

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

**Tuesday, August 13, 2013 — 12:30 to 3:30 p.m., only**

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

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

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II, III A, and III B.

**Part I** contains 50 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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

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

## Part I

### Answer all questions in this part.

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

- 1 • Use a variety of evidence  
• Analyze primary documents  
• Compare societies and regions  
  
These actions help historians reconstruct a record of a society by  
(1) focusing on traditional interpretations  
(2) making use of multiple perspectives  
(3) separating history from science  
(4) relying on a single argument
- 2 What would a geographer conducting research be most likely to do?  
(1) use carbon-14 to determine the age of artifacts  
(2) analyze the reasons women vote for certain candidates  
(3) observe the effects of wind patterns on regional trade  
(4) design a survey to determine the online spending habits of young people
- 3 One way in which the ancient Sumerians, Egyptians, and Mayas are similar is that these civilizations developed  
(1) irrigation systems  
(2) iron weapons  
(3) wheeled vehicles  
(4) block printing systems
- 4 Which geographic factor contributed to the formation of independent city-states in ancient Greece?  
(1) tropical rainforests  
(2) fertile farmland  
(3) navigable rivers  
(4) mountainous topography
- 5 At the height of its power, which ancient civilization controlled the entire coastal region surrounding the Mediterranean Sea?  
(1) Phoenician (3) Roman  
(2) Persian (4) Carthaginian
- 6 A person who practices Hinduism would most likely  
(1) believe the Vedas are sacred  
(2) worship in a synagogue  
(3) pray facing Mecca  
(4) make a pilgrimage to Jerusalem
- 7 The strategic location of the Byzantine Empire allowed control of the key trade routes between the  
(1) South China Sea and the Strait of Malacca  
(2) Caspian Sea and the Indian Ocean  
(3) North Sea and the English Channel  
(4) Black Sea and the Mediterranean Sea
- 8 • Asoka incorporated Buddhist ideas into the laws he had carved on rocks and pillars placed throughout the Mauryan Empire.  
• Constantine made Christianity the official religion of the Roman Empire.  
• Prince Vladimir required all Russians to become Eastern Orthodox Christians.  
  
Which generalization can be made based on these statements?  
(1) Leaders often use religion to unify an empire.  
(2) Many political leaders encourage religious toleration.  
(3) Leaders sometimes use religion as a reason to wage war.  
(4) Political leaders usually become the head of the church in their country.

- 9 Which statement best characterizes Europe during the early Middle Ages?
- (1) A centralized government provided law and order.
  - (2) Manorialism developed to meet the people's economic needs.
  - (3) People adopted humanism and questioned the Church.
  - (4) A standardized currency promoted international trade.
- 10 Which statement about feudalism in Japan is an opinion rather than a fact?
- (1) Samurai were expected to follow a code of conduct known as bushido.
  - (2) A rigid social hierarchy led to limited social mobility.
  - (3) The Tokugawa period was probably the most peaceful period.
  - (4) The shogun was the supreme military leader.
- 11 Which description best fits the kingdoms of Ghana and Songhai?
- (1) vassal states of Egypt
  - (2) trading states of West Africa
  - (3) micro-states of Southeast Asia
  - (4) tributary states of China
- 12 Which achievement is most closely associated with Mansa Musa of Mali?
- (1) an increase in the influence of Islam and Islamic culture
  - (2) the discovery of diamonds in the Congo
  - (3) the defeat and capture of Cairo
  - (4) an exclusive trade agreement with European merchants
- 13 Which situation was a direct challenge to the political and religious authority of the Catholic Church?
- (1) passage of the Act of Supremacy under Henry VIII
  - (2) death sentence given to Joan of Arc
  - (3) Reconquista of Spain conducted by Ferdinand and Isabella
  - (4) establishment of the Jesuit order under Ignatius Loyola
- 14 As the Black Death spread in the mid-14th century, which region tended to experience the greatest loss of life?
- (1) rural farms
  - (2) urban areas
  - (3) remote villages
  - (4) mountainous areas
- 15 The Ming dynasty under Emperor Yonglo (Zhu di) used Zheng He's voyages to
- (1) expand trade with Africa and Southeast Asia
  - (2) explore North America and South America
  - (3) obtain a military alliance with Russia
  - (4) secure a border agreement with Mongolia
- 16 One reason Spain sponsored the first voyage of Columbus to the west was to
- (1) find a more direct trade route to Asia
  - (2) obtain military technology
  - (3) make contact with the Empire of Benin
  - (4) trade in established ports in the Americas
- Base your answer to question 17 on the passage below and on your knowledge of social studies.
- ... At Tenochtitlán, the Aztecs perfected an unusual method of farming. They built huge rafts, covered them with earth, and floated them on the lake. On these chinampas, or "floating islands," they grew enough maize and vegetables to feed their expanding population comfortably. Eventually, roots from the tree rafts attached themselves to the bottom of the shallow lake to become permanent foundations for buildings. . . .
- Lois Athey
- 17 Which conclusion is best supported by the information in this passage?
- (1) The Aztecs terraced the land.
  - (2) Large plantations provided food for the markets.
  - (3) The Aztecs were limited to subsistence farming.
  - (4) Environmental adaptation aided economic development.
-

