

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

# GLOBAL STUDIES

Thursday, August 12, 1999 — 12:30 to 3:30 p.m., only

The last page of the booklet is the answer sheet. 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.

When you have completed the examination, you must sign the statement 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.**

Part I (55 credits)

Answer all 48 questions in this part.

Directions (1–48): 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 Which concept best explains why most major religions have followers throughout the world?

- 1 secularism
- 2 cultural isolation
- 3 ethnocentrism
- 4 cultural diffusion

2 The ancient masks, bronzes, and figurines of Africa reflect the influence of

- 1 Christian missionaries
- 2 animistic beliefs
- 3 European colonialism
- 4 racial tension

3 Which statement best explains the increase in the Atlantic slave trade in the 1700's?

- 1 Technological advances in shipping made the slave trade more profitable.
- 2 Converted African slaves worked with Spanish missionaries to conquer the native peoples.
- 3 Many Africans wished to settle in the Americas and paid their own passage.
- 4 As the Europeans developed their American colonies, their need for cheap labor increased.

4 Some African nations have maintained close relationships with their former colonial rulers primarily because

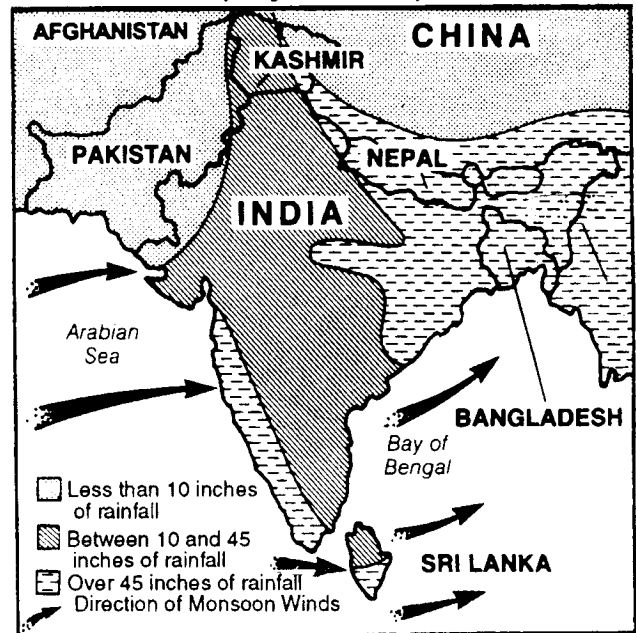
- 1 economic and cultural ties remain strong
- 2 African leaders are unwilling to tackle problems on their own
- 3 outside nations do not provide assistance to African nations
- 4 most Africans want to keep their dual citizenship

5 Which factor was mainly responsible for the mass killings in Rwanda and Burundi in the mid-1990's?

- 1 ethnic conflict
- 2 isolationist policies
- 3 dictatorial rule
- 4 religious fundamentalism

Base your answer to question 6 on the map below and on your knowledge of social studies.

South Asia's Rainy Monsoon Season (May–October)



(adapted)

6 Which generalization is best supported by the information provided by the map?

- 1 Monsoon winds do the most damage to the east coast of India.
- 2 The interior of the Indian subcontinent is sheltered from monsoon winds by the Himalaya Mountains.
- 3 During the rainy season in South Asia, Pakistan remains relatively dry.
- 4 Rain does not usually fall in South Asia between November and April.

7 A major problem in post-World War II India has been the

- 1 conflict between rival religious groups
- 2 alliance with China
- 3 lack of unskilled workers for farming
- 4 scarcity of mineral resources

8 A girl from India wrote to her American friend: "While many of my girlfriends have unchaperoned meetings with male friends, I do not approve. I will marry a man that my father selects."

This statement best reflects the Indian girl's interest in

- 1 accepting current Western ideas
- 2 maintaining traditional customs
- 3 following the new social patterns of her village
- 4 increasing her personal freedom

- 9 • French is spoken in Laos and Vietnam.  
• Spanish is spoken in the Philippines.  
• Dutch is spoken in Indonesia.  
• English is spoken in Malaysia and Singapore.

