

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

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 15, 2000 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

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

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

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

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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.

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

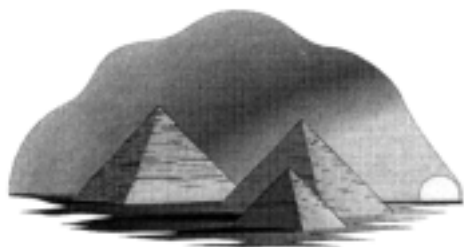
Part I

Answer all questions in this part.

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

- 1 The code of Hammurabi is an example of
 - 1 written rules for legal procedures
 - 2 the power of strong kings to control trade
 - 3 regulations on the way to conduct wars against neighboring nations
 - 4 the power of a legislature to veto laws passed by absolute monarchs
- 2 A belief of animism is that
 - 1 after death the soul is reborn in another human form
 - 2 holy wars must be fought to gain entry into heaven
 - 3 meditation leads followers to nirvana
 - 4 spirits of nature inhabit all living and nonliving objects

Base your answer to question 3 on the diagrams below and on your knowledge of social studies.



- 3 A study of these structures will show that the ancient civilizations who built these structures
 - 1 practiced monotheism
 - 2 originated along major rivers
 - 3 used advanced technology
 - 4 respected human rights

- 4 Which term is used to describe the spread of Buddhism from India through Southeast Asia?
 - 1 ethnocentrism
 - 2 isolation
 - 3 imperialism
 - 4 cultural diffusion
- 5 *Hebrew text:* “Honor your father and mother . . .
You shall not murder . . .
You shall not steal.”

The Analects:

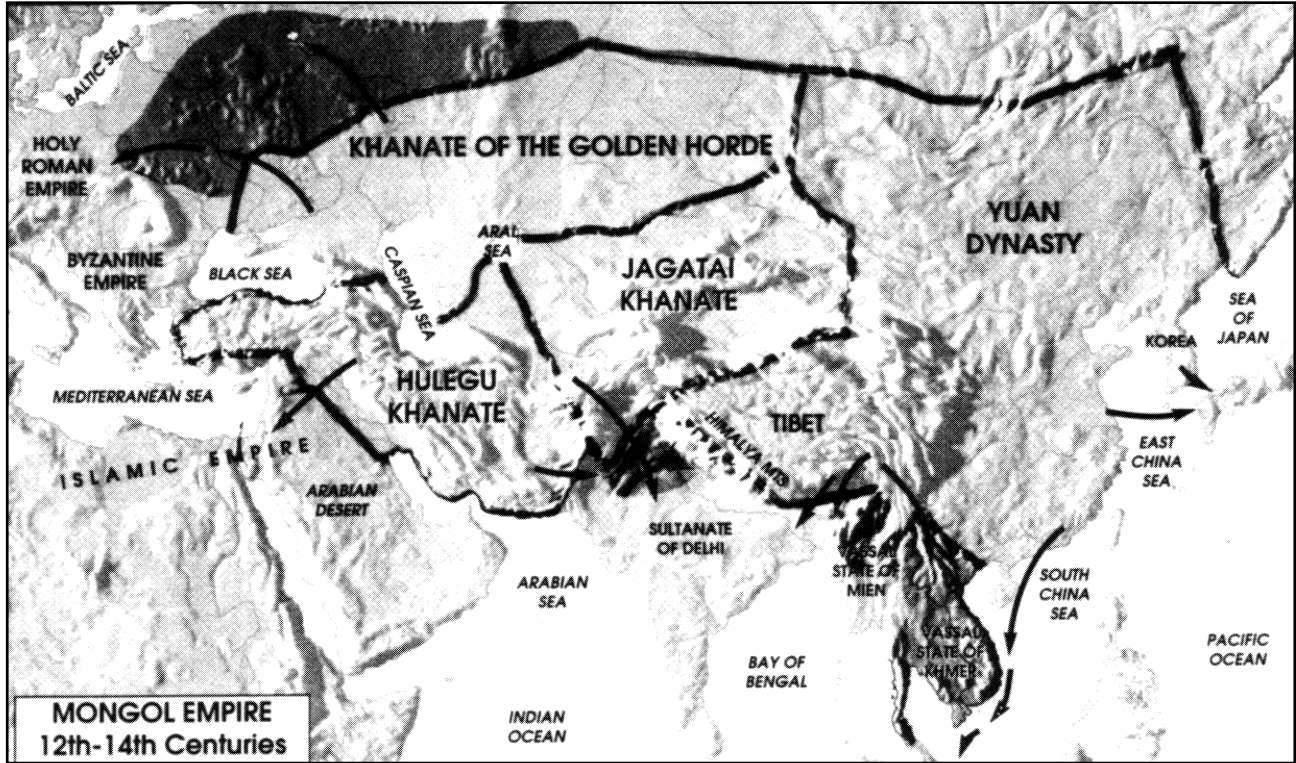
“In his (the leader) personal conduct,
he was respectful.
In his serving his superiors, he was reverent.
In his nourishing the people, he was kind.
In governing the people, he was righteous.”

