

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 13, 2012 — 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 Large 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 1	13 2	26 1	39 1
2 3	14 2	27 2	40 4
3 3	15 1	28 3	41 2
4 2	16 3	29 4	42 1
5 4	17 4	30 4	43 2
6 1	18 1	31 1	44 3
7 4	19 2	32 3	45 2
8 1	20 4	33 2	46 4
9 3	21 3	34 3	47 1
10 4	22 3	35 3	48 1
11 1	23 1	36 1	49 3
12 3	24 2	37 4	50 4
	25 2	38 3	

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.

Schools are not 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 the rating guides, 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 2012

Theme: Human and Physical Geography

Throughout history, geographic features have influenced the development of civilizations and regions. Geographic features have both promoted and limited interactions with other civilizations and regions.

Task: Select *two* different geographic features and for *each*

- Discuss how this geographic feature influenced the development of a specific civilization or region
- Discuss how this geographic feature promoted *and/or* limited the interaction of this civilization or region with *another* civilization or region

You may use any geographic feature from your study of global history and geography. Some suggestions you might wish to consider include Nile River, Atlantic Ocean, Himalayas, Sahara Desert, Great Northern Plain, location of Japan, Mediterranean Sea, Russian steppes, Brazilian rain forest, and Indian Ocean monsoons.

You are *not* limited to these suggestions.

Do *not* use a specific geographic feature within the United States in your answer.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *two* geographic features, how *each* influenced the development of a specific civilization or region **and** *at least one* way this feature promoted and/or limited interaction of this civilization or region with another civilization or region).
2. Geographic features include not only natural geographic features but man-made geographic features, e.g., Suez Canal, Silk Road, and Great Wall.
3. While the response may not include the specific name of the geographic feature, the discussion should include details that make it clear which feature is being discussed, e.g., the influence of a river on ancient Egyptian society may be discussed without specifying the Nile.
4. The specific civilization or region may be the same for both geographic features however, the details should be different, e.g., the influence of the Himalaya Mountains and Indian Ocean monsoons on India.
5. Discussion of the influence of a geographic feature on development of a civilization or region and discussion of how a geographic feature promoted and/or limited interaction with another civilization or region can be developed simultaneously as long as each aspect of the task is addressed in its own right.
6. The discussion may focus on how a geographic feature promoted interaction with another civilization or region, limited interaction with another civilization or region, or a combination of how it promoted and limited interaction.
7. If more than two geographic features are discussed, only the first two geographic features discussed can be scored.
8. The way in which a geographic feature influenced the development of a specific civilization or region and how this feature promoted or limited interaction between this civilization/region and another may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing how **each** of **two** geographic features influenced the development of a specific civilization or region and discussing **at least one** way **each** geographic feature promoted and/or limited interaction between this civilization or region and another civilization or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Indian Ocean monsoons*: connects the impact of monsoons on agriculture in India to the overall health of the economy and connects the usage of the trade winds of the Indian Ocean to enhancing contact between India and Africa, India and southeast Asia and, periodically, India and China, resulting in increased trade and cultural diffusion; *Nile River*: connects the Nile as an important factor shaping the culture and economy of ancient Egypt to the manner in which the Nile was used to expand Egyptian power and cultural influence over southern kingdoms
- Richly supports the theme with relevant facts, examples, and details, e.g., *Indian Ocean monsoons*: seasonal winds; agricultural productivity; flooding; drought; *Nile River*: “Gift of the Nile”; predictable flooding; silt; fertile soil; surveying; irrigation; Nubia; Kush; Axum
- 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 **all** aspects of the task for one geographic feature more thoroughly than for the second geographic feature **or** by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Indian Ocean monsoons*: discusses the importance of monsoons for agriculture in India and how the monsoons shaped transportation and communication for regions bordering the Indian Ocean; *Nile River*: discusses how the Nile River shaped the economy of ancient Egypt and how the Nile unified ancient Egypt while cataracts limited contacts with others
- 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

Score of 3:

- Develops **all** aspects of the task with little depth **or** develops **at least three** 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 are thoroughly developed evenly and in depth for **one** geographic feature and if 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 two** 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.

Throughout the course of history, geographic features have played an important role in the development of civilizations in particular regions. People's interactions with the "outside" can be promoted or limited by the region in which they live. For instance, islands such as Japan have experienced the influence of their locations, while Egypt's rich Nile River made it a center of civilization.

Japan's location has undoubtedly shaped Japanese culture. For instance, Japan's location next to China has made it susceptible to the influence of Chinese culture, but at the same time allowed it to develop its own unique culture. Japan adopted a policy of "culture borrowing" and this is reflected in many aspects of life. During its early years, Japan borrowed aspects of government from China, including the concept of Chinese-style bureaucracy. The use of simplified Chinese characters in Japanese writing clearly demonstrates that Japan has been influenced by China. Further influence of China can be seen in the migration of Buddhism from China to Korea to Japan.

At the same time, however, because Japan has been separated by water from China, it avoided invasion by the Mongols. It used its separation to develop what it borrowed into a unique culture. For instance, a Japanese woman was the first to write a true novel even though the Japanese writing system evolved from Chinese characters. While Buddhism arrived from abroad, it was influenced by the existing belief system, Shinto. Zen Buddhism

was a uniquely Japanese belief that stresses the power of meditation.

Another example of how geography has impacted the development of a particular civilization is the Nile River in Egypt. Every year after the Nile River flooded, rich deposits of soil were left behind. Ancient Egyptian farmers utilized this rich resource and a steady supply of food enabled Egypt to become one of the earliest civilizations. Egypt was the gift of the Nile. Its surplus food was the key to civilization, making it possible for job specialization. Flooding of the Nile required dams and irrigation systems. Urban centers developed along the Nile. Government focused on matters related to the river. The river was the source of what people ate, the laws they followed, and the gods they worshipped. The pharaoh pharaoh ruled, but the river often determined his success.

Moreover, the Nile River has also opened Egypt up to trade and made it a desirable strategic location to control. The ancient Greeks traded extensively with Egypt. Recent discoveries show Greece established cities on the delta as trading centers. After the Romans conquered Egypt, they relied on this province as a major supplier of grain shipped on the river through the delta.

