

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 16, 2000 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

The following procedures are to be used in rating 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 Administering and Scoring the Regents Examination in Global History and Geography*.

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

- 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

For **Part III A** (scaffold or open-ended questions):

- A question-specific rubric
- Sample responses at different score levels

Global History
and Geography
August 16, 2000

Part I

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

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GLOBAL HISTORY and GEOGRAPHY

Rating the Essay Questions

- (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.

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

Global History and Geography
Content-Specific Rubric
Thematic Essay—August 2000

Score of 5:

- Addresses all aspects of the task evenly and in depth
- Identifies *two* specific scientific and/or technological advances, such as the telescope and the printing press
- Explains the relationship of *each* advance to a specific historic event or time period
- Analyzes how the advances changed the course of history, such as relating the printing press to increased literacy for the lower classes and their subsequent demand for increased participation in government or relating the Neolithic Revolution to the development of agriculture and to permanent communities
- Richly supports essay with key points and terms by incorporating accurate facts, examples, and details such as relating the printing press to the Reformation or relating the telescope to the heliocentric theory and/or Copernicus
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of scientific and/or technological advances by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task in depth, but treatment may be somewhat uneven
- Identifies *two* specific scientific and/or technological advances, such as the telescope and the printing press
- Explains the relationship of *each* advance to a specific historic event or time period
- Analyzes how the advances changed the course of history, although the explanation may be more descriptive than analytical
- Supports the essay with key points and terms by incorporating accurate facts, examples, and details, but may not support all aspects of the task evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of scientific and/or technological advances by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 3:

- Addresses most aspects of the task *or* addresses all aspects of the task in a limited way
- Identifies *two* specific scientific and/or technological advances, such as the telescope and the printing press
- Refers to the relationship of *each* advance to a historic event or time period
- Discusses how the advances changed the course of history
- Supports the essay with key points and terms by including some accurate facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of scientific and/or technological advances by repeating the task and concludes by repeating the theme

Score of 2:

- Attempts to address some aspects of the task
- Identifies *one* or *two* specific scientific and/or technological advances
- Vaguely refers to the relationship of *each* advance to a specific historic event or time period
- Develops a faulty analysis or evaluation of how the advances changed the course of history
- Includes few facts, examples, and details, and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme of scientific and/or technological advances

Score of 1:

- Attempts to address few aspects of the tasks
- May identify *one* or *two* scientific and/or technological advances but not in depth
- Fails to identify the relationship of *each* advance and a specific historic event or time period
- Includes little or no accurate or relevant facts, examples, and details, and may include information that contains inaccuracies
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme of scientific and/or technological advances

Score of 0: Fails to address the task or theme, is illegible, or is a blank paper

When humans first appeared on this earth, ~~we~~^{we} lived like animals. ~~nomads~~ Nomads, for instance, went from place to place, hunting food. As time went on, ~~humans~~^{though} humans began to develop civilizations that included language, government, agriculture, art, and learning. They began to expand their territory and explore other regions of the globe. ~~The~~ The development of humans throughout history ~~is~~ has been greatly affected by advances in technology.

One example of how technology has altered the course of human history is the development of the ~~compass~~^{compass} ~~compass~~^{compass} is a device that ~~explains~~ people such as sailors and explorers use to tell them what direction their traveling in. Before the ~~compass~~^{compass}, sailors would have to sail near the coastline so that they wouldn't get lost. That limited the area that could be explored, thus hindering progress. ~~With~~^{the} invention of the ~~compass~~^{compass} compass, made it possible for Europeans to sail across the ocean to the Americas, such as the most obvious example, Christopher Columbus, without any ~~sort~~^{of} directional ~~device~~ device, Columbus wouldn't have been able to "discover" ~~the~~ America. Of course, he only discovered it for the Europeans. Technically, the people already living there ~~had~~ had "discovered" America first, but ~~they~~ the people now known as Native Americans most likely came over in search of food. Nevertheless, if Columbus hadn't ~~be~~ been able to travel across the ocean, then Europeans would never have ~~started~~ ~~known~~ had knowledge of this land ~~the~~ mass, and ~~the~~ countries such as

England, Spain, and France would never have started colonies in North or South America. The U.S. would never have ~~become~~ become an independent nation in 1776, the Civil War would never have taken place, and my ancestors would never have immigrated here from Italy. Of course, ~~without~~ without the ^{campus} ~~campus~~, the Native Americans would still have their land, rather than being forced to live on reservations.

~~And, although slavery would still have existed, Africans wouldn't have been forced to sail across the ocean in slave ships until the 1860's when slavery was abolished. But the Europeans share knowledge and know this new technology gave Europeans knowledge, and knowledge is power. Without that knowledge, the course of history would be changed.~~ ^{science and} ~~technology~~

Another example of how ^{science and} technology has altered the course of human history ~~is~~ was the development of agriculture. ~~Without~~ without agriculture, there would be no civilizations. ~~We~~ We would still be ~~at~~ Nomads, ~~going~~ going from place to place, hunting food. Slowly, humans began to realize that they could stay in one area if they found a way to plant their own crops and domesticate animals, such as cows, goats, chickens, and pigs, for meat, ~~eggs~~ eggs, and milk. People began building permanent homes, ~~which~~ which ~~developed~~ turned into ~~towns~~ ^{villages}, and eventually developed into civilizations. ^{daily} Life was no longer based on hunting and gathering. With all this free time on their hands, people were able ~~to~~ to concentrate on the development of language and culture. ~~More~~ More developments

I thought the ~~history~~^{existence} of mankind, history has progressed through scientific advances. Several inventions, discoveries aiding our progress include Galileo's invention of the telescope and Albert Einstein's discovery of nuclear power. While these may only be minuscule objects or ideas, they have ~~brought~~ triggered great advances in society.

Galileo Galilei invented the telescope in during the early Renaissance Era, when the Catholic Church was one of the most powerful institutions in Europe. By inventing the telescope, he challenged the church's power. He did so, because he was questioning the church's theological beliefs about the universe. For example, he could look into the heavens through his telescope, and say what he saw. Much of what he viewed contradicted what priests and other clergy ~~believed~~ believed. By proving church doctrine and Catholic clergy's ~~words~~ words wrong, ~~he~~ Galileo contributed to the loss of church power, and uplifted the secular world, and the worth of the individual. Galileo Galilei truly shaped the Renaissance Era because

secularism & individualism is what the Renaissance period is about. It is called the "Age of Enlightenment" because of many bright discoveries, like Galileo's telescope.

A second discovery that shaped history is a more recent find. It was made by Albert Einstein during World War II. Einstein was a ~~German~~ German physicist who immigrated to the US during the Nazi's rule in Germany, ~~because~~ due to Jewish discrimination. He worked to find nuclear atomic energy, and later developed the world's first atomic bomb. This shaped our lives because it led to the heating of the cold war, which could of been a potential nuclear war. It ended WWII in the Pacific when we dropped the A-bomb on Hiroshima and Nagasaki. It has also brought some positive aspects to our lives as well. Nuclear

power is a very efficient source of energy. There's in Pennsylvania, for example, there is the 4-mile Island Nuclear.

plant which provides millions of people with electrical power, without many of these inventions our lives would be different, Catholic Church might control our lives, or Asia could be destroyed because of WW#.

Anchor Level 5-B

The response:

- Conveys a thorough understanding of the role science and/or technology has played in changing the course of history by addressing the invention of the telescope and the discovery of nuclear power
- Identifies the telescope and nuclear power
- Explains the relationship between the telescope and its influence on the Catholic Church and Einstein's discovery of nuclear power and its impact on war
- Discusses the relationship of the telescope to the loss of Church power and the use of nuclear power at Hiroshima to the end of the war
- Analyzes the relationship of the telescope to secularism and individualism and the relationship of nuclear power to the modern age and domestic use of nuclear power
- Demonstrates a logical and clear plan of organization
- Establishes a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. While this essay includes some historical errors (Einstein inventing the atomic bomb and Galileo inventing the telescope during the early Renaissance), it represents an excellent analysis of the relationship of each of the advances to the time period. The essay is well-organized and well-written.

Science and technology have played a critical role in altering the course of human history. Many inventions have helped the world to become more technically advanced. This has helped to improve the unity of the world.

During the 15th century an interest in navigation arose. With this new interest many new tools were invented to aid with the exploration of new territory. For example, the compass and astrolabe. Prince Henry set up a school for those interested in navigation. In time these new inventions led to the discovery of new land, including the Americas. This changed the course of history because countries set up colonies in the new land, which led to new resources, trade, imperialism, and eventually new countries.

The invention of using steam power in factories during the Age of Industrialization triggered many changes in cities, both for the good and the bad. Using steam to power machines rather than water allowed factories and cities to grow anywhere, not near a water source. This however led to the start of slums, poverty, overcrowded cities and mistreatment of factory workers. For example, workers were forced to work long hours in awful conditions for a very low wage. This all eventually led to

many things. Such as, labor unions, urban migration, and the development of more areas in the world.

Many technological inventions have played a role in the course of History. Some of these changes created hard times for the people in that time, while others caused regions to prosper greatly. Steam power and new navigation tools are only a couple of the hundreds of scientific and technologic advances in the life of ~~the~~ the human history.

Anchor Level 4-A

The response:

- Conveys a good understanding of the role science and/or technology has played in changing the course of history by addressing the Age of Exploration and the Industrial Revolution
- Identifies the compass, the astrolabe, and the steam engine
- Refers to the relationship of the compass and the astrolabe to navigation and colonization and of the steam engine to the rise of factories and cities
- Presents accurate facts, examples, and details such as Prince Henry and his school for navigators, but the discussion of steam power is general, although some specific information like mistreatment of factory workers is mentioned
- Analyzes the impact of the compass and the astrolabe on resources, trade, and imperialism, but the discussion of steam engine is more descriptive than analytical
- Demonstrates a logical and clear plan of organization
- Establishes a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The essay is uneven in the treatment of the two topics, especially the discussion of the steam engine, which includes few specific details.

In global history, periods of time have been characterized by advances or change. Some such advances have been made in the field of science and technology, which have improved human life. The 1800s were a time of rapid technological advances in Western Europe.

In the early 1800s, agricultural methods underwent drastic change. As a result, the supply and quality of food increased, as did the variety. Therefore, people were stronger and healthier. One new invention of this time that contributed to the above effects was the iron plow. By using the iron plow, pulled by farm animals, the workers could till and prepare the soil more efficiently for planting, so the crops grew more abundantly. This was just one technological advance ~~of~~ ~~of~~ made during the time period known as the Agricultural Revolution. The Agricultural Revolution helped Europe to recover its population and economy from the devastating Black Plague, and set the stage for the Industrial Revolution, which was to follow.

During the later 1800s, a period known as the Industrial Revolution took place. This period was perhaps one in which the most rapid technological advancements were made. Europe's entire way of producing goods and factory work was changed. Nations became more modern, industrialized, and their economies flourished. Production of goods increased and became more efficient, and as more people moved to the cities to find jobs in industry, unemployment dropped. One especially important advancement of this time was the use of steam engine. The steam engine provided power for the machines in factories to run,

Anchor Paper – Thematic Essay—Level 4 – B

and also revolutionized transportation, as the steam engine was used to run trains. For the first time, machinery could be run more efficiently. Although there were many other advancements made during the Industrial Revolution, the steam engine is among the most important.

There are certainly other time periods of rapid technological advancements, but the Agricultural Revolution and Industrial Revolution made a great impact. Since they took place in such recent history, they set today's modern ~~are~~ nations on a path to become so advanced.

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

- Conveys a good understanding of the role science and/or technology has played in changing the course of history by addressing the Agricultural and Industrial Revolutions in western Europe in the 19th century
- Identifies the iron plow and the steam engine
- Refers to the relationship between the iron plow and the Agricultural Revolution in the early 1800's in western Europe and the relationship between the steam engine and the Industrial Revolution in the late 1800's
- Presents historic facts and examples such as the iron plow and its relationship to the supply and variety of food and the steam engine and its relationship to the drop in unemployment
- Analyzes how the iron plow set the stage for the Industrial Revolution and the steam engine led to the development of the factory system
- Demonstrates a logical and clear plan of organization
- Introduces the theme by repeating the task and establishing a time period and concludes by repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The essay is uneven in its discussion of how the advances changed history and includes some inaccuracies, i.e., the Black Plague is out of the time period being discussed. The introduction and conclusion go beyond a simple restatement of the theme.

The scientific and technological advancements made throughout history have ^{had} a direct hand in the course of history and the modern world. The advances were used in positive lights but also in negative lights. The technological advancement of the printing press and ~~the~~ steam power has greatly changed the world.

The invention of the printing press by Johann Gutenberg has altered the world economically, and socially. Previous to the printing press, monks would hand write any type of book and the bible. Because ~~the~~ replicating books was done by hand books were scarce and the price of books was very expensive. Due to the scarcity and price, to see people with more than one book or no books was very common. The invention of the printing press made it possible to spread the ideas of Voltaire and Montesquieu during the Enlightenment. The invention also spread religion because the first book ever ~~printed~~ printed was the bible. Now that the bible could be replicated quicker, bibles could be passed out quicker. The printing press affected the whole world because it made information more accessible to everyone.

