

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Friday, June 18, 1999 — 9:15 a.m. to 12:15 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.

Global Studies

June 18, 1999

Part I (55 credits)

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

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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.

Essay 1 —

Objectives

- Demonstrate knowledge of specific geographic factors that exist in specific nations
- Demonstrate an understanding of both negative and positive effects of each feature on the historical, political, economic, and social development of specific nations or regions

Criteria for rating

An appropriate response should link a specific geographic factor with a specific nation or region in which it is found. The response must discuss both a positive and a negative effect of that factor on the specific nation or region selected. A response that indicates that river systems in China produced the first civilized settlements is insufficient to earn full credit because it fails to discuss the negative effect of river systems on any aspect of Chinese civilization. Appropriate responses may include, but are not limited to, these examples:

Island location — Japan

Japan's island location made it possible for this society to isolate itself from other cultures in the 17th and 18th centuries. As a result, Japan developed a homogeneous population and culture. However, this isolation prevented the scientific, military, and industrial developments of the rest of the world from spreading to Japan. Consequently, Japan was unable to withstand the demands of Western nations for trading privileges in the 19th century, partly because they lacked a modern military and naval force.

Monsoons — India

India's seasons are defined by the two monsoons that blow across the continent. The wet summer monsoons bring the moisture on which India's agriculture depends for survival. Monsoons that arrive on time and bring a moderate amount of rain provide enough food to stave off famine. However, monsoons that arrive late or are so heavy as to cause flooding destroy crops and often lead to famine. The dry monsoons in the fall and winter cool the land and the monsoon cycle begins again in spring and summer.

River system — China

China's civilization began in the river valleys of the Huang, Chang, and Xi rivers that provided the essential irrigation, fertile soil, and transportation for the growth of settled communities. However, these rivers are subject to periodic flooding, which destroys crops and structures and causes loss of life. The Huang River's floods have led to its nickname, "River of Sorrows."

Essay 2 —

Objectives

- Demonstrate knowledge of specific historical movements
- Demonstrate an understanding of significant effects that historical movements had on specific nations and regions

Criteria for rating

An appropriate response should include a description of the historical movement, demonstrate an understanding of the essential aspects of the historical movement, and discuss why that historical movement is significant. In addition, a response should include a complete discussion of a significant effect of the historical movement on a nation or region that has been identified. The effect discussed must have significantly altered the course of the nation's or region's development. A response such as "The Age of Exploration led to the discovery of the New World" is insufficient because it does not identify a specific nation or region, nor does it discuss the effect of the historical movement in sufficient detail to demonstrate any understanding of its impact. Appropriate responses may include, but are not limited to, these examples:

Protestant Reformation — England

The Protestant Reformation, started by Martin Luther's protests of the abuses of the Catholic Church, led to the establishment of Protestant churches throughout Europe. In England, an opportunity was created for the British monarchy to strengthen its power. Henry VIII, when denied the Pope's permission to divorce his wife Catherine, asked Parliament to permit the divorce. Parliament agreed, and then passed the Act of Supremacy naming the English king as head of the Church of England, henceforth a Protestant denomination. English monarchs thus became both the political and spiritual leaders of their nation.

Industrial Revolution — England

In 18th- and 19th-century England, the introduction of machinery and new sources of energy replaced manual labor in agriculture and textile production. One effect was to decrease the number of farmworkers needed, which forced this population to seek work in the growing factories. These factories, located in areas close to water power and transportation, encouraged the growth of cities. Workers who moved to these cities found deplorable conditions, health hazards, and slums. Conditions in the factories were dangerous and unhealthy. The workers earned subsistence wages. These conditions led to the growth of labor unions in the late 19th century.

Era of imperialism — Africa

The Industrial Revolution transformed 18th- and 19th-century European nations such as England, France, and Germany. These nations sought colonies for raw materials and markets. African lands were taken by force by the Europeans. Boundaries were reorganized, people were converted to Christianity, and land was depleted of its natural resources. The people lived under foreign control until the 1960's, when nationalist revolutions ended European domination in most of Africa.

Essay 3 —

Objectives

- Demonstrate the ability to match an issue to an appropriate nation or region
- Demonstrate knowledge of the reason the issue is a concern in that nation
- Demonstrate knowledge of an action taken by that nation or a group of nations to resolve the issue

Criteria for rating

An appropriate response should link an issue from each category to a specific nation or region where the issue is a concern, explain why the issue is a current concern, and describe what effort is being made by that nation alone or in cooperation with other nations to resolve the issue. Each category may have *only* one issue chosen. A response such as “Desertification is a problem in Africa” is unacceptable since the entire African Continent does not suffer from this problem. Appropriate responses may include, but are not limited to, these examples:

Environment — Desertification

One region suffering from desertification is the Sahel, the region between the savannah area and the Sahara Desert in Africa. A combination of little rain and human actions such as cutting down trees and grazing cattle have turned this semi-desert land into desert. Several nations have taken steps to plant trees and limit grazing of herds to prevent further soil erosion.