In conclusion, a country's geographic features play a crucial role in its development. The examples of Japan and Egypt both

demonstrate how certain geographic features have promoted interactions with other regions.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the influence of the location of Japan and the influence of the Nile River on both the development of a specific civilization and promoting interaction of that civilization with another civilization or region
- Is more analytical than descriptive (*location of Japan*: Japan’s location next to China made it susceptible to the influence of Chinese culture; Japan adopted a policy of “culture borrowing”; Japan used its separation to develop what it borrowed into a unique culture; a Japanese woman was the first to write a novel even though the Japanese writing system evolved from Chinese characters; Buddhism was influenced by Shinto; *Nile River*: a steady supply of food enabled Egypt to become one of the earliest civilizations; surplus of food made it possible for job specialization; government focused on matters related to the river; river was the source of what people ate, the laws they followed, and the gods they worshipped; pharaoh ruled but the river often determined his success; Nile opened Egypt up to trade and made it a desirable strategic location)
- Richly supports the theme with relevant facts, examples, and details (*location of Japan*: Japan borrowed concept of Chinese-style bureaucracy; Chinese characters simplified in Japanese writing; migration of Buddhism from China to Korea to Japan; avoided invasion by Mongols; Zen stresses the power of meditation; *Nile River*: flooding every year; rich deposits of soil; Egypt was the gift of the Nile; dams and irrigation systems; urban centers developed; Greece established cities as trading centers; grain shipped on the river)
- 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. The response is characterized by strong theme development that portrays the balance between cultural borrowing and isolation in Japan and the powerful presence of the Nile in all aspects of life in Egypt. Historical details are well selected and well employed.

Throughout history, geographic features often dominated the way people lived. People relied on these features to provide the things necessary for survival. We also see a direct connection between the geography of a place, and the interactions of that place with other cultures and civilizations. For centuries, the Atlantic Ocean and the Italian Peninsula have played crucial roles in the development of cultures. Some may argue that these features are among the most important throughout history.

The Atlantic Ocean acts as a connection between Europe and the Americas. For many years, however, this body of water acted as a disconnect between the two. During this time many cultures developed in the Americas and the Caribbean, which bordered directly on the Atlantic. These peoples benefited from the buffer provided by the Atlantic and developed multiple, rich indigenous cultures. The Maya developed the concept of zero. The Incas developed sophisticated engineering skills. Floating gardens demonstrate the ingenuity of the Aztecs. However, with the invention and use of the caravel, compass and astrolabe, their isolation from Europe was soon destroyed. When Europeans crossed the Atlantic in search of riches, the disconnect became a connect. With the arrival of Europeans also came the arrival of disease and slavery. How did the Atlantic shape new cultures? The Atlantic set up increased interaction between the Americas and the peoples of Europe as seen in the animals and crops

transported in the Columbian exchange. In fact, it also opened up interaction to Africa due to the trans-Atlantic slave trade that became a sad part of Caribbean life. The "middle passage" shows how the Atlantic connection meant death and exploitation for many.

The location of the Italian Peninsula jutting into the Mediterranean Sea is a big reason for Italy's rich historical tradition. The peninsula gave the ancient Romans access to the shores of southern Europe, North Africa and southwest Asia via the Mediterranean. The Roman legacy in language, law and religion throughout Europe demonstrates the importance of Italy as a center of interaction. The peninsula served as a starting point for Crusaders on their way to Jerusalem. Italian city-states of the peninsula were well located to benefit from trade created by the Crusades. As a result, the peninsula became the birthplace of the Renaissance. The wealth from trade was used by rich patrons to ~~support~~^{employ} artists like da Vinci and Michelangelo.

Through these two geographic features we show how geography plays a huge role in history. The spreading, or restricting of interactions are crucial in understanding the relationships between regions. We even see the way this geography can bring nations who aren't close in distance, closer in culture. This is the true gift, and potentially the flaw, in such geographic relationships.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the influence of the Atlantic Ocean and the influence of the location of the Italian Peninsula on both the development of a specific civilization and promoting interaction of that civilization with another civilization or region
- Is more analytical than descriptive (*Atlantic Ocean*: for many years acted as a disconnect; peoples of the Americas benefited from the buffer provided by the Atlantic and developed multiple, rich, indigenous cultures; with the arrival of Europeans also came the arrival of disease and slavery; opened up interaction to Africa due to the trans-Atlantic slave trade; horrors of “middle passage” meant death and exploitation; *location of the Italian Peninsula*: location jutting into the Mediterranean Sea is a big reason for Italy’s rich historical tradition; peninsula gave the ancient Romans access to southern Europe, North Africa, and Southwest Asia via the Mediterranean; became the birthplace of the Renaissance; wealth from trade was used by rich patrons to sponsor artists; Roman legacy throughout Europe demonstrates the importance of Italy as a center of interaction)
- Richly supports the theme with relevant facts, examples, and details (*Atlantic Ocean*: connection between Europe and the Americas; Caribbean; Maya, concept of zero; Inca, sophisticated engineering skills; Aztecs, floating gardens; caravel; compass; astrolabe; increased interaction between Americas and peoples of Europe; minerals; crops; Columbian exchange; *location of the Italian Peninsula*: city-states; trade created by the Crusades; Jerusalem; da Vinci; Michelangelo)
- 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. The response employs the device of a “disconnect/connect” in discussing the influence of the Atlantic in rich detail and analytical terms. Likewise, treatment of the Italian peninsula as the center of cultural development in the Mediterranean region demonstrates a high level of historical knowledge and skilled application.

Throughout history, geography and geographic features have influenced civilizations' growth and development. Two geographic features that have influenced the civilizations that live around them are climate and rivers. The climate of China has affected its development. The Nile River in Egypt has influenced Egyptian development. Geography influences civilizations all over the world.

In China, the eastern third of the land is home to over 90% of the population. This is largely explained by China's climate, temperature and rainfall patterns being the primary factors. They make eastern China a rich agricultural zone. Rice grown in the south and other grains grown in the north support this very densely populated region. On the other hand, the west of China is cold and dry, so dry that people are largely limited to a pastoral lifestyle. Much of this area is made up of mountains and deserts. Over the years, these vast arid lands in the west were part of the Silk Road that connected China to traders and merchants in India and Persia. At times the road was not safe for traders. The Mongols revived this trade across this arid region by providing protection from bandits. One of the reasons the Silk Road is remarkable is that this major trade route passes through an area of such rugged conditions in western China.

The Nile River in Egypt influenced their growth and development as a civilization. The Nile River provided means for transportation, silt for farming, and a reliable source of fresh water. Every year the Nile flooded, leaving deposits of silt on its banks. This silt provided the nutrients the farmers needed in the soil to have good farm land and produce more crops. The Nile River flows north, so people could get on a boat and travel down the river, but the winds in Egypt blow south. This made it so merchants could travel up and down stream. One problem the Nile had

was that there were cataracts in the upper parts of the river. This caused for difficult traveling, but also discouraged using the Nile as a means of attack from upriver. The Nile helped transport materials for building the pyramids. The Nile provided access to the Mediterranean which made it possible to trade for numerous goods. After Alexander, the Romans and the Muslims used the Nile delta as a jumping off point for their invasions of Egypt.

