

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

**Friday, June 19, 2009 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

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

**Part III** is based on several documents:

**Part III A** contains the documents. Each document is followed by one or more 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.**

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

## Part I

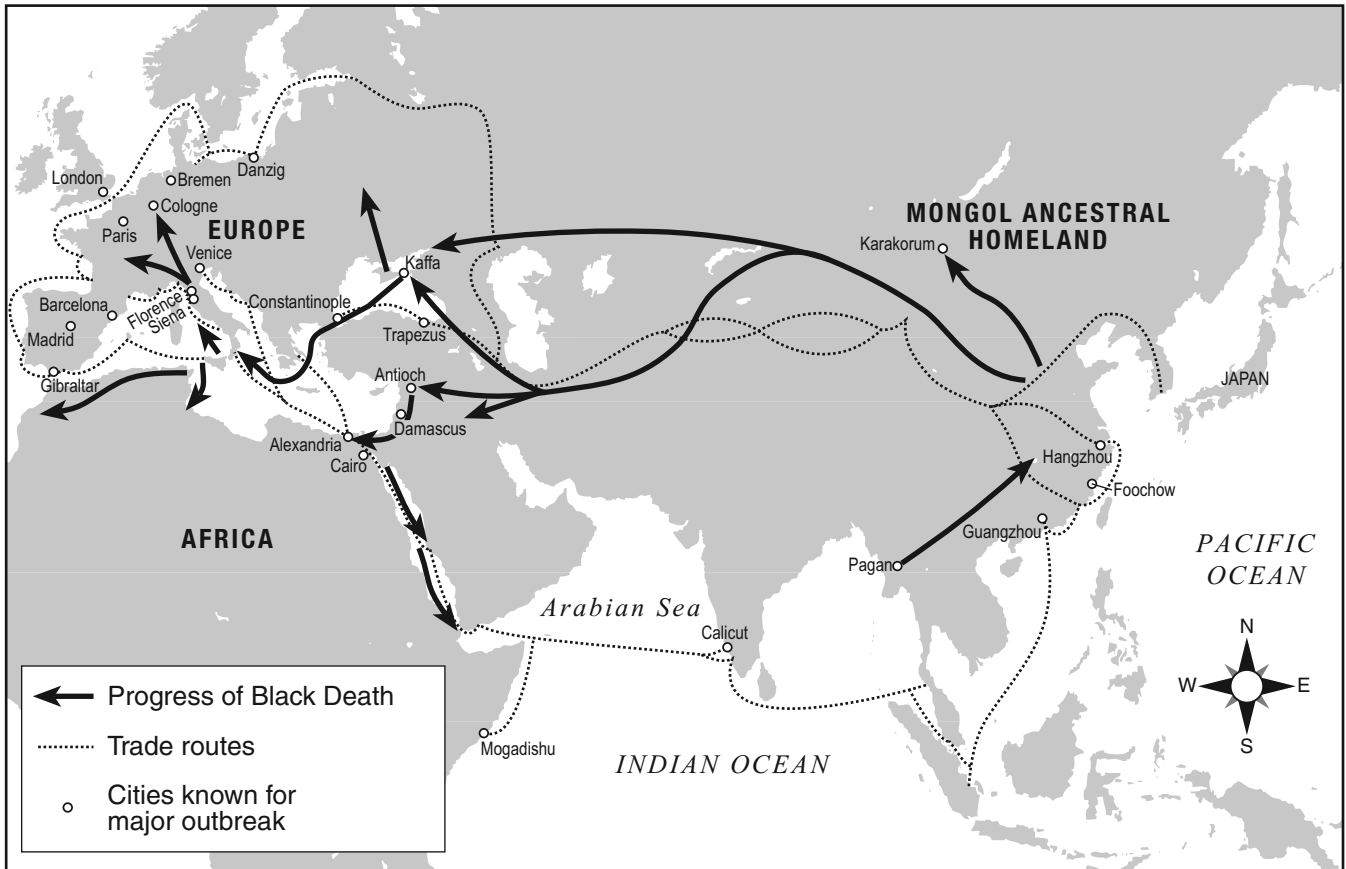
### Answer all questions in this part.