- 18 Which country is responsible for the extensive colonial use of the encomienda labor system?
- (1) England (3) the Netherlands  
(2) France (4) Spain
- 19 The primary purpose of the Magna Carta (1215) was to
- (1) limit the power of King John  
(2) install Oliver Cromwell as dictator  
(3) justify the Glorious Revolution  
(4) charter the British East India Company
- 20 Which writer opposed political absolutism?
- (1) Niccolò Machiavelli  
(2) James I  
(3) Jacques-Bénigne Bossuet  
(4) John Locke
- 21 One way in which Akbar the Great, Suleiman the Magnificent, and Philip II are similar is that they
- (1) attempted to colonize the Americas  
(2) supported democratic reforms in their countries  
(3) tried to make Christianity the dominant religion of Asia  
(4) controlled large empires at the height of their power
- 22 One way in which the contributions of Copernicus, Galileo, and Newton are similar is that each
- (1) challenged the heliocentric theory of the universe  
(2) based his work on Enlightenment principles of social contract  
(3) practiced observation and experimentation in his work  
(4) supported the work of the Inquisition
- 23 One reason the Russian Empire was difficult to unite was that it
- (1) had many diverse ethnic groups  
(2) possessed limited natural resources  
(3) served as a crossroads for trade  
(4) lacked a navy
- 24
- Supported reforms
  - Believed in natural rights and religious toleration
  - Viewed themselves as servants of their state
- In the 18th century, European leaders that fit these characteristics were best known as
- (1) theocratic monarchs  
(2) enlightened despots  
(3) totalitarian dictators  
(4) prime ministers
- 25 During the 1800s, the writings of Marx, Engels, and Dickens focused attention on the problems faced by
- (1) factory owners (3) farm laborers  
(2) investment bankers (4) industrial workers
- 26 Which traits characterize a laissez-faire capitalist economic system?
- (1) slash-and-burn agriculture and animal-powered technology  
(2) central planning and government quotas  
(3) private property and profit incentive  
(4) national health care and social security
- 27 Which area of the world was most directly affected by the decisions made at the Berlin Conference?
- (1) Africa (3) India  
(2) China (4) South America
- 28
- Sino-Japanese War 1894–1895
  - Russo-Japanese War 1904–1905
  - Annexation of Korea 1910
- These events in the history of Japan reflect its
- (1) resistance to trade  
(2) abundance of natural resources  
(3) vulnerability to attack by neighbors  
(4) emergence as an imperialistic country

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

**Attention! This is the Head of the Nation [Speaking]**



**“Watch out for many forms of espionage.  
All mouths should be shut regarding issues of national interest.”**

Source: Frans Coetzee and Marilyn Shevin-Coetzee,  
*World War I: A History in Documents*,  
Oxford University Press, 2002 (adapted)

29 As shown in this poster, which problem concerned the Brazilian government during World War I?

- (1) loss of cultural heritage
- (2) threat of spying
- (3) increases in immigration
- (4) maintaining freedom of assembly

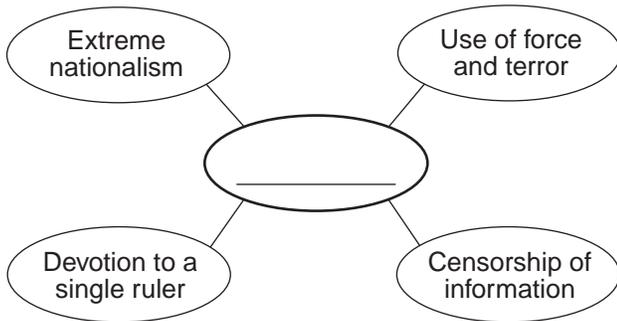
30 Which term is defined as payment for war damages?