The diversity of languages spoken in these South-east Asian nations reflects the lasting legacy of

- 1 socialism
- 2 Asian nationalism
- 3 traditionalism
- 4 European colonization

10 Which statement best describes China's relationship with the rest of the world at the end of the 19th century?

- 1 China was divided into spheres of influence that gave preferential trading rights to Western nations.
- 2 China became a colony of Japan and provided that nation with needed resources.
- 3 After the Opium Wars, China was under the protection of the United States.
- 4 China isolated itself and had little contact with other nations.

11 Over the last 20 years, the Chinese Government's policy on population growth has been to

- 1 leave decisions on family size to individual villages
- 2 allow religious groups to determine family size for their members
- 3 limit family size and punish those who ignored these limits
- 4 encourage population growth by offering subsidized day care to large families

12 During China's Cultural Revolution, a major goal of the Red Guard was to

- 1 revive traditional loyalty to the emperor
- 2 promote trade and free enterprise
- 3 enforce the teachings of Mao Zedong
- 4 encourage cooperation with the Soviet Union

13 Which geographic feature contributed most to the concept of cultural diffusion in Japan?

- 1 deposits of fertile soil
- 2 location near the mainland of Asia
- 3 vast mineral resources
- 4 numerous navigable rivers

14 In the late 1800's, Japan changed from an isolated, traditional society into a modern, industrialized, powerful nation as a result of the

- 1 conquest of Japan by Great Britain
- 2 development of a shogunate in Japan
- 3 reforms initiated by Emperor Meiji
- 4 rejection of Shinto beliefs

15 The main reason Japan followed a policy of imperialism in the late 19th and early 20th centuries was that Japan

- 1 needed cheap raw materials to expand its industrial power
- 2 wanted to free the rest of Asia from European colonial rule
- 3 intended to increase its export of automobiles and trucks
- 4 sought to spread Shinto throughout Asia

16 Japan's policy of placing high tariffs on imports is an example of

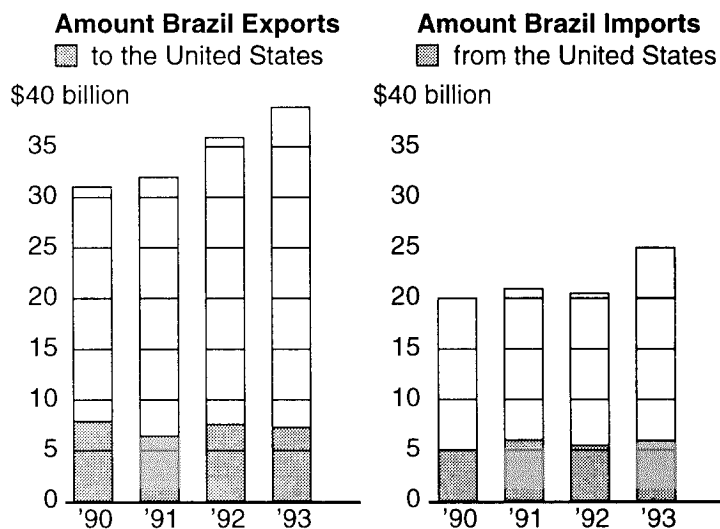
- 1 global interdependence
- 2 political neutrality
- 3 international cooperation
- 4 economic nationalism

17 A major goal of the conquistadors in Latin America was to

- 1 establish religious freedom
- 2 promote democracy
- 3 increase the wealth of Spain
- 4 introduce a laissez-faire economic system

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

### Brazil's Balance of Trade



Source: U.S. Trade Center; Brazilian Exporters Association

- 18 Based on the information provided in the graphs, which conclusion about Brazil's balance of trade is valid?
- 1 Brazil depends on manufactured goods from the United States, only.
  - 2 Brazil trades with the United States, only.
  - 3 Brazil exports more to the United States than it imports from there.
  - 4 Brazil is the main trading partner of the United States.