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

- 1 One reason that many historians study geography is to
- (1) help predict changes in government
  - (2) show connections between people and places
  - (3) tell when events took place
  - (4) explore the value systems of early people
- 2 **“Greek Statues Unearthed in Pompeii”**  
**“Chinese Porcelain Found at Zimbabwe Dig”**  
**“Mixtec Textiles Found Near Aztec Ruins”**
- Which concept is illustrated by these headlines?
- (1) colonialism
  - (2) isolationism
  - (3) ethnocentrism
  - (4) cultural diffusion
- 3 What was a result of the Neolithic Revolution?
- (1) Civilizations developed.
  - (2) Humans first learned to use fire.
  - (3) Life expectancy declined.
  - (4) People began hunting and gathering for food.
- 4 ...“One theory is that there were waves of migration, one moving through the east of Africa and another making its way through the centre of the continent. In Zambia, there is evidence of at least three routes of migration – from the great lakes, from the Congo forest and from Angola.” . . .  
Source: BBC, The Story of Africa: Early History
- This passage about the early history of Africa describes migrations associated with which group of people?
- (1) Phoenicians
  - (2) Bantu
  - (3) Moors
  - (4) Babylonians
- 5 Which belief system is considered monotheistic?
- (1) Jainism
  - (2) Daoism
  - (3) Judaism
  - (4) Shinto
- 6 How did the geography of the Italian peninsula influence the development of the Roman Empire?
- (1) The unnavigable rivers in the northern part of the peninsula protected the Romans from their neighbors.
  - (2) The harsh climate prevented agricultural production on the Italian peninsula.
  - (3) The lengthy, rugged seacoast encouraged frequent invasions of the Italian peninsula.
  - (4) The location of the peninsula contributed to Roman control of the Mediterranean region.
- 7
- Hinduism was the dominant religion.
  - Murals were painted on the Ajanta cave walls.
  - The concept of zero and the decimal system were introduced.
- Which empire is described by these statements?
- (1) Gupta
  - (2) Maurya
  - (3) Persian
  - (4) British
- 8 The early Russian civilization adopted the Eastern Orthodox religion, the Cyrillic alphabet, and different styles of art and architecture through contact with
- (1) traders from China
  - (2) conquering Mongol invaders
  - (3) Vikings from northern Europe
  - (4) missionaries from the Byzantine Empire
- 9 Technological achievements made during the Tang and Song dynasties were important because they
- (1) were used to defeat Kublai Khan
  - (2) contributed to economic growth and cultural advancement
  - (3) increased contact with the Americas
  - (4) led to social equality between men and women

Base your answers to questions 10 and 11 on the map below and on your knowledge of social studies.

### Spread of the Black Death



<http://www.wwnorton.com> (adapted)

10 The information shown on this map suggests that the Black Death spread to Europe as a result of contact with

- (1) merchants from western Africa
- (2) traders from Asia
- (3) barbarians from Scandinavia
- (4) explorers returning from the Americas

11 Based on this map, what is a valid conclusion about the Black Death?

- (1) Japan was the first place it occurred.
- (2) The highest casualty rates occurred in Mogadishu and Foochow.
- (3) People of North Africa, Europe, and Asia were affected by the disease.
- (4) The outbreak spread primarily from the west to the east.

12 What was a major characteristic of the Renaissance in Europe?

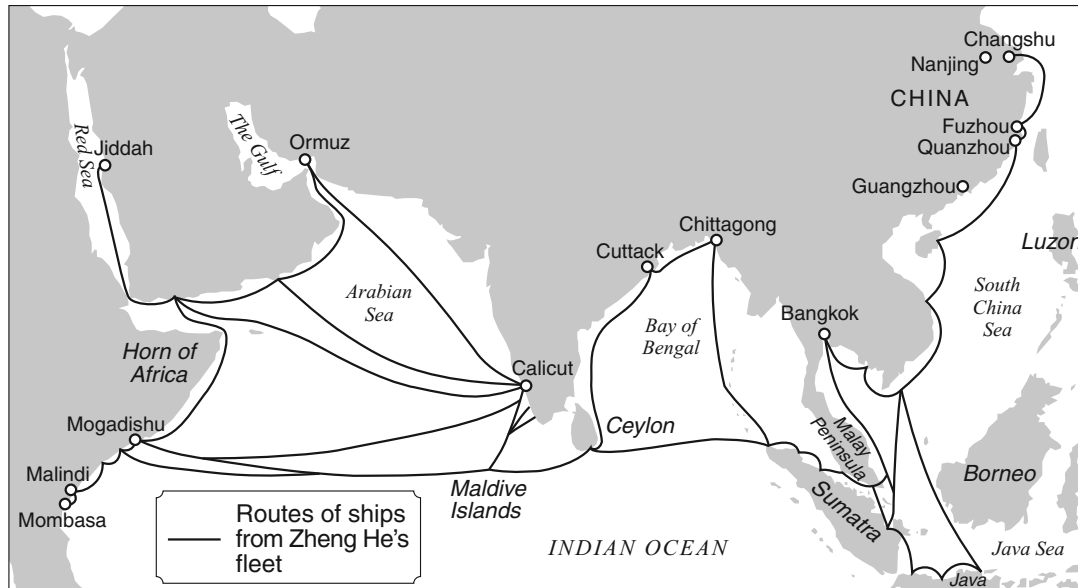
- (1) Secular achievements were emphasized.
- (2) Suffrage was granted to men and women.
- (3) Most literature was written in Arabic.
- (4) Most ancient Greek and Roman ideas were rejected.

13 What was one result of the travels of Marco Polo?

- (1) Africa remained isolated.
- (2) Ottoman power decreased.
- (3) Colonies were established in Japan.
- (4) Interest in Asian cultures increased.

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

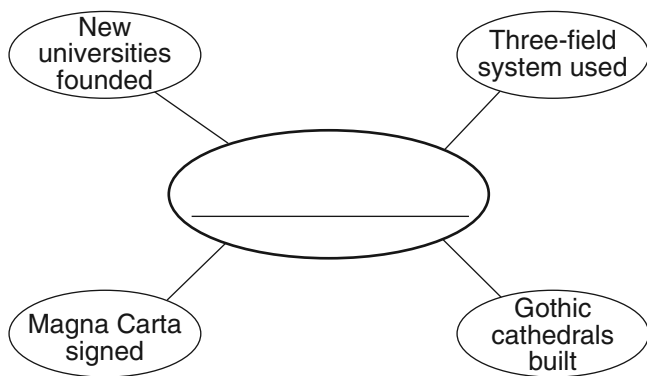
### Voyages of Zheng He, 1405–33



Source: Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press (adapted)

- 14 Which conclusion about Zheng He's voyages is valid based on the information on this map?
- (1) His fleet traveled only as far as the Bay of Bengal.
  - (2) His expeditions sailed to ports in Asia and Africa.
  - (3) His fleet conquered and controlled Luzon.
  - (4) His expeditions traded directly with the interior of Africa.

