

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
1 OF **2**
MC & THEMATIC

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 15, 2011 — 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/apda/> 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 Big City Scanning Center, and/or the school district for scoring the multiple-choice questions.

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

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

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

For **Part II** (thematic) essay:

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The following procedures are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Rating the Essay Question

(1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Beginning in June 2011, schools are no longer permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in this rating guide, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately.

Global History and Geography
Content-Specific Rubric
Thematic Essay
June 2011

Theme: Technology

Throughout history, societies have developed significant technological innovations. These technological innovations have had both positive and negative effects on a society or on humankind.

Task: Select *two* technological innovations and for *each*

- Discuss why the technological innovation was important during a specific time period
- Discuss the positive *and/or* negative effects this technological innovation had on a society or on humankind

You may use any technological innovation from your study of global history. Some suggestions you might wish to consider include irrigation systems, stirrup, astrolabe, printing press, factory systems, nuclear weapons, chemical pesticides, and satellites launched into space.

You are *not* limited to these suggestions.
Do *not* use the United States as the focus of your answer.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing the reason *each* of *two* technological innovations was important during a specific time period and discussing *at least two* effects of *each* technological innovation on a society or on humankind).
2. The importance of the technological innovation may be the same, e.g., both the printing press in 15th century and computers of the 20th century improved communication.
3. The naming of a specific time period may be omitted as long as the identity of the period is clear, e.g., a discussion of Luther, his *Ninety-five Theses*, and the spread of his ideas is clearly identifying the time period of the Reformation.
4. The effects may both be positive or both negative, or they may be a combination of the two.
5. The same society may be affected by both technological innovations, e.g., the effects of the astrolabe and of the printing press on Europeans.
6. As is the case with many historical topics, whether an effect is positive or negative may be subject to a student's point of view. The response may discuss the effects from a variety of perspectives as long as the position taken is supported by accurate facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the reason **each** of **two** technological innovations was important during a specific time period and discussing the positive and/or negative effects of the technological innovation on a society or on humankind
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *printing press*: links Gutenberg’s innovation in the 15th century to Martin Luther’s *Ninety-five Theses* and the spread of his beliefs throughout Europe, connecting the emerging literacy of the people to the questioning of authority by new religious leaders during the Reformation; *factory system*: links the development of the factory system to new sources of power, new machinery, and mass production and to the development of urban centers, a working class during the 18th and 19th centuries, and its effects on society in Great Britain
- Richly supports the theme with relevant facts, examples, and details (*printing press*: movable type; Gutenberg Bible; vernacular; Northern Renaissance; scriptoriums; the Index; *factory system*: domestic system; water frame; spinning jenny; steam engine; Industrial Revolution; pollution; child labor)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one technological innovation more thoroughly than the second **or** by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *printing press*: links the use of the printing press to Luther’s *Ninety-five Theses*, the printing of the Bible, increases in literacy, and challenges to authority by new religions throughout Northern Europe; *factory system*: links the use of water power and steam power to the development of new machines, new manufacturing methods, development of factories, and to changes in working conditions that have affected working classes throughout the world
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, **all** aspects for **each** technological innovation should be discussed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1 of the rubric.

A response meeting this criterion does not, by itself, make it a Level 4 or Level 5 response.

Score of 3:

- Develops **all** aspects of the task with little depth **or** develops **at least four** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** technological innovation and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

In the world we live in today, we are very dependent on technology, from space stations, which help us to explore the far reaches of our galaxy, to cell phones, which let us communicate globally at the touch of a button. Technology has also given us the power to destroy ourselves with nuclear weapons. Some technologies have caused the world great triumph, and great fear.

A technology like nuclear weapons has given a few countries great power. The first real use of an atomic or nuclear bomb was when the U.S. ended WWII by dropping a nuclear bomb on Hiroshima and Nagasaki. This showed the world that nuclear weapons could greatly impact the world, and possibly destroy it. President Truman justified using these weapons by saying lives were saved by quickly ending the war. Tens of thousands of ruined lives was a high cost for Japan to bear. After WWII, nuclear weapons were mass produced by the Soviet Union and the United States in the Arms race during the Cold War. This new technology also spread to countries like communist China, India, and Pakistan. In India and Pakistan, nuclear weapons could lead to a border dispute that escalates to nuclear annihilation. The money spent on these weapons could have been spent on making life better for millions of Indians and Pakistanis. The fear of these "weapons of mass destruction" led to the controversial

invasion of Iraq by the United States. The tragedy of the war in Iraq is just one example of the effects of having ^{nuclear} weapons that might get into the "wrong" hands. Overall, the fear of this great threat magnifies the instability of global affairs, making all of humankind a group with a common concern.

Another important technology has been space satellites, which started simply but have gotten very complex. Satellites such as the space station are our means of unlocking the mysteries of the Universe. After WWII, the space race began when the satellite "sputnik" was launched into space by Russia. Since then men have walked on the moon, launched hundreds of satellites and built gigantic structures in space that humans can now live in. Satellites now orbit our mother earth for use by ordinary people. Our TVs and cell phones can connect to anyone around the world because of the satellites that transmit their signals. Satellites have circled Mars and have been all the way out to Pluto, to explore what would take humans lifetimes to do. They gather data that may someday save our planet from destruction. Satellites in outer space were part of America's Star Wars program. Today we all depend on satellites for information. The most valuable thing is satellites have revolutionized communication, suggesting that humankind is ^{becoming} a global society.

These technologies have shaped our planet. The atomic bomb and other nuclear weapons have put our world in a state of panic. However, space satellites have helped us communicate with one another and helped us better understand the world we live in.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task by discussing the importance of nuclear weapons and satellites and their effects on humankind
- Is more analytical than descriptive (*nuclear weapons*: the United States ended World War II by dropping a nuclear bomb; this showed nuclear weapons could greatly impact the world and possibly destroy it; mass produced by the Soviet Union and the United States during the Cold War; nuclear weapons in India and Pakistan could lead to a border dispute that escalates to nuclear annihilation; money could have been better spent making life better for millions; tragedy of war in Iraq is an example of effects of having nuclear weapons that might get into the “wrong” hands; the fear of this great threat magnifies the instability of global affairs; *satellites*: our means of unlocking the mysteries of the Universe; satellites have been to Mars and Pluto to explore what would take humans lifetimes to do; cell phones can connect to anyone around the world because of satellites; gather data that may someday save our nation from destruction; satellites in outer space were part of America’s Star Wars program; humankind is becoming on global society)
- Richly supports the theme with relevant facts, examples, and details (*nuclear weapons*: World War II; Hiroshima; Nagasaki; President Truman; communist China; weapons of mass destruction; Iraq; *satellites*; space race; Sputnik; men have walked on the Moon; gigantic space stations; revolutionized communication)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Both analysis and details are used to argue that nuclear weapons have led to competition and tensions while satellites have not only brought about superpower competition but have also led to improved communication and globalization.