Geographic features can influence the development of a civilization. The climate in China greatly influenced population density. The Nile allowed for farming, transportation, and trade.

Anchor Level 4-A

The response:

- Develops all aspects of the task, but for both the climate of China and the Nile River, discusses how the geographic feature influenced development of a civilization more thoroughly than how this geographic feature promoted or limited interaction
- Is both descriptive and analytical (*climate of China*: eastern third of the land is home to over 90% of the population; made eastern China a rich agricultural zone; in the west, people are largely limited to a pastoral lifestyle; Silk Road connects China with India and Persia; Mongols provided protection from bandits; a major trade route passing through rugged conditions in western China; *Nile River*: provided means for transporting silt for farming and a reliable source of fresh water; conditions made it so merchants could travel up and down the river; cataracts discouraged using the Nile as a means of attack from upriver; transport materials for building pyramids; Romans and Muslims used the Nile delta as a jumping off point for invasions of Egypt)
- Supports the theme with relevant facts, examples, and details (*climate of China*: temperature; rainfall patterns; rice grown in the south, other grains in the north; west is cold and dry; mountains; deserts; Mongols; *Nile River*: Egypt; flooded; nutrients in soil; river flows north; wind blows south; access to Mediterranean; Alexander)
- Demonstrates a logical and clear 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 4. The response demonstrates a good understanding of the task. However, the discussion of the impact of climate on China is more analytical and the discussion on the influence of the Nile is primarily descriptive.

Geography has an undeniable influence on civilization. Cultures both early and recent have had to overcome the obstacles of their environments to become thriving participants in the world, or even to exist at all. Two such cultures were the Inca of early South America and the United Kingdom, particularly Britain, circa 1800s.

The Inca of Peru had a ~~different~~ ^{difficult} challenge to meet. They found their civilization in the Andes Mountains region, and they needed to figure out how to grow food in the area before they could survive. The mountains forced the Inca to implement terrace farming, to level out sections of the mountain and create arable land. The main crop grown was the potato because it could withstand the cold temperatures of higher elevations. At lower elevations they switched to crops like corn for food. Inca civilization originated in Cusco, a mountainous valley in the Andes. As the Inca established an empire that ran some three thousand miles, they built roads and bridges to hold the empire together.

As they expanded they conquered. Numerous conquered ethnic groups were absorbed into the empire. So the interaction the Inca had with other people was more localized than the global contacts the British had with others.

Fast forward to an Island in the Atlantic. Great Britain was an emerging European power and its rugged, irregular coastline helped make it a global power. Britain's coast formed

numerous natural harbors, perfect for shipping but in the 16th century much of the shipping was dominated by Spain. Under Elizabeth I, Britain's harbors provided safe haven for the seadogs who challenged this control. A century later, these harbors were the starting point of British ships involved in triangular trade. Around 1800 natural harbors, combined with rivers for power, raw materials found in the nation, and a healthy dose of capital, helped Britain begin the Industrial Revolution. Soon factories pock-marked the countryside and manufactured goods poured out of Britain faster than water from a jar. Undoubtedly, Britain's geography ushered her into the modern world – and the rest of Europe soon followed. Britain wholly benefitted from its revolution-spawning coasts. Harbors were now used to market British goods all over the world! It was an ingenious use of geography. Britain welcomed cultural interaction with open arms.

Geography can create a civilization from the dust or cause its ruin. The British, a powerful civilization, were able to modernize because of their geography which helped them achieve their goals. The Inca, on the other hand, fought a literal uphill battle with their geographical feature – mountains.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the coastline of Britain but for the Andes Mountains discusses how a geographic feature influenced the development of a region more thoroughly than the influence of a geographic feature in promoting or limiting interactions with others
- Is both descriptive and analytical (*Andes Mountains*: to form their civilization, Inca needed to figure out how to grow food in the mountains; Inca were forced to level sections of the mountain and create arable land; main crop was the potato because it could withstand the cold temperatures of higher elevations; Inca established an empire that ran some three thousand miles; built roads and bridges to hold the empire together; numerous conquered ethnic groups were absorbed into the empire; interactions the Inca had with others was more localized than the global contacts the British had with others; *coastline of Britain*: Great Britain was an emerging European power and its rugged, irregular coastline helped make it a global power; coast formed numerous natural harbors; Britain's harbors provided a safe haven for the sea dogs who challenged Spanish control; around 1800 harbors combined with rivers for power, raw materials, and a healthy dose of capital helped Britain begin the Industrial Revolution; Britain wholly benefited from its revolution-spawning coasts)
- Supports the theme with relevant facts, examples, and details (*Andes Mountains*: Peru; terrace farming; at lower elevations they switched to crops like corn; Cusco; *coastline of Britain*: in the 16th century much of the shipping was dominated by Spain; Elizabeth I; factories; manufactured goods; harbors used to market British goods all over the world)
- 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 influence of the Andes on promoting or limiting interaction of the Inca with others is less well developed than other aspects of the task. However, treatment of the coastline of Britain is detailed and analytical, simultaneously discussing a history of development and interaction over time.

Geographic features have helped some people to advance while others were left in the dust. Interactions with other civilizations have also been influenced by geographic features.

The rugged, mountainous terrain of ancient Greece separated without isolating. In ancient Greece people shared a common language, mythology, and competition in the Olympic games. However, their political systems grew in different directions. They were divided by the harsh, rugged terrain that covers Greece. As a result separate city-states formed. City states like Athens and Sparta had independent governments and armies that often clashed in the many wars between them. Although these city-states developed separately, at times they united against certain enemies like the Persians, but still their individual identities stayed intact.

This rugged terrain also drove them to the Mediterranean Sea. The Greeks were great sailors. Especially the Athenians who, in their prime, had the strongest navy in the Mediterranean Sea. Since the rugged terrain limited crops they could grow to things like olives and grapes, trade was very important to the Greeks. Greek ideas, technology, and philosophies were shared with people all over from the Middle East, North Africa, and all the way over to Western Europe.

Much like the Greeks, the Indians were also heavily influenced by geography. The Indian Subcontinent is right in

the middle of the Indian Ocean and vital trading routes from Asia to East Africa. As a result of this the Indians benefitted from prosperous trade. The trading in the Indian Ocean was shaped by the monsoon winds. These made trade extremely profitable for the skilled Indian merchants, who understood the seasonal patterns of the winds. This helped advance India but it would also bring powerful European countries like Portugal and Great Britain to India's southwestern shores. Lastly, these Indian Ocean monsoons can mean life or death to the people of India. Too much or too little rain is a disaster for the farmers.

