

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

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.

Global Studies

January 27, 1998

Part I (55 credits)

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

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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 an understanding of the similarities or differences in the points of view of paired individuals on a particular topic
- Demonstrate an understanding of a specific way each individual has acted on his or her point of view

Criteria for rating

An appropriate response should explain how the points of view of each pair are similar or different on the specified topic. It should include a specific way each individual acted on his or her point of view. A response such as “Napoleon believed the ruler should have absolute power” is inappropriate because he is paired with the topic *Expansion*, not with *Power of the ruler*. Appropriate responses may include, but are not limited to, these examples:

Confucius—Niccolò Machiavelli—Power of the ruler

Differences:

Although both men believed the ruler’s power should be used to maintain order, Machiavelli placed no restrictions on the power of princes. His only standard was success in keeping power, and he advised rulers to use dishonest and brutal means if necessary. He did not believe a ruler’s example would make people’s character better or worse. Confucius believed rulers should be virtuous. Their good example would improve the character of their subjects. Rulers had to please heaven to keep their power.

Actions:

Machiavelli explained his ideas in *The Prince*. He then tried to convince the ruler of Florence to hire him as an advisor and follow the suggestions in the book. Confucius traveled to various courts to convince the rulers to put his ideas into practice, and he attracted many loyal followers to his teachings.

Simón Bolívar—Jomo Kenyatta—Independence movements

Similarities:

Both men believed in the right of colonial people to rule themselves. Both accepted the need to fight for freedom, even if it meant violence and war. Both also sought to unify various groups in the colony to resist the European rulers. Both were influenced by European thinkers on the subject of self-government. Bolívar was influenced by Enlightenment ideas of civil liberties and the examples of the American and French Revolutions, which focused on individual rights and constitutional government, and Kenyatta followed 20th-century ideas about nationalism and anti-imperialism.

Actions:

Bolívar organized an army and fought battles to drive the Spanish out of Bogota. He accepted help from Haiti to build and equip his army. In return, he freed the slaves within territories he controlled. Kenyatta supported nonviolent methods to end British rule. Other radical Kikuyu leaders organized the Mau Mau. The Mau Mau attacked the British and frightened Africans who collaborated with the British. Kenyatta was arrested and jailed for his efforts to end British rule in Kenya.

Louis XIV—Baron de Montesquieu—Forms of government

Differences:

Louis XIV believed in an absolute monarchy. All power was in the king, who could overrule courts and make law without calling an Estates-General. Montesquieu believed in limited monarchy. His proposal to avoid tyranny was the separation of powers.

Actions:

Louis XIV never called an Estates-General. He used Versailles to control the movements and actions of the nobles and ruled through his councils and attendants. In his work *The Spirit of the Laws*, Montesquieu described his ideas about the separation of powers. As part of the Philosophe movement in the Enlightenment, Montesquieu helped spread ideas about limited government.

Essay 2 —

Objectives

- Demonstrate the ability to pair a nation or region with a specific geographic factor in that area
- Demonstrate an understanding of the way in which a geographic factor may be a barrier to development in a nation or region
- Demonstrate an understanding of the way people of a nation or region have attempted to adapt to the geographic barrier

Criteria for rating

An appropriate response should identify a specific geographic factor found in the nation or region and show how it was a barrier to development. The response must also discuss how people in the nation or region adapted to the barrier. Identifying the geographic factor by type without providing the name, e.g., desert in the Middle East instead of Arabian Desert, is acceptable. The discussion may include political, economic, or historical developments. Using the same factor twice, such as monsoons in both India and Southeast Asia, is unacceptable. Give credit only the first time a factor is used. A response such as “The desert in the Middle East is a barrier to development in North Africa because it leads to poverty” does not develop this idea sufficiently for full credit because it is too vague. Appropriate responses may include, but are not limited to, these examples:

Greece

The mountains in Greece hindered the development of a unified state and limited communication between the people in various parts of the peninsula. The Greeks adapted to the mountainous terrain by developing small, independent city-states that inspired the loyalty of their citizens because these citizens participated in the government. The Greeks also turned to the sea for trade and set up colonies throughout the Mediterranean. Despite their disunity, they developed similar cultural traits in religion and language, and their participation in festivals, such as the Olympics, helped create a sense of Greek identity.