Base your answer to question 15 on the graphic organizer below and on your knowledge of social studies.



- 15 Which title best completes this graphic organizer?
- (1) Improvements Under the Tokugawa
  - (2) Achievements of Medieval Europe
  - (3) Developments in Ancient Ghana
  - (4) Changes Resulting From the Counter Reformation

16 Which advancement in technology revolutionized the way ideas were spread throughout western Europe in the 15th century?

- (1) development of the astrolabe
- (2) introduction of the telegraph
- (3) improvements to the printing press
- (4) creation of the telescope

17 Which phrase best completes the partial outline below?

<p>I. Achievements of the Incas</p> <p>A. _____</p> <p>B. Kept records using quipus</p> <p>C. Built stone structures without using mortar</p>
---

- (1) Cast bronze statues
- (2) Created a system of terrace farming
- (3) Invented a foot stirrup
- (4) Developed chariots

- 18 Prices in Spain rose as colonies supplied large amounts of gold and silver. This suggests that Spanish imports of gold and silver led to
- (1) food shortages
  - (2) unemployment
  - (3) inflation
  - (4) self-sufficiency
- 19 Which form of political leadership is most closely associated with Ivan the Terrible, Suleiman the Magnificent, and Philip II of Spain?
- (1) democratic
  - (2) absolutist
  - (3) communist
  - (4) theocratic
- 20 According to John Locke, the purpose of government is to
- (1) protect the natural rights of individuals
  - (2) serve the monarch
  - (3) create overseas settlements
  - (4) stimulate the economy
- 21 Which characteristic is associated with an economy based on the principles of laissez-faire?
- (1) prices based on supply and demand
  - (2) production quotas established by the central government
  - (3) distribution of goods determined by the customs of a traditional society
  - (4) some goods exchanged for other goods of equal value
- 22 One way in which Toussaint L'Ouverture, Simón Bolívar, and José de San Martín are similar is that they
- (1) supported the Reconquista
  - (2) led independence movements
  - (3) fought for Native American suffrage
  - (4) defended the encomienda system
- 23 The Sepoy Rebellion is considered an important event in Indian history because it was one cause of the
- (1) independence movement in India
  - (2) secession of Bangladesh from Pakistan
  - (3) establishment of French colonies in India
  - (4) creation of the Mughal Empire by Muslims

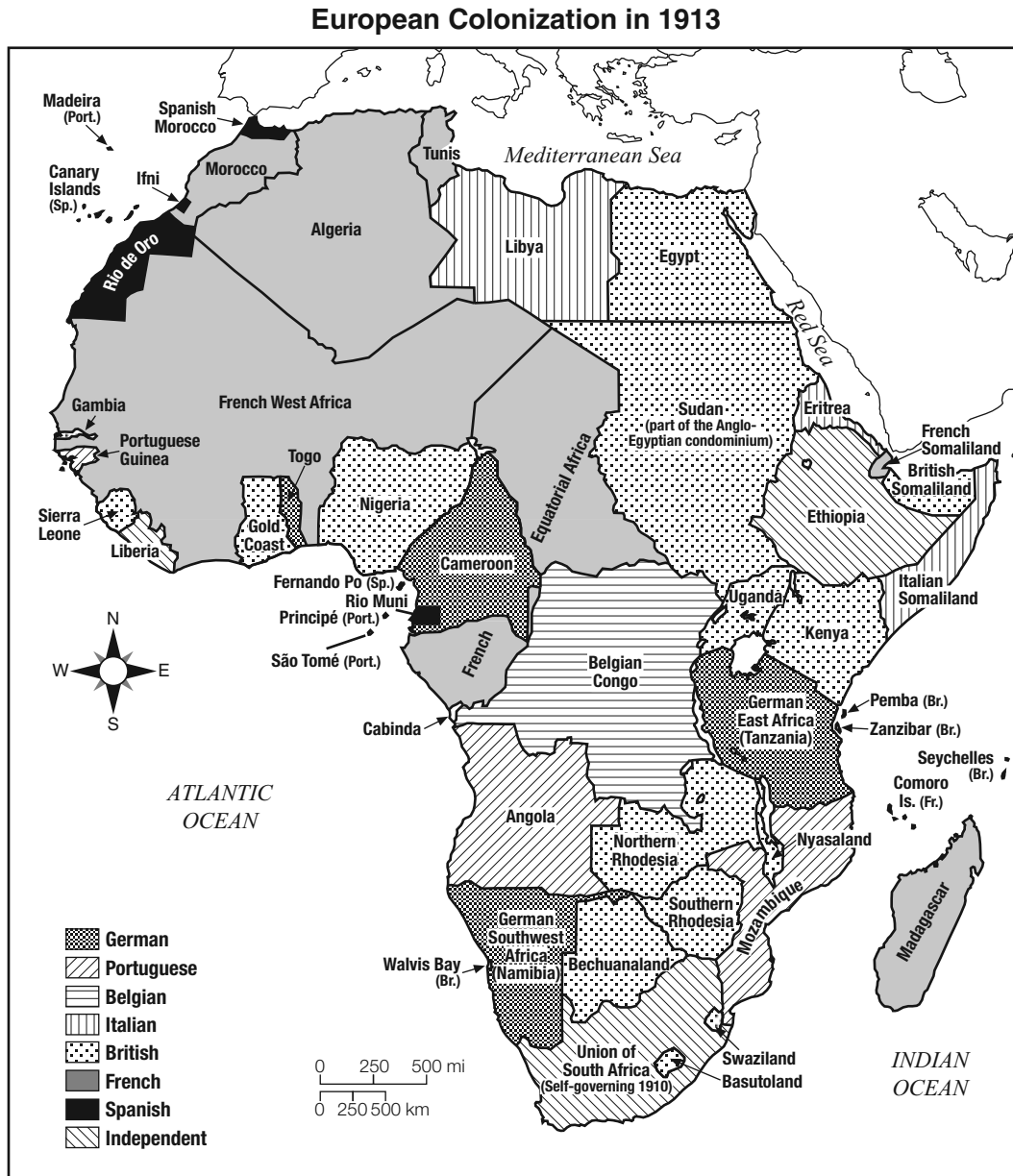
- 24 The term *empire* is best defined as
- (1) a political unit that has a common religious faith
  - (2) a government ruled by the consent of the people
  - (3) an extensive territory under the rule of a single authority
  - (4) a country that requires conquered peoples to assimilate
- 25 The Triple Alliance and the Triple Entente contributed to the start of World War I by
- (1) failing to include Germany and France as members
  - (2) threatening countries in the Western Hemisphere
  - (3) allowing Japanese aggression in Korea
  - (4) increasing tensions between European countries