The use of steam power had economical effect on the world. Steam power production correlates with the Industrial Revolution. Before the use of steam power, the production of ~~plants~~ products wasn't very high due to the lack of machines. The people were used to increase production but because people were not that fast. The steam power arrives and so does the Industrial Revolution. With the help of steam

power product production went on the rise
The machines with stem power gave more
jobs and built many factories. This affected
the world because with stem power comes
the Industrialization which births over-crowded
cities, unsanitary conditions, high sickness and
the building of tenements. Examples of this is in
England and the United States.

~~Both~~ The invention of the printing press
and stem power radically changed the course
of history. Both advancements affected the
economy. The printing press reduced the cost of
books and the stem power with the help of
machines lowered the cost of production. These
inventions a chain affect because without
them the world would be a different place
It is similar to that of a chain without
one piece it would be and look different.

Anchor Level 4-C

The response:

- Conveys a good understanding of the role science and/or technology has played in changing the course of history by addressing the Enlightenment and the Industrial Revolution
- Identifies the printing press and the steam engine
- Refers to the relationship between the printing press and the writers of the Enlightenment and the relationship between steam power and the rise of factories and cities
- Presents accurate facts, examples, and details such as the ideas of Voltaire and Montesquieu and a general description of conditions in the cities and the early Industrial Revolution
- Attempts to analyze the *two* advances, but the discussion is more descriptive than analytical
- Demonstrates a logical and clear plan of organization
- Establishes a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. Although this essay mentions Montesquieu and Voltaire, for the most part the information is descriptive and general. The introduction restates the task, but the conclusion draws inferences from the data given.

Advances In ~~Science~~ Technology and their Impact on Global History

Throughout the course of history, many technological advances have been made that have had a major impact on the way people lived. These advances have made most people's lives better.

The development of agriculture effected the standard of living for many and helped the economy to grow. When agriculture first began, it was a few farmers throwing seeds on a field, hoping they would grow. Years later, during the Agricultural Revolution, steel plows, the harness for the horse, and the idea of putting the seeds under the ground, had major impacts on the course of history. Without these advances, The Agricultural Revolution would never have happened. Now, people were producing food to eat, sell, or trade. They had the money to buy supplies + materials. People had jobs because these tools were need. If these advances were never ~~made~~ made, the agriculture business would be just about non-existent. Or no where near what they could have been.

During the Industrial Revolution, another technological advance was made: the car. When the car was created by Ford, there was a huge impact on the way people lived. With the car, he not only created a new, quicker means of transportation, but he created many jobs. In order for the car to be built, the assembly line was created. People now had

jobs. Cars were being produced faster & cheaper. Many people bought these cars so the more cars that were ~~the~~ in demand, the more jobs were needed. This advance changed everything. People could travel quicker, communication increased, ideas spread faster. This advance in technology was perhaps, one of the greatest. People moved to cities for jobs, they were getting paid.

Without these advances, we wouldn't be where we are today. These events surely changed the course of history and in every way they made it better.

Anchor Level 3-A

The response:

- Conveys a satisfactory understanding of the role science and/or technology has played in changing the course of history by addressing the development of agriculture and the impact of the automobile
- Identifies the development of agriculture and the automobile
- Refers to the Agricultural Revolution and the Industrial Revolution
- Includes some accurate historic facts, examples, and details, but supporting details are very general
- Discusses the *two* advances in a limited way, although some specifics such as the automobile leading to the creation of jobs are mentioned
- Demonstrates a general plan of organization
- Repeats the task in the introduction and concludes by repeating the theme or problem

Conclusion: Overall, the response best fits the criteria for Level 3. All tasks are discussed, but in a limited way. References to specifics are made, but are not explained. The essay contains some inaccuracies (Ford's role in "creating" the car and that the car caused people to move to the cities).

Science and technology have played a critical role in altering the course of human history. Advances made in history have had a major impact on their society or period in time.

Copernicus played a major role in his society. He discovered that the earth was not the center of the universe, but the sun was. This is also known as the Heliocentric Theory. No one believed him at first but eventually other scientists helped support his beliefs and were able to prove them correct with mathematics and other technological advances. This made a huge difference in Copernicus's society because it contradicted the previous belief that the sun was the center of the universe. At that time there was no other proof of any ~~difference~~ difference to be based on. They had little knowledge of the universe and most of their beliefs were based on the Bible and religion. Copernicus' discovery started the advancement away from religion and focus on science and technology. This event was able to change the course of the future because scientific evidence could now be used to prove how the rest of the world works. For example the rotation of the

sun and stars and the body systems. The focus was no longer on the church and religion but on scientific belief.

The development of agriculture, like Copernicus' discovery of the heliocentric theory, had a major impact on the course of history. Agriculture meant more food and more food meant more trade and therefore a better and improved economy. There was no major civilizations before the development of agriculture. The only source of food was to hunt or eat wild fruit off plants and trees. Population rapidly increased as a result, as did the economy. With a greater ~~an~~ surplus of food, all civilizations were able to increase their amount of trade.

This development was able to change the course of history by providing a greater abundance of food and increasing the wealth of individual civilizations who chose to use this new development.

In conclusion, science and technology have played a critical role in altering the course of human history. ~~soon~~ Advances and discoveries such as Copernicus' heliocentric theory and the development of agriculture were able

to alter the course of history. ~~It~~ The heliocentric theory changed the emphasis on religion to the emphasis on science and the development of agriculture provided more food a greater population, and greater economies with the increase in trade.

Anchor Level 3-B

The response:

- Conveys a satisfactory understanding of the role science and/or technology has played in changing the course of history by addressing the heliocentric theory and Copernicus and the development of agriculture
- Identifies the development of the heliocentric theory and the development of agriculture
- Makes an implied reference to the Scientific Revolution and includes a limited discussion of the development of agriculture
- Includes some accurate historic facts, examples, and details such as how Copernicus and the Church differed in their beliefs and a general discussion of the relationship of the development of agriculture to the increase in population
- Discusses the *two* advances in a limited general way, although the role of Copernicus in changing the teachings of the Church is mentioned
- Demonstrates a general plan of organization
- Introduces the essay by repeating the theme as provided in the question and concludes by repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The essay is a limited and uneven discussion of all tasks and contains some inaccuracies.

Science and technology have played a critical role in altering the course of human history. Two of scientific or technological advances that have had a major impact on the world are the printing press and the television. These have made the world how it is today.

The printing press was a major technological advance. Before the printing press was developed, all written works had to be handwritten. This meant there was a limited supply of books and they were very expensive. Usually, only clergy members or very high status individuals owned them. Also, since most people didn't own bibles and couldn't read, they had to believe everything the clergy said was written in the bible. Once the printing press was developed many things began to change. Books became more readily available and also cheaper to purchase. This allowed for more people to learn to read. All across Europe people were beginning to read more and also become more interested in literature. The printing press also allowed for the bible to be printed in many different languages. People could then interpret the bible however they wanted to. They no longer had to believe everything the clergy said.

A second major technological advance was the development of the television. Before this was invented, often people wouldn't find out about events taking place in other parts of the world for weeks or even months. It was very difficult for news to travel fast. Communication around the world changed greatly once the television was developed. People could find out about events taking place in different areas of the world by just turning on the t.v.

Anchor Paper – Thematic Essay—Level 3 – C

Someone sitting at home in the U.S. could watch a live peace conference taking place in another country. The television also caused cultural diffusion. There are many shows that portray life in other regions or nations around the world. People can learn more about other cultures. The television also teaches us about history. Many important historic events have been taped and can be watched today. This gives us a better understanding than just reading about a historical event in a book.

The printing press and television have greatly changed history. They have both made world communications better and easier. Without these advances, human history would have been a great deal different.

Anchor Level 3-C**The response:**

- Addresses all aspects of the task in a limited way
- Identifies the printing press and television
- Presents a weak discussion in relating the advances to a specific historic event or time period
- Includes few specific facts, examples, and details and includes information that is inaccurate or incomplete, e.g., no mention of the earlier use of the printing press in China and Korea and no reference to Gutenberg
- Analyzes how technological advances change the course of history
- Demonstrates a general plan of organization
- Introduces and concludes the essay by restating the theme

Conclusion: Overall, the response best fits the criteria for Level 3. All tasks are discussed, but the use of specific facts, examples, and details is weak. The response demonstrates originality of thought in the role that television plays in cultural diffusion and the rapid communication of global events and ideas.

One technological advantage that has changed the course of history was the Steamboat. The Steamboat was invented by Robert Fulton in the early 1800's.

Robert Fulton was an American ~~inventor~~ engineer

The idea of the Steamboat was around for some time prior to Robert Fulton perfecting it. Fulton attempted to make a boat that ran completely on steam because he perfected it. He spent a lot of money and time on it.

The steamboat ties in with ~~with~~ ^{another} ~~other~~ historic event, that event was the Industrial Revolution. They were similar in that the Steamboat revolutionized trading by boat, and the Industrial Revolution revolutionized the whole world.

The invention of the steamboat changed the course of history by ~~changing~~ ^{completely} completely changing the way we used boats. Now, ~~the~~ we were able to do more as far as: 1) Going further and 2) Faster than ever before.

Another important ~~event~~ ~~with~~ invention that changed history was ~~the~~ the invention of television. Television had a MAJOR impact on a history because

everyone ~~thinks~~ wants one, and just about everyone has one. It's a very addicting thing.

The ~~entire~~ invention of television ties ~~in~~ ~~with~~ with the technological revolution. A fact it was one invention that probably led the way. Finally, people could see their favorite shows they listened to for so many years.

Television changed the course of history because it changed what people thought of the outside world. People now stay home instead of going out.

Anchor Level 2-A

The response:

- Conveys a limited understanding of the role science and/or technology has played in changing the course of history by attempting to address some aspects of the task
- Identifies *two* specific scientific and/or technological advances; i.e. the steamboat and television ↗
- Vaguely refers to specific time periods in history; i.e., the Industrial Revolution and technological revolution
- Includes few facts, examples, and details, and some information that is inaccurate, i.e., “invention of the steamboat . . . completely changing the way we used boats”
- Develops a faulty analysis, i.e., the impact of television is that “everyone wants one”
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme of scientific and/or technological advances

Conclusion: Overall, the response best fits the criteria for Level 2. Although a general plan of organization is presented, the essay has an overall vagueness and several inaccuracies.

Science and technology have played a critical role in altering the course of human history. Science increases knowledge, which in turn increases technology. The microscope is a scientific advance which has helped people learn. The printing press was a technological advance that made printing books easier.

When the microscope was invented people didn't know a lot about what they could not see. Sickness and disease ^{were} a mystery. With the ~~new~~ microscope scientists have learned about cells and many other breakthroughs are being made. Such as vaccines for viruses ~~are~~ being made, cloning, genetics and almost every lab uses a microscope for these various experiments.

When Gutenberg made the printing press he did not just find a cheap way of making books he also increased the literacy. At the time when the press was made books were written by hand. This made them expensive, they also took a long time to make. Now computers are the technological advance which is starting to do the job of books.

These advancements have changed the course of history by providing important information to the people who used them.

Anchor Level 2-B

The response:

- Conveys a limited understanding of the role science and/or technology has played in changing the course of history by attempting to address some aspects of the task
- Identifies the microscope and the printing press
- Does not refer to the relationship between the microscope and the printing press and a specific time period
- Presents few facts, examples, and details, and includes information that is not specifically related to the discussion of the topic
- Develops a faulty analysis, i.e., the printing press made it easier to print books
- Demonstrates a general plan of organization
- Introduces and summarizes the theme

Conclusion: Overall, the response best fits the criteria for Level 2. Although a general plan of organization is presented, the essay has an overall vagueness, lacking focus and specific details.

Throughout history science and technology have played a critical role in altering the course of human history. Two major advances in technology was the development of agriculture and steam power.

The development of agriculture had a major impact on history. Finding new ways to produce food made cultivating crops much simpler. People were now able to use certain types of tools (ex. plow) to aid in producing crops. With these new tools and new technology emerging, people could now produce more faster. This would in turn lead to a bigger profit. These new inventions changed history greatly because some of these new technologies that were invented are still used today.

The development of steam power also had a major influence on history. With steam power came the steam engine which aided in transporting materials and even people. Also steam power made doing things much easier. Now many things could be done by machines which helped people produce materials and products much faster. This in turn helped people make more money. Steam power has also lasted until now and it aided in modernizing many countries.

This is how technology has had an impact on history.

Anchor Level 2-C

The response:

- Conveys a limited understanding of the role science and/or technology has played in changing the course of history by attempting to address some aspects of the task
- Identifies the Agricultural Revolution and steam power
- Does not refer to a specific time period
- Includes few facts, examples, and details, and information that is included is very general
- Develops a faulty analysis, i.e., the technology is still used today
- Demonstrates a general plan of organization
- Introduces and summarizes the theme

Conclusion: Overall, the response best fits the criteria for Level 2. Although a general plan of organization is presented, the essay has an overall vagueness, lacking focus and specific examples.