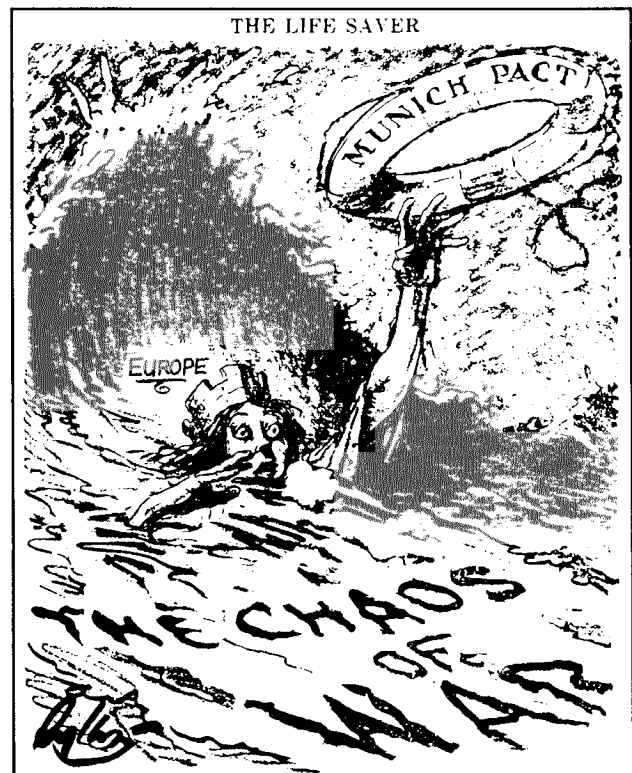
- 19 In the early 20th century, economic development in Latin America was limited by
- 1 a dependence on single cash crops
  - 2 the distribution of land to the peasants
  - 3 a lack of natural resources
  - 4 the rules of the Organization of American States
- 20 Which statement concerning the North American Free Trade Agreement (NAFTA) is a fact rather than an opinion?
- 1 Canada, Mexico, and the United States have benefited equally from this agreement.
  - 2 Canada, Mexico, and the United States have agreed to remove trade barriers between their countries.
  - 3 Canada has been hurt the most by this agreement.
  - 4 The United States wanted to sign this agreement more than Mexico did.

- 21 Since 1989, why has Cuban influence in Latin America declined?
- 1 The transition from Marxism to capitalism has preoccupied Cuba's political leadership.
  - 2 A series of severe droughts has crippled Cuba's sugar industry.
  - 3 Improved relations with the United States have allowed Cuba to focus on internal problems.
  - 4 The collapse of the Soviet Union has intensified Cuba's economic problems.
- 22 The Fertile Crescent that lies between the Tigris and Euphrates Rivers has had a significant impact on the Middle East because this area was the site of the
- 1 establishment of the first global empire
  - 2 formation of the State of Israel
  - 3 invasion of Kuwait by Iraq
  - 4 development of early centers of civilization

- 23 The cultures in North Africa are more closely associated with Middle Eastern cultures than with the cultures of the rest of Africa mainly because
- 1 the geography of Africa has limited contact between North Africa and the rest of Africa
  - 2 only North Africa was part of the Roman Empire
  - 3 most of the people of North Africa have emigrated from Asia
  - 4 sub-Saharan Africa has been subject to European imperialism
- 24 One of the political lessons demonstrated by the Persian Gulf War (1991) was that
- 1 the United Nations can be a more potent force when many nations of the world agree on common goals
  - 2 the United Nations can resolve international disputes without resorting to the use of force
  - 3 industrial nations frequently avoid involvement in conflicts outside their immediate geographic area
  - 4 small nations involved in international conflicts often reject the assistance of larger industrialized nations
- 25 Why did the ancient city-states of Athens and Sparta develop different political systems?
- 1 The Byzantine Empire dictated government policies.
  - 2 Foreign travelers introduced new philosophies.
  - 3 The mountainous topography resulted in the isolation of these city-states.
  - 4 For over three centuries, civil wars raged in these city-states.
- 26 What was a direct result of the Scientific Revolution in Europe?
- 1 a gradual decline in the growth of cities
  - 2 an increase in the use of the divine right theory of government
  - 3 the rise of the manorial system
  - 4 the application of reason and experimentation to political thinking

- 27 A long-term effect of the Industrial Revolution was the
- 1 increased availability of a large number of craftspeople
  - 2 development of labor reforms and labor unions
  - 3 failure of communities to provide schools
  - 4 disappearance of the middle class

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



Evening Public Ledger, Philadelphia — October 2, 1938

- 28 What is the main idea of this cartoon?
- 1 Armed strength is the best defense against aggression.
  - 2 War is necessary to maintain a balance of power.
  - 3 Freedom of the seas should be maintained, whatever the cost.
  - 4 Appeasement will save Europe from war.