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

The breakup of the Austro-Hungarian Empire led to the creation of several new states and the expansion of others. These new states soon established trade restrictions and began collecting tariffs when goods crossed their borders.

- 26 Which conclusion is most valid concerning the breakup of the Austro-Hungarian Empire?
- (1) International cooperation led to the settlement of border disputes.
  - (2) Transition from a command to a free-market economy was difficult.
  - (3) Political independence led to trade barriers.
  - (4) Tariffs resulted in increased trade.
-

Base your answer to question 27 on the map below and on your knowledge of social studies.



27 Many of the political divisions shown on this map were directly related to the

- |                       |                       |
|-----------------------|-----------------------|
| (1) Meiji Restoration | (3) Berlin Conference |
| (2) Opium Wars        | (4) Boer War          |

28 The 1930s depression in Germany contributed to the rise of the Nazi Party because

- (1) economic hardships increased political instability
- (2) five-year plans of the communists failed
- (3) the Reichstag nationalized private property
- (4) the Weimar Republic imposed totalitarianism

29 Mohandas Gandhi's protests during India's independence movement were often successful because of his application of

- (1) an appeasement policy
- (2) civil disobedience
- (3) traditional caste beliefs
- (4) divide-and-conquer principles

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



Source: Kime, O'Donnell and Osborne,  
*World Studies: Global Issues and Assessments*,  
N & N Publishing

- 30 In the view of this cartoonist, Russia under Lenin's rule was characterized by
- (1) a continuation of traditional life
  - (2) the introduction of capitalism
  - (3) support for a constitutional monarchy
  - (4) rejection of the czarist system
- 
- 31 The primary purpose of the United Nations is to
- (1) control world grain prices
  - (2) promote democratic governments
  - (3) resolve conflicts between nations peacefully
  - (4) unite all nations militarily through alliances

- 32 World War II was a turning point for many European colonies in Africa and Asia because the war led to
- (1) the occupation of most European colonies by United Nations troops
  - (2) increased efforts by these colonies to gain independence
  - (3) the expansion of European imperialism
  - (4) decreased friction between the Europeans and their colonies
- 33 The purpose of the Marshall Plan after World War II was to
- (1) promote the spread of militarism
  - (2) force the losing nations to help areas destroyed in the war
  - (3) rebuild national economies to stabilize governments
  - (4) strengthen the alliances that had won the war
- 34 The Organization of Petroleum Exporting Countries (OPEC) is best known for its efforts to
- (1) develop workable alternatives to fossil fuels
  - (2) bring Western oil technology to the Middle East
  - (3) stop the export of oil to non-Arab nations
  - (4) establish production quotas to control the price of oil
- 35 One way in which the Korean War and the Vietnam War are similar is that both
- (1) resulted in unification of two formerly independent nations
  - (2) reflected the success of the Western policy of containment
  - (3) attempted to remove French imperialists from power
  - (4) developed from Cold War tensions
- 36 One similarity in the results of the revolutions led by Fidel Castro in Cuba and by the Sandinistas in Nicaragua is that both
- (1) restored a monarchy
  - (2) destroyed a theocracy
  - (3) followed Marxist principles
  - (4) protected freedom of the press

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



Source: Chan Lowe, *The South Florida Sun Sentinel*

37 What does this 2005 cartoon imply?

- (1) The instability in the Middle East has been ongoing.
- (2) The peace process in the Middle East is gaining ground.
- (3) The Middle East has greatly changed over thirty years.
- (4) The media shapes society's perception of the Middle East.

