

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

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2000 — 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. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

Part III is based on several documents:

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

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7. Be sure to read the rubric (scoring criteria) for the essay before you begin to answer the essay question.

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

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

Part I

Answer all questions in this part.

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

1 Which geographic factor was most important to the development of the early river valley civilizations?

- | | |
|------------------|---------------------|
| 1 fertile soils | 3 vast deserts |
| 2 high mountains | 4 smooth coastlines |

2 The Church of the Holy Sepulchre, the Dome of the Rock, and the Western (Wailing) Wall are religious sites in Jerusalem. These sites symbolize the

- 1 Roman domination of the Mediterranean region in the 1st century
- 2 cultural diversity of the Middle East
- 3 limited architectural skills of builders in the Middle East
- 4 geographic isolation of the city

3 Which values are most closely associated with the fundamental principles of Buddhism?

- 1 competition and financial success
- 2 maintaining the caste system and providing education for all people
- 3 practicing nonviolence and giving up worldly desires
- 4 self-determination and democracy

4 A major goal of the Christian Church during the Crusades (1096–1291) was to

- 1 establish Christianity in western Europe
- 2 capture the Holy Land from Islamic rulers
- 3 unite warring Arab peoples
- 4 strengthen English dominance in the Arab world

5 An important contribution of the Byzantine Empire to Russia is the establishment in Russia of

- 1 Orthodox Christianity
- 2 representative democracy
- 3 a free-market economy
- 4 a jury system

Base your answer to question 6 on the passage below and on your knowledge of social studies.

The Kingdom of Mali (c. 1300)

Ibn Battuta

The [people] possess some admirable qualities. They are seldom unjust, and have a greater abhorrence [hatred] of injustice than any other people. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers or men of violence.

6 Which point of view about the culture of Mali does Ibn Battuta express in this passage?

- 1 It was considered more primitive than those of the rest of the world.
- 2 It was heavily influenced by European culture.
- 3 It was centered around peace and justice.
- 4 It was generally concerned with establishing democratic principles.

7 Martin Luther's posting of the Ninety-Five Theses is considered by many to be a turning point in history because

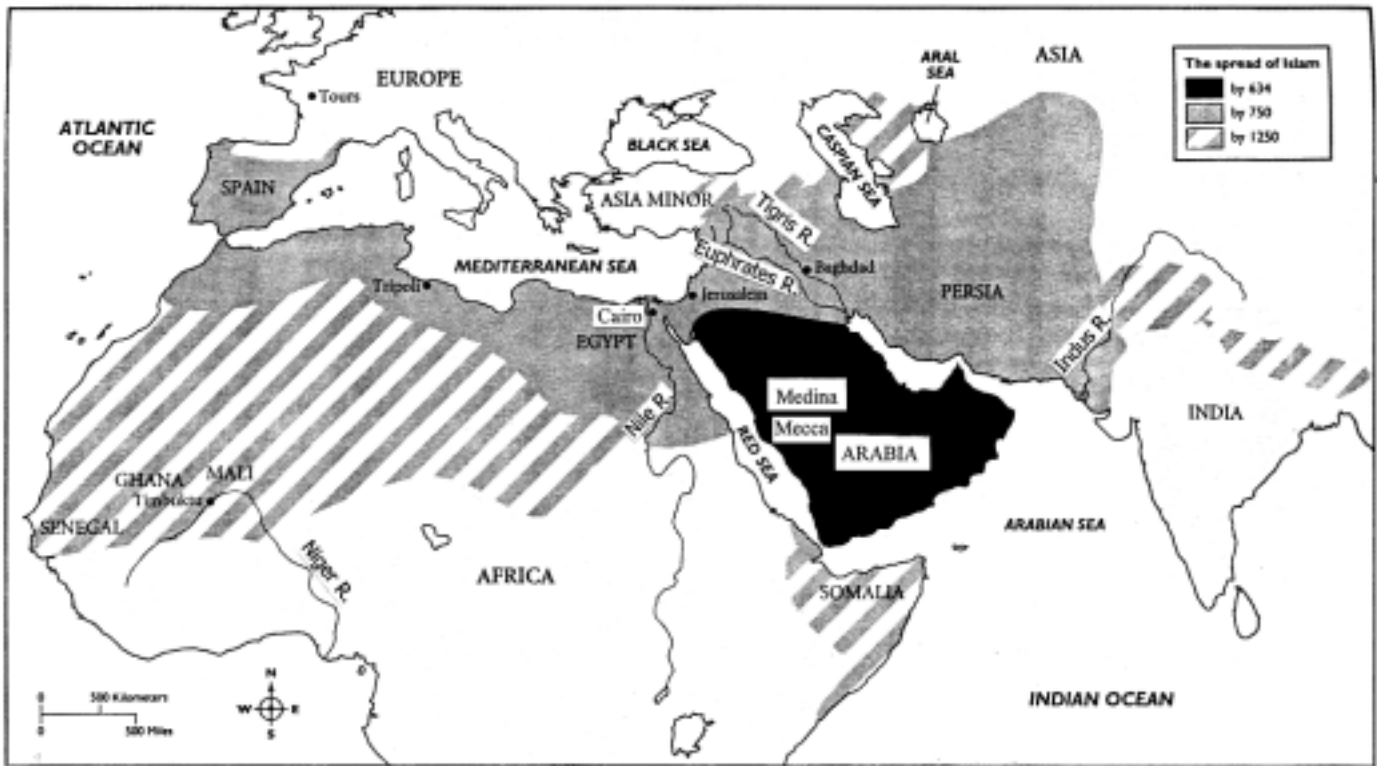
- 1 the Pope's right to sell indulgences was strengthened
- 2 Luther soon became the leader of Germany
- 3 the power of the Roman Catholic Church was lessened and royal power grew
- 4 the Roman Catholic Church unified the German states

8 In the 1600's, the interest of Europeans in Africa was based mainly on Europe's need to

- 1 market its surplus agricultural products
- 2 obtain workers for its colonies in the Americas
- 3 establish collective security arrangements
- 4 settle its surplus population on new lands

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

THE SPREAD OF ISLAM, 634–1250



- 9 What is the best conclusion based on the information provided by the map?
- 1 Islam has become the dominant religion in many diverse cultures over time.
 - 2 Islam was very slow to expand from its original development in Persia.
 - 3 Islam spread to regions that had cultures similar to those of Arabia.
 - 4 Islam's influence is rapidly decreasing in the modern world.

- 10 According to the map, by A.D. 750 Islam had spread from
- 1 Mecca to Asia Minor
 - 2 Cairo to Tours
 - 3 Senegal to India
 - 4 the Indus River to Spain

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

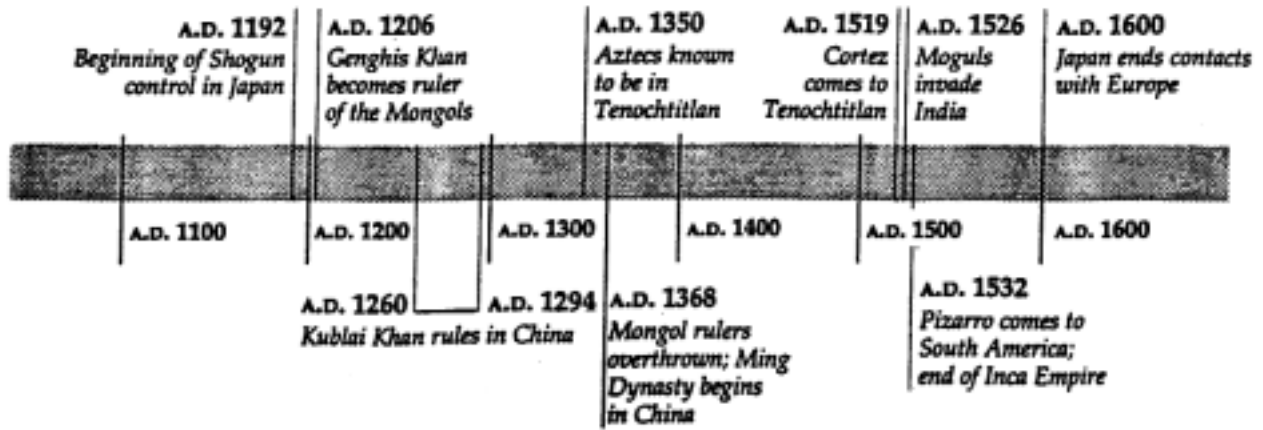
“...The person of the King is sacred, and to attack him in any way is an attack on religion itself. Kings represent the divine majesty and have been appointed by Him to carry out His purposes. Serving God and respecting kings are bound together.”

—Bishop Jacques Bossuet

- 11 This statement describes the philosophy that existed during the
- 1 Enlightenment
 - 2 Age of Absolutism
 - 3 Renaissance
 - 4 Industrial Revolution

- 12 Which person would most agree with this statement?
- | | |
|--------------|----------------|
| 1 John Locke | 3 Elizabeth II |
| 2 Karl Marx | 4 Louis XIV |

Base your answer to question 13 on the time line below and on your knowledge of social studies.



13 Which conclusion about this period can be drawn from the time line?

- 1 Many areas of the world were governed by totalitarian rule.
- 2 Much of Central and South America came under the rule of Cortez by A.D. 1519.
- 3 The rule of China was unchanged during the entire period.
- 4 European nations controlled most of the world between A.D. 1206 and 1532.

14 In Spain, an effect of the Inquisition during the 16th century was to

- 1 prevent the introduction of Protestant religions
- 2 reintroduce Moorish culture to the Iberian Peninsula
- 3 encourage the development of the Industrial Revolution
- 4 implement the ideas of the Renaissance in major cities

15 • Suleiman held complete religious and political power.
 • Charles I stormed the English Parliament.
 • Peter the Great expanded serfdom in Russia.

The actions of these leaders reflect the concept of

- | | |
|---------------------|----------------|
| 1 scientific theory | 3 mercantilism |
| 2 natural rights | 4 absolutism |

16 • Europeans sought new markets for their goods.
 • Many Europeans migrated to the cities in search of jobs.
 • European middle class gained political power.

What was the major cause of these changes in Europe?

- | | |
|-------------------------|----------------------|
| 1 Industrial Revolution | 3 Congress of Vienna |
| 2 rise of feudalism | 4 French Revolution |

17 Simón Bolívar, José de San Martín, and Toussaint l'Ouverture are important in Latin American history because they were

- (1) 20th-century caudillos
- (2) leaders of liberation movements
- (3) members of the Organization of American States (OAS)
- (4) winners of the Nobel Peace Prize

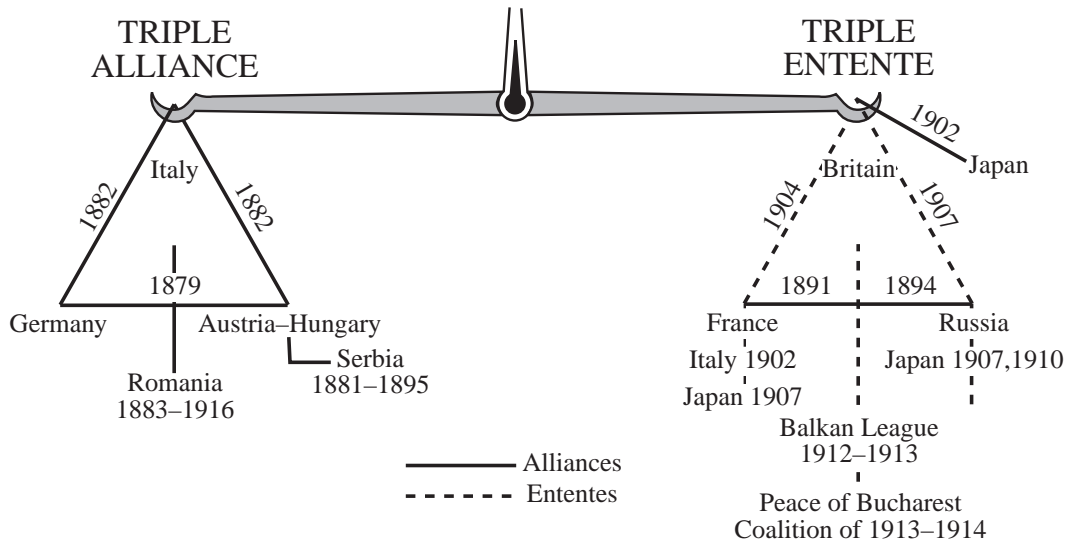
18 An analysis of the Russo-Japanese War and the Boer War shows that one reason nations go to war is to

- 1 assist oppressed people
- 2 spread religious beliefs
- 3 satisfy imperialist goals
- 4 honor provisions of a treaty

19 What did Karl Marx and Friedrich Engels believe would be the result when communism finally emerged as the dominant political and economic system?

- 1 Only two classes would exist in society.
- 2 All the evils of industrial society would disappear.
- 3 The Soviet Union would become the world's only superpower.
- 4 Citizens would own their individual homes and farms.

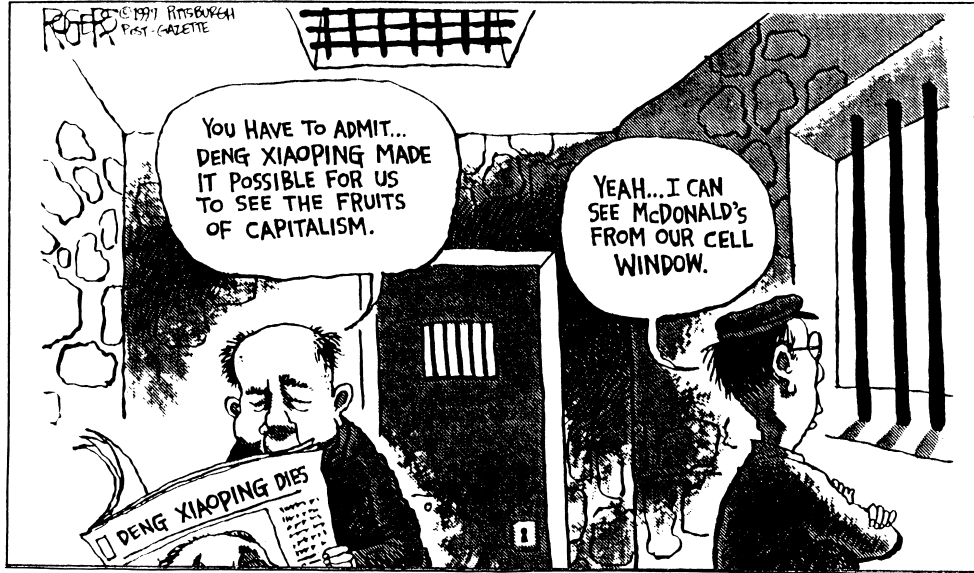
Base your answers to questions 20 and 21 on the chart below and on your knowledge of social studies.



- 20 Which statement best expresses the main idea of the chart?
- 1 Many nations favor triangular foreign policy relationships.
 - 2 Throughout the 20th century, Great Britain, Italy, and Russia have been allies.
 - 3 Foreign affairs are often based on a balance of power.
 - 4 Alliances are stronger than ententes.
- 21 The Triple Alliance and the Triple Entente were established in the decades just
- 1 before the Congress of Vienna
 - 2 before World War I
 - 3 after the Treaty of Versailles
 - 4 after the formation of the United Nations
- 22 Which statement best expresses the motive for 19th-century European imperialism?
- 1 Living space was needed for the excess population in western Europe.
 - 2 European leaders believed imperialism was an effective method of reducing the number of wars.
 - 3 European nations would benefit from some aspects of the conquered nation's culture.
 - 4 Imperialism would benefit the economies of the colonial powers.
- 23 In the 1920's and 1930's, the rise of totalitarian governments in Germany, Italy, and Spain was largely the result of
- 1 the success of the Communists in establishing a command economy in the Soviet Union
 - 2 severe economic and social problems that arose in Europe after World War I
 - 3 the active support of the United States
 - 4 movements demanding the return of the old monarchies
- 24 The borders that were established for many African nations during the late 1800's were based primarily on
- 1 natural geographic barriers
 - 2 easy access to natural resources
 - 3 territorial claims of colonial rulers
 - 4 cultural differences between ethnic groups
- 25 Which statement best describes a relationship between World War I and the Bolshevik Revolution?
- 1 World War I created conditions in Russia that helped trigger a revolution.
 - 2 World War I postponed the revolution in Russia by restoring confidence in the Czar.
 - 3 Opposing Russian forces cooperated to fight the foreign invaders.
 - 4 World War I gave the Czar's army the needed experience to suppress the revolution.

- 26 The major impact of the Treaty of Versailles on Germany was that the treaty led to
- 1 an era of peace and international good will in Germany
 - 2 a stable Germany that was both democratic and strong
 - 3 an increase in Germany's desire to regain its power and prestige
 - 4 a leadership position for Germany in the League of Nations
- 27 During the mid-1930's, which characteristic was common to Fascist Italy, Nazi Germany, and Communist Russia?
- 1 government ownership of the means of production and distribution
 - 2 one-party system that denied basic human rights
 - 3 encouragement of individual freedom of expression in the arts
 - 4 emphasis on consumer goods rather than on weapons
- 28 "It has impoverished the dumb millions by a system of progressive exploitation. . . . It has reduced us politically to serfdom. It has sapped the foundation of our culture . . . and degraded us spiritually."
—Mohandas K. Gandhi, 1930
- In the statement, the "It" referred to by Gandhi is
- 1 British imperialism in India
 - 2 India's involvement in World War II
 - 3 the exploitation of the proletariat by the bourgeoisie
 - 4 the British endorsement of apartheid in South Africa
- 29 "(William) Hague and his supporters are skeptical of further integration into the European Union, saying it undermines British sovereignty, and fear that the single currency—scheduled to go into effect in 1999—would increase European influence in Britain."
- In this news report, William Hague seems to support the concept of
- | | |
|------------------|--------------|
| 1 westernization | 3 oligarchy |
| 2 nationalism | 4 liberalism |
- 30 Since the creation of the Organization of Petroleum Exporting Countries (OPEC), member nations have joined together to
- 1 determine the supply of oil on the world market
 - 2 establish a policy of independence in trade
 - 3 maintain a low price of oil per barrel
 - 4 isolate themselves from the rest of the world
- 31 To maintain its economic position, Japan has often limited the number of cars or the quantity of farm products that the United States can sell in Japan. Japan has imposed these limits to develop
- 1 an equality-of-trade position
 - 2 a favorable balance of trade
 - 3 a more open market
 - 4 a belief system
- 32 A main goal of the European Union (European Economic Community) in the 1990's has been to strengthen European
- | | |
|----------------|-------------------|
| 1 isolationism | 3 interdependence |
| 2 socialism | 4 colonization |
- 33 A sense of national unity has been difficult to maintain in India because of
- 1 its reliance on foreign aid
 - 2 the emergence of a mixed economic system
 - 3 the continuing influence of militarism
 - 4 the desire of religious groups for greater autonomy
- 34 What would a study of the recent civil wars in Cambodia, Bosnia-Herzegovina, and Rwanda show about these conflicts?
- 1 Ethnic conflict was not a factor in the late 20th century.
 - 2 The United Nations was successful in resolving these disputes.
 - 3 Genocide was used as a political and military tactic.
 - 4 Civilians were not affected by these disputes.

Base your answer to question 35 on the cartoon below and on your knowledge of social studies.



35 What is the main idea of the cartoon?

- 1 The majority of people in China do not support the recent changes.
- 2 China is improving its record on human rights.
- 3 Economic freedom in China has not led to political reforms and freedom.
- 4 China's system of criminal justice is based on Western traditions and laws.

36 A negative impact of the use of modern technology is that

- 1 levels of air and water pollution often increase
- 2 economic opportunities are frequently limited
- 3 contacts with other cultures decrease
- 4 international trade is limited

37 In Latin America, the deforestation of the Amazon rain forest has led to

- 1 the maintenance of a traditional way of life
- 2 the discovery of new medicines
- 3 overpopulation in rural regions
- 4 environmental dangers

38 In recent years, companies from industrialized nations have been building production facilities in Latin American nations. This economic change is mostly due to the region's

- 1 favorable climate
- 2 supply of inexpensive labor
- 3 capital resources
- 4 political stability

39 The statements below refer to changes in Afghanistan in the 1990's.

- The Taliban controls the government.
- Women must clothe themselves from head to toe.
- Men are required to grow beards.
- Girls are not allowed to attend school.

These changes in Afghanistan have resulted from a movement toward

- 1 Marxist ideology
- 2 liberation theology
- 3 constitutional reforms
- 4 Islamic fundamentalism

40 A similarity of the goals of Nelson Mandela and Mohandas Gandhi is that both leaders wanted to

- 1 secure political power for the majority of the people
- 2 encourage a greater degree of industrialization
- 3 improve the economy by expanding governmental control
- 4 gain independence from the Soviet Union

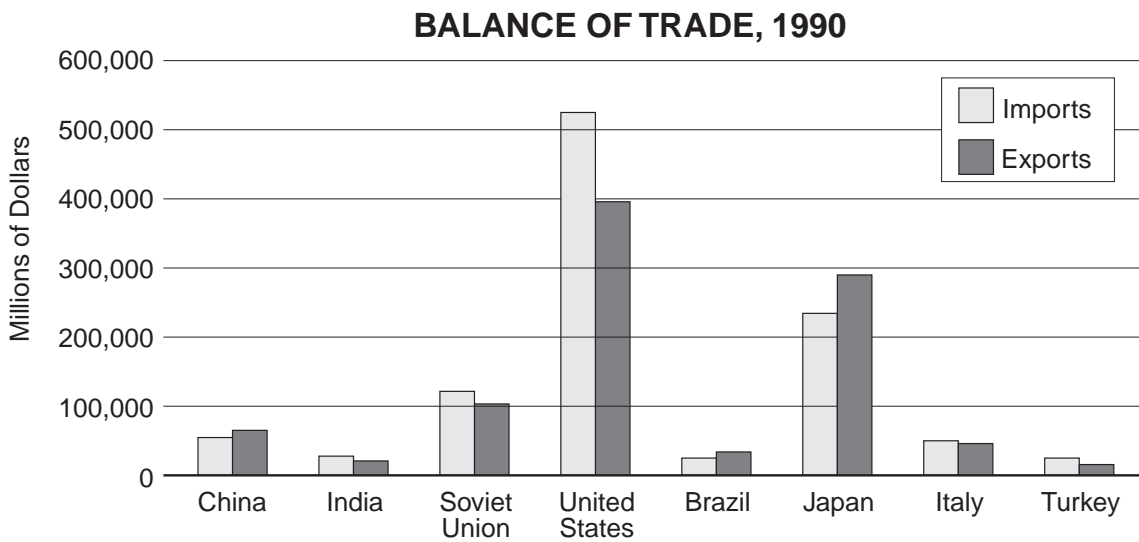
Base your answer to question 41 on the cartoon below and on your knowledge of social studies.



Stuttmann/Freitag/Berlin

- 41 What is the main idea of this cartoon about Cuba?
- 1 The people have rebelled against their unpopular Communist leader.
 - 2 Fidel Castro's strong Communist leadership has assured the prosperity of the Cubans.
 - 3 Castro is struggling to maintain a Communist state.
 - 4 Castro's regime is being destroyed by the policies of the United States.

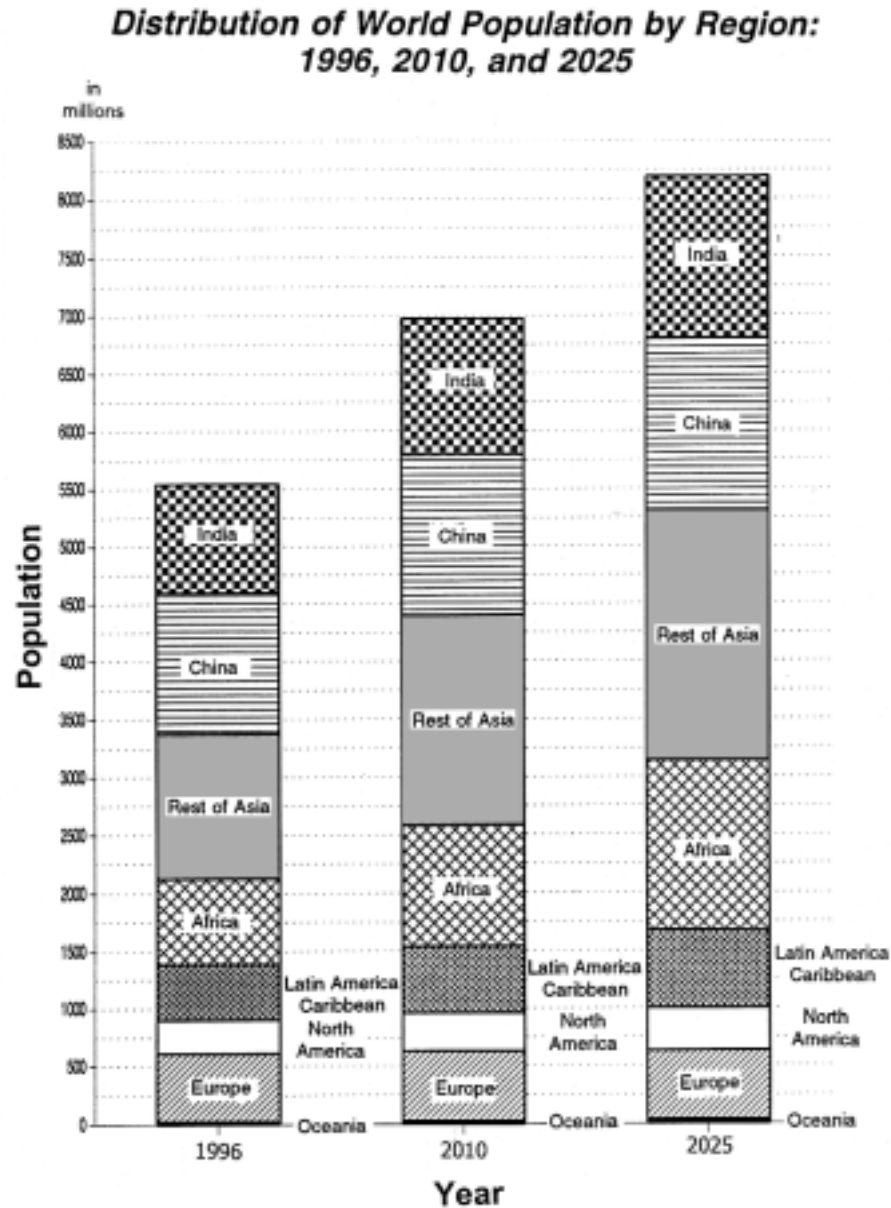
Base your answers to questions 42 and 43 on the graph below and on your knowledge of social studies.



Source: Department of International Economic and Social Affairs, United Nations, 1991.

- | | | | | | | | | | |
|--|-----------------|-----------------|----------------|---------|---|---------|----------|-----------------|---------|
| <p>42 According to the graph, which of these nations had a favorable balance of trade in 1990?</p> <table border="0" style="width: 100%;"> <tr> <td>1 India</td> <td>3 United States</td> </tr> <tr> <td>2 Soviet Union</td> <td>4 China</td> </tr> </table> | 1 India | 3 United States | 2 Soviet Union | 4 China | <p>43 According to the graph, which nation has the largest trade imbalance?</p> <table border="0" style="width: 100%;"> <tr> <td>1 India</td> <td>3 Brazil</td> </tr> <tr> <td>2 United States</td> <td>4 Japan</td> </tr> </table> | 1 India | 3 Brazil | 2 United States | 4 Japan |
| 1 India | 3 United States | | | | | | | | |
| 2 Soviet Union | 4 China | | | | | | | | |
| 1 India | 3 Brazil | | | | | | | | |
| 2 United States | 4 Japan | | | | | | | | |

Base your answer to question 44 on the graph below and on your knowledge of social studies.

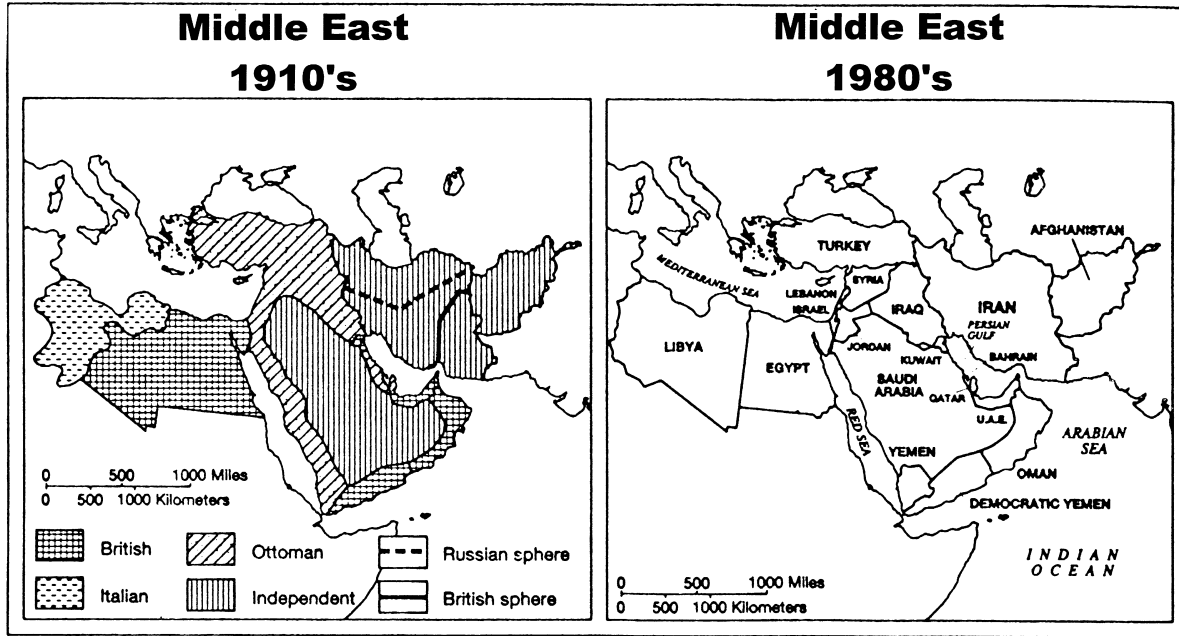


Source: Population Reference Bureau, Inc.
1996 World Population Data Sheet

44 What does the graph predict about world population?

- 1 China's population will double before 2025.
- 2 Europe's population will remain relatively stable between 1996 and 2025.
- 3 India's population will triple between 1996 and 2025.
- 4 Africa's population will decrease by 2025.

Base your answer to question 45 on the maps below and on your knowledge of social studies.



- 45 The political changes between the 1910's and the 1980's were most directly a result of the
- 1 increase in oil production to meet increased world demand
 - 2 increased role of the Palestine Liberation Organization in the region
 - 3 pressure applied by Zionists for the recognition of Israel as an independent nation
 - 4 effect of nationalist movements after World War I and World War II

46 Throughout much of history, both China and Japan held a common view that other nations were

- 1 valued sources of worthwhile knowledge
- 2 envoys of an advanced civilization
- 3 barbarians not worthy of their attention
- 4 sources of cheap labor and goods

47 The economic policy of mercantilism first developed during the

- | | |
|----------------------|--------------------|
| 1 Age of Exploration | 3 Cold War |
| 2 Enlightenment | 4 Green Revolution |

48 Which factor was common to the societies in ancient Athens (6th–5th centuries B.C.) and in Renaissance Italy (A.D. 1400)?

- 1 Leaders were elected by a parliament.
- 2 Humanism was the central philosophy.
- 3 Civil liberties were given to all inhabitants.
- 4 Rich landowners had little power.

49 Historians are interested in studying Maya ruins in Mexico, the haiku poetry of Japan, and the music of Chopin because such cultural and intellectual developments

- 1 reflect the values of that society
- 2 illustrate the economic status of individuals in that society
- 3 help to explain the role of geography in that society
- 4 reveal the political structure of that society

50 A similarity of the rule of the ancient Mongols and the ancient Greeks is that both

- 1 protected the human rights of the peoples they controlled
- 2 destroyed the civilizations they defeated
- 3 remained isolated and peaceful for centuries
- 4 established vast empires and spread their cultures to the people they conquered

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

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”
- (d) **analyze** means “to determine the nature and relationship of the component elements”

Part II

THEMATIC ESSAY QUESTION

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

Theme: Science and Technology

Science and technology have played a critical role in altering the course of human history.

Task:

- Identify *two* scientific or technological advances that had a major impact on global history
- Explain the relationship between the scientific or technological advance and a specific historic event or period in history
- Analyze how these advances changed the course of history

You may use any scientific or technological advance from your study of global history. Some suggestions you might wish to consider include development of agriculture, irrigation systems, the astrolabe, the printing press, the telescope, nuclear power, steam power, and the microscope.

You are *not* limited to these suggestions.

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

THEMATIC ESSAY GENERIC SCORING RUBRIC

Score of 5:

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

Score of 4:

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

Score of 3:

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

Score of 2:

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

Score of 1:

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

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

Part III**DOCUMENT-BASED QUESTION**

This question is based on the accompanying documents (1–7). This question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, children have frequently suffered from human rights abuses. Some people believe that significant progress has been made toward eliminating these abuses.

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

- Identify and explain *two* specific human rights abuses that children have suffered
- Discuss *two* attempts that have been made to eliminate human rights abuses against children
- Evaluate the extent to which progress has been made in eliminating human rights abuses against children

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

DOCUMENT-BASED QUESTION GENERIC SCORING RUBRIC

Score of 5:

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

Score of 4:

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

Score of 3:

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

Score of 2:

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

Score of 1:

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

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

Part A

Short-Answer Questions

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

Document 1

The rights of children and adolescents is another progress deriving its legitimacy from the 1948 declaration [of human rights]. Children do have rights—rights to survival, rights to health and rights to health care. One hundred and ninety-one countries have ratified the Convention on the Rights of the Child. But much needs to be achieved. UNICEF [United Nations International Children’s Emergency Fund] . . . is making a renewed call on Member States to live up to their commitments. It is a timely reminder that WHO [World Health Organization] fully supports.

Every day 3000 children die from malaria. Malaria spreads and kills where the right of individuals to a healthy environment is not fulfilled. We are mobilizing against the deadly spread of malaria—the single biggest killer in sub-Saharan Africa. Through Roll Back Malaria, WHO calls for action with UNICEF, the World Bank, and UNDP [United Nations Development Program]—as well as a number of other partners.

—G. H. Brundtland, 50th Anniversary of the *Universal Declaration of Human Rights*

- 1 According to this document, what are the human rights of children? [1]

Score

Document 2

Child labor is a . . . problem throughout the world, especially in developing countries. Africa and Asia together account for over 90 percent of total child employment. . . . Children work for a variety of reasons, the most important being poverty and the . . . pressure upon them to escape from this plight. Though children are not well paid, they still serve as major contributors to family income in developing countries. Schooling problems also contribute to child labor, whether it be the inaccessibility of schools or the lack of quality education which spurs parents to enter their children in more profitable pursuits. . . .

Working children are the objects of extreme exploitation in terms of toiling [working] for long hours for minimal pay. Their work conditions are especially severe, often not providing . . . proper physical and mental development. . . . However, there are problems with the . . . solution of immediately abolishing child labor to prevent such abuse. First, there is no international agreement defining child labor, making it hard to isolate cases of abuse, let alone abolish them. Second, many children may have to work in order to attend school so abolishing child labor may only hinder their education. . . . The state could help make it worthwhile for a child to attend school, whether it be by providing students with nutritional supplements or increasing the quality and usefulness of obtaining an education. There must be an economic change in the condition of a struggling family to free a child from the responsibility of working. Family subsidies can help provide this support.

—Siddigi and Patrinos, *Child Labor: Issues, Causes and Intervention*

2a What issue related to children is the focus of this passage? [1]

Score

b What are *two* reasons this issue continues to be a problem in many developing nations? [2]

(1) _____

(2) _____

Score

c What are *two* reasons this issue is *not* easy to resolve? [2]

(1) _____

(2) _____

Score

Document 3

Peter Fischel described everyday life for the children of Terezin concentration camp. His story, along with the poetry, prose, and artwork of other children, was published in *I Never Saw Another Butterfly*.

We got used to standing in line at seven o'clock in the morning, at twelve noon, and again at seven o'clock in the evening. We stood in a long queue [line] with a plate in our hand, into which they ladled a little warmed up water with a salty or a coffee flavor. Or else they gave us a few potatoes. We got used to sleeping without a bed, to saluting every uniform, not to walk on the sidewalks and then again to walk on the sidewalks. We got used to undeserved slaps, blows, and executions. We got accustomed to seeing people die in their own excrement, to seeing piled up coffins full of corpses, to seeing the sick amid dirt and filth and to seeing helpless doctors. We got used to it from time to time, one thousand unhappy souls would come here, and that from time to time, another thousand unhappy souls would go away.

3 What human rights violations against children does Peter Fischel describe in his writing on life in a concentration camp? [1]

Score

Document 4

This is “Maria’s story” describing her life in Guatemala.

Only thirteen years old, Maria works at Sung Sil S.A., a . . . machine shop . . . which is located in a recently constructed factory park ten miles outside Guatemala City. Maria lives with her brothers, her parents, and her grandmother in a two-room shack on a dirt road near the modern factory. She does not attend school and cannot read. But Maria can sew—for eleven hours a day, six days a week she sews. When management requires, she works until 3:00 a.m. and then rises four hours later to begin again.

4 How are Maria’s human rights being violated in present-day Guatemala? [1]

Score

Document 5

Tunisia: High-level support for child rights

“Tunisia is determined to continue its efforts to create a civil society which accords to the child a privileged place based on tolerance, solidarity and moderation,” said the Minister of Youth and Childhood of Tunisia, Abderrahim Zouari, to the Committee on the Rights of the Child on June 1, 1995, . . . With the personal involvement of President Ben Ali and several high-level ministers, Tunisia has demonstrated its commitment to children through a series of initiatives undertaken since ratifying the Convention on the Rights of the Child in 1992. . . .

Education

- Changes were made to child-related legislation even before ratification of the Convention. Education laws were passed in 1991, for example, mandating education for all 6- to 16-year-olds and penalizing parents who do not send their children to school.
- The basic education curriculum was reviewed to include in all textbooks values of tolerance, conflict resolution, love for peace, responsibility and solidarity.
- A new system of teacher training has recently been set up. Students are now encouraged to speak out and express their views freely through dialogue, thus becoming partners in the learning process. As a result of the new system, physical punishment in school appears to be declining.

Juvenile Justice

- The juvenile justice structure has been reorganized and the range of physical punishments allowable for minors has been limited.

—UNICEF, *First Call for Children*

5 Identify *two* changes that have been made in the educational system of Tunisia to improve the welfare of children. [2]

(1) _____

(2) _____

Score

Document 6

Vietnam: Honoring Child Rights

Vietnam signed the Convention on the Rights of the Child [on] 26 January 1990. . . . This commitment to honor children’s rights has continued in the post-ratification era. . . . Vietnam upholds human development as key to . . . social and economic development. . . . Under the 1992 Constitution, children’s rights to protection, care and education are considered fundamental. . . .

Juvenile Justice

A review of judicial processes for juveniles was conducted with support from the Committee for the Protection and Care of Children (CPCC), the Ministry of Justice, Swedish Save the Children and UNICEF. The review resulted in [the] amendment of all legal documents related to juvenile justice and triggered discussions about establishing a juvenile court. In 1995, with support from Swedish Save the Children and UNICEF, 150 judges, correctional officers, social workers and law enforcement officials were trained on the practical application of the Convention with children in conflict with the law. . . .

Education

Child-centered approaches are promoted in primary schools. As part of the Government’s effort to achieve universal primary education among ethnic minorities, UNICEF supported the development of training modules for pre-service and in-service training for teachers in ethnic minority schools. . . . The 1992 Constitution . . . states that “children enjoy protection, care and education by the family, State and society” and prohibits discrimination against children. . . .

—UNICEF, *First Call for Children*

6 Identify *two* specific actions taken by the government of Vietnam to address the rights of children. [2]

(1) _____

(2) _____

Score

Document 7

Indonesia Integrates Child Rights Into Development Programs

Increasing Budget Allocations for Children

Despite falling oil prices and cuts in the development budget in the 1980's, the Government has maintained improvements in health services and, with ratification of the Convention, continues to give high priority to children's health. National immunization weeks (budgeted at \$24 million) are currently underway, and health centers and mobile health posts now cover all 68,000 villages in the country. . . .

Strengthening Child-Related Legislation

The Government is working to strengthen existing legislation in support of children's health, education and social welfare, including the 1948/1951 child labor laws and the 1979 child welfare law.

—UNICEF, *First Call for Children*

7 Identify *two* specific examples of how Indonesia has attempted to protect the rights of children. [2]

(1) _____

(2) _____

Score

Part B

Essay

Directions:

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

Historical Context:

Throughout history, children have frequently suffered from human rights abuses. Some people believe that significant progress has been made toward eliminating these abuses.

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

- Identify and explain *two* specific human rights abuses that children have suffered
- Discuss *two* attempts that have been made to eliminate human rights abuses against children
- Evaluate the extent to which progress has been made in eliminating human rights abuses against children

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2000 — 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.....
- 8..... 33.....
- 9..... 34.....
- 10..... 35.....
- 11..... 36.....
- 12..... 37.....
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- 14..... 39.....
- 15..... 40.....
- 16..... 41.....
- 17..... 42.....
- 18..... 43.....
- 19..... 44.....
- 20..... 45.....
- 21..... 46.....
- 22..... 47.....
- 23..... 48.....
- 24..... 49.....
- 25..... 50.....

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score (obtained from conversion chart)

No. Right

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

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

Signature _____

Tear Here

Tear Here

Tear Here

Tear Here