Throughout history, many nations have benefitted from technology while many others have felt the negative effects. During the 1500s the Protestant Reformation relied upon Johannes Gutenberg's printing press. The factory system was developed beginning in the 1750s in Britain when they underwent their Industrial Revolution.

In 1517, Martin Luther posted his 95 Theses on the door of a Roman Catholic Church. These points were 95 reasons why he believed the Church was corrupt, ranging from practices such as unfair indulgences to the abuse of church authority. The Renaissance was also bringing new ideas to Europe. In the previous century, Johannes Gutenberg had developed the printing press, which could print books and pamphlets at a much faster rate than the previous method, monks re-writing each and every line. The printing press was integral to the nature of the Protestant Reformation. The 95 Theses and other new ideas could be printed and quickly distributed. This phenomenal invention made possible publication of the Bible in the vernacular, or common national language. This also led to the establishment of Lutheran churches throughout northern Europe. Without the printing press, Calvin's "Institutes" would never have reached his audience.

Technology gave new voices an outlet. In turn, the Church printed the Index, using technology to try to silence the new voices. Whether these things are positive or negative may depend on which side you're on. To the ~~of~~ spread of new ideas good or bad? The notion of religious freedom ultimately came out of this

time. Was this worth the lives lost in religious wars? Can technology be credited or blamed for either?

In the 1750s, England began to modernize and industrialize. The factory system, with buildings strategically located and large machines operated by unskilled or semiskilled labor, was central to this process. The factory system allowed production of textiles to respond to growing demand and colonial markets. Factories made good use of water power and later steam power. Factories also employed many rural workers who had lost their jobs. This was accompanied by the growth of cities often associated with inadequate housing, lack of clean water, and poor sanitary conditions. The introduction of the factory system was great for the nation as a whole, but gave the workers a poor quality of life. They would work long hours in dismal conditions, habitually doing the same thing for 12 or more hours. If a worker complained about his low wage or job, there were thousands of other people waiting to do the same job. Although Britain was able to use their raw materials and industrialize into a world power, many people were left out. Many reformers in the 19th century saw the factory system as the problem. Hearings by Parliamentary committees investigated and publicized harsh working conditions. Reformers addressed issues like hours of labor and safety of machinery. Today, of course, the conditions of the early factory system have been recreated in China making it the world's wealthiest manufacturer while workers enjoy few benefits.

Anchor Paper – Thematic Essay – Level 5 – B

All in all, technology has had a great effect on nations and the people living there. Gutenberg's printing press was able to spread ideas far beyond the borders of the nations. They spread both ideas, such as Martin Luther's 95 Theses, and materials, such as the Bible. Another innovative item is the factory system. The British were able to collect their resources and industrialize into a world power. But this came with a sacrificed quality of life for many. Technology ~~has~~ had a humongous effect on nations around the world, both positively and negatively.

Anchor Level 5-B**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing why the printing press was important during the Protestant Reformation, why the factory system was important during the Industrial Revolution, and the effects of each technological innovation on society in general
- Is more analytical than descriptive (*printing press*: Renaissance was bringing new ideas to Europe; integral to the nature of the Protestant Reformation; made possible publication of the Bible in a common national language; without the printing press, Calvin's *Institutes* would never have reached his audience; technology gave new voices an outlet; Church printed the Index to try to silence the new voices; *factory system*: buildings were strategically located; great for the nation as a whole, but gave workers a poor quality of life; allowed production of textiles to respond to growing demand and colonial markets; many reformers saw the factory system as the problem; growth of cities often associated with inadequate housing, lack of clean water, and poor sanitary conditions; today conditions of the early factory system have been recreated in China, making it the world's wealthiest manufacturer while workers enjoy few benefits)
- Richly supports the theme with relevant facts, examples, and details (*printing press*: 1517; Martin Luther; *Ninety-five Theses*; Gutenberg; monks; vernacular; religious wars; *factory system*: 1750s; modernize; industrialize; large machines; unskilled and semiskilled labor; water and steam power; hours of labor; safety of machines)
- Demonstrates a logical and clear plan of organization; includes an introduction that identifies the innovations to be discussed and a conclusion that summarizes the discussion

Conclusion: The response fits the criteria for Level 5. A wide range of historical detail is well employed in demonstrating knowledge of each innovation and the age within which each technology was influential. In this case, the manner in which subject matter is applied makes the rhetorical nature of the discussion of positives and negatives appropriate and effective.

Many different societies have left their mark on history through their inventions. Some of these inventions would revolutionize life for the rest of the world. Some would make life better, others would simply make it easier. Two such revolutionary inventions were the Roman Aqueducts and Gutenberg's printing press.

At the time that ancient Rome was on the rise, cities suffered from a number of problems including lack of sanitation and lack of fresh water. In order to counteract this problem, Roman engineers built massive structures that would bring water from streams and springs into the city. These structures utilized stacked arches that would support the trough of water to carry it across valleys and keep it flowing downhill. This development played an instrumental role in Roman society. It led to the great baths bath houses that could be found in the city which promoted sanitation, physical fitness, and civic life. The aqueducts also allowed for entertainment. With the water they brought in, it was possible to fill the Colosseum with water, providing crowds with a show of mock naval battles. The importance of technology to the empire is reflected in portions of aqueducts still standing in France and Spain. The great cities of the Roman empire would not have been possible without the aqueducts.

Before the Printing Press was built in the 15th century, books had to be written out by hand. This was a task often

performed by monks in monasteries who would spend all of their time on the slow, tedious task. As a result of this, books were very expensive and not something the average person would have. Gutenberg's invention represented an improved means of communication. With this, information became more readily available and ideas spread more quickly. Martin Luther's challenge to indulgences rapidly spread across Germany because of the printing press. In the long run, increased literacy rates in Europe were a result of the Protestant emphasis on people reading the words of the Bible for themselves. This was clearly the result of the printing press. The printing press helped promote the interest in knowledge and learning so important to the Renaissance, Enlightenment and Scientific Revolution. This 15th century invention even still impacts the world today.

In both of these cases technology improved access. For Romans, the aqueduct meant water for their needs. Later on, the printing press gave Europeans access to ideas.