38 One way in which the Great Leap Forward and the Four Modernizations are similar is that each was an attempt to

- (1) increase farm and factory output
- (2) develop a democratic government
- (3) strengthen economic ties with communist neighbors
- (4) reduce the gap between rich and poor

39 The term *Green Revolution* refers to

- (1) an overthrow of the government by radical parties
- (2) increased agricultural production based on technological advancements
- (3) a drastic change in the environment based on global warming
- (4) decreased food production caused by terrorism

40 Which statement about the economy of Japan today is most accurate?

- (1) Abundant arable land has led to prosperity.
- (2) Possession of nuclear weaponry has assured a strong economy.
- (3) Economic development has occurred without political freedom.
- (4) A lack of natural resources has not limited economic growth.

41 Many achievements made during the Golden Ages of both Islam and the West African Kingdoms reached European societies by way of

- (1) trade networks in the Mediterranean Sea region
- (2) trade expeditions between China and Africa
- (3) the voyages of Ferdinand Magellan
- (4) the travels of Commodore Matthew Perry

42 In European and Japanese feudal societies, social status was usually determined by

- (1) marriage
- (2) birth
- (3) individual abilities
- (4) education and training

43 The policy of establishing colonies to gain wealth by controlling colonial trade is called

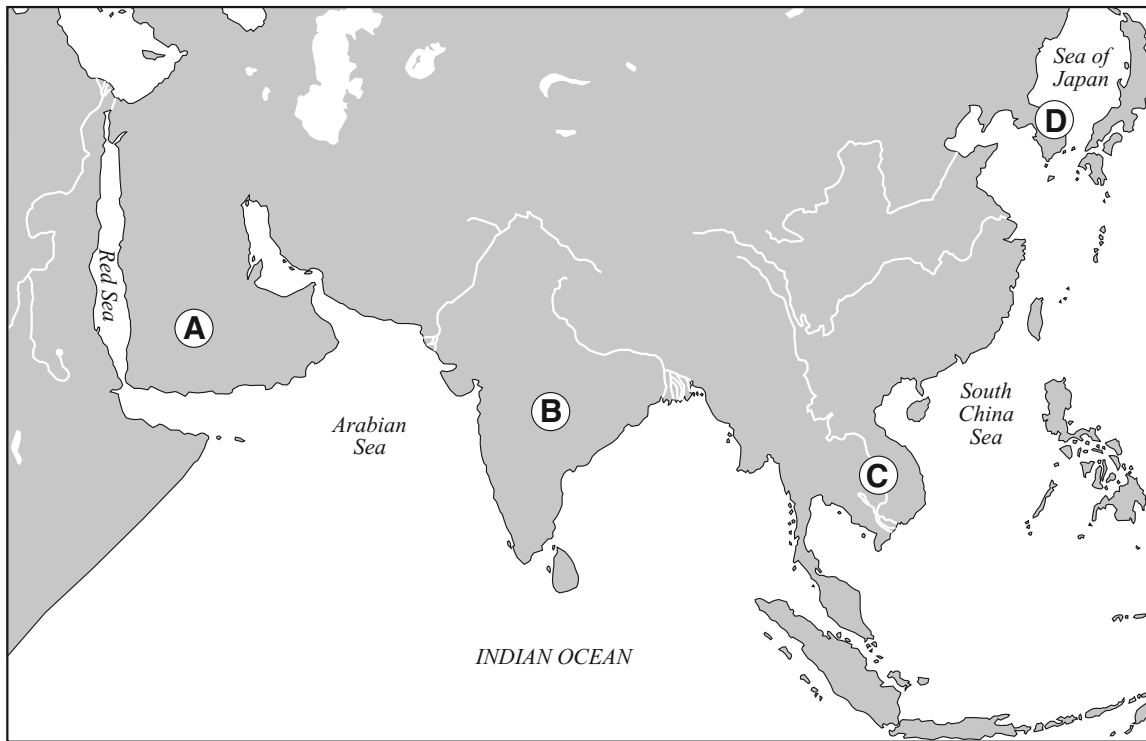
- |               |                  |
|---------------|------------------|
| (1) socialism | (3) mercantilism |
| (2) fascism   | (4) communism    |

44 Which document established the principle of limited monarchy in England?

- |                   |                         |
|-------------------|-------------------------|
| (1) Twelve Tables | (3) Act of Supremacy    |
| (2) Magna Carta   | (4) Balfour Declaration |



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



Source: *Learning from Maps*, Prentice Hall (adapted)

45 Which letter identifies the peninsula that is home to Mecca, the religious center of Islam?

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

46 Which letter identifies the peninsula that was the site of the Vietnam conflict and the atrocities of Pol Pot?

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

47 For years, the Sahara was an obstacle for Europeans while Africans used the desert as a highway. Which conclusion is supported by this statement?

- (1) Trade between Africa and Europe decreased.
- (2) African empires generally avoided contact with Europeans.
- (3) Desertification reduced the amount of arable land available to Africans and Europeans.
- (4) Initially, Europeans lacked the knowledge and skills needed to travel in the desert.

48 The Boxer Rebellion and the work of Sun Yixian (Sun Yat-sen) are most closely associated with the

- (1) Long March
- (2) Golden Age of China
- (3) Cultural Revolution
- (4) rise of nationalism in China

49 The term *iron curtain* refers to the

- (1) scars left on the land by the trenches of World War I
- (2) no-fly zone in northern Iraq after the Persian Gulf War
- (3) border established between India and Pakistan after World War II
- (4) western boundary of Soviet domination in Europe during the Cold War

50 Poles in 1918 and Jews prior to 1948 are examples of

- (1) peoples without their own state
- (2) colonized peoples in the British Empire
- (3) groups that joined the North Atlantic Treaty Organization (NATO)
- (4) groups represented on the United Nations Security Council

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) **describe** means “to illustrate something in words or tell about it”
- (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: Human Rights

Throughout history, there have been many examples where groups of people have been denied their human rights. Individuals, groups, and governments have attempted to end many of these human rights violations although they have not always been successful.

