

# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

### GLOBAL STUDIES

Tuesday, January 25, 2000 — 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  
January 25, 2000

##### Part I (55 credits)

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

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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  $2\frac{1}{2}$ .
- (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 particular ideas and innovations of specific individuals
- Demonstrate knowledge and understanding of the historical impact of the ideas and innovations of these individuals

**Criteria for rating**

An appropriate response must identify the area of innovation from list *B* with which the selected individual is associated. The response should also include a discussion of a new idea or innovation contributed by the individual and of the historical impact of that contribution. If the area of innovation is improperly identified, but the contribution is correctly discussed, partial credit may be given. Appropriate responses may include, but are not limited to, these examples:

*Charles Darwin — Science*

New idea or innovation — Natural selection:

Darwin believed that organisms evolved from simple, one-celled structures into the species that inhabit the world today. He believed that certain positive traits were inherited by some members of a species and that those traits not only provided a greater possibility of survival, but also made some members of the species “naturally” superior to others.

Historical impact of the idea:

Imperialists developed the theory of Social Darwinism from Darwin’s idea and used this concept to explain why imperialist nations (France, Germany, and Great Britain) were naturally superior and thus should rule other people whom they considered inferior.

*Johannes Gutenberg — Technology*

New idea or innovation — Movable type:

Printing from movable type made it possible to print large numbers of books rapidly and made books more affordable.

Historical impact of the idea:

One book that became more readily available was the Bible. People no longer had to depend on the clergy to interpret the Bible for them and many began to question the Church’s interpretation. This questioning led to the Protestant Reformation and brought major change to the Christian world with the introduction of many Protestant denominations.

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ESSAY 2 —

Objectives

- Demonstrate knowledge and understanding of the relationship between geographic features and specific historic developments or events
- Demonstrate an understanding of the positive or negative impact of specific geographic features on particular historic developments or events

**Criteria for rating**

An appropriate response will identify a historic development or event that is related to the geographic feature. It will also include a discussion explaining how the geographic feature is related to that historical development or event and an explanation of how the geographic feature had a positive or a negative effect on that development or event. Appropriate responses may include, but are not limited to, these examples:

*Tigris and Euphrates Rivers in the Middle East* — development of Sumer

Before civilization can develop, surplus food is needed so that some people have leisure time to develop ideas and innovations and so that job specialization can occur. The Tigris-Euphrates river valley had a positive effect. Arable soil and the water needed to grow crops allowed agriculture to flourish, thus leading to the development of civilization in Sumer.

*Northern European Plain* — Napoleon's invasion of Russia

The extent and the flatness of the Northern European Plain made possible Napoleon's invasion of Russia in 1812. Because there were no geographic barriers to slow Napoleon's advance, the Russians were forced to use a "scorched earth" policy to destroy any supplies that might prove useful to Napoleon. In the process, the Russians also destroyed the food supplies they needed themselves for the coming winter.

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## ESSAY 3 —

## Objectives

- Demonstrate an understanding of the cause of a specific conflict
- Demonstrate an understanding of opposing viewpoints that have led to these conflicts
- Demonstrate an understanding of the effect of these conflicts on the nations and regions where they occurred

## Criteria for rating

An appropriate response will discuss a major cause of the conflict and include one major viewpoint from *each* side in the conflict. It will also include a discussion of the effect of the conflict on the specific nation or region where it occurred. Appropriate responses may include, but are not limited to, these examples:

*Crusades (Christians versus Muslims)*

Jerusalem and other sacred sites in the Holy Land were under the control of Muslims. European Christian pilgrims to the Holy Land had complained of their treatment by the Muslims. The Pope called for military expeditions from Europe to the Middle East to halt Muslim expansion and regain Christian control of the Holy Land. On the other side, the Muslims also considered Jerusalem a holy city and considered the Christians “people of the book.” They were tolerated because they accepted the teachings of the Bible, but they were forced to pay a special tax because they were not Muslims. The Crusades brought the Europeans into contact with Muslim thought and learning, affected the development of European medicine and science, and led to extensive trade between Europe and the Middle East. Europeans first learned of many products during the Crusades. Islamic knowledge and the new products played a large role in the development of the Renaissance.