— Confucius

These selections show that the ancient civilizations who developed these concepts placed emphasis on

- 1 anarchy
 - 2 law
 - 3 trade
 - 4 architecture
- 6 Which factor influenced the development of ancient civilizations along river valleys?
 - 1 fertile soil
 - 2 dry climate
 - 3 oil-rich tundra
 - 4 dense rain forests
 - 7 The contributions of the Golden Age of Islamic civilization include
 - 1 advances in mathematics
 - 2 irrigation systems
 - 3 polytheistic beliefs
 - 4 gunpowder and guns
 - 8 A similarity between the ancient western African kingdoms of Mali, Ghana, and Songhai is that these kingdoms
 - 1 limited the power of their rulers
 - 2 practiced Christianity
 - 3 established economies based on trade
 - 4 isolated themselves from contact with other cultures

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



- 9 The map shows that the Mongol Empire stretched across
- | | |
|-----------------------------|--------------------------|
| 1 Africa and Southeast Asia | 3 Europe and Asia |
| 2 North America and Europe | 4 South America and Asia |

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

Statement A: The might of a country consists of gaining surpluses of gold and silver.

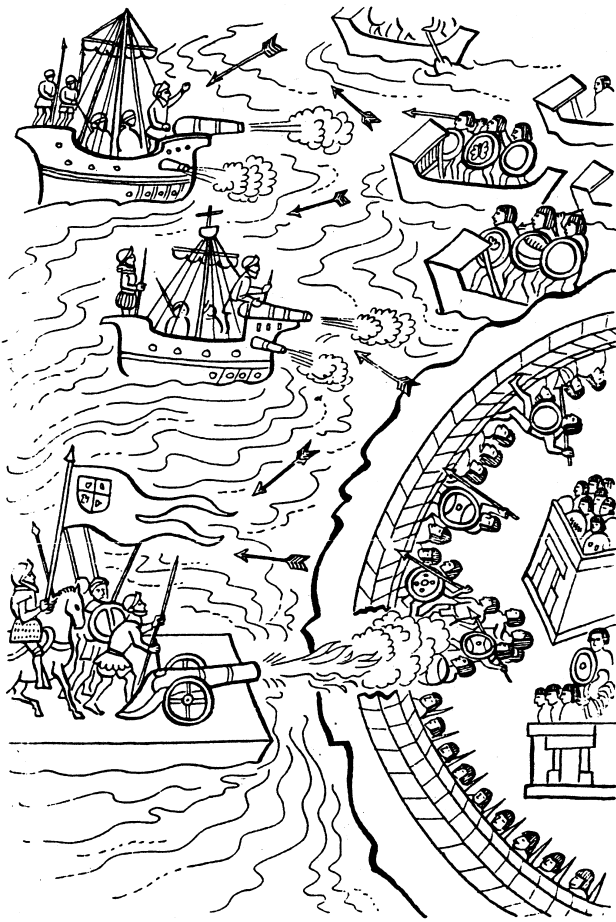
Statement B: A nation's strength is found in economic independence and the maintenance of a favorable balance of trade.

Statement C: We need to gain colonies both as sources for raw materials and as markets for our manufactured goods.

- 10 Which economic system is being described by these statements?
- | | |
|---------------|--------------|
| 1 traditional | 3 command |
| 2 feudal | 4 mercantile |

- 11 Which statement concerning the Renaissance in Europe is based on opinion rather than on fact?
- 1 Literature began to appear in languages other than Latin.
 - 2 The art of the Northern Renaissance was superior to that of the Italian Renaissance.
 - 3 Art reflected the ideas of humanism and individualism.
 - 4 Art produced during the Renaissance had religious as well as secular themes.

Base your answer to question 12 on the illustration below and on your knowledge of social studies.



- 12 Which explanation for the Spanish conquest of the Aztec Empire is best supported by this illustration?
- 1 The Aztec religion encouraged nonviolence.
 - 2 The nations of Europe allied with the Spanish against the Aztec rulers.
 - 3 The conquistadors were defending their homeland.
 - 4 Spanish technology was a major factor in the defeat of the Aztecs.

13 "... suspending laws . . . , by regal [royal] authority without consent of Parliament is illegal."

—English Bill of Rights, 1689

Which form of government does the quotation support?

- | | |
|--------------------|----------------|
| 1 limited monarchy | 3 totalitarian |
| 2 dynastic rule | 4 theocracy |

14 The Magna Carta, the Glorious Revolution, and the writings of John Locke all contributed to Great Britain's development of

- 1 absolute monarchy
- 2 ethnic rivalries
- 3 parliamentary democracy
- 4 imperialist policies

15 Which statement best describes the effects of the works of Nicolaus Copernicus, Galileo Galilei, Sir Isaac Newton, and René Descartes?

- 1 The acceptance of traditional authority was strengthened.
- 2 The scientific method was used to solve problems.
- 3 Funding to education was increased by the English government.
- 4 Interest in Greek and Roman drama was renewed.

16 A major concept promoted by philosophers of the Enlightenment was the need for

- 1 a return to traditional medieval ideas
- 2 the use of reason for rational and logical thinking
- 3 overseas expansion by western European nations
- 4 strengthening the power of the organized religions

17 **"Congress of Vienna Restores Monarchy to France"**
"Czar Nicholas I Limits Freedom of the Russian Press"
"Reform Movements Crushed in Hungary, Italy, and the German States"

These headlines could be described as

- 1 reactions to the French Revolution
- 2 movements to unify all of western Europe
- 3 efforts to improve the conditions of factory workers
- 4 attempts to promote trade between European nations

- 18 The French people supported Napoleon Bonaparte because they hoped he would
- 1 adopt the ideas of the Protestant Reformation
 - 2 restore Louis XVI to power
 - 3 provide stability for the nation
 - 4 end British control of France

Base your answers to questions 19 and 20 on the statements below and on your knowledge of social studies.

