

# REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

**Tuesday**, August 16, 2005 — 12:30 to 3:30 p.m., only

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

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

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

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

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

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

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

**Part III A** contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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

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

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

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

## 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 • Oceans are an important source of food in Japan.  
• Terrace farming is used in many parts of China.  
• Irrigation systems are widely used in India.

Which conclusion can best be drawn from these statements?

- (1) Many civilizations use irrigation to improve crop production.  
(2) People adapt to meet the challenges of their geography.  
(3) Fish provide adequate protein for the Japanese.  
(4) Most nations are dependent on the same food source.

- 2 Which social scientists are best known for studying the physical artifacts of a culture?

- (1) geographers                      (3) economists  
(2) archaeologists                  (4) sociologists

- 3 Which statement most accurately describes how geography affected the growth of the ancient civilizations of Egypt and Mesopotamia?

- (1) River valleys provided rich soil to grow plentiful crops.  
(2) Large deserts provided many mineral deposits.  
(3) Access to the Atlantic Ocean provided trade routes.  
(4) Large savanna areas provided protection from invaders.

- 4 One way in which the Five Relationships, the Ten Commandments, and the Eightfold Path are similar is that they

- (1) promote polytheism  
(2) establish gender equality  
(3) provide codes of behavior  
(4) describe secularism

- 5 The Phoenicians are often referred to as the “carriers of civilization” because they

- (1) introduced Islam and Christianity to Central Africa  
(2) established colonies throughout northern Europe  
(3) developed the first carts with wheels  
(4) traded goods and spread ideas throughout the Mediterranean region

- 6 The exchange of silks and spices and the spread of Buddhism along the Silk Roads are examples of

- (1) cultural diffusion              (3) ethnocentrism  
(2) self-sufficiency                (4) desertification

Base your answer to question 7 on the passage below and on your knowledge of social studies.

1. *In the name of Allah, Most Gracious, Most Merciful.*  
2. Praise be to Allah,  
The Cherisher and Sustainer of the Worlds;  
3. Most Gracious, Most Merciful;  
4. Master of the Day of Judgement.  
5. Thee do we worship,  
And Thine aid we seek.  
6. Show us the straight way,  
7. The way of those on whom  
Thou hast bestowed Thy Grace,  
Those whose (portion)  
Is not wrath,  
And who go not astray.

— ‘Abdullah Yūsuf ‘Alī, ed.,  
*The Meaning of The Holy Qur’ān*,  
Amana Publications, 1999

- 7 Which concept is best reflected in this passage?

- (1) baptism                              (3) monotheism  
(2) karma                                (4) animism
-

- 8 Which accomplishments are associated with the Gupta Empire?
- (1) adoption of democracy and construction of the Pantheon
  - (2) defeat of the Roman Empire and adoption of Christianity
  - (3) establishment of Pax Mongolia and founding of a Chinese dynasty
  - (4) use of Sanskrit language and development of the concept of zero
- 9 Kievan Russia adopted the Eastern Orthodox religion, the Cyrillic alphabet, and different styles of art and architecture through contact with
- (1) traders from South Asia
  - (2) conquering invaders from Mongolia
  - (3) crusaders from western Europe
  - (4) missionaries from the Byzantine Empire
- 10 Which statement about the Golden Age of Islam is a fact rather than an opinion?
- (1) Islamic art was more abstract than Greek art.
  - (2) Muslims were the best early mathematicians.
  - (3) Islamic society preserved Greek and Roman culture.
  - (4) Muslim artists had more talent than European artists.
- 11 Which economic activity was the basis for most of the wealth and power of the West African empires of Ghana and Mali?
- (1) hunting and gathering
  - (2) farming and cattle ranching
  - (3) trading in salt and gold
  - (4) working in bronze and brass
- 12 What was one reason that some Italian cities developed into major commercial and cultural centers during the 13th and 14th centuries?
- (1) unified central government
  - (2) isolationist economic policies
  - (3) geographic location
  - (4) system of social equality

- 13 Which two cultures most influenced the development of early Japan?
- (1) Greek and Roman
  - (2) Chinese and Korean
  - (3) Egyptian and Mesopotamian
  - (4) Indian and Persian

Base your answers to questions 14 and 15 on the quotation below and on your knowledge of social studies.