*Apartheid (Afrikaners versus African National Congress)*

Between World War I and the end of World War II, the influx of native South Africans to the cities frightened the Afrikaners. Afrikaners became greatly outnumbered by the black South Africans, but since the Afrikaners controlled the government, they were able to enact apartheid as policy. Black South Africans provided essential labor in the mines and industries during this time period and were living in their native land. Thus the African National Congress believed that blacks should have the same rights and privileges as Afrikaners. The African National Congress began a movement in the 1950’s to gain political, social, and economic equality for black South Africans. Their activity led to demonstrations by blacks, the escalation of oppression of blacks by Afrikaners, and the imprisonment of untold numbers of blacks. In the late 1980’s, the Afrikaner government, unable to end the African National Congress activities, released Nelson Mandela from prison and agreed to the first free election in South Africa.

ESSAY 4 —

Objectives

- Demonstrate knowledge of specific works of art or architectural styles in a specific time period
- Demonstrate knowledge of characteristics unique to those works of art or architectural styles
- Demonstrate an understanding of the way art and architectural styles reflect the political, economic, and social conditions of specific time periods

**Criteria for rating**

An appropriate response should identify a specific work of art or architectural style for the time period, describe one major feature of that work of art or architectural style, and include a discussion of the way in which the art or architectural style reflects specific historic, political, or social conditions of the time period. No credit should be given if the work of art or architectural style does not fit the time period. Appropriate responses may include, but are not limited to, these examples:

*West African kingdoms*

Many West African kingdoms such as Mali and Songhai built mosques, Muslim houses of prayer, that reflected the Islamic influence in these empires. One major feature of the mosques constructed in Timbuktu is the minaret, a tower from which the Muslims are called to prayer. Muslims had traded with the earlier empire of Ghana. Subsequently, a ruler of Mali, Mansa Musa, adopted the Muslim faith and brought Muslim practices and architecture to Mali.

*Ancient Egypt*

The pyramids are constructed of huge limestone blocks, which were moved into place by methods that are still unknown. These huge tombs for the kings of Egypt were constructed by the peasant farmers during flood time, when peasants might otherwise be without food supplies. The workers were provided food during the building period. The pyramids reflect political conditions, for they were tombs for the pharaohs (god-kings); social conditions, for they were built by the peasant class; and economic conditions, for the building provided work and sustenance for peasants.

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## ESSAY 5 —

## Objectives

- Demonstrate knowledge of specific human rights violations in specific nations or regions after 1948
- Demonstrate knowledge of historical circumstances that led to these specific human rights violations
- Demonstrate an understanding of efforts made by the international community, individual nations, and groups to assist peoples whose human rights have been violated

**Criteria for rating**

An appropriate response will identify a specific violation in a specific nation or region since 1948, include an explanation of the historical circumstances surrounding each violation, and describe an effort made by the international community, a nation, or a group to remedy the violation. No credit should be given for a discussion of events which occurred before 1948. Appropriate responses may include, but are not limited to, these examples:

*Article 5:*

Steven Biko was a black leader and organizer of the black South African Student Movement against apartheid. He wrote anti-apartheid pamphlets and helped organize student demonstrations against the white government. Because of the increasing activity of the student movement, the government passed emergency acts making arbitrary arrests possible. Biko was arrested when he violated the banning order and left his hometown. He was beaten while he was in prison and died from the beatings. This incident is an example of torture and cruel treatment. During the mid-1980's, the United States Congress endorsed economic sanctions against South Africa in an attempt to end the abuses of apartheid, including arbitrary arrest and prison beatings. The United States placed strict restrictions on trade with, investment in, and travel to South Africa.

*Article 19:*

Under the leadership of Deng Xiaoping, many economic reforms were made in China. With the introduction of the Four Modernizations, the command economy was relaxed and individuals were able to make economic decisions and profit by those decisions. Politically, the Communist Party maintained strict control of China. In April of 1989, many thousands of Chinese students began a pro-democracy demonstration in Tiananmen Square in Beijing. Foreign journalists, in China at this time to cover a visit by Mikhail Gorbachev, also covered the demonstrations. During the first week of June, the government ordered the army to surround Beijing and force the students from the square. Many students were killed, many were wounded, and many were arrested for plotting against the government. During the 1990's, the United States pressured the Chinese Government to release political prisoners and allow free expression of political ideas. China has resisted the pressure and has, in recent months, arrested more people for expressing pro-democracy ideas.