Statement 1: “This organization is created for the purpose of realizing the national ideal: the union of all Serbs.”

—Bylaws of the Black Hand

Statement 2: “. . . people . . . would think themselves happier even under their bad government than they might be under the good government of a foreign power.”

—Mohandas Gandhi,
adapted from *Indian Opinion*, 1905

Statement 3: “. . . above all, we want Germany to be considered one land and the German people one people.”

—Heinrich von Gagern,
The Call for German Unity

Statement 4: “We ardently wish to free Italy from foreign rule. We agree that we must put aside all petty differences in order to gain this most important goal. We wish to drive out the foreigners not only because we want to see our country powerful and glorious, but also because we want to elevate the Italian people in intelligence and moral development.”

—Count Camillo di Cavour, 1810–1861

- 19 The foreign power referred to in Statement 2 is

- | | |
|----------|-----------------|
| 1 Russia | 3 Great Britain |
| 2 Brazil | 4 Japan |

- 20 Which idea is expressed by all the statements?

- 1 War is a means of achieving national policies.
- 2 Industrial growth is critical to a country’s prosperity.
- 3 Social class differences are the source of all conflicts.
- 4 Self-determination of the people is an important goal.

- 21 Which statement best describes events in Japan during the period of the Meiji Restoration?

- 1 Japan sought to isolate itself from world affairs.
- 2 Rapid industrialization and economic growth occurred.
- 3 Local lords increased their power over the Japanese emperor.
- 4 Agriculture was taken over by the government.

- 22 During the 19th century, one effect of European imperialism on Africa was the

- 1 exploitation of African natural resources by colonial powers
- 2 improvement of working conditions in Africa
- 3 African dependence on exportation of manufactured goods
- 4 African acceptance of the doctrine of the “White Man’s Burden”

- 23 **“Archduke Franz Ferdinand Assassinated!”**
“Germany Declares War on Russia and France!”
“Peace Treaty Signed at Versailles!”

Which event is referred to in these headlines?

- | | |
|-----------------------|---------------|
| 1 Franco-Prussian War | 3 World War I |
| 2 Crimean War | 4 Cold War |

- 24 One reason the Fascist governments of Benito Mussolini and Adolf Hitler came to power in Italy and Germany was that these nations

- 1 were threatened by the United States
- 2 supported civil liberties for all
- 3 failed to join the League of Nations
- 4 faced economic and political difficulties

- 25 Since the end of World War II, the nations of Western Europe have improved their economic position by

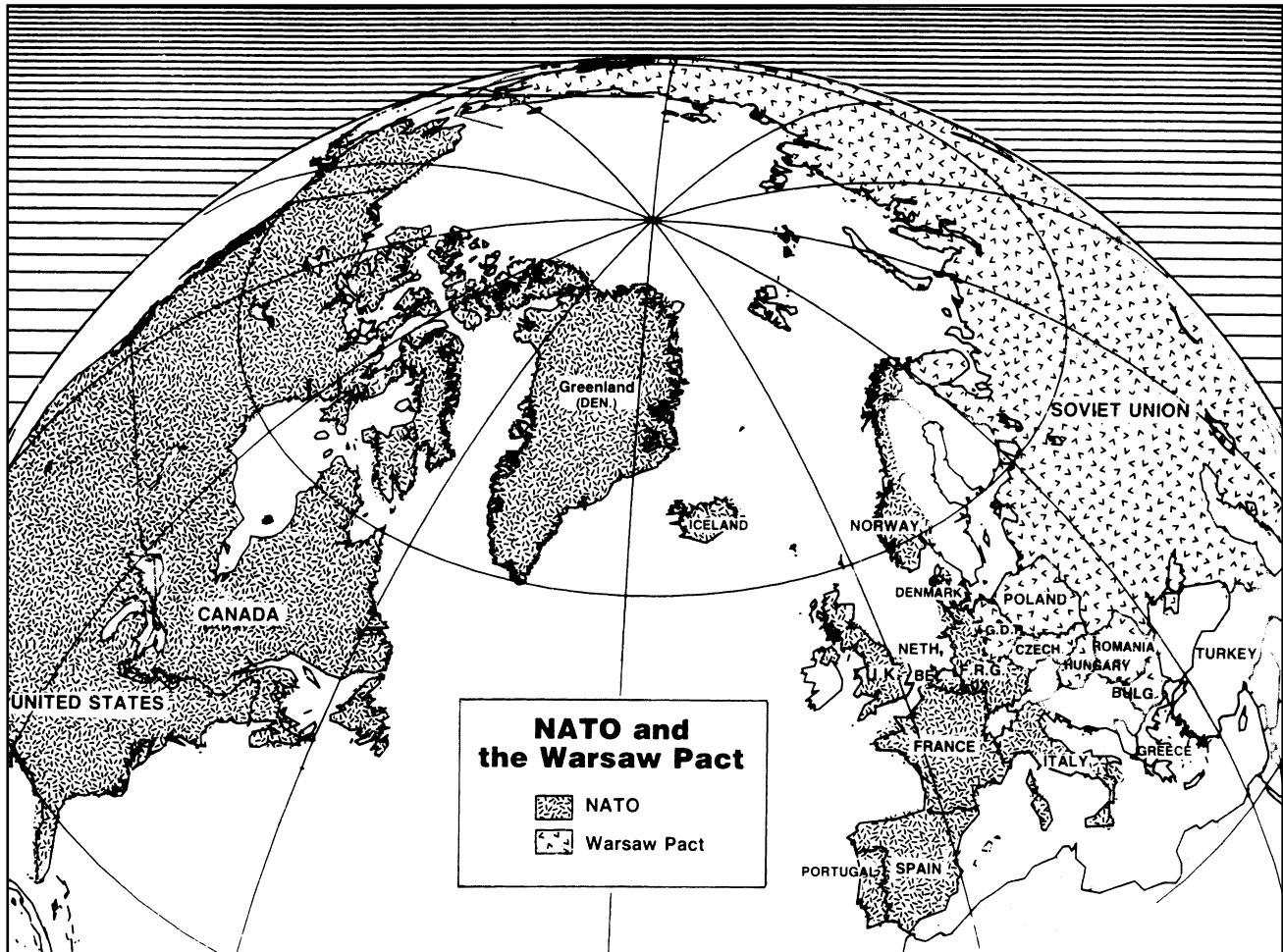
- 1 increasing communication and cooperation in the region
- 2 colonizing African and Asian nations
- 3 isolating themselves from the rest of the world
- 4 rejecting membership in the United Nations