Anchor Level 4-A

The response:

- Develops all aspects of the task but discusses why Roman aqueducts and the printing press were important and the effects of the aqueducts on the Romans in more depth than the effects of the printing press on European society
- Is both descriptive and analytical (*aqueducts*: structures utilized stacked arches to support the trough of water to keep it flowing downhill; played an instrumental role in Roman society; led to great bath houses which promoted sanitation, physical fitness, and civic life; for Romans, the aqueduct meant water for their needs; *printing press*: information became more readily available and ideas spread more quickly; Protestant emphasis on people reading the words of the Bible for themselves was clearly the result of the printing press; helped promote the interest in knowledge and learning so important to the Renaissance, Enlightenment, and Scientific Revolution; printing press gave Europeans access to ideas)
- Supports the theme with relevant facts, examples, and details (*aqueducts*: lack of sanitation; lack of fresh water; Roman engineers; mock naval battles; France; Spain; empire; *printing press*: 15th century; Luther; indulgences; Germany; increased literacy rates)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response offers insight, understanding, and application focused on the theme that technology provides access. At the same time, the concise nature of the discussion of the printing press limits the response.

Throughout history, many revolutionary advances in technology have been made. During the Middle Ages in Europe and after the Song dynasty in China, new ways to fight a war and gain the upperhand were developed. China invented gunpowder, and Europeans (Western) invented plate armor for knights. Both of these advances began during periods of turmoil and prosperity.

China's discovery of gunpowder featured a blend of different substances that reacted to a spark and in some cases caused an explosion. This volatile mixture was the basis for new weapons like cannons and early guns, as well as the vital ingredient in recreational items like fireworks used during the Chinese New Year celebrations. Compared to Western Europe of this time, China was way ahead of its Dark Ages counterparts. China, during this time, was plagued by barbarian invasion, namely by Genghis Khan, a Mongol war leader. Gun powder was used to frighten and confuse these barbarians who were limited to recurve bows, and rugged calvaries armed with swords. The Chinese military tried to develop a technology to blow apart the enemy literally. However, the delicate ~~and~~ yet deadly concoction of materials known as gunpowder could just as easily take out its creators due to a miscalculation. The potential of the creation that echoed the Chinese patron animal, the mythological dragon's breath of fire was not lost on others. The Mongols quickly adopted gun powder and put it to their own use. Thus began gun powder's

long career as the favored instrument of conquest. World War I illustrates the difficulty of evaluating gun powder's positives or negatives. Guns, hand grenades, bombs, artillery were good or bad depending on if you won or lost or lived or died. ~~Am~~ I think gun powder became more and more effective but, even if you were victorious, was ^{it} worth it in resources and lives?

While the Chinese were playing with fire, the Middle Ages brought feudal Europe a new form of armor that gave us today a kind of "mascot" of the time; a knight in shining plate armor. Plate armor was developed slowly, since most smiths at the time were hammering out swords and chain mail, commonly available at the time. Plate armor was used as a protective suit for wealthy nobles, who were knights. Metal plates riveted together yielded a warrior that appeared to be an impenetrable force. Weighing up to seventy pounds, full suits of armor were expensive and took a long time to fully make. But when properly worn out on the medieval battle field, knights were a force to be reckoned with. It was an intimidating picture, a knight charging at you with an eighteen-foot lance on a massive war horse covered in armor. The plates held fast under strikes and blows with swords, since the metal was tempered to withstand slashes. However, the enemy grew smarter with each passing battle. Crossbows with massive bolts, or arrows could punch through armor. Warhammers with spiked ends could hip and tear off plate armor and expose the human beneath. It was also heavy, expensive, and

Anchor Paper – Thematic Essay—Level 4 – B

difficult to have maximum mobility to fight in, unlike lighter chain mail suits. Taking these drawbacks into consideration, the medieval warriors still wore plate armor, often mixing plate with chain mail to maximize coverage where one form lacked until the use of guns and gun powder made it obsolete.

The Middle Ages yielded a wave of new technology despite being known as the "Dark Ages." From these advances came new weapons and armor that even to present day, we still use. Armies wear armor that mimics medieval concepts, and use bullets filled with gun powder to defeat the enemy.

Anchor Level 4-B**The response:**

- Develops all aspects of the task by discussing gun powder and plate armor, but does so somewhat unevenly as the discussion of the effects of plate armor on Europeans is less thorough than the other aspects of the task
- Is both descriptive and analytical (*gunpowder*: volatile mixture was the basis for new weapons like cannons and early guns; compared to western Europe at this time, China was way ahead of its Dark Ages' counterpart; long career as the favored instrument of conquest; World War I illustrates the difficulty of evaluating gunpowder's positives or negatives; *plate armor*: metal plates yielded a warrior that appeared to be an impenetrable force; when properly worn, knights were a force to be reckoned with; enemy grew smarter with each passing battle; medieval warriors wore plate armor until the use of guns and gun powder made it obsolete)
- Supports the theme with relevant facts, examples, and details (*gunpowder*: Song dynasty in China; fireworks; Chinese New Year; Ghengis Khan; Mongol; recurve bow; hand grenades, bombs, artillery; *plate armor*: Middle Ages in Europe; chain mail; medieval battle field; crossbows; war hammers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Application and evaluation appear throughout and analysis is evident in the understanding of the ongoing evolution of military technology. The positive and negative effects of plate armor needs further development, as the discussion is limited to the suggestion that effects are positive for those in possession of the most recent innovation and negative for those who are not.

Technological innovations have shaped and changed history. Two examples of this are the irrigation systems of ancient times and the computer in modern times. The irrigation system allowed societies to live more easily and have a more stable food source. The computer led to a more globalized world.

The earliest of civilizations in the centuries BCE created irrigation systems in hopes of successful harvests. These systems produced a series of unintended changes that transformed society. In Mesopotamia, Egypt, and the Indus Valley, irrigation systems made life easier because water could reach crops and thus a stable food source was created. The result was the change from a nomadic to a sedentary life style so important to the creation of each of the civilizations. A food surplus meant more technological innovation, class formations, and the specialization of labor.

Obviously, the ability to carry water long distances is a positive change for society. The existence of indoor plumbing in Harappa and Mohenjo Daro and the aqueducts of the Romans suggest that irrigation technology was a first step in development of engineering skills dealing with water supply. With irrigation, water became a commodity in ancient civilizations like Egypt and

required laws that regulated its use. These legal systems were an important part of evolving civilizations.

The computer, an innovation of the late twentieth century, has made the world more interconnected than ever before. Not only can someone learn about another country with the click of a button, they can now make immediate contact with other individuals. This new world means clever, educated people and countries with good leadership now have a new sort of power and a chance to control their future. Certain cultures will emerge as preeminent that make the best use of new industries and jobs, new fields of work and study. The way international telecommunications have expanded India's economy and weakened traditional social categories is a good example. Countries that don't compete will find their jobs shipped overseas.