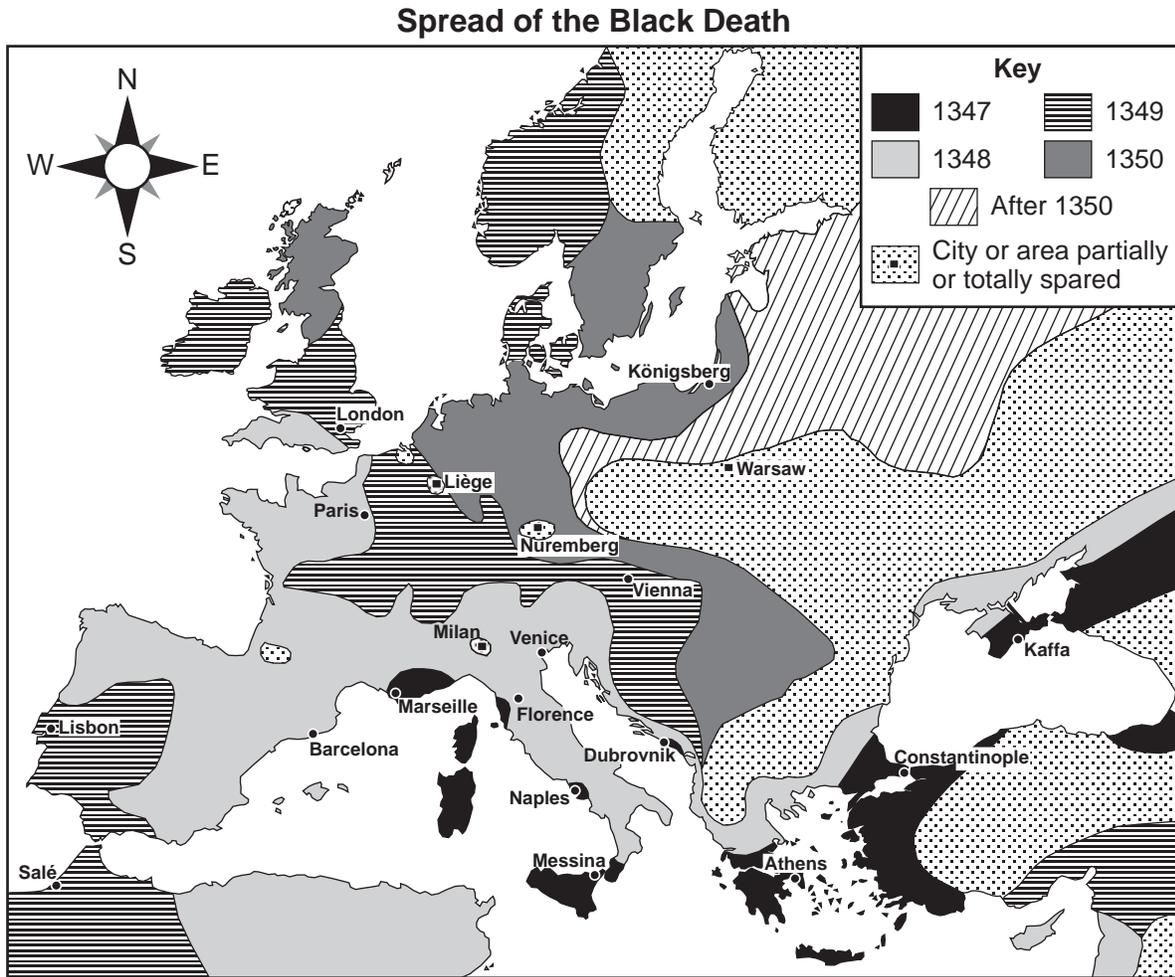
“ . . . Finally, gather together all that we have said, so great and so august [important], about royal authority. You have seen a great nation united under one man: you have seen his sacred power, paternal and absolute: you have seen that secret reason which directs the body politic, enclosed in one head: you have seen the image of God in kings, and you will have the idea of majesty of kingship.

God is holiness itself, goodness itself, power itself, reason itself. In these things consists the divine majesty. In their reflection consists the majesty of the prince. . . .”

— Jacques-Benigne Bossuet

- 14 Which concept is associated with this quotation?
- |                      |                  |
|----------------------|------------------|
| (1) direct democracy | (3) socialism    |
| (2) imperialism      | (4) divine right |
- 15 Which individual most likely opposed the form of government described in this quotation?
- |                       |                |
|-----------------------|----------------|
| (1) Ivan the Terrible | (3) John Locke |
| (2) Thomas Hobbes     | (4) Louis XIV  |
- 
- 16 The foreign policy of many Russian rulers supported the country's desire for
- (1) access to inland cities
  - (2) more mineral resources
  - (3) extensive canal systems
  - (4) warm-water ports

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



Source: Richard Bulliet et al., *The Earth and Its Peoples: A Global History*, Houghton Mifflin, 2001 (adapted)

17 Which area of Europe was *least* affected by the Black Death?

- |                         |                    |
|-------------------------|--------------------|
| (1) southwestern Europe | (3) eastern Europe |
| (2) Mediterranean Coast | (4) British Isles  |

18 One way in which the Magna Carta, the Petition of Right, and the Glorious Revolution are similar is that each

- (1) strengthened the power of the pope
- (2) led to the exploration of Africa
- (3) limited the power of the English monarchy
- (4) settled religious conflicts