- (1) mandate
- (2) armistice
- (3) reparation
- (4) militarism

31 Which leader is responsible for westernizing Turkey and creating a secular government?

- (1) Kemal Atatürk
- (2) Saddam Hussein
- (3) Ayatollah Khomeini
- (4) Anwar Sadat

Base your answer to question 32 on the graphic organizer below and on your knowledge of social studies.



32 Which heading best completes this graphic organizer?

- (1) Socialism
- (2) Liberalism
- (3) Fascism
- (4) Ethnocentrism

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33 The Long March is significant in Chinese history because it

- (1) ended Japanese occupation of China
- (2) reinforced the concept of the Mandate of Heaven
- (3) caused the Boxer Rebellion
- (4) established Mao Zedong as a revolutionary leader

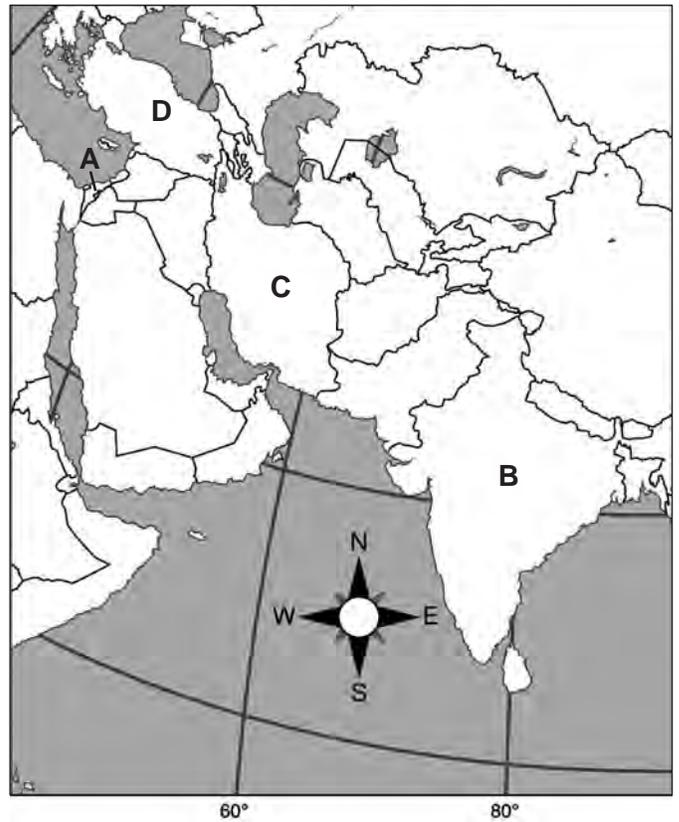
34 The primary goal of both the Indian National Congress in India and the Mau Mau movement in Kenya was to

- (1) establish military rule
- (2) colonize lands overseas
- (3) remove foreign control
- (4) achieve social equality

35 The main reason that oil-producing states formed the Organization of the Petroleum Exporting Countries (OPEC) was to

- (1) allow foreign ownership in oil fields
- (2) influence the price of oil and set production levels
- (3) improve diplomatic relations with the West
- (4) lift economic sanctions and establish free trade

Base your answer to question 36 on the map below and on your knowledge of social studies.