#### Task:

Select **two** different examples from history where human rights have been denied to groups of people and for **each**

- Explain the historical circumstances that led to the denial of human rights
- Describe how the human rights of that group were denied
- Discuss an action taken by an individual, a group, or a government that attempted to end the human rights violations

You may use any example of human rights violations from your study of global history. Some suggestions you might wish to consider include the indigenous people in Latin America during the Encounter, Jews in Russia during the pogroms, the Armenians under the Ottomans, blacks under apartheid in South Africa, Chinese students in Tiananmen Square, Bosnian Muslims in the former Yugoslavia, and women under the Taliban in Afghanistan.

**You are *not* limited to these suggestions.**

**Do not use examples of human rights violations that occurred in 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.

**Historical Context:**

While economic and social changes have occurred throughout history, certain time periods have seen great changes. These time periods include the **Middle Ages**, the **Industrial Revolution in England**, and the **Age of Globalization**.

**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* time periods mentioned in the historical context and for *each*
- Describe the economic *and/or* social changes that occurred during that time period
  - Discuss an impact of a change on society or on a specific group of people

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 A

### Short-Answer Questions

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

#### Document 1

The manorial system, widespread in the West from Charlemagne's time onward, was not at first favorable to the development of agriculture and commerce. Manors tended to be self-sufficient; the economy was closed. People lived in their small world, in constant fear of the strange world beyond, from which came only evil. The best they could hope for was to endure; and they endured.

In the eleventh and following centuries things took a turn for the better. Life became more stable; population increased; new lands were brought under cultivation and old lands rendered [made] more productive. New agricultural techniques were introduced. The power of legumes [nitrogen-fixing plants] to nourish and revive exhausted soils was recognized, and the science of manuring developed—marl [lime-rich mud] and ashes being employed in combination with animal manures. The quality of herds was improved by selection and crossbreeding. Flowing water was put to work, operating gristmills and providing power for forges. Windmills whirled on plains and uplands, and men even attempted, with some success, to construct tidal mills. . . .

Source: Morris Bishop, *The Middle Ages*, Houghton Mifflin

1 According to Morris Bishop, what are **two** changes that occurred during the medieval period? [2]

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

Score

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

Score

## Document 2

. . . Then, just as the Crusaders had been inspired at least in part by commercial motives, those 200 years of constant coming and going between East and West obviously gave trade a tremendous boost. Merchants, studying the itineraries [routes] of the cross-bearers [crusaders] who paved the way, discovered the most direct routes between eastern Mediterranean ports and the heart of Europe. Venice was a particularly active port of entry for goods imported from the Middle East and India. From there the goods traveled a well established route through the Brenner Pass, up the Rhine to Brussels and then north to the Baltic Sea. Many a town which lies along this course owes its existence to a brisk demand for exotic wares from the East by medieval Europeans. . . .

Source: "Legacy of the Crusades," *Aramco World*

- 2 According to this excerpt from "Legacy of the Crusades," what is **one** economic change brought about by the Crusades during the medieval period? [1]

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Score

## Document 3

. . . In a word, Europe was turning from a developing into a developed region. The growth of industry meant the growth of cities, which in the eleventh and twelfth centuries began to abandon their old roles of military headquarters and administrative centers as they filled with the life of commerce and industry. Some, like Genoa, once Roman villages, mushroomed, while others, like Venice, appeared out of nowhere. Still others, calling themselves simply "New City" (Villanova, Villeneuve, Neustadt), were founded by progressive rulers. Instead of growing haphazardly, they were built on a plan, typically a grid pattern with a central square, church, and market buildings. Beginning in tenth-century Italy, businessmen and craftsmen in many cities established what they called "communes," declaring themselves free men who owed allegiance only to a sovereign who collected taxes but otherwise left them alone. Astute lords granted charters exempting city dwellers from feudal obligations—"so that my friends and subjects, the inhabitants of my town of Binarville, stay more willing there," sensibly explained one lord. Under the rubric "Free air makes free men," even serfs were declared emancipated if they maintained themselves in a city for a year and a day. . . .

Source: Frances & Joseph Gies, *Cathedral, Forge, and Water Wheel: Technology and Invention in the Middle Ages*, Harper Perennial (adapted)

- 3 According to Frances and Joseph Gies, what was **one** impact of the growth of European cities on medieval European societies? [1]