19 The encomienda system in Latin America was a direct result of the

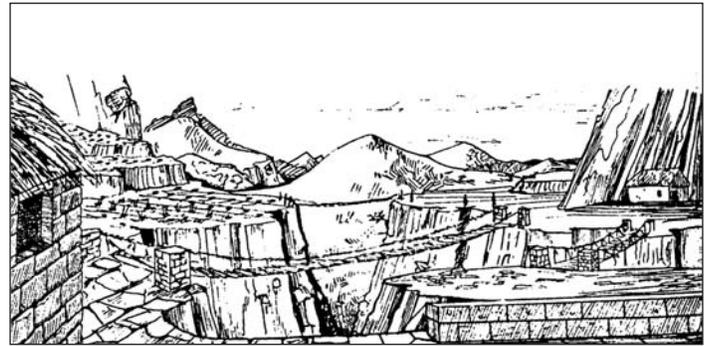
- (1) Crusades
- (2) Age of Exploration
- (3) Reformation
- (4) Age of Reason

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

**Aztec Civilization (A.D. 1200 to 1535)**



**Inca Civilization (A.D. 1200 to 1535)**



Source: Sue A. Kime, *World Studies: Global Issues and Assessments*, N & N Publishing, 1995 (adapted)

20 These illustrations suggest that early Latin American civilizations

- (1) were based on European societies
- (2) used advanced technology to build complex structures
- (3) incorporated early Roman architectural design
- (4) were strongly influenced by Renaissance humanism

21 Sir Isaac Newton, Galileo Galilei, and Johannes Kepler are all directly associated with the

- (1) Industrial Revolution
- (2) Scientific Revolution
- (3) English Revolution
- (4) Agricultural Revolution

22 The Enlightenment and the American Revolution were both major influences on 19th-century uprisings in

- (1) Latin America
- (2) the Middle East
- (3) Vietnam
- (4) Japan

23 Before the French Revolution, the people of France were divided into three estates based mainly on their

- (1) education level
- (2) geographic region
- (3) social class
- (4) religious beliefs

24 One similarity in the leadership of Jomo Kenyatta, José de San Martín, and Sun Yixian (Sun Yat-sen) is that they

- (1) supported nationalistic movements
- (2) organized communist rebellions
- (3) opposed trade with other nations
- (4) established democratic rule in their countries

25 The Opium Wars in China and the expedition of Commodore Matthew Perry to Japan resulted in

- (1) the economic isolation of China and Japan
- (2) an increase in Chinese influence in Asia
- (3) the beginning of democratic governments in China and Japan
- (4) an increase in Western trade and influence in Asia

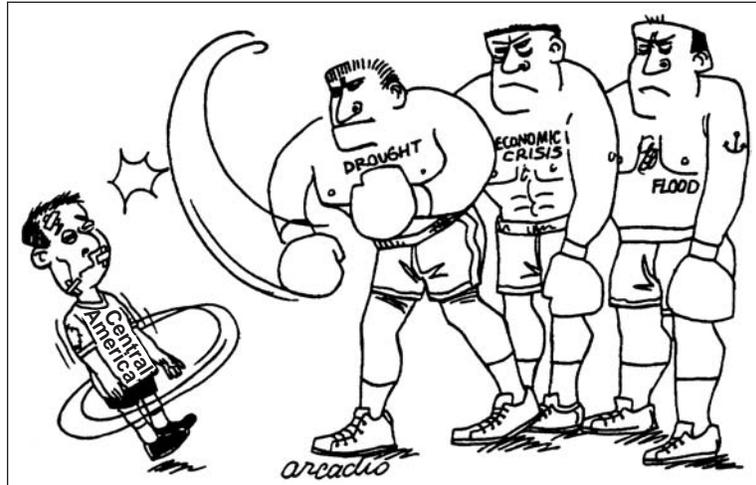
26 What was a direct result of the Meiji Restoration in Japan?

- (1) Japan became a modern industrial nation.
- (2) The Tokugawa Shogunate seized control of the government.
- (3) Russia signed a mutual trade agreement.
- (4) Japan stayed politically isolated.

27 Which statement best describes a mixed economy?

- (1) The government determines the production and distribution of goods and services.
- (2) The products that consumers demand determine what goods are produced.
- (3) Some industries are owned by the state, and others are privately owned.
- (4) People produce the same goods, but in different amounts, every year.

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



Source: Arcadio Esquivel, *La Nación*,  
Cartoonists & Writers Syndicate (adapted)

28 This 2001 cartoon implies that nations in Central America are

- (1) defeating enemies and overcoming all obstacles
- (2) requesting assistance in the battle against drought
- (3) facing several serious problems at the same time
- (4) waiting patiently until the economic crisis is over

29 Which leader based his rule on the ideas of Karl Marx and Friedrich Engels?

- (1) Neville Chamberlain
- (2) Vladimir Lenin
- (3) Adolf Hitler
- (4) Jiang Jieshi (Chiang Kai-shek)

30 One reason for the outbreak of World War II was the

- (1) ineffectiveness of the League of Nations
- (2) growing tension between the United States and the Soviet Union
- (3) conflict between the Hapsburg and the Romanov families
- (4) refusal of the German government to sign the Treaty of Versailles

31 Which United States foreign policy was used to maintain the independence of Greece and Turkey after World War II?

- |                 |                  |
|-----------------|------------------|
| (1) containment | (3) nonalignment |
| (2) neutrality  | (4) militarism   |

32 Which important principle was established as a result of the Nuremberg trials?

- (1) Defeated nations have no rights in international courts of law.
- (2) Individuals can be held accountable for “crimes against humanity.”
- (3) Soldiers must follow the orders of their superiors.
- (4) Aggressor nations must pay war reparations for damages caused during wars.