Source: Mountain High Maps

36 Which letter represents the location of a country created in part as a result of the Zionist movement?

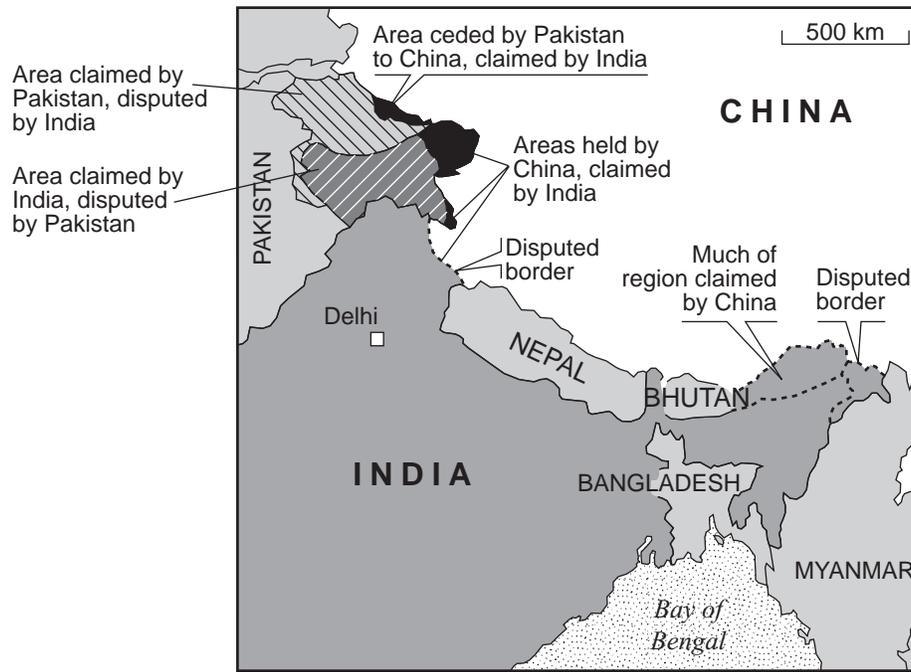
- (1) A
- (2) B
- (3) C
- (4) D

\_\_\_\_\_

37 During the Great Leap Forward, Chinese peasants were forced to

- (1) join communes
- (2) move to the cities
- (3) convert to Christianity
- (4) attack the Red Guards

Base your answer to question 38 on the map below and on your knowledge of social studies.



Source: *The Economist*, June 21, 2003 (adapted)

38 Which statement can best be supported by the information on this 2003 map?

- (1) India and Pakistan have agreed on shared borders.
- (2) Several borders are in dispute between India and China.
- (3) India and Nepal are currently involved in border disputes with each other.
- (4) The inhabitants of the territory claimed by both India and China have little voice in the conflict.

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

...There is hardly an editor or political journalist who has not at some time during this apartheid period been pressured unduly, personally intimidated or seriously threatened either for what he/she had written or to coerce him/her into writing or publishing what was desired...

— submission to Truth and Reconciliation Commission

39 This passage describes the use of threats to achieve

- (1) diversification
- (2) censorship
- (3) perestroika
- (4) suffrage

40 With which country is this passage associated?

- (1) South Africa
- (2) Soviet Union
- (3) Cuba
- (4) Iraq

41 Which global issue is a primary threat to biodiversity in the tropical regions of Central Africa, Southeast Asia, and the Amazon basin?

- (1) deforestation
- (2) oil spills
- (3) acid rain
- (4) drought

42 The Universal Declaration of Human Rights (1948) and the founding of Amnesty International (1961) are both associated with efforts to recognize and protect the

- (1) economic diversity of nations
- (2) dignity of individuals
- (3) right of each nation to enforce its own laws
- (4) balance of power between nations

Base your answer to question 43 on the chart below and on your knowledge of social studies.

**Basic Economic Facts About South Korea and North Korea (2000-2007)**

	<b>SOUTH KOREA</b>	<b>NORTH KOREA</b>
GDP (Gross Domestic Product)	\$957.1 billion	\$2.22 billion
GDP—Real Growth Rate	5%	-1.1%
GDP—Per Capita	\$24,800	\$1,900
GDP—Composition by Sector	3% from agriculture	23.3% from agriculture
	39.4% from industry	43.1% from industry
	57.6% from services	33.6% from services

— CIA World Fact Book (adapted)

43 Which statement about the economies of South Korea and North Korea can best be supported by the information found in this chart?

- (1) The GDP in North Korea is higher than the GDP in South Korea.
- (2) A higher percentage of the GDP in South Korea is based on farming than it is in North Korea.
- (3) The real growth rate of North Korea is 10 times greater than the growth rate in South Korea.
- (4) The service sector in South Korea plays a more important role than it does in North Korea.

