

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Wednesday, June 17, 1998 — 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.

Global Studies

June 17, 1998

Part I (55 credits)

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

Cut Here

Cut Here

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 I —

Objectives

- Demonstrate knowledge of specific geographic features of specific nations or regions
- Demonstrate an understanding of the influence of these features on the historical, economic, political, and social development of specific nations or regions

Criteria for rating

Each response should discuss several specific ways the geographic feature influenced the historical, economic, political, or social development in the nation or region. A response that states “The Nile River played an important role in Egyptian development” needs to be made more specific by linking it with a specific development. The link between the geographic feature and the nation or region needs to be logical and consistent. For example, linking Poland’s location on the Northern European Plain to the rise of the Solidarity labor movement in the 1980’s is not an acceptable response. Appropriate responses may include, but are not limited to, these examples:

Egypt—Nile River

The Nile River has irrigated fertile farmland in Egypt since ancient times. Farming villages developed along the Nile thousands of years ago. Urban centers and powerful kingdoms also developed along the river. The river is a major source of water for Egypt’s people, and it provides irrigation for agriculture.

Poland—Northern European Plain

The political development of Poland has been influenced by its location on the Northern European Plain. Geographic vulnerability has made Poland a target for invaders and powerful neighbors. In the Middle Ages, the Polish people had to defend themselves against invasions from German, Russian, and Mongol forces. In the 18th century, Poland was partitioned between Russia, Prussia, and Austria. In the 20th century, Poland was divided by Germany and Russia.

South Africa—Gold and diamond mines

The discovery of gold and diamonds brought an influx of British colonists to South Africa. British bankers invested their profits in the development of the gold and diamond mines. British interests in South Africa were often at odds with the earlier Dutch Boer settlers. This conflict led to the Boer War, 1899–1902, which the British won at great costs. By 1910, the British had set up the Union of South Africa.

ESSAY 2 —

Objectives

- Demonstrate the ability to interpret primary source documents and identify the perspective of the author
- Demonstrate an understanding of the main idea of a quotation
- Demonstrate an understanding of the historical circumstances related to specific quotations
- Demonstrate an understanding of the role or action of leaders in influencing historical events

Criteria for rating

An appropriate response should clearly explain the main idea of the quotation and describe the historical circumstances referred to in the quotation. Responses that simply paraphrase the quotation should not receive full credit. Each explanation should be developed to demonstrate the direct role of the quoted leader in the event. A response that misinterprets or misapplies the quotation, fails to relate it to the appropriate event, or does not clearly explain the role or action of the leader is not acceptable. For example, a discussion of the war between Iran and Iraq would not be related to the main idea of the quotation of Ayatollah Khomeini. Appropriate responses may include, but are not limited to, these examples:

Martin Luther

Main idea:

Luther refused to reject or deny any of the ideas he expressed on religion in his ninety-five theses because of his deep faith and belief that he had no choice but to follow his conscience.

Historical event:

Luther had been called before an Imperial Diet (meeting) of the Holy Roman Empire in the city of Worms to answer charges that the views expressed in his ninety-five theses were heretical. Luther's statements questioned the authority of the Pope and certain Church practices.

Role of the leader:

After posting his ninety-five theses in Wittenburg in 1517, Luther emerged as the head of a growing protest in northern Europe against the abuses of the Roman Catholic Church. As he published more of his views, he rallied support from peasants, princes, and merchants, who all had spiritual as well as secular reasons for supporting a break with the Roman Catholic Church and the Pope.

GLOBAL STUDIES — *continued*

Simón Bolívar

Main idea:

For centuries, the people of South America were without political power. They were deprived of their rights and not allowed to participate in public affairs.

Historical event:

In the early 1800's, revolutions against Spain established a republic in Venezuela and led to the liberation of Ecuador, Peru, and Bolivia.

Action of the leader:

Bolívar led these revolutions against Spain and liberated these areas from Spanish rule.

Ayatollah Khomeini

Main idea:

Khomeini wanted to change the lives of the Iranian people and return to traditional beliefs.

Historical event:

In the 1970's, opposition to the rule of the Shah of Iran rallied around Shiite leaders. In 1979, a revolution led by Khomeini and his supporters ousted the Shah from power and installed a government led by fundamentalist Islamic leaders.

Action of the leader:

Khomeini organized opposition to the Shah's government, called for the end of Western influence in Iran, guided the leaders of the new government, and created a political system led by religious leaders and dedicated to restoring a society based on Islamic fundamentalism.