33 Which statement about the European Union (EU) is most accurate?

- (1) The European Union dissolved because of disagreements among its members.
- (2) The goal of the European Union is to improve the economic prosperity of Europe.
- (3) Some nations are now being forced to become members of the European Union.
- (4) The European Union has recently expanded to include North African nations.

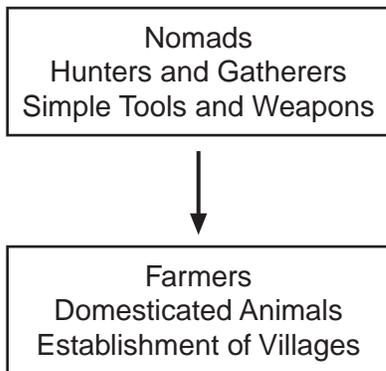


- 40 **“India Strives for Grain Self-Sufficiency by 1970”**  
**“New Wheat Variety Grows in Arid Climate”**  
**“Chemical Fertilizer Use Rises 10% in 1960”**  
**“Sri Lanka’s Rice Production Increases 25% in Three Years”**

These newspaper headlines from the 1960s and 1970s describe some of the results of the

- (1) Sepoy Mutiny
- (2) Kashmir crisis
- (3) Green Revolution
- (4) Computer Revolution

Base your answer to question 41 on the diagram below and on your knowledge of social studies.



- 41 What is the best title for this diagram?
- (1) Elements of Belief Systems
  - (2) Characteristics of Classical Civilizations
  - (3) Benefits of the Counter Reformation
  - (4) Changes during the Neolithic Revolution

- 42 The treatment of the Armenians by Ottoman Turks in the late 19th and early 20th centuries and the treatment of Muslims by the Serbs of Yugoslavia in the 1990s are both examples of
- (1) coalition rule
  - (2) liberation theology
  - (3) universal suffrage
  - (4) human rights violations

- 43 The doctrines of the Roman Catholic, Eastern Orthodox, and Protestant churches are all based on the
- (1) concept of reincarnation
  - (2) principles of Christianity
  - (3) teachings of Muhammad
  - (4) leadership of the pope

- 44 Which factor contributed to the success of the Hanseatic League, the Kingdom of Songhai, and the British East India Company?
- (1) location in the Middle East
  - (2) imperialism in Europe
  - (3) development of trade with other regions
  - (4) growth of the Ottoman Empire

- 45 Heavy military losses in World War I, food and fuel shortages, and opposition to the czar led to the
- (1) French Revolution
  - (2) Russian Revolution
  - (3) Chinese Revolution
  - (4) Cuban Revolution