44 Trade along the Silk Roads and the trans-Saharan trade routes resulted in

- (1) elimination of all traditional beliefs
- (2) a movement toward decolonization
- (3) the Columbian exchange
- (4) cultural diffusion between different societies

45 One way in which the Justinian Code and the Napoleonic Code are similar is that both

- (1) made slavery unacceptable
- (2) gave people a set of rules to follow
- (3) treated all equally under the law
- (4) provided for religious freedom

46 A reason the Renaissance began in the Italian city-states was that they

- (1) rejected the power of the papacy
- (2) were unified by Garibaldi
- (3) had wealth gained from trade with Constantinople
- (4) prevented guilds from functioning

Base your answer to question 47 on the quotation below and on your knowledge of social studies.

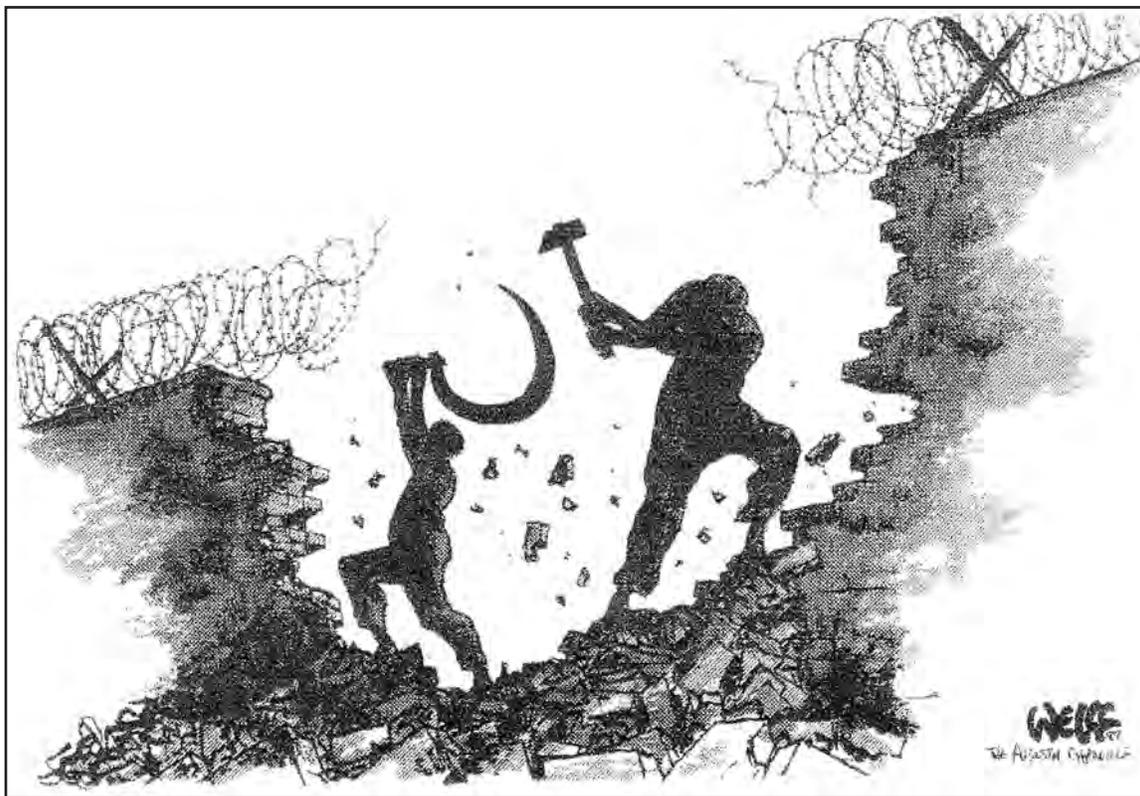
Long before the rule of pharaohs, Egyptians grew wheat and barley and raised pigs, goats, sheep and cattle. Spotty evidence had suggested that agriculture was practiced there more than 7,000 years ago, two millennia earlier than the first royal dynasties....