Japan

Japan's small land area has limited the quantity of natural resources available for industrial development. This lack of natural resources has forced Japan to seek these resources elsewhere. These resources are more expensive and make Japan dependent on foreign countries. In the early 20th century, Japan developed a policy of imperialism. The Japanese conquered Manchuria in 1931 for access to its coal deposits and occupied much of Southeast Asia during World War II for access to its tropical products such as rubber. Since 1945, the Japanese have focused on high-tech industry such as electronics. They use the profits from the export of these products to buy the raw materials they need to produce them.

Russia

Russia's cold climate and location isolated it from world trade and from ideological, political, and economic developments in other cultures. Without the stimulation of foreign ideas and technology, Russia's industrial productivity lagged behind that of other industrial nations. In order to gain warm-water ports and improve its access to the western world, Russia adopted a policy of military expansion. Peter I fought Sweden to gain an outlet to western Europe through the Baltic Sea, building St. Petersburg on the coastline he conquered. He and his successors fought against the Turks to gain access to the Mediterranean Sea through the Bosphorus and Dardanelles.

Essay 3 —

Objectives

- Demonstrate knowledge of the teachings of specific religions
- Demonstrate an understanding of how religious teachings answer the question “How should a person live his or her life?”

Criteria for rating

An appropriate response should identify two teachings and explain how each teaching answers the question “How should a person live his or her life?” The response must link the teaching of a specific religion to this question. “Christianity teaches monotheism, which is belief in one God” is an insufficient response without further explanation as to how that belief answers the question of how a person should live his or her life. Responses may not use the same teaching more than once, such as the Ten Commandments for both Judaism and Christianity. In that instance, give credit for only the first usage. Appropriate responses may include, but are not limited to, these examples:

Buddhism

Life is full of suffering. Since the suffering comes from desire, people should renounce greed and the search for material pleasures and concentrate instead on living a good life defined by the Eightfold Path. A second belief is reincarnation, in which the soul is continually reborn into a life of pain. By living morally, a person can break the cycle and enter Nirvana, a realm of perfect peace. To do this, a person should live unselfishly and contemplatively.

Islam

Muslims must perform the five pillars of faith, which are believing in one God with Muhammad as his prophet, fasting during Ramadan, almsgiving, praying five times each day, and making a pilgrimage to Mecca (if possible). These actions are a constant reminder of a Muslim’s obligations to live according to God’s law and to treat fellow Muslims as brothers. Muslims are monotheistic. The literal message of the one and all-powerful God is found in the Koran. A Muslim must recognize God’s presence in everything one does and must obey the rules of the Koran absolutely. These rules, including not drinking alcoholic beverages, not eating pork, and not collecting interest on loans, apply to all aspects of life.

Essay 4 —

Objectives

- Demonstrate knowledge of an artistic creation in a particular medium from a specific culture
- Demonstrate an understanding of the way the beliefs or goals of a culture are reflected in a specific artistic creation

Criteria for rating

An appropriate response should describe an artistic creation in a particular medium and connect it with a specific culture. A complete response must also explain how that artistic creation reflects the beliefs or goals of that culture. Responses may name the artistic creation, but the specific name is not required. For example, identifying Gothic cathedrals as medieval European without naming a specific cathedral is acceptable. A response which identifies Impressionism as medieval European is unacceptable because it places the artistic creation in the wrong time period. Similarly, a response such as “Traditional Japanese painting shows that that culture appreciated beauty” is an insufficient response because it is too vague. An artistic medium may be used more than once. For example, architecture may be used for both ancient Greece and ancient Egypt, but the explanations must be relevant to each culture discussed. Appropriate responses may include, but are not limited to, these examples:

Ancient Greek—Drama

Example: tragedy

Description: tragic hero, fatal flaw, fate, chorus, masked actors, elevated poetry, catharsis

Beliefs or goals: humanism, role of the gods, tragic destiny

Ancient Egyptian—Architecture

Example: pyramids

Description: great size, triangular, huge stones, use of mathematical calculations, underground chambers for burial of Kings with treasures

Beliefs or goals: afterlife, possibility of enjoying possessions in the next life, divinity of the Pharaohs

Traditional Chinese—Painting

Example: silk scrolls

Description: depicted nature, waterfalls, snowfields, birds; humans often missing or very small; use of positive and negative space, simplicity

Beliefs or goals: Taoist ideas about harmony in nature, wonders of the natural world, interdependence of all things in nature, need for humans to live naturally rather than artificially or by conventions

Essay 5 —

Objectives

- Demonstrate knowledge of specific conflicts that resulted from particular factors in various regions
- Demonstrate knowledge of the historical circumstances surrounding specific conflicts
- Demonstrate an understanding of either the effect or the current status of specific conflicts in various regions

Criteria for rating

An appropriate response should identify a specific conflict that resulted from a particular factor in the specified region and explain the historical circumstances that surround this conflict. The response should also discuss the effect or the current status of the conflict in the region. While the identification of a specific conflict by year is not required, the response has to be precise enough to distinguish the conflict from others in the region. For example, a response such as “A conflict over land in the Middle East is the fight between Arabs and Israelis over territory” is not specific enough. This statement merely repeats the question. Stating that the conflict is over the West Bank or the creation of a Palestinian state is appropriate, even if it does not identify a particular war. A response such as “An effect of religious wars in western Europe is that many people died” is too general and needs to include more information or discussion. Credit may not be given twice for the same conflict. In that instance, give credit for the first response only. Appropriate responses may include, but are not limited to, these examples:

Land—Middle East

Conflict: Intifada

Historical circumstances:

Zionism and Jewish migration to Palestine, partition of Palestine, continued battles between Arabs and Israelis, formation of PLO, 1967 War and Israeli annexations, promises at Camp David, claims of repression by Palestinians, claims of terrorism by Israelis

Current status:

There is an uneasy peace. The Oslo accords promised some autonomy to the Palestinians in Gaza and the West Bank, but progress has been slow and has been interrupted by violence on both sides. Both sides claim the other is violating the agreements, but both officially say they hope to keep the peace. Palestinian authorities do rule in some places, but the Israelis maintain a presence in the West Bank, and the expansion of Israeli settlements has been a source of continued disagreement.

Religion—Western Europe

Conflict: wars between Protestants and Catholics in the 16th and 17th centuries

Historical circumstances:

Martin Luther's criticisms of the Catholic Church, excommunication of Luther, growth of Protestant sects, political goals of the German princes, Council of Trent and the Counter-Reformation, traditional dynastic conflicts, religious intolerance and fanaticism

Effects:

Neither side could win total victory, so the breakup of Christian unity was assured. Generally, the churches asked rulers to help them, so political leaders tended to become stronger than the religious authorities. In the long run, most states were forced to grant some religious toleration to end the bloodshed.

Imperialism—Africa

Conflict: Boer war

Historical circumstances:

Dutch settlement, British acquisition of Cape Colony, the Great Trek and formation of Transvaal and Natal, discovery of diamonds and gold, Cecil Rhodes' ambitions and the Jameson raid, Boer resistance

Effects:

The British won the war and unified all four provinces, but they quickly granted independence to the colony, allowing the Boer minority to dominate and eventually institute apartheid in the Republic of South Africa.