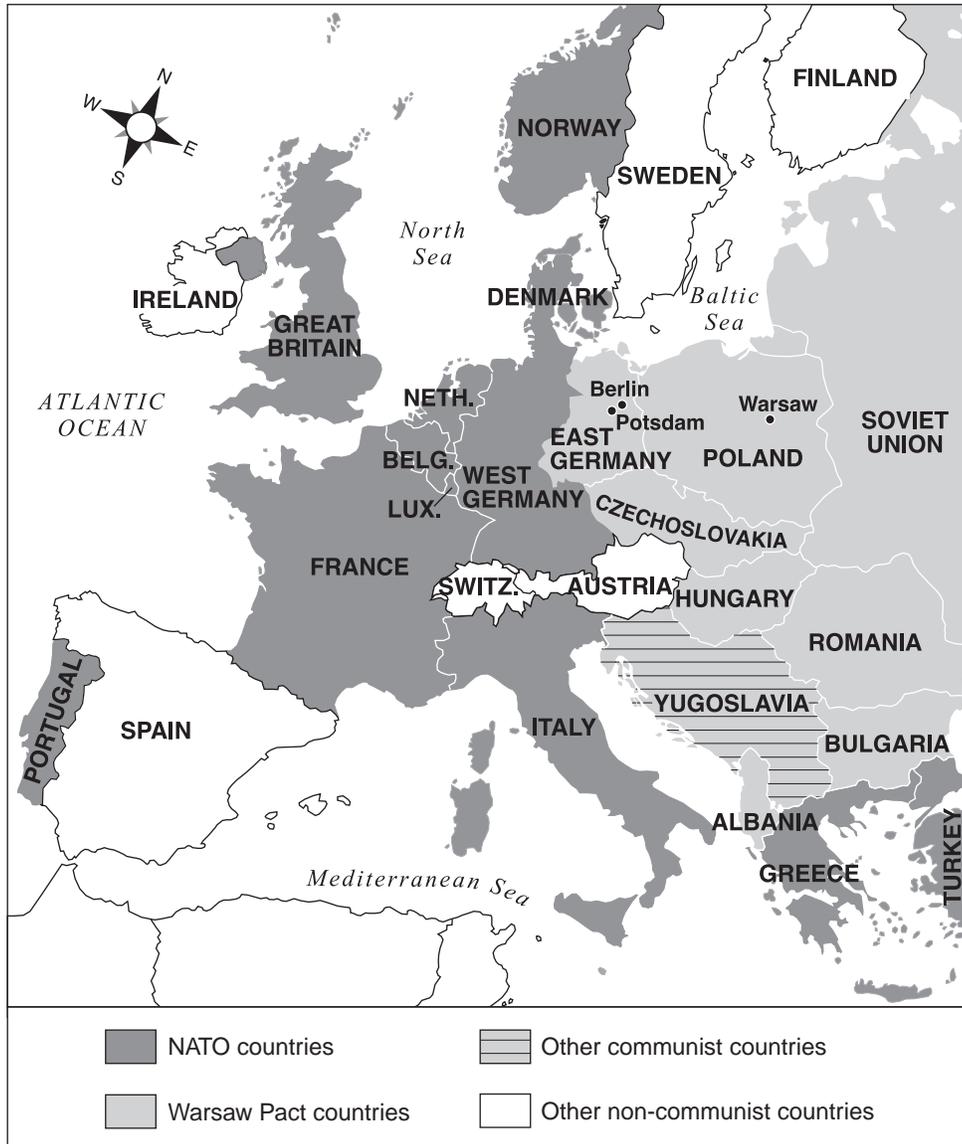
- 46 Which geographic factor in Russia played a role in Napoleon’s defeat in 1812 and Hitler’s defeat at Stalingrad in 1943?
- (1) Siberian tundra
  - (2) Caspian Sea
  - (3) arid land
  - (4) harsh climate

- 47 • Scholars take civil service examinations for government positions.  
 • Students form Red Guard units to challenge counterrevolutionaries.  
 • Students demonstrate for democratic reforms in the capital and are killed by government troops.

These statements describe the changing role of students in which nation?

- (1) Japan
- (2) China
- (3) Russia
- (4) India

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



Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, 2005 (adapted)

- 48 Which time period is represented in this map of Europe?
- (1) before the Congress of Vienna
  - (2) during the Age of Imperialism
  - (3) between World War I and World War II
  - (4) during the Cold War
-

Base your answers to questions 49 and 50 on the quotation below and on your knowledge of social studies.

“ . . . The daily tasks of the women are to milk the cattle in the morning and evening, and to fetch water as required. By using their donkeys it is possible for them to bring back enough water to last two or three days. When the settlement moves, on average about once every five weeks, each woman is responsible for moving her hut and rebuilding it. All the necessary movables, including hides, wooden containers and important struts in the framework of the hut, can normally be carried by two donkeys. Older women rely on their daughters, their younger co-wives, and their sons’ wives for help in all these tasks. . . .”

Source: Paul Spencer, *The Samburu*, University of California Press, 1965

49 Which type of economy would most likely be found in this society?

- (1) command
- (2) traditional
- (3) free market
- (4) manorial

50 Based on this passage, the Samburu people would be classified as

- (1) commercial farmers
  - (2) urban dwellers
  - (3) nomads
  - (4) serfs
-

Write the answer to the essay question on the lined sheets in this booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

## PART II

### THEMATIC ESSAY QUESTION

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

**Theme: Change**

Throughout history, the actions of leaders have changed the society in which they lived.

**Task:**

Identify **two** leaders who changed the society in which they lived and for **each**

- Describe **one** situation the leader attempted to change
- Describe **one** action the leader took to change this situation
- Discuss the impact of that action on the society in which the leader lived

You may use any leader from your study of global history and geography **except** **Johann Gutenberg** and **James Watt**. Some suggestions you might wish to consider include Martin Luther, Queen Elizabeth I, Toussaint L'Ouverture, Napoleon Bonaparte, Simón Bolívar, Otto von Bismarck, Mohandas Gandhi, Mao Zedong, Ho Chi Minh, Fidel Castro, and Nelson Mandela.

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

**Do *not* use a leader from the United States in your answer.**

**Guidelines:**

**In your essay, be sure to**

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

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Write the answer to the essay question on the lined sheets in this booklet.

In developing your answers 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) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

### PART III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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:

Throughout history, changes in technology have had a great influence on society. Development of the **printing press**, **steam-powered machinery**, and the **atomic bomb** had a major impact on specific societies and the world.

