

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL STUDIES

Thursday, August 13, 1998 — 12:30 to 3:30 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

August 13, 1998

Part I (55 credits)

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

Objectives

- Demonstrate an understanding of the various crises that have developed in various parts of the world in the 20th century
- Demonstrate an understanding of how various international groups or organizations attempted to resolve these crises and the extent to which their efforts were successful

Criteria for rating

An appropriate response should explain why each situation identified was considered a crisis. The response should also include a discussion of how an international group or organization attempted to resolve the crisis and the extent to which this effort was successful. Short-term and/or long-term successes may be discussed as well as the lack of success of international efforts to deal with the crisis. Appropriate responses may include, but are not limited to, these examples:

Poland in 1939

Why considered a crisis:

Hitler's forces attacked Poland in a blitzkrieg on September 1, 1939, after he had assured the world that he had no further territorial ambitions in Europe. At that time, European nations realized that Hitler planned to conquer more land and that his promise meant nothing.

International group that attempted to resolve the crisis:

Britain, France, and the Allied forces of World War II went to war against Hitler and his Axis partners.

Extent to which they were successful:

Initially, the Allies met with little success as Hitler's forces continued to expand across much of Europe. The Battle of Britain effectively ended the blitzkrieg, halting Hitler's rapid march across Western Europe. The United States entered the war in December 1941. By 1945, Allied forces were successful in stopping Hitler's armies and ending the war in Europe.

Somalia in 1992

Why considered a crisis:

Millions of Somalians faced starvation as a result of an extended period of drought coupled with an ongoing struggle for political power between rival groups in Somalia. Political chaos led to the collapse of the Somalian economy and the loss of hundreds of lives due to starvation. Relief supplies were often confiscated by warring factions and never reached the starving people.

GLOBAL STUDIES — *continued*

International groups that attempted to resolve the crisis:

The United Nations and the United States planned a huge relief effort.

Extent to which they were successful:

Massive supplies of aid plus 25,000 United States troops met with considerable initial success in Somalia, bringing stability to the nation and getting food supplies to the hungry. In the long term, they were unsuccessful in restoring order to the nation. The United Nations and the United States eventually withdrew from Somalia, realizing that peace could only be achieved when Somalia's warlords set aside their differences.

ESSAY 2 —

Objectives

- Demonstrate an understanding of events or problems that leaders had to face in their nations
- Demonstrate an understanding of an action taken by these leaders to deal with the problem or event
- Demonstrate an understanding of the effect of the leaders' actions on these nations

Criteria for rating

An appropriate response should identify a problem or event the selected leader had to face in his or her nation and should include a description of the way that leader dealt with the event or problem. Additionally, a description of *one* way that leader's actions affected the nation should be included. An appropriate response may include, but is not limited to, this example:

Joseph Stalin — Soviet Union

Problem leader faced:

Need to modernize and improve agricultural production

How leader dealt with the problem:

Stalin attempted to apply centralized planning to his agricultural reform ideas. He announced that 25 million small farms would be abolished and replaced by large collective farms, worked by hundreds of families. According to Stalin's plan, these farms would be more productive and would need fewer workers.

Effect of leader's action on the nation:

Despite fierce resistance by the peasants, Stalin succeeded in implementing his plan. By 1930, about 90% of the peasants lived on collective farms. However, millions of peasants died resisting the change and millions more were sent to Siberia. When the peasants destroyed crops and livestock in their efforts to resist, severe food shortages led to a government-imposed famine, seriously affecting the peasants of the early 1930's.

ESSAY 3 —

Objectives

- Identify a nation or region of the world that has been influenced by specific religions or philosophies
- Demonstrate an understanding of specific beliefs or practices of major world religions or philosophies
- Demonstrate how these beliefs or practices have had a lasting impact on a culture in a specific nation or region

Criteria for rating

An appropriate response should identify a nation or region that has been influenced by the religion or philosophy. Appropriate responses should include a description of a specific belief or practice for each religion or philosophy as well as an explanation of a lasting impact that the religion or philosophy has had on the culture of the nation or region. If the nation is incorrectly matched to the religion or philosophy, but the explanation of the religion or philosophy is accurate, partial credit may be given. An appropriate response may include, but is not limited to, this example:

Confucianism — China

Belief or practice of religion or philosophy:

Harmony results when individuals accept their place in society. Confucianists followed the five relationships. These relationships provided a guide for proper behavior for Chinese society. For example, a son must honor his father, and a wife must honor her husband. It was the duty of people to act according to their position. The family was most important and all were loyal to the ruler.

Lasting impact of the religion or philosophy:

Confucianism became the official philosophy of China's ruling class for over 2000 years. Through the use of an examination system, Confucian scholar-officials governed China. Believing that they had the most superior culture, Confucianists developed strong ethnocentric attitudes, thus limiting China's interaction with other cultures. By the 1800's, China was ill-prepared to deal with the emerging European powers. As a result, China lost the Opium War and soon was forced to allow spheres of influence throughout China.

ESSAY 4 —

Objectives

- Identify specific geographic factors that have had a negative impact on specific nations
- Demonstrate an understanding of a specific problem related to these geographic factors
- Demonstrate an understanding of the way nations have tried to overcome problems associated with specific geographic factors

Criteria for rating

An appropriate response must pair a geographic factor that has had a negative impact with a nation in each region selected. It must also discuss a specific problem faced by that nation as a result of the geographic factor. In part *b*, the response must include a discussion of the way *one* nation has attempted to overcome the problem associated with that geographic factor. Incorrectly matching problems with nations is not acceptable for full credit. For example, identifying the Sahara region of Africa and using Namibia as an example of a nation in that region cannot be given full credit. However, partial credit may be given if the information on the negative impact of the geographic feature is correct. Appropriate responses may include, but are not limited to, these examples:

Middle East — lack of fresh water — Kuwait

Specific problem:

In Kuwait and many other nations in the Middle East, there is a shortage of fresh water for drinking, agriculture, and commercial use. This limits agricultural and industrial production and limits the areas that can be populated.

