

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 27, 1998 — 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.

United States History
and Government
January 27, 1998

Part I (55 credits)

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

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UNITED STATES HISTORY AND GOVERNMENT — *continued*

The Mechanics of Rating

The following steps and procedures are suggested for rating papers in the United States History and Government 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 Parts II and III. If more than one question has been answered from Part II, rate only the first answer. If more than two questions have been answered from Part III, rate only the first two answers.
- (4) In rating answers for Parts II and III, do *not* allow fractional credit such as $2\frac{1}{2}$.
- (5) Indicate the total number of credits allowed for Parts II and III in the appropriate spaces on the answer sheet.
- (6) Check carefully for mechanical errors (addition, etc.).

**Parts II and III
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 actions taken by the Federal Government since 1860 that relate to specific democratic principles
- Demonstrate an understanding of the way government actions either limit or expand these specific democratic principles

Criteria for rating

Appropriate responses should identify a specific action taken by the Federal Government since 1860, show how that action dealt with that specific democratic principle, and discuss how this action either expanded or limited that democratic principle. If *Representative government* is chosen, a response such as “The government passed laws giving more people the right to vote” is incomplete because it is too vague. It fails to identify the specific action taken by the Federal Government or the effect of that action. Appropriate responses may include, but are not limited to, these examples:

Representative government

Action: Ratification of the 17th amendment in 1913, providing for direct popular election of Senators

Effect: Extended the principle of representative government by making Senators directly accountable to the voters in their states

Right to privacy

Action: Supreme Court decision in *Roe v. Wade* (1973)

Effect: Extended the right to privacy by providing that abortion could be regulated, but not prohibited, during the first 24 weeks of pregnancy

Freedom of the press

Action: Supreme Court decision to reverse injunction against the publication of the Pentagon Papers in 1971

Effect: Extended freedom of the press by removing the President’s attempt to exercise prior restraint against the press

Essay 2 —

Objectives

- Demonstrate an understanding of the reasons for the development of features in the United States political process that are not included in the Federal Constitution
- Demonstrate an understanding of the positive and negative effects of political features in the United States political process

Criteria for rating

An appropriate response will discuss a specific reason for the development of that particular feature, indicate whether this feature has had a positive or a negative impact on the political process, and describe that effect. Only partial credit should be given to a response such as “Primary elections are needed to get rid of corruption in nominating candidates for office” because this response fails to examine the positive or negative impact on the political process. Appropriate responses may include, but are not limited to, these examples:

The Cabinet

Situation: President George Washington decided that he needed expert advice on finance, defense, foreign relations, and legal matters to make policy decisions and carry out the laws passed by Congress.

Effect: A positive effect has been that the President usually bases his decisions on the expert advice he receives from the Cabinet.

or

A negative effect has been that a President who relies only on information from his Cabinet members may not get a wide spectrum of information from these particular people or he may not seek advice from other people who might present other perspectives.

Presidential press conferences

Situation: Presidents need an effective way to communicate efficiently with the public. Press conferences provide an open forum for responding to current issues.

Effect: A positive effect is that Presidents who are effective communicators and have good relations with the press have enhanced their popularity with the public through the use of press conferences. This popularity may make it easier for the President to have his programs approved by Congress.

or

A negative effect is that Presidents who do not communicate effectively on television, or who have poor relations with the press, may risk negative public perceptions based on their image rather than a more positive one based on their substantive accomplishments. A poor public image may decrease the chances of success for the President’s policies.

Essay 3 —

Objectives

- Demonstrate knowledge of a specific problem associated with specific domestic issues
- Demonstrate knowledge of specific governmental actions taken to address these issues
- Demonstrate an understanding of the extent to which governmental actions successfully addressed these issues

Criteria for rating

Appropriate responses must identify a specific problem, indicate its relationship to the specific issue, and describe a specific governmental action (Federal, state, or local) taken to address the problem. The governmental action must be correctly paired with the problem. A response that links automobile safety with higher tariffs on foreign automobiles is unacceptable because that government action is not directly related to solving the problem of safety. For part *b*, the extent to which *one* government action was successful must be discussed. Either a positive or a negative response is acceptable so long as it provides support for the position with appropriate detail. For example, the response could argue that the Pure Food and Drug Act established an inspection program that has successfully protected Americans from disease or it could conclude that this law is a failure as evidenced by recent outbreaks of disease related to contaminated beef served at some fast-food restaurants. Appropriate responses may include, but are not limited to, these examples:

Meatpacking practices

Problem: Hazardous products, sold to the public, cause disease and death.