Science and technology have played an important role in ~~the~~ world history.

Technology change a lot before and will depend later. New guns were made airplanes, tanks, gas and gas masks. Technology change but for what? more ways and faster to kill people. After the war more weapons were being made but at the same time technology change all over, new ways to travel, cars, planes, trains, new faster bigger boats. Computers were being made and to this day more smaller faster, better, ones are being made.

Today computers are everywhere. There

Some the whole world may be run
by computers.

New scientific change was
in medicine. New technology helps.

In the advance of medicine,
some cancers can be suddenly

helps are being saved with all the
knowledge that we have ~~to~~ learned
in medicine. New medicines are being

made for stuff like colds, the flu.
People are living longer than about
100 years ago.

With all the new advances
in technology and science the whole
world has changed, and is still

changing, because technology and
science are still changing

Anchor Level 1-A

The response:

- Conveys a very limited understanding of the role science and/or technology has played in changing the course of history by attempting to address only *one* aspect of the task
- Identifies nonspecific advances, i.e., medicine
- Fails to identify the relationship between the advances and a specific historic event or time period, i.e., World War I is only mentioned
- Includes few specific facts and details and includes information that contains inaccuracies such as linking World War I weapons with computer technology
- Attempts to complete the task, but demonstrates a major weakness in organization, giving general information with no specific examples, i.e., no medical examples
- Is a poorly organized essay, lacking focus
- Vaguely introduces and summarizes the theme

Conclusion: Overall, the response best fits the criteria for Level 1. No specific medical advances are mentioned and only *one* aspect of the task is addressed.

One of the major technology of Global History was the telescope. The telescope could help country's look for their enemies very far away. This gave them a chance to get the army organized and suited up and prepare to fight. The telescope also gave them an idea to look up at the moon's and the stars up close. The stars look like little white dots in the sky. Ships also used telescopes to help search for land while they were out at sea.

Another major technology of Global History was the microscope. The microscope was the opposite of the telescope. The telescope you can see far. The microscope you can look at things up close. With a microscope you can probably see blood cells and bacteria.

Anchor Level 1-B

The response:

- Conveys a very limited understanding of the role science and/or technology has played in changing the course of history by attempting to address only *one* aspect of the task
- Identifies the telescope and the microscope
- Fails to identify the relationship between the advances and a specific historic event or time period
- Includes few facts, examples, and details, and contains generalizations, i.e., being able to see far with the telescope and up close with the microscope
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce and summarize the theme

Conclusion: Overall, the response best fits the criteria for Level 1. The essay uses broad generalizations and fails to address the task of the question, except to mention the advances. The information is general with no specific examples.

Thematic Essay— Practice Paper – A

Science and technology has played a critical role in altering the course of human history. Two ~~8~~ scientific or technological advantages that have ~~played~~ ^{had} a major ~~role~~ ^{impact} on global history are the invention of the telescope and the invention of the printing press. Both inventions have changed the course of history as ~~we~~ ^{one we} know it.

The development of the ~~first~~ telescope helped ~~philosophers~~ ^{philosophers} discover ~~planets~~ ^{plants} and the moons associated with those planets. During the enlightenment, people believed ~~that~~ ^{what the} the Roman Catholic church believed. That was the theory that the sun and all the planets revolve around the Earth. Galileo Galilei then made the theory that the sun was the ~~by~~ center of the solar system and all the planets including the Earth revolved around it. With this discovery people started to question the church. When the church found out they were being questioned many scientists had to lie and say they didn't question the church and ~~they~~ ^{that} were wrong in saying that the sun was the center of the solar system. Later in history when other scientists proved Galileo's theory correct, ~~the~~ ^{throughout Europe} people no longer believed the church and as a result the Roman Catholic church lost power. ~~the~~

Another invention that would change the course of history is the printing press. Before the

Thematic Essay— Practice Paper - A

printing press was invented books were usually written by hand. That took many years and only one book could be made at a time, ~~that is~~ ~~printing press was invented~~ ~~was~~ With the invention of the printing press, books were now able to be produced in a larger quantity and at a faster pace. Books were being printed in many languages. The printing press helped during the Enlightenment to spread philosophers ideas. People in other countries could now read the works of the philosophers and use their ideas to either further the spread of enlightenment ideas.

Science and technology have had a ^{crucial} ~~major~~ ~~critical~~ impact on history. Inventions such as the telescope and the printing press have had irrevocable changes on the government and the people in countries.

Thematic Essay— Practice Paper – B

Revolutionary breakthroughs in science and technology ~~often~~ ~~changes history by~~ have been major factors in impacting global history. A new product, invention, or technological advancement can contribute to society, or make ~~a goal~~ reaching a goal more efficient.

During the Enlightenment, the invention of the printing press spread the ideas of the philosophers in Europe. During this time, philosophers were exercising the scientific theory and free thought, criticizing illogical aspects of life, and looking for ways to improve upon them. Soon attitudes were changing in Europe, and the masses had a desire to know about the theories of the philosophers. Thus, the literacy rate increased, as more people were able to read ~~written~~ printed copies of new theories and ideas. The printing press allowed for rapid production of copies, also making cost cheaper. The printing press was a major contribution to the period of the Enlightenment, ~~changing~~ it spread new ideas, and in turn, changed history by changing the way people think.

The introduction of the astrolabe in the Age of Exploration was an important one. It allowed sailors to map their locations according to the stars, and gave them more accurate direction. During this time period, there was a desire for many of the European countries to send out ships of exploration teams with hopes of discovering new lands, which they could claim for their country. The astrolabe gave sailors more confidence in knowing their positions, and also ~~allowed~~ prevented them from landing accidentally on previously discovered lands. The result was an increase in the "Known World." Maps were made, new sea routes were discovered, and new

Thematic Essay— Practice Paper – B

lands to trade with were discovered as well. This all influenced the Commercial Revolution, which followed the Age of Exploration.

The impact that a mere invention has on history is amazing. The printing press was able to spur enlightened thinking in the masses. The invention of the automobile led to ideas such as free trade and contributed to expansion. Technological advancements are what have changed our history and led it to the state we are in today.

Science and Technology

Science and technology have played a critical role in altering the course of human history. The development of the printing press and textile looms are two technological advances that had a major impact on global history.

The printing press has greatly affected the literacy rate of the population. Compared to books being hand written, copied letter by letter, word by word, the printing press sped up the process dramatically. ~~Once~~ ^{once} the correct letters were put into place, numerous copies could be made with little effort. Books were produced much faster and could be sold for a much cheaper price. The printing of the Gutenberg Bible is considered a historic event. Many people were able to afford this as their first book. People were not only motivated to buy a book, but to learn how to read. The literacy rate dramatically increased after the publication of the Gutenberg Bible. For the first time, people could read and interpret the Bible for themselves.

~~Another technological advancement that~~

The textile looms, the other technological advancement that had a major impact, changed the course of history and began the industrial revolution. Prior to these textile looms, manufacturing was produced in the domestic system. The domestic system was the manufacturing of goods, such as these textiles, in the ~~own~~ home.

Once looms were invented, it was through their use that production could be most efficient in time and cost wise. However, the looms proved to be too large and too expensive for most families to obtain. This ~~was~~ began the birth of the factory system.

Large factories were set up where the weaving of textiles could be performed on numerous looms. The efficient method

Thematic Essay— Practice Paper - C

of the factory proved to produce a greater quantity and be a financial success. As a result, factories began to appear producing goods other than textiles.

These inventions of the printing press and the textile looms along with many other advances, changed the course of history. Both the Gutenberg Bible and the factory system dramatically changed the way every-day people carried out their lives. Not only did they change the course of history, but they changed the lives of many.

Thematic Essay— Practice Paper - D

Science and Technology have played a critical role in altering the course of human history. New inventions, in that time period, like the printing press and the use of steam power are just a few of the scientific advancements that have helped change history.

The printing press was a revolutionary advancement because of the time period in which it was ~~invented~~^{invented}. The printing press was made in a time period when people were writing important announcements or books by hand. After the printing press came out books, magazines, and newspapers were mass produced. The common people began to become more educated. They were able to read all sorts of books to broaden their horizons. Citizens were also more aware of what was happening in their world with the publication and production of newspapers.

The technological invention of the steam power was another excellent invention in our history. Before steam power was produced people were doing everything by hand. They were making & laying down railroad tracks, putting up houses & factories, and even transporting themselves by hand. After steam power was invented things got a lot easier. People still had to work, but not as hard. New inventions were also made. The steam boat, & the steam engine were invented. Large factories were beginning to be seen through

Thematic Essay— Practice Paper - D

out the world. Production and transportation were modernizing. Overall life was getting to be a little bit more easy.

Throughout history these are just two of the inventions and scientific advancements that were produced.

Science and technology have played a critical role in altering the course of human history. There are many scientific or technological advances that impact global history.

The astrolabe, for instance, was used by sailors at night. By using the stars they could find out where they were in the ocean.

The printing press was also a great advance that impacted global history. The printing press was a sufficient and more reliable way to print newspapers, magazines and other things. The printing press printed things a lot faster.

These are just two out of many things which affect the world we live in today. We have come a long way from the light-bulb and electricity to computers and satellites.

Practice Paper A—Score Level 3

The response:

- Conveys a satisfactory understanding of the role science and/or technology has played in changing the course of history by addressing the development of the telescope and the period of the Enlightenment
- Identifies the telescope and the printing press
- Refers to the relationship between the advances and the Age of Enlightenment
- Includes some accurate historical facts, examples, and details such as the theory that the Sun is the center of the solar system, even though it credits Galileo with the idea, and how the printing press helped spread the ideas of the philosophers in the Enlightenment
- Discusses the advances in a limited general way, mentioning changes but not connecting them to the advances
- Demonstrates a general plan of organization
- Introduces and concludes the essay by repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 3. All tasks are discussed, but in a limited way. Supporting details are general and the essay is more descriptive than analytical.

Practice Paper B—Score Level 5

The response:

- Conveys a thorough understanding of the role science and/or technology has played in changing the course of history by addressing the spread of the ideas of the Enlightenment and European exploration
- Identifies the printing press and the astrolabe
- Explains the relationship between the printing press and the growth of the Enlightenment and the relationship between the astrolabe and European exploration of the New World
- Discusses the spread of philosophers' ideas and the discovery of new lands with the use of the astrolabe
- Analyzes the impact of the printing press on the spread of the Enlightenment ideas and the invention of the astrolabe on the Age of Exploration and the Commercial Revolution
- Demonstrates a logical and clear plan of organization
- Establishes a framework that is beyond a simple restatement of the task and concludes with a summation of the theme and draws inferences from the body of the paper

Conclusion: Overall, the response best fits the criteria for Level 5. Facts and analysis are blended well into the body of this well-organized essay.

Practice Paper C—Score Level 4

The response:

- Conveys a good understanding of the role science and/or technology has played in changing the course of history by addressing the literacy rate and the Industrial Revolution
- Identifies the printing press and the loom for the textile industry
- Refers to the relationship between the printing press and the literacy rate and between the loom and the textile industry
- Presents accurate historic facts, examples, and details such as the increase in the literacy rate and the decrease in the cost of books as well as a comparison of the use of the domestic system to the factory system
- Analyzes the relationship of the size of the loom and its relocation from the home to the factory, but the discussion of the printing press is more general
- Demonstrates a logical and clear plan of organization
- Establishes a framework with a simple restatement of the task and concludes with a summation of the theme that is somewhat general

Conclusion: Overall, the response best fits the criteria for Level 4. The discussion of the printing press does not relate to a specific time period, although the Gutenberg Bible is mentioned. The essay is more descriptive than analytical.

Practice Paper D—Score Level 3

The response:

- Conveys a satisfactory understanding of the role science and/or technology has played in changing the course of history by addressing the development of the printing press and steam power with an allusion to the time period
- Identifies the development of the printing press and steam power
- Refers to the improvement of education and the effect of steam power on the factory system
- Includes some accurate historical facts, examples, and details such as increased literacy and accessibility to the printed word, but supporting details are general and inaccurate, i.e., the building of factories by hand
- Discusses the advances in a limited general way mentioning changes, but not connecting them to the advances
- Demonstrates a general plan of organization
- Introduces and concludes the essay by repeating the theme as stated in the question

Conclusion: Overall, the response best fits the criteria for Level 3. The advances are discussed in a limited way, but the essay fails to place them in a specific historical context.

Practice Paper E—Score Level 1

The response:

- Conveys a very limited understanding of the role science and/or technology has played in changing the course of history by attempting to address only *one* aspect of the task
- Identifies the astrolabe and the printing press
- Fails to identify the relationship between the advances and a specific historic event or time period
- Includes few facts, examples, and details; i.e., each advance mentions only one specific fact. “The astrolabe was used by sailors at night.”
- Attempts to complete the task, but demonstrates a major weakness in organization
- Has a general plan of organization, but lacks focus
- Introduces and summarizes the theme of scientific and/or technological advances, but in a limited way

Conclusion: Overall, the response best fits the criteria for Level 1. Essay uses broad generalizations and fails to place the technological advances in historical context. The information provided is general with few specific examples.

