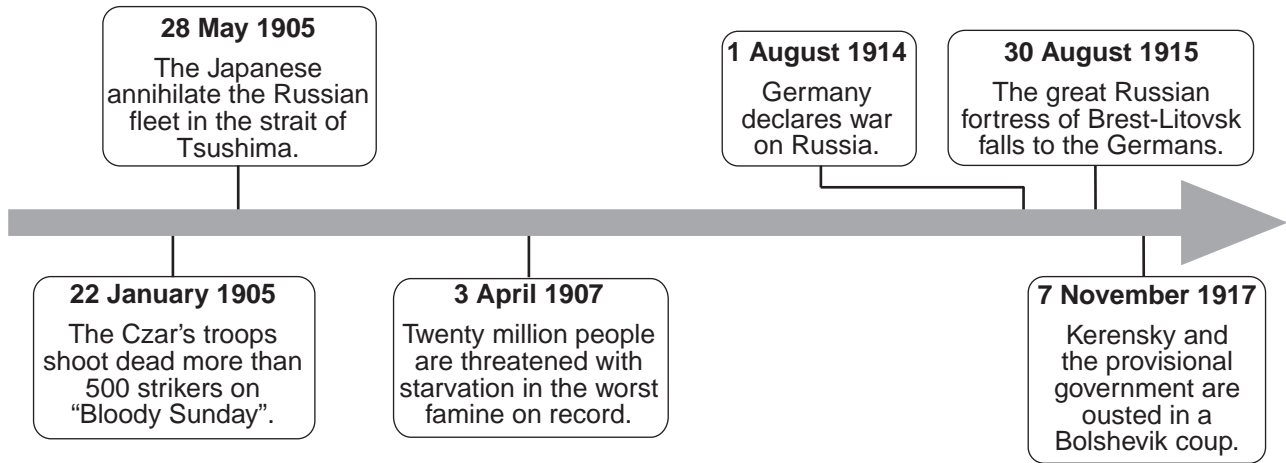
. . . Another deep demand of the French people, deeper than the demand for the vote, was for more reason, order, and economy in public finance and taxation. The Consulate gave these also. There were no tax exemptions because of birth, status, or special arrangement. Everyone was supposed to pay, so that no disgrace attached to payment, and there was less evasion. In principle these changes had been introduced in 1789; after 1799 they began to work. For the first time in 10 years the government really collected the taxes that it levied and so could rationally plan its financial affairs. Order was introduced also into expenditure, and accounting methods were improved. There was no longer a haphazard assortment of different “funds” on which various officials drew independently and confidentially as they needed money, but a concentration of financial management in the treasury and even in a kind of budget. The revolutionary uncertainties over the value of money were also ended. Because the Directory had shouldered the odium [shame] of repudiating [abandoning] the paper money and government debt, the Consulate was able to establish a sound currency and public credit. To assist in government financing, one of the banks of the Old Regime was revived and established as the Bank of France. . . .

Source: R. R. Palmer et al., *A History of the Modern World*, McGraw Hill, 2002 (adapted)

- 3 According to R. R. Palmer et al., what was **one** change made under Napoleon in order to fix the economy of France? [1]

Score

Document 4



Source: Konecky & Konecky, trans., *Chronicle of World History*, Grange Books (adapted)

4 Based on the information on this time line, what were **two** complaints the people of Russia had with the Russian government? [2]

(1)

Score

(2)

Score

Document 5a

Russian Production Statistics 1913 and 1921

	1913 Czarist Russia Pre-World War I	1921 Communist Russia at the end of the Civil War
Grain	85 million metric tons	23.7 million metric tons
Coal	29 million metric tons	9.5 million metric tons
Pig Iron	4.2 million metric tons	1.2 million metric tons
Oil	9.2 million metric tons	3.8 million metric tons

Source: B. R. Mitchell, *European Historical Statistics 1750–1975*,
Second Revised Edition, Facts on File (adapted)

Document 5b

War Communism was an emergency programme established by Lenin during the civil war [1918–1921]. War Communism included forced seizure of grain, nationalization of all trade and industry and strict control of labour. As a result of this program and of the ravages of the war, industrial and agricultural production declined sharply, and the population suffered severe hardship. It caused a famine that led to the death of an estimated 5 million people. . . .

