

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

**GLOBAL HISTORY
AND GEOGRAPHY**

Wednesday, June 18, 2003 — 1:15 to 4:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more question(s). 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.

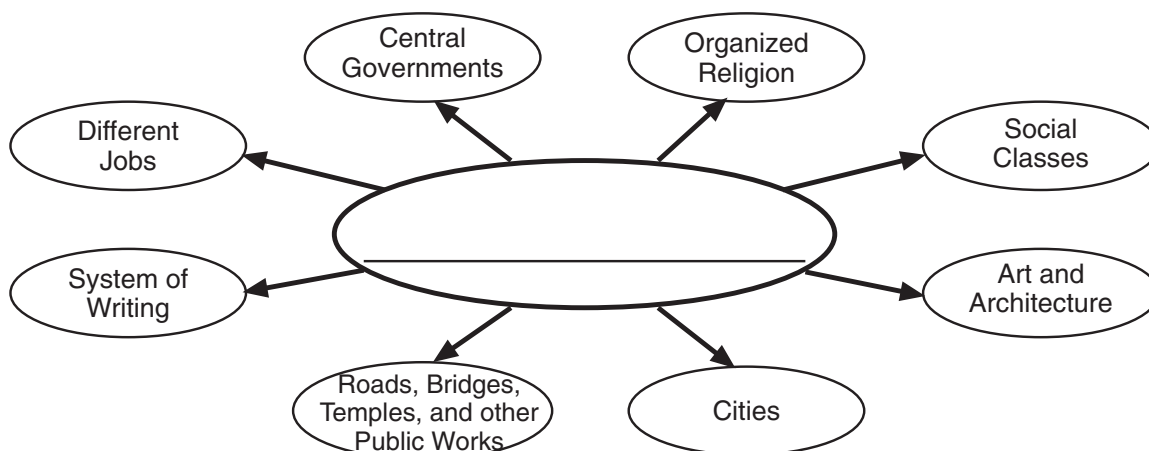
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

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

Base your answer to question 1 on the diagram below and on your knowledge of social studies.



Source: *Guide to the Essentials of World History*, Prentice–Hall

1 Which title best completes this diagram?

- (1) Elements of a Civilization
- (2) Features of a Nomadic Lifestyle
- (3) Basic Components of the Paleolithic Age
- (4) Human Life 50,000 Years Ago

2 Which feature would most often be shown on a political map?

- (1) topography
- (2) type of climate
- (3) capital cities
- (4) elevation

3 The geographic isolation of a society most often leads to the

- (1) development of trade
- (2) strengthening of traditional culture
- (3) promotion of cultural diffusion
- (4) growth of international alliances

4 In a traditional economic system, which type of goods is most often produced?

- (1) agricultural products
- (2) heavy industrial machinery
- (3) military supplies
- (4) electronics and computers

5 One reason the Euphrates, Indus, Nile, and Tigris valleys became centers of early civilization is that these valleys had

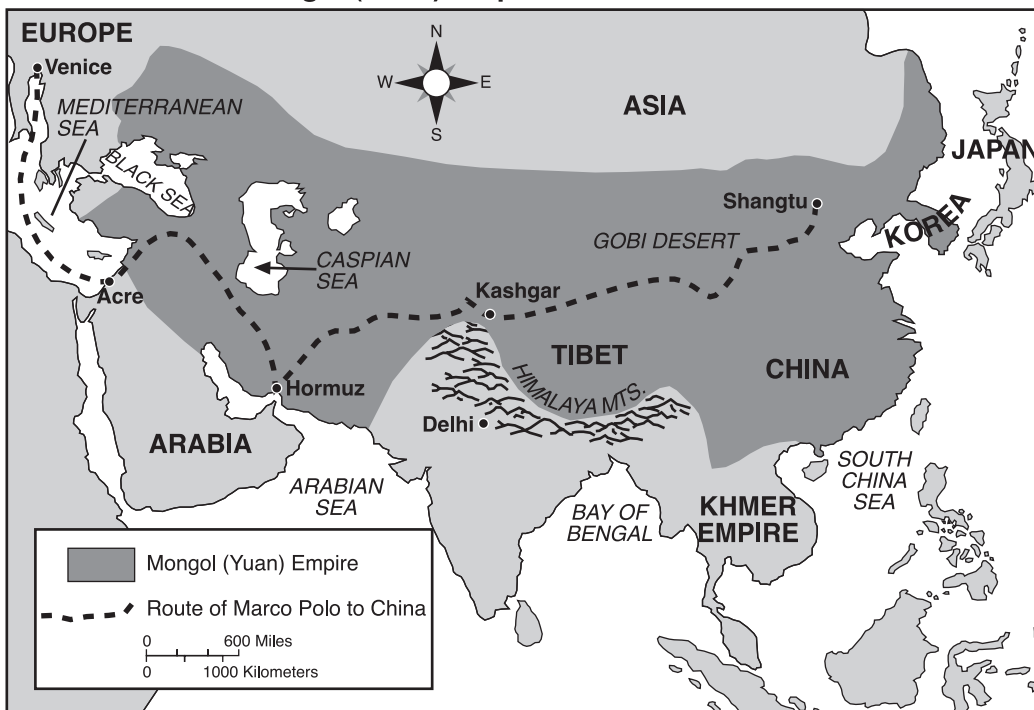
- (1) borders and elevations that were easy to defend
- (2) rich deposits of coal and iron ores
- (3) the means for irrigation and transportation
- (4) locations in regions of moderate climate and abundant rainfall

6 Hammurabi's Code, the Ten Commandments, and the Twelve Tables were all significant to their societies because they established

- (1) democratic governments
- (2) official religions
- (3) rules of behavior
- (4) economic systems

Base your answers to questions 7 and 8 on the map below and on your knowledge of social studies.