Booklet may be separated at this page.

Global History and Geography
Part A Specific Rubric
Document-Based Question—August 2000

Document 1

The rights of children and adolescents is another progress deriving its legitimacy from the 1948 declaration [of human rights]. Children do have rights—rights to survival, rights to health and rights to health care. One hundred and ninety-one countries have ratified the Convention on the Rights of the Child. But much needs to be achieved. UNICEF [United Nations International Children’s Emergency Fund] . . . is making a renewed call on Member States to live up to their commitments. It is a timely reminder that WHO [World Health Organization] fully supports.

Every day 3000 children die from malaria. Malaria spreads and kills where the right of individuals to a healthy environment is not fulfilled. We are mobilizing against the deadly spread of malaria—the single biggest killer in sub-Saharan Africa. Through Roll Back Malaria, WHO calls for action with UNICEF, the World Bank, and UNDP [United Nations Development Program]—as well as a number of other partners.

—G. H. Brundtland, 50th Anniversary of the *Universal Declaration of Human Rights*

Document 1—Question 1

“According to this document, what are the human rights of children?”

Score of 1:

- Describes or identifies a human right of children that is found in the document
- Cites part of the document that identifies this human right

Examples: “A right of survival; right to health; right to health care; right to a healthy environment”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Examples: “exploitation of children; right to a job; human rights; personal rights”

Question 1—Sample A

They have the rights to survive, right to health
and rights to health care

Score of 1:

Identifies several human rights from the document

Question 1—Sample B

rights to survival + rights to health
care. These children have the right
to survive + live a normal life also to
be taken good care of. also rights to
health.

Score of 1:

Explains why students have the right to survive and the right to a healthy life

Question 1—Sample C

the rights of children are there civil rights,
they don't have any other rights then that.

Score of 0:

Incorrectly identifies civil rights as one of the rights found in the document

Question 1—Sample D

To start a united nation children fund to
stop 3000 children dying a day from
MIA/HIV/AIDS.

Score of 0:

Does not clearly identify a human right

Document 2

Child labor is a . . . problem throughout the world, especially in developing countries. Africa and Asia together account for over 90 percent of total child employment. . . . Children work for a variety of reasons, the most important being poverty and the . . . pressure upon them to escape from this plight. Though children are not well paid, they still serve as major contributors to family income in developing countries. Schooling problems also contribute to child labor, whether it be the inaccessibility of schools or the lack of quality education which spurs parents to enter their children in more profitable pursuits. . . .

Working children are the objects of extreme exploitation in terms of toiling [working] for long hours for minimal pay. Their work conditions are especially severe, often not providing . . . proper physical and mental development. . . . However, there are problems with the . . . solution of immediately abolishing child labor to prevent such abuse. First, there is no international agreement defining child labor, making it hard to isolate cases of abuse, let alone abolish them. Second, many children may have to work in order to attend school so abolishing child labor may only hinder their education. . . . The state could help make it worthwhile for a child to attend school, whether it be by providing students with nutritional supplements or increasing the quality and usefulness of obtaining an education. There must be an economic change in the condition of a struggling family to free a child from the responsibility of working. Family subsidies can help provide this support.

—Siddigi and Patrinos, *Child Labor: Issues, Causes and Intervention*

Document 2—Question 2a

“What issue related to children is the focus of this passage?”

Score of 1:

- Identifies the issue of child labor as the focus of the passage

Examples: “child labor is the focus; exploitation of children in child labor; children working at hard labor, schooling problems”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Examples: “children grow up too fast; disease”

Question 2a—Sample A

Child labor is the issue related to
children which is focused on in the passage.

Score of 1:

Identifies child labor as the focus of the passage

Question 2a—Sample B

Child labor, and the contribution of
school problems to child labor.

Score of 1:

Identifies child labor as the focus and mentions the contribution of school problems

Question 2a—Sample C

The issues that are focused in this passage
is the child's education.

Score of 1:

Identifies schooling problems as the focus

Question 2a—Sample D

that they grow up to fast.

Score of 0:

Incomplete statement does not identify focus of the document

Document 2—Question 2b

“What are *two* reasons this issue continues to be a problem in many developing nations?”

Score of 2:

- States or explains two reasons the issue of child labor continues to be a problem
- Cites information from the document

Examples: “In developing nations, children are likely to be poor and need to work to help support their families; the lack of schools encourages parents to put children to work; children work to afford going to school”

Score of 1:

- States or explains two reasons, but only one reason is correct
- States or explains two reasons, but both are the same
- States or explains only one reason

Examples: “Children in developing countries are poor and need to work and they are lazy and need direction.” (Only one correct answer is given.)

“Children lack good schools and need education.” (Responses are the same.)

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Examples: “abolishing child labor to prevent abuse; children are dying in larger quantities”

Question 2b—Sample A

- (1) Living in poverty.
- (2) Inaccessibility of schools or the lack of good education and the pressure put on them.

Score of 2:

States two reasons the issue continues to be a problem: poverty of children and lack of good education

Question 2b—Sample B

- (1) A lack of quality education
- (2) The working makes them money to buy food and clothes.

Score of 2:

Describes two reasons the issue continues to be a problem: lack of quality education and need to provide essentials for themselves

Question 2b—Sample C

- (1) More children are dying in bigger quantities
- (2) The lack of schooling

Score of 1:

States one correct reason: the lack of schooling

The first response is incorrect: more children are dying

Question 2b—Sample D

- (1) They they work long hours and get paid minimal
- (2) The ch. 2 may hinder their education that they work

Score of 1:

States one correct reason: long hours

The second response is incorrect

Question 2b—Sample E

- (1) working children are the objects.
- (2) Abolishing child labor to prevent such abuse.

Score of 0:

Both responses are vague and do not address the question

Question 2b—Sample F

- (1) The children do not want to go to school.
- (2) They do not want to work

Score of 0:

The statements are incorrect and do not address the question

Document 2—Question 2c

“What are *two* reasons this issue is *not* easy to resolve?”

Score of 2:

- Describes or states two reasons the issue is hard to resolve
- Cites information from the document

Examples: “No international agreement defines child labor; children serve as major contributors to family income; children work to go to school.”

Score of 1:

- Describes or states two reasons, but only one is correct or one may be vague
- Describes or states two reasons, but they are the same
- Describes or states only one reason

Examples: “No international agreement defines child labor, but there is a law that sets the school age.”
(Only one correct answer is given.)
“Children work to go to school and children go to school and still work” (Responses are the same.)

Score of 0:

- Incorrect response, fails to identify the correct focus
- Vague response that does not address the question
- Blank paper

Examples: “Provides exercise for proper physical development; children like to work; children should learn to respect their parents’ wishes.”

Question 2c—Sample A

- (1) There is no "international agreement defining child labor."
- (2) Child must work to pay for their education.

Score of 2:

States two reasons: lack of international agreement and children working to pay for their education

Question 2c—Sample B

- (1) There is no international agreement defining child labor
- (2) many children may have to work in order to attend school

Score of 2:

States two reasons: lack of international agreement and children must work to attend school

Question 2c—Sample C

- (1) Some children need to work in order to get money
- (2) The parents need the money to help the family

Score of 2:

States two reasons: children work to go to school and children provide income to their families

Question 2c—Sample D

- (1) I have to work to attend school.
- (2) any plan of abolishment depends on schooling.

Score of 1:

States one correct reason: children work for their schooling

The second reason is incorrect: abolition does not depend on schooling

Question 2c—Sample E

- (1) The parent make the kids already bad.
- (2) They need to know how to talk to big people.

Score of 0:

Reasons are vague and incorrect.

Question 2c—Sample F

- (1) Because the families could not live

Score of 0:

States one vague reason

Document 3

We got used to standing in line at seven o'clock in the morning, at twelve noon, and again at seven o'clock in the evening. We stood in a long queue [line] with a plate in our hand, into which they ladled a little warmed up water with a salty or a coffee flavor. Or else they gave us a few potatoes. We got used to sleeping without a bed, to saluting every uniform, not to walk on the sidewalks and then again to walk on the sidewalks. We got used to undeserved slaps, blows, and executions. We got accustomed to seeing people die in their own excrement, to seeing piled up coffins full of corpses, to seeing the sick amid dirt and filth and to seeing helpless doctors. We got used to it from time to time, one thousand unhappy souls would come here, and that from time to time, another thousand unhappy souls would go away.

Document 3—Question 3

“What human rights violations against children does Peter Fischel describe in his writing on life in a concentration camp?”

Score of 1:

- Identifies a specific human rights violation described by Peter Fischel
- Cites information from the document

Examples: “Violations: physical abuse (undeserved slaps, blows, executions); improper eating (warmed up water, a few potatoes); unsanitary conditions (coffins full of corpses, sick amid dirt); lack of health care and medicine”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Examples: “Things are bad; life is not fair; many thousands were allowed to leave for better living conditions.”

Question 3—Sample A

The violation of health care, health, and the violation of rights to survival are being violated against children in these concentration camps. Peter Fischel is giving examples of some violations which are being done against children.

Score of 1:

Identifies human rights that were violated in concentration camps: right to survive and health care

Question 3—Sample B

that Peter Fischel describes the children not eating, writing and working all day and dying and seeing other people die.

Score of 1:

Identifies human rights violations: lack of food, long hours of work, and death

Question 3—Sample C

In a concentration camp it's taking away all the human rights against children

Score of 0:

Vague answer does not specify a violation

Question 3—Sample D

To respect your self and other around you

Score of 0:

Vague answer does not identify a violation

Document 4

This is “Maria’s story” describing her life in Guatemala.

Only thirteen years old, Maria works at Sung Sil S.A., a . . . machine shop . . . which is located in a recently constructed factory park ten miles outside Guatemala City. Maria lives with her brothers, her parents, and her grandmother in a two-room shack on a dirt road near the modern factory. She does not attend school and cannot read. But Maria can sew—for eleven hours a day, six days a week she sews. When management requires, she works until 3:00 a.m. and then rises four hours later to begin again.

Document 4—Question 4

“How are Maria’s human rights being violated in present-day Guatemala?”

Score of 1:

- States or explains how Maria’s rights are being violated
- Cites information from the document to explain this violation

Examples: “Maria is forced to work for eleven hours each day, six days a week (long hours); she is only 13 and works in a factory; Maria is deprived of the opportunity to attend school; she works until 3 a.m. and gets four hours sleep; she lives in a two-room shack with her family.”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Examples: “Maria lives in a park outside of Guatemala City; many of Maria’s rights are being violated; Maria is learning a trade.”

Question 4—Sample A

MARIA is being Abuse in child Labor cause A thirteen yearold child should not be working in factory park for 11 hours she should be in school learning how to read not working for 11 hours six days a week.

Score of 1:

Identifies several human rights violations: long hours of factory work, lack of education

Question 4—Sample B

Maria is forced into child labor at a very young age. She works for long hours with minimal pay. Maria is also pulled away from receiving her education when education is really what she needs. She is living under a health hazardous home and this violates her health care rights.

Score of 1:

Identifies human rights violations: long hours of factory work, inability to obtain an education

Question 4—Sample C

She was not so happy with her life but she did the best to take it

Score of 0:

Vague response does not identify a violation of Maria's human rights

Question 4—Sample D

Maria's human rights are being violated in that her right to survival is very demanding, too demanding.

Score of 0:

Vague response does not identify a violation of Maria's human rights

Document 5

Tunisia: High-level support for child rights

“Tunisia is determined to continue its efforts to create a civil society which accords to the child a privileged place based on tolerance, solidarity and moderation,” said the Minister of Youth and Childhood of Tunisia, Abderrahim Zouari, to the Committee on the Rights of the Child on June 1, 1995, . . . With the personal involvement of President Ben Ali and several high-level ministers, Tunisia has demonstrated its commitment to children through a series of initiatives undertaken since ratifying the Convention on the Rights of the Child in 1992. . . .

Education

- Changes were made to child-related legislation even before ratification of the Convention. Education laws were passed in 1991, for example, mandating education for all 6- to 16-year-olds and penalizing parents who do not send their children to school.
- The basic education curriculum was reviewed to include in all textbooks values of tolerance, conflict resolution, love for peace, responsibility and solidarity.
- A new system of teacher training has recently been set up. Students are now encouraged to speak out and express their views freely through dialogue, thus becoming partners in the learning process. As a result of the new system, physical punishment in school appears to be declining.

Juvenile Justice

- The juvenile justice structure has been reorganized and the range of physical punishments allowable for minors has been limited.

—UNICEF, *First Call for Children*

Document 5—Question 5

“Identify *two* changes that have been made in the educational system of Tunisia to improve the welfare of children”

Score of 2:

- Identifies two changes in the educational system that improves the welfare of children in Tunisia
- Cites information from the document

Examples: “Mandates that all children age 6 to 16 go to school and penalizes parents who do not comply; changes school curriculum to include tolerance, conflict resolution, . . . and provides new teacher training; encourages students to participate in the process and discourages physical punishment.”

