

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Monday, June 3, 2019 — 9:15 a.m. to 12:15 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 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 and III.

Part I contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of 2 documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

Part III contains one essay question based on five documents. Write your answer to this question in the essay booklet.

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 (1–28): 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.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

In the very heart of Tokyo sits the imperial palace, site of the former Edo Castle. Inside a colossal moat with ramparts that dwarf anything seen in Europe, vast open spaces enclose the last fragments of one of the world's most imposing seventeenth-century monuments. Across the globe in France, Louis XIV's palace and gardens of Versailles form a similar impression of artificial mastery of nature and society. Miles of formal gardens punctuated [decorated] with fountains and statuary surround a palace known for its cold magnificence, with the entire ensemble of town, palace, and park orienting itself around a single, central focal point: the Sun King's bedroom. Each complex symbolizes a system of power. Edo evokes [brings to mind] the Tokugawa rule by status, which decreed that the daimyo lords, who were themselves forced to spend alternate years in Edo away from their regional domains, lived administratively and spatially segregated from the various other categories of subjects, all ranged in a pattern of residential sectors spiraling around the castle. Versailles, in similar fashion, bespeaks [indicates] the domestication of the French aristocracy in a "gilded cage," where they scrambled for favors while the Sun King undermined their authority and deprived them of their independence. . . .

— William Beik, "Louis XIV and the Cities," *Edo and Paris: Urban Life and the State in the Early Modern Era*, Cornell University Press, 1994

- | | |
|--|---|
| 1 Based on this passage, one way the castle at Edo and the palace at Versailles are similar is that both | 2 Which claim can best be supported by this passage? |
| (1) became symbols of power and wealth | (1) The more independent the nobles were the higher their status. |
| (2) developed into monastic centers of learning | (2) Nobles maintained their authority by remaining isolated. |
| (3) were meant to provide protection and prevent attacks | (3) Rulers controlled their nobles by influencing where they lived. |
| (4) served as monuments to the military | (4) Spending time in segregated sectors guaranteed nobles the support of their ruler. |

Base your answers to questions 3 and 4 on the documents below and on your knowledge of social studies.

Declaration of the Rights of Man and of the Citizen – 1789

Articles:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents. . . .

Source: The Avalon Project at Yale Law School

Declaration of the Rights of Woman and Female Citizen – 1791

FIRST ARTICLE

Woman is born free and remains equal to man in rights. Social distinctions can only be founded on common service.

II

The aim of all political associations is to preserve the natural and inalienable rights of Woman and Man: these are the rights to liberty, ownership, safety and, above all, resistance to oppression. . . .

IV

Liberty and justice lie in rendering everything which belongs to others as of right. Thus the exercise of woman's natural rights has no limit other than the perpetual tyranny of man's opposing them: these limits must be reformed by the laws of nature and reason. . . .

VI

The Law must be the expression of the general will; all citizens, female and male, should concur [agree] personally or through their representatives in its formation, and it must be the same for all. All citizens, being equal in its eyes, must be equally eligible to all honours, positions and public posts according to their abilities, and with no other distinction other than those of their virtues and talents. . . .

Source: Olympe de Gouges, 1791

3 Which political philosophy is best supported by both documents?

- (1) Rule of law represents a social contract with the people.
- (2) Tyranny encourages liberty and security.
- (3) Separation of powers guarantees people fair treatment.
- (4) Oppression promotes the general will.

4 Which event most directly influenced the writing of both documents?

- (1) Iranian Revolution
- (2) Cuban Revolution
- (3) French Revolution
- (4) Russian Revolution

Base your answers to questions 5 and 6 on the passage and illustration below and on your knowledge of social studies.

... "I started from Cork, by the mail [coach] (says our informant), for Skibbereen and saw little until we came to Clonakilty, where the coach stopped for breakfast; and here, for the first time, the horrors of the poverty became visible, in the vast number of famished poor, who flocked around the coach to beg alms: amongst them was a woman carrying in her arms the corpse of a fine child, and making the most distressing appeal to the passengers for aid to enable her to purchase a coffin and bury her dear little baby. This horrible spectacle induced me to make some inquiry about her, when I learned from the people of the hotel that each day brings dozens of such applicants into the town. . . ."



Source: James Mahony, "Sketches in the West of Ireland," *The Illustrated London News*, February 13, 1847 (adapted)

- 5 What is the most likely purpose of this document?
- (1) to highlight the benefits of free market
 - (2) to record the negative effects of child labor
 - (3) to minimize the impacts of agricultural innovations
 - (4) to inspire social and political reform

- 6 The conditions described in this passage directly resulted in
- (1) Ireland invading Britain
 - (2) millions of Irish emigrating to the United States
 - (3) most landlords forgiving the rent the Irish owed
 - (4) Britain agreeing to withdraw from Ireland

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

. . . At times, gas has been known to travel, with dire results, fifteen miles behind the lines.

A gas, or smoke helmet, as it is called, at the best is a vile-smelling thing, and it is not long before one gets a violent headache from wearing it.

Our eighteen-pounders were bursting in No Man's Land, in an effort, by the artillery, to disperse the gas clouds.

The fire step was lined with crouching men, bayonets fixed, and bombs near at hand to repel the expected attack.

Our artillery had put a barrage of curtain fire on the German lines, to try and break up their attack and keep back re-inforcements.

I trained my machine gun on their trench and its bullets were raking the parapet [spraying the wall].

Then over they came, bayonets glistening. In their respirators, which have a large snout in front, they looked like some horrible nightmare. . . .

— Arthur Epey, "Over the Top," G. P. Putnam's Sons, 1917

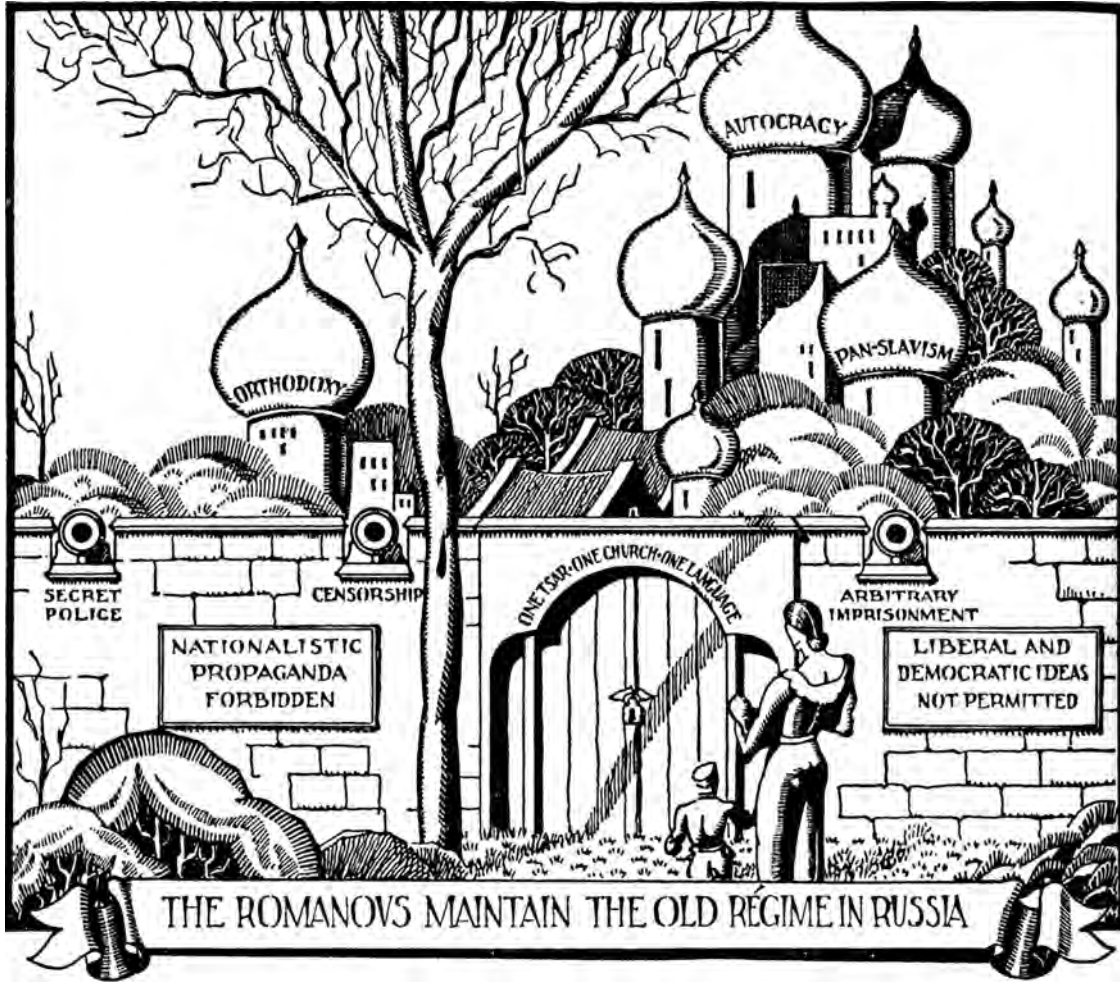
7 A historian could best use this passage to study which topic of World War I?

- (1) events that started the war
- (2) impact of combat on civilians
- (3) equipment utilized by soldiers
- (4) propaganda that supported the war effort

8 Which claim can best be supported by this passage?

- (1) New technology made warfare more destructive.
- (2) Warfare had a limited impact on the environment.
- (3) Countries engaged in war were punished for their actions.
- (4) Illness and disease took many lives.

Base your answers to questions 9 and 10 on the illustration below and on your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford Book Company

*Tsar – Czar

9 Which point of view is expressed in this illustration?

- (1) The Russian Orthodox Church caused the fall of the Romanov dynasty.
- (2) The Russian government encouraged a diversity of opinions.
- (3) The Romanovs suppressed Enlightenment ideas within their empire.
- (4) The Russian Revolution made conditions worse for most minorities.

10 Which long-term historical circumstance about Russia is shown in this illustration?

- (1) appeal of Marxism to the Russian nobles
- (2) autocratic rule of Russian royalty
- (3) rejection of the Pan-Slavism movement
- (4) support of the Russian Orthodox Church for democratic ideals

Base your answers to questions 11 through 13 on the time line below and on your knowledge of social studies.

Interactions Between the United States of America and the Soviet Union		
1948–49	1962	1979
In June 1948, the Soviet Union blockades democratic West Berlin. The U.S. and its allies fly in supplies daily to keep the city from starving. The Soviets lift the blockade in May 1949.	U.S. spy planes discover Soviet-built nuclear sites in Cuba. After a tense 13-day standoff with President John F. Kennedy, the Soviets remove the missiles.	Soviet troops invade Afghanistan. Aided by the U.S., Islamic fighters wage a 10-year guerrilla war against the Soviets, who withdraw in 1989.

— Carl Stoffers, “Are We Heading Toward a New Cold War?” *New York Times Upfront*, October 10, 2016 (adapted)

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| <p>11 Which foreign policy action best explains the United States response to Cold War situations?</p> <ul style="list-style-type: none"> (1) repeated reliance on appeasement (2) consistent attempts to bring about détente (3) a continuing pursuit of nonalignment (4) a long-term commitment to containment <p>12 Which claim best supports the pattern of interaction between the United States and the Soviet Union between 1948 and 1979?</p> <ul style="list-style-type: none"> (1) Conflict occurred when one side tried to expand its sphere of influence into another country or region. (2) Disagreements between the United States and the Soviet Union were quickly resolved without the deployment of the military. (3) Leaders of other countries encouraged conflict between the superpowers. (4) Peace and stability were created around the world as a result of the alliance between the United States and the Soviet Union. | <p>13 Which document would best provide information about the impact these events had on regions other than the United States and the Soviet Union?</p> <ul style="list-style-type: none"> (1) Russian textbook published in 2015 (2) television interview with President John F. Kennedy (3) memoirs of people living in East Germany, Cuba, and Afghanistan (4) line graph of the Soviet Union’s gross domestic product between 1948 and 1968 |
|---|---|

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

For a fortnight Gandhi's march is intended to be only a demonstration. Then, when he expects to be at the sea, he will begin to produce salt from brine [salt water], and so infringe [violate] the Government salt monopoly, defying the Government to arrest and punish him. At the same time his supporters everywhere have been incited by him to refuse to pay local taxes.

— Gandhi's March to the Sea, *The Guardian*, 1930

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| 14 The actions taken by Gandhi reflect his commitment to which policy? | 15 The actions of Gandhi and his supporters, as described in this passage, helped lead to the |
| (1) collectivization | (1) banning of Western books and music |
| (2) religious intolerance | (2) removal of British control from the subcontinent |
| (3) civil disobedience | (3) development of an economic alliance for South Asian nations |
| (4) censorship | (4) peaceful partitioning of British India into India and Pakistan |
-

Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

. . . History shows that wars are divided into two kinds, just and unjust. All wars that are progressive [reformist] are just, and all wars that impede [obstruct] progress are unjust. We Communists oppose all unjust wars that impede progress, but we do not oppose progressive, just wars. Not only do we Communists not oppose just wars, we actively participate in them. As for unjust wars, World War I is an instance in which both sides fought for imperialist interests; therefore the Communists of the whole world firmly opposed that war. The way to oppose a war of this kind is to do everything possible to prevent it before it breaks out and, once it breaks out, to oppose war with war, to oppose unjust war with just war, whenever possible. . . .

– Mao Zedong, *Quotations from Chairman Mao Tse-Tung*,
Foreign Languages Press, Peking, 1966

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| 16 Based on this passage, what does Mao believe about war from the communist perspective? | 17 Based on this passage, what does Mao believe about World War I? |
| (1) Wars are inevitable regardless of the society.
(2) Wars can be just or unjust depending on their purpose.
(3) Wars have a purpose in all societies because of a constant need for change.
(4) Wars should be permitted when a government needs to obstruct progress. | (1) The philosophical beliefs of the competing countries challenged traditional ideals.
(2) The potential political gains of European nations benefited China.
(3) The countries in the war were involved for their individual economic benefits.
(4) The possible military losses made it too risky for the Communist Party to intervene. |

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



Source: Kevin Kallauger, *The Economist*, February 14, 2004 (adapted)

18 Which leader's political legacy most directly influenced the situation shown in this 2004 cartoon?

- (1) Ayatollah Khomeini
- (2) Slobodan Milošević
- (3) Augusto Pinochet
- (4) Kemal Atatürk

19 What is the main idea of this 2004 cartoon?

- (1) Iran continues to build its modern infrastructure.
- (2) Iran is experiencing tensions between tradition and modernity.
- (3) Extensive ballot choices have weakened democracy in Iran.
- (4) Theocracy is the best form of government for Iran to adopt.

Base your answers to questions 20 through 22 on the passage below and on your knowledge of social studies.

. . . Yet in recent months something has changed. Kim Jong Il, whose regime was responsible for the first test and who died in 2011, had only a rudimentary [basic] nuclear device, useful mainly for blackmail. Under his son, Kim Jong Un, the programme has rapidly gathered pace, with two nuclear tests this year alone. The North has also conducted 21 missile tests this year, including one from a submarine—a first. The ability to miniaturise a tactical nuclear weapon on a working missile could be just two or three years away, with an intercontinental ballistic missile capable of hitting California possible in five years' time. Chun Yung-woo, a South Korean former national security adviser, talks of “growing outrage. . .after five tests, a change of mood, a sense of urgency.”

Once, it was possible to hope that the North's isolated regime would implode [fail] under its own contradictions before it gained a proper nuclear capability. But the spread of informal markets and, for some North Koreans, a measure of prosperity may have strengthened the regime's chances of survival. A consensus in Seoul is forming that Mr Kim now aims to dictate events on the peninsula—including the ability to demand that the Americans leave. One senior foreign diplomat in Seoul says that for the first time he hears people wondering openly whether there will be a major conflict on the peninsula in their lifetime. . . .

— “A Shrimp Among Whales,” *The Economist*, October 27, 2016

- 20 The tensions between North Korea and South Korea described in this passage began over
- (1) boundaries drawn during the Cold War
 - (2) ethnic conflict on the Korean peninsula
 - (3) trade disputes centered on fishing rights in the Yellow Sea
 - (4) China's purchase of submarine technology from North Korea
- 21 Based on this passage, in which way is the situation in the Korean peninsula comparable to the history of South Asia since World War II?
- (1) Peaceful protests led colonial powers to surrender their control of the region.
 - (2) Increased prosperity has accompanied a shift from totalitarian to democratic rule.
 - (3) Regional conflicts have contributed to the proliferation of nuclear weapons.
 - (4) Technological progress reduced tension and led to improved trade relationships.
- 22 Which claim is best supported in this passage?
- (1) An arms race will help defuse tensions on the Korean peninsula.
 - (2) Economic cooperation between the two Koreas would spread democracy to the North.
 - (3) An invasion by the United States could remove Kim Jong Un from power with few casualties.
 - (4) North Korea's successful military tests have increased the likelihood of war.

Base your answers to questions 23 and 24 on the photographs below and on your knowledge of social studies.

A Stadium With a Bloody Past



Chile: For weeks after the coup, the military rounded up political and social activists and suspected supporters of the former president, Salvador Allende, and brought them to the concrete edifice [structure], which opened in 1938 and hosted matches at the 1962 World Cup. . . .

Source: David Waldstein, "In Chile's National Stadium, Dark Past Shadows Copa América Matches," *New York Times*, June 17, 2015 (adapted)

The "Dirty War"



Argentina: The Mothers of the Plaza de Mayo. According to a report published in 1986, almost 9,000 Argentines disappeared during the "dirty war."

Source: Gofen and Jermyn, *Argentina*, Marshall Cavendish, 2002 (adapted)


23 Based on these photographs, which action taken by the governments of Chile and Argentina violated the principles of the Universal Declaration of Human Rights?

- (1) conducting trials by juries
- (2) blowing up factories
- (3) arresting known criminals
- (4) kidnapping political opponents

24 In which way are the situations shown in these photographs similar?

- (1) Military regimes overthrew democratically elected leaders in both countries.
- (2) The United Nations sent peacekeeping forces that provided aid in both countries.
- (3) Marxist parties removed the military leaders holding power in both countries.
- (4) Foreign armies led invasions in both countries.

Base your answers to questions 25 and 26 on the cartoon and excerpt below and on your knowledge of social studies.



. . . “Putin sincerely believes that the end of the Cold War was a source of humiliation and misery for Russia and that the duty of any Russian leader is to erase that humiliation and restore Russia to some of the superpower glory of the Soviet Union,” says Leon Aron, Director of Russian Studies at the American Enterprise Institute in Washington, D.C. . . .

— Carl Stoffers, “Are We Heading Toward a New Cold War?,” *New York Times Upfront*, October 10, 2016

Source: Adam Zyglis, *New York Times Upfront*, October 10, 2016

25 This cartoonist is comparing Vladimir Putin to

- (1) Czar Nicholas II
- (2) Joseph Stalin
- (3) Mikhail Gorbachev
- (4) Boris Yeltsin

26 Which earlier historical development best reflects Putin’s strategy for rebuilding Russia’s prestige in the world?

- (1) granting of independence to former Soviet republics
- (2) removal of Soviet troops from Afghanistan
- (3) lifting of the Berlin blockade
- (4) installation of communist regimes throughout Europe

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

The genius of apartheid was convincing people who were the overwhelming majority to turn on each other. Apart hate, is what it was. You separate people into groups and make them hate one another so you can run them all.

At the time, black South Africans outnumbered white South Africans nearly five to one, yet we were divided into different tribes with different languages: Zulu, Xhosa, Tswana, Sotho, Venda, Ndebele, Tsonga, Pedi, and more. Long before apartheid existed these tribal factions clashed and warred with one another. Then white rule used that animosity [hatred] to divide and conquer. All nonwhites were systematically classified into various groups and subgroups. Then these groups were given differing levels of rights and privileges in order to keep them at odds. . . .

– Trevor Noah, *Born a Crime: Stories from a South African Childhood*, Spiegel & Grau, 2016

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| 27 According to this author, how did the minority white population maintain control over the majority black population in South Africa?
(1) through military conscription of black South Africans
(2) through divide and conquer techniques that kept tribes at odds
(3) by enforcing the use of tribal languages so that tribes could not communicate
(4) by allowing democracy within localized areas in the black South African community | 28 Since the end of apartheid, which problem continues to exist in South Africa?
(1) inability of nonwhites to vote in elections
(2) restricting educational instruction to Afrikaans
(3) monopolizing of political power by white South Africans
(4) persistence of segregation as a result of economic inequalities |
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NAME _____ SCHOOL _____

Write your answers to questions 29-34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

Short-Answer CRQ Set 2 Structure

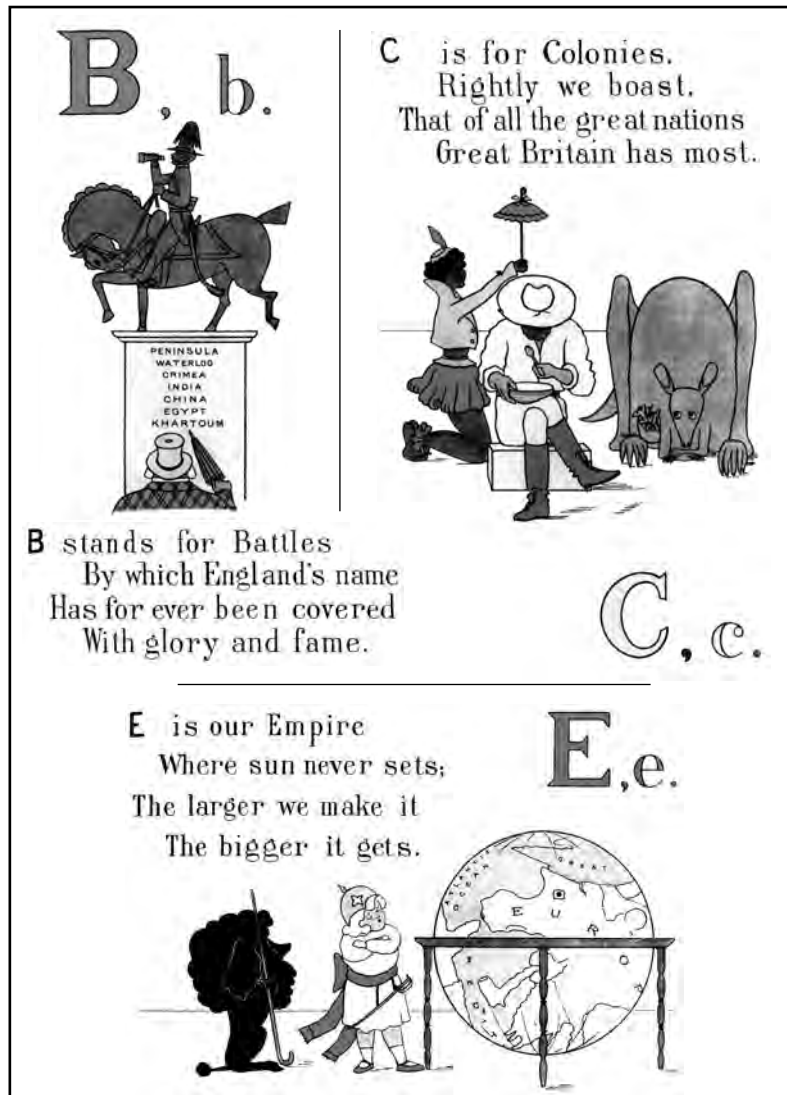
- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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CRQ Set 1 Directions (29-31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

Document 1



Source: Mrs. Ernest Ames, *An ABC for Baby Patriots*, Dean & Sons, 1898 (adapted)

29 Explain the historical circumstances that led to British attitudes about their empire as shown in this excerpt from *An ABC for Baby Patriots*. [1]

Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

Document 2

The Discovery of India was written by Jawaharlal Nehru during his imprisonment at Ahmadnagar Fort in British India from April to September 1944. Nehru was a leader in the Indian National Congress.

The Chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts.

To some extent this was inevitable as the older manufacturing came into conflict with the new industrial technique. But it was hastened by political and economic pressure, and no attempt was made to apply the new techniques to India. Indeed every attempt was made to prevent this happening, and thus the economic development of India was arrested [stopped] and the growth of the new industry prevented. Machinery could not be imported into India. A vacuum was created in India which could only be filled by British goods, and which also led to rapidly increasing unemployment and poverty. The classic type of modern colonial economy was built up, India becoming an agricultural colony of industrial England, supplying raw materials and providing markets for England's industrial goods. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, The John Day Company, 1946

30 Identify Jawaharlal Nehru's point of view concerning British colonialism in India based on this excerpt. [1]

Score

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

- 31 Identify **and** explain a cause-and-effect relationship associated with the historical developments in documents 1 and 2. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]

Score

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CRQ Set 2 Directions (32-34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1

Economic development has played a role in China’s efforts to establish its identity and to maintain its security at different times in its history. Economic development policies have affected China’s relationship with foreigners. This excerpt focuses on economic development in China before Mao Zedong came to power and during the time Mao was in power.

. . . Chinese economic and technological systems were backward compared to those of the West. This sense of vulnerability created the dominating issue of modern Chinese politics, the search for wealth and power. Left unsolved by previous governments, the problem remained to be addressed by the People’s Republic when it came to power [on October 1, 1949].

To develop without relying on foreign powers, Mao Zedong and his colleagues devised a system modeled on Stalinism but with a number of unique features. They collectivized the land and organized the peasants into communes. The party-state extracted capital from agriculture, used it to build state-owned industry, and returned the profits to more industrial investment. This led to rapid industrial growth in the 1950s, although growth slowed later under the impact of the Great Leap Forward and the Cultural Revolution. In three decades China made itself self-sufficient in nearly all resources and technologies.

However, by the end of Mao’s life in 1976 China’s economy was stagnant [not advancing], and technology lagged twenty to thirty years behind world standards and most Chinese lived in cramped quarters with poor food and clothing, few comforts, and no freedoms. Much of Asia and the world had raced beyond China toward technical and social modernity. . . .

Source: “China’s Foreign Policy: The Historical Legacy and the Current Challenge,” Asia for Educators online, Columbia University, 2009

32 Explain the historical circumstances that led to the developments discussed in this excerpt from “China’s Foreign Policy.” [1]

Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

Deng Xiaoping was the most powerful leader in China from December 1978 until he stepped down in 1992. In early 1992, Deng Xiaoping visited and gave talks in some southern Chinese cities.

. . . The reason some people hesitate to carry out the reform and the open policy and dare not break new ground is, in essence, that they're afraid it would mean introducing too many elements of capitalism and, indeed, taking the capitalist road. The crux of the matter is whether the road is capitalist or socialist. The chief criterion for making that judgement should be whether it promotes the growth of the productive forces in a socialist society, increases the overall strength of the socialist state and raises living standards. As for building special economic zones, some people disagreed with the idea right from the start, wondering whether it would not mean introducing capitalism. The achievements in the construction of Shenzhen have given these people a definite answer: special economic zones are socialist, not capitalist. In the case of Shenzhen, the publicly owned sector is the mainstay of the economy, while the foreign-invested sector accounts for only a quarter. And even in that sector, we benefit from taxes and employment opportunities. We should have more of the three kinds of foreign-invested ventures [joint, cooperative and foreign-owned]. There is no reason to be afraid of them. So long as we keep level-headed, there is no cause for alarm. We have our advantages: we have the large and medium-sized state-owned enterprises and the rural enterprises. More important, political power is in our hands.

Some people argue that the more foreign investment flows in and the more ventures of the three kinds are established, the more elements of capitalism will be introduced and the more capitalism will expand in China. These people lack basic knowledge. At the current stage, foreign-funded enterprises in China are allowed to make some money in accordance with existing laws and policies. But the government levies taxes on those enterprises, workers get wages from them, and we learn technology and managerial skills. In addition, we can get information from them that will help us open more markets. Therefore, subject to the constraints of China's overall political and economic conditions, foreign-funded enterprises are useful supplements to the socialist economy, and in the final analysis they are good for socialism. . . .

Source: Deng Xiaoping, "Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai, and Shanghai," January 18–February 21, 1992, China Through A Lens online

33 Based on this excerpt, explain the purpose of Deng Xiaoping's speech which addresses reform and the open policy in China. [1]

Score

Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

34a-34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a similarity **or** a difference between the economic development policies of Mao Zedong and those of Deng Xiaoping. [1]
- b) Explain the similarity **or** difference you identified using evidence from both documents. [1]

34a Score	<input type="text"/>
34b Score	<input type="text"/>

Part III

(Question 35)

ENDURING ISSUES ESSAY

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 and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify **and** define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of **at least three** documents
- Define the issue using relevant evidence from **at least three** documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Define—means to explain features of a thing or concept so that it can be understood.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

In this excerpt, the transformation of the British economy is discussed.

For a few decades in the 19th century British manufactured goods dominated world trade. Most mass manufactured items were produced more efficiently and competitively in Britain than elsewhere. She also had the commercial, financial and political power to edge out rivals at home and abroad. In some industries, most notably textiles, massive changes took place in technology and in the organisation of production causing dramatic productivity growth. This in turn brought a steep decline in prices. In many other sectors more modest organisational improvements coupled with greater specialisation and the employment of cheap labour brought similar, though less dramatic, results. An unprecedented [extraordinary] range and variety of products thus came within the grasp of a new mass market both within Britain and overseas. No other country could at first compete so Britain became the workshop of the world. . . .

Source: Pat Hudson, "The Workshop of the World," BBC History online, March 29, 2011

One of the major commodities exported from India to Britain was tea. . . . A growing industry, by 1900 there were around 4,000 tea estates in north and south India, as well as over 2,000 in Ceylon (now Sri Lanka). This popular drink generated a hugely profitable industry, and a tea culture emerged in Britain with its own quintessentially [classically] English customs and rituals. . . .

SEPT. 17, 1892 THE ILLUSTRATED LONDON NEWS 383

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Direct from the Tea Garden to the Tea Pot.
No Middlemen's Profits to Pay.

RICH, PURE, & FRAGRANT.

1/- and 1/4 per lb.

THE FINEST TEA THE WORLD CAN PRODUCE.

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NO HIGHER PRICE.

OVER ONE MILLION PACKETS SOLD WEEKLY.

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So's Proprietor of the following celebrated Tea and Coffee Estates in Ceylon—Dambotenna, Laymestotte, Monerakalle, Mahalambattenne, Moosakalle, Pogorassie, Hanacalle, and Gigracalle, which cover thousands of acres of the best Tea land in Ceylon.

Tea and Coffee Shipping Warehouses: Maddema Mills, Cloanamon Gardens Colombo.

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Angel House, Falmington, N.; 203, Old Street, E.C.; 10, High Street, Kneassland; 240 and 242, Edgware Road, W.; 88, Westbourne Grove, W.; 417, Brixton Road, S.W.; 87, Charap Street, Poplar; 18, St. John's Road, Clapham Junction; 36, Eye Lane, Beckenham; 347, Walsworth Road; 144, Trifalgar Road, East Greenwich; 15, High Street, Deptford; 245, High Street, Camden Town; 128, Lambeth Walk, Lambeth; High Road, Tottenham; 18 and 20, Stratton Ground, Westminster; 233, Wandsworth Road; 11, Seven Sisters Road, Holloway; Amos Lane, Stratford; High Street, Harlesden, Willesden Junction; 151, King Street, Hammersmith; High Street, Walthamstow; 236, North-East Road, Fulham; 44, North-East, Croydon; 63, New Cut, Lambeth; 182, High Street, Stoke Newington; 6, Little Bullfinch Street, Soho; 11, Chapel Street, Somers Town; 1, Hare Street, Waltham; 145, Salmon's Lane, Limehouse, E.; 284, Barking Road, Canning Town, E.

AND BRANCHES THROUGHOUT GREAT BRITAIN AND IRELAND.



Source: Lipton Tea Advertisement, *The Illustrated London News*, September 17, 1892, as found in "Global Trade and Empire," Asians in Britain, British Library online

Document 3

George Soros is a Hungarian-American investor, businessman, and philanthropist. He has published books and articles on finance and on public policy.

. . . The disparity [difference] in the treatment of labor and capital is an essential feature of the global capitalist system as it is currently organized. Capital moves to countries where it finds cheap labor and other favorable conditions. This helps those countries to develop; a number of them have made remarkable progress. Developed countries lose jobs, but the gains from trade allow new jobs, often with greater value added, to be created. There is also a certain amount of migration, both legal and illegal, to the rich countries to fill jobs that cannot be filled locally. But workers in the countries that offer cheap labor are often deprived of the right to organize and are mistreated in other ways. China is notorious in this respect. . . .

Source: George Soros, *George Soros On Globalization*, PublicAffairs, 2002

Child Labor and Global Free Trade

The minimum working age set in the International Labor Organization's (ILO) Convention on Child Labor is 15, although in special circumstances it may be 14. Yet in 2000, the ILO estimated that there were 211 million children between the ages of 5 and 14 working around the world. This equates to just under one-fifth of all children in this age group. Of these children, about 73 million were younger than 10 years old. This seems like exploitation of the worst kind—and it often is.

Compared to the WTO [World Trade Organization], the ILO is almost without power, prompting critics of globalization to argue for a greater role for the WTO in enforcing labor standards. Many labor violations have nothing to do with international trade and may have no impact on it. In many countries, for example, child labor is not seen as exploitation but as a normal part of family life. Children work alongside their parents and other relatives in extended family businesses. Others, less fortunate, work in factories, fields, or mines.

Some have argued for greater ratification and enforcement of ILO conventions. Although a worldwide legal ban on child labor might sound like a good idea, it could actually make matters worse, further driving struggling families into poverty. A recent agreement negotiated in Brazil suggests a possible solution. There, a successful pilot project pays subsidies to poor families if all the children in the family regularly attend school. A more recent proposal would reward girls with a savings account if they complete eight years of school.

Source: Randall Frost, *The Globalization of Trade*, Smart Apple Media, 2004

Document 5

Guiyu is a town in China famous for recycling electronic waste (e-waste). Many involved in the e-waste business migrated from poorer regions in China to gain work with the hope of opening their own business. Andrew Blackwell visited Guiyu in 2011.

. . . Theirs [the Han family] was one of thousands of similar workshops in town. Guiyu's entire economy is based on tearing apart old electronics and reselling the components and raw materials. Walk the streets and you will see building after building with a workshop at ground level and family quarters on the upper floors.

It's a dirty business. Computers are full of all kinds of things that are bad for you—things other than the Internet—and when you tear them apart, or melt them down, or saw them into pieces, a portion of those toxic substances is released. In a place like Guiyu, with what I'll call relaxed workplace standards, you end up with workshops full of lead dust and other heavy metals and clouds of who the hell knows what floating through the streets. The water is laced with PCBs and PBDEs and other hazardous acronyms. The air, the water, the dust—in Guiyu it comes with promises of cancer, nerve damage, and poisoned childhood development.

Exporting toxic waste across borders, especially to developing countries, is supposed to be illegal. The Basel Convention, the treaty that outlaws it, was already nearly twenty years old by the time I visited Guiyu, in 2011. In the case of electronic waste, though, the convention is easy to circumvent [get around]. As the green-electronics coordinator at the ever-present Greenpeace has said, “the common way exporters get round existing regulations is to relabel e-waste as second-hand goods for recycling.” . . .

Source: Andrew Blackwell, *Visit Sunny Chernobyl*, Rodale, 2012

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OPTIONAL

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

Enduring Issues Planning Page

My Enduring Issue is: _____

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside info
Is this an issue supported by <i>at least</i> three documents? Which documents support this issue?		1 2 3 4 5	
Which documents can be used to develop the definition for this issue?		1 2 3 4 5	
Has this issue significantly affected people or been affected by people? In which document or documents do you see this?		1 2 3 4 5	
Has this issue endured across time or changed over time? In which document or documents do you see this?		1 2 3 4 5	

Refer back to page 24 to review the task.

Write your essay on the lined pages in the essay booklet.

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II