Greece and India were both great nations that benefitted and were hurt by their geography. For these two ~~nations~~ civilizations geography certainly defined who they became in history.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the influence of the terrain of Greece and the influence of the Indian Ocean on the development of a specific civilization but develops promoting or limiting interaction of these civilizations with another civilization unevenly
- Is both descriptive and analytical (*terrain of Greece*: mountainous terrain separated without isolating; people shared a common language, mythology, and competition in Olympic games; political systems grew in different directions; independent governments and armies often clashed in many wars; at times city-states united against enemies like the Persians; terrain drove them to the Mediterranean Sea; since rugged terrain limited crops, trade was important to the Greeks; Greek ideas, technology, and philosophies were shared; *Indian Ocean*: Indian subcontinent is right in the middle of the Indian Ocean and vital trading routes from Asia to East Africa; monsoons made trade extremely profitable for skilled Indian merchants who understood the seasonal patterns of the winds; would also bring powerful European countries to India's southwestern shores; monsoon winds can mean life or death – too much or too little rain is a disaster for Indian farmers)
- Supports the theme with relevant facts, examples, and details (*terrain of Greece*: separate city-states; Athens; Sparta; individual identities remained intact; crops like olives and grapes; *Indian Ocean*: Portugal; Great Britain)
- Demonstrates a logical and clear 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 4. Numerous facts and details are employed to demonstrate an understanding of the influence the rugged terrain had on Greece. The treatment of the location of the Indian subcontinent and the role of the Indian Ocean could have been strengthened by the inclusion of more details. Although the response mentions an additional geographic feature, it is used only as a means of demonstrating the influence of the terrain of Greece.

One of the most influential factors in the development of a country or region is geographic features. The Suez Canal in the Middle East as well as the lack of natural resources of Japan promoted interaction with other countries.

Japan's modern history is tied to the lack of natural resources. After Commodore Matthew Perry traveled to Japan, Japan was influenced to modernize. The Meiji Restoration improved Japanese technology, the economy, and military. Industrialization required a lot of coal and iron. Japan became imperialistic to get them. They needed these resources and went to war with China to get them. After the war, Japan had to rely on trade and technology to make up for its lack of resources.

The Suez Canal was very influential to the Middle East and also to Britain. The canal cut across Egypt's borders connecting the Mediterranean Sea to the Red Sea and enabled Britain's trade routes to South and East Asia to be shortened.

The canal was a symbol for trade around the world, and was a short cut for Britain. It helped Britain to control its empire. As Arab nationalism developed, who controlled the canal

became an issue. In the Middle East, Egyptian president Nasser nationalized the canal. This put all Suez operations under Egyptian control, and limited its use by other countries.

Nationalizing the canal hurt British trade, which not only angered Britain but other nations that benefited from its use including France. France + Britain teamed up and attacked Egypt. The actions taken by the British + French display the importance a geographic feature such as the Suez Canal can have on the development and interactions of a number of countries.

A civilization can be influenced by a region's geography. The lack of natural resources of Japan as well as the Suez Canal have promoted interactions + the development of countries.

Anchor Level 3-A

The response:

- Develops all aspects of the task by discussing the influence of limited natural resources in Japan with little depth and the influence of the Suez Canal in the Middle East in some depth
- Is more descriptive than analytical (*lack of natural resources*: Japan's modern history tied to the lack of natural resources; Japan was influenced to modernize; needed resources and went to war with China to get them; relies on trade and technology to make up for the lack of resources; *Suez Canal*: canal cut across Egypt's borders; symbol for trade around the world; shortcut for Britain; helped Britain control its empire; nationalizing the canal hurt British trade; France and Britain teamed up and attacked Egypt)
- Includes some relevant facts, examples, and details (*lack of natural resources*: Japan; Commodore Matthew Perry; Meiji Restoration; coal and iron; imperialistic; *Suez Canal*: Middle East; connecting Mediterranean Sea to Red Sea; South and East Asia; Arab nationalism; Nasser)
- 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. Discussion of the Suez Canal illustrates how a man-made geographic feature played a critical role in the dynamics of regional development and promoted interaction with European powers. However, chronological gaps and a lack of historical details weaken this discussion. Accurate treatment of the influence of the lack of natural resources on Japan could have been strengthened by including more details.

In history geography influences developments of civilizations and regions like the Islands of Japan. Geography definitely influenced Japan because they have a lack of natural resources, which means Japan has to look elsewhere for their supplies.

During the Meiji Restoration Japan realized they lacked vital natural resources they needed like coal and iron ore if they wanted to industrialize. Japan then turned to imperialism for these natural resources. They attacked neighbors like Manchuria and China resulting in World War II. When they rebuilt they dealt with research and technology. Japan today is an exporter of automobiles and electronics. Now the Japanese are caught up to the United States in industry.

In 2011 Japan's geography influenced it in a very negative and devastating way. In 2011 Japan was hit by a series of earthquakes, destroying houses and businesses and taking lives of the Japanese. The Earthquake hit Japan because the island is near two tectonic plates and the plates moved causing an earthquake. Japan has suffered earthquakes and other natural disasters because of its location near these plates.

Not only did Japan get hit by the earthquakes but they also received Tsunamis. Tsunamis are giant waves that hit the coastline and destroy those areas of a country. The Tsunami that hit Japan was so strong that news reports showed cars and humongous fishing boats being carried inland. Japan has worked hard to develop agencies and plans to prepare for ~~damgers~~ disasters. Unfortunately, this time it was not enough.

Japan is home to nuclear reactors. After the tsunami hit some of them

they were close ~~so~~ to melting down but the Japanese figured out how to cool them down with sea water but radiation leaks were a serious problem. Countries around the world worried about radiation spreading. If Japan wasn't an island surrounded by water and located near tectonic plates there might have been a chance that the nuclear reactors wouldn't have been hit and threatened to blow. Japan's industry also was damaged by the tsunami and Japan's trade with other countries like the United States suffered.

Japan's lack of resources and island location near tectonic plates have influenced the people and the culture since day one. Geography influences history. No matter what, people, where they are geography has influenced them.