**ESSAY 6 —**

Objectives

- Demonstrate knowledge of specific nations or regions experiencing global problems
- Demonstrate an understanding of the political, economic, social, and historical causes of these problems
- Demonstrate an understanding of attempts by nations, regions, and the international community to solve these problems

**Criteria for rating**

An appropriate response will identify a nation or region affected by the problem, explain the cause of the problem in that specific nation or region, and describe an action that has been taken by a nation, a region, or the international community to alleviate the problem. A different nation or region must be identified for each problem and credit cannot be given for discussions that identify the United States. No credit should be given for a general discussion of causes and attempts to solve the problems, unless those causes and attempts apply to the identified nations, regions, or the international community. Appropriate responses may include, but are not limited to, these examples:

*Terrorism*

Many Palestinians were displaced after the creation of Israel in 1948 and the subsequent Arab-Israeli wars. Some Palestinians have used tactics such as car bombings against Israeli civilians in an effort to convince the Israelis to concede territory and to bring international attention to the Palestinian cause. The Israeli Government has reached an agreement with the Palestine Liberation Organization to turn over control of portions of the Gaza Strip and the West Bank gradually, with the condition that the Palestine Liberation Organization stops the terrorist activities in Israel. Yasir Arafat, leader of the Palestinians, and Ehud Barak, Prime Minister of Israel, have discussed ways to improve relations and bring peace.

*Nuclear Proliferation*

In 1947 when Great Britain withdrew from the Indian subcontinent, independence was granted to two nations: India and Pakistan. Pakistan, a Muslim nation, was carved out of colonial India because the British believed it was the only way to ease the Hindu-Muslim conflict on the subcontinent. Hindu India and Muslim Pakistan have had border conflicts and skirmishes over control of Kashmir ever since. In the spring of 1998, India tested its first nuclear device. Pakistan declared that India's possession of nuclear weapons was a direct threat to them, and within a few months, Pakistan tested its own nuclear device. The United States has attempted to convince both India and Pakistan that the development of nuclear weapons will be a detriment to them and the entire world.

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ESSAY 7 —

Objectives

- Demonstrate an understanding of the effects of imperialism
- Demonstrate an understanding of the way in which the effects of imperialism influenced a specific imperialist power or colony
- Demonstrate an understanding of the long-term impacts of imperialism on imperialistic powers and the colonies

**Criteria for rating**

An appropriate response will describe how imperialism caused specific effects, discuss how a specific imperialistic power or colony was helped or harmed by the effect, and discuss the long-term impact of the effect on that imperialistic power or colony. Appropriate responses may include, but are not limited to, these examples:

*Redrawing political boundaries*

At the Berlin Conference in the 1880's, the European powers agreed to divide the African Continent between themselves without regard to the native African political boundaries. When Nigeria was granted independence in 1960, three major ethnic groups lived within its boundaries. They spoke different languages, practiced different religions, were accustomed to different forms of government, and distrusted each other. Within three years of independence, Nigeria experienced internal strife, and by 1967, civil war erupted when one ethnic region, Biafra, tried to secede from the nation. Since 1960, Nigeria has attempted to create a federal system with states that are fairly representative of the different ethnic groups, but the existing distrust makes this difficult. The nation has been under military rule for most of the time during this period.

*Different systems of government*

During British rule, the Indian people, formerly ruled by an emperor or by individual rulers, were exposed to the British parliamentary system. When India became independent, a parliamentary system was established. Though India has had religious and ethnic conflict throughout the years since 1947, the parliamentary system has provided a peaceful, democratic process for governmental change. Throughout much of that time, the Congress Party has held the majority of seats in Parliament. The first prime minister, Jawaharlal Nehru, a member of the Congress Party, began a policy of nonalignment and created a mixed economy. Those policies have been continued.

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