Government action: Congress passed the Pure Food and Drug Act, which established standards for food products sold to the public and instituted government inspection in meatpacking plants.

Banking practices

Problem: Before 1933, banks used the funds of their depositors to invest in the stock market, and depositors' accounts were not insured.

Government action: Congress passed the Emergency Banking Act of 1933 that prohibited banks from using depositors' funds to purchase stock. The Federal Deposit Insurance Corporation, established by Congress, insured deposit accounts up to \$5,000.

Music lyrics

Problem: Many people consider the lyrics in some popular music to be obscene and violent and they believe that these lyrics incite violent actions.

Government action: Some state and local governments have begun a rating system of music and now designate the age group that may purchase certain types of music. The music industry is being encouraged to identify and label compact discs and cassette tapes that may contain "objectionable" material.

Essay 4 —

Objectives

- Demonstrate knowledge of the specific ways civil rights have been denied to various groups during stated time periods
- Demonstrate knowledge of specific actions taken by individuals, groups, and governments during the stated time periods to gain these civil rights

Criteria for rating

An appropriate response should include a specific right denied to a group during the time period indicated and an action taken during that time period to gain greater civil rights for that group. If a response describes a denial of rights not occurring during the stated time period or an action not taken during that period, no credit should be given. For example, discussing the effort of the National Organization for Women to pass the Equal Rights Amendment would be incorrect because this response is not in the time period required by the question. Appropriate responses may include, but are not limited to, these examples:

Women (1865–1920)

Right denied: Right to vote in national elections in all states

Action taken: Suffragists marched, demonstrated, petitioned, lobbied Congress, and organized the National Woman Suffrage Association. An amendment that gave women the right to vote in all elections was added to the Constitution.

African Americans (1945–present)

Right denied: Job equality, voting opportunities, and equal access to public facilities

Action taken: Martin Luther King, Jr., led civil rights workers in protest marches throughout the South in the 1950's and 1960's. Their goal was to outlaw job discrimination, strengthen the right to vote, and remove segregation laws restricting access of African Americans to all public facilities. Congress passed the Civil Rights Acts of 1964, 1965, and 1968.

Persons with disabilities (1960–present)

Right denied: Equal opportunity in the workplace

Action taken: Congress passed the Americans with Disabilities Act, requiring employers to make reasonable accommodations in the workplace so that disabled people can be hired and become productive employees.

Essay 5 —

Objectives

- Demonstrate an understanding of the different points of view or controversies surrounding specific national actions
- Demonstrate knowledge of the arguments used by supporters and opponents of these actions
- Demonstrate understanding of the social, economic, and political impact of these actions

Criteria for rating

An appropriate response should demonstrate that the student understands the different points of view surrounding the national action by discussing one argument used by supporters and one argument used by opponents. For part *b*, the response must show an understanding of a specific social, political, or economic impact of one of the actions on the nation. A response such as “Ratification of the United States Constitution made the United States a strong nation” would be incomplete because it fails to provide a specific political, social, or economic impact of the action. Appropriate responses may include, but are not limited to, these examples:

United States refusal to join the League of Nations

Supporters: American membership in the League would help prevent wars.

Opponents: The United States might be involved in wars without the approval of Congress, which would violate the United States Constitution.

Impact: The failure of the United States to join the League fostered isolationism in the 1920’s and 1930’s. The lack of opposition to German aggression led to World War II.

Passage of restrictive immigration laws in the 1920’s

Supporters: Restricting immigration would give more jobs and higher wages to American workers.