Score of 1:

- Identifies two changes, but only one is correct
- Identifies two changes, but they are the same
- Identifies only one change
-

Examples: “Mandates that all children age 6 to 16 go to school and increases physical punishment (one correct and one incorrect response); school curriculum includes tolerance and conflict resolution (refers to the same change).”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Examples: "Parents were prohibited from sending their children to school; children were discouraged from speaking out in school."

Question 5—Sample A

- (1) Parents were penalize who did not send thier children to schools
- (2) Physical punishment in school appears to be declining.

Score of 2:

Identifies two changes in Tunisia's educational system: penalties for parents and decline in physical punishment in schools

Question 5—Sample B

- (1) The basic education curriculum was reviewed to include in all textbooks values of tolerance, conflict resolution, love for peace, responsibility and solidarity
- (2) A new system of teacher training has recently been set up. Students are now encouraged to speak out & express their views freely through dialogue, thus becoming partners in the learning process

Score of 2:

Identifies and explains changes in curriculum and the introduction of new teacher training

Question 5—Sample C

- (1) All children have to go to school or the parents will be penalizing.
- (2) physical punishments will be allowed in the juvenile justice

Score of 1:

Identifies one correct change: students have to attend school or parents are punished
Second response is incorrect: allowing physical punishment in the juvenile justice system

Question 5—Sample D

- (1) One change child related legislation even before ratification of the convention
- (2) One change a new system of teacher training has recently been set up.

Score of 1:

Identifies one correct change: new system of teacher training
The other response does not apply to the educational system

Question 5—Sample E

- (1) We have more rites to do what we can do and it is good
- (2) We have good schools to learn a lot of stuff like math

Score of 0:

Fails to identify any changes in Tunisia's educational system

Question 5—Sample F

- (1) Education
- (2) Juvenile Justice

Score of 0:

Fails to identify changes in the educational system

Vietnam: Honoring Child Rights

Vietnam signed the Convention on the Rights of the Child [on] 26 January 1990. . . . This commitment to honor children's rights has continued in the post-ratification era. . . . Vietnam upholds human development as key to . . . social and economic development. . . . Under the 1992 Constitution, children's rights to protection, care and education are considered fundamental. . . .

Juvenile Justice

A review of judicial processes for juveniles was conducted with support from the Committee for the Protection and Care of Children (CPCC), the Ministry of Justice, Swedish Save the Children and UNICEF. The review resulted in [the] amendment of all legal documents related to juvenile justice and triggered discussions about establishing a juvenile court. In 1995, with support from Swedish Save the Children and UNICEF, 150 judges, correctional officers, social workers and law enforcement officials were trained on the practical application of the Convention with children in conflict with the law. . . .

Education

Child-centered approaches are promoted in primary schools. As part of the Government's effort to achieve universal primary education among ethnic minorities, UNICEF supported the development of training modules for pre-service and in-service training for teachers in ethnic minority schools. . . . The 1992 Constitution . . . states that "children enjoy protection, care and education by the family, State and society" and prohibits discrimination against children. . . .

—UNICEF, *First Call for Children*

Document 6—Question 6

"Identify *two* specific actions taken by the government of Vietnam to address the rights of children."

Score of 2:

- Identifies two examples of Vietnam's efforts to address the rights of children
- Cites information from the document

Examples: "Convention on the Rights of the Child signed and children's rights protected under the 1992 constitution; judicial process reviewed and legal documents amended; training provided for judges and corrections officers and juvenile court under discussion; primary education for ethnic minorities encouraged and teacher training developed."

Score of 1:

- Identifies two actions, but only one is correct
- Identifies two actions, but they are the same
- Identifies only one action

Examples: "Trained 150 judges on juvenile justice, but increased physical punishment (only one action is correct); children's rights are protected under the constitution and they enjoy protection under the laws of Vietnam (examples are the same)."

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Examples: "Teacher-centered approaches are promoted in primary school; Vietnam has very little respect for children's rights."

Question 6—Sample A

Vietnam along with help from Unicef, Swedish save the children trained judges, correctional officers, social workers & law enforcement officials in children which have conflict with the law. They also supported the development of training modules for teachers in ethnic minority schools.

Score of 2:

Identifies two actions taken in Vietnam: training of judges and corrections officers, training teachers to work with ethnic minorities

Question 6—Sample B

① The signing of the Convention, honoring children rights, led to a review of the judicial process where they realized the need for a juvenile court and established one.
② They also trained modules for pre-service and in-service training for teachers in ethnic minority schools.

Score of 2:

Identifies two actions taken in Vietnam: signing of the Convention and reviewing the judicial process; providing services to ethnic minorities

Question 6—Sample C

Set up a constitution in 1992, for children's rights
to protection, care and education.

The ministry of justice, Swedish Save the Children,
and UNICEF

Score of 1:

Identifies one action: new constitution protects children's rights

Second response does not identify an action

Question 6—Sample D

1- Children have the rights to protection,
education and care.

2- Vietnam was the first Asian country to ratify
the Convention on the Rights of the Child.

Score of 1:

Identifies one action: first Asian country to sign Convention on the Rights of Children

The other response is a general statement about the rights of children

Question 6—Sample E

they are talking about
Education on juvenile justice

Score of 0:

Identifies two categories, but no specific action

Question 6—Sample F

Children can voice when they turn 18

Score of 0:

Action identified is incorrect

Document 7

Indonesia Integrates Child Rights Into Development Programs

Increasing Budget Allocations for Children

Despite falling oil prices and cuts in the development budget in the 1980's, the Government has maintained improvements in health services and, with ratification of the Convention, continues to give high priority to children's health. National immunization weeks (budgeted at \$24 million) are currently underway, and health centers and mobile health posts now cover all 68,000 villages in the country. . . .

Strengthening Child-Related Legislation

The Government is working to strengthen existing legislation in support of children's health, education and social welfare, including the 1948/1951 child labor laws and the 1979 child welfare law.

—UNICEF, *First Call for Children*

Document 7—Question 7

“Identify *two* specific examples of how Indonesia has attempted to protect the rights of children.”

Score of 2:

- Identifies two examples of Indonesia's attempt to protect children's rights
- Cites information from the document

Examples: “Improved health services and budgeted \$24 million for National Immunization Week; developed health centers throughout the nation and strengthened legislation on child labor and child welfare”

Score of 1:

- Identifies two examples, but only one is correct
- Identifies two examples, but they are the same
- Identifies only one example

Examples: “Budgeted \$24 million for National Immunization Week and encouraged child labor (only one example is correct); developed health centers and clinics (examples are the same) passed child welfare laws (only one example given).”

Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

Examples: “Indonesia refused to pass child labor laws; child health services have been discontinued; government wants to improve the welfare of children (too vague)”

Question 7—Sample A

- (1) National immunization weeks (budgeted at \$24 million) are currently underway, and health centers + mobile health posts now cover all 68,000 villages in the country
- (2) The Government is working to strengthen existing legislation in support of children's health, education + social welfare, including the 1948/1951 child labor laws and the 1979 child welfare law

Score of 2:

Identifies two examples of Indonesia's attempts: National Immunization Week; passage of child labor and child welfare laws

Question 7—Sample B

- (1) Indonesia has overcome their falling oil prices to maintain improvement in child health care, including
- (2) Indonesia has also strengthened national immunization existing legislation to support children's rights weeks. These include the 1948/1951 child labor laws and the 1979 child welfare law.

Score of 2:

Identifies two examples of Indonesia's attempts: national Immunization Week and passage of child welfare laws

Question 7—Sample C

- (1) Government is working on making children's health stronger and existing
- (2) Government gives high priority to children's health

Score of 1:

Identifies the same example twice: children's health

Question 7—Sample D

(1) to make a budgeted

(2) no more child labor

Score of 0:

Does not specify an example and is a vague generalization

Question 7—Sample E

(1) children of indonesia should
have the right of health

(2) education and social welfare.

Score of 0:

Makes a sweeping generalization without specific examples

Global History and Geography
Content-Specific Rubric
Document-Based Question—August 2000

Key Ideas from Documents that may be used in the essay:

Child Abuses	ID & Explain Child Abuse	Attempts to End Abuse	Evaluating Progress
Child Labor	Doc 2 & 4	Doc 2 & 7	Doc 2 & 7
Poor Education	Doc 2, 3, & 4	Doc 2, 5, & 6	Doc 2, 5, & 6
Poverty	Doc 2 & 4	Doc 2	Doc 2
Disease	Doc 1 & 7	Doc 1 & 7	Doc 1 & 7
Physical Abuse	Doc 3 & 5	Doc 5 & 6	Doc 5 & 6
Lack of Legal Rights	Doc 2 & 5	Doc 2, 5, & 6	Doc 2, 5, & 6

Score of 5:

- Addresses all aspects of the task by accurately analyzing and interpreting at least **four** documents
- Thoroughly identifies and explains *two* specific human rights abuses that children have suffered and discusses *two* attempts to eliminate these abuses
- Evaluates the extent to which progress has been made in eliminating human rights abuses against children
- Incorporates information from the documents by weaving them smoothly into the essay; may cite the documents, but does not copy from them
- Incorporates relevant outside information such as the role of the United Nations in addressing violations of the human rights of children, the efforts of individual countries, and the conditions of poverty, starvation and disease in Africa and Latin America
- Richly supports essay with relevant facts, ideas, and examples such as descriptions of areas of the world where children are exploited by family or society; or gives specific examples of disease, poverty, or illiteracy; and uses key terms such as literacy rate, legal rights, concentration camps, or infanticide
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task by accurately analyzing and interpreting at least **four** documents
- Identifies and explains *two* specific human rights abuses that children have suffered and discusses *two* attempts to eliminate these abuses, but treatment may be limited or uneven
- Evaluates the extent to which progress has been made in eliminating human rights abuses against children, but evaluation may be limited and uneven
- Incorporates information from the documents, and may cite the documents, but does not copy them
- Incorporates relevant outside information
- Supports essay with relevant facts, ideas, and details and uses key terms, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme

Score of 3:

- Addresses most aspects of the task or addresses all aspects of the task in a limited way, using some of the documents
- Identifies and explains *two* specific human rights abuses that children have suffered and discusses *two* attempts to eliminate these abuses, although part of the task may be missing
- Evaluates the extent to which progress has been made in eliminating human rights abuses against children, but evaluation may be limited and/or uneven
- Incorporates information from the documents and may cite the documents but does not copy them
- Incorporates limited or no relevant outside information
- Supports essay with some facts, ideas, and details and uses some key terms, but discussion is more descriptive than analytical
- Is a satisfactory developed essay, demonstrating a general plan or organization
- Introduces the theme with a repeating or restating the *Task* or *Historical Context* and concludes by simply repeating the *Task* or *Historical Context*

Score of 2:

- Attempts to address some aspects of the task, making limited use of the documents with little analysis and interpretation
- May identify and explain *two* specific human rights abuses that children have suffered and may discuss *two* attempts to eliminate these abuses, although all aspects may not be addressed
- May attempt to evaluate the extent to which progress has been made in eliminating human rights abuses against children, but the evaluation may be missing, very limited, and/or uneven
- Incorporates little information from the documents and may only restate the contents of them
- Presents little or no relevant outside information
- Supports essay with few relevant facts, ideas, and examples, uses few key terms correctly, and may have some inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme

Score of 1:

- Shows limited understanding of the task, making vague, unclear, and sometimes inaccurate references to the documents with little or no analysis and interpretation
- Fails to identify and explain *two* specific human rights abuses that children have suffered and fails to discuss *two* attempts to eliminate these abuses, addressing few aspects of the task
- Fails to evaluate the extent to which progress has been made in eliminating human rights abuses against children
- Incorporates little or no accurate information from the documents
- Incorporates little or no relevant outside information
- Supports essay with few relevant facts, ideas, and examples and uses few key terms correctly
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme

Score of 0: Fails to address the task, is illegible, or is a blank paper

Throughout history, children have frequently suffered from human rights abuses. The human rights of children are survival, health and health care. These rights say that children should be taken care of in their basic needs, such as their health and survival. ~~These~~ these needs have not always been met though. Some people believe that significant progress has been made toward the elimination of the abuses.

Children working in factories has been a common practice for countries in Europe, Africa, and Asia in the 1800-1900's. Even today Africa and Asia account for over 90% percent of total child employment. These children must work to help support their families, and some work for their own education. This wouldn't be so bad if the conditions, hours, and wages were ~~not as bad~~ ^{better}, ~~as they are~~. In Guatemala, a thirteen year old girl named Mana can not attend school because she must work to support her family. Her health is also in danger because she lives in a crowded, dirty shack and can only sleep for four hours per night. In Europe, children's rights ~~violations~~ were also greatly violated during World War II. In ~~the~~ the Terezin concentration camp, located in the Czech Republic, the children's health was constantly at risk. People were dying and being beaten all around them. Sanitary and ~~the~~ living facilities were also a hazard.