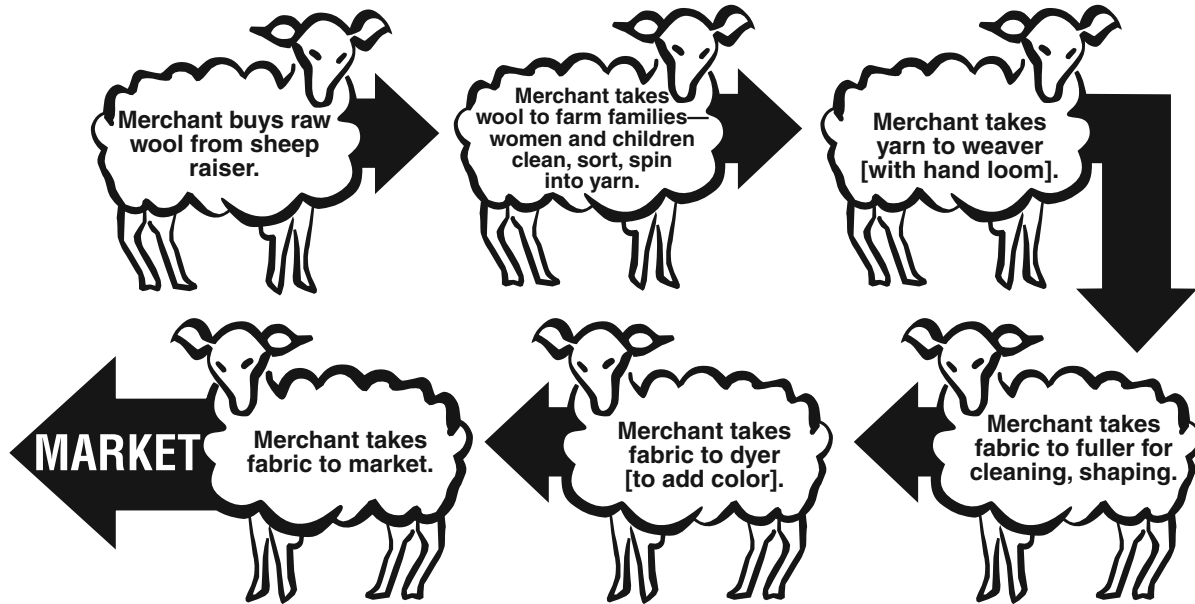
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Score

Document 4a

Domestic System of Making Cloth



Source: Farah and Karls, *World History: The Human Experience*, Section Focus Transparencies, Glencoe McGraw-Hill (adapted)

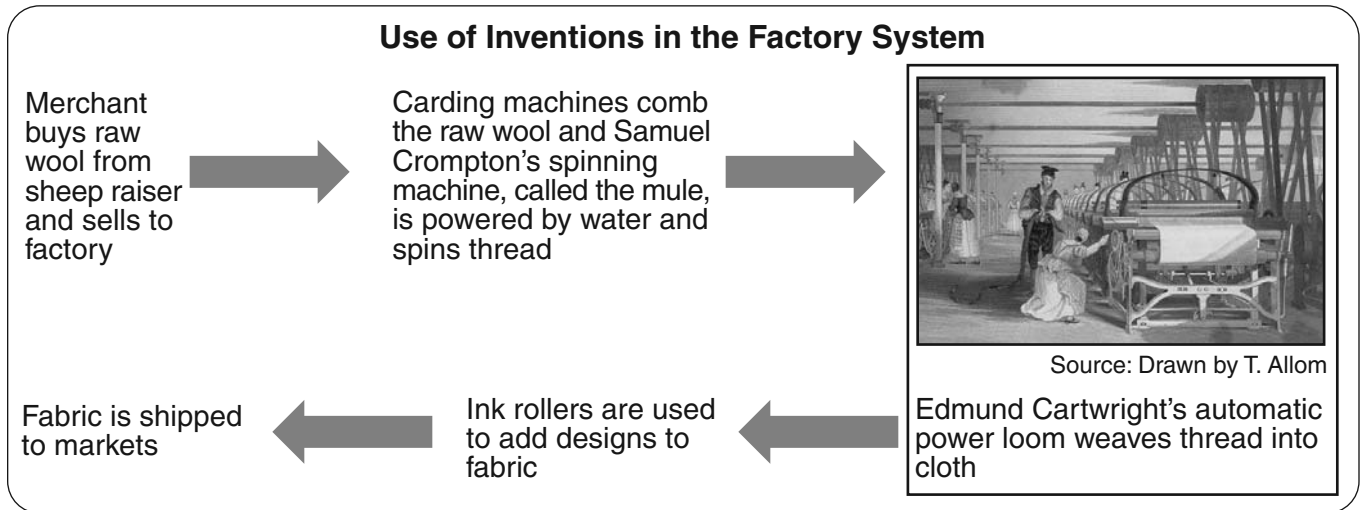
4a Based on this chart, how is cloth produced in the domestic system? [1]

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Score

**Document 4b**



4b Based on this chart, how is cloth produced in the factory system? [1]

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Score

## Document 5

### Industrial Revolution

. . . The first phase of the industrial revolution made traditional society obsolete [no longer useful] because it was incompatible with the basic requirements of an industrial economy. Among these requirements was the commercialization of agriculture. Land had to be treated as a commodity that could be bought and sold in order to produce enough food to feed a growing urban population and to make some rural labor redundant [excessive] so that people would move to the cities to work in the new factories. Traditional societies varied widely across the globe but everywhere they were based on the land and nowhere was land simply a commodity. It was, instead, the basis of a complicated network of obligations and privileges, a social structure binding owner to field worker, lord to peasant. It was these traditional institutions, these social worlds, that the industrial revolution threatened and that it ultimately swept away. . . .

Source: Michael Mandelbaum, *The Ideas that Conquered the World*, Public Affairs

5 According to Michael Mandelbaum, what is **one** change that resulted from the Industrial Revolution? [1]

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Score



## Document 6a

. . . I have frequently visited many of the Cotton Factories in this neighbourhood, with friends who came from a distance; on coming out, it has always been a general reflection, that the children were very great sufferers, and seemed sickly and unhealthy; being obliged to work such long hours under such unfavourable circumstances. As I dedicate an hour or two every morning to giving advice to the poor, I have a great many opportunities of witnessing the bad effects of such confinement on the health of children; frequently the parents say their children were stout and healthy, until they were sent out, and confined so close and long in the Factory; but now they had become delicate and sickly. . . .

