

The Cautious Introduction of Computer-based Exams

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Abstract

The introduction of computer-based testing in high-stakes exams requires many considerations. Some students may not be able to adapt to the new format due to the inability to apply the many test taking skills they have acquired from taking paper-delivered exam such as underlining/highlighting, note taking, and crossing-out wrong answers. These skills may help the student achieve a higher score. Past research has shown computerized exam may also increase test anxiety, which can be an underlying cause of lower performance. My research analyzed 60 mock regents paper-based exams and measured the frequency of testing strategies: highlighting/underlining, elimination, and circling of answers. The data also showed 100% of students used one of the testing skill methods indicating there is something important and unique about the paper format. Another interesting finding is that 100% of the English Language Learner (ELLs) and Special Education students used one of the test taking techniques, and 54% used all three methods. There were an additional 15 students who were not ELLs or Special Education students who used elimination on 50% of the multiple-choice questions. These students would most likely benefit from paper-delivered exams, or would more likely be adversely affected by taking computer-based exams, as they will not benefit from any accommodations made readily available to special education students. While there are many benefits to testing in computer-delivered format, a cautious introduction is warranted.

Keywords: CBT, Computerized-exams, paper-and-pencil

The Cautious Introduction of Computer-based Exams

Technological advances and the increase in computer availability have led to a revolution in computerized exams. Computerized assessments are becoming an attractive testing method because they require fewer proctors, provide faster results, are less prone to errors and, in some cases, provide fewer opportunities to cheating. Instructors are also turning to online testing because it is convenient for scheduling purposes, saves time grading, costs less than paper-and-pencil exams and automatically enters grades which frees up class time. The Graduate Record Examination (GRE) and statewide-standardized test are examples of exams that have begun phasing out the traditionally paper-delivered exams in favor of computer-delivered formats. There are many benefits to testing in computer-delivered format. However, a cautious introduction to computer-delivered formats is warranted. Students may not be able to apply the many test taking skills they have acquired from taking paper-delivered exams to computerized formats such as underlining and highlighting, note taking and the process of elimination. These skills may help the student achieve a higher score. Students with disabilities may be at a greater risk of being unable to perform as well on computerized versions of exams.

Statement of the Problem

Early research almost exclusively focuses on theoretical issues such as improving measures efficiency by achieving test reliability. However, practical issues such as test environment, test anxiety and the implementation of paper-and pencil test strategies to computer format are important factors that need to be studied and it is necessary to consider whether or not transitioning testing to computer formats should be applied to all students. Some students may

be unable to adapt to the new computerized testing platforms due to the inability to use paper-and-pencil test strategies they have acquired throughout the many years of paper-and-pencil testing.

Purpose of Study

The purpose of this study is to examine which paper-and-pencil strategies are being utilized by students on paper-based mock regents and if a correlation exists between testing methods and the final score.

Significance of Study

Recent public policy has used standardized testing as a strategy to establish accountability measures for public education. Many states have already begun adapting computerized standardized testing. The computerization of exams may alter student's performance but also leaves teachers facing additional challenges to find computer-based test taking strategies to teach. Teachers will be held accountable for student's performance, which can depend on the student's ability to adapt to the computer-format.

Definition of Terms

Paper-and-pencil exam: Refers to traditional test taking with a pencil, paper test booklet and scantron answer sheets

Computerized-testing: Exam or test prepare and taken by student on a desktop or laptop

Computer –delivered: exam in a computerized format taken on a computer.

Process of elimination: crossing-out perceived wrong answers on multiple-choice questions.

Individual educational program(IEP): Is a document that is created through team effort ,usually by special education teacher, school psychologist and parent, for each public school child who needs special education. The IEP details specific accommodations, goals and rubrics on how the student progress will be measure.

Scantron: bubble sheets used to score multiple-choice exams via scanning and computer analysis program

Test reliability: is the degree in which an assessment tool produces stable and reliability results over time.

Research Question

What do test-makers and policy makers need to consider before the introduction of computer-deliver standardized test?

Limitations

Due to time constraint the data was collected from only one grade (10th grade) and one subject (Global History and Geography) mock regents.

Delimitation?

This study focused only on the multiple-choice section of the Global History and Geography mock regents for correlations analysis, because essay and short answers may be subjective. This study was conducted in an all-girls public school in the Bronx because this particular school heavily incorporated technology in every classroom. It was important for students to have heavy exposure to technology in this research to explore if these students would traditional paper-and-pencil test taking strategies.

LITERATURE REVIEW

The Graduate Record Examination (GRE) and nationwide standardized exams are examples of exams that have been converted from conventional paper-and-pencil to computerized forms. Many of these computerized

exams test reading comprehension. Research has shown highlighting text as a study method increases information recall and reading comprehension. On the other hand, high anxiety has been shown to produce lower performance on exams. Our research will help discover if highlighting will reduce anxiety in computerized and/or manual testing, consequently increasing reading comprehension.

An experiment testing pilot's aircraft recognition using computer-based and paper-based measures showed there were no significant differences in reliability or internal consistency between the exams. However, the paper-based measure of average degree of confidence in recognition judgments was more reliable than computer-based measures (Federico, 1989). Similarly, research by Anakwe (2008) found no significant differences in the values of student performance in computer and paper forms of an accounting test. Another study evaluated the comparability of two version of a certificate test and found no differences between the paper and computer versions (Puhan, Boughton, & Kim, 2007). A different experiment compared performance of high, average and low-achieving middle school students who were given parallel versions of a computer-based test or a paper-pencil math test. The results show low-achieving students were able to navigate the test and spend similar time intervals solving the problems as the more advanced students. This study suggests computer-based tests may serve as a learning tool for low-achieving students. (Bottge, Rueda, Kwon, Grant, & LaRoque, 2009). In past research, test forms did not significantly affect the performance of students.

As technology advances former paper material gets digitized. The Kindle and the Nook are two electronic devices that reject the old way of reading and enhance the digital forms of books. A study done by Jong and Bus (2002), observe the differences among kindergarteners reading the same book in either regular or electronic formats. The research revealed the regular format was more supportive of learning about the story content and phrasing than the electronic version of the books in the participants. The electronic version was less efficient in supporting internalization of the story content. Jong and Bus (2002) suggest electronic books are a valuable supplement and offer overlapping complementary experience with the written form of word and the story content. Kobrin and Young (2003) study found that computerize and paper-and-pencil tests are similar cognitively in upperclassmen undergraduate students. They also found computerized tests may also encourage construct-relevant

behavior than paper-and-pencil tests. A carefully constructed test has no medium affect according to Mead and Drasgow (1993).

Highlighting is a popular study method students use to increase the amount of information retained. Research on high school students using different study method such as: study without note-taking or underlining, underlining text and lastly outlining during study, show no significant difference between methods and immediate recall of passage read. (Mathews, 1938). However more recent studies show active highlighting improves retention of selected text material for undergraduate college students. Results also showed graduate college students who used traditional underlining found it was effective as an emphasis technique (Fowler, & Barker, 1974). Another study compared secondary and postsecondary students to examine the effectiveness of different method of studying and ability to retain main ideas. Those who read and underlined, recalled significantly more main ideas than students who used direct reading alone. (Draheim, 1986). Another study suggests underlining may be counterproductive for inferential recall (Peterson, 1992). Research shows university students who were trained in highlighting and self-regulating outperformed those who had no training or just highlighting training (Leutner, Leopold, & Den Elzen-Rump, 2007). This study shows that knowing how and what is important to highlight can increase your understanding in reading and help you retain more information.

The relationship between anxiety and student performances has been studied over many years. A study on 4th graders reading comprehension were assessed in three groups: one-hour reading comprehension assessment on paper, computer with scrolling text or computer using paging text to navigate through passages. There were no significant differences in reading comprehension score across the testing modes. This may be due to unusually high computer access and higher socio-economic status. The survey response, completion rates and student observations provided evidence computer anxiety generally did not interfere with student ability to take the assessment. Provided highlighters and review markers were useful for some students. (Higgins, Russell & Hoffmann, 2005). However, another study showed computer-administered test can potentially increase test anxiety and depress test performance for examinees that are unfamiliar with computers. (Llabre, Clements, Fitzhugh, & Lancelotta, 1987). Computer familiarity may very well affect student's anxiety level, thus performance. Stowell and Bennett's (2010) study results suggest students who normally experience high levels of anxiety in the classroom have a reduce test

anxiety when taking online exams. Students with low anxiety in the classroom had high anxiety when taking online exams. Those students that reported comparable levels of test anxiety performed equally well under both exam conditions. The relationship between test anxiety and exam performance was weaker in the online setting than the classroom. (Stowell, & Bennett, 2010). Anxiety and format of testing affects the individual test taker.