People are fighting for the children. Organizations

such as UNICEF, WHO, UNDP and CPCC all work to help save the children's rights. In Tunisia, it has become law that all children ages 6-16 must attend school. In school they are also being taught to speak out, give their thoughts, show love, and solidarity, and take responsibility. This will help the children to know their rights and a high standard of treatment for them. In Vietnam teachers and social workers are also receiving training on the children's rights and how to teach them their rights. In Indonesia, the health of the children is being fought for. A 24 million dollar national immunization program has been started. Also the government is working to strengthen children's health, social welfare, child labor, education, and child welfare laws.

The rights of children and abuses against them has been helped a lot. So many people and organizations are working now to help them that each day the rights are being raised and the abuses lowered. They have not ended yet though. Many factories still employ children at low wages for long hours. Others still live in unsanitary, crowded, dirty shacks, and still others are not being educated.

Some people believe that significant progress has been made toward the elimination of the abuses. Unfortunately, throughout history children have frequently been abused in the areas of

Anchor Paper – Document–Based Essay—Level 5 – A

health, survival, and health care. These needs have not always been met, but are ~~being~~ many organizations are dedicated to working for these children who are suffering.

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

- Thoroughly addresses all aspects of the task by analyzing and interpreting the documents
- Uses documents 1, 3, 4, 5, 6, and 7
- Thoroughly identifies and explains three specific human rights abuses (child labor, health, and education) and discusses two attempts to eliminate these abuses (laws requiring children to attend school and requirements for teacher training on human rights)
- Evaluates the extent to which progress has been made (significant progress but children still working and living in poor conditions with little education)
- Incorporates information from the documents by weaving documents smoothly into the essay
- Incorporates relevant outside information (the role of the United Nations in addressing human rights violations of children's rights and children working in early factories)
- Supports essay with relevant facts, ideas, and examples such as descriptions of working conditions in various parts of the world; uses key terms such as immunization
- Consistently demonstrates a logical and clear plan of organization
- Introduces the theme by stating that human rights of children are absolute, although not always recognized, and concludes that progress has been made by many organizations

Conclusion: Overall, the response best fits the criteria for Level 5. This essay is especially strong in weaving the documents into the body of the essay. It is somewhat weak in incorporating outside information, but the use of information from the documents is thorough and analytical. The conclusion points out that while progress has been made in achieving human rights for children, violations still exist.

Throughout history, children have frequently suffered from human rights abuses. Some people believe that significant progress has been made toward eliminating the abuses. Two examples of human rights abuses that children have suffered are physical abuse and punishment in schools and child labor.

For centuries, children have suffered undeserved blows, slaps, and even executions as a way of punishment for wrongdoing. People have long since tried to fight abuse as an unnecessary and cruel way of punishment by teachers in school. Some countries are determined to change that. Tunisia, for example, is establishing a new system of teacher training. From now on, students are encouraged to express their views and speak out freely through dialogue. Children are now considered partners in the learning process. Juvenile justice in Tunisia has also been amended, and now limits the range of physical punishments of minors. As a result of this new system, physical punishment and violence in schools seems to be decreasing. This ^{has} not completely eliminated child abuse, but definitely has put Tunisia on the road to a child abuse-free nation. Also in Vietnam under the 1992 Constitution children's rights for protection, care, and education are now considered fundamental.

Child labor is another serious problem all around the world, and especially in developing nations. Working children are the objects of extreme exploitation of working for long hours and minimal pay. Work conditions are especially severe also, often not providing the needed stimulation for proper physical and mental development. For example, Maria, a thirteen-year old in Guatemala has to sew for eleven hours a day (sometimes even more), six days a week. There are some steps that have been taken in the direction of eliminating child labor, but it has not been easy. In Indonesia, the government is working to strengthen the legislation in support of children's health, education, and social welfare, including the 1948/1951 child labor laws and the 1979 child welfare law. The whole situation is similar to the Industrial Revolution in England in the 1800s, when child labor was an extensive problem also. Some other steps taken in preventing child labor abuse have been made in Vietnam, in the 1992 constitution. The Constitution prohibits discrimination of children and states that "children should enjoy protection, care and education

by the family, State, and society. " Many other countries have also passed laws, establishing certain limits on hours, wages, and age that children can start to work (the U.S., for example). Tunisia has also made education mandatory for 6 to 16 year olds, therefore keeping the children in schools. These are definitely steps in the right direction, but it has been hard to eliminate ~~the~~ child labor completely because of a number of reasons. First, there is no international agreement defining child labor, making it hard to identify and isolate cases. Also, many children have to work in order to attend school so abolishing child labor may only worsen their education.

Laws against child human rights abuse have been made, and important steps taken. But it still continues to be a problem.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by analyzing and interpreting the documents
- Uses documents 2, 4, 5, 6, and 7
- Thoroughly identifies and explains two specific human rights abuses (physical abuses in schools and child labor) and discusses two attempts to eliminate these abuses (teacher training and child labor laws)
- Evaluates the extent to which progress has been made, noting that child labor is difficult to eliminate because there is no international agreement and many children are forced to work to gain an education
- Incorporates information from the documents by weaving documents smoothly into the essay
- Incorporates relevant outside information (the Industrial Revolution in England)
- Richly supports essay with relevant facts, ideas, and examples such as descriptions of working conditions around the world; uses key terms such as *discrimination* and *exploitation* of workers
- Demonstrates a logical and clear plan of organization
- Establishes that human rights of children have been violated and concludes that laws have been made

Conclusion: Overall, the response best fits the criteria for Level 5. The discussion of child labor throughout the world, including a reference to the United States, is well done. The use of United States information is appropriate for this question. The essay is well organized with the use of topic and concluding sentences.

The violation of the rights of children is commonly since throughout history, as well as in modern times. They have been in past, ~~throughout~~ given adult work, though they are so much smaller and weaker than adults. This child labor, which really began during the Industrial Revolution is still seen today in many rural areas in Asia-Africa. The health and welfare of children is one which has also been disregarded or ignored. These children are the next generation and if they are unhealthy, the nation will be in a serious problem. Many nations, today, are beginning to recognize the abuse towards children and are trying to make new laws to protect them.

Child labor is an impending problem throughout the developing nations of the world. Many of these children are the major contributors to the income of their families, though they are paid so little. Many families would not be able to survive ~~without~~ ^{without} the income from their children. Historically children of poorer classes/families have been needed for labor and farm work and did not go to school since their future was that of their parents, one of in the farm. Therefore after the industrial revolution, parents did not find it a horrible thing for their children to work in factories, which were dangerous and lead to several health problems. By spending their times in ~~factories~~ factories with inhumane conditions, these children were denied basic education, which would improve the status of their lives. By subjecting children to work greatly over the 8-hour work hour and paying them little or nothing for this extra time, the employees were violating the basic human rights of the people. The lack of education

causes more children to not be able to read and write and limits their job opportunity to the factory. A problem with ~~the~~ the ending of child labor is that children are ~~not~~ sometimes not able to go to school if they were stopped working, this is a great problem. ~~Another~~ Another problem is that there is no international agreement defining child labor, so it is hard to isolate cases of child labor. Many nations such as Vietnam, who signed the Convention on the Right of the Child gave children more freedom in schools and decreased the 'supremacy' of the teacher. In Tunisia education is made mandatory and parents will be punished if their children don't go to school. Such laws in these developing countries will and have aided children to improve themselves.

The health of children has been greatly ignored. Many of these children are harmed in factories, when their small limbs get stuck in. Many are hardly taught on how to handle their machines properly. Malaria, which kills 3,000 children everyday in sub-Saharan Africa, shows the need for laws to improve ~~and~~ children's health. Concentration camps are horrible to children. They do not ~~offer~~ ^{offer} children the basic nutrition they need to be healthy adults. Indonesia is a nation which should be praised for its attempt to improve the health of its children. It has passed laws to have \$24 million of its budget going to the immunization of children. When

the children are immunized to ~~the~~ diseases, they will surely be healthier adults. Many people might think that children are young and exposing them to dangerous fumes will not harm them, but they are actually more likely to be harmed by these fumes than adults, since ~~their~~ their immune system is not fully developed. During the Industrial Revolution a very small number of children lived after the age of 16 and most were stunted in growth and had many malformations, which they carried into adulthood. Unhealthy children became unhealthy adults and this would eventually ~~cost~~ cost a nation a great deal in health care. So by immunizing and ~~at~~ restricting children from ~~potentially~~ potentially harmful situations, will in the long run, ~~possibly~~ help the government ~~receive~~ save more money.

Furthermore, though many new laws and programs have been setup to help and protect the rights of children, who do have ~~the~~ the basic human rights of adults, there are still many problems ~~concerning~~ ~~concerning~~ concerning children. Cultural beliefs and teachings as well as the education of the parents and their beliefs will help children receive an education and improve themselves. The health of children is ~~very~~ very important and must not be ignored. They are ~~the~~ the future of their nation and this future would be a sad one if it involves sickly ~~children~~ adults. There is always ^{more} ~~more~~ space for improvement in the area of children's rights and abuses.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by analyzing and interpreting the documents
- Refers to documents 1, 2, 3, 5, and 6
- Identifies and describes two specific human rights abuses (child labor and health) and discusses two attempts to eliminate these abuses (mandatory education and immunization)
- Discusses the extent to which progress has been made in a limited way
- Incorporates information from the documents, cites the documents, but does not copy them
- Incorporates relevant outside information (health problems)
- Supports essay with relevant facts, ideas, and details and uses key terms (immunization)
- Demonstrates a logical and clear plan of organization
- Establishes that human rights abuses against children occur throughout the world and concludes that many new programs and laws have helped improve the lives of children

Conclusion: Overall, the response best fits the criteria for Level 4. The essay is more descriptive than analytical and uses the documents, but not in any depth. The strength of the essay is in the organization and the specific details that are included. The weakness is in the lack of analysis.

Anchor Paper – Document-Based Essay—Level 4 – B

Throughout history, children have frequently suffered from human rights abuses. However, some people believe that significant progress has been made toward eliminating the abuses. ~~Children~~, as innocent and naive ^{children are} ~~were~~ taken advantage of, forced to endure hard working conditions and terrible hours. Many people feel that it is due to the increase of developing nations that they need hard ~~to~~ labor to develop ^{their country}. They then turn towards children. It is not easy to assess all the cruel and unjust punishment children have suffered through, over the past hundred of years.

Probably one of the most horrific human rights abuses that children have suffered through, is in the Concentration Camps World War II ~~was~~ as devastating as it was, was ~~the~~ devastating for the children too. They had to work long hours, if it was not in a factory, it was pleasing the Nazi regime. They followed a ~~set~~ list of things to do everyday and got accustomed to it. If they spoke out, they were executed. Children were ~~not~~ shot on numerous occasions, basically for not pleasing the Nazis. They were fed food of poor taste and had to deal with it. If they did not eat, the hell with them, let them starve to death. To the Germans it was funny to see these poor, innocent children suffer. To the children it was not. The children line and go ~~to~~ on countless occasions. These children were so young that even when they try to work to their fullest, they can't because they have to think about their families and siblings. They were ~~separated~~ from their families and would probably never see them again. They were made as workers ~~and~~ they had to suffer for the rest of their lives.

Horrible working conditions for children are diffused into South America, Guatemala. Since the worlds were industrializing during the industrial revolution, countries needed labor and work forces, to help them fully industrialize. They turned to children for this. Even the slightest of jobs such as sewing proved dramatic to shaping a child's life. Whatever needed to be done, whether it be sewing, hammering, coal burning was done by children. They suffered greatly, rarely got anything to eat and got very little sleep. These children don't even get any benefits. They live w/ their families in run down shacks in mud piles, struggling to survive.

Many attempts have been taken to reform children's ~~working~~ human rights ~~against~~ abuse. In Tunisia for example, Tunisians were determined to change & reform the conditions children endure through. In 1991 many education laws were passed, including ones that made it mandatory for children of age 6 to 16 to attend school and get an education. This is very important. Now children won't be working in factories or enduring through rough conditions. They will learn how to read and write and hopefully get a superb education. Also Tunisians feel that by improving the teachers the children get accustomed to, they will want to learn more, and voice their opinions more frequently & openly. Children will hopefully be successful in Tunisia by these reforms. In Vietnam however, other reforms have been taken like those of Tunisia. One of the biggest steps was signing the Convention on the Rights of

The Children Tan'26, 1990. This was a document, specifically written to honor children's rights and to treat them in a fair, just way ~~the~~ inclusive was their education, ^{and} health care ~~and~~ which was also to be returned also in juvenile justice is to be returned. Such organizations as the UNICEF and the CPCC were advised by Vietnam to better the lives of children they ~~wanted~~ ^{wanted} to set up juvenile courts and to uphold ~~the~~ ^{the} ~~rights~~ ^{rights} abuse in conflict with the law. Children were truly experiencing better lives.