Source: Robert Agnew, M.D., "Observations on the State of the Children in Cotton Mills,"  
Manchester, March 23, 1818

6a According to Dr. Agnew, what is **one** impact the Industrial Revolution had on children? [1]

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Score

## Document 6b

In this excerpt, Friedrich Engel's discussion with a middle-class gentleman shows the attitude of the middle class about the living conditions of the factory workers.

. . . One day I walked with one of these middle-class gentlemen into Manchester. I spoke to him about the disgraceful unhealthy slums and drew his attention to the disgusting condition of that part of the town in which the factory workers lived. I declared that I had never seen so badly built a town in my life. He listened patiently and at the corner of the street at which we parted company he remarked: "And yet there is a great deal of money made here. Good morning, Sir." . . .

Source: Friedrich Engels, *The Condition of the Working Class in England*, Stanford University Press (adapted)

6b According to Friedrich Engels, what is **one** result of the Industrial Revolution on the living conditions of factory workers? [1]

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Score

## Document 7

. . . Welcome to the mixed-up world of “globalization”—a growing worldwide marketplace where business transactions routinely span the planet and national borders are growing fuzzier and fuzzier. It wasn’t always this way. Chances are, your parents wore American-made clothes, ate American-made food, and drove American-made cars. But a boom in world trade has changed all that. And what you buy may be the least of it.

The expansion of world trade has unleashed a multitude of dramatic changes. Whole countries have seen their fortunes soar as foreign investment has poured in, creating factories and providing jobs for millions of people. Other countries have been left behind. In the process, billions of lives are affected, for better and worse. . . .

Source: Herbert Buchsbaum, “Living in a Global Economy,” *Scholastic Update*,  
March 7, 1997

- 7 According to Herbert Buchsbaum, what is **one** economic change that has occurred as a result of globalization? [1]

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Score

## Document 8

### Your Complaints Circle Globe

. . . When an American calls a toll-free number in the United States to report a broken appliance or complain about the wrong sweater ordered from a catalog, the call is often routed through fast fiber-optic cables to a center in India. . . .

International call centers based in India will generate \$8 billion in revenue by 2008, says NASSCOM, a technology industry trade group in India. Growth is accelerating as globalization and government deregulation expand telecommunications in India and lower its cost.

“The potential is unlimited,” says Prakash Gurbaxani, founder and chief executive of 24/7 Customer.com, a customer service center in Bangalore whose American clients include Web sites AltaVista and Shutterfly.com. Anticipating more business, the company’s supermarket-sized call center is filled with dark-screened PCs and dwarfs its 300 employees. . . .

Source: Associated Press, *Syracuse Herald American*, June 24, 2001

8 Based on this newspaper article, what is **one** impact that globalization is having on India? [1]

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Score

## Document 9

. . . TODAY, GLOBALIZATION IS being challenged around the world. There is discontent with globalization, and rightfully so. Globalization can be a force for good: the globalization of ideas about democracy and of civil society have changed the way people think, while global political movements have led to debt relief and the treaty on land mines. Globalization has helped hundreds of millions of people attain higher standards of living, beyond what they, or most economists, thought imaginable but a short while ago. The globalization of the economy has benefited countries that took advantage of it by seeking new markets for their exports and by welcoming foreign investment. Even so, the countries that have benefited the most have been those that took charge of their own destiny and recognized the role government can play in development rather than relying on the notion of a self-regulated market that would fix its own problems.

But for millions of people globalization has not worked. Many have actually been made worse off, as they have seen their jobs destroyed and their lives become more insecure. They have felt increasingly powerless against forces beyond their control. They have seen their democracies undermined, their cultures eroded.

If globalization continues to be conducted in the way that it has been in the past, if we continue to fail to learn from our mistakes, globalization will not only not succeed in promoting development but will continue to create poverty and instability. Without reform, the backlash that has already started will mount and discontent with globalization will grow. . . .

Source: Joseph E. Stiglitz, *Globalization and Its Discontents*, W. W. Norton & Co., 2003

9a According to Joseph E. Stiglitz, what is **one positive** effect of globalization? [1]

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Score

b According to Joseph E. Stiglitz, what is **one negative** effect of globalization? [1]

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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:

While economic and social changes have occurred throughout history, certain time periods have seen great changes. These time periods include the **Middle Ages**, the **Industrial Revolution in England**, and the **Age of Globalization**.

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

Choose *two* time periods mentioned in the historical context and for *each*

- Describe the economic *and/or* social changes that occurred during that time period
- Discuss an impact of a change on society or on a specific group of people

#### 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



# GLOBAL HISTORY AND GEOGRAPHY

Friday, June 19, 2009 — 9:15 a.m. to 12:15 p.m., only

## ANSWER SHEET

Male

Female

Student .....

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.

### 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)

1.....	26.....
2.....	27.....
3.....	28.....
4.....	29.....
5.....	30.....
6.....	31.....
7.....	32.....
8.....	33.....
9.....	34.....
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23.....	48.....
24.....	49.....
25.....	50.....

No. Right

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

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

Signature \_\_\_\_\_

Tear Here

Tear Here

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Tear Here

Tear Here