Source: Stephen Tonge, "Russia 1917–1924," *A Web of English History* online

- 5 Based on this statistical information and this excerpt by Stephen Tonge, what was **one** way that Lenin's policy of War Communism and the civil war affected Russia? [1]

Score

Document 6

. . .Drought had drastically reduced crop output. Under communism, all land was owned by the state. The crops belonged to the state, which seized them. The peasants could not sell them. As a result, they had no incentive to grow more food than they could eat. A famine developed in the land. People starved to death.

In 1921, Lenin had instituted the New Economic Policy (NEP) to deal with this situation. When Stalin took over in 1924, the NEP was firmly in place. It was a retreat from communism, “a partial return to private enterprise.” The peasants no longer had to turn over their crops to the government. Instead, they paid a tax on what they produced, and were allowed to sell it at a profit. Although private property had technically been abolished, they could now own and run small farms. They could hire labor. Citizens could start new businesses. Badly managed industrial plants were returned to their former owners. The entire Communist financial system was reorganized along semicapitalist lines. Foreign capitalists were invited to invest in state-owned businesses. The response was limited. . . .

Source: Ted Gottfried, *The Stalinist Empire: The Rise and Fall of the Soviet Union*, Twenty-First Century Books, 2002 (adapted)

6 According to Ted Gottfried, what was **one** effect of Lenin’s New Economic Policy on Russian society? [1]

Score

Document 7

. . . The peasant was China's "forgotten man." Probably the most serious problem that faced the Kuomintang [Nationalists] was the extreme poverty that China's people had suffered for centuries. In the 1900's they continued to be desperately poor. In a year the average Chinese peasant perhaps earned as much as an American worker made in a week. If drought or floods destroyed his crops, the Chinese peasant went hungry or even starved. The payment of even the smallest taxes was a heavy burden for millions of Chinese farmers. Yet most of the government's income came from taxes on the land. Thus, painful sacrifices were demanded from people who already had suffered too much. From the record of Chinese history, it could have been predicted that the Nanking government was headed for trouble unless it could provide relief for the peasants. . . .

The Nationalists' failure to solve the farm problem had unfortunate results. China urgently needed foodstuffs to feed its growing population. The inability of the peasants to increase crop production meant hunger throughout the land. Lack of farm surpluses to use in trade limited China's ability to purchase machinery abroad. Furthermore, the suffering of the peasants furnished the Communists with a powerful weapon to use against the Nanking government [under Chiang Kai-shek]. The Kuomintang was blamed for all of China's troubles. . . .

Source: Hyman Kublin, *China*, Houghton Mifflin Company, 1968

7 According to Hyman Kublin, what were **two** problems facing China under the Nationalists? [2]

(1)

Score

(2)

Score

Document 8

. . . The first years of the Communist regime [under Mao Zedong] were devoted to emergency work and drastic social change. In the countryside land previously owned by wealthy landlords was claimed by the government and divided among the peasants. Dams were reconstructed and canals dredged. Railroads were repaired and new ones built.

There was a nation-wide drive to wipe out all the opposition to the new regime. Counter-revolutionaries (people who were opposed to the regime) were rounded up, tried at mass public trials, and executed. These trials were public spectacles where thousands of people confessed their “political sins,” and hysterical mobs decided their death. . . .

Source: Earl Swisher, *China*, Ginn and Company, 1964

8 According to Earl Swisher, what was **one** way the Chinese Communist regime attempted to bring about change? [1]

Score

Document 9

...But the Chinese Communists also placed stress on persuasion—through thought control, propaganda, and group pressures—to force individuals to conform. The object was to develop a new sort of person in China, obedient to the state and dedicated to serving the new Chinese society. . . .

Drastic measures were ordered. Factories and mines were given high production schedules. This meant that workers had to work harder and put in longer hours. Farming communes were formed in the countryside. Families were often broken up (husbands and wives living in separate dormitories and children living in nurseries). Farmers ate in commune dining halls and marched to work in military formations. Their work day was from dawn to dusk, with breaks only for military drills and propaganda lectures. . . .

Source: Daniel Chu, *Scholastic World Cultures: China*, Scholastic Book Services, 1980 (adapted)

- 9 According to Daniel Chu, what was **one** method used by the Chinese government to force the Chinese people to conform? [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:

Throughout history, people have revolted in response to a number of problems in their countries. Political revolutions such as the ***French Revolution***, the ***Bolshevik Revolution***, and the ***Chinese Communist Revolution*** attempted to address these problems with varying degrees of success.

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

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

- Discuss problems that led the people to revolt
- Discuss how a revolutionary and/or post-revolutionary government attempted to address the problems

Guidelines:

In your essay, be sure to

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

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