Base your answer to question 29 on the chart below and on your knowledge of social studies.

Party Representation in the Reichstag of the Weimar Republic						
Party	May 1928	Sept. 1930	July 1932	Nov. 1932	Mar. 1933	Nov. 1933
National Socialist (Nazi)	12	108	230	196	288	661
German National Peoples	78	41	37	51	52	
German Peoples	45	30	7	11	2	
Economic	23	23	2	1		
Catholic Center	61	68	75	70	74	
Bavarian Peoples	17	19	22	20	18	
State (Democrats)	25	15	4	2	5	
Social Democrat (Socialist)	153	143	133	121	120	
Communist	54	77	89	100	81	
Other Parties	23	53	9	12	7	
Totals	491	577	608	584	647	661

- 29 Which statement about the Weimar Republic before November 1933 is best supported by the information in the chart?
- 1 Political representation of various groups was limited.
  - 2 Diverse political ideas were discouraged by the government.
  - 3 The Social Democrats continued to gain support throughout the period.
  - 4 Many different political ideologies were represented in the Reichstag.

30 “The history of all hitherto existing society is the history of all class struggles. . . . The immediate aim of the communists is . . . the overthrow of the bourgeois supremacy. . . .”

Who would most likely support this quotation?

- |                     |              |
|---------------------|--------------|
| 1 Otto von Bismarck | 3 Karl Marx  |
| 2 John Locke        | 4 Adam Smith |

31 During the 1930’s and 1940’s, Nazis in Germany and Fascists in Italy promoted policies that emphasized

- 1 national and racial supremacy
- 2 worldwide Communist revolutions
- 3 international peacekeeping efforts
- 4 economic cooperation in Europe

32 Which empire had the greatest influence on the history and cultural development of Russia?

- |              |             |
|--------------|-------------|
| 1 Holy Roman | 3 Byzantine |
| 2 Assyrian   | 4 Ottoman   |

33 The formation of the European Economic Community (1950’s), the creation of the European Parliament (1980’s), and the establishment of a common Euro-currency (1990’s) illustrate the desire of many European leaders for

- 1 maintaining independent ethnic communities in their nations
- 2 political unification of the region
- 3 a single common language throughout Europe
- 4 economic and political cooperation between European nations

34 Which change was introduced by Peter the Great to Russia in the 17th century?

- 1 spread of the philosophies of the Enlightenment to the peasant class
- 2 development of representative government in the provinces
- 3 introduction of Western technology to the military and industry
- 4 selling of indulgences to raise money

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



- 35 The main idea of the cartoon is that the
- 1 economic policies of Brezhnev have caused many of today's problems in Russia
  - 2 needs of the people are not being met under a free-market system
  - 3 Russian economy has improved as a result of the war in Yugoslavia
  - 4 politics of the Cold War have created today's shortages of consumer goods

- 36 Which new policies, developed by Mikhail Gorbachev, led to the situation referred to in this 1996 cartoon?
- 1 Pan-Slavism and orthodoxy
  - 2 terror and censorship
  - 3 autocracy and nationalism
  - 4 glasnost and perestroika

- 37 • Hungarian Revolution (1956)  
• Prague Spring (1968)  
• Formation of Solidarity in Poland (1979)
- One way in which these events are similar is that each is an example of
- 1 a reaction of a Warsaw Pact nation to the actions of the North Atlantic Treaty Organization (NATO)
  - 2 violence resulting from massive food shortages
  - 3 opposition to communism in Eastern Europe
  - 4 the failure of the European Economic Community (Common Market) to unify its tariffs

- 38 Which statement best characterizes the rule of Joseph Stalin in the Soviet Union?
- 1 Free enterprise replaced a command economy.
  - 2 Democratic reforms were carried out.
  - 3 Ownership of farms was returned to individual farmers.
  - 4 Basic human rights were denied.