The extent to which progress has been made in eliminating human rights abuses against children is unparalleled. To this day, children have not been persecuted against or treated harshly like the 1920s. Reforms & attempts that have been made, made children's conditions much more efficient. Progress in many organizations is very important and children should never be subdued to the ~~infectable~~ ^{infectable} ~~reacting~~ ^{reacting} conditions they were to, once ago.

Throughout history, children have been persecuted against. They' have not been able to get ahead in life til now. They have been taken advantage of and truly treated harshly. We just hope that children will never be treated the same way ever again.

Anchor Level 4-B

The response:

- Addresses all aspects of the task by analyzing and interpreting the documents
- Uses documents 3, 4, 5, and 6
- Identifies and explains two specific human rights abuses (working conditions and child labor) and discusses two attempts to eliminate these abuses (education and legislation)
- Discusses the extent to which progress has been made such as less persecution and better conditions, but discussion is limited and uneven
- Incorporates information from the documents, cites the documents, but does not copy them
- Incorporates relevant outside information (concentration camps)
- Supports essay with relevant facts, ideas, and details and uses key terms
- Demonstrates a logical and clear plan of organization
- Establishes that developing nations have violated children's human rights and concludes that reforms have been made and progress achieved by many organizations

Conclusion: Overall, the response best fits the criteria for Level 4. The essay is more descriptive than analytical. Although the evaluation of progress is weak, the response thoroughly discusses the documents and uses description from the documents.

Throughout history, the human rights of children have been violated. Many developing nations have turned to child labor in order to veer from poverty. Although the human rights of children have been violated, various large organizations have been making progress to try and eliminate these abuses. Human rights ~~abuses~~ such as the right to health care and a sanitary living conditions as well as the right to education have been abused and the attempts by UNICEF and other organizations have found the rate of progression to eliminate these abuses to be slow and tedious.

~~Human rights abuses~~

Children have rights just as all other humans do. The governments of developing nations often overlook the human rights of children in order to become a more productive nation. Human rights such as the right to a healthy living conditions and the right to attend school to receive an education have failed to stand for children in nations such as Indonesia, Vietnam, Tunisia, Guatemala and various other struggling countries. These nations have not agreed on what exactly violating children's rights mean. They do not believe that their actions are indeed violating the child's human rights. Many times children are forced to work in unsanitary conditions in order to be able to receive an education.

Many organizations world wide have made attempts to eliminate human rights abuses.

Organizations like the United Nations Children's Fund

and the World Health Organization have contributed their time and effort to relieving children of adult troubles and problems. These organizations have instituted new judicial and legislative systems to try to correct errors in judgement made by developing nations. Also, setting up educational systems that are focused on educating children so that they can grow to be more productive in society than a mine worker or a worker in a dirty and unsanitary textile factory. These steps ~~are~~ toward eliminating human rights abuses worldwide.

Although many organizations have taken steps to relieve children's human rights abuses, the progression is slow and many industrial powers have not eased the tedious process of "freeing" children from the machines that "enslave" them. Companies such as Nike and other large companies that have bases in many struggling, developing nations are taking advantage of the nations weak economy and they ~~are~~ are reversing the efforts of UNICEF, WHO and UNDP. Industrial powers that base themselves in various parts of Asia and Africa help to make up the 90 percent of child labor that exists in those areas.

Finally, the process to rescue children from their suffering is taking place by large organizations and the human rights abuses are slowly declining. Significant progress taken by these organization in becoming aware of childrens human rights abuses are

very helpful. All humans rights to a healthy living environment without fear of malnutrition and disease should be well noted worldwide.

Anchor Level 4-C

The response:

- Addresses all aspects of the task in a limited way
- Refers to documents 1, 2, 5, and 6
- Identifies and explains two specific human rights abuses (health and education) and discusses two attempts to eliminate these abuses (legislation and mandatory education)
- Discusses the extent to which progress has been made
- Incorporates information from the documents, citing the documents but not copying them
- Incorporates limited relevant outside information (Nike and child labor)
- Supports essay with some relevant facts, ideas, and details and uses some key terms such as developing nations and human rights
- Demonstrates a general plan of organization, but is uneven in treatment
- Establishes that developing nations have violated children's rights but that organizations have made some gains in stemming abuses and concludes that further progress is needed even though human rights abuses are declining

Conclusion: Overall, the response meets most of the criteria for Level 4. The essay is well organized, but lacks specific details. The essay is more descriptive than analytical and uses the documents, but in a limited way.

Throughout history, children have frequently suffered from human rights abuses. The human rights of children are survival, health, and rights to health care (1). Child labor is horrible for children, but in some cases it helps out the families. It helps pay bills, and pay for their education. Child labor is not easy to resolve because there is not actual international definition of child labor, and also it will hinder education (2).

Children have suffered through many human rights abuses. In one case, children got served only flavored water and if they were lucky potatoes. They got no beds to sleep on and they got undeserved slaps, blows, and executions (3). In another case, in Guatemala there is a woman that is taken advantage of. She barely has an education and only knows how to sew. Therefore, she sews for six days a week, eleven hours a day, and sometimes even till three in the morning and had to wake up four hours later to attend to work again (4).

Some attempts have also been made to eliminate human rights abuses against children. Education laws were passed in 1991 that mandated education for six to sixteen year

old children. Parents that didn't send their children to school were penalized. Juvenile justice had taken place to limit physical punishment for minors (5). Government is also trying to strengthen legislation in support of children's health, education, and social welfare. Health centers now cover all 68,000 villages in the country (7).

Definite progress have been made towards children's rights. There's limited physical punishment and education for children from ages of six to sixteen are mandatory (5). Laws have also been passed that say children should receive health care along with social welfare (7).

In past years children were taken advantage of and more and more of them kept dying. But as time went on laws were passed that were against child labor and for education for children. In third world countries children worked to help pay bills, rather than going to school but many changes have been made since then. Children now live in safe environment and because of that more children survive every year.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way
- Uses documents 1, 2, 3, 4, 5, and 7
- Identifies and explains two specific human rights abuses (health and child labor) and discusses two attempts to eliminate these abuses (education and legislation)
- Evaluates the extent to which progress has been made, but evaluation is limited (implies that legislation and education have made some differences)
- Incorporates information from the documents (describes Maria's workday in Guatemala)
- Incorporates limited relevant outside information
- Supports essay with some relevant facts, ideas, and details (mandatory education for children ages six to sixteen), but uses few key terms
- Demonstrates a general plan of organization
- Introduces the theme with a simple restatement of the *Historical Context* and concludes that laws were passed in some nations to protect children's rights

Conclusion: Overall, the response best fits the criteria for Level 3. The essay addresses the task, but is weak in evaluation. The use of documents is more descriptive than analytical.

Throughout time children have been mistreated, exploited, abused and killed. All these things have to stop because these kids are our future.

Children in many parts of the world are being made to work at very early ages. These kids work 11 hour shifts, six maybe seven days a week. They get paid very low, for the effort they put into working they get back a few cents. They are being exploited. Working conditions aren't safe they can easily lose a finger or a hand maybe even their life. These ~~are~~ machines are built for adults to work them ~~not~~ not seven year old kids.

Children around the world go through abuse each day. If a kid is working and he makes a mistake he will get yelled at slapped even beaten. At concentration camps they are fed improperly and are beaten by officials their if their in a bad mood. It is not fair ~~for~~ the kids.

Children also need to attend school. Some have to work to go to school so removing them from work is like ~~refusing~~ refusing them an education.

Some children have to work to feed their ~~families~~ families.

On the other hand some countries have done something about it. For example

Tunisia has passed a law anyone from 6-16 has to attend school on a daily basis if not their parents would be ~~penalized~~ penalized for not sending them to school. In Vietnam a juvenile justice law was passed so that adults were very limited to physical punishment to minors. So things have been done to change but there is still more to be done.

Children's human rights has come along way efforts have been done by many organizations to restore human rights. But there is still a lot to be done.

Anchor Level 3-B

The response:

- Addresses all aspects of the task in a limited way
- Refers to documents 2, 3, 4, 5, and 6
- Identifies and explains two specific human rights abuses (child labor and education) and discusses two attempts to eliminate these abuses (education laws and legislation), but details are limited
- Attempts to evaluate the extent to which progress has been made
- Incorporates information from the documents by paraphrasing the documents
- Incorporates limited relevant outside information (“kids are doing adult jobs”)
- Supports essay with some relevant facts, ideas, and details and uses few key terms
- Demonstrates a disorganized plan of organization
- Introduces the theme by listing human rights abuses against children and concludes that some progress has been made although much needs to be done

Conclusion: Overall, the response best fits the criteria for Level 3. The essay is more descriptive than analytical and tends to paraphrase the documents. The essay addresses the tasks but not in any depth.

Throughout history the basic human rights of children have been violated and ignored. For hundreds of years children have been beaten, severely disfigured, psychologically tortured and in many cases killed. In many countries there simply is no funding to provide effective health care and adequate housing.

Disease is a major issue in many African and South American countries. Document 1 notes that every day 3000 children die from malaria. It is the single largest killer in Sub-Saharan Africa. Immunization in these areas is almost impossible because there simply is not the funding to vaccinate the large numbers of people in these areas.

Psychological trauma is an often overlooked effect of human rights violations. In document 3 Peter Fictel describes life in a children's concentration camp. He talks about children being stopped, beaten, or killed for a minor offense.

Fictel describes the piles of bodies, sick people amid the dirt and filth and people dying in their own excrement. The effects of these juvenile camps were no less than that of the Jewish people during World War II.

Many attempts have been made to eliminate these problems. UNICEF, the CPCC and many other organizations are making progress. Tunisia has made changes to child-related legislation and made

Schooling for 6-16 year olds mandatory. Tunisia has also reorganized juvenile justice and limited physical punishment. Vietnam has made similar changes by improving education. Training modules have been set up for teachers to help improve human rights for children. Healthcare has also been addressed in Indonesia by setting up National Immunization weeks.

The abuse of children's rights is still a very real problem but it is being addressed very effectively. Hopefully the issue will one day be completely resolved.

Anchor Level 3-C

The response:

- Addresses all aspects of the task in a very limited way
- Uses documents 1, 3, 5, and 6
- Identifies and explains two specific human rights abuses (health conditions and psychological trauma) and discusses two attempts to eliminate these abuses (legislation and mandated schooling)
- Discusses the extent to which progress has been made (National Immunization Week)
- Incorporates information from the documents, citing the documents but not copying them
- Incorporates limited relevant outside information
- Supports essay with some relevant facts, ideas, and details and uses key terms (psychological trauma)
- Demonstrates a general plan of organization, but is uneven in treatment
- Establishes a framework that describes human rights abuses against children and concludes that problems still exist although they may be resolved

Conclusion: Overall, the response best fits the criteria for Level 3. The essay is more descriptive than analytical and uses limited outside information. It has some insightful conclusions but, for the most part, lacks depth.

Throughout history, children have been deprived from their natural and human rights. Children have been and still continue to be exploited and abused. As our world progressively becomes more civilized, more attempts have been made for the abolition of children's suffering due to human rights abuse. Even still, the practice of human rights abuse on children still exists.

Children have suffered many human rights abuses. One abuse in which children have been deprived from their human rights was in concentration camps. Children became used to waiting for hours for a simple meal. They did not receive proper health and were exposed to thousands of dead bodies. Another abuse is where children in developing countries are exploited, working for long hours in unsanitary conditions and receive little pay.

Despite the abuses, attempts have been made to eliminate the problem. In Indonesia, despite falling oil prices, the government has maintained improvements in health services. For example, National Immunization weeks are currently underway. Also, in Tunisia, the basic education curriculum was reviewed to include all textbooks that will increase the education of the children.

In the attempt to eliminate human rights abuses, I believe it has done well only in the developed countries. I believe that in developing countries, children will be forced to continue to work long hours, receive little education, and be abused by supervisors as long as the country remains poor.

Anchor Level 2-A

The response:

- Attempts to address some aspects of the task with little analysis and interpretation
- Uses few documents specifically, but makes vague references to documents 3, 4, and 5
- Identifies and explains two specific human rights abuses (health and working conditions) and has a limited discussion of two attempts to eliminate these abuses (immunization and education)
- Attempts to discuss the extent to which progress has been made
- Incorporates little information from the documents
- Presents no relevant outside information
- Supports essay with few relevant facts, ideas, and examples and uses few key terms
- Is an organized essay, but lacks specific details
- Restates the theme in the introduction and summarizes the task by pointing out that developed countries have attempted to eliminate abuses against children, but developing nations will continue to violate children's rights as long as those nations remain poor

Conclusion: Overall, the response best fits the criteria for Level 2. The essay addresses all three tasks, but uses limited and vague information with little attention to the documents.

Throughout history and in different parts of the world, children have suffered from many human right abuses. Some people believe that significant progress has been made toward eliminating the abuses.