The Mongol (Yuan) Empire of Kublai Khan in 1280



Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO (adapted)

- 7 The information provided by the map indicates that in 1280 the Mongols controlled
- (1) areas of Africa, Asia, and Europe
 - (2) territory from eastern China to eastern Europe
 - (3) Japan and Korea
 - (4) all of Asia
- 8 What was the effect of the extensive Mongol Empire on the people who lived in Europe and Asia in the 1200s?
- (1) development of a common language
 - (2) adoption of Confucian ideas and practices
 - (3) expansion of Japanese cultural traditions
 - (4) significant increases in trade and travel

9 Which quotation from the teachings of Confucius is most similar to the Golden Rule from Judeo-Christian teaching?

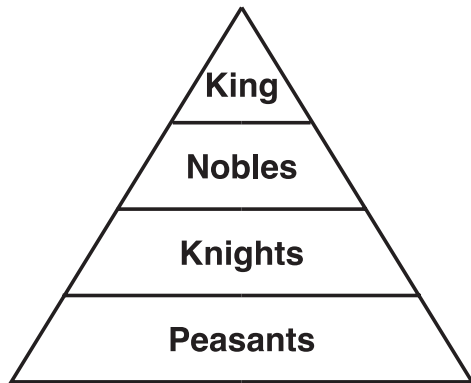
- (1) “If a ruler is upright, all will go well without orders.”
- (2) “By nature, men are pretty much alike. It is learning and practice that set them apart.”
- (3) “While a father or mother is alive, a son should not travel far.”
- (4) “Do not do to others what you do not wish for yourself.”

10 The West African kingdoms of Ghana, Mali, and Songhai experienced economic prosperity because they all

- (1) controlled vast reserves of oil and gold
- (2) traded with many other nations
- (3) maintained highly structured feudal systems
- (4) solved tribal conflicts within their empires

Base your answers to questions 11 and 12 on the illustration below and on your knowledge of social studies.

European Feudal System

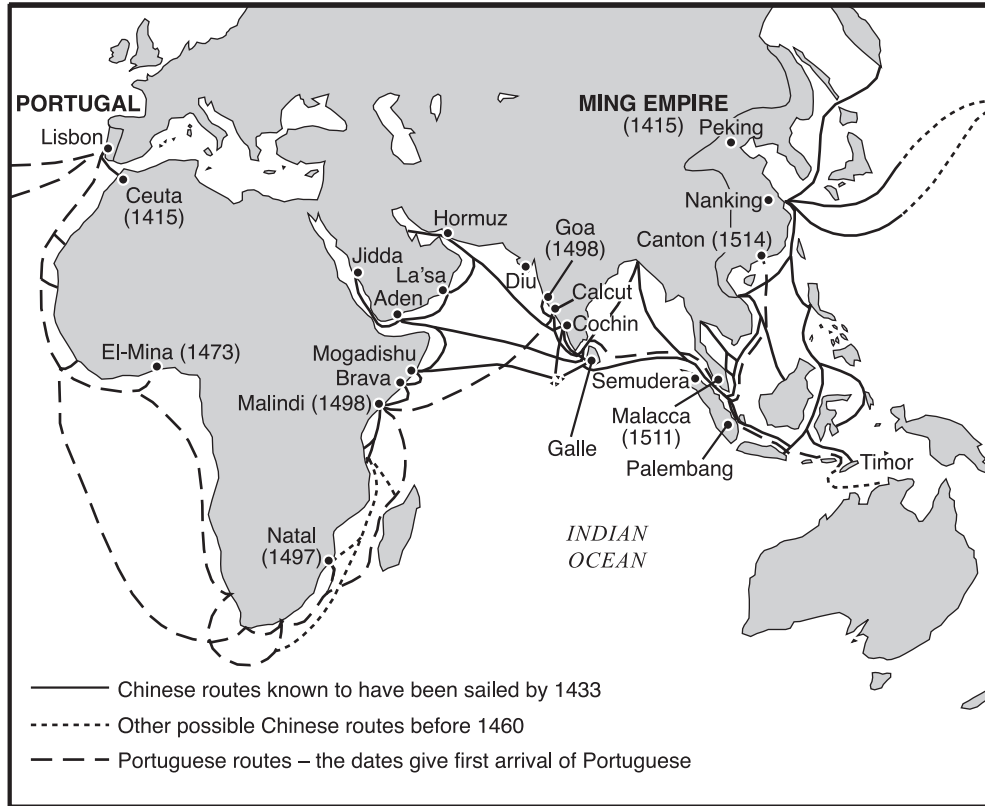


- 11 The illustration represents a society based on
- (1) social class
 - (2) educational achievement
 - (3) accumulated wealth
 - (4) political ability
- 12 This illustration suggests that the European feudal system was
- (1) designed to promote political and economic equality
 - (2) controlled by a powerful middle class
 - (3) intended to provide opportunities for social mobility
 - (4) supported by the labor of the peasants
-
- 13 “The countries beyond the horizon and from the ends of the Earth have all become subjects and to the most western of the western or the most northern of the northern countries however far away they may be.”
- Ming dynasty official
- The intent of this statement about the Ming dynasty was to
- (1) demonstrate supremacy and strength in China
 - (2) control the Mongols
 - (3) stop European imperialism
 - (4) impose Chinese culture and slavery on neighboring countries