- 26 In the Soviet Union, Joseph Stalin governed by means of secret police, censorship, and purges. This type of government is called

- | | |
|----------------|--------------------|
| 1 democracy | 3 limited monarchy |
| 2 totalitarian | 4 theocracy |

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

NATO and the Warsaw Pact



- 27 The organizations represented on the map were formed as a direct result of
- 1 a need to improve the economy of Europe by limiting trade restrictions
 - 2 environmental concerns that resulted from rapid industrialization
 - 3 conflicts caused by the Cold War
 - 4 the collapse of the Soviet Union

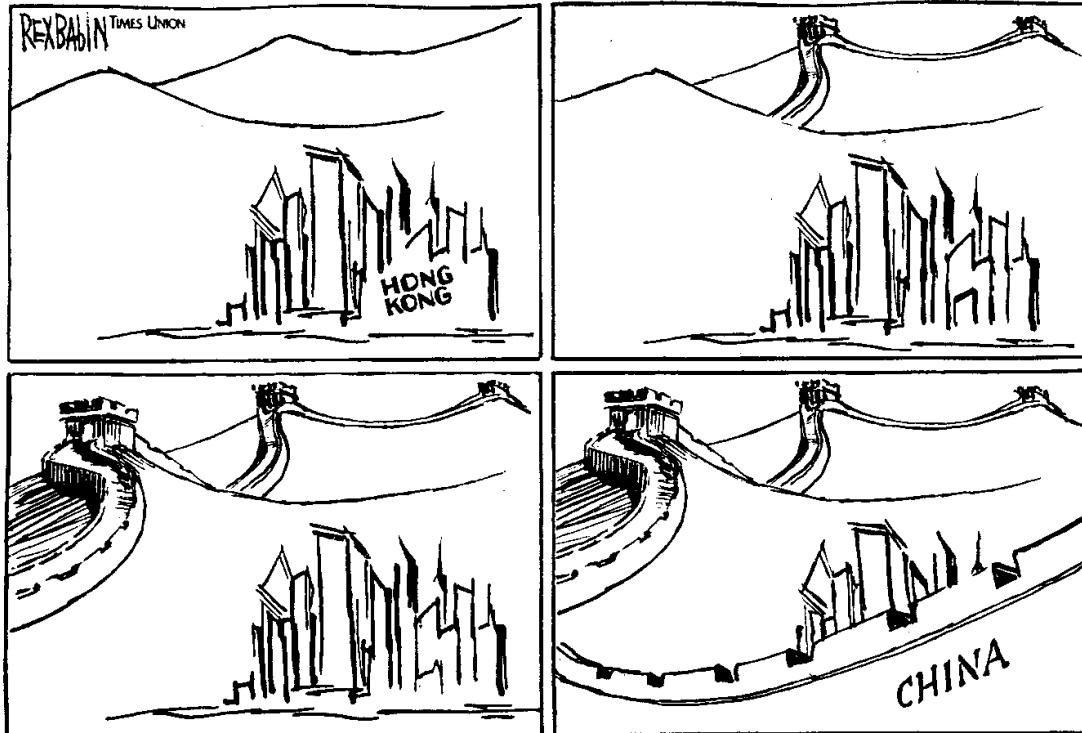
28 Which political trend exists in present-day Latin America?

- 1 Most countries are becoming military juntas.
- 2 Communism is spreading throughout the region.
- 3 Democracy is replacing dictatorship.
- 4 Religious leaders are making government policy.