The computer and irrigation systems are both technological innovations that have had effects on the world. While both allowed for societies to move forward, irrigation systems allowed for a stable food source and computers have

contributed to the creation of a global culture and diffusion.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing irrigation systems more thoroughly than the computer
- Is both descriptive and analytical (*irrigation systems*: earliest civilizations created irrigation systems in hopes of successful harvests; produced series of unintended changes that transformed society; result was change from nomadic to sedentary lifestyle important to creation of civilization; surplus meant more technological innovation, class formations, specialization of labor; first step in developing engineering skills dealing with water supplies; water became a commodity and required laws that regulated its use; *computer*: made world more interconnected than ever before; can now make immediate contact with other individuals; means clever, educated people and countries with good leadership now have a new sort of power; certain cultures will emerge as preeminent)
- Supports the theme with relevant facts, examples, and details (*irrigation systems*: Mesopotamia; Egypt; Indus Valley; stable food source; indoor plumbing; Harappa; Mohenjo Daro; aqueducts; Romans; *computer*: new industries; new fields of work; international communications; India; traditional social categories)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response does a good job analyzing historical situations and employing examples that illustrate how irrigation was central to securing the stable food supply vital to the evolution of society. Though brief, the discussion of the computer demonstrates a good understanding of the task.

Throughout history, there is one thing that is constantly happening, ~~new~~ ^{new} technology is always developing. Since the beginning of time humans ~~are~~ ^{have} thought of ways to better society. Everyday, new inventions are being made and put to use. Societies develop new significant technological innovations. A lot of times these new inventions become important aspects of societies, but it doesn't always come without consequence. Decisions have to be made as to whether these inventions do more harm than good. Two of the most significant inventions of the last 200 years have been the factory system and nuclear weapons.

~~One~~ ^{The first} of these inventions to come along was the factory system. It was first developed and used in Europe. The factory system had many new aspects and completely revolutionized the way goods were produced. Things like interchangeable parts were introduced. This allowed parts of machinery to be mass produced. Mass production is the making of many of the same thing at one time. Mass production quickly increased the amount of goods being produced. It also made these factory systems more efficient. ~~while the increase in industry was a positive~~ ^{productivity increased and} the cost of producing goods also went down. While the

increase in industry was a positive thing, there were also several downfalls. In order for goods to be made, workers were needed. At the time, no unions existed and there weren't laws in place to give the laborers rights. The working conditions were horrendous and unhealthy. ^{There was also long hours.} Working in and around the machines in the factories was often very dangerous. Child labor was also introduced. Children were commonly used to go inside the machines to fix them, unclog them, or to change a part. These jobs were all very risky and dangerous. These factories were no place for children. Many people, children and adults alike were killed or maimed by ~~these~~ ^{working} in the factories. Which the industry increased, it didn't do so without consequence.

The second technological innovation that became important was the development of nuclear weapons. They were the most deadly and destructive weapon in history at the time. They were first developed and used during world war II. Ultimately, they effectively ended the war. The good side to the dropping of the atomic bombs in Japan was it prevented more of the Allied soldiers from being killed. This end came at a high cost. Many thousands of people ~~were~~ died

from the initial explosions, but the death didn't end there. Five years after war, the nuclear fallout caused widespread diseases, like cancer and leukemia. Birth defects and deformities were also common. This one action ruined almost an entire generation of Japanese people, and will never be forgotten.

Nuclear weapons also contributed to worldwide tensions that wouldn't ease for decades. During the cold war it brought the world to the brink of world war III, and global ~~nuclear~~^{nuclear} destruction. Even today, it is a risk to have these because if they fall into the wrong hands, the results would be disastrous. They are a very powerful and effective weapon to have, but ~~but~~ at what cost?

Almost all forms of technology have pros and cons to them. What people have to decide is does the good outweigh the bad. Some of these ~~decisions~~ inventions may be controversial, but they ~~nevertheless~~ were important developments in their time period, and still are because they helped shape the world as it is today.

Anchor Level 3-A

The response:

- Develops the effects of the factory system and nuclear weapons on humankind more thoroughly than why they were important during a specific time period
- Is more descriptive than analytical (*factory system*: revolutionized the way goods were produced; no unions existed; no laws were in place to give laborers rights; child labor was introduced; children and adults were killed or maimed; *nuclear weapons*: most deadly and destructive weapon in history at the time; prevented more Allied soldiers from being killed; thousands died from initial explosion; for years after, nuclear fallout caused widespread diseases; contributed to worldwide tensions); includes isolated application (*factory system*: interchangeable parts)
- Includes some relevant facts, examples, and details (*factory system*: mass production; dangerous working conditions; *nuclear weapons*: first developed and used during World War II; ultimately ended war; Cold War)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response briefly addresses why the factory system and nuclear weapons were important during a specific time period. In the discussion of the effects, the application of subject matter strengthens the response.

Technological innovations are key to the advancement of human societies. Throughout history, several of these rose above others and changed not only the world, but outcomes of wars or the way people think.

Johannes Gutenberg's printing press was one with amazing impact. The ^{printing} press is a simple idea; a plate of letters attached to a press that can be used to make several copies of a document. Prior to this, books (such as the Bible) had to be handwritten, usually by monks. Handwriting was a long process that produced few books, which is why the printing press was such an innovation. It could produce several books quickly.

The printing press had a very positive impact on people. Now that reading materials could be ~~easy~~ easily and inexpensively distributed, people could ~~begin~~ now learn to read, raising the amount of literate people exponentially. People could also practice their religions at home as religious writings were more widely available.

Nuclear weapons, such as the atomic bomb, were also a key invention. Developed around the time of World War II, the atomic bomb was key in the unconditional surrender of the Japanese military. Two bombs (the first and only atomic bombs to be used in war) called "Fat Man" and "Little Boy" were dropped onto the port cities of Nagasaki & Hiroshima only a few days apart. The destructive capabilities of the bombs led Japan to surrender very soon afterward.

The atomic bomb, and other nuclear weapons, though a great technological feat, ~~were~~ have few positive qualities. Though they did end one war, these weapons have become a major cause of fear and ~~are~~ were the supposed reason of the beginning of the war in Iraq. Another time of fear surrounding the atomic bomb was during the Cold War, where both ^{the} Soviet Union and America had an arms race for who could have the most powerful and lethal bombs. This did not create any positive advancements in peace,

only put fear in civilians of both Soviet and American descent, and also those around the world, who would have been affected by nuclear war.

In Conclusion, technology has an amazing impact on people everywhere. The printing press, which promoted literacy and the Atomic bomb, which is the heart of many threats, have changed ideas and ways of life for many ~~people~~ people of the world.