ESSAY 3 —

Objectives

- Demonstrate knowledge of specific turning points in the history of a nation
- Demonstrate an ability to explain why that event or development was a turning point in the nation's history

Criteria for rating

An appropriate response should include an explanation of an event or development that significantly altered a nation's history. The response should demonstrate an understanding of the consequences of the event or development for the nation. A response such as "The French Revolution dramatically changed the history of France" must be accompanied by a discussion of the impact of the event on French government, society, or politics. The event or development must have sufficient impact on the nation to be a genuine turning point. A response such as "Machiavelli wrote *The Prince* in early 16th-century Italy" is not sufficient to describe a significant turning point in that nation's history. Appropriate responses may include, but are not limited to, these examples:

Cuba

From 1956 to 1959, Fidel Castro led a revolution against the Cuban dictator Fulgencio Batista. In 1959, Batista was overthrown and Castro took control. Although he promised democratic reforms, he confiscated the land, nationalized plantations and major industries, and seized American-owned property. Two years after the revolution, Castro established a Communist dictatorship that has lasted for over 35 years.

Ireland

In 1845, a deadly fungus destroyed much of the potato crop in Ireland. Since this was the main source of food for Irish peasants, much of the population was threatened with starvation. The British Government, which controlled all of Ireland at this time, provided inadequate aid during the famine. As a result, millions of people died of starvation and disease. Another million people fled Ireland, many of them emigrating to the United States, Canada, and other parts of the British Empire. The Irish people still feel bitterness toward the British Government.

Turkey

After World War I, nationalism brought immense changes to Turkey. In 1923, Mustafa Kemal Atatürk took over the government from the Sultan to prevent foreign forces from occupying the country. Atatürk established the Republic of Turkey and instituted many reforms. He encouraged industrialization, westernized society, reformed the legal system, and separated government from religion. Atatürk was responsible for the establishment of the modern secular nation of Turkey.

ESSAY 4 —

Objectives

- Demonstrate knowledge of specific religions
- Demonstrate an understanding of the way in which religious teachings have influenced different aspects of culture

Criteria for rating

For each aspect of culture selected, a different religion must be chosen. An appropriate response should include both a discussion of a specific example of that aspect of culture as well as the influence of religious teachings or beliefs. For example, “Islam established a comprehensive body of law, the Sharia, that defines justice according to the Koran” is an appropriate response for *Justice*. An inappropriate response would fail to relate specific religious teachings or beliefs to a specific aspect of culture or might use the same religion for more than one of the aspects of culture. Appropriate responses may include, but are not limited to, these examples:

Architecture

During the Middle Ages, cathedral architects for the Roman Catholic Church created huge buildings with pointed arches and spires. These Gothic cathedrals, with their high ceilings, were designed to reach up to and glorify God. The colorful stained-glass windows provided instruction to a largely illiterate population. Their design demonstrated to the people the insignificance of life on Earth and the importance of following the Church’s teachings to be saved and reach Heaven.

Dietary laws

In addition to directing the spiritual lives of Jews, the Torah establishes certain rules of conduct in everyday life, including dietary laws. These laws govern the preparation and serving of food and prohibit the consumption of foods that are considered unclean, such as pork and shellfish.

Social relationships

In the Islamic religion, the Koran tells Muslims that “men are responsible for women.” A woman’s social position is defined by her relationship as wife, mother, daughter, or sister to the male members of her family. In contrast, Islam also teaches the equality of all believers. Women can control their own property, keep the property they brought to a marriage, and inherit property from their fathers.

ESSAY 5 —

Objectives

- Demonstrate knowledge of the positive and negative impacts of specific technological developments on the global community or on a specific nation
- Demonstrate an understanding of the reasons specific technological developments have had an impact on the global community or on a specific nation

Criteria for rating

Appropriate responses should demonstrate specific positive or negative effects of a technological development on the global community or on a nation. [Responses may *not* use effects on the United States.] Responses should identify the reasons the technological development had a positive or a negative impact. Appropriate responses that describe a global impact do not have to identify a specific nation or region. For example, a response that discusses gunpowder need not mention a specific nation or region, but could examine the impact of gunpowder on warfare in global terms. Appropriate responses may include, but are not limited to, these examples:

Chemical fertilizer

Chemical fertilizers have dramatically increased agricultural productivity. Although chemical fertilizers increase food production, the negative impact of chemical fertilizers is an increase in the pollution of the land and of ground water. Chemical fertilizers run off the land into streams and rivers, damaging the delicate balance of these ecosystems.