In summary, research has shown there are no differences between paper-and-pencil and computerized testing. Retaining story content and phrasing is supported more in the regular book format than the electronic version, but overall if a test is carefully constructed, there will be no differences. Highlighting text improves retention of selected text and underlining helps retain main ideas. Training on highlighting can help reading comprehension in that it allows the reader to understand what is important in the text. Anxiety on computerized exams can be related to familiarity with computers. Computer-administered testing can lead to an increase in test anxiety and depress student's performances that are not familiar with computers. Also students who experience high levels of anxiety in a classroom setting experience lower levels of anxiety in an online setting; the opposite is true for those who experience high levels of anxiety in computer setting will experience low levels of anxiety in the classroom setting. However the relationship between test anxiety and exam performance was weaker in the online setting than in the classroom.

Research is lacking that specifically examines which test taking skills methods are used by students with heavy exposure of technology on paper-delivered exams. This study will investigate if a relationship exists between methods of test taking skill and score. This study will also investigate if a difference exists between students with individual education plans and those with no accommodations.

This research study will answer the following questions: Are students who have heavy exposure to technology prone to using traditional paper-based test taking skills? Do students who use test taking methods (underlining/highlighting, circling answers, and elimination) score higher than students that do not use these methods? How do students

with individual education plans differ in testing methods usage from students without accommodations? Are there students without accommodation that may benefit from paper-delivered exam?

METHODOLOGY

Research Design

Participants

Participants included 60 tenth grade female students enrolled in a public New York City all girls 6-12 grade school located in the Mount Hope neighborhood in the Bronx, N.Y.

Design

All students are mandated to take one pre-test for all core subjects in which they will take a Regents or statewide standardized test in the spring semester (English Language Arts, Mathematics, Global History and Geography/Global, Science). I gathered data by reviewing the “Global Regents 2016” exam booklets. Students had one 45-minute period to complete the 60 multiple choice questions and 5 extended responses exam. Students with individual educational program (IEP) that detailed a need for extra time had up to 90 minutes to complete the exam. Students received one core exam per day during one week. Only the multiple-choice questions were used to analyze if students made use of any written test strategy type.

Independent Variable

The independent variable is whether and how a student deployed one of the test taking strategies described: Elimination, Circling Answers, Underlining

None: The student did not use a testing taking skill

Elimination: The student crossed-out perceived incorrect answers.

Circled Answer: The student circled the perceived correct answer

Underline: The student used underlining of key words or phrases

Another independent variable will be if the student is classified as a General Education student, English Language Learner or Special Education student.

Dependent Variables

My dependent variables will be the score the student received in the multiple choice questions section of the Global Regents 2016 exam.

Procedures

Data Collection and Scoring

Participants took the 2016 Global Regents within 45 minutes during their Global History and Geography class. Special Education students with extended time listed on their IEPs received 90-minute accommodation to complete the exam and were moved to a separate testing location. For this study, only the sixty multiple-choice questions were taken into consideration when analyzing the data. Booklets and answer sheets (scantrons) were collected by moderators. The moderator scanned scantrons to a computer program and scores were populated for their multiple-choice answers. A small sample of students who

underlined during the short answer portion were analyzed to determine frequency of underlining and if the short answer was scored by the moderator correctly. This was important to see if students who underlined short answers answered correctly.

RESULTS

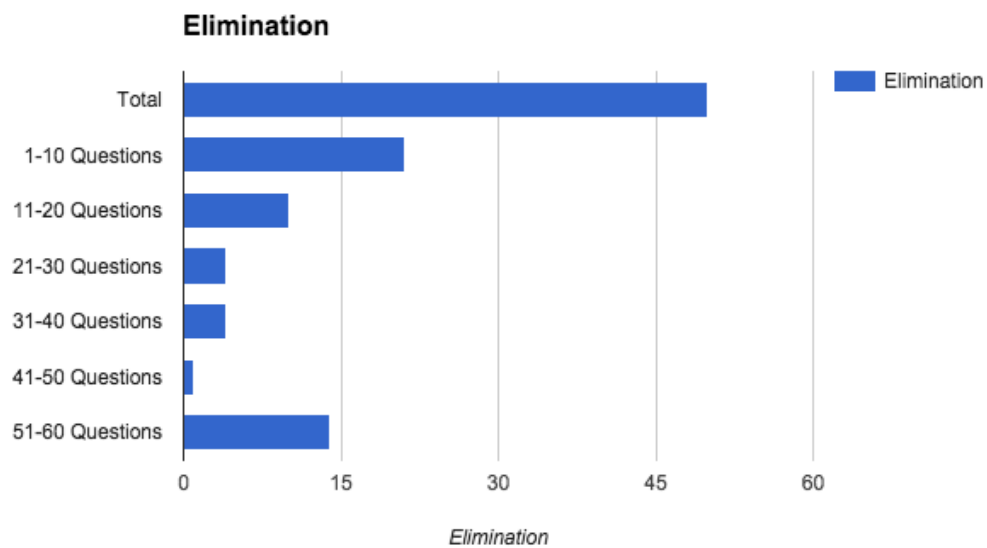
All participants were female. Ethnic backgrounds were distributed as follows: 43.3% of the sample are African Americans, 50% are Latino/Hispanics, and 6.7% are others. Of the sixty students, 10% (6) of students were special education students who had individualized education plans and 8.3% (5) students were English Language Learners.

100% of the students used at least one test taking skills. They all used either process of elimination, circled answers, and/or underlining.

Process of elimination:

50 Students or 83%, used process of elimination during their multiple choice portion of the exam. Of these, twenty-one students used elimination on 1-10 questions. Ten students used elimination on 11-20 questions. Four students used it on 21-30 questions. One student used Elimination on 21-30 questions. Fourteen students used elimination on 41-50 questions. (Figure 1.)

Figure 1



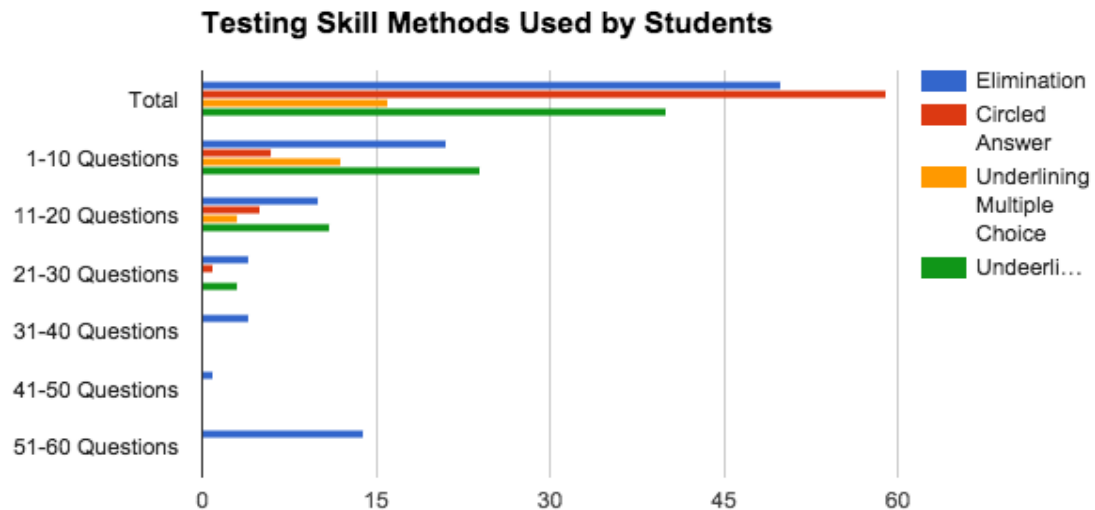
Circled Selection:

59 students or 98% circled their selected answer.

Underlining:

16 students, or 32%, underlined keywords or phrases during the multiple-choice questions.

40 students, or 67%, underline key words or phrases during the short response portion of the exam. Of these 40 students, 95.75% of their collective answers were correct.



Multiple choice answers average was ($M=27.18$, $SD=?$) resulting in 54% correct answers.