- 39 The Golden Age of Greece and the Golden Age of Islam were similar in that both were times when
- 1 advances in science and technology occurred
  - 2 trade and commerce declined
  - 3 democratic governments were developed
  - 4 the religious ideas of western Europe were accepted

Base your answer to question 40 on the chart below and on your knowledge of social studies.

Trade (billions of dollars)			
Nation	Exports	Imports	Year
India	19.8	22.5	1993
Israel	11.8	19.6	1992
Mexico	27.5	48.1	1992
Russia	4.5	5.2	1993

Source: *Information Please Almanac* (1995)

- 40 Which problem is shared by the nations listed in the chart?
- 1 low standard of living
  - 2 trade imbalance
  - 3 lack of raw materials
  - 4 reliance on agricultural-based economies

- 41 In many of the world's developing nations, improvements in life expectancy and health care have contributed to
- 1 population pressures that limit economic development
  - 2 an increased number of epidemics
  - 3 a reduction in the need for land reform
  - 4 a steady rise in income for all citizens
- 42 The disasters that occurred at Chernobyl, Ukraine, and at Bhopal, India, show that modern technology can be responsible for
- 1 worldwide inflation
  - 2 vast desertification
  - 3 widespread earthquakes
  - 4 serious environmental damage

- 43 The expeditions of the medieval Crusaders, the jihads of the followers of Islam, and the tactics of the Irish Republican Army illustrate that
- 1 actions taken by members of religious groups can often contribute to major conflicts
  - 2 only political concerns cause historical events
  - 3 the same religion is practiced in the Middle East and in western Europe
  - 4 religious diversity causes cultural isolation

- 44 "We're all in this thing together. You have some assets and we have some assets, and you have some knowledge and we have some knowledge, and we're trying to build something together. . . . In and through community lies the salvation of the world. Nothing is more important."
- The author of this passage would most likely agree that the world has become
- 1 interdependent
  - 2 unified under one government
  - 3 economically isolated
  - 4 communistic

Base your answer to question 45 on the chart below and on your knowledge of social studies.

Group	Place	Significant Document
Nobles	Babylon	Hammurabi Code
Plebeians	Ancient Rome	Twelve Tables
Lords	England	Magna Carta

- 45 Why are the documents significant to the groups listed?
- 1 The persecution of certain groups was easily justified.
  - 2 The rights of certain groups were recognized and written down.
  - 3 Majority rule was used to suppress a minority group.
  - 4 Most people in these democracies were guaranteed their human rights.



Base your answer to question 46 on the cartoon below and on your knowledge of social studies.



(adapted)

46 What is the main idea of this cartoon?

- 1 Sneakers sold in developed nations are frequently made of inferior materials.
- 2 Child labor in developing nations is used to produce goods for developed nations.
- 3 Workers in developing nations receive higher wages than those in developed nations.
- 4 Shoe manufacturers should build their factories in the United States.

47 Which situation is characteristic of a totalitarian society?

- 1 Artists and musicians experience artistic freedom.
- 2 Individualism is encouraged.
- 3 The freedoms of speech, press, and religion are denied.
- 4 Judges and the courts are independent of central government control.

48 One similarity in the practice of bushido among the Japanese samurai and chivalry among the medieval knights in Europe is that both groups

- 1 required the worship of many gods
- 2 promoted cultural exchanges with other peoples
- 3 improved the lives of the peasants
- 4 provided a moral code of behavior for its members

Answers to the following questions are to be written on paper provided by the school.

Students Please Note:

In developing your answers to Part II, be sure to

- (1) include specific factual information and evidence whenever possible
- (2) keep to the questions asked; do not go off on tangents
- (3) avoid overgeneralizations or sweeping statements without sufficient proof; do not overstate your case
- (4) keep these general definitions in mind:
  - (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
  - (b) **describe** means “to illustrate something in words or tell about it”
  - (c) **show** means “to point out; to set forth clearly a position or idea by stating it and giving data which support it”
  - (d) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
  - (e) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part II

ANSWER THREE QUESTIONS FROM THIS PART. [45]

1. Specific ideas or actions of individuals have often brought about lasting changes that affect the world.

*Individuals*

Johannes Gutenberg  
Mohandas Gandhi  
Ho Chi Minh  
Anwar el Sadat  
Deng Xiaoping  
Nelson Mandela  
Mother Teresa

Choose *three* individuals from the list and for *each* one chosen:

- Identify *one* specific idea or action of the individual
- Explain how that idea or action brought about a change in a specific nation or region
- Explain how that idea or action affected another nation or region [5.5.5]

- 7 People have had differing viewpoints on how leaders should rule. Several individuals express their viewpoints in the documents below.