Opponents: The workforce would be reduced, leading to a decline in productivity. In addition, these laws would reverse the American tradition of welcoming a diverse population.

Impact: Substantial reduction in the number of immigrants from southern Europe, eastern Europe, and Asia occurred in the 1920’s and 1930’s.

Use of affirmative action programs

Supporters: These programs are needed to provide equal opportunities to groups who have suffered previous discrimination.

Opponents: These programs led to reverse discrimination against the majority.

Impact: Women and minority groups have gained admission to universities and the professions in increasing numbers in the last three decades.

Essay 6 —

Objectives

- Demonstrate knowledge of specific actions taken by the United States to address specific foreign policy concerns
- Demonstrate an ability to evaluate the success of these actions

NOTE: Many of these concerns are ongoing issues in foreign policy. The latest developments in each area of foreign policy may be considered in accurately rating this essay.

Criteria for rating

An appropriate response should describe a specific action taken by the United States in the 1990's to address a foreign policy concern and evaluate the extent of the success of that action. A response such as "The United States increased its trade with China to solve the issue of human rights" is incomplete because it fails to detail the connection between "most favored nation" trade status and human rights violations in China. Appropriate responses may include, but are not limited to, these examples:

Civil war — former Yugoslavia

Action: The United States hosted a conference for the leaders in the Bosnian conflict. A peace agreement was signed. The United States has also sent military forces to Bosnia to enforce the cease-fire and has given humanitarian aid.

Success: Most of the fighting in the area has ceased; United States military forces remain in Bosnia; investigation of war crimes continues; some elections have been held; and the war-torn areas are being rebuilt.

Oil supplies and prices — Kuwait

Action: After Iraq invaded Kuwait, the United States led an international armed force in 1991 that returned the control of the oil fields to Kuwait.

Success: Kuwait continues to be an independent country. The success of this military operation strengthened economic ties between the United States and Kuwait. When Kuwait again began exporting large quantities of oil, thus increasing supplies and reducing prices, the United States again became a large importer of Kuwaiti oil.

Trade — Mexico

Action: The United States signed the North American Free Trade Agreement (NAFTA) with Mexico and Canada to remove trade barriers between the North American countries.

Success: Trade between the United States and Mexico has increased; some United States companies have opened factories in Mexico, creating more jobs for Mexicans and fewer jobs for Americans; the Mexican economy has become more stable in the last two years.

Essay 7 —

Objectives

- Demonstrate knowledge of specific technological developments in specific areas of American life
- Demonstrate an understanding of the changes brought about by these technological developments
- Demonstrate an understanding of the positive and negative effects of these changes on American life

Criteria for rating

An appropriate response should include a specific technological development that changed a specific area of American life, indicate how the technology changed that area, and discuss a positive *or* a negative impact of each change on the area with which it is linked. A response such as “The environment has become more polluted because of more waste products” would be incomplete because it fails to identify the specific technological development that caused greater pollution or explain how that development caused greater pollution. Appropriate responses may include, but are not limited to, these examples:

Worker productivity

The greatest impact on worker productivity has been the assembly line. On an automobile assembly line, each worker becomes an expert in one operation of production, making the worker more efficient and reducing the time needed to produce a finished product. This change made it possible to produce automobiles more cheaply. The positive impact on American life was that the rapid growth of industry provided many jobs for workers in related industries. The reduction in the cost of automobiles made ownership possible for many families, thus increasing mobility and providing new opportunities.

Education

The computer has had a great impact on education, giving students access to a wide range of information for their research projects and the ability to communicate with students in other locations. Instruction can be provided to homebound and disabled students. Wider access to all aspects of education, from sources to instruction, has had a positive effect on American education. Students who receive computer training will be technologically prepared to work in the business environment of the next century.

Communication

Fiber-optic cables that transmit telephone and television signals have had a major impact on communication. These cables transmit millions of messages instantaneously. Direct communication with most of the nations in the world is rapid and cheap. The positive effect of this development has been to increase international business opportunities and develop a global marketplace.