Anchor Level 3-B

The response:

- Develops all aspects of the task by discussing the impact of the lack of natural resources in some depth and the location of Japan near tectonic plates with little depth
- Is more descriptive than analytical (*lack of natural resources*: Japan turned to imperialism for natural resources; attacked neighbors like Manchuria and China; when they rebuilt they dealt with the resource problem with research and technology; *location of Japan near tectonic plates*: earthquakes destroyed houses and businesses and took lives of the Japanese; giant waves destroyed those areas of the country; nuclear reactors close to melting down; countries around the world worried about radiation spreading; trade with other countries like the United States suffered; developed agencies and plans to prepare for disasters)
- Includes some relevant facts, examples, and details (*lack of natural resources*: Meiji Restoration; coal; iron ore; industrialize; World War II; *location of Japan near tectonic plates*: series of earthquakes in 2011; tsunamis)
- 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. The response demonstrates a general understanding of the task. Additional information on how the lack of natural resources affected the development of Japan would have strengthened the response. The response focuses on a description of the natural disasters but only provides a limited treatment on how they have affected Japan's development.

The Earth has many different geographic features that help shape varying cultures. The mountainous terrain of Japan and the Mediterranean Sea have influenced development and promoted interaction.

Japan is a nation profoundly influenced by their mountainous terrain. About seventy-five percent of the land is mountainous ~~was~~ formed by volcanoes. This terrain has affected the ability to farm and where people lived. Flat land is scarce so Japanese adapted the mountains by planting tea bushes on hilly slopes and using terraces for rice paddies. Since land for farming was limited they needed a different way to get food. This led to Japan's heavy reliance on fish. Fish was the best way for Japanese to get all of their nutrients. All Japanese cities are in the lowlands and are very densely populated, crowded into scarce living areas.

Japanese believed the mountains were one of the homes of Kami, Japanese spirits. Mount Fuji is a sacred shrine where the Japanese made pilgrimages and worshipped nature. Today tourists are attracted to Japan's mountains like Mt. Fuji. Many of the people who visit mountain shrines are foreigners. Lack of farmable land has also caused foreign interactions. Japan

is one of the world's largest food importers because its mountainous terrain limits food production.

The Mediterranean Sea is another important geographic feature. This Sea is the location where Greece grew and developed. One major impact the Mediterranean had on Greece was how it shaped the different city states. Athens grew to be an elite trading and seafaring power due to this influence. Greek advances in science, math, and language were spread through the region on Athenian ships.

The Mediterranean also benefitted Athens greatly in terms of trade. It connected Greece to Asia, North Africa, and even Western Europe with a series of colonies. All of that was a large part of Greece's success. However, their close contact with others led to their conquest by Rome. Even their Greek culture continued to be spread through out the Mediterranean, but this time in the hands of the Romans. The Mediterranean was why Greek culture flourished and spread.

The Greeks and Japanese are examples of peoples who made the best of their geography.

Anchor Level 3-C

The response:

- Develops all aspects of the task but discusses the influence of mountainous terrain on the development of Japan more thoroughly than the influence of the Mediterranean Sea on Greece
- Is both descriptive and analytical (*mountainous terrain of Japan*: about 75% of the land is formed by volcanoes; Japanese adapted mountains by planting tea bushes on hilly slopes and using terraces for rice paddies; cities are very densely populated, crowded into scarce living areas; Japan is one of world's largest food importers because mountainous terrain limits food production; *Mediterranean Sea*: Athens grew to be an elite trading and seafaring power; Greek advances spread through the region on Athenian ships; connected Greece to Asia, north Africa, and western Europe; close contact with others led to conquest by Rome; Greek culture continued to be spread throughout the Mediterranean but in the hands of the Romans)
- Supports the theme with relevant facts, examples, and details (*mountainous terrain of Japan*: flat land is scarce; Japanese cities in lowlands; mountain shrines; Mt. Fuji; heavy reliance on fish; *Mediterranean Sea*: shaped the different city-states; colonies; spread of Greek science)
- Demonstrates a logical and clear 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 demonstrates knowledge of the economy, culture, and geography of Japan in its treatment of the influence of mountainous terrain. Inclusion of more evidence illustrating the influence of the Mediterranean on Greece would have enhanced the quality of the response.

Over the course of history, geographic features influenced the development of a civilization and region. These features strengthened or weakened relations between civilizations and regions. A geographic feature is a variety of mountains, rivers, deserts, island, oceans etc. that serve as a natural barrier or an influence on the development of a culture. Many geographic features, such as the Nile River and location of Japan, have influenced the development of the Egyptians and the Japanese.

The Nile River in Egypt promoted trade, transportation, agriculture and religion. Merchants and traders traveled up and down the Nile exchanging goods and interacting with different cultures, expanding as far as the Nile Delta. The Nile was also significant in the transportation of limestone that were used to build the Great Pyramids of Egypt. The Nile River served as a place of worship because Egyptians often prayed to the river god for good harvests. The Nile provided silt, creating fertile land for better agriculture. The Nile promoted interactions between the upper and lower Nile civilizations.

The location of Japan is an archipelago, a chain of islands. Japan is surrounded by water such as the Pacific Ocean, making fishing a way of life. The Japanese were also able to trade with other civilizations in Southeast Asia and mainland Asia. This also influenced interaction between civilizations because Japan is made up of small islands.

In conclusion, geographic features play a role in the development of a civilization and region. The Nile River of Egypt influenced trade, interactions between cultures, religion and agriculture. The location

of Japan influenced fishing a main part of life.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Nile River*: merchants traveled up and down exchanging goods and interacting with other cultures; Egyptians often prayed to the river god for good harvests; provided silt, creating fertile land for better agriculture; *location of Japan*: fishing was a way of life; traded with Southeast Asia and mainland Asia)
- Includes relevant facts, examples, and details (*Nile River*: promoted trade, transportation, agriculture, and religion; Nile Delta; Great Pyramids; *location of Japan*: archipelago; Pacific Ocean)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Relevant statements and details are included for the development of the Nile and the island location of Japan. However, information about how these geographic features affected interactions with other civilizations is limited.

Geographic features such as rivers, oceans, mountain ranges, and islands have affected the development of civilizations and regions. These features have also promoted or limited interactions with other civilizations and regions. One example is the Tigris and Euphrates Rivers that influenced the civilization of Mesopotamia. Another is the location of Japan, which was isolated from the rest of the world.

The Mesopotamian civilization was greatly influenced by the Tigris and Euphrates rivers. Located right in between the two rivers, the society developed agriculturally with the yearly floods of the rivers. The people also developed irrigation to move the water to their farms and homes. The two rivers also served as a natural border and protected Mesopotamians from attack. Because of its successful and rich society, other civilizations have also sought to conquer Mesopotamia. In conclusion, the Tigris and Euphrates Rivers influenced the Mesopotamian societies

greatly.