A Pearson Correlation between using elimination and score was not significant $r(60)=.241$. Although not significant, the relationship showed a weak positive correlation.

A Pearson Correlation between circling answers and score was not significant $r(60)=0.1789$.

A Pearson Correlation between underlining in multiple choice questions and score was not significant $r(60)=0.0569$.

A Pearson Correlation between underlining in short responses and score of short response questions was not significant $r(60)=0.316$.

CHAPTER V

DISCUSSION

The results from the data collected indicated there were a slightly positive but no significant correlations between any of the testing skills methods and the final score. However, the data also showed 100% of students used at least one of the testing strategies and wrote in their booklets although there was no need to do so. More importantly 50 of the 60 students used the elimination method, which may be essential in their thought processing when taking an exam. Another interesting find is 100% of the English Language Learner (ELLs) and Special Education Students used one of the test taking techniques. Six out of the eleven students (54%) used all three methods. There were an additional 15 students who were not ELLs or Special Education students who used elimination on 50% of the multiple-choice questions. These students would most likely benefit from paper-deliver exams, or would be mostly impacted with computer-derived exams, as they will not benefit from any accommodations made readily available to special education students.

Implications

Education Policy

As we continue to move forward in our technologically advanced world, we must consider the impact computerized testing poses on our students. Perhaps having options to eliminate choices in a multiple choice computerized exam, and incorporating other methods mentioned throughout this study will help transition students from paper-and-pen testing.

Expanding the opportunities for students to take exams on their chosen format preference will be inclusive to students who may otherwise not receive the accommodation they need to excel on these exams.

Limitations

This study had a very small sample of a particular population: female students attending an all-girls school in the Bronx, with heavy instruction on computers, iPads, and Smart Boards interactive panel. This study may yield different result should it be conducted in a school that does not have technology readily available or implemented in every class like this school.

Student scores may have also been skewed as student know they will not be graded on exams and in fact know their end of the year score will later be compared to this pre-test. Student took exams all week and may not have tried their best.

Directions for Future Research

Future Studies should focus on using a more diverse and larger population sample. Future studies may want to analyze standardized exams that have been computerized to evaluate if testing strategizes found on paper-formats have been translated to computer versions to facilitate the transition and help students continue to test in similar ways.

Conclusion

There has been incremental growth in computer-based statewide standardized testing as an alternative to paper-and-pencil testing. Early research focuses intensely on test reliability. However, my data shows that practical issues such as test environment, test anxiety and the

implementation of paper test strategies to computer format are important factors that need to be studied. We must consider whether transitioning testing to computer formats should be applied to all students. Astonishingly, 21 students (35%) used all three testing strategies and of these 15 students or 20% of students were not English Language Learners (ELLs) or Special Education (Sped) students. This is a significant finding because Sped student and ELLs are the students who are often considered when thinking about special testing accommodation. However, 20% of non-ELLs and general education student test takers found value in these test strategies, which to my knowledge have not yet been implemented into computer testing. These students may stand to be the most disadvantaged if given no choice to take computerized exams in paper format. The Graduate Record Examinations (GRE) is generally taken on the computer. The option to take a paper-based format is limited to three times a year at specific locations. These locations may be miles away from students' homes. Students who prefer paper-and-pencil exams over computerized exams due to test anxiety and test performance are clearly disadvantaged due to limited accessibility and flexibility. These are students who would not receive the accommodations that may improve their grade and may improve their testing environment.

Test makers and policy makers should consider adding the process of elimination to computer test formats. Students should be given a choice on the testing format that would best benefit their specific need. All testing centers should offer both types exam formats to benefit all students. With these considerations, I believe more students would have a fair chance to do their best on standardized exams.

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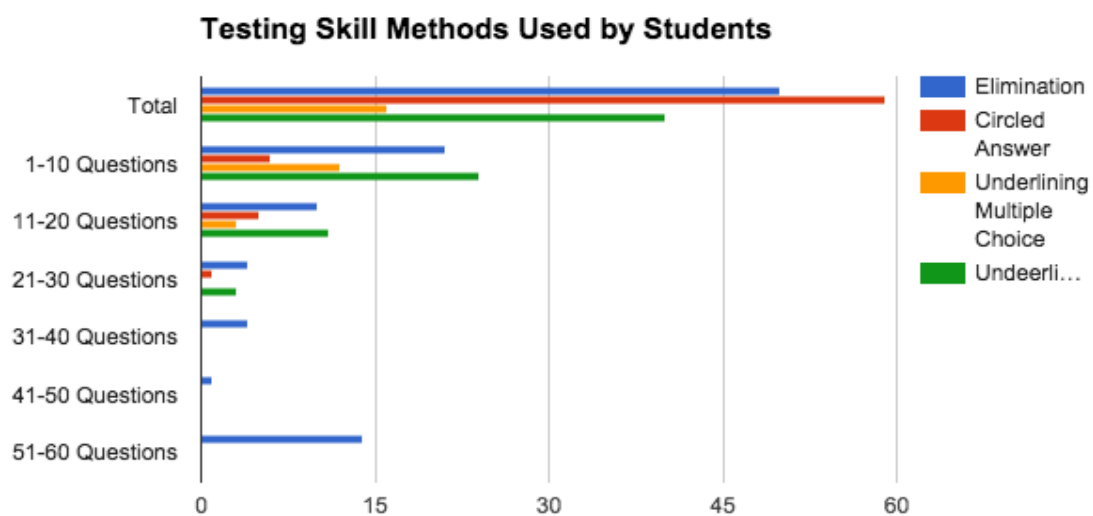
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Appendices

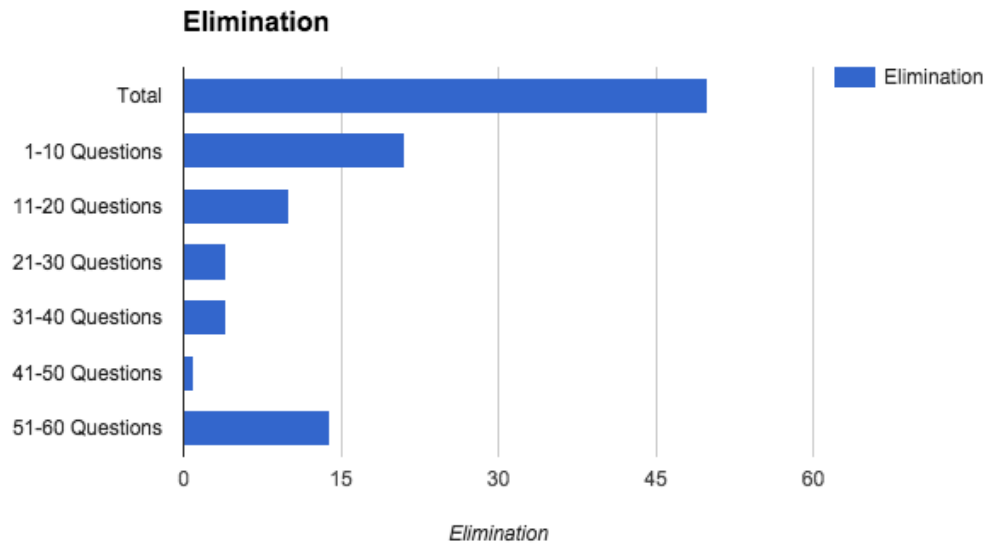
Appendix A:

	Total	1-10 Questions	11-20 Questions	21-30 Questions	31-40 Questions	41-50 Questions	51-60 Questions
Elimination	50	21	10	4	4	1	14
Circled Answer	59	6	5	1			
Underlining Multiple Choice	16	12	3	0			
Underlining Short Response	40	24	11	3			

Appendix B:



Appendix C:



Appendix D: Mock Regents

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 14, 2016 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- | | |
|---|---|
| <p>1 Historians rely on primary sources because these sources</p> <ul style="list-style-type: none"> (1) are more detailed than secondary sources (2) provide eyewitness accounts of events (3) have the approval of religious authorities (4) establish rules for writing history <p>2 • Studies systems of government
• Formulates public policy proposals
• Analyzes election polls and results</p> <p>A person who specializes in these activities is called</p> <ul style="list-style-type: none"> (1) an economist (3) a sociologist (2) a political scientist (4) an anthropologist <p>3 Which pair of countries is most affected by monsoons?</p> <ul style="list-style-type: none"> (1) Ghana and Argentina (2) Algeria and Turkey (3) India and China (4) Cuba and Afghanistan <p>4 The Neolithic Revolution is seen as a turning point in human history mainly because</p> <ul style="list-style-type: none"> (1) farming led to settled communities (2) people started using animal skins for clothing (3) copper was first used to improve stone tools (4) cave paintings recorded the activities of nomadic groups <p>5 Which action is most closely associated with the early Mesopotamian civilizations?</p> <ul style="list-style-type: none"> (1) building floating gardens to grow corn (2) establishing representative democracies (3) developing a writing system using cuneiform (4) constructing Hindu temples | <p>6 Which two major regions were directly connected by the Silk Road?</p> <ul style="list-style-type: none"> (1) Europe and South America (2) Central America and Africa (3) Asia and Africa (4) Asia and Europe <p>7 The belief systems of Daoism, Shinto, and animism stress</p> <ul style="list-style-type: none"> (1) harmony with nature to live in peace (2) acceptance of monotheism to achieve salvation (3) proper behavior to maintain social order (4) obedience to caste rules to achieve moksha <p>8 • Justinian imposes new code of law.
• Completion of Hagia Sophia adds beauty to Constantinople.
• Greco-Roman tradition preserved.</p> <p>Which empire is described in these statements?</p> <ul style="list-style-type: none"> (1) Byzantine (3) Mauryan (2) Persian (4) Ottoman <p>9 What was one effect of the expansion of Islam between 632 and 750?</p> <ul style="list-style-type: none"> (1) Armed conquest was forbidden by the caliphs. (2) Cultural and commercial connections were established over a sizable region. (3) A majority of the western European population converted. (4) A single centralized authority governed an area from the Mediterranean Sea to the Indus River. <p>10 What was a final outcome of the Crusades?</p> <ul style="list-style-type: none"> (1) The Seljuk Turks conquered Spain. (2) Jerusalem remained under the control of Muslims. (3) Charlemagne established the Frankish Empire. (4) The pope became the leader of the Eastern Orthodox Church. |
|---|---|

Base your answer to question 11 on the chart below and on your knowledge of social studies.

Mongol Rule in Russia, Persia, and China

Russia <ul style="list-style-type: none"> • Mongols allowed Russian princes to rule and required them to pay tribute. • Mongols tolerated local religious practices.
Persia <ul style="list-style-type: none"> • Mongols used Persians to serve as lower government officials, governors, and state officials. • Most Mongols in Persia converted to Islam.
China <ul style="list-style-type: none"> • Mongols brought in foreign administrators to run the government. • Mongols ended the privileges of Confucian scholars and destroyed the Confucian examination system.

- 11 Based on the information in this chart, which statement best summarizes the influence of Mongol rule in Russia, Persia, and China?
- (1) Local officials were allowed to rule throughout the Mongol Empire.
 - (2) The Mongols demanded that those who were conquered convert to Islam.
 - (3) The Mongols used various methods to rule the different people they conquered.
 - (4) Civil service examinations were used to select government officials in all conquered areas.

- 12 Which statement about the bubonic plague in the 14th century is most accurate?

- (1) Improved sanitation systems eliminated the threat of the plague.
- (2) Advances in medicine halted the spread of the plague.
- (3) Trade between Europe and Asia stopped just before the plague began.
- (4) The death toll from the plague led to labor shortages.

- 13 What is a major reason the Renaissance began in the Italian city-states?

- (1) The Rhine River provided power to Italian industries.
- (2) The Alps isolated these city-states from the rest of Europe.
- (3) The Mediterranean location of these city-states encouraged trade.
- (4) The favorable climate of Italy led to a reliance on agricultural products.

Base your answer to question 14 on the dialogue below and on your knowledge of social studies.

...“Then I must remain loyal to Lord Akiyama, regardless of what he does — even if he is disloyal to Lord Takeda?” I asked.

“Certainly!” There was no shade of doubt in Kansuke’s reply. “Your lord is like your father, you must follow him wherever he leads, even into death, to the road to the west.”...

— Erik Christian Haugaard, *The Samurai’s Tale*, Houghton Mifflin

- 14 Which traditional belief is being expressed in this excerpt from *The Samurai’s Tale*?

- (1) reincarnation
- (2) bushido
- (3) hajj
- (4) nirvana

Base your answer to question 15 on the illustration below and on your knowledge of social studies.



Source: *Ancient Middle America*, University of Minnesota at Duluth

- 15 To achieve the degree of development shown, the Aztecs first had to
- (1) invent wheeled vehicles to move construction materials
 - (2) use domesticated animals to assist in agriculture
 - (3) establish an organized government and a specialized work force
 - (4) adopt advanced engineering techniques diffused from European cultures
-
- 16 The kingdoms of Ghana, Mali, and Songhai were all able to achieve golden ages in part because of their
- (1) reliance on sugar plantations in the Niger delta
 - (2) control of trans-Saharan trade routes
 - (3) discovery of oil reserves in the Gulf of Guinea
 - (4) ability to use the natural harbors on the Atlantic Ocean coast
- 17 By the late 1500s, the Ottoman Empire governed an area that extended from
- (1) southwestern Asia to eastern Europe and into northern Africa
 - (2) the Arabian Peninsula across northern Africa and into southern Spain
 - (3) Mongolia across the central Asian kingdoms
 - (4) the Indian subcontinent to the Straits of Malacca

Base your answer to question 18 on the document excerpts below and on your knowledge of social studies.

**Declaration of the Rights of Man and
of the Citizen**

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression....

— French National Assembly, 1789

**Declaration of the Rights of Woman and
Female Citizen**

1. Woman is born free and remains equal to man in rights. Social distinctions can only be founded on common service.
2. The aim of all political associations is to preserve the natural and inalienable rights of Woman and Man: these are the rights to liberty, ownership, safety and, above all, resistance to oppression....

— Olympe de Gouges, 1791

18 Based on these excerpts, which action would most likely be supported by Olympe de Gouges?

- | | |
|-------------------------------------|---|
| (1) executing the king | (3) creating more radical military strategies |
| (2) restricting access to education | (4) expanding the definition of equality |

19 Which change is most closely associated with Peter the Great of Russia?

- (1) establishment of Moscow as the capital city
- (2) extension of Russia's borders to the Northern Caucasuses and Ukraine
- (3) westernization and modernization of the country
- (4) emancipation of the serfs on private estates

20 What was an economic result of the Columbian exchange?

- (1) establishment of a feudal land system in Europe
- (2) development of a European-dominated global trade network
- (3) introduction of slash-and-burn farming techniques in the Americas
- (4) creation of the Hanseatic League

21 Which term is defined as land grants and taxation policies used in colonial Latin America by the Spanish to provide labor in the fields?

- | | |
|-----------------------|--------------------|
| (1) encomienda system | (3) Middle Passage |
| (2) mercantilism | (4) capitalism |