Only if a king is himself energetically active, do his officers follow him energetically. . . . A king should attend to all urgent business, he should not put it off. . . . In the happiness of the subjects lies the happiness of the king; in their welfare, his own welfare.

— *Duties of a King*, Artha Shastra

. . . that the king is overlord of the whole land, so is he master over every person . . . having power over the life and death of every one of them. . . . The state of monarchy is the supremest thing upon earth: for kings are not only God's lieutenants upon earth and sit upon God's throne, but even by God himself they are called gods.

— *True Law of Free Monarchies*, James I

It is impossible for one person, however intelligent and capable, to be able to make wise decisions by himself. . . . Instead he should delegate authority to the most able and virtuous men he can find and supervise their work from above most diligently.

— *On the Art of Government*, Emperor T'ai-tsung

. . . And the life of man, solitary, poore, nasty, brutish and short . . . if there be no power erected . . . every man may rely on his own strength. . . . The only way to erect . . . a Common Power . . . is to conferre all their power and strength upon one man . . . and therein to submit their Wills everyone to his Will and their Judgement to his Judgement . . . to the end he may use the strength and means of them all as he thinks expedient [necessary] . . .

— *Leviathan*, Thomas Hobbes

Still a prince should be careful to make himself feared in such a way that if men do not love him, they at least do not hate him. . . . That prince will be successful whose method of procedure fits the needs of the time.

— *The Prince*, Niccolò Machiavelli

. . . The great and chief end of men uniting into commonwealths is the preservation of their property. . . . Whenever . . . the legislature shall break this fundamental rule of society . . . it is the privilege of the people to resume their original liberty, to establish a new legislature.

— *Of Civil Government*, John Locke

Legislators, mediate well before you choose. . . . Unless your choice is based upon the . . . experience of the Venezuelan people . . . the result of our reform will again be slavery . . . laws must take into account the physical conditions of the country, climate, character of the land, location, size and mode of living of the people. . . .

— *Political Ideas*, Simón Bolívar

- a Choose *three* documents and for *each* one chosen explain the author's point of view on how a leader should rule. [3.3.3]
- b Compare *two* of the documents and discuss the similarities or differences between the authors' points of view. [6]

2 Revolutions occur because of economic, social, or political reasons.

*Revolutions*

Bolshevik (Russia)  
Communist (China)  
Cuban  
English  
French  
Intifadah (Israel)  
Iranian

Choose *three* revolutions from the list and for *each* one chosen:

- Discuss a specific economic, social, or political cause of the revolution
- Identify a strategy, slogan, or action used by the revolutionaries
- Discuss an economic, social, or political effect of the revolution on the nation [5.5.5]

3 People's philosophies or religious beliefs have affected the history or daily life of a nation or region.

*Philosophy or Religious Belief*

Atheism  
Confucianism  
Deism  
Legalism  
Monotheism  
Polytheism  
Taoism

Choose *three* philosophies or religious beliefs from the list and for *each* one chosen:

- Explain a main idea of the philosophy or religious belief
- Identify a nation or region where the philosophy or religious belief is followed [Do not use the United States in your answer.]
- Discuss how the philosophy or religious belief has influenced the history or daily life of that nation or region [5.5.5]

4 Throughout history, nations or regions have supported different economic systems.

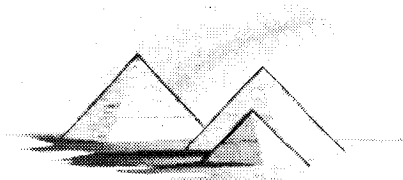
*Economic Systems*

Manorialism  
Socialism (mixed economy)  
Communism (command economy)  
Capitalism (market economy)  
Mercantilism

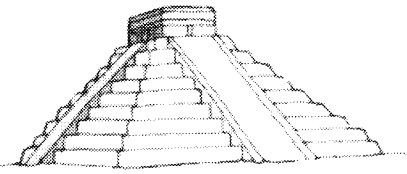
Choose *three* economic systems from the list and for *each* one chosen:

- Describe the economic system
- Identify a nation or region where the economic system was or is used [Do not use the United States in your answer.]
- Discuss how the economic system was used in that nation or region during a specific time period [5.5.5]

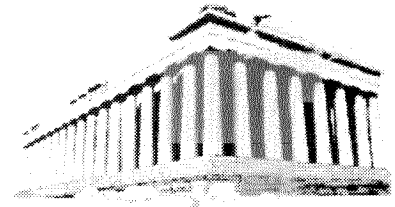
- 5 Architecture often reflects the values or beliefs of a nation or civilization. Several illustrations of structures are shown below.



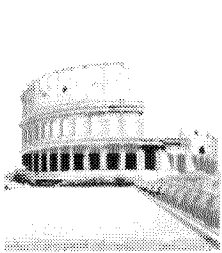
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(2)



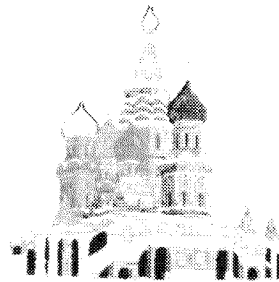
(3)



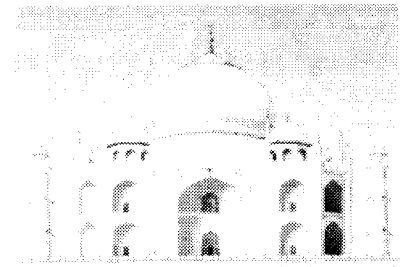
(4)



(5)



(6)



(7)

Choose *three* structures and for *each* one chosen:

- Identify the civilization that created the structure
- Describe the purpose of the structure [You must describe a different purpose for each structure chosen.]
- Explain how the structure supports a value or belief of the people of that civilization [5.5.5]

- 6 Geographic features in different areas of the world have had both similar and different effects on the people living in or near them.

*Pairs of Geographic Features*

British Isles — Japanese archipelago  
Andes Mountains — Himalaya Mountains  
Nile River — Huang He (Yellow River)  
Argentine pampas — Ukrainian steppes  
Brazilian rain forest — Russian taiga  
Sahara Desert — Siberian tundra

Choose *three* pairs of geographic features from the list and for *each* pair chosen, compare *two* ways in which the features have had similar or different effects on the people living in or near them. [5.5.5]

# GLOBAL STUDIES

Thursday, August 12, 1999 — 12:30 to 3:30 p.m., only

## ANSWER SHEET

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

Write your answers for Part I on this answer sheet, and write your answers for Part II on the paper provided by the school.

- 1..... 25.....
- 2..... 26.....
- 3..... 27.....
- 4..... 28.....
- 5..... 29.....
- 6..... 30.....
- 7..... 31.....
- 8..... 32.....
- 9..... 33.....
- 10..... 34.....
- 11..... 35.....
- 12..... 36.....
- 13..... 37.....
- 14..... 38.....
- 15..... 39.....
- 16..... 40.....
- 17..... 41.....
- 18..... 42.....
- 19..... 43.....
- 20..... 44.....
- 21..... 45.....
- 22..... 46.....
- 23..... 47.....
- 24..... 48.....

### FOR TEACHER USE ONLY

Part I Score .....  
 (Use table below)  
 Part II Score ..... Rater's Initials:  
 Total .....  
 .....

### PART I CREDITS

Directions to Teacher:

In the table below, draw a circle around the number of right answers and the adjacent number of credits. Then write the number of credits (not the number right) in the space provided above.

No. Right	Credits	No. Right	Credits
48	55	23	35
47	54	22	34
46	53	21	34
45	53	20	33
44	52	19	32
43	51	18	31
42	50	17	30
41	49	16	30
40	49	15	29
39	48	14	28
38	47	13	27
37	46	12	26
36	45	11	24
35	45	10	22
34	44	9	20
33	43	8	17
32	42	7	15
31	42	6	13
30	41	5	11
29	40	4	9
28	39	3	7
27	38	2	4
26	38	1	2
25	37	0	0
24	36		

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