Economics — Debt crisis

Southeast Asia is a region suffering from a debt crisis. Nations such as Indonesia and Malaysia, which have borrowed substantial funds from Western banks, governments, and investors to industrialize, have found themselves unable to repay these debts. The industrialized nations, who are members of the International Monetary Fund, restructured the loans and provided additional capital to prevent a worldwide economic crisis.

Technology — Space exploration

Russia has been involved in space exploration. Although its space program has had significant successes in the last four decades, the transformation to a market economy in Russia has currently left little money available for space research. The Russians have begun a cooperative effort with the United States to develop new space research programs, and Russian and American astronauts have served together on joint space expeditions in the last three years.

Essay 4 —

Objectives

- Demonstrate knowledge of the beliefs of specific religions or philosophies
- Demonstrate an understanding of the effect of religions and philosophies on specific nations or regions

Criteria for rating

An appropriate response will discuss one belief of a specific religion or philosophy. Merely stating that “Hindus believe in reincarnation” is insufficient to demonstrate knowledge of reincarnation or its place in Hinduism. Responses should include a discussion of an effect of each religion or philosophy on a specific nation or region. A different nation or region must be selected for each religion or philosophy discussed. Appropriate responses may include, but are not limited to, these examples:

Hinduism

A central Hindu belief is reincarnation. Hindus believe that all living creatures have a soul. Consequently, Hindus refrain from killing animals or interfering with their lives. Hindus want to achieve moksha, the state of perfect understanding. Since moksha cannot usually be reached in one lifetime, an individual soul is born again and again through reincarnation. Hindu teachings shape an individual’s daily life and all aspects of Indian society, including social class, occupations, and political status.

Islam

The main belief of Islam is that there is only one God, Allah. The Koran [Qur’an] is the holy book that lists the rules a Muslim must follow in life. Other basic beliefs include praying five times a day, fasting during the month of Ramadan, making a pilgrimage to Mecca, and giving charity. Since the introduction of this religion to the South Asian subcontinent, conflict has developed between Muslims and Hindus. Because of these conflicts, the subcontinent was partitioned in 1947 into the Hindu nation of India and the Muslim nation of Pakistan. Conflict between the two nations is still evident in Kashmir.

Judaism

Jews believe in following the Ten Commandments, which they consider to be the deity’s rules for living a moral life. Included in these commandments are monotheism and prohibitions against murder, stealing, and adultery, as well as instructions to honor parents and treat other people respectfully. Other practices include obeying the Torah, following a strict diet, and honoring the Sabbath. One effect of this religion has been to segregate Jews from other religious groups in many countries, thereby subjecting them to persecution. As a result, they have fought for their own nation, and in 1948, the United Nations gave the Jews a portion of Palestine, their ancient homeland. For the last 50 years, the Jews and the Arabs have fought over this territory.

Essay 5 —

Objectives

- Demonstrate the ability to pair a political system with a nation where the system exists or existed
- Demonstrate knowledge of the characteristics of specific political systems
- Demonstrate an understanding of the positive and negative impacts of these systems on specific nations

Criteria for rating

An appropriate response must identify a nation that has or has had a particular form of government and must identify two characteristics of that political system. A description of democracy should include the concepts of the election of government leaders by the citizens and the protection of individual liberties. In addition, responses should include specific positive *or* negative effects of each form of government on a specific nation. In the case of democracy, one positive impact might be stability and lack of revolution in established democracies such as present-day Costa Rica and France. Appropriate responses may include, but are not limited to, these examples:

Absolute monarchy — France in the 17th century

The chief characteristic of an absolute monarchy is the total power of the monarch. The ruler is the center of all power. Military, political, and economic policies are developed and implemented by the ruler and the appointed ministers. Absolute monarchies have no legislature, no elective process, and the power passes through hereditary succession. A negative effect of this form of government on France during the reign of Louis XIV was the bankruptcy of the French treasury. The many wars in which Louis engaged, attempting to enlarge the territory of France, cost an enormous amount of money. This bankruptcy necessitated the raising of taxes by Louis' heirs and set the stage for the French Revolution.