Japan is located on an island in the Pacific Ocean near the continent of Asia. At first, ~~the~~ under the Heian dynasty and Prince Shotoku, he sent people to China and Korea to learn about other cultures. As Japan became more influenced, peoples' view of things changed. Japan eventually closed its doors to the rest of the world and decided to develop and industrialize. They saw that they lagged behind in technology, but they soon caught up and is now one of the world's leading technologically advanced countries. They were able to keep their country isolated so well because they were located in the middle of the Ocean. They could control the imports and exports in their ports and also the visitors that came to their country. It is because of the geography of Japan as an island that the Japanese were able to ~~to~~ isolate themselves and develop internally.

There are many more examples of how geographical features have influenced a society and its interaction with other societies. The island of Japan and the Tigris and Euphrates Rivers are two ~~of~~ examples. As societies ~~to~~ continue to develop, these geographical features will also continue to influence these societies.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Tigris and Euphrates rivers*: society developed agriculturally with the yearly floods; *location of Japan*: sent people to China and Korea to learn about other cultures; could control the imports and exports in their ports and also the visitors that came to their country)
- Includes few relevant facts, examples, and details (*Tigris and Euphrates rivers*: Mesopotamian civilization; irrigation; *location of Japan*: Heian dynasty; Prince Shotoku); includes some inaccuracies (*Tigris and Euphrates rivers*: rivers served as a natural border; *location of Japan*: Japan is located on an island; located in the middle of the ocean; Japan eventually closed its doors to the rest of the world and decided to develop and industrialize)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the task but lacks development. The information on Japan blends how Japan's location affected its development and interactions by incorporating some factual information with inaccurate information.

Geography is one of the single most important factors when starting a civilization or describing a region of living. From how they settle and all aspects of life. To the way they interact with surrounding civilizations. In the following paragraphs I will explain how the Himalayan Mountains and the Mediterranean sea both impacted surrounding civilizations.

The Himalayan mountains are home to some of the tallest mountains on earth, including Mt. Everest which is the tallest non-submersed mountain in the world. Now when the Indus River Valley people settled to the south of them in the center of India they greatly impacted life. The mountains influenced a much more secluded way of life because it was a very long and dangerous road to walk. Interaction with others was very limited due to this which meant their culture was very much their own. A specific pass called the Khyber pass was only manageable if one attempted to cross it during the summer and even then it was rough.

The Mediterranean sea also had great effect on multiple countries and civilizations. Greece which sticks out into the sea had to embrace what the sea gave them because it was so overwhelming. This influenced that the Greeks use boats as transportation

from island to island and from Greece to other countries. This made them quite the opposite of the Indus River Valley because they had a much wider interaction with people. All through trade, sailing, and fishing around the water. The Greeks also were said to be incredible sailors due to this.

In conclusion geography is one of the greatest impacts for anything we do in everyday life. Whether it be our clothes, houses, meals, ~~like~~ friends, or sports. Not many people realize the severity of geography and the role it plays. Also without it the world, civilizations, and life would be much more different today.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Himalaya Mountains*: Indus River Valley people settled south of the mountains; interaction with others was very limited which meant culture was very much their own; *Mediterranean Sea*: great effect on multiple countries and civilizations; Greece sticks out into the sea and had to embrace what the sea gave them because it was so overwhelming; made Greeks quite the opposite of the Indus River Valley because they had a much wider interaction with people)
- Includes few relevant facts, examples, and details (*Himalaya Mountains*: Mt. Everest; passes; *Mediterranean Sea*: trade, sailing, fishing); includes an inaccuracy (*Himalaya Mountains*: people settled to the south of them in the center of India)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Awareness of the requirements of the task is evident in the attempts to address the topics of development and promoting or limiting interaction. However, a lack of details and development limit the response.

In history, Geography has played a key role in not only the development of countries, but also in the development of their relations with other places, and their relations to the world as a whole. Important features and aspects of geography such as a place's location to important bodies of water such as the Nile, and even climate in other places, influence these types of changes.

The Nile river ran through the heart of Egypt. This caused many positive things to occur, the first being trade. Because there were so many settlements near the Nile, boating up and down it provided a way to easily access another ~~large~~ set of materials, and many places benefited from that. ~~Because you could boat up and down it like that, it also provided a quick way to travel and to get quickly from one place to another. Both trading and traveling spread ideas and~~ Because you could boat up and down it like that, it also provided a quick way to travel and to get quickly from one place to another. Both trading and traveling spread ideas and

Culture throughout Egypt.

Another factor of geography that both helped but also hurt certain places, is Climate. A perfect example of Climate playing a role in human relations, is the climate in Russia. The cold weathers were something that hurt the russians at times because ~~at~~ during the winter without proper shelter you could freeze, but besides obvious reasons for destruction such as that, ~~however~~ Russia's cold climate was also beneficial. During times of war, ~~while~~ such as WWII, ~~the~~ white russians ~~was~~ were well equipped in surviving the cold, germans were not and this led to ~~the russians winning~~ an easier Russian victory. This specific circumstance led to different progress in a war where ~~any~~ any victory or loss ~~would~~ would reflect on a nations peace ~~and~~ or discontent with another. Overall, these big geographical points have played big roles in the development of nations. They have also been

both harmful and helpful in terms of nation to nation, city to city, and even neighbor to neighbor relations. The world would not have progressed as successfully though, if not for ~~many~~ these key geographical factors in the past, and even today.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Nile River*: ran through the heart of Egypt; *climate in Russia*: cold climate was also beneficial; led to easier Russian victory)
- Includes few relevant facts, examples, or details (*Nile River*: settlements; boating; *climate in Russia*: World War II; Germans)
- Demonstrates a plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Broad sweeping generalizations and generic information demonstrate a limited understanding of the task.

Geographic features have made a huge impact ~~on~~ on history. They helped influence society and culture, and also influenced impacts and interactions with other countries and cultures.

The Silk Road had a huge impact on Europe, Asia, and the Middle East.

The countries would trade with each other through it. They traded food, goods, and ideas. Through it, it spread cultural diffusion to and from the countries.

The Panama ~~canal~~ Canal also had a major impact on the world. It was very hard to get from the Eastern U.S. to Asia. They either had to sail all the way down ~~and~~ and around South America, or go through Europe. Either way took a very long time.

They built the Panama Canal, in Panama, between North ~~to~~ and South America, and made the trip much ~~less~~

Shorter so it was faster
and easier to trade and ship things
to and from ~~Europe~~ Asia.

Because of geological features
like the Silk Road, and the Panama
Canal, it has brought change to the
world through trade.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Silk Road*: traded food, goods, and ideas; *Panama Canal*: hard to get from eastern United States to Asia)
- Includes few relevant facts, examples, or details (*Silk Road*: cultural diffusion; *Panama Canal*: North and South America)
- Demonstrates a plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The Silk Road and the Panama Canal are both appropriate examples of man-made geographic features. However, development of both topics is minimal.