- 14 Ibn Battuta and Marco Polo were similar in that both
- (1) ruled over vast empires that included diverse peoples
 - (2) produced written records of their extensive travels
 - (3) converted thousands of people to Christianity
 - (4) fought to free their people from Mongol rule
- 15 “Tedious were it to recount, how citizen avoided citizen, how among neighbours was scarce found any that shewed fellow-feeling for another, how kinsfolk held aloof, and never met, or but rarely; enough that this sore affliction entered so deep into the minds of men and women, that in the horror thereof brother was forsaken by brother, nephew by uncle, brother by sister, and oftentimes husband by wife; nay, what is more, and scarcely to be believed, fathers and mothers were found to abandon their own children, untended, unvisited, to their fate, as if they had been strangers. . . .”
- Giovanni Boccaccio, *The Decameron*
- The author of this passage was describing the
- (1) breakdown of social order during the bubonic plague
 - (2) power of special courts during the Inquisition
 - (3) treatment of native peoples in Latin American nations
 - (4) outcome of the famine in Ireland in the 1890s
- 16 The global transfer of foods, plants, and animals during the colonization of the Americas is known as the
- (1) Scientific Revolution
 - (2) Columbian Exchange
 - (3) New Imperialism
 - (4) Middle Passage
- 17 One way Martin Luther, John Calvin, and Henry VIII were similar is that they all were
- (1) Latin American revolutionary leaders
 - (2) Reformation leaders
 - (3) Impressionist painters
 - (4) divine right monarchs

Base your answers to questions 18 and 19 on the map below and on your knowledge of social studies.

A Comparison of Chinese and Portuguese Expeditions Until 1514



Source: Yong Yap and A. Cotterell, *Chinese Civilization from the Ming Revival to Chairman Mao*, St. Martin's Press (adapted)

- 18 Which statement can best be supported by the information on the map?
- (1) The Portuguese taught the Chinese their sailing knowledge.
 - (2) Portugal and China practiced isolationism throughout the 15th century.
 - (3) Only the Portuguese explored the east coast of Africa.
 - (4) The Portuguese and the Chinese were active explorers.
- 19 Which two explorers are associated with the travels shown on the map?
- (1) Ferdinand Magellen and Matthew Perry
 - (2) Christopher Columbus and Genghis Khan
 - (3) Vasco de Gama and Zheng He
 - (4) Francisco Pizarro and Marco Polo

Base your answer to question 20 on the map below and on your knowledge of social studies.

SPAIN AND PORTUGAL IN THE AMERICAS (1600)



Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO (adapted)

20 Which conclusion regarding early European settlements is best supported by the information on the map?

- (1) Portugal became the dominant colonial power in South America by 1600.
- (2) Geography made the interior of South America easy to explore.
- (3) Neither the Spanish nor the Portuguese developed major urban centers in Latin America.
- (4) In 1600, most of the land in South America was not settled by Europeans.

21 Which economic theory, developed in the 17th century, supported European colonialism?

- (1) socialism
- (2) mercantilism
- (3) bartering
- (4) feudalism

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

Speaker A: “The state of monarchy is supreme on 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.”

Speaker B: “If government fails to fulfill the end for which it was established—the preservation of the individual’s right to life, liberty, and property—the people have a right to dissolve the government.”

Speaker C: “But what if the compact between the ruler and ruled is violated by the ruler? He thus becomes a tyrant, a criminal who forfeits his rights to the obedience of his subjects, who may now exercise their right to rebel and form a new compact.”

Speaker D: “The ruling authority in the state, the sovereign, must have supreme power, or society will collapse and the anarchy of the state of nature will return.”

22 Which two speakers would support absolutism?

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

23 Which list of French leaders is in the correct chronological order?

- (1) Louis XVI → Napoleon → Robespierre
- (2) Robespierre → Napoleon → Louis XVI
- (3) Louis XVI → Robespierre → Napoleon
- (4) Napoleon → Louis XVI → Robespierre

Base your answers to questions 24 and 25 on the quotations below and on your knowledge of social studies.

Quotation 1:

“The Humble ADDRESS and PETITION of
Thousands, who labor in the Cloth Manufactory.

SHEWETH, That the Scribbling-Machines have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires. . . .”

— *Leeds Woollen Workers Petition*, 1786

Quotation 2:

“In the Manufacture of Woollens, the Scribbling Mill, the Spinning Frame, and the Fly Shuttle, have reduced manual Labour nearly One third, and each of them at its – first Introduction carried an Alarm to the Work People, yet each has contributed to advance the Wages and to increase the Trade, so that if an Attempt was now made to deprive us of the Use of them, there is no Doubt, but every Person engaged in the Business, would exert himself to defend them. . . .”