22 Which heading best completes the partial outline below?

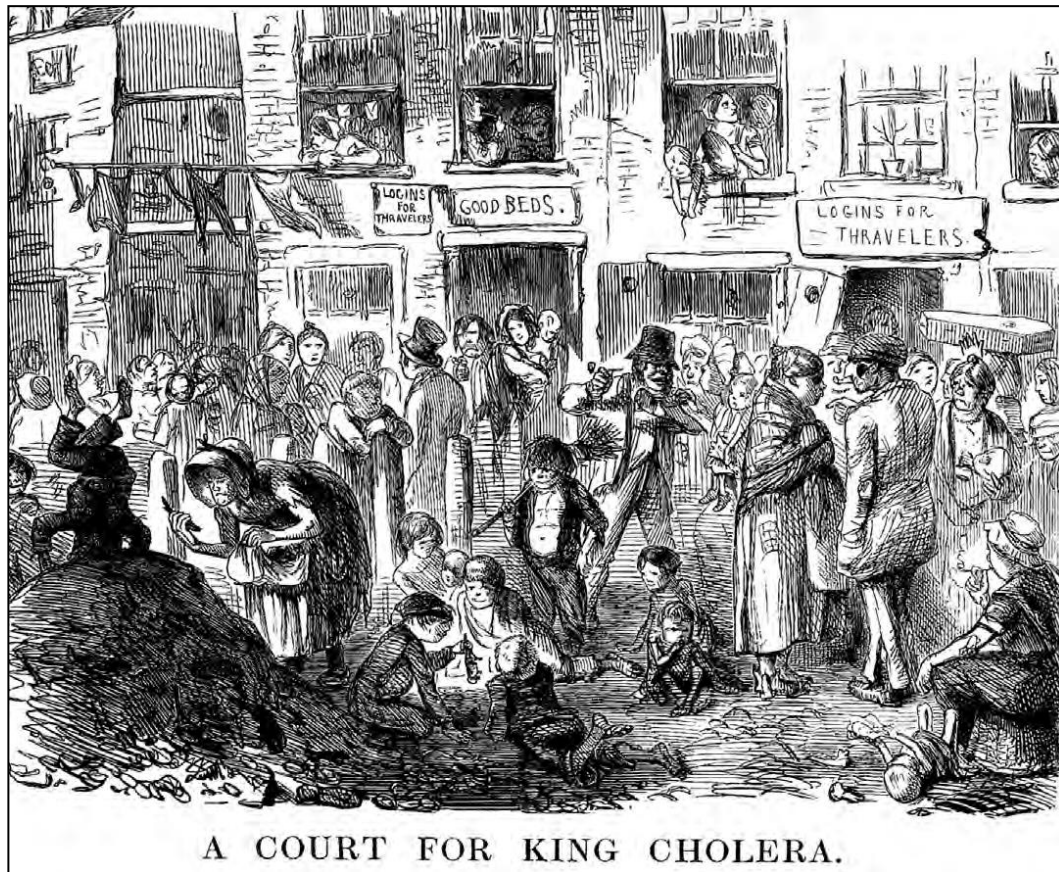
- I. _____
- A. "Blood and Iron"
 - B. Austro-Prussian War
 - C. Franco-Prussian War
 - D. Kaiser Wilhelm I

- (1) Congress of Vienna
- (2) Scramble for Africa
- (3) Age of Absolutism
- (4) Unification of Germany

23 The primary purpose of both the Suez and the Panama canals was to

- (1) control immigration to the colonies
- (2) limit the slave trade
- (3) expand irrigation systems
- (4) decrease the distance of trade routes

Base your answer to question 24 on the drawing below and on your knowledge of social studies.



Source: *Punch*, September 25, 1852 (adapted)

24 This 1852 drawing most likely would have been used to argue for improvements in

- | | |
|----------------------------|------------------------|
| (1) workhouse rules | (3) factory conditions |
| (2) sanitation regulations | (4) suffrage laws |

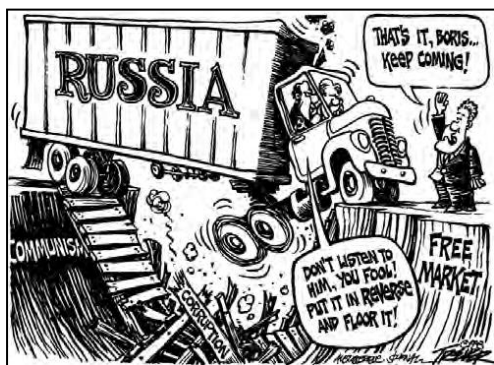
Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

...Economic reforms included a unified modern currency based on the yen, banking, commercial and tax laws, stock exchanges, and a communications network. Establishment of a modern institutional framework conducive to an advanced capitalist economy took time but was completed by the 1890s. By this time, the government had largely relinquished direct control of the modernization process, primarily for budgetary reasons. Many of the former *daimyo*, whose pensions had been paid in a lump sum, benefited greatly through investments they made in emerging industries. Those who had been informally involved in foreign trade before the Meiji Restoration also flourished. Old *bakufu*-serving firms that clung to their traditional ways failed in the new business environment...

— *Japan: A Country Study*, Library of Congress

- 25 According to this passage, what was this country trying to do?
- (1) provide benefits to the daimyo
 - (2) develop a safety net for traditional businesses
 - (3) become an industrialized nation-state
 - (4) relinquish control over foreign trade
- 26 Which set of factors directly advanced the modernization process described in this passage?
- (1) isolationist policies, taxation policies, lump sum payments
 - (2) capital investments, government influences, economic reforms
 - (3) foreign trade, direct governmental control, old bakufu-serving firms
 - (4) communication networks, customary practices, revoking pensions
-
- 27 The Armenian massacre (1910s) and the forced famine in Ukraine (1930s) are examples of
- (1) international terrorism
 - (2) religious conflicts
 - (3) guerrilla warfare
 - (4) human rights violations
- 28 Censorship, a one-party dictatorship, and the replacement of religious ideals with those of the state are all characteristics of a
- (1) democratic government
 - (2) limited monarchy
 - (3) totalitarian government
 - (4) parliamentary system
- 29 The primary purpose of Joseph Stalin's five-year plans was to
- (1) increase agricultural and industrial output
 - (2) limit the wealth of the upper class
 - (3) increase the production of consumer goods
 - (4) limit immigration of ethnic minorities
- 30 During the 1930s, Japan's policy of imperialism was primarily driven by
- (1) revenge for the bombing of its cities
 - (2) the need for natural resources
 - (3) a desire to retain its traditional values
 - (4) a determination to spread Zen Buddhism
- 31 • Great Leap Forward
• Cultural Revolution
• Four Modernizations
- All of these policies are associated with
- (1) India
 - (2) Italy
 - (3) Chile
 - (4) China
- 32 In which region are most member-nations of the Organization of Petroleum Exporting Countries (OPEC) located?
- (1) Latin America
 - (2) Europe
 - (3) Middle East
 - (4) East Asia

Base your answer to question 33 on the cartoon below and on your knowledge of social studies.



Source: John Trever, *Albuquerque Journal*, 1998 (adapted)

- 33 What is the main idea of this 1998 cartoon?
- (1) The United States is successfully directing Russia's economic changes.
 - (2) Russia is having difficulty changing from communism to capitalism.
 - (3) Most Russians support a return to communism.
 - (4) The Russian government has failed to maintain order.
-
- 34 The Universal Declaration of Human Rights was written in response to
- (1) atrocities committed during World War II
 - (2) the burning of Hutu homes in Rwanda
 - (3) demands for better treatment of Latin American peasants in Guatemala
 - (4) the forced migrations of city people under the rule of the Khmer Rouge
- 35 The 20th-century term *Green Revolution* refers to significant advancements made in the field of
- (1) electronic communication
 - (2) food production
 - (3) zero population growth
 - (4) biological warfare

Base your answer to question 36 on the passage below and on your knowledge of social studies.

...They stood in the voting queues [lines] together—white, black, Colored, Indian—and they discovered that they were compatriots [countrymen]. White South Africans found that a heavy weight of guilt had been lifted from their shoulders. They are discovering what we used to tell them—that freedom is indivisible, that black liberation inexorably [inevitably] meant white liberation. We have seen a miracle unfolding before our very eyes—it is a dream coming true. It is a victory for all South Africans. It is a victory for democracy and freedom....

— Bishop Desmond Tutu, *The Rainbow People of God: The Making of a Peaceful Revolution*

- 36 The event described in this passage signifies the end of which policy?
- (1) apartheid
 - (2) détente
 - (3) colonialism
 - (4) appeasement
-