Geography has a great influence on a nation, region or ancient civilization. Geography determines the way a country develops and establishes itself to the rest of the world. Throughout history, geographic features have influenced the development of civilizations and regions. These features have promoted or limited interactions with other civilizations or regions. Two Geographic features that have had influence on civilizations or regions are the Nile River and the location of Japan.

Japan's location near Korea and China has had a huge effects on it's culture. Chinese culture has shaped Japanese language, beliefs and way of life. Japanese language has many similarities to Chinese. It was built off the Chinese. Cultural diffusion of Chinese culture shaped the nation of Japan.

Egypt's Nile river was a key factor in the development of it's ancient civilization. The Nile river provides a water source needed for survival. It has made human life possible in that area of the world. It had a effect on the development of Egypt's culture. People prayed to the river for good harvest during seasons. It shaped Egyptian Polytheistic religions. The Nile river allows human life to flourish in Egypt.

Japan's location has also promoted interactions with other nations or regions. During the age of imperialism and WWII, Japan had a strategic advantage for conquering other nations.

This has been seen in many cases throughout history such as the Japanese control of Manchuria and the conquest of Korea. During WWII their strategic location allowed them to conquer all of South East Asia and Indochina. Japan's geography has suited their imperialistic desires.

Egypt's Nile river allowed Egypt to be a united civilization with one ruler. A single ruler used the Nile to help unify separate Kingdoms in the Nile delta region and the upper Nile. They became the first Egyptian dynasty. The Egyptians traded with different Kingdoms and cultures along the Nile.

A civilization's geographic features has many effects on its development and interaction with its people or interaction with foreign civilizations. Japan's location near China and Korea shaped its culture and language. Egypt's Nile river provided a water ^{source} ~~surface~~ essential to the development of its civilization.

Japan's lack of resources prompted expansionism and the policy of imperialism. Japan took advantage of its location when they invaded nearby countries. Egypt's Nile river allowed people to come together and interact with other people. Geography has influenced civilizations and regions for thousands of years and continues to do so today.

Geographical features have influenced many ~~countries~~^{Civilizations}. They have caused ~~countries~~^{Civilizations} to interact and have caused ~~countries~~^{Civilizations} not to interact.

A geographical feature that started civilizations are river valleys. ~~They~~ All early civilizations started at river-valleys. River valleys were good places for civilizations because ~~it~~ it supplied the people with water and transportation. It ~~also~~ also had fertile soil which is very important so the nomads didn't have to follow their food. They could stay in one place and grow food. Mesopotamia was one of the early river valleys. River valleys started the Neolithic Revolution. The river valleys promoted interaction with other civilizations. ~~They~~ They were areas where you could take a raft or boat down the river and trade with other civilizations.

Mountains also caused countries to divide. They caused Greece to form into many independent city-states. Each of the city-states had their own government and were separated by mountains. Mountains were a bad thing by keeping countries separated from

each other but it was also a good thing when it came to being attacked. The mountains also acted as a natural barrier making it harder for the nations surrounded by the mountains to get attacked. The mountains limited the interactions between nations but it was still sometimes a good thing.

Geographical features have done many things for civilizations. They started civilizations and they protected them but they also separated civilizations making it harder for them to trade with each other. Geographical features shaped the earth and ~~to~~ ~~interactions~~ shaped the civilizations.

Geography throughout history has shaped civilizations, cultures and regions everywhere and has also promoted the mixing of cultures or discouraged it. The Nile River and the Himalayas are two geographic features that influenced the developments of the region. The two features also promoted and sometimes limited interactions with other civilizations.

The Nile River is a very important geographic feature that helped influence the civilizations around it. The Egyptian civilization was the first big and powerful civilization to develop along the Nile River and is considered one of the great civilizations of the time period. The Nile River helped in the introduction and use of farming in the area. The water was always plentiful and it had many nutrients in it that would cause there to be rich soil near and around the river so farming was easy. Over time the surplus of food caused the specialization of jobs and the development of permanent settlements because not everyone had to farm and so others could become artisans, painters, craftsmen or high ranking officials. With the surplus of food there was no need to move around because food was always plentiful. The Nile River also attracted many animals that could be domesticated so there would be no need to hunt anymore. The Nile River helped promote interactions with other civilizations. For centuries others have recognized

the value of controlling the Nile. The Nile River became a target for control by the ancient Romans and later on by the British. The Romans grew wheat and the British grew cotton along its banks. This led to interactions of different regions and civilizations.

The mountains in Asia are another important geographic feature. The Himalayas are a large mountain range that creates a sub-continent in South Asia. The Himalayas and other mountains influenced the development of civilizations in the area because they were a good barrier from invaders and provided fresh water when the ice caps in the mountains melted. This also helped in farming and the development of agriculture in the Indus and Ganges river valleys. The civilizations were able to grow and create their own culture because the Himalayas acted as a large barrier between the Indian sub-continent and the rest of Asia. It both promoted and discouraged the interaction between civilizations and regions because the Himalayas prevented many groups from entering India so little interaction was present between India and China. The Khyber pass was a passage through the Hindu Kush mountains and various civilizations and people went through there to interact with the Indians.

As the Nile River and the mountains in Asia

promoted the development of powerful civilizations. They also promoted and discouraged interactions between civilizations and regions. Geography has shaped cultures throughout the world and the world would not be so ~~at~~ ^{diverse} without geography like the Nile River and the mountains of Asia playing such an important role in the development in civilizations and regions.

Geographic features have influenced the development of civilizations and regions. For example the Nile River and the Brazilian rain forest. However, these geographic features have promoted or limited interactions with other civilizations and regions.

The Nile River influenced the development of many civilizations and region. Such as the Russian steppes. In addition, this geographic feature limited interactions between the Northern Plain.

Also, the Brazilian rain forest is one of the geographic features that influenced the development of a region or a civilization. One of these regions is the Himalayas. This geographic feature has also promoted interactions between civilizations. One example would be the Atlantic Ocean.

Thus, these geographic features influenced development of regions and civilization. Throughout history,

the Nile River and the Brazilian
rain forest had featured interactions
with other civilizations and regions.

All throughout history many geographic features have shaped how a region develops. Some geographic features help promote travel and some geographic features help prevent travel. Some such geographic features are the Mediterranean Sea and the Himalayan Mountains.