— *Letter from Leeds Cloth Merchants*, 1791

24 These quotations reveal different viewpoints associated with

- (1) the development of nationalism
- (2) the Bolshevik Revolution
- (3) Social Darwinism
- (4) the Industrial Revolution

25 Quotation 1 describes the situation in terms of

- (1) worker-management cooperation
 - (2) technological unemployment
 - (3) opportunities for unionism
 - (4) positive change
-

26 “When the legislative and executive powers are united in the same person, or in the same body of magistrates [government officials], there can be no liberty; because apprehensions [fears] may arise, lest the same monarch or senate should enact tyrannical laws to execute them in a tyrannical manner. . . .”

— Baron de Montesquieu, *Spirit of the Laws*

Which solution would Baron de Montesquieu offer to avoid the enactment of tyrannical laws?

- (1) granting freedom of speech
- (2) reinstating absolute monarchies
- (3) separating the branches of government
- (4) limiting natural laws

27 Which factors helped cause the defeat of Napoleon during his invasion of Russia?

- (1) the severe winters and large size of Russia
- (2) the many rivers and mountains of Russia
- (3) the coalition between the Russian czar and the democratic leaders
- (4) the well-trained and well-supplied Russian army

28 One of the most important motives for the European “Scramble for Africa” in the late 1800s was that Africa provided a source of

- (1) raw materials used in industry
- (2) religious inspiration
- (3) free labor for the Americas
- (4) technologically innovative practices

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

The White Man’s Burden

Take up the White Man’s burden—
Send forth the best ye breed—
Go bind your sons to exile
To serve your captives’ need;
To wait, in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half-devil and half-child.

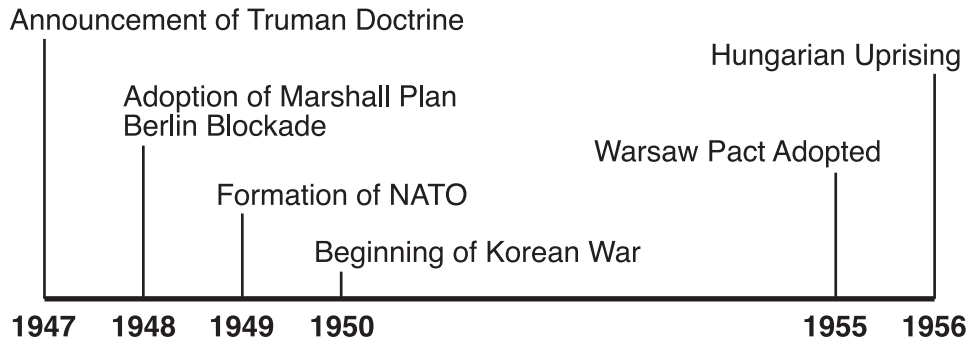
— Rudyard Kipling, 1899

29 The message of this poem was used by many Europeans to justify

- (1) industrialism
- (2) feudalism
- (3) imperialism
- (4) fascism

- 30 Which social class controlled most of the political, economic, and social power in colonial Latin America?
- (1) peninsulares
 - (2) mestizos
 - (3) creoles
 - (4) native people
- 31 Which statement explains the decline in unemployment rates in Britain between 1914 and 1918?
- (1) World War I generated jobs at home in England and in the military.
 - (2) Many new jobs were available in Britain's African colonies.
 - (3) Assembly-line production of consumer goods required more workers.
 - (4) The British were buying huge amounts of war materials from the United States.
- 32 The Treaty of Versailles contributed to the economic collapse of Germany after World War I by
- (1) mandating economic reforms in Germany
 - (2) requiring that Germany pay for war damages
 - (3) placing a quota on goods exported from Germany
 - (4) devaluing German currency
- 33 A key principle of the economic theory of communism is
- (1) restoration of a bartering system
 - (2) organization of workers' unions
 - (3) government ownership of property
 - (4) privatization of business
- 34 "A civilized, international dress is worthy and appropriate for our nation, and we will wear it. Boots or shoes on our feet, trousers on our legs, shirt and tie, jacket and waistcoat—and of course, to complete these, a cover with a brim on our heads. I want to make this clear. This head-covering is called 'hat'."
- Kemal Atatürk
- The clothing rules established by Kemal Atatürk indicated that he wanted Turkey to
- (1) retain its traditional culture
 - (2) westernize its society
 - (3) give women equal rights
 - (4) establish Islamic fundamentalism
- 35 During World War II, which event occurred last?
- (1) German invasion of Poland
 - (2) Russian defense of Stalingrad
 - (3) United States bombing of Hiroshima and Nagasaki
 - (4) Japanese invasion of Manchuria
- 36 During World War II, the Allied invasion of France on D-Day (June 6, 1944) was significant because it
- (1) demonstrated the power of the atomic bomb
 - (2) resulted in a successful German revolt against Hitler and the Nazi Party
 - (3) led to the immediate surrender of German and Italian forces
 - (4) forced Germans to fight a two-front war
- 37 After World War II, the Soviet Union maintained control of many Eastern European nations mainly because these nations were
- (1) a source of new technology and skilled labor
 - (2) near warm-water ports on the Mediterranean Sea
 - (3) extensions of communist power
 - (4) members of the North Atlantic Treaty Organization (NATO)
- 38 One similarity in the actions of Ho Chi Minh and Jomo Kenyatta was that both leaders
- (1) introduced Western ideas to their societies
 - (2) established democratic forms of government
 - (3) led nationalist movements
 - (4) supported separation of church and state
- 39 Which statement describes the economic history of Japan since World War II?
- (1) Japan has been limited in industrial development by the occupation of the United States.
 - (2) Japan has developed a strong economic base built on the export of manufactured goods.
 - (3) Japan has withdrawn from the world economic community and has practiced economic self-sufficiency.
 - (4) Japan has concentrated on rebuilding its defense industries.