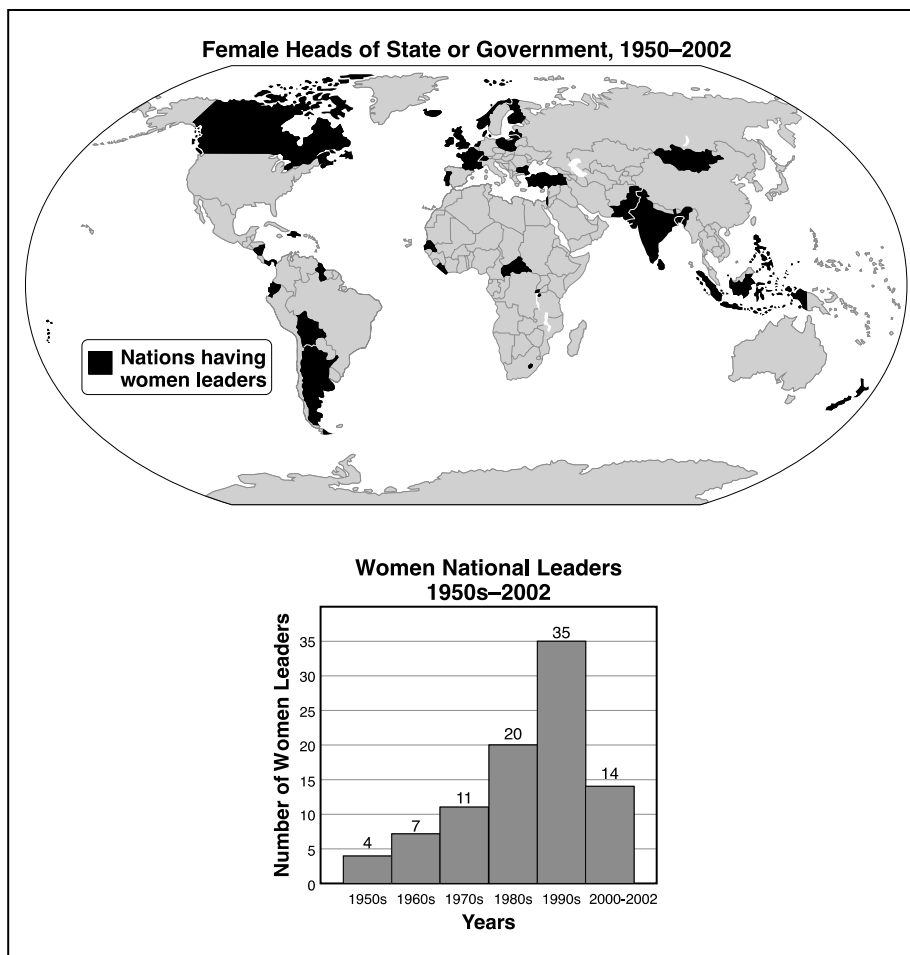
Base your answer to question 37 on the passage below and on your knowledge of social studies.

JOHANNESBURG—Africa is often depicted as a place of war, disease and poverty, with a begging bowl extended to the world. But a new report paints a much more optimistic portrait of a continent with growing national economies and an expanding consumer class that offers foreign investors the highest rates of return in the developing world....

— "Report Offers Optimistic View of Africa's Economies," *New York Times*, June 24, 2010

- 37 What additional evidence would best support the argument in this passage?
- (1) a rise in poverty rates for most African countries
 - (2) increases in the mortality rate of African children
 - (3) growth in the gross domestic product for some African countries
 - (4) continuously high inflation rates throughout Africa
-

Base your answer to question 38 on the map and graph below and on your knowledge of social studies.



Source: John T. Rourke, *International Politics on the World Stage*, McGraw-Hill, 2003 (adapted)

38 Based on the information provided by this map and graph, which statement is accurate?

- (1) Women have gained national leadership positions only in Western democracies.
- (2) The political power of women has declined steadily since the 1960s.
- (3) Women national leaders have been dominant in African governments.
- (4) Women have been national leaders in nearly every world region.

Base your answer to question 39 on the cartoon below and on your knowledge of social studies.



Source: Jimmy Margulies, *The Record*, Hackensack, N.J., January 14, 2010
(adapted)

39 What is the main idea of this cartoon?

- (1) After the earthquake, the government of Haiti responded quickly to the needs of the people.
- (2) The people of Haiti had been facing serious economic problems before the 2010 earthquake.
- (3) The earthquake of 2010 brought financial relief to the people of Haiti.
- (4) Although the earthquake resulted in massive property damage, few Haitians were injured or lost their lives.

- 40 **“Cambodia’s Highest Court Begins Review of Election Complaints”**
“Incumbent Declared Winner in Kenya’s Disputed Election”
“Robert Mugabe Vote-Rigging Allegations Mar Zimbabwe Elections”

These headlines illustrate that in some countries there is an ongoing struggle to

- (1) create fair democratic processes
- (2) protect freedom of the press
- (3) establish courts that are unbiased
- (4) guarantee freedom of assembly

- 41 The title of the article “Can Minority Languages be Saved?” in *The Futurist* magazine best suggests the conflict of

- (1) productivity vs. income
- (2) liberty vs. dictatorship
- (3) religion vs. secularism
- (4) globalization vs. diversity

- 42 What was a major reason the cities of Babylon, Harappa, and Kiev became important centers of civilization?
- (1) River valley trade made them key economic areas.
 - (2) Their control of nearby straits made them powerful.
 - (3) Direct access to the ocean made them pilgrimage sites.
 - (4) Their locations near mountain passes made them gateways to other regions.
- 43 • Galileo used the telescope and challenged the teachings of the day.
 • Sir Isaac Newton discovered the laws of gravity.
 • Copernicus determined that the Sun is the center of the universe.
- Which period is most directly associated with these events?
- (1) Early Middle Ages
 - (2) Scientific Revolution
 - (3) Protestant Reformation
 - (4) Industrial Revolution
- 44 Which of these technological innovations was developed *first*?
- (1) steam engine
 - (2) gunpowder
 - (3) wooden plow
 - (4) caravel
- 45 • King James II of England flees to France.
 • William and Mary ascend the English throne.
 • English Bill of Rights established.
- Which event in English history is most directly associated with these actions?
- (1) founding of the Anglican Church
 - (2) defeat of the Spanish Armada
 - (3) Glorious Revolution
 - (4) Puritan Revolution
- Base your answer to question 46 on the speakers' statements below and on your knowledge of social studies.
- Speaker A:* Trade fairs and guilds emerged during my lifetime. I traveled from town to town to trade with artisans and to find new products imported from the east along established trade routes.
- Speaker B:* National boundaries and loyalties became less important during my lifetime. Many countries eliminated tariffs and a new international trading organization was created.
- Speaker C:* Our family worked independently on our own land. We grew enough food to feed ourselves and met nearly all of our needs through our own labor.
- 46 Which topic is the main focus of these speakers' statements?
- (1) citizenship
 - (2) urbanization
 - (3) human rights
 - (4) economics
-
- 47 A comparison of the French Revolution (1789) and the Russian Revolution (1917) illustrates that
- (1) political and economic inequalities often lead to demands for change
 - (2) democratic governments generally result from revolutions
 - (3) revolutions are based on a single grievance
 - (4) privatization eventually leads to class struggle
- 48 A goal of the Sepoy Rebellion in India and of the Zulu Resistance in South Africa was to
- (1) divide their country
 - (2) establish theocratic governments
 - (3) oppose nationalist movements
 - (4) end foreign control

Base your answers to questions 49 and 50 on the cartoon below and on your knowledge of social studies.

The Gap in the Bridge



Source: Leonard Raven-Hill, *Punch* (adapted)

- 49 This cartoonist is commenting on international politics immediately after which conflict?
- | | |
|-------------------------|------------------|
| (1) the Napoleonic Wars | (3) World War II |
| (2) World War I | (4) the Cold War |
- 50 This cartoonist is suggesting the League of Nations will fail because
- | |
|--|
| (1) France and England control the keystone |
| (2) the United States is relying too much on England and Italy for support |
| (3) the United States has not become a member |
| (4) England and Italy do not want help from Belgium and France |

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep these general definitions in mind:

- (a) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Human and Physical Geography

Natural geographic features sometimes present challenges for societies. Societies have used various technological innovations to overcome these challenges resulting in change.

Task:

Select **two** natural geographic features that presented challenges to a society and for **each**

- Explain why this natural geographic feature presented a challenge for a society
- Discuss changes brought about by the use of technological innovations to overcome the challenge presented by this geographic feature

You may use any natural geographic feature from your study of global history and geography. Some natural geographic features you might wish to consider include the Atlantic Ocean (cavalry), Andes Mountains (roads), Sahara Desert (camel caravans), Amazon rain forest (fire/cutting equipment), Russia's tundra (specialized drilling equipment), Indian Ocean monsoons (lateen sail), China's eastern flowing rivers (Grand Canal), and Nile River flooding (dams).

You are *not* limited to these suggestions.