Europe — North European Plain — Russia

Specific problem:

The vast North European Plain has made Russia's western territory vulnerable to attack. Since the plains are so extensive and flat, armies led by Napoleon and Hitler have tried to invade Russia from the west.

Attempt to overcome a specific problem:

At the end of World War II, the Soviet government quickly established control over most of the nations in Eastern Europe. By installing governments that they controlled, the Soviet Union created a "buffer zone" along its western border. The Soviets believed this zone would afford some protection in the event of an attack by NATO forces. Russia remains concerned with the security of its western border and has recently opposed NATO expansion in Eastern Europe.

ESSAY 5 —

Objectives

- Demonstrate knowledge of inventions and technological advances associated with specific societies
- Demonstrate an understanding of social, political, and economic effects of inventions and technological advances on that society

Criteria for rating

An appropriate response should correctly match an invention or technological advance with the society selected. It should also discuss how that invention or technological advance affected the society socially, politically, or economically. Appropriate responses may include, but are not limited to, these examples:

Ancient Egyptian (3500–1090 B.C.)

Development of irrigation:

To help make the land along the Nile River usable throughout the year, the Egyptians developed an intricate system of holding reservoirs and irrigation ditches.

Economic effect:

These extensive irrigation systems allowed the ancient Egyptians to farm the land year round and not just in the months following the annual floods. The Egyptians added additional farmland as they directed the water farther away from the river. This system enabled them to support a growing population and an expanding empire.

Western European (1400–1600)

Invention of the printing press:

The development of movable type, first used by German printers in Mainz, Germany, made this invention workable. The most famous of these printers was Johann Gutenberg.

Social effect:

For the first time, books became cheap enough that many Europeans could afford to buy them. By 1500, millions of books had been printed. One of the most widely printed books was the Bible. People no longer had to rely on the Church or its priests to tell them what the Bible said or meant. As more people read the Bible, they began to question some of the teachings, practices, and interpretations of the Church. This questioning of the Church would culminate in the Protestant Reformation led by Martin Luther and others.

ESSAY 6 —

Objectives

- Demonstrate an understanding of the way the human rights of specific groups have been violated
- Demonstrate an understanding of the historical, political, economic, and cultural factors that led to these human rights violations

Criteria for rating

An appropriate response should include a description of the way each group's human rights have been violated. An explanation of the historical, political, economic, or cultural factor that led to these human rights violations must be included. Appropriate responses may include, but are not limited to, these examples:

Kurds in Iraq

Human rights violation:

The government of Iraq forced over 1 million Kurds to flee from their villages into the mountains of northern Iraq. Iraqi forces bombed the Kurd villages and used illegal chemical weapons against Kurd civilians.

Historical factor:

Kurds in this region had long engaged in guerrilla warfare against the established governments as they sought to achieve a separate nation for themselves. In 1988 and 1991, the Kurds in Iraq revolted against the government of Saddam Hussein. This provoked a swift, strong response by Iraqi armed forces.

Untouchables in India

Human rights violation:

Untouchables are still discriminated against in India, particularly in rural areas. They have difficulty buying land and are frequently victims of violent crime motivated by bias.

Cultural factor:

For thousands of years, Indian society subjected the untouchables to a life of shame. They were forced to live in separate areas outside the town, were given the most menial jobs, and were barred from most schools and Hindu temples. Even though untouchability is illegal today, untouchables still face various forms of discrimination throughout much of India.

ESSAY 7 —

Objectives

- Identify a European nation that has been imperialistic in the past and the nation or region it sought to control
- Demonstrate an understanding of why that European nation chose to become imperialistic
- Demonstrate an understanding of the impact of imperialism on the people and culture of the nation or region that was being controlled
- Demonstrate an understanding of the way the nation or region under European control gained its independence

Criteria for rating

An appropriate response should identify *one* European nation that was imperialistic and select a specific nation or region in Africa, Asia, Latin America, or the Middle East that was controlled by that European power. The response should explain why the selected European nation became imperialistic, describe the impact of imperialism on the people and culture under European control, and discuss how the nation or region under European control gained its independence. Partial credit can be given if colonial policies are correct but the nation identified is incorrect. For example, a response that accurately describes colonial policies in Kenya but uses France as the colonial power could receive partial credit. An appropriate response may include, but is not limited to, this example:

a Great Britain controlled India.

b England's imperialism in India grew out of its economic interests. England had become an economic power as a result of the Industrial Revolution. India represented a great potential source of raw materials as well as a large market for British manufactured goods.

c The British were proud of the many improvements they had made in India: new roads, railroads, port facilities, and better medical care. The Indian people resented their treatment as "second class" citizens in their own country. They were paid less than British workers doing the same work, were denied the top positions in civil service jobs, and were generally considered inferior by the British.

d The move toward independence in India included the formation of the Indian National Congress and the Muslim League. Mohandas Gandhi organized and led the passive resistance movement against British control. Gandhi's use of the boycott and noncooperation with the British, combined with the burden of a huge war debt, finally convinced the British to give up their control of India.