29 A scarcity of natural resources and the limits of its land area have forced Japan to focus on

- 1 exporting agricultural products
- 2 expanding its command economy
- 3 returning to an isolationist policy
- 4 developing technological products for export

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



THE GREAT WALL

30 The main idea of this 1997 cartoon is that

- 1 China's Great Wall is a minor achievement
- 2 China has taken control of Hong Kong
- 3 Hong Kong lacks natural boundaries to protect its extensive land area
- 4 Hong Kong seeks Chinese economic assistance

31 Which statement about the problems of Indian independence is a fact rather than an opinion?

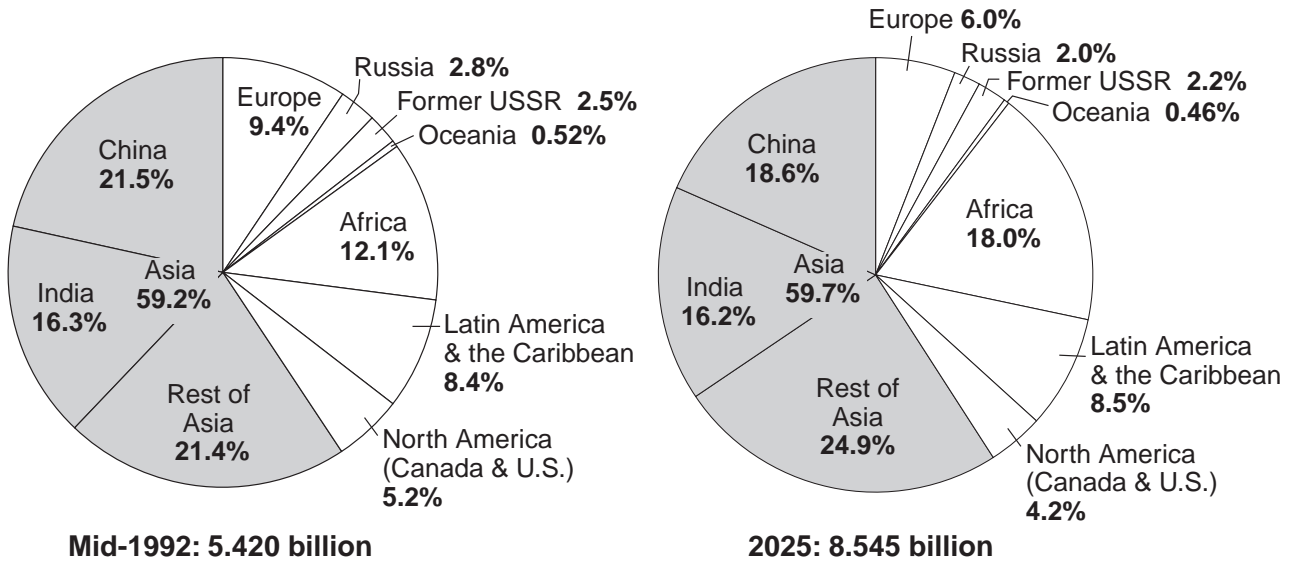
- 1 Stronger government leadership would have prevented bloodshed.
- 2 Control of India by Great Britain brought more benefits than difficulties.
- 3 Muslim leaders wanted their own separate Muslim state.
- 4 India would have been more prosperous if it had remained a colony.

32 The main goal of the Green Revolution was to

- 1 prevent further destruction of the world's rain forests
- 2 solve chronic food shortages through the use of technology
- 3 expand the economies of developing nations with foreign investment
- 4 insure that foreign aid was received by people with the greatest need

Base your answers to questions 33 and 34 on the charts below and on your knowledge of social studies.

Distribution of World Population by Region



Data from Population Reference Bureau, Inc., 1992 World Data Sheet

- 33 Which factor best explains the projected change in China’s population by 2025?
- 1 increased immigration to China
 - 2 religious doctrines discouraging birth control
 - 3 government limits on family size
 - 4 increased agricultural production in China
- 34 Which conclusion about world population in the next 25 years is supported by the information in these charts?
- 1 Technological improvements will cause a population decline throughout Asia.
 - 2 Developed nations will be home to a majority of the world’s population.
 - 3 Efforts to curb population growth in developing nations will be successful.
 - 4 Africa may experience problems with overpopulation.

- 35 The principal aim of the North American Free Trade Agreement (NAFTA) and the European Union is to
- 1 keep communism out of the Western Hemisphere
 - 2 reduce environmental pollution
 - 3 increase economic cooperation between the member nations
 - 4 eliminate global terrorism

- 36 One way in which Simón Bolívar, Jomo Kenyatta, and Ho Chi Minh are similar is that each leader
- 1 sought independence from colonial rule
 - 2 ruled during a period of peace and prosperity
 - 3 demanded human rights for all citizens
 - 4 established a totalitarian government

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

Internet Usage		
Heavy Use		
Canada	United States	Iceland
Norway	Sweden	Finland
Medium Use		
Chile	Argentina	Costa Rica
Britain	France	Ireland
Denmark	Netherlands	Belgium
Little Use		
Mexico	Nicaragua	Panama
Colombia	Ecuador	Venezuela
Peru	Brazil	Puerto Rico
Jamaica	Senegal	Guinea
Algeria	Egypt	Turkey
Cyprus	Saudi Arabia	Kuwait

37 Which conclusion about Internet usage can be drawn from this chart?

- 1 Developing nations have easier access to the Internet than developed nations do.
- 2 A high standard of living in a nation is linked to high Internet usage.
- 3 Internet usage limits international cooperation.
- 4 Eastern Hemisphere nations use Internet connections more than Western Hemisphere nations do.