Do *not* use natural geographic features that presented challenges for the United States in your answer.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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GO ON TO THE NEXT PAGE ⇨

NAME _____ SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

After World War II, *Germany*, *Palestine*, and *British India* were divided for various reasons. Each division has affected the people of this region, the region, and other countries.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Choose **two** regions mentioned in the historical context and for **each**

- Describe the historical circumstances that led to the division
- Discuss how the division of this region has affected people of this region, the region, and/or other countries

In developing your answers to Part III, be sure to keep these general definitions in mind:

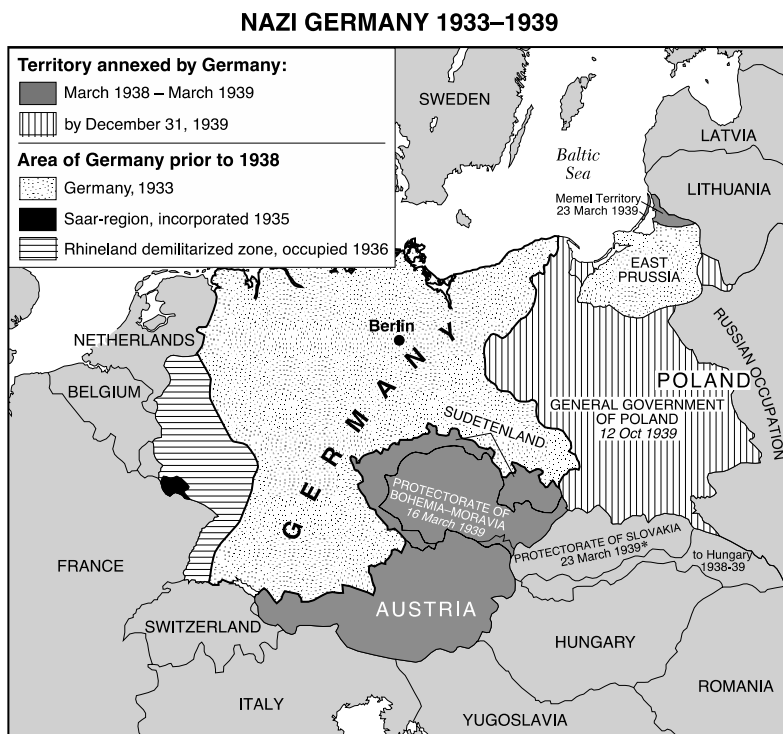
- (a) describe means “to illustrate something in words or tell about it”
- (b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1



Source: Patrick K. O'Brien, general editor, *Oxford Atlas of World History*, Institute of Historical Research, University of London (adapted)

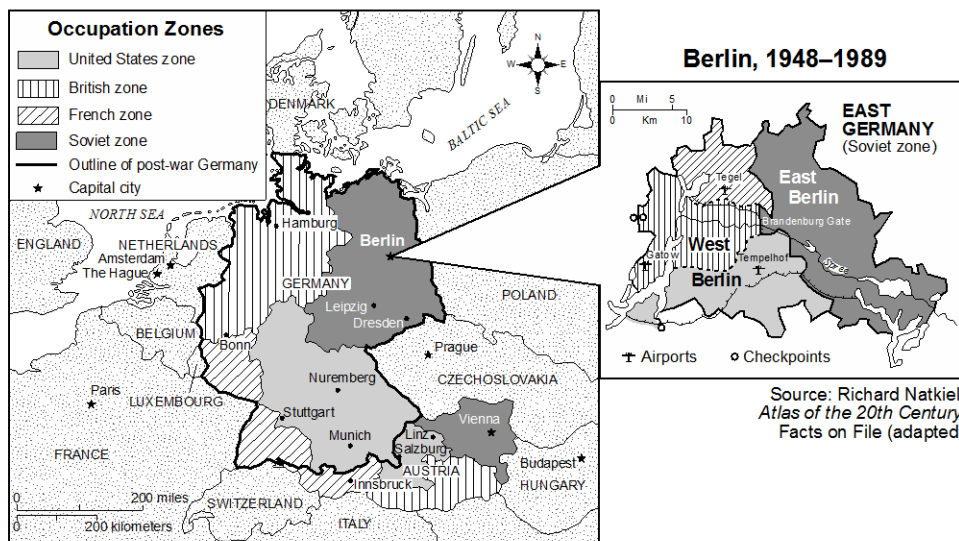
* The Protectorate of Slovakia remained independent although it was aligned with Germany.

- 1 Based on this map, identify **one** territory annexed by Germany between 1938 and 1939. [1]

Score

Document 2

Post-World War II Germany



Source: *World History: Perspectives on the Past*,
Geography Skills Worksheets, D.C. Heath (adapted)

2 Based on these maps, identify **two** impacts World War II had on Germany. [2]

(1) _____

Score

(2) _____

Score

Document 3a

...After World War II, West Berlin was an island behind the Iron Curtain, a besieged outpost of western powers.

East Berliners began to move to West Berlin in their droves. In fact before the construction of the Wall, an estimated 2,000 people a week were moving from East to West...

The building of a barrier between East and West happened in the dead of night and was shrouded in total secrecy...

In the early hours of 13th August 1961 a barrier was put in place, essentially imprisoning a community of 17 million people [in East Germany]....

Source: "Building the Berlin Wall," BBC World Service

Document 3b

"See how many are staying on our side."



Source: Don Wright, *The Miami News*, 1961

- 3 Based on these documents, state **one** result the construction of the Berlin Wall had on the people of Berlin. [1]

Score

Document 4

November 2nd, 1917

Dear Lord Rothschild,

I have much pleasure in conveying to you, on behalf of His Majesty's Government [British], the following declaration of sympathy with Jewish Zionist aspirations which has been submitted to, and approved by, the Cabinet.

"His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice [harm] the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country."

I should be grateful if you would bring this declaration to the knowledge of the Zionist Federation.

Yours sincerely,

Arthur James Balfour

Source: Balfour Declaration, 1917

4a According to the Balfour Declaration, what support does the British government offer to the Jewish people in 1917? [1]

Score

b According to the Balfour Declaration, what assurance does the British government make to the non-Jewish communities in Palestine? [1]

Score

Document 5a

...The territory was plagued with chronic unrest pitting native Arabs against Jewish immigrants (who now made up about a third [of] the population, owning about 6% of the land). The situation had become more critical with the displacement of hundreds of thousands of Jews fleeing the Nazi persecution in Europe. Some six million Jews were killed in the Holocaust during World War II.

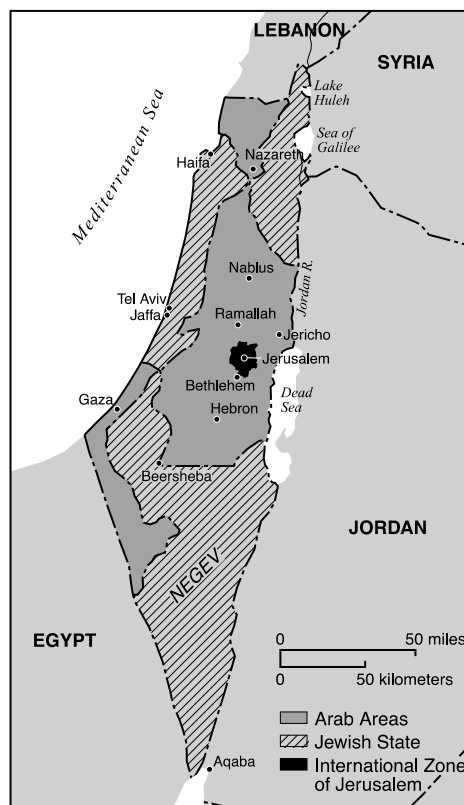
The UN set up a special committee which recommended splitting the territory into separate Jewish and Palestinian states. Palestinian representatives, known as the Arab Higher Committee, rejected the proposal; their counterparts in the Jewish Agency accepted it.

The partition plan gave 56.47% of [the British Mandate of] Palestine to the Jewish state and 43.53% to the Arab state, with an international enclave around Jerusalem. On 29 November 1947, 33 countries of the UN General Assembly voted for partition, 13 voted against and 10 abstained. The plan, which was rejected by the Palestinians, was never implemented....

Source: BBC News

Document 5b

United Nations' Partition Plan, 1947



Source: Peter N. Stearns, et al.,
World Civilizations: The Global Experience,
Pearson Longman, 2006 (adapted)

5a According to the BBC News, what is **one** reason for the recommended division of Palestine? [1]

Score

b Based on the borders shown on this map, what is **one** problem that could result from the United Nations plan for partition? [1]

Score

Document 6

**Events in the Israeli-Palestinian Region
1948–1950**

1948	<ul style="list-style-type: none"> • Israel declares itself an independent country. • War breaks out. • United Nations efforts to bring about peace fail. • United Nations Resolution 194 includes a provision that would allow refugees wishing to return to their homes and live in peace be allowed to do so at the earliest practical date and compensation should be paid for the property of those choosing not to return. [Although the resolution has been voted on numerous times, it has never been implemented.]
1949	<ul style="list-style-type: none"> • Armistice agreements signed between Israel and Egypt, Lebanon, Jordan, and Syria. • West Bank is under Jordanian rule. • Gaza Strip is under Egyptian occupation.
1950	<ul style="list-style-type: none"> • West Bank including East Jerusalem is annexed by the Kingdom of Jordan.