Essay 6 —

Objectives

- Demonstrate knowledge of specific nations or regions that have been affected by particular scientific ideas or inventions
- Demonstrate an understanding of the way particular scientific ideas or inventions were used in or by specific nations or regions
- Demonstrate an understanding of the way particular scientific ideas or inventions changed life in specific nations or regions

Criteria for rating

An appropriate response should identify a specific nation or region that was affected by a selected scientific idea or invention and should clearly explain how it was used in or by that specific nation or region. The response should also discuss how the scientific idea or invention changed life in that specific nation or region. The same nation or region may be used more than once. A response such as “The heliocentric theory was used in Europe to explain that the Sun was the center of the solar system” is insufficient because it tells what the idea means but does not explain how it was used or how it changed life. Appropriate responses may include, but are not limited to, these examples:

Compass/Astrolabe — Latin America

Europeans used the compass and the astrolabe to navigate the Atlantic. These instruments allowed sailors to measure latitude and find direction. They permitted regular voyages across the ocean, changing life in Latin America. Native Indian civilizations were destroyed and many natives died of diseases brought from Europe. Many members of the indigenous population converted to Christianity. Latin America was populated by Europeans who established new civilizations based on a mixing of Hispanic, Indian, and African cultures.

Printing Press — Western Europe

The printing press became the means for spreading ideas very rapidly in the form of pamphlets and broadsheets. Bibles and other religious texts were printed. Books became less expensive and more available. Literacy increased. Martin Luther’s 95 theses were printed and distributed. The effects of the printing press made Luther an important religious leader and helped launch the Reformation.

Green Revolution — India

New seeds, chemical fertilizers, pesticides, extensive irrigation systems, and modern machinery for sowing and harvesting have increased the yield and quality of crops. Expanded food production and fewer famines have changed life in India. Although farmers now produce surplus crops, many farmers who cannot afford the expensive fertilizers or machines have lost their farms because of the debts they acquired. The new farming methods have led to larger farms that hire these landless laborers, leading to drastic changes in traditional communal villages. The use of pesticides has also created pollution problems.

Essay 7 —

Objectives

- Demonstrate knowledge of specific nations or regions associated with the practice of particular social customs
- Demonstrate knowledge of the way in which particular social customs have been practiced in specific nations or regions
- Demonstrate an understanding of advantages and disadvantages of particular social customs in specific societies

Criteria for rating

An appropriate response should identify a specific nation or region associated with the custom and show how it has been practiced. An advantage or a disadvantage of each social custom for the society should be explained. Society can be interpreted as individuals or as a whole. For example, footbinding might be interpreted as part of a larger pattern of social control of relationships and the discussion might center on the advantage of social order to society as a whole. A response such as “Filial piety was an advantage in China because children obeyed their fathers” is insufficient because it merely defines the term. How this obedience did or did not benefit individuals, groups, or society should be explained. Similarly, a response that merely identifies polygamy as having more than one wife is insufficient to show how that custom is practiced. There should be some discussion of polygamy as part of a kinship structure. A specific nation or region may not be used more than once. In that instance, give credit for the first response only. Appropriate responses may include, but are not limited to, these examples:

Dowry/bride price — Sub-Saharan Africa

Bride price is part of a system of marriage. Usually, the marriage is arranged between the parents of the bride and groom, and the groom gives some gift, such as cattle, to the bride’s family as a symbol that the marriage is legal and as compensation to the family that is losing the woman’s labor.

Advantages: incentive to treat wife well, cements ties between families, shows respect for women

Disadvantages: encourages families to force girl to marry, lack of bride price makes marriage difficult for poor, can degenerate into simply paying for a wife

Extended family — China

Extended family means that a number of generations of a family live together as one household. In China, the oldest male is the official head of the family and makes all decisions concerning the outside world. Within the home, his wife dominates. Younger people, even if married, must defer to their elders. Marriages are generally arranged, and the bride comes to live with her husband's family. Ancestors are also part of the extended family and must be respected through family rituals.

Advantages: creates social stability, provides a sense of place and roles, assistance available from others in the family, respect and care for the elderly

Disadvantages: tensions between generations, lack of choice or opportunity for individuals, possible exploitation of young brides by husband's family