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



40 All the events on the time line show actions taken during the

- | | |
|---------------------------|----------------------------|
| (1) policy of appeasement | (3) decline of nationalism |
| (2) Cold War | (4) Green Revolution |

41 Since the 1980s, Chinese leaders have tried to improve China's economy by implementing a policy of

- (1) isolation
- (2) collectivization
- (3) limited free enterprise
- (4) representative government

42 During the Cold War, the Soviet Union and the democracies in the West competed for influence in the Middle East because of its

- (1) strategic location and valuable resources
- (2) vast fertile farmlands and rivers
- (3) large well-educated population
- (4) industrial potential

43 Which statement about the spread of nuclear weapons is a fact rather than an opinion?

- (1) Nations possessing nuclear weapons should not have to limit the production of weapons.
- (2) The spread of nuclear weapons was a smaller problem in the 1990s than it was in the 1970s.
- (3) The United States and Russia signed the Strategic Arms Limitation Treaties during the 1970s.
- (4) Only developing nations are concerned about the spread of nuclear weapons.

44 In the 1990s, what was the most severe threat to the physical environments of Brazil, Costa Rica, and the Democratic Republic of the Congo (Zaire)?

- (1) spread of urban centers
- (2) nuclear waste disposal
- (3) increased immigration
- (4) destruction of the rain forests

45 • Magna Carta signed by King John
• Habeas Corpus Act passed during the rule of Charles II
• Bill of Rights agreed to by William and Mary

These events in English history were similar in that they all

- (1) promoted religious freedom
- (2) limited the power of the monarch
- (3) provided universal suffrage
- (4) supported divine right theory

46 • Invention of the compass and astrolabe
• European dependence on spices from Asia
• Rise of nation-states in Europe

These developments influenced the start of the

- | | |
|-----------------|------------------------|
| (1) Crusades | (3) Reformation |
| (2) Renaissance | (4) Age of Exploration |

Base your answers to questions 47 and 48 on the excerpt below and on your knowledge of social studies.

Article 3: Everyone has the right to life, liberty and security of person. . . .

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. . . .

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. . . .

— *The Universal Declaration of Human Rights*

47 In which time period of Western history did thinkers first express these ideas in written form?

- | | |
|-----------------|-------------------|
| (1) Renaissance | (3) Enlightenment |
| (2) Reformation | (4) Middle Ages |

48 Which pair of 20th-century leaders most clearly violated these principles?

- (1) Anwar Sadat and Charles DeGaulle
- (2) Corazon Aquino and Margaret Thatcher
- (3) Jawaharlal Nehru and Reza Pahlavi
- (4) Pol Pot and Joseph Stalin

-
- 49 • Buddhism is introduced into Japan around A.D. 1200.
- Islam extends from the Middle East into Spain by A.D. 732.
 - Catholic and Protestant missionaries bring Christianity to Africa in the 1800s.

Each of these statements reflects the concept of

- | | |
|------------------------|------------------------|
| (1) cultural diffusion | (3) civil disobedience |
| (2) urbanization | (4) isolationism |

50 Which geographic characteristic is shared by both Greece and Japan?

- (1) navigable rivers
- (2) irregular coastline
- (3) tropical rain forests
- (4) abundant mineral resources

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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **analyze** means “to determine the nature and relationship of the component elements”

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: Conflict

Differences among groups have often led to conflict.

Task:

Identify **two** ethnic, religious, political, and/or cultural conflicts and for **each**:

- Discuss the historical circumstances that led to the conflict
- Analyze the effect of this conflict on **two** groups involved

You may use any examples from your study of global history and geography. Some suggestions you might wish to consider include the persecution of Christians during the Roman Empire, the Reign of Terror, the Armenian massacres, the forced famine in Ukraine, the Holocaust, Apartheid in South Africa, the Killing Fields of Cambodia, the conflict in Northern Ireland, the Sandinistas in Nicaragua, and the Tiananmen Square rebellion.

You are *not* limited to these suggestions.

Do *not* use any conflict that occurred in the United States.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

In developing your answer to Part III, 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) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–9). 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:

A *turning point* is defined as a period in history when a significant change occurs. Three of these turning points were the *Neolithic Revolution*, the *Age of Exploration*, and the *collapse of communism in the Soviet Union*.