Source: Based on The Avalon Project at Yale Law and The Jewish Virtual Library

- 6 Based on this chart, state **one** result of the failure of the 1947 United Nations plan for partition in the Israeli-Palestinian region. [1]

Score

Document 7

The Muslim League

Not all Indians agreed with the approach or the goals of the Congress Party. Many Muslims were uneasy with what they felt was the religious element of the Congress Party. Gandhi's strategies were seen by many Muslims to be Hindu-based—for example, his use of fasting and non-violent protest. More than merely pro-Hindu, the Congress Party was seen as anti-Muslim.

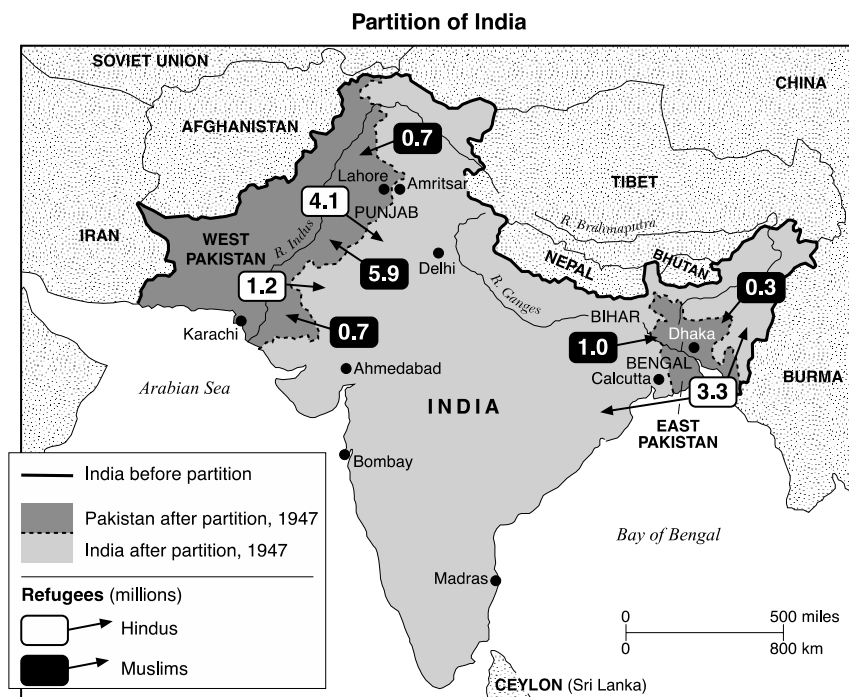
Increasing sectarianism led even moderate Muslim leaders to grow wary of working with Congress. Some feared that a representative democracy, like Great Britain's, would not work in India. They believed the Hindu majority would overwhelm the Muslim minority. Some also felt that Muslims had fallen behind Hindus in formal education, which was now based upon English instead of Persian. Muslims also participated far less in commerce, industry, and local government....

Source: *Indian Independence and the Question of Pakistan*, Choices Program, Watson Institute for International Studies, Brown University

7 According to this excerpt, what is **one** reason some Muslims were distrustful of the Congress Party? [1]

Score

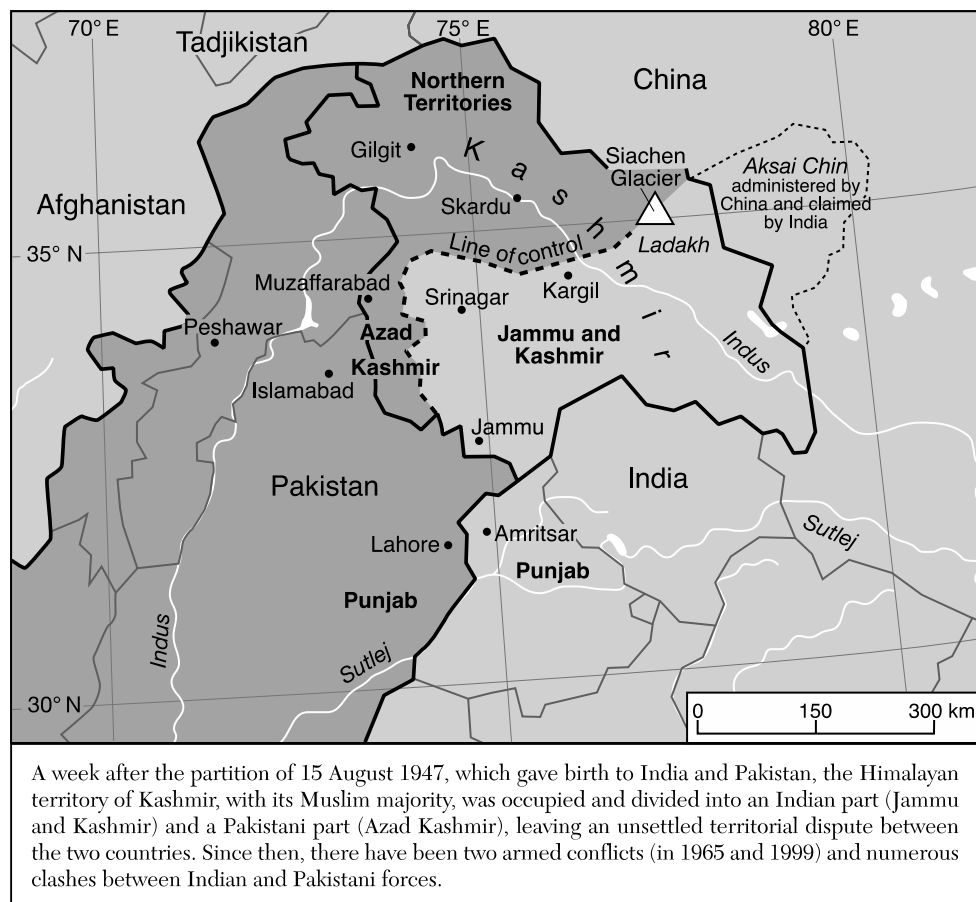
Document 8



8 Based on this map, state **one** impact of the partition of India. [1]

Score

Document 9a



Source: Philippe Rekacewicz, *Le Monde diplomatique*, English edition, January 2000 (adapted)

Document 9b

This is an excerpt from an interview with Mohammad Sadiq, a Kashmiri hotel manager. The hotel is located in Kargil in the Indian-administered area of Kashmir.

I have been running the Siachen Hotel in the town of Kargil for the past 17 years. It was inaugurated [opened] in 1986.

Business this year [2002] has been the worst ever because of the border tension between India and Pakistan. There have hardly been any foreign tourists and we had many people calling us from overseas to cancel their bookings.

This is a major transit point for mountaineers who enjoy trekking in the Himalayas. But this year the tourists have kept away and we have been wiped out.

Since the Kargil conflict between India and Pakistan in 1999 things improved a bit. Last year tourist traffic picked up. But not this year.

We desperately need India and Pakistan to sort things out once and for all. There has been too much violence and we need to put an end to it quickly.

Things are particularly bad for us because we are right on the frontline.

We are at the receiving end of Pakistan's heavy shelling and it has destroyed our lives.

Every time there is an increase in tension between the two countries, we come under heavy bombing.

We have to leave our homes, our belongings, our lives. It disrupts us and we have suffered as a result....

Source: "Voices from Kashmir," 2003 BBC News

9 Based on these documents, what are **two** results of the border tensions between India and Pakistan? [2]

(1) _____

_____ Score

(2) _____

_____ Score

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 14, 2016 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

Multiple Choice for Part I Allow 1 credit for each correct response.

Part I			
1 2	13 3	26 2	39 2
2 2	14 2	27 4	40 1
3 3	15 3	28 3	41 4
4 1	16 2	29 1	42 1
5 3	17 1	30 2	43 2
6 4	18 4	31 4	44 3
7 1	19 3	32 3	45 3
8 1	20 2	33 2	46 4
9 2	21 1	34 1	47 1
10 2	22 4	35 2	48 4
11 3	23 4	36 1	49 2
12 4	24 2	37 3	50 3
	25 3	38 4	