Anchor Level 3-B

The response:

- Develops the importance of the nuclear weapons during a specific time period in some depth and all other aspects of the task in little depth
- Is more descriptive than analytical (*printing press*: prior to this, books had to be hand written; people could now learn to read; people could now practice their religions at home as religious writings were more widely available; *nuclear weapons*: though a great technological feat, atomic bombs have few positive qualities; become a major cause of fear and supposed reason for beginning of the war in Iraq); contains weak application (*printing press*: raising amount of literate people exponentially)
- Includes some relevant facts, examples, and details (*printing press*: Bible; *nuclear weapons*: World War II; unconditional surrender of the Japanese military; “Fat Man”; “Little Boy”; Nagasaki; Hiroshima; Cold War; arms race)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is the discussion of why nuclear weapons have been important. The treatment of the effects of nuclear weapons and the discussion of the printing press are somewhat overgeneralized.

Technology has played a key role in shaping the world today. New inventions have led to better sufficiency while allowing people to use their time more freely. While this may be true, technology has also caused several problems throughout the world. Technology is everywhere in life and it will continue to dominate societies worldwide. Inventions such as the seed drill and maxim gun greatly affected life as we know it.

Jethro Tull's seed drill allowed European agricultural societies to improve their productivity due to the fact that more seeds would grow, leading to bigger harvests. While the seed drill was one of many innovations that may have made life easier, their combined effect was that fewer workers were needed on the farm. While life expectancy may have increased, unemployed farmworkers brought new problems to cities and towns. This invention may have had an effect on society but others were equally responsible for the structure of today's society such as the Maxim gun.

The users of the Maxim gun held great power in their hands. Weapons such as this led to war among great powers which usually ended with the deaths of many people. New weapons allowed powers such as Britain to colonize areas such as Africa with brute force. The Maxim was an early machine gun and could shoot hundreds of bullets a minute. Therefore,

advanced weapons have shaped events of titanic ^{proportions} ~~importance~~ such as WWI. While weapons caused the deaths of many, they allowed others to protect themselves. Advanced weapons played a major role in war and everyday life throughout several areas of the world.

On the whole, technology has allowed us to become more efficient. There are negative effects caused by technology. The majority would beg to differ that the good outweighs the bad. Life as many know it would not be ^{bearable} ~~able~~ without technological innovations. In the wrong hands technology can cause great conflict. Technology has become a part of culture and it will only continue to affect the modern world.

Anchor Level 3-C

The response:

- Develops the importance of the seed drill and the Maxim gun in specific time periods in some depth and the effects on humankind in little depth
- Is more descriptive than analytical (*seed drill*: led to bigger harvests; unemployed farm laborers brought new problems to cities and towns; *Maxim gun*: user of Maxim gun held great power in their hands; new weapons allowed powers such as Britain to colonize areas such as Africa with brute force); contains weak application (*Maxim gun*: led to war among great powers)
- Includes some relevant facts, examples, and details (*seed drill*: Jethro Tull; *Maxim gun*: early machine gun which could shoot hundreds of bullets a minute; shaped events such as World War I)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While general and conjectural statements detract from the response, the discussion of the importance of the seed drill and Maxim gun strengthens the response. The effects on humankind are mentioned but are not fully developed.

Throughout history, societies have developed significant technological innovations. These technical innovations have positive and negative effects on people. Two of these innovations are airplanes and satellites.

Aircraft were crucial in the World War II era. It had many effects on civilian and military ways of life. They saved many lives by providing more accurate intelligence from reconnaissance missions. They started the idea of strategic bombing campaigns, and it added a new factor into controlling an area: Air Superiority. This had some positive effects on American Civilians too. It increased the range and rate of traveling, it also raised demand for fossil fuels, helping the American economy.

Satellites are important in the modern age. Satellites help guide cruise missiles with pinpoint accuracy. They provide even better, safer reconnaissance. They help store and transfer data across the earth in seconds. They also make it ~~possible~~^{easy} for communications to held up around the world. Satellites

Anchor Paper – Thematic Essay – Level 2 – A

have had positive and negative effects on everyone on earth. Communications efficiency has skyrocketed, which is great. But they also have created a lot of debris around the earth, in its orbit.

Satellites and aircraft have great effects on people, and the earth itself. Both revolutionized their era, and an end is not in sight for their uses. But, as with everything, there are strings attached, and they do have negative effects.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by discussing why aircraft were important during World War II and why satellites were important in the modern age, but develops the effects of these innovations in little depth
- Is primarily descriptive (*aircraft*: saved many lives by providing more accurate intelligence from reconnaissance missions; for American civilians, it increased the range and rate of traveling for civilians; *satellites*: provide even better, safer reconnaissance; store and transfer data across Earth in seconds; communications efficiency has skyrocketed); includes faulty application (*aircraft*: raised demand for fossil fuels, helping the American economy)
- Includes few relevant facts, examples, and details (*aircraft*: strategic bombing campaigns; air superiority; *satellites*: cruise missiles; space debris)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a summarizing conclusion

Conclusion: Overall, the response fits the criteria for Level 2. While the discussion of why technological innovations were important features some detail and understanding, the discussion of positive and negative effects is minimal.

All over the world, all throughout history there has been many significant technological innovations. Many of these technological innovations have had a very positive impact on the society or nation that used them. However, many negative impacts have also occurred. Airplanes and atomic bombs have both had good and bad impacts on different times, in different societies in history.

Airplanes were really significant technological innovations during war time. If a war was going to be won, the winning side had to have airplanes. This could be viewed as good and bad depending on the side you were on. During World War II the Germans used their planes to bomb cities that were against them. This may have helped them in the short term but later they learned that airplanes can also be used against them. Airplanes are a positive technological innovation because they helped and still help win wars. Airplanes during wartime helped to bring food and supplies to the poor and hungry ~~in the~~ during World War II. Airplanes also move people from place to place.

Atomic bombs were also a very significant technological innovation during war time. The use of the atomic bomb helped to bring an end to World War II. This was very good, if you weren't

in Japan when it hit. This was very important and had to be done or else World War II would have still went on. The use of the atomic bomb was a very negative thing for the Japanese people during World War II and it is still a bad thing for all humanity. If there was to be ~~another~~ nuclear warfare now a days all people may be killed because of the effects of radiation.

Both of these innovations were alike and very different at the same time. Both airplane and atomic bomb were important in stopping wars. However the atomic bomb is still more deadly than the airplane. If there was to be an atomic bomb fight all humanity would be in trouble; however airplane warfare would only kill those directly involved.