**Task:** Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Identify **two** of the technological changes mentioned in the historical context and for **each**

- Explain how the new technology changed the existing technology
- Discuss the impact of this new technology on a specific society **or** the world

## Part A

### Short-Answer Questions

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

#### Document 1a

##### Medieval Scriptorium



Source: [www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html](http://www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html)

#### Document 1b

##### The Book Before Gutenberg

The earliest books were written on scrolls. From the Second Century A.D. to the present time, however, most books have been produced in the familiar codex format—in other words, bound at one edge. During the Middle Ages, manuscript books were produced by monks who worked with pen and ink in a copying room known as a scriptorium. Even a small book could take months to complete, and a book the size of the Bible could take several years. . . .

Source: [www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html](http://www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html)

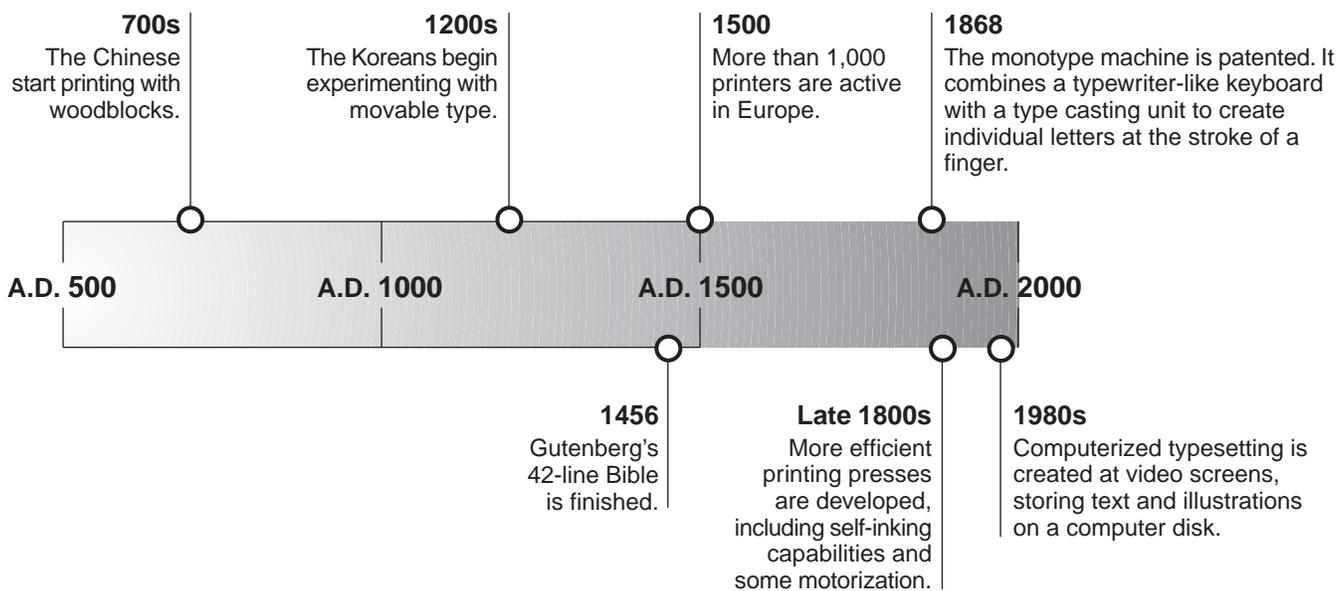
- 1 According to these documents, how were books made before the development of the Gutenberg press? [1]

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Score

**Document 2**



Source: Stephen Krensky, *Breaking Into Print, Before and After the Invention of the Printing Press*, Little, Brown and Company, 1996 (adapted)

2 Based on this document, state **two** advances in printing technology that took place between 500 and 2000. [2]

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

Score

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

Score

**Document 3**

. . . Gutenberg's methods spread with stunning rapidity. By 1500 an estimated half million printed books were in circulation: religious works, Greek and Roman classics, scientific texts, Columbus's report from the New World. An acceleration of the Renaissance was only the first by-product of the Gutenberg press. Without it, the Protestant movement might have been stillborn [failed], as well as the subsequent political and industrial revolutions. Gutenberg, however, got none of the glory. His brainchild [idea] bankrupted him; the year his Bible was published, a creditor took over his business. Little more is known of the inventor — in part because he never put his own name into print. . . .

Source: Robert Friedman, ed., *The Life Millennium: The 100 Most Important Events & People of The Past 1,000 Years*, Time, 1998