38 The printing press, the astrolabe, and the Mercator projection were technological advances that contributed to the

- 1 exploration and overseas expansion of the 1400's and 1500's
- 2 unification of Germany and Italy in the late 1800's
- 3 growth of industry in Latin America during the late 1900's
- 4 spread of Islam in the 700's and 800's

Base your answers to questions 39 and 40 on the quotation below and on your knowledge of social studies.

“East Africa is changing. . . . When my children go . . . with us to visit my parents . . . they feel out of place. They see bare floor, the different food, and they cannot understand it as we can. . . . They will never scorn [reject] their origins, but it is just no longer their way of life. They have something better to look forward to.”

39 Which facet of African life is described in this quotation?

- 1 political problems of developing nations
- 2 ethnic conflicts
- 3 conflict between tradition and modernization
- 4 prejudice against elderly family members

40 Which factor has contributed to the change discussed in this quotation?

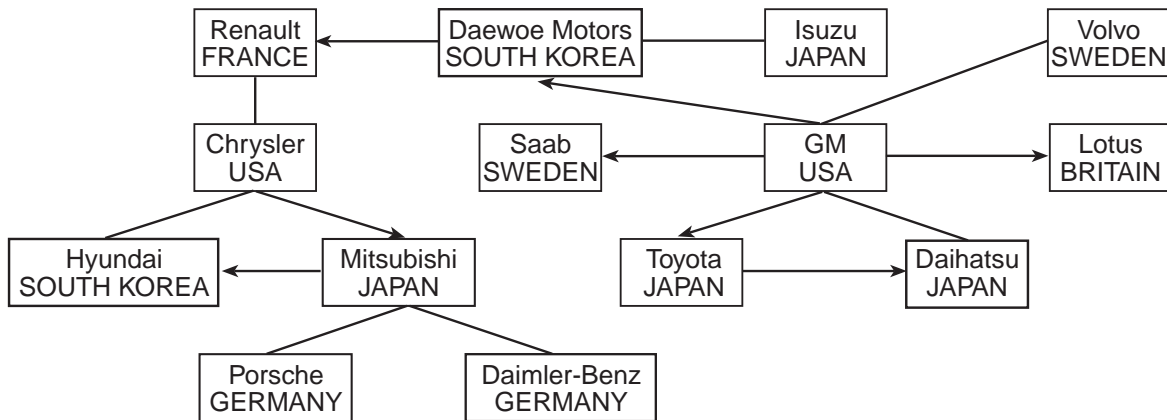
- 1 boundaries drawn by Europeans in the colonial era
- 2 lack of natural resources in Africa
- 3 continued political control by European governments
- 4 increased urbanization and education in Africa

41 Which historical events are in the correct chronological order?

- 1 Crusades Æ Renaissance Æ Neolithic Revolution Æ Roman Empire
- 2 Roman Empire Æ Neolithic Revolution Æ Crusades Æ Renaissance
- 3 Renaissance Æ Neolithic Revolution Æ Crusades Æ Roman Empire
- 4 Neolithic Revolution Æ Roman Empire Æ Crusades Æ Renaissance

Base your answer to question 42 on the diagram below and on your knowledge of social studies.

Automobile Production



42 Which conclusion can be drawn about global economics in the 1990's?

- 1 Countries became more economically isolated.
- 2 Higher tariffs reduced trade between nations.
- 3 France dominated the world automobile industry.
- 4 Economies of the world were increasingly interdependent.

43 Which empire introduced the Eastern Orthodox Church and the Cyrillic alphabet to Russia?

- | | |
|-------------|-----------|
| 1 Mongol | 3 British |
| 2 Byzantine | 4 Gupta |

44 Which revolution inspired Karl Marx and Friedrich Engels to express their ideas in *The Communist Manifesto*?

- | | |
|--------------|-------------|
| 1 Industrial | 3 Glorious |
| 2 Scientific | 4 Neolithic |

45 • The United Nations Declaration of Human Rights
 • Article from Mohandas Gandhi's *Indian Opinion*
 • Excerpt from the letters of Catherine the Great

These three documents are considered

- 1 secondary sources
- 2 examples of oral traditions
- 3 primary sources
- 4 statements of different religious beliefs

Base your answers to questions 46 and 47 on the speakers' statements below and on your knowledge of social studies.

Speaker A: The gods approached Vishnu, the lord of creatures, and said: "Indicate to us that one person among mortals who alone is worthy of the highest rank . . ." Vishnu reflected, and brought forth a glorious son who became the first king.

Speaker B: The traditional African society, whether it had a chief or not, was a society of equals and it conducted its business through discussion.

Speaker C: Ideally, the best form of government is one where every citizen not only has a voice but also, at least occasionally, is called on to take actual part.

Speaker D: A monarch's authority comes directly from God, and this is how the leadership and power in a society should be determined.

46 Which speakers would support the theory explaining the power of France's Louis XIV, Spain's Philip II, and England's Elizabeth I?

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

47 Which speakers would agree with the idea that some form of democracy is the best way to govern a society?

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

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.