An example of a human right abuse is found on Document 3 where Peter Fischel described the everyday life for children of Terezin concentration camp. Fischel explained how these children were used to stand in line at a certain time to receive its "meal": "We stood in a long queue [line] with a plate... they ladled a little warmed up water with a salty or coffee flavor." These kids did not receive enough food nor shelter: "we got used to sleeping without a bed". They were creating fear and at the same time they had to resignate to the fact that sooner or later they were going to die: "we got used to underserved slaps, blows, and executions. We got accustomed to seeing people die in their own excrement, to seeing piled up coffins full of corpses." They were denied medical attention and were sick and let to die: "...we got used... to seeing the sick amid dirt and filth and to seeing helpless doctors".

Another example of human right abuse is found on Document 4 where an unknown author describes the life of a young girl from Guatemala. The young Maria is presented to be illiterate. She can not read because she does not attend to school due to the responsibility to work hours over hours without ceasing: "She does not attend to school and cannot read." Maria, according to the writer, is obligated to work extra hours even though she gets little sleep:

"When management requires, she works until 3:00 a.m. and then rise four hours later to begin again (sewing)."

Attempts were made to eliminate human rights abuses against children. One of these attempts ^{was} the involvement of President Ben Ali from Tunisia along with several high-level ministers to demonstrate ^{Tunisia's} commitment to children through a series of initiatives undertaken since ratifying the Convention on the Rights of the Child in 1992. ^{(document 5).} Another attempt to eliminate human rights abuses is the Integration of Indonesia of Child Rights into developing programs such as the increase of Budget allocation for children; which "improved in health services" and "continued to give high priority to children's health", and the strengthening Child-Related legislation ⁱⁿ which "the government is working to strengthen existing legislation in support of children's health, education and social welfare." (Document 7).

In conclusion, ^{many} children around the world had been victim of abuse in which they are prohibited to have accomplished their human rights that they were granted, but nowadays several people intent to have their ^{children's} human rights gained back.

Anchor Level 2-B

The response:

- Attempts to address some aspects of the task with little analysis and interpretation
- Uses documents 3, 4, 5, and 7
- Identifies and explains two human rights abuses (child labor and education) and discusses two attempts to eliminate these abuses (legislation and improved health services)
- Mentions progress which has been made in eliminating human rights abuses
- Incorporates little information from the documents, except to copy sections of the documents
- Presents no relevant outside information
- Supports essay with few relevant facts, ideas, and examples and uses few key terms correctly
- Is an organized essay, but lacks focus and details
- Introduces the theme by repeating the *Historical Context* and concludes by rephrasing it

Conclusion: Overall, the response best fits the criteria for Level 2. The essay addresses the task but quotes the documents with little additional information.

Child labor is a common problem, especially among big developing countries, like Africa and Asia. Child labor can be considered a violation of children's rights. Children work for many reasons. Traditional factors such as rigid cultural and social roles in certain countries further limit educational attainment and increase child labor.

One of the major reasons for child labor is poverty. Many children, even though they're not well-paid, they help their family's income by bringing the money they gain by working under really severe work conditions.

Education problems also contribute to child labor whether it be the inaccessibility of schools or the lack of quality education which spurs the parents to enter their children in more profitable pursuits.

Children's rights have been violated in many different ways. Children don't have the right to eat a nutritious meal, they work in severe conditions, by this I mean they work for 11 hours a day without being well-paid. They get beaten without even a reason. They lose their childhood at a pretty early age.

In order to stop child abuse, countries like Tunisia, Indonesia and Vietnam have taken actions in their governments. Some of these actions include changes in education regulations. They mandate education for all 6- to 16-year-olds.

Anchor Paper – Document–Based Essay—Level 2 – C

and penalize parents who do not send their children to school. A new system of teacher training has recently been set up. Students are now encouraged to speak out and express their views freely through dialogue, thus becoming partners in the learning process. As a result of the new system, physical punishment in schools appear to be declining.

Anchor Level 2-C**The response:**

- Attempts to address some aspects of the task, making limited use of the documents with little analysis and interpretation
- Identifies and explains two human rights abuses (working conditions and education) and discusses one attempt to eliminate these abuses (education regulations)
- Infers the extent to which progress has been made, using few details (abuses are declining)
- Incorporates information from the documents, although information tends to paraphrase the documents
- Presents no relevant outside information
- Supports essay with few relevant facts, ideas, and examples, uses few key terms, and includes inaccurate information (Asia and Africa are countries)
- Is a poorly organized essay, lacking focus
- Establishes a framework in a good introductory paragraph, but lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The essay attempts to address the problem, but lacks specific details and examples. References to the documents are implied rather than specific.

There are two specific Human Rights abuses that children have suffered. One is schooling, lots of children suffer from not attending school. School is very important for children of all ages.

Another abuse is physical abuse. There are children all over the world who get abused for no reason. Sometimes it has to do with low self-esteem or drugs.

There are two attempts that have been made against child abuse.

One is foster care. Lots of children have been taken away from their family members.

Another one is arrest. Most parents who abuse their children are most likely arrested.

Anchor Level 1-A

The response:

- Shows limited understanding of the task with little or no analysis and interpretation
- Uses no documents
- Identifies two specific human rights abuses (lack of education and physical abuse), but fails to explain them adequately; also identifies but fails to discuss two attempts to eliminate these abuses (foster care and arrest)
- Fails to evaluate the extent to which progress has been made
- Incorporates no accurate information from the documents
- Incorporates little relevant outside information
- Supports essay with few relevant facts and uses few key terms
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the problem

Conclusion: Overall, the response best fits the criteria for Level 1. The essay attempts to complete the task, but makes limited, vague, and inaccurate references to the documents. Parts of the task are not attempted.

Throughout history, children have frequently suffered from human rights abuse. Some people believe that significant progress has been made toward eliminating the abuse to children. Two reasons we need progress is because of the treatment the children are getting such as being slapped by the staff at concentration camps, not having proper meals, and not having beds to sleep and rest your head. The government is trying to make progress to help the children. The governments working to strengthen existing legislations in support of children's health including child labor laws. In attempt to protect the rights of children.

Anchor Level 1-B

The response:

- Shows limited understanding of the task with little analysis and interpretation
- Makes vague reference to documents 3 and 7
- Identifies but fails to explain two specific human rights abuses and minimally discusses two attempts to eliminate these abuses (legislation)
- Fails to evaluate the extent to which progress has been made
- Incorporates little accurate information from the documents
- Incorporates no relevant outside information
- Supports essay with few relevant facts and uses few key terms correctly
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the problem

Conclusion: Overall, the response best fits the criteria for Level 1. The essay attempts to address the problem, but uses limited and vague information from the documents.

Human Rights Abuses Against Children

Everyday, around the world, children's human rights are being violated. Whether it is putting a child's welfare in danger, or child abuse or the violation of rights for survival, thousands of young, innocent children are being effected by these conflicts. All throughout history, children have suffered from human rights abuse.

All throughout history, children have suffered severely from human rights abuse. One example can be child labor. Now, it doesn't sound as bad as it is but child labor is a serious issue which effects so many children around the world. In document two, from a Child Labor source, it tells us that countries such as Africa and Asia, all together have over ninety percent of child employment. The jobs given to these children are too much for them to handle. They have to work long hours for minimal pay. Some work for only a few cents by the hour. From what I've heard there are many young people working in Los Angeles sweatshops for only

two dollars an hour! Most of these were Chinese immigrants. My point is, the same thing was being done with young children. They were also kept from getting their education which has to be so awful. Most children who worked didn't even know how to read. Such as the story of "Maria's story" in document four. It isn't fair to the children to work so hard just so they can help out the family survive. Children should be given a choice concerning this matter.

Another example of human rights abuse of children can be the violation of child health care, health and the child's rights for survival. Thousands of children are being infected with killer diseases such as Malaria because of mal-nutrition and living in health hazard areas. In document one, it tells us that over three thousand children die from Malaria and other diseases in sub-Saharan Africa everyday. Three thousand innocent lives all lost in one day because of violations of child health care. The thought of it is so sad but it's a fact we have to

be aware of, and take action about it.

Today, there are many attempts being made to eliminate human rights abuses against children. Organizations such as UNICEF (United Nation's Children's Fund) and WHO (World Health Organization) are taking action by providing the best welfare and health care for children around the world. Doctors and medical services are being provided. On t.v. advertisements are being made asking for our help in curing the millions of sick children in Africa. In countries such as Indonesia and Vietnam, child rights are being honored by improving education and strengthening Child-Related Legislation. In other words, our goal is to stop the violation of children's rights and develop new ways to give children the best in education, health and welfare.

I strongly believe, this is an issue we all should be aware of.

I mean, feeling sympathy towards the dying children in Africa or being sorry for the children under employment in Guatemala City isn't going to help stop it. We have to take action. Contri-

Donate our free time (even if it's an hour) to help these children. My dad has an office in the United Nations and whenever I stop by, I always go to one of the UNICEF meetings. Just sitting there and learning about what's going on in the Middle East or Africa helps me have a better understanding in Children's Rights. Also, my sister and I called an 1-800 number to help support a Children's Fund in an African village. We donate only 36¢ a day. Can you believe they only asked for that much? My point is, even the smallest amount of time or money, can make a major difference in stopping the violation of children's human rights.

Document-Based Essay— Practice Paper – B

Throughout history, children have suffered human rights abuses. Others have looked at this problem and are doing something about it. Yet, there are still many children ~~who~~ ~~are~~ whose rights are violated or being violated. Human rights abuses are a wide problem in our world in the past and in the present. Jean Jacques Rousseau ~~was~~ stated "Man are born free, yet he is in chains.", like children, they are born free, yet they ~~live~~ live in this world without few rights.

In document one, it stated that children have rights to survival, health and ~~at~~ health care, yet they are still suffering. Foundations such as UNICEF and organization such as WHO are doing their best to stop human right violation. ~~Children~~ If children's rights to survival, health and health care, they are suffering from deadly diseases such as malaria, since they are not receiving any ~~the~~ type of medication. In document two, child labor is ~~is~~ another point why human rights ~~of~~ of children are violated. Children work because they live in poverty. Their family depends on them to help out the family's income. It's ~~okay~~ alright for children to work for their family but it is not right for a child to work long ~~hours~~ hours at a minimal pay. They work in ~~awful~~ horrible conditions which affects their proper physical and mental development. Children are not getting proper education, and whether they want their education or not they still have to work. In document three, Peter ~~is~~ Fishel describes the kind of schedules that children follow day ~~and~~ after day. In his story, children lives in concentration camps, which ~~is~~ it portray that the children have no freedom or rights. In document five, some steps have been taken to improve ~~and~~ stop children's rights from being abuse. Such changes are the right for children to receive a better education. Laws ~~are~~ ^{are} passed stating that it is mandatory for a child to attend school for all 6 to 16 years old, otherwise the parents

Document-Based Essay— Practice Paper – B

would be penalized for not sending their child to school. Textbooks in schools should contain values of tolerance, conflict resolution, love for peace, responsibility and solidarity, not violence. Children are also encouraged to speak and express their thoughts and physical punishments are excluded from school. In document seven, Indonesia is an example of those countries who are trying to stop children human right abuse. It has maintained and continues to improve health services, and uses some of ~~its~~ its budget to health centers and mobile health posts in villages in the country. Indonesia's government continues to support laws concerning children health, education, social welfare and child labor laws.

Children are precious peoples in our world. They are our future. In order to have a great future, we must show them what's right and what's wrong. We have to education them in order to pass important traditions, and take care of them for a healthy future. If their rights are violated, how can we have a future that is healthy, well educated, pure, honest and loving.

Document-Based Essay— Practice Paper - C

Children's rights have always been violated in human history throughout the world. They have been violated in more than one way. ~~And~~ No matter how many ways they have been violated, children are the ones who suffer.

There have been many children's rights violated around the world. One problem is children's right to health. This is shown on document 1. Every day 3000 kids die of malaria everyday. According to the document 1, this is true & it is also true that ~~the~~ malaria is the single biggest killer in sub-Saharan Africa. Doctors have had trouble dealing all these kids. The govt. ain't helping that much either. Another right of children being violated is the right to survival. In many countries, kids get or used to get killed in concentration camps. This is shown on document 2. In this document a prisoner describes how there were many coffins full of corpses. He tells us ~~that~~ how 1000 kids would come in & 1000 others would go away. He doesn't mean they would go home. He means they would die or get killed. No one did anything. They didn't care if children got killed but it violated children's rights.

There have been many attempts to eliminate human rights abuses against children. One attempt was the Convention of the Rights of the Child. This convention was ratified by many nations. In document 5, it tells us how Tunisia for example, mandated that kids 6-16 years old get an education. Education was improved in ~~the~~ this nation as well as many others. Punishments for children according to document 5 has also been limited thanks to ratifying the Convention on the Rights of the Child in 1992. Another ~~very~~ attempt to eliminate human rights abuses against children was demonstrated

Document-Based Essay— Practice Paper – C

in Indonesia. According to document 7, Indonesia has National Immunization weeks underway as well as ~~has~~ health centers & mobile ~~has~~ health posts in all of its 66,000 villages. This increasing budget has helped the human rights of children to be strengthened. The gov't has ~~maintain~~ maintained these to give high priority to children's health & rