# FOR TEACHERS ONLY

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL STUDIES

**Tuesday,** January 26, 1999 — 1:15 to 4:15 p.m., only

# SCORING KEY

**The Guide to Evaluating Essays starts on page 2. It should be read carefully before the rating of papers.**

### Part I

Refer to the table on the answer sheet for the number of credits to be given for Part I.

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**Global Studies**
January 26, 1999

**Part I (55 credits)**

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|---|---|
| 1. . . **4** . . . | 25. . . **3** . . . |
| 2. . . **1** . . . | 26. . . **3** . . . |
| 3. . . **2** . . . | 27. . . **1** . . . |
| 4. . . **1** . . . | 28. . . **1** . . . |
| 5. . . **2** . . . | 29. . . **2** . . . |
| 6. . . **2** . . . | 30. . . **4** . . . |
| 7. . . **3** . . . | 31. . . **1** . . . |
| 8. . . **4** . . . | 32. . . **3** . . . |
| 9. . . **1** . . . | 33. . . **2** . . . |
| 10. . . **4** . . . | 34. . . **4** . . . |
| 11. . . **4** . . . | 35. . . **3** . . . |
| 12. . . **1** . . . | 36. . . **3** . . . |
| 13. . . **2** . . . | 37. . . **2** . . . |
| 14. . . **1** . . . | 38. . . **1** . . . |
| 15. . . **4** . . . | 39. . . **3** . . . |
| 16. . . **3** . . . | 40. . . **1** . . . |
| 17. . . **2** . . . | 41. . . **4** . . . |
| 18. . . **1** . . . | 42. . . **3** . . . |
| 19. . . **2** . . . | 43. . . **4** . . . |
| 20. . . **4** . . . | 44. . . **2** . . . |
| 21. . . **2** . . . | 45. . . **2** . . . |
| 22. . . **1** . . . | 46. . . **3** . . . |
| 23. . . **1** . . . | 47. . . **1** . . . |
| 24. . . **4** . . . | 48. . . **1** . . . |

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## The Mechanics of Rating

The following steps and procedures are suggested for rating papers in the Global Studies examination.

(1) Use *red* pencil or *red* ink in scoring papers. Do not correct the pupil's work by making insertions or changes of any kind.

(2) Indicate by means of a checkmark each incorrect or omitted answer in Part I; do not place a checkmark beside a correct answer. Indicate the total number of credits allowed for Part I in the appropriate space on the answer sheet.

(3) Check the number of questions answered in Part II. If more than three questions have been answered from Part II, rate only the first three answered.

(4) In rating answers for Part II, do *not* allow fractional credit such as 2½.

(5) Indicate the total number of credits allowed for Part II in the appropriate space on the answer sheet.

(6) Check carefully for mechanical errors (addition, etc.).

## Part II
## Guide to Evaluating Essays

*General:*

The questions are designed to make the pupil think logically by using specific information found in events and movements in the social sciences.

In rating essay answers, problems may arise in which a pupil's interpretation or subjective judgment varies widely from the teacher's. In all instances, the teacher should base the rating of the answer on its logical development, factual accuracy, and the use of appropriate information to support positions taken.

The following guide to rating the answers is by no means all-inclusive and is not intended to be mandatory; it only sets forth **some** of the possibilities and provides **some** guidelines for the rating process.

For each question, one or more basic objectives are listed. It must be pointed out that these basic objectives are also not all-inclusive, since questions may measure many different objectives.

The teacher must evaluate carefully the content and effectiveness of each essay answer.

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**Essay 1 —**

Objectives

- Demonstrate knowledge of regions and nations affected by specific geographic factors
- Demonstrate an understanding of how these factors affected the history, economy, and culture of specific regions and nations

## Criteria for rating

An appropriate response should identify a specific region or nation influenced by a specific geographic factor. Specific historical and geographic data should be provided that shows how these factors have had at least *two* effects on historic, economic, and/or cultural life in that nation or region. Appropriate responses may include, but are not limited to, these examples:

*Irregular coastlines*

During the Age of Exploration, Portugal became a world power and the kingdom became wealthy as a result of trade and explorations in the New World and Asia. Portugal's irregular coastline with its natural harbors encouraged the development of its various sea-related industries and seafaring tradition. Gold from Africa, spices, silk, and gems from Asia, and the slave trade in Africa enriched both the traders and the royal treasury. In South America, Brazil was colonized by Portugal. The voyages of Vasco de Gama and Magellan allowed Europeans to learn the arts and crafts of the cultures in these world regions.

*Sahara Desert*

For centuries, the Sahara Desert formed a barrier to the invasion of southern African regions by nations and empires that controlled northern Africa, such as Rome and North African Arab kingdoms. As a result, the peoples of sub-Saharan Africa retained much of their own religion and culture. Later, trade routes across the Sahara brought Islamic ideas and culture to many of the major west African empires. These kingdoms were able to maintain their strength because of the protection of the Sahara Desert.

**Essay 2 —**

Objectives

- Demonstrate an understanding of the historical circumstances surrounding reform and revolutionary movements
- Demonstrate knowledge of the actions leaders of reform or revolutionary movements have taken to change their societies
- Demonstrate the ability to evaluate the extent to which these actions were successful

## Criteria for rating

An appropriate response should use historical information to describe the circumstances that led to the need for reform and revolution and to identify the action taken by an individual to bring about this reform or revolution. The response must evaluate the extent to which the action taken was successful in bringing about the reform or revolution. Appropriate responses may include, but are not limited to, these examples:

*Simón Bolívar*

In Simón Bolívar's time, much of Latin America was under the colonial rule of Spain. Spain imposed mercantilist policies and appointed Spanish viceroys and landed gentry to maintain strict internal control. Little power was in the hands of the native population. Bolívar raised an army in northern South America, joined forces with the army of San Martín in the south, and fought a war of independence that drove Spain from the South American Continent. Bolívar was later made president of a large portion of northern South America. Bolívar's actions ended direct Spanish control of the region, but his vision for a Gran Colombia, including modern-day Venezuela, Peru, Colombia, Ecuador, and Bolivia, was unfulfilled.

*Anwar Sadat*

When Anwar Sadat became leader of Egypt, the nation was no longer under British rule and had recently lost two wars with Israel. Sadat, following the nationalistic desires of his military leaders and political followers, launched yet another unsuccessful war with Israel in an attempt to regain the oil fields of the Sinai. Sadat later decided that diplomatic recognition and normal relations with Israel would best serve his nation's interest. Just five years after the 1973 Yom Kippur War, he signed the Camp David accords, a peace treaty with Israel. This action, unprecedented in the Arab world at the time, restored Egypt's oil fields and guaranteed economic aid from the United States. In addition, Egypt has remained at relative peace with Israel since 1976. Sadat was awarded the Nobel Peace Prize for his actions.

**Essay 3 —**

Objectives

- Demonstrate knowledge of regions in which specific religions have had an influence on a particular society
- Demonstrate an understanding of some of the major ideas of several of the world's religions
- Demonstrate an understanding of the way these ideas have influenced specific societies

## Criteria for rating

An appropriate response should identify a particular society, past or present, discuss a major idea of a specific religion, and explain how that major idea has influenced that society. For full credit, the response must clearly tie the major religious idea to the influence on a particular society. Appropriate responses may include, but are not limited to, these examples:

*Taoism (Daoism)*

This religion began in China in ancient times. The followers of Taoism believe that it is possible to achieve unity with the patterns of the world by following a Tao "Way." To be in harmony with nature, a person must do nothing artificial and instead must go along with the impulses and rhythms of one's own essential nature and of nature in general. Taoism's influence on Chinese society is seen in such practices as acupuncture, in the use of natural herbs in medicine, in exercises that are designed to ward off illness and reduce stress, and in the Chinese respect for nature. In recent centuries, many Taoist ideals have merged with Buddhist thought and practice.

*Islam*

Many societies have been influenced by Islam, including the Arab nations of the Middle East and non-Arab nations such as Iran, Afghanistan, Indonesia, Pakistan, and India. Muslims believe that Allah sent prophets to teach correct moral behavior and inspire faith. A major Islamic idea, taken from the Koran, is that every person's goal should be to work for the benefit of humanity. Devout Muslims are duty bound to give to charity and to pray five times a day to Allah. For the devout practitioner, Islam becomes a way of life. Its beliefs strongly influence the day-to-day activities of its followers.

**Essay 4 —**

Objective

- Demonstrate an understanding of specific historical concepts and their social, economic, and political effects on the history of particular nations or regions

**Criteria for rating**

An appropriate response should identify a specific nation or region influenced by the historical concept and explain one major idea of each concept. The way that the idea had a major impact on the social, economic, and political life of a specific nation must also be discussed. Appropriate responses may include, but are not limited to, these examples:

*Divine right of monarchs*

This concept was the principle by which people were governed in many nations and empires for many hundreds of years. England, France, and the Ottoman Empire were ruled under the concept that monarchs receive authority from God and therefore have the right to govern arbitrarily, unaffected by the will of any of the subjects of the nation or by its laws or traditions. Charles I of England typified this philosophy. Despite the Magna Carta, he demanded money from Parliament and the nobles to pay off debts incurred by wars with Spain and France. When he was rebuffed, he dissolved Parliament, imprisoned noncooperating nobles, and imposed taxes directly on the people. His arbitrary rule, which he regarded as God given, led to revolution. The idea of the divine right of monarchs in England died with the execution of Charles I.

*White Man's Burden*

This concept was primarily a European belief based on Christian principles that were used as an excuse for the acquisition of colonies in Africa and Asia during the age of imperialism. Many Europeans believed that the duty of Christians was to introduce nonbelievers to their religion and to change the lives of all people with whom they came in contact. Missionaries were encouraged to travel to newly acquired European colonies in Africa and Asia to spread Christianity; establish charitable institutions, schools, and hospitals; and impose Western concepts of law and justice. This zeal, typified in Rudyard Kipling's poem "The White Man's Burden," encouraged European colonists to bring the "benefits" of Western civilization to the colonies. These efforts caused some positive and some negative effects. In some cases, the indigenous cultures were disparaged. Inhabitants were frequently treated as social inferiors, and education was carefully controlled to avoid the rise of native nationalistic movements. Exploitation of native labor and of natural resources for the benefit of the colonial powers was commonplace in many parts of Africa and Asia.

**Essay 5 —**

Objectives

- Demonstrate an ability to identify specific problems in specific areas of the world that have led to internal troubles, revolts, or wars
- Demonstrate an understanding of two major groups involved in these problems
- Demonstrate the ability to discuss the extent to which these problems have been resolved

## Criteria for rating

An appropriate response should discuss a specific historical background of the problem in a region, identify at least *two* of the major groups involved in this problem, and discuss the extent to which the problem has been resolved. Appropriate responses may include, but are not limited to, these examples:

*Korean Peninsula*

As a result of World War II, Korea was freed of Japanese control, but it was temporarily divided at latitude 38° N by the Soviet Union and the United States. Each portion of the Peninsula formed governments that reflected the governments of the occupying powers. North Korea became a Communist state and South Korea, a republic. In 1950, North Korea attempted to unify the country by invading South Korea. The United States sent troops to defend South Korea and received approval from the United Nations to create a 16-nation military force to repel the invasion. After many casualties on both sides, a truce was signed in 1953 restoring much of the old border between the two Koreas. Although the truce has prevented a renewal of war, no peace treaty has been signed and both sides maintain large military forces. South Korea has become an increasingly democratic and prosperous nation, while North Korea remains a closed state, run by a Communist government. Recently, peace negotiations between the two nations have begun again, primarily because of widespread famine in North Korea.

*Northern Ireland*

In 1920, Great Britain agreed to the separation of Ireland into the Irish Republic in the south and Northern Ireland in the north to try to bring about peace. Violence between militant elements of the Catholic minority and Protestant majority in the northern provinces has existed since the arrival of Protestant settlers from Great Britain. Since the arrival of the Protestants, the Catholics have generally regarded themselves as disenfranchised. These views are reflected in the goals of the Sinn Fein Party. Militant Catholic groups have periodically used civil disobedience and violence to overthrow what they regard as British and Protestant dominance in jobs, education, and housing. Militant Protestants, wishing to maintain Northern Ireland's connection with Great Britain and its representation in Parliament, have also used violence in their attempt to keep the status quo. Great Britain maintains a large military force in Northern Ireland in an attempt to lessen the violence on both sides. Over the past two years, the Catholics, the British Government, and the Protestants have continued negotiations regarding the future status of Northern Ireland. Key issues are the function of the recently elected Northern Ireland legislature and the nature of political connections with both the Republic of Ireland and Great Britain.

# Essay 6 —

Objectives

- Demonstrate an understanding of some major ideas of selected written works that have had an important impact on specific societies or nations
- Demonstrate knowledge of the way those societies or nations have been changed as a result of those works

## Criteria for rating

An appropriate response should describe a major idea in each written work selected, identify a specific society or nation affected by the work, and use specific historical details to demonstrate how the idea influenced or changed that nation or society. Appropriate responses may include, but are not limited to, these examples:

*Two Treatises on Government*

A major idea in John Locke's work is that sovereignty in a nation resides with the people and not with the monarch or the nation itself. In time, this theory influenced other democratic thinkers and leaders. As England became an increasingly democratic nation, a series of laws passed in the 19th and 20th centuries gave the voting franchise to men who did not own property and to women. The powers of the House of Commons increased, those of the hereditary House of Lords decreased, and the monarch lost authority to administer the nation. Universal suffrage, a national health program, minimum-wage laws, and factory safety laws are all products of the philosophy that the people are sovereign and can decide the direction of the nation.

*Vedas*

Vedas are a major source of the sacred literature of Hinduism. They are collections of hymns, poetry, and ceremonial rules. A major idea expressed in the Vedas describes the practice of dividing of society into rigid classes, or castes, that determine occupation, status, and social roles. India has been greatly influenced by the Hindu religion and the caste system. The practices of the caste system can still be found throughout India. In many villages, despite national government rules against discrimination, families are locked into low-paying and low-prestige jobs and can only marry within their castes or sub-castes. In the case of those not in any caste at all (untouchables), the stigma of their position as inferiors continues.

**Essay 7 —**

Objectives

- Demonstrate an understanding of some major technological changes or inventions that have changed life in some nations or regions
- Demonstrate an understanding of the positive and negative impacts of these changes
- Demonstrate the ability to assess the degree of the impact on specific nations or regions

## Criteria for rating

An appropriate response should discuss the positive and negative impacts of the selected technological change or invention on a specific nation or region. For part *b*, the discussion should determine whether the positive or the negative impact of one invention or technological change was greater. Appropriate responses may include, but are not limited to, these examples:

*a  Factory system*

The factory system has resulted in the mass production of many varied consumer goods at prices affordable by most persons in industrial societies. Great Britain, the originator of the factory system, produces standardized products ranging from clothing to computers that are sold at home and abroad, bringing profits to the manufacturers, wages to the workers, and taxes to the government. The brisk international trade that has emerged from the factory system has improved the balance of trade for an industrialized Great Britain. In the 19th century, one negative impact was the effect on working conditions in Great Britain. Many workers toiled for very low wages, under unsafe and unsanitary conditions, and for long hours. Unemployment was common as skilled workers were replaced by machines.

*Medical advances*

The large number of medical advances throughout this century has increased lifespans, eliminated or mitigated illnesses, and improved the quality of life for people throughout the African Continent. Advances in medical technologies have improved diagnoses and have increased the number of vaccines available to Africans. Vaccines have eliminated smallpox throughout Africa. Antibiotics, such as penicillin, have prevented many African children from dying from bacterial infections. As these medical advances have decreased death rates, they have also increased population growth rates and strained the resources of some African nations.

*b  Medical advances*

Overall, medical advances have had a positive impact on many African societies. Infant mortality rates have declined, and better hospital care has reduced suffering. Certain diseases, such as smallpox, have been entirely eliminated.