Printing press

The printing press, invented by Johann Gutenberg in Germany, had a positive impact on learning. Books became cheaper and easier to produce. More people learned to read and write, thus gaining access to a broad range of knowledge. Printed books exposed Europeans to new ideas.

OR

A negative impact of the printing press is the use of printed materials for propaganda and for controlling people in totalitarian political systems. In Nazi Germany and in Stalin's Soviet Union, the government controlled all printed materials and used them to propagandize the people into supporting the regime.

ESSAY 6 —

Objectives

- Demonstrate knowledge of an issue for which specific individuals or groups have received the Nobel Peace Prize
- Demonstrate an understanding of the contributions or actions of these winners in dealing with this issue

Criteria for rating

Each appropriate response should clearly identify the issue for which the prize was awarded and describe how the winner was linked to the issue at the time the prize was awarded. Specific actions or contributions should be identified and described for each selection. A response such as “Mikhail Gorbachev won the Nobel Peace Prize for reforming Russia” would be inappropriate because it does not specifically relate the winner to the issue for which the prize was given. In this case, the role of Gorbachev in ending the Cold War has to be discussed specifically. Appropriate responses may include, but are not limited to, these examples:

Mikhail Gorbachev (1990)

Mikhail Gorbachev received the Nobel Peace Prize for his efforts at ending Cold War tensions. One action that Gorbachev took was to renounce the Brezhnev Doctrine that justified Soviet interference in the domestic affairs of other socialist nations. He also signed arms control treaties with the United States and pulled Soviet troops out of Afghanistan.

Rigoberta Menchú (1992)

Rigoberta Menchú, a Guatemalan Indian, won the Nobel Peace Prize for her work on behalf of human rights. In a struggle between the Guatemalan Government and the Indian majority, tens of thousands of Indians had been killed, including her parents. Menchú became a leader in the Indians’ fight to retain their farmland. She fought for peace, human rights, and the rights of indigenous people.

Yasir Arafat, Yitzhak Rabin, and Shimon Peres (1994)

Yasir Arafat, Yitzhak Rabin, and Shimon Peres were given the Nobel Peace Prize for their historic 1994 agreement promoting the Middle East peace process. The agreement provided Palestinians in Gaza and the West Bank city of Jericho limited self-rule. The following year, a new pact further extended Palestinian self-rule.

ESSAY 7 —

Objectives

- Demonstrate an understanding of the way in which basic economic questions about the production of goods have been answered in specific nations at specific times
- Demonstrate an understanding of a nation's economic system in a specific time period, including who controls the resources and who makes the major economic decisions

Criteria for rating

Appropriate responses should include answers to the basic economic questions asked and be related to the time period given. Thus a response that refers to the command-model economic system in Russia today would be inappropriate, as would a response about free-market capitalism in 13th-century France. Responses must also explain the basic features of the economic system, including the ownership of the resources in each nation in the time period given, as well as who makes these economic decisions. Appropriate responses may include, but are not limited to, these examples:

Belgian Congo (1890–1960)

In the late 19th century, King Leopold II of Belgium and other wealthy Belgians exploited the riches of the Congo: copper, rubber, and ivory. They utilized native labor on rubber plantations, in mines, and for hunting elephants for ivory. This system placed the ownership of valuable resources and the control over economic decisionmaking in the hands of the King and his wealthy friends. The King and the wealthy Belgians used the goods produced for their own economic gain by exporting these products. This system lasted until the Congo gained its independence from Belgium in 1960.

Soviet Union (1917–1985)

After the Bolshevik Revolution established the Soviet Union in 1917, a command economic system was established by Lenin. His successors expanded this system that placed ownership of the major means of production in the hands of the state. The Soviet State Economic Planning Committee (GOSPLAN) determined the answers to all basic economic questions. The state owned farmland, mines, and factories, and it set quotas for production. This system lasted until the collapse of the Soviet Union in 1991.

Brazil (1950–present)

After World War II, Brazil had a market economy. Foreign investors opened auto factories and steel plants. Consumers and producers determined the interaction of supply and demand in the marketplace. In the 1960's, the military took over the government and tried to institute a command economy by reducing foreign investment and controlling wages and production. After 1985, Brazil returned to a democratic government and a market economy. Ownership of resources is now in private hands, and economic decisionmaking has reverted to the marketplace.