— John Noble Wilford, *New York Times*, February 12, 2008

47 Which period in history is referred to in this excerpt?

- (1) Industrial Revolution
- (2) Neolithic Revolution
- (3) Scientific Revolution
- (4) Green Revolution

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



Source: Clyde Wells, *The Augusta Chronicle*, 1989

48 Which event is shown in this cartoon?

- (1) Parisians attacking the Bastille prison and starting the French Revolution
- (2) Allied soldiers tearing down walls in concentration camps after World War II
- (3) Germans destroying the Berlin Wall symbolizing the collapse of communism in Europe
- (4) Koreans breaking through the Great Wall of China

49 With which event are Porfirio Díaz, Francisco “Pancho” Villa, and Emiliano Zapata associated?

- (1) Conquest of the Incas
- (2) Argentinian Dirty War
- (3) Mexican Revolution
- (4) Haitian coup d’état

50 The Truman Doctrine and the North Atlantic Treaty Organization (NATO) were United States responses to the

- (1) threat of the Nazis in the 1930s
- (2) fear of economic depression after World War I
- (3) concern about the partition of India in 1947
- (4) communist threat after World War II

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) **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: Conflict—Armed Conflict

Throughout history, armed conflicts have begun for various reasons. These conflicts have affected many countries and groups of people.

#### Task:

Select **two** armed conflicts and for **each**

- Describe the historical circumstances leading to this armed conflict
- Discuss the ways in which this armed conflict affected a specific group of people, a country, **and/or** a region

You may use any examples of armed conflict from your study of global history and geography. Some suggestions you might wish to consider include the Peloponnesian War, the Crusades, the English civil war, the Haitian war of independence, the French Revolution, the Opium War, the Sepoy Rebellion, World War I, the Arab-Israeli conflict, and the Rwanda crisis.

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

**Do *not* discuss armed conflicts that occurred in the United States in your answer.**

#### Guidelines:

**In your essay, be sure to**

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

## Part III

## DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

**Historical Context:**

Economic development in some countries has resulted in a variety of changes. These economic developments have affected the people and the country in positive and negative ways. Three countries experiencing economic development are *China (1976–present)*, *Mexico (1980–present)*, and *Botswana (1966–present)*.

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

- Choose *two* of the countries mentioned in the historical context and for *each*
- Describe a change that resulted from economic development within the country
  - Discuss positive *and/or* negative effects this economic development has had on the people and/or the country

In developing your answers to Part III, be sure to keep these general definitions in mind:

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

## Part A

### Short-Answer Questions

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

#### Document 1

##### China Rejoins the World Economy

... In China after Mao Zedong's death in 1976 the communist leadership introduced comprehensive economic reforms that relaxed state control of the economy, allowing more initiative and permitting individuals to accumulate wealth. Beginning in 1978 the Communist Party in Sichuan province freed more than six thousand firms to compete for business outside the state planning process. The results were remarkable. Under China's leader Deng Xiaoping these reforms were expanded across the nation. China also began to permit foreign investment for the first time since the communists came to power in 1949. Between 1978 and the end of the 1990s foreign investors committed more than \$180 billion to the Chinese economy, and McDonald's, Coca-Cola, Airbus, and other foreign companies began doing business there. But more than 100 million workers were still employed in state-owned enterprises, and most foreign-owned companies were segregated in special economic zones. The result was a dual industrial sector—one modern, efficient, and connected to international markets, the other dominated by government and directed by political decisions...

Source: Richard W. Bulliet, et al., *The Earth and Its People*, 3rd Edition, Houghton Mifflin, 2005 (adapted)

1. Based on this document, state **one** economic reform that occurred after the death of Mao Zedong. [1]

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Score

## Document 2

... In China, where almost a quarter of the human race still lived under a communist regime, the economy was also changing with the times. China's leaders embraced the market, and instead of insisting on equality said that the Chinese should try to make themselves rich; individual enterprise and increased spending on consumer products was the only way China would be able to fulfill its 'Four Modernizations' policy and become a major economic power by the end of the [20th] century. While the Chinese came to resemble Western capitalists in the ways they acquired and spent money, with production soaring by some 10 per cent a year, their elderly leaders remained in unchanged political control, determined to stamp out any sign of dissent or desire for democracy.

China's economic growth depended on the manufacture of consumer goods for export to the rest of the world. By 1995 some 60 per cent of toys for the international market were made in southern China, where 3000 factories were staffed by more than a million workers, most of them young women. Their wages were lower than those that would have been paid to workers in most other countries, but they were for the first time earning money that enabled them to make consumer choices of their own....