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:

Choose *two* of these turning points and for *each*:

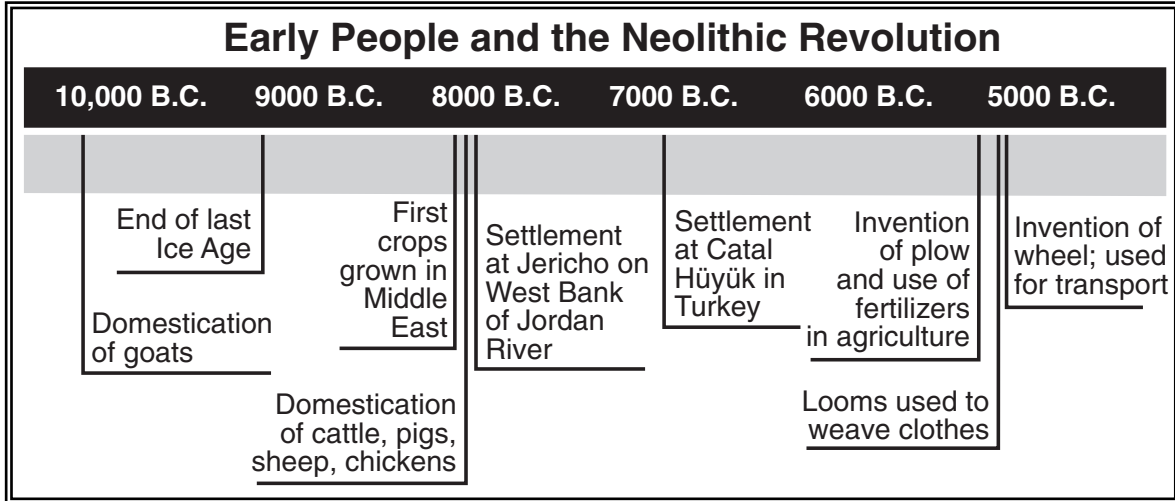
- Explain why it is considered a turning point
- Evaluate whether the impact of the turning point has been positive *or* negative

Part A

Short-Answer Questions

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

Document 1



Source: Vivienne Hodges, *New York State Global History Regents Coach*, Educational Design, Inc. (adapted)

1 Based on this time line, identify **two** ways that people's lives changed during the Neolithic Revolution. [2]

(1) _____

Score

(2) _____

Score

Document 2

My name is Ogg, and I am a hunter. I usually walk a great distance each day to find my food. . . .

I continue to hunt for a living, even though many of my friends have given up. They have learned to plant crops and keep animals. They live in houses made of brick, stone, and grass.

One day, while returning from the hunt, I happened to pass the field of my friends Ulana and Lute. . . .

“Look how well we live,” Ulana replied. “We have a steady supply of meat, milk, vegetables, and wool. In fact, we have everything we need.” . . .

“We are not afraid, nor are we hungry. We all work together and help one another. Some till the soil. Others care for the animals. Still others make weapons and tools. We trade goods with people in other villages. You should give up the hunt and join us, Ogg. You will have a better life.” . . .

I left Ulana and continued to hunt for my food. But last week I returned from the hunt empty-handed every day. I was cold, tired, and hungry. . . .

Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO

2 Identify **one** way that progress during the Neolithic Revolution helped Ulana and her friends. [1]

Score

Document 3

Then, about 6000 B.C., and somewhere in the Near East (as far as we know), the Neolithic way of life began. It is still called “Neolithic” (New Stone Age, as Mesolithic means Middle, and Paleolithic means Old Stone Age), because the older anthropologists saw everything in the light of stonework, and thought of this “period” as the age of polished stone axes. But it means, rather, a state of culture in which food is planted and bred, not hunted and gathered — in which food is domesticated, not wild. If we had to choose the greatest single change in human history right up to the present, this would be it. I mean, of course, a change by cultural evolution, as distinct from a biological change like standing erect, or gradually becoming able to use culture and language in the first place. And I do not mean that the change was sudden, or dramatic to those who were changing, as though a light were being switched on. It was dramatic, but long after, in its consequences, because everything else we have achieved flowed out of this as a beginning. . . .

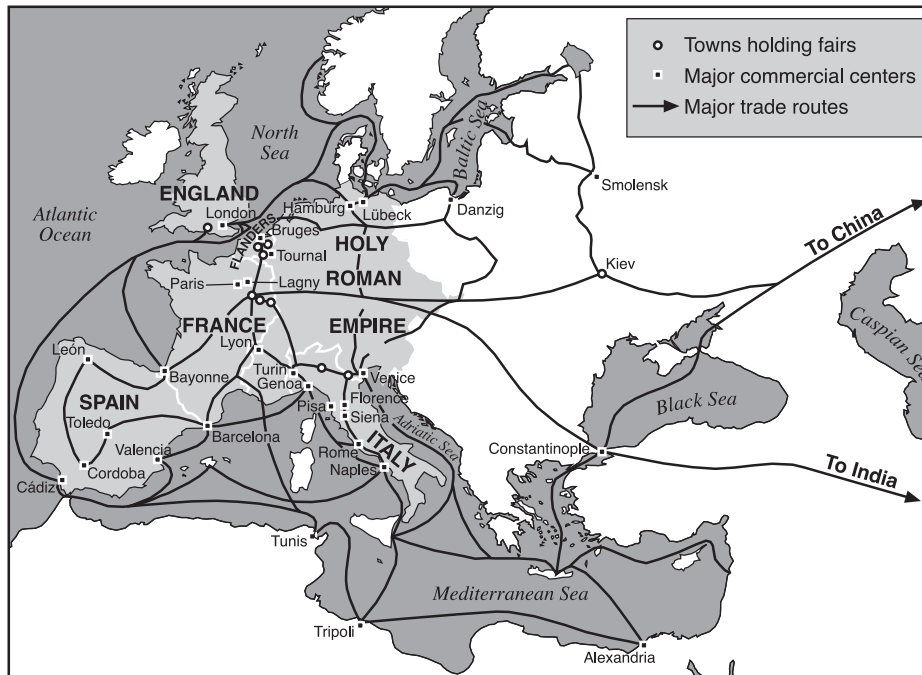
— William Howells, *Back of History*, Doubleday & Co.