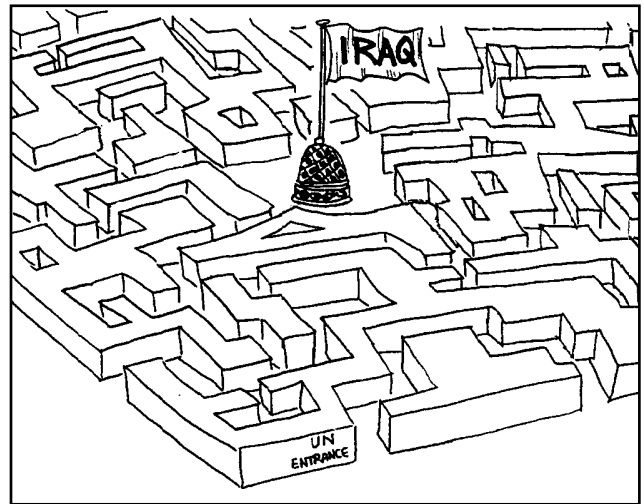


Brookes/The Times/London

48 The main theme of the cartoon is that Nelson Mandela has been

- 1 imprisoned for life for his antiapartheid actions
- 2 faced with economic and social problems that limit change
- 3 opposed to granting human rights to blacks in South Africa
- 4 forced to lead the nation against his will

Base your answer to question 49 on the cartoon below and on your knowledge of social studies.



49 What is the main idea of this cartoon?

- 1 The lack of national unity has caused problems for Iraq.
- 2 The United Nations has gained easy access to Iraq's capital.
- 3 The Iraqi Government has avoided cooperating with the United Nations.
- 4 Iraq is the center of the Islamic world.

Base your answer to question 50 on the passage below and on your knowledge of social studies.

The Kirghiz with whom we stopped was very well off. . . . After some tea our host asked me, “Where is the Ak Padsha now, the White Tsar Nikolai?”

“He and all his family, the Tsaritsa, their daughters and son, have been killed by the Bolsheviks,” I answered.

The old man gave a deep sigh . . . “And you . . . Are you one of the men of the regime of Nikolai?”

“Yes, of course,” I replied. “I detest and despise the Bolsheviks.”

The old man . . . began to blink and a tear rolled down his cheek, while the rest of the family sobbed . . .

I was deeply touched by the scene. On this remote frontier of the Empire, . . . a family of nomad herdsmen was weeping for the tragic death of their White Pasha, as the Tsar was known.

50 In which period of time did this scene take place?

- 1 during the Napoleonic Wars
 - 2 after Mao Zedong came to power
 - 3 after the Russian Revolution
 - 4 during World War II
-

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answers to Parts II and III, be sure to 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) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

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: Justice and Human Rights

Throughout history, the human rights of certain groups of people have been violated. Efforts have been made to address these violations.

Task:

- Define the term “human rights”
- Identify *two* examples of human rights violations that have occurred in a specific time and place
- Describe the causes of these human rights violations
- For *one* of the violations identified, discuss *one* specific effort that was made or is being made to deal with the violation

You may use any example from your study of global history. Do *not* use the United States in your answer. Some suggestions you might wish to consider include: Christians in the early Roman Empire, native peoples in Spain’s American colonies, untouchables in India, blacks in South Africa, Jews in Nazi Germany, Muslims in Bosnia, Kurds in Iraq or Turkey, or Tibetans in China.

You are *not* limited to these suggestions.

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

- Shows a thorough understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 4:

- Shows a good understanding of the theme or problem
- Addresses all aspects of the task
- Shows an ability to analyze, evaluate, compare and/or contrast issues and events
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme or problem

Score of 3:

- Shows a satisfactory understanding of the theme or problem
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows an ability to analyze or evaluate issues and events, but not in any depth
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the task and concludes by repeating the theme or problem

Score of 2:

- Shows limited understanding of the theme or problem
- Attempts to address the task
- Develops a faulty analysis or evaluation of issues and events
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows very limited understanding of the theme or problem
- Lacks an analysis or evaluation of the issues and events
- Includes little or no accurate or relevant facts, examples, or details
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the task, is illegible, or is a blank paper

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This 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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Economic systems attempt to meet the needs of the people. Capitalism and communism represent two different ways to meet people’s economic needs.

Task: Using 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:

- Describe how these two economic systems attempt to meet the needs of the people
- Evaluate how successful each system has been at meeting the economic needs of the people

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0: Fails to address the *Task*, is illegible, or is a blank paper

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

Capitalists are rich people who own factories and have lots of money and workers. . . . A factory can belong to one person in Capitalism but in [Communism] it belongs to the government. . . . I am for the idea of [Communism]. It seems to me that you have more of an opportunity to live well. You won't lose your job in [Communism]. . . . I've heard about the unemployment problem in America. People can't find any kind of job That's the way we heard about it — that [in] the West, unemployment, everything there is bad, a real mess.

— “Katia,” a 16-year-old ninth grader from Moscow, 1980's

- 1 Describe the speaker's point of view about capitalism. [1]

Score

Document 2

Wealth brings with it its own checks and balances. The basis of [a capitalist] economy is noninterference [by the government]. The only safe rule is found in the self-adjusting meter of demand and supply. Open the doors of opportunity to talent and virtue and they will do themselves justice, and property will not be in bad hands. In a free and just commonwealth [society], property rushes from the idle [non-working] and imbecile [fool] to the industrious [hard working], brave and persevering [dedicated].

—Adapted from Ralph Waldo Emerson

- 2 According to the author, why is capitalism successful? [1]

Score

Document 3

Above all, [the government] . . . will have to take the control of industry and of all branches of production out of the hands of . . . competing individuals, and instead institute a system as a whole, that is for the common account [good], according to a common plan, and with the participation of all members of society. It will . . . abolish [eliminate] competition. . . . Private property must therefore be abolished.