Source: Godfrey Hodgson, *People's Century*, Times Books, 1998 (adapted)

2 Based on this document, identify **two** impacts economic development has had on China. [2]

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

\_\_\_\_\_

Score

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

\_\_\_\_\_

Score

### Document 3a

Since China's reform and opening up started more than two decades ago, a special social group has come into being. Mostly coming from the countryside, they are mainly doing low-paying manual work in the fields of construction, commerce, service and so on. They become the floating population in big cities, called as migrant workers or peasant workers.

China's floating population has increased from 70 million of 1993 to 140 million of 2003, exceeding 10 percent of the total population and accounting for about 30 percent of rural labor force.

At present [2005], the general floating direction is from the countryside to cities, from underdeveloped regions to developed regions, and from central and western areas to eastern coastal areas....

Source: *People's Daily Online*, July 27, 2005

3a Based on this 2005 *People's Daily Online* article, what is **one** characteristic of China's floating population? [1]

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Score

### Document 3b

... China's roaring industrial economy has been abruptly quieted by the effects of the global financial crisis [in 2008]. Rural provinces that supplied much of China's factory manpower [floating population] are watching the beginnings of a wave of reverse migration that has the potential to shake the stability of the world's most populous nation.

Fast-rising unemployment has led to an unusual series of strikes and protests. Normally cautious government officials have offered quick concessions and talk openly of their worries about social unrest. Laid-off factory workers in Dongguan overturned patrol cars and clashed with police last Tuesday, and hundreds of taxis parked in front of a government office in nearby Chaozhou over the weekend, one of a series of driver protests....

Source: Shai Oster, *Wall Street Journal*, December 2, 2008

3b Based on this 2008 *Wall Street Journal* article, what is **one** way China's workers reacted to rising unemployment? [1]

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Score

## Document 4

... Mexico's trade policy following World War II through 1986, was essentially one of import substitution and closely regulated commercial ties with other countries, including the U.S. Behind a protective wall of tariffs, import licensing requirements, domestic-content provisions, and restrictive foreign investment policies, Mexico was one of the world's most closed economies.

Since joining the General Agreement on Tariffs and Trade (GATT) in 1986, Mexico has pursued a policy of economic liberalization, sharply reducing trade restrictions, promoting foreign investment, cutting domestic subsidies, and expanding the role of the private sector. NAFTA [North American Free Trade Agreement] gives formal recognition and permanence to the policy changes that are already taking place and which are critical to Mexico attracting the foreign investment and technology needed for its future economic growth...

Source: J. Michael Patrick, "U.S.-Mexico Trade Patterns Under NAFTA," Texas Center for Border Economic and Enterprise Development, March 1994

4 Based on this paper by J. Michael Patrick, what is **one** change in economic policy that has occurred in Mexico since joining GATT in 1986? [1]

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Score

## Document 5

Mexican governments had mixed results reforming the economy and reducing extreme poverty between 1980 and 2008.

Accomplishments	Ongoing Challenges Faced
<ul style="list-style-type: none"><li>• Expansion of competition through the implementation of privatization in the areas of: seaports, railroads, telecommunications, electricity generation, natural gas distribution, airports</li><li>• Tripling of trade with the United States and Canada since the implementation of NAFTA (1994)</li><li>• Establishment of 12 free trade agreements with over 40 countries</li></ul>	<ul style="list-style-type: none"><li>• Continuation of corruption</li><li>• Uneven development in Mexican states: prosperity in north and center, economic lag in south</li><li>• Mixture of modern and outmoded industry and agriculture</li></ul>

5 Based on this chart, identify *two* effects of economic development in Mexico. [2]

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

Score

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

Score

## Document 6

... NAFTA was supposed to bring economic prosperity to Mexico, but the poverty and human suffering along the border tell a different story. Mexico's more than 3,000 border *maquiladoras* — the mostly foreign-owned manufacturing and assembly plants — send about 90 percent of their products to the United States. The Spanish word “maquilar” means “to assemble,” but it is also slang for “to do someone else’s work for them.” This is what’s really going on; the maquiladora sector produced more than \$100 billion in goods last year [2005], but the typical maquiladora worker earns between \$1 and \$3 per hour, including benefits and bonuses. Special tariff-free zones along the border mean that many maquiladoras pay low taxes, limiting the funds that could improve quality of life...