All throughout history there have been many significant technological innovations. Some of these have positive effects whereas others have negative effects. The airplane has been positive not only in wartime but also in transporting people and goods long distances. The atomic bomb has been positive when it stops terrible wars but it is also negative because all of humanity can be affected by the use of these.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth by discussing the importance of airplanes and atomic bombs and the effects of the airplane
- Is primarily descriptive (*airplanes*: Germans used planes to bomb cities; may have helped them in the short term but later they learned that airplanes could be used against them; *atomic bombs*: helped to bring an end to World War II; still a bad thing for humanity); includes weak application (*airplanes*: if a war was going to be won, the winning side had to have airplanes; helped to bring food and supplies to the poor and hungry during World War II)
- Includes few relevant facts, examples, and details (*airplanes*: transport people and goods long distances; *atomic bombs*: Japan; nuclear war; radiation)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that repeats some effects

Conclusion: Overall, the response fits the criteria for Level 2. Although the response features good understanding, it consists almost entirely of a general discussion of the importance of airplanes and the atomic bomb in World War II. While the discussion about ending World War II is relevant, it fails to discuss the effects of dropping the atomic bomb on Japan.

~~throughout~~ Throughout history, societies have developed significant technological innovations. These technological innovations have had ^{both} positive and negative effects on groups of people.

One major technological innovation was that of the German U-boat invented during World War I. This was a very monumental invention for the Germans at this time. The Germans were able to stop supply ships going to the allied powers during the great war. This was bad for the allies because their soldiers were left cold and hungry ~~dear~~. This was good for the Germans because it gave them a large advantage.

Another major technological advancement was the rapid fire machine gun. This gun was invented a little before World War I and it changed warfare all ~~together~~. No longer did armies line up across from each other due to the high power of these guns. These guns were one of the main reasons for trench warfare. Each side would dig a

a trench miles long across from each other with a distance that could be miles apart. Anyone seen come across would be killed. This was an ~~good~~ optimum advancement because soldiers no longer had a long loading process and the accuracy and firepower was much better.

Throughout history there have been too many technological advancements to count. There have been so many different fields in which they have occurred. All changing the course of history forever.

Anchor Level 2-C

The response:

- Develops the importance of the U-boat and the machine gun in some depth, but barely mentions the effects of these innovations
- Is primarily descriptive (*U-boat*: Germans able to stop supply ships; *machine gun*: changed warfare altogether; one of main reasons for trench warfare; soldiers no longer had a long loading process)
- Includes few relevant facts, examples, and details (*U-boat*: World War I; Allied powers; Great War; *machine gun*: rapid fire machine gun; firepower)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. While understanding of the importance of the U-boat to Germany and the machine gun to warfare is demonstrated, the discussion of effects is limited. The response contains a little analysis in the mentioning of the relationship of the machine gun to the development of trench warfare.

Throughout history technology has changed in a way which helps and harms our society in the same time.

When the Church still ruled and governed the printing press was created. Created by Johannes Gutenberg, this press was why Martin Luther's ideas spread so quickly. It allowed him to make several posters at one time, instead of writing them one by one. But it didn't only help Luther, it also helped the people. Now with the press, they can now read more books, now there is more of a selection because the printing press can print them faster. Having more books created an increase in education, making an increase in the literacy rate. The printing press was a great aid for recording history as it happened and helped spread the ideas of religions and new governments.

The printing press was not the only major technology. The telephone, created by Alexander Graham Bell, made communication larger. Allowing to communicate in minutes than weeks, by letters. And has allowed people to stay in contact with

each other when they move across the country. One of the negative aspects of the telephone is that it's not a face to face communication. That you can't see the person, you only hear their voice.

In conclusion technology has been and always will be changing. For example the telephone, back when it was first created, those who could afford them, were not used very often. Only when they had to talk to someone or if it was half way across the country. But today it is our primary source of communication, everyone owns at least two!

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*printing press*: was why Martin Luther's ideas spread so quickly; *telephone*: allowing communication in minutes)
- Includes few relevant facts, examples, or details (*printing press*: Johannes Gutenberg; *telephone*: Alexander Graham Bell)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response states why the printing press is important to the spread of Luther's ideas. The overall discussion of the printing press creates a version of events that includes an improbable immediate transformation of society. The remainder of the response is vague.

Many societies in history have developed kinds of technological innovations. Sometimes these innovations have a positive or a negative effect on a society.

One technological innovation is the nuclear weapon. The nuclear weapon overall has a negative effect on society. This weapon is extremely dangerous and deadly. Only one bomb could kill millions of people and almost every major country has nuclear weapons. The nuclear weapon was important during WWII because it helped end the war with Japan after the bombing of Hiroshima and Nagasaki.

Another technological ~~device~~ innovation is the space satellite. The space satellite was important during the Cold War because the United States was competing with Russia during that time. Overall space satellites have a positive impact on society because it helps a society learn more about the universe.

Technology has had a big impact on society all around the world. Even today more technological innovations are being made to help a society or in some cases hurt another society.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task
- Is descriptive (*nuclear weapons*: important during World War II because it helped end the war with Japan; *satellites*: important during the Cold War because the United States was competing with Russia)
- Includes few relevant facts, examples, or details (*nuclear weapons*: bombing of Hiroshima and Nagasaki; *satellites*: Cold War); includes an inaccuracy (*nuclear weapons*: almost every major country has nuclear weapons)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The discussion is limited as to why nuclear weapons and space satellites were important. The effects are minimally addressed.

Significant technological advancements ~~in~~ have been made throughout the history of man. Constant need for improvement and the fear of competition have been the drive for these inventions or innovations such as factory systems or nuclear weapons. Although mostly positive effects come from this, equal or more negatives do as well.

In England, ~~during~~ the early 1800s, industrialization was thriving. Factories opened up in cities and many fled towards them. During these times factories were held responsible for the growing economy. It produced goods cheaper, faster, and more efficient than ever before. Through factories, England became a dominant country of its time and gained enormous wealth and prestige. ~~However~~ The unemployed, unskilled worker could now earn money by working in factories. No talents or prior education was necessary. However, factories also diminished the skilled craftsmen and endangered the lives of any who worked in them. Conditions

of factories ^{were} ~~was~~ poor with little windows and overcrowded spaces. Disease spread quickly and from this many died. Also child labor was put into effect at this time ^{because} ~~children~~ ^{children} needed to work in order to help their family survive. ~~Overlookers~~ Overlookers would make child climb into broken machines to try and fix them. Many became injured and could have easily lost body parts while working. Although factories had a significant impact on England's society, the ^{positive} people of England became dehumanized at a high price.