—Friedrich Engels, *Principles of Communism*

3a Who controls the means of production and all property in a communist system? [1]

Score

b What happens to competition in a communist system? [1]

Score

Document 4

Andrei, his wife, his father, and [his] elder son all have to work on the collective farm-lands . . . He is not stupid and sees that almost all the produce ends up in the hands of the Government. The local Communist party boss is always coming back . . . for more and more. Andrei and his family know ahead of time that they are going to get [a] very small return for working on the collectivized fields. Naturally this conditions [changes] their attitudes. They are constantly on a sort of slow-down strike . . .

—T. P. Whitney, “The Russian Peasant Wars on the Kremlin,” 1954

4 Why are Andrei and his family slowing down the pace of their work? [1]

Score

Document 5

The Wealth of Nations carries the important message of *laissez faire*, which means that the government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all limiting regulation in order to benefit the people . . .

— Adam Smith, *The Wealth of Nations*

5 According to the document, what role should the government play in the economy? [1]

Score

Document 6

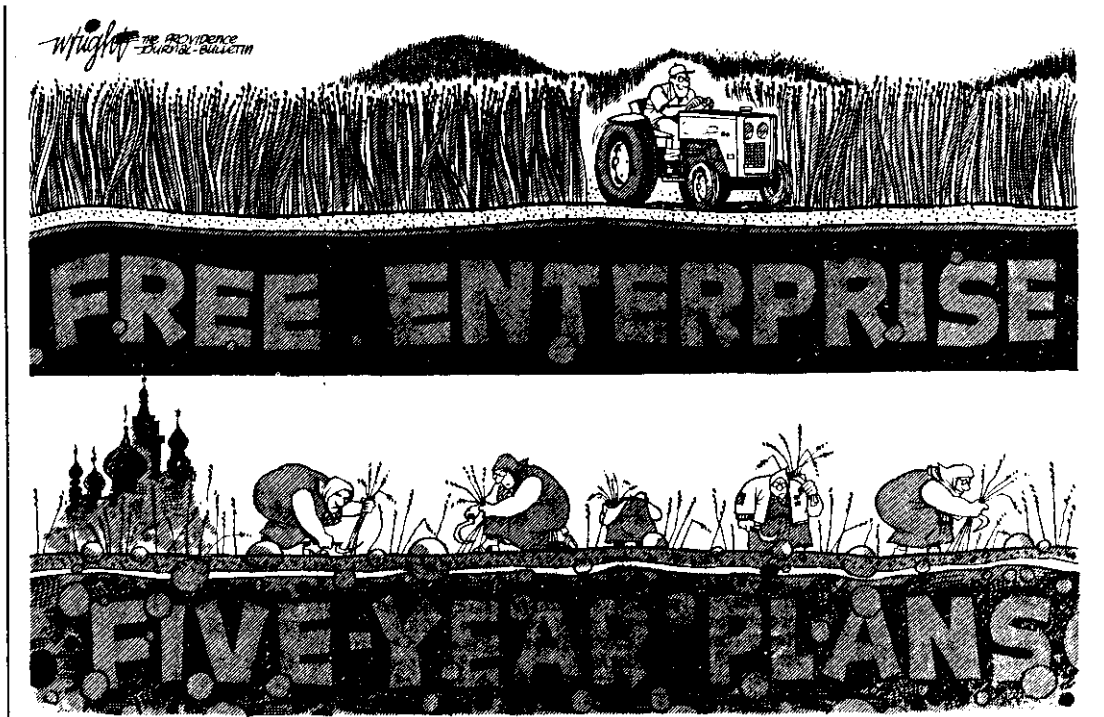
. . . masses of laborers . . . crowded into factories. They are slaves of the machine and the manufacturer. Instead of rising as industry progresses, they sink deeper and deeper into poverty . . .

— Karl Marx and Friedrich Engels, *The Communist Manifesto*

6 According to Marx and Engels, what was the effect of the capitalist factory system? [1]

Score

Document 7



7a Is capitalism or communism associated with these 1930's Five-Year Plans? [1]

Score

b Which system does the cartoon suggest is more successful at meeting the agricultural needs of people? [1]

Score

Document 8

The [communist] worker's standard of living is raised by several benefits the government provides. He receives free medical care. He does not have to worry about being unemployed. Old and disabled people receive social insurance. . . . The government also provides nurseries and kindergartens for the children of working mothers. . . .

— Harry Schwartz, *The New York Times*, 1952

8 Based on this document, identify *two* ways that the worker's standard of living is improved in a communist economy. [2]

Score

Part B

Essay

Directions:

- Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.
- Use evidence from at least **four** documents to support your response.
- Include additional related information.

Historical Context:

Economic systems attempt to meet the needs of the people. Capitalism and communism represent two different ways to meet people's economic needs.

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

- Describe how these two economic systems attempt to meet the needs of the people
- Evaluate how successful each system has been at meeting the economic needs of the people

GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 15, 2000 — 1:15 to 4:15 p.m., only

ANSWER SHEET

Male

Student Sex: Female

Teacher

School

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

- 1..... 26.....
- 2..... 27.....
- 3..... 28.....
- 4..... 29.....
- 5..... 30.....
- 6..... 31.....
- 7..... 32.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
- 13..... 38.....
- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

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

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

Signature _____

Tear Here

Tear Here

Tear Here

Tear Here