- 3 Based on this document, identify **one** important result of the Neolithic Revolution. [1]

Score

Document 4A

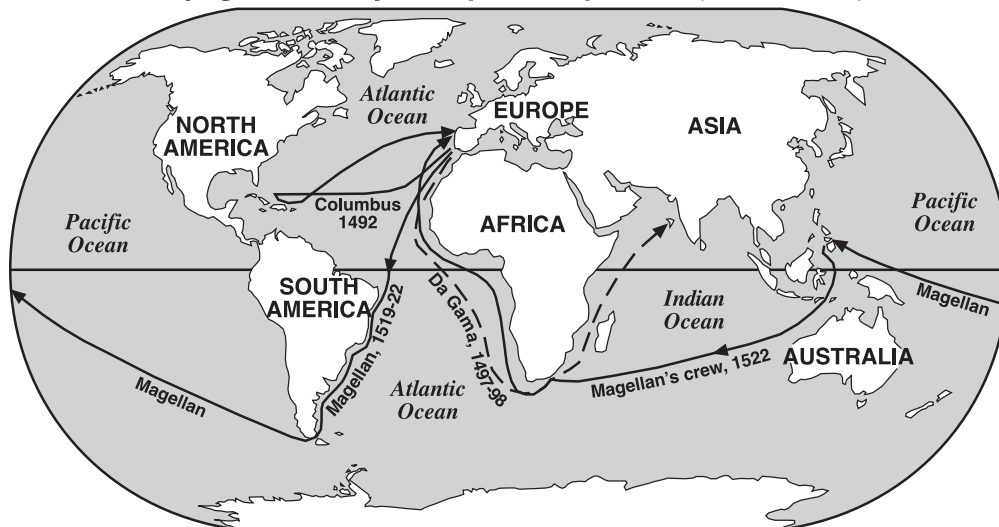
Trade in Medieval Europe



Source: Elisabeth G. Ellis et al., *World History: Connections to Today*, Prentice-Hall (adapted)

Document 4B

Voyages of Early European Explorers (1492–1522)



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

4 According to these maps, how did the early voyages of discovery change European trade routes? [1]

Score

Document 5

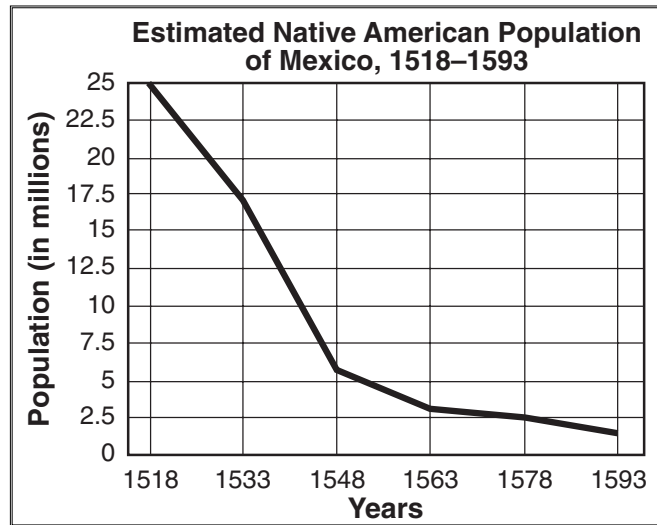
The conquest of the New World, beginning in 1492, set in motion complex processes of cultural diffusion and population mixture. The seizure and control of the Americas became so important to Europe economically and politically that it had the long-term consequence of altering European interests worldwide. Before 1492, Europe's center was the Mediterranean. After 1492, Europe's orientation shifted radically; it became centered at first around the Atlantic, and much later around the Pacific Ocean.

— Sidney W. Mintz, anthropologist

5 Based on this document, state **one** way Europe's focus on the world changed after 1492. [1]

Score

Document 6A

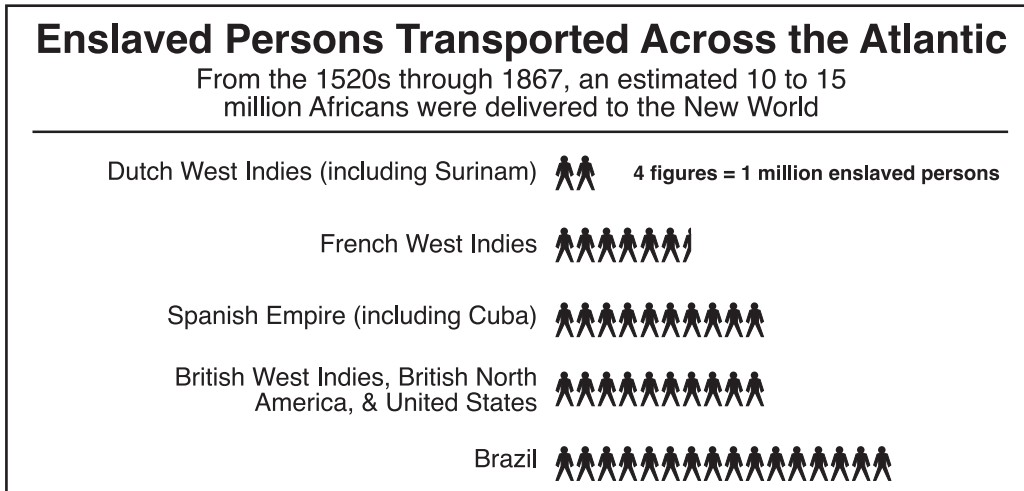


Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

6a Based on this document, identify **one** population change that took place in Mexico during the Age of Exploration. [1]