The Mediterranean Sea has played a major role in Europe throughout history. Many different civilizations have used the Mediterranean Sea to trade with other nations and travel to other regions of the world. Some notable civilizations that used the Mediterranean Sea were the Romans, Greeks, and the Ottoman Empire. The Romans used the Mediterranean Sea the most though. The Romans used the sea for primarily two reasons, war and trade. The Romans would not have spanned over such a large area if it wasn't for the Mediterranean Sea. The Romans used the Mediterranean Sea to transport their troops to everywhere they could get them, as long as it was on the Mediterranean Sea. They transported their troops to North Africa and to the Middle East region by their use of the Mediterranean Sea. The Romans also used the Mediterranean Sea to

TRADE WITH OTHER CIVILIZATIONS, THEY FOUGHT WITH AND CONQUERED OTHERS THAT DOMINATED OR TRIED TO DOMINATE THE TRADE ON THE MEDITERRANEAN SEA. THEIR ^{SPHERE} OF INFLUENCE WOULD NOT HAVE BEEN ANYWHERE NEAR THE SIZE IT WAS WITHOUT THE MEDITERRANEAN SEA. THE SEA HELPED PROMOTE THE SIZE AND SPHERE OF INFLUENCE OF THE ROMAN EMPIRE BECAUSE IT WAS A WATER WAY AND IT PROVIDE EASY WAYS TO CONTROL THE SURROUNDING AREAS. ROMAN CULTURE SPREAD TO THESE AREAS.

THE HIMALAYAN MOUNTAINS IS ANOTHER REGION THAT INFLUENCED THE WAY A CIVILIZATION GREW. THE HIMALAYAN MOUNTAINS HELPED TO LIMIT THE NUMBER OF PEOPLE LIVING THERE AND RESTRICT TRADE AND EXPANSION OF THE INDIAN CIVILIZATION. THEY ARE PRACTICALLY IMPASSABLE SINCE THEY COVERED MOST OF NORTHERN INDIA. BUT THERE WERE WAYS TO GET THROUGH. BUDDHIST MONKS TOOK THEIR BELIEFS TO CHINA THIS WAY. NOT ONLY DID THE HIMALAYANS PREVENT THE INDIAN CIVILIZATION FROM EXPANDING NORTH IT ALSO SEPARATED THEM FROM CHINA. THIS IS WHY INDIA HAD A UNIQUE CULTURE. INVADERS USED A FEW MOUNTAIN PASSES IN THE NEARBY HINDU KUSH MOUNTAINS TO ENTER INDIA. WITH THIS

PROTECTION, THE INDIAN CIVILIZATION COULD ADVANCE ON ITS OWN.

GEOGRAPHIC FEATURES PLAY A VERY IMPORTANT ROLE IN HOW A CIVILIZATION DEVELOPS. THE MEDITERRANEAN SEA HELPED THE ROMAN EMPIRE EXPAND AND THE HIMALAYANS HELPED THE INDIAN CIVILIZATION BE ISOLATED.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*location of Japan*: Chinese culture shaped Japanese language, beliefs and way of life; Japanese language has many similarities to Chinese; Japan had a strategic advantage for conquering other countries; strategic location allowed Japan to conquer Manchuria and Korea; *Nile River*: key factor in the development of Egypt's ancient civilization; people prayed to the river for good harvests; a single ruler used the Nile to help unify Egypt)
- Includes some relevant facts, examples, and details (*location of Japan*: cultural diffusion; age of imperialism; World War II; Southeast Asia; *Nile River*: shaped Egyptian polytheistic religions; traded with kingdoms along the Nile)
- 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. While historical examples demonstrate an understanding of the task, overgeneralizations and limited development weaken the response.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*river valleys*: had fertile soil so nomads didn't have to follow their food; *mountains*: caused Greece to form into many independent city-states; countries were separated from each other but was a good thing when it came to being attacked)
- Includes few relevant facts, examples, and details (*river valleys*: Mesopotamia; Neolithic Revolution; *mountains*: natural barrier)
- 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. The response demonstrates knowledge of the influence of both geographic features but discussion of both is limited. While the response does not name the Tigris and Euphrates, discussion of Mesopotamia makes it clear they are the focus of development.

Practice Paper C – Score Level 4

The response:

- Develops all aspects of the task for the Nile River and the mountains of Asia
- Is both descriptive and analytical (*Nile River*: Egyptian civilization was the first big and powerful civilization to develop along the Nile River; water was plentiful and had many nutrients; rich soil near and around the river; others could become artisans, painters, craftsmen, or officials; *mountains of Asia*: Himalayas are a large mountain range that creates a subcontinent in South Asia; influenced the development of civilizations because it was a good barrier from invaders and provided fresh water; development of agriculture in the Indus and Ganges river valleys; civilization created their own culture; both promoted and discouraged interaction; prevented many groups from entering India); includes weak application (*Nile River*: attracted animals to domesticate so there would be no need to hunt anymore)
- Supports the theme with relevant facts, examples, and details (*Nile River*: introduction of farming; surplus of food; specialization of jobs; development of permanent settlements; surplus of food; Romans grew wheat; British grew cotton; *mountains of Asia*: fresh water; ice caps; Khyber Pass; Hindu Kush Mountains)
- 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 4. The response provides a detailed treatment of the Nile's influence on the development of Egypt and its attraction to the Romans and British. The remainder of the response about the mountains of Asia is more descriptive.

Practice Paper D—Score Level 0

The response:

Fails to develop the task

Conclusion: The response fits the criteria for level 0 because it consists of restatement of the theme, suggestions copied from the test booklet, and occasional suggestions of relationships between geographic features that are entirely incorrect. There is no indication of an understanding of the task.

Practice Paper E—Score Level 3

The response:

- Develops some aspects of the task with some depth
- Is more descriptive than analytical (*Mediterranean Sea*: many different civilizations have used the Mediterranean Sea to trade with other nations and travel to other regions of the world; Romans used the sea for primarily two reasons, war and trade; they conquered others that dominated or tried to dominate trade; *Himalaya Mountains*: limited the number of people living there; prevented expansion to the north and provided protection; invaders had to use a few mountain passes in the nearby Hindu Kush to enter India)
- Includes some relevant facts, examples, and details (*Mediterranean Sea*: Greeks; Ottoman Empire; north Africa; Middle East; sphere of influence; Roman culture spread; *Himalaya Mountains*: Buddhist monks; China; unique culture in India)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that provide some details

Conclusion: Overall, the response fits the criteria for Level 3. While the response treats aspects of the task simultaneously, each is accounted for within the narrative. The repetitiveness of the narrative and overgeneralizations weaken the response.

Global History and Geography Specifications June 2012

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human and Physical Geography	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Power; Political Systems; Culture and Intellectual Life; Human Rights; Human and Physical Geography; Movement of People and Goods; Economic Systems	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 2012 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.