3 Based on this document, state **two** effects of Gutenberg's invention. [2]

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

\_\_\_\_\_

Score

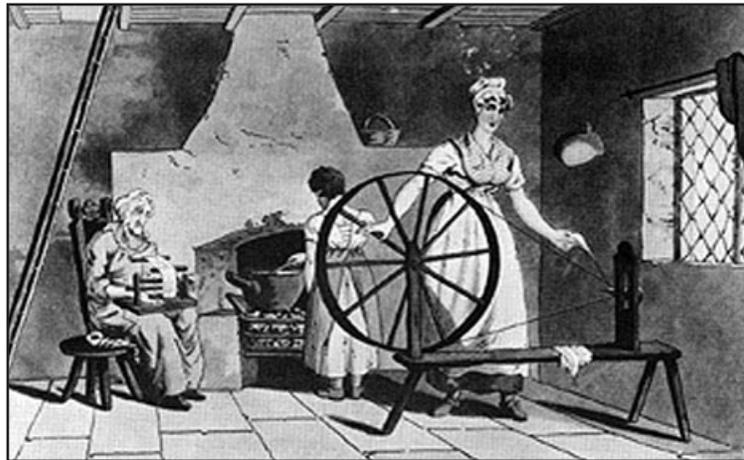
(2) \_\_\_\_\_

\_\_\_\_\_

Score

## Document 4

### Woman Spinning



Source: *The Costume of Yorkshire*, Richard Jackson, Publisher

4 According to this document, what technology was used in cloth production in the early 1700s? [1]

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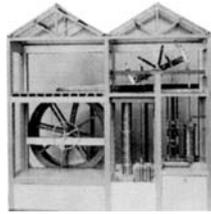
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Score

**Document 5a**

**Invention**

**Description**



**Improved steam engine**  
(James Watt)

Improved version of steam engine that used coal rather than water power. First used to pump water from mines and to forge iron. By the late 1780s, powered machines in cotton mills.

Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, 1999 (adapted)

**Document 5b**

**Power Loom Weaving**



Drawn by T. Allom

Engraved by J. Tingle

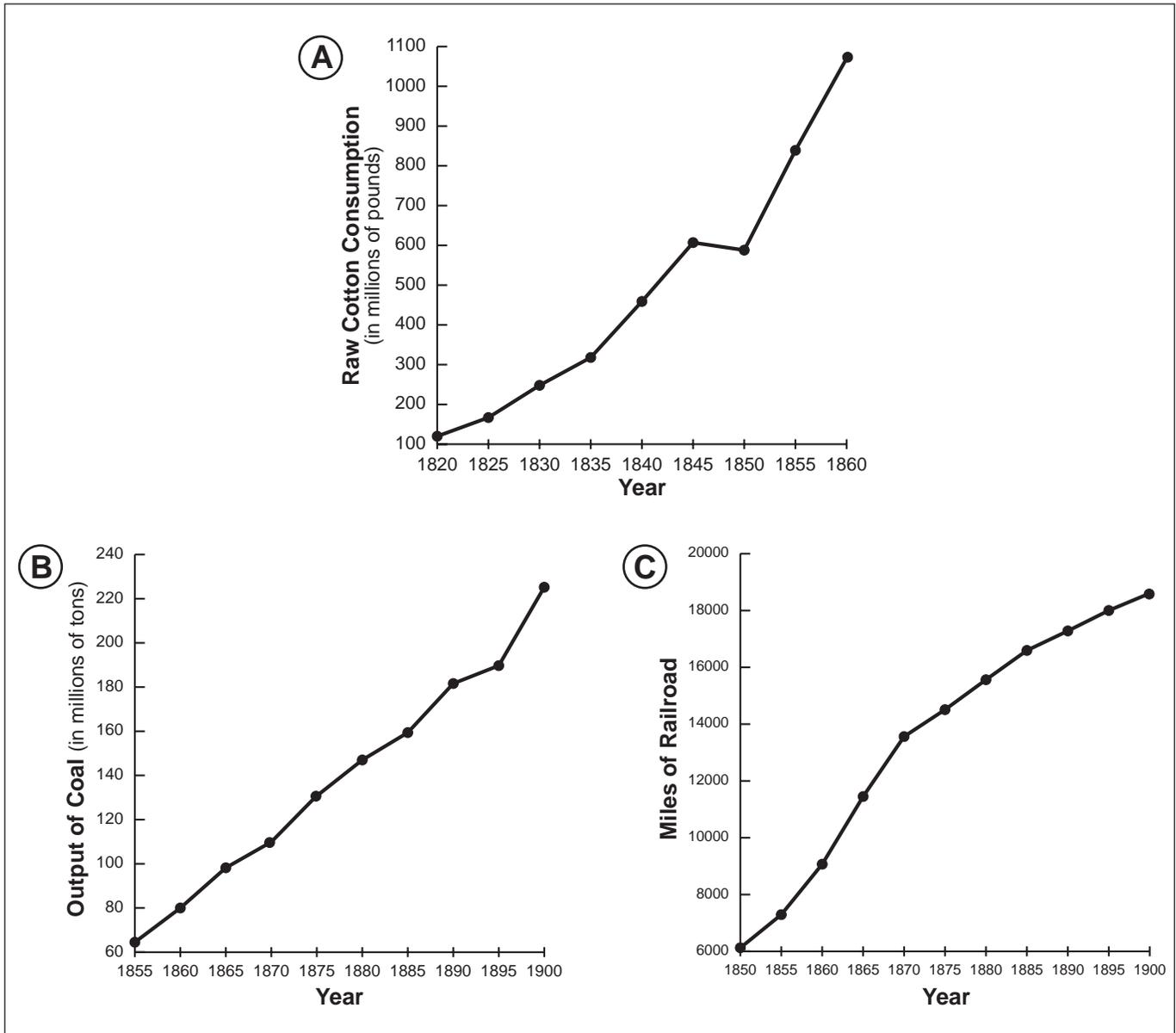
Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, Fisher, Fisher, and Jackson, 1835 (adapted)

5 According to these documents, how did the steam engine promote the growth of the factory system? [1]

Score

Document 6

Selected Factors of Industrial Production in Great Britain



Source: Brian Mitchell, *Abstract of British Historical Statistics*, Cambridge University Press, 1962 (adapted)

6 What do these graphs imply about the effect of steam-powered machinery on industrial production in Great Britain? [1]

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Score

## Document 7

This is an excerpt from a tape-recorded conversation of Kathleen Brockington in August 1994.