Score

Document 6B



Source: Sue Ann Kime and Paul Stich, *Global History*, N & N Publishing (adapted)

b Based on this document, identify **one** population change in the Americas that began during the Age of Exploration. [1]

Score

Document 7

Glasnost and Perestroika

To achieve his overall objective of making the Soviet Union a more open society, Gorbachev has formulated and is in the process of implementing a strategy of radical reform consisting of ten specific strategies:

1. Economy: Decentralization of decision making of state-owned enterprises including such decisions as product mix, prices, output, wages, employment, investment, research and development, domestic and international sales and marketing, and incentives. Creation of new financial institutions to finance the expansion of Soviet enterprises. Authorization of private enterprises in the service sector of the economy.
2. Agriculture: Decentralization of state-owned farms and strengthening of agricultural cooperatives. Greater use of market incentives and an increase in the number of private farms. . . .
6. Democratization: Decentralization of the Communist party, the Soviet government, and the Soviet economy. Increased democracy in the workplace. Greater freedom of political dissent. Improved possibilities to emigrate from the Soviet Union. . . .

Source: Thomas H. Naylor, *The Gorbachev Strategy*, D.C. Heath and Co.

7 Based on this document, identify **two** changes proposed by Gorbachev's program. [2]

(1) _____

Score

(2) _____

Score

Document 8

The main thing that now worries communists and all citizens of the country is the fate of perestroika, the fate of the country and the role of the Soviet Communist Party at the current, probably most crucial, stage of revolutionary transformation. . . .

The crux [center] of the Party's renewal is the need to get rid of everything that tied it to the authoritarian-bureaucratic system, a system that left its mark not only on the methods of work and interrelationships within the Party, but also on ideology, ways of thinking and notions of socialism. . . .

The platform states clearly what we should abandon. We should abandon the ideological dogmatism [doctrine] that became ingrained in past decades, outdated stereotypes in domestic policy and outmoded views on the world revolutionary process and world development as a whole.

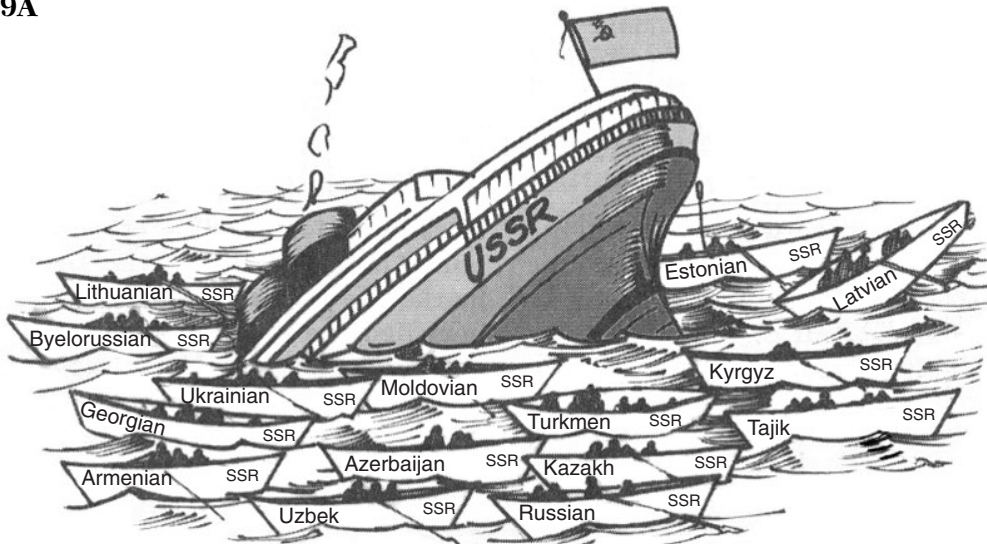
We should abandon everything that led to the isolation of socialist countries from the mainstream of world civilisation. We should abandon the understanding of progress as a permanent confrontation with a socially different world. . . .

— Mikhail Gorbachev, speech delivered at the Soviet Communist Party
Central Committee Plenary Meeting, Moscow, February 5, 1990

- 8 Based on Gorbachev's proposal, state **one** change that the Communist Party needed to make to achieve perestroika. [1]

Score

Document 9A



Source: Sue Ann Kime and Paul Stich, *Global History*, N & N Publishing (adapted)

Document 9B



Source: David Horsey, *Seattle Post-Intelligencer*

9 According to these cartoons, what were **two** effects of the collapse of communism in the Soviet Union? [2]

(1) _____

_____ Score

(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 in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

A *turning point* is defined as a period in history when significant change occurs. Three of these turning points were the ***Neolithic Revolution***, the ***Age of Exploration***, and the ***collapse of communism in the Soviet Union***.

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

Choose **two** of these turning points and for **each**:

- Explain why it is considered a turning point
- Evaluate whether the impact of the turning point has been positive *or* negative

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2003 — 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.....
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- 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