Fascism — Germany 1933–1945

Two important characteristics of fascism are total political control by a strong leader, who espouses extreme nationalism, and the denial of individual liberties. A negative effect of fascism in Germany in the 1930's and 1940's was the murder of millions of people whom Adolf Hitler considered disloyal or of lower quality, including 6 million Jews throughout Europe during the Holocaust.

Theocracy — Iran 1979–present

Two defining characteristics of theocracy are that civil law is based on religious beliefs and religious leaders control the government. Theocratic societies are intolerant of nonbelievers and dismissive of individual liberties. Iran has been ruled as a theocracy since 1979, when Ayatollah Khomeini took control of the government from the Shah. A negative effect was the war that developed between Iran and Iraq from 1980 to 1988, when Khomeini attempted to incite a revolution against the Iraqi secular leader Saddam Hussein. That war ended in a cease-fire sponsored by the United Nations.

Essay 6 —

Objectives

- Demonstrate the ability to pair a leader with a nation or region
- Demonstrate knowledge of one major event the leader influenced
- Demonstrate an understanding of the significant impact of the leader's actions on the history of the selected nation or region

Criteria for rating

An appropriate response should identify the nation or region that the leader influenced and include a description of an event in which that leader had a decisive impact. The response should also describe the impact of that leader's actions on that nation or region. Stating "Lenin led the Russian Revolution" is insufficient because no evidence has been provided of the impact of his leadership on the event or on the history of the nation. Appropriate responses may include, but are not limited to, these examples:

Vladimir Lenin

In 1917, Russia underwent a two-part revolution. The March Revolution overthrew Czar Nicholas II, and the November 1917 revolution, organized and led by Lenin, resulted in the overthrow of the Provisional Government and the installation of the Bolshevik Government. Lenin, as leader of the Bolshevik Government, pulled Russia out of World War I by signing the Treaty of Brest-Litovsk. His impact on Russia's history was to create the world's first communist dictatorship in the newly formed Union of Soviet Socialist Republics.

Mohandas Gandhi

Gandhi was responsible for leading the nationalist movement in India from 1914 to 1947. He implemented the process of "satyagraha" or civil disobedience to British laws and led boycotts against British imports. Most notable were the Homespun Movement and the salt marches to the sea to avoid paying British taxes. As a result of his leadership and the effects of World War II, Britain granted India independence in 1947.

Fidel Castro

Castro led the Cuban people in a revolution against dictator Fulgencio Batista from 1953 to 1959, when Batista fled. Castro established the first communist government in the Western Hemisphere. He developed close trade and political relations with the Soviet Union. Castro's impact on Cuba has been to isolate the nation from others in the Western Hemisphere. Cuba's economic dependence on the Soviet Union, prior to 1991, has resulted in a low standard of living for the people.

Essay 7 —

Objectives

- Demonstrate the ability to identify particular societies or civilizations in which specific cultural elements have had an influence
- Demonstrate an understanding of the influence of those elements on the history of those particular societies and civilizations

Criteria for rating

Appropriate responses should include the identification of a specific society or civilization that was influenced by the chosen element and discuss a specific way in which the history of that society was changed by the element. Stating “A society that had a class structure was France” is insufficient since no attempt is made to describe the impact of the class structure on that society. Appropriate responses may include, but are not limited to, these examples:

Education — Japan

For five years after World War II, Japan was occupied by the United States. During that time, Japan adopted a new democratic constitution, revived its economy, and developed an educational system modeled on the American model of free universal public education and a university system similar to that of the United States. As a result of this educational system, Japan has nearly 100% literacy and a highly educated population that has become one of the world’s leaders in technological innovation and production. Japan’s leadership position in world trade is a direct result of its highly educated workforce.

Role of women — Iran

Iran became an Islamic theocracy in 1979. All of its laws are based on the Koran. Women lost many of the rights that they had enjoyed under the previous secular government, including the rights to attend coeducational universities, work in certain types of employment, participate in religious ceremonies, and move about unchaperoned. Women are now required to wear the traditional black chador and veil their faces when appearing in public, as well as remain subservient to their husbands.

Class structure — France

During the 18th century, France was divided into three classes: the clergy (First Estate), the nobility (Second Estate), and the Third Estate, which encompassed the bourgeoisie, peasants, and the urban working classes. The combined nobility and clergy represented about 2% of the French population, but they held two of three votes in the Estates General. The Third Estate represented 98% of the population and had only one vote in the Estates General. Consequently, the Third Estate was consistently outvoted by the first two estates. When Louis XVI needed additional taxes, he was forced to call a meeting of the Estates General in 1789. The Third Estate demanded equal votes for all members of the three estates. When the King refused, the members of the Third Estate established their own National Assembly and passed laws for the entire nation. This act signaled the beginning of the French Revolution.