~~Overlookers~~ ^{but} A century later another invention was created in which had controversial issues. In World War II, during the ~~1900s~~ mid-late 1900s, nuclear weapons were constructed by the United States. Never intended on using, these nuclear weapons were however dropped on ^{two} Japanese cities during this war. Instantly, millions and millions of

Japanese civilians were put to death from ~~radioactivity~~ ^{where} ~~from where~~ the bomb was dropped. The amount of human lives lost that day is unimaginable and incredible. The bomb destroyed everything ~~at~~ in the cities leaving no mercy. Also not only did it have immediate effects, but long term as well. Radiation poisoning became instilled into those who were not dead, and who later suffered from cancer. Also birth defects became common ~~for~~ for those exposed to the radiation, and many still suffer ~~from~~ ~~radioactivity~~ to this day. However, positive effects did come from these nuclear weapons. The United States scientific and military strength was shown to be the most advanced and powerful out of the third world. It made the country become ~~the~~ feared and admired for its intelligence. Also, ^{thousands} American lives were saved ~~from~~ ~~radioactivity~~ and war ended a few days after the nuclear bomb had been, dropped. This invention was extremely

important during this time for
it paved the way for new scientific
discoveries. It pushed scientists to
a new level of thinking as well as military
leaders. ~~The~~ nuclear weapons of
the 1900s impacted the world in a
significant way, ~~and that~~

Technological advances have always
been occurring throughout the world's
existence. Positively or negatively
affected one thing will always remain
constant. The innovations or inventions
have had an impact on the people
of its time and for future generations.

Advancements in technology have made significant impacts on societies in history. These innovations and advancements affect different groups of people, and either had a positive or negative impact on them, depending on the time period. Although technological innovations often can help society in a given time period, they can also have negative impacts that harm more than they do good.

The printing press had a significant impact on the time period in which it was created. Not long after the printing press was invented, Martin Luther started to spread his ideas about the Roman Catholic Church around. He said that the church and the pope were corrupt and that Catholicism needed to be reformed. By doing this, Martin Luther started the Protestant Reformation. The printing press helped Martin Luther because it allowed him to write down his ideas ~~to~~ and have them printed for the public to see. This way he could get his ideas to the people fast and efficiently. Also, Martin Luther translated the Bible so that more people besides the priests could read it. The rise in the number of Bibles and other books printed eventually increased literacy rates amongst the people of Europe. Although the printing press increased literacy of the people in Europe, the printing press also had negative effects. Since many people could now read about Martin Luther's ideas of the Catholic church,

people started to form religious ideas that were against traditional Catholic ideas. This led to religious differences in a time where there was little religious tolerance.

Quarrels began in Europe over different religious beliefs like Calvinism. The unity of European society was torn apart by the Thirty Year War which devastated Germany.

Factories were a huge technological advancement that was seen in the early 19th century. During the time period when factories started, manufactured goods were not being made quickly enough for the large population in Europe. After factories were made, these items were made quickly and more efficiently. Since factories made items quicker, the price of various manufactured goods such as textiles were decreased. This was positive because it allowed people to buy more items in Europe. The rise of factories also led to more jobs and urbanization. Although increased production and lowering of price was a positive aspect of factories, they also had many negative impacts as well. One of the many negative effects of factories was poor working conditions. The factories were extremely dirty, unsafe, and did not have health regulations to make them better. In addition to poor working conditions, people also had to deal with low wages which led to them having to live in crowded, unsanitary cities. The factories

needed cheap labor and regulations against child labor didn't exist. So they would work, but would often get hurt.

Technological advancements made throughout history have had different effects depending on the time period. Although the impact can be positive, it can also be negative and lead to problems for that specific society.

Over time, technology has improved in numerous ways. In ~~the past~~^{the past} many people have come up with many different inventions and almost all of them have been improved upon. One of our greatest achievements would have to be the machine gun. It gave soldiers a faster rate of fire. Another technological achievement would be a steamboat which gave people easier transportation and easier trades.

Weapons of war have long been improved. The soldiers would have to shoot and reload, but the reload would take minutes to do. The invention of the machine gun changed the way battles were fought. By inventing the machine gun the soldiers had a faster rate of fire, more rounds, and an easier reload. Many battles were won due to the lack of weaponry of a country.

When steamboats came out it was a great invention. This gave countries easier trade routes to trade across seas faster. It was also a good way of transportation. What many people didn't know was the amount of pollution that was given off by them. Steamboats

Thematic Essay—Practice Paper – C

were kind of like a moving smoke stack.

It may have been a great way of transportation but many harmful fumes were put out into the air because of it.

~~It~~ Technology has ~~been~~ had many achievements. Many of them helped in positive ways

Throughout history, societies have developed important scientific inventions. These technological inventions have had many positive effects, with very ~~some~~^{few} negative effects. In many nations, these inventions have helped advance ~~societies~~ societies and have contributed greatly to ~~create~~ the societies of present-day. During the ~~middle ages~~^{time around} the Protestant reformation, ~~the printing press~~ the printing press was introduced by Johannes Gutenberg, and has been extremely significant in daily life today. In addition to this, factory systems were introduced during ~~the industrial revolution~~^{the industrial revolution}, and has ~~made great contributions too~~ made great contributions too. In both time periods, these two inventions have been proven to be essential and extremely significant ⁱⁿ daily life.

During the time of the printing press, Johannes Gutenberg discovered a way to copy works of text. Previously ~~was~~ the only way to do this was by hand copying, which many monks did in Europe since there was no other means to do so. For hours and days, monks would be assigned a book and have to hand write and copy everything the novel contained. Not only was this unfortunate for the monks, but it made the price of books extremely high. When Gutenberg introduced the printing press, people such as monks

no longer had to do this. When something had to be reproduced, it could easily be placed in the printing press and it would imprint the same lettering or text into the blank pages. This made the price of books go down, which benefited the public. Before this books were high priced as it took lots of time for them to circulate since they were not quickly & easily produced. Now, books were produced much more efficiently, and therefore more available to the public. This was a great contribution to daily life because it laid the foundation for further technological growth. This opened the door to a greater exploration of reproduction, which in effect, led to the gradual establishment of today's photocopier.

During the industrial revolution, the introduction of the factory system led to great inventions in itself. First, skilled labor was not needed so anyone could efficiently participate in the assembly lines. These lines assigned each person to a different task to move the process of production along quickly. Factories were finally able to mass produce goods/products which they never could before. They were efficient & very

effective, producing goods faster than ever. This reduced the price of goods/products and benefited the public who struggled to make ends meet. People who couldn't before found opportunities to purchase more goods that they needed, and even sometimes, desired. With ~~interchangeable~~ interchangeable parts, products were produced easier as ~~one part~~ there was more than one part that would be effective. For certain products the factory system benefited the public greatly since prices went down and production went up, but factory workers during all the labor did not exactly benefit. There were still long working hours, low pay, and child labor. However, these ~~conditions~~ ^{conditions} gradually got better with the formation of labor unions, and the factory system truly set the scene for future industrialism + inventions to benefit production.