### **Kathleen's Story Bombed out in the London Blitz, 1940**

. . . When the bomb dropped I wasn't even under the table! I heard the plane and recognised it was a Jerry (that's what we called them) [Germans] because I'd heard so many. There was a tremendous BANG! and I ducked. All the windows came in and the ceiling and a couple of walls came in and there was incredible smoke everywhere. I was shaking like a leaf but I wasn't hurt.

I tried to get out but the door was stuck and I had to climb through where one of the windows had been. I could see there were lots of houses affected, glass everywhere in the street so I knew it was a big'un.

I ran to the Air Raid Post but the Warden said "look missus, we're gonna be busy digging bodies out, if you've got a roof you're better off where you are. There's lots worse off than you". Funnily enough he was wrong; about 50 houses were badly damaged and a couple of them just turned into heaps of rubble, but nobody was actually killed. . . .

Source: <http://timewitnesses.org/english/blitz.html> (adapted)

- 7 Based on this document, state **one** effect of the bombing of London by German planes. [1]

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Score

**Document 8**

. . . In both cities the blast totally destroyed everything within a radius of 1 mile from the center of explosion, except for certain reinforced concrete frames as noted above. The atomic explosion almost completely destroyed Hiroshima's identity as a city. Over a fourth of the population was killed in one stroke and an additional fourth seriously injured, so that even if there had been no damage to structures and installations the normal city life would still have been completely shattered. Nearly everything was heavily damaged up to a radius of 3 miles from the blast, and beyond this distance damage, although comparatively light, extended for several more miles. Glass was broken up to 12 miles.

In Nagasaki, a smaller area of the city was actually destroyed than in Hiroshima, because the hills which enclosed the target area restricted the spread of the great blast; but careful examination of the effects of the explosion gave evidence of even greater blast effects than in Hiroshima. Total destruction spread over an area of about 3 square miles. Over a third of the 50,000 buildings in the target area of Nagasaki were destroyed or seriously damaged. The complete destruction of the huge steel works and the torpedo plant was especially impressive. The steel frames of all buildings within a mile of the explosion were pushed away, as by a giant hand, from the point of detonation. The badly burned area extended for 3 miles in length. The hillsides up to a radius of 8,000 feet were scorched, giving them an autumnal appearance. . . .

Source: "The Atomic Bombings of Hiroshima and Nagasaki," Manhattan Engineer District, United States Army, June 29, 1946

8 Based on this document, state *two* effects of the atomic bombings on Hiroshima and Nagasaki. [2]

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

Score

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

Score

**Document 9a**

**Nuclear Countries – November 2002**

Declared Nuclear States	Estimates of Nuclear Weapons Stockpiled
United States	10,640
Russia	8,600
China	400
France	350
United Kingdom	200
Israel	100–200
Pakistan	24–48
India	30–35
North Korea*	1–2

Source: Natural Resources Defense Council (NRDC), 2002 (adapted); \*Bulletin of Atomic Scientist, 2003

**Document 9b**

**Countries with Nuclear Power Reactors in Operation or Under Construction – December 2002**

Argentina	Finland	Korea, Republic of	Slovenia
Armenia	France	Lithuania	South Africa
Belgium	Germany	Mexico	Spain
Brazil	Hungary	Netherlands	Sweden
Bulgaria	India	Pakistan	Switzerland
Canada	Iran	Romania	Ukraine
China	Japan	Russian Federation	United Kingdom
Czech Republic	Korea, Dem. Peoples Rep. of	Slovakia	United States

Source: "Nuclear Technology Review," International Atomic Energy Agency (IAEA), 2003 (adapted)

9 Based on these charts, state **two** ways countries have used nuclear technology. [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 to support your response.

#### Historical Context:

Throughout history, changes in technology have had a great influence on society. Development of the **printing press**, **steam-powered machinery**, and the **atomic bomb** had a major impact on specific societies and the world.

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

Identify **two** of the technological changes mentioned in the historical context and for **each**

- Explain how the new technology changed the existing technology
- Discuss the impact of this new technology on a specific society **or** the world

#### Guidelines:

**In your essay, be sure to**

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

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The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 16, 2005 — 12:30 to 3:30 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.....
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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.

Tear Here

Signature

# REGENTS IN GLOBAL HISTORY AND GEOGRAPHY

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