Source: Oliver Bernstein, “Walking the Line,” *Grist Magazine: Environmental News & Commentary*, March 7, 2006

6 According to Oliver Bernstein, what is **one** *negative* effect of economic development in Mexico? [1]

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Score

## Document 7

... In 1966 when Botswana became independent, it had one of the least promising economic outlooks of any emerging African country. That changed dramatically with the discovery of diamonds in 1967. Although it took four years before mining could start, the promise of considerable wealth gave the fledgling government a remarkable advantage in planning for the future. The intelligent use of resources to create the badly needed schools, roads, water systems, and electric power stands out as a testament to Botswana's leaders. Seretse Khama and his successor, Quett Masire, put Botswana's newfound wealth to work for all the people...

Source: Jason Lauré, *Botswana*, Childrens Press, 1994

7 According to Jason Lauré, what discovery helped to change the economic outlook of Botswana? [1]

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Score

## Document 8a

### Botswana—Diamond Facts from De Beers Diamond Company

- In Botswana, diamonds account for 76% of Botswana’s export revenue, 45% of the government revenue, and 33% (approximately US \$3 billion) of the gross domestic product
- Over the past 25 years, Botswana has had one of the fastest growing economies in the world
- Due to the revenues generated by diamonds, every child in Botswana receives free schooling to the age of 13
- In 1966 there were only three secondary schools in Botswana, now [2006] there are more than 300
- The diamond mining industry is the largest single employer in Botswana after the government

Source: De Beers Family of Companies (www.debeersgroup.com), January 11, 2006 (adapted)

8a According to De Beers, what did the government of Botswana do with the revenue from its resources? [1]

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Score

## Document 8b

... However, Jay Salkin, an economist at the Botswana Institute for Development Policy Analysis, warns that the country is still facing big challenges.

“The economy is diversifying but not rapidly enough,” he says.

“The non-mining sectors are growing at 5% per annum at present, and while that’s quite good by international standards, it’s not good enough to absorb the growing labour force, and to move as many people out of poverty as the government is committed to doing.” ...

Source: Peter Biles, “Botswana: Africa’s Success Story?,” *BBC News*, March 7, 2005

8b According to Jay Salkin, what is **one** challenge Botswana faced in 2005? [1]

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Score

## Document 9

Botswana, the world's largest diamond producer by value, saw its diamond production fall by 3.6 percent in 2008 and is preparing for far steeper declines this year [2009]. Baledzi Gaolathe, the finance minister, said in his 2009 budget speech to the National Assembly on Monday that diamond production in 2008 was 32.6 million carats, compared with 33.8 million carats the previous year. . . .

Gaolathe noted that the diamond market performed "exceptionally well" during the first three quarters of 2008—when prices rose by about 20 percent—but the global financial crisis caused a sharp decline in commodity prices during the final quarter. As the negative global trends continue, the minister said, he expects 2009 diamond sales revenue to decline by about 50 percent, as prices are projected to decrease by 15 percent from 2008 levels. Production is expected to fall by 35 percent this year, he added. Diamond mining company Debswana, in which the government and De Beers each own a 50 percent stake, has already said it would curb production in reaction to the slump in global demand for rough diamonds. . . .

Earlier, Minister of Minerals, Energy and Water Resources, Ponatshego Kedikilwe, warned that Botswana's vast mineral resources may undo the country's strong economic growth of recent years if the proper survival measures are not put in place. . . .

Source: Avi Krawitz, "Botswana 2008 Diamond Production -4%," *Rapaport*, February 3, 2009

- 9 According to Avi Krawitz, what is **one** way Botswana may be affected by the 2009 slump in global demand for diamonds? [1]

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Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Economic development in some countries has resulted in a variety of changes. These economic developments have affected the people and the country in positive and negative ways. Three countries experiencing economic development are **China (1976–present)**, **Mexico (1980–present)**, and **Botswana (1966–present)**.

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

- Choose **two** of the countries mentioned in the historical context and for **each**
- Describe a change that resulted from economic development within the country
  - Discuss positive **and/or** negative effects this economic development has had on the people and/or the country

#### Guidelines:

**In your essay, be sure to**

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





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