In both the trials of Gutenberg's printing press and the factory system, major contributions were made not only to their societies but to ones of the future. More efficient and less expensive production of works of writing was

essential for getting messages through to the public, and also for pleasure. It made people more aware of things and in a way, more educated since reading helps one gain knowledge. As a result of the printing system, mass production, ~~interchange~~ interchangeable parts, and the assembly line have become three major steps in production today. They set the foundation for the development of goods and other products. Without either of these inventions, we would not have newspapers, books, or any other types of writing produced for the availability of the public today. People of Gutenberg's time period also would not have learned as much through reading & been aware of important messages like Martin Luther's 95 theses, which was mass produced. We also would not have effectively run factories, and production for present day would not be so far developed. For the people of the industrial revolution, they would not have had the ability to purchase as many goods or had as many job opportunities. Both these inventions have proven that the technological innovations developed by societies have had many positive effects on the development of their time period, and especially future time periods.

Technology has come a long way ~~and~~ throughout history. It has advanced the way many people ~~do things~~ ~~act~~ ~~and~~ do things. Technology has many positive and negative ~~and~~ effects to different groups of people. Two technological innovations that have ~~as~~ had positive and negative effects on people are the printing press and nuclear weapons.

The printing press was invented by Guttenburg around the time of the Middle Ages. At this time in history people couldn't afford to buy books because the monks wrote them, ^{and} it took longer ^{which made} ~~making~~ them more costly. Many of the people were not educated which really gave them no chance at learning ^{how} to read. With the ~~ever~~ invention of the printing press it produced books and papers more quickly and ~~so~~ the result is that books became cheaper and the lower class could afford them. This invention was important to the time period because it was during the Renaissance when people were becoming more educated and aware.

of books, arts, and music.

Nuclear weapons started becoming well-known during the cold war. During this time the US and Soviet Union were having disagreements over many different issues. The development of nuclear weapons at this time made it a great threat to both countries. If you have nuclear weapons and launch them at a certain area it will completely destroy the area. This brought about fear to many of a nuclear war. Although nuclear weapons are very dangerous when in the wrong hands they can also help defend a country. When the Soviet Union had nuclear weapons the US made them to protect themselves. North Korea also developed nuclear weapons in an attempt to whip out South Korea.

In conclusion technology has many effects on a group of people. The lower class in Europe got a chance to ~~read~~ ~~learn~~ learn to read with the invention of the printing press. The people of the countries with nuclear weapons had the negative effect of not

knowing if nuclear war would break out. ~~From~~
Technology is very important in our history
and has helped many people do many
great things.

* * * * *

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*factory system*: England became a dominant country and gained enormous wealth and prestige; unemployed, unskilled worker could now earn money by working in a factory; factories also diminished the skilled craftsmen and endangered the lives of any who worked in them; *nuclear weapons*: had immediate effects, but long term as well; American lives were saved and war ended a few days after the nuclear bomb had been dropped) includes weak application (*factory system*: disease spread quickly and from this many died)
- Includes some relevant facts, examples, and details (*factory system*: early 1800s; child labor; *nuclear weapons*: World War II; radiation; radiation poisoning; cancer; birth defects); includes an inaccuracy (*nuclear weapons*: millions and millions of Japanese civilians were put to death)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response benefits from a clear effort to address all the requirements of the task; however, it does so with broad, descriptive generalizations.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the printing press more thoroughly than the factory system
- Is both descriptive and analytical (*printing press*: allowed Martin Luther to have ideas printed for the public to see; eventually increased the literacy rate among the people of Europe; formation of new religious ideas led to religious differences in a time where there was little religious tolerance; quarrels began in Europe over different religious beliefs; *factory system*: although the increase in production was a positive impact, it also had many negative impacts as well; factories needed cheap labor and regulations against child labor did not exist; prices of manufactured goods such as textiles were decreased)
- Supports the theme with relevant facts, examples, and details (*printing press*: Roman Catholic Church; Pope; Protestant Reformation; Calvinism; Thirty Years War; Germany; *factory system*: early 19th century; items made quickly and efficiently; urbanization; poor working conditions; low wages; crowded, unsanitary cities)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that somewhat restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response clearly demonstrates knowledge of each technological innovation and how each affected European society. While all aspects of the task are addressed and appropriate detail is provided, the analytical quality of discussion of the factory system would benefit from further development.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*machine gun*: changed the way battles were fought; *steamboat*: good way of transportation); includes faulty application (*steamboat*: gave countries easier trade routes)
- Includes few relevant facts, examples, or details (*machine gun*: faster rate of fire; more rounds *steamboat*: pollution)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response minimally meets the requirements of the task by suggesting the value of the machine gun and steamboat without reference to a time period. The positive and negative effects on people are minimally stated.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*printing press*: opened the door to a greater exploration of reproduction; led to the gradual establishment of today’s photocopier; *factory system*: skilled labor not needed; producing goods faster than ever; conditions gradually got better with the formation of labor unions)
- Includes some relevant facts, examples, and details (*printing press*: Protestant Reformation; Johannes Gutenberg; monks; Martin Luther; *Ninety-five Theses*); *factory system*: assembly line; Industrial Revolution; mass produce; interchangeable parts; long working hours; low pay; child labor); contains an inaccuracy (*printing press*: monks copied novels)
- Demonstrates a plan of organization; includes an introduction that is a restatement of the theme and a conclusion that repeats much of the discussion

Conclusion: Overall, the response fits the criteria for Level 3. While the narrative is generally sound, repetition and overstatement detract from the response. Historical details, while appropriate and accurate, are not well integrated.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*printing press*: produced books and papers more quickly; *nuclear weapons*: disagreements between United States and Soviet Union made nuclear weapons a great threat to both countries; brought fear to many of a nuclear war); includes faulty application (*printing press*: lower class could afford books; got a chance to learn to read)
- Includes few relevant facts, examples, and details (*printing press*: Gutenberg; Middle Ages; Renaissance; *nuclear weapons*: Cold War); includes inaccuracies (when the Soviet Union had weapons, the United States made them to protect themselves; North Korea’s nuclear program in an attempt to wipe out South Korea)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response overstates the effect of the printing press on the lower class as immediate and dramatic. While the discussion of nuclear weapons addresses the requirements of the task, the treatment is overgeneralized, sometimes inaccurate, and superficial.

Global History and Geography Specifications June 2011

Part I Multiple Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	6, 7, 8, 12, 14, 15, 22, 24, 28, 32, 33, 36, 37, 40, 41, 42, 43, 44, 45, 46, 48, 49
3—Geography	1, 2, 4, 5, 10, 11, 13, 16, 20, 25, 31, 34, 35, 39, 47, 50
4—Economics	3, 9, 17, 21, 23, 27, 30, 38
5—Civics, Citizenship, and Government	18, 19, 26, 29

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Technology	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Human Rights; Justice; Conflict; Political Systems; Economic Systems; Culture and Intellectual Life	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Scoring information for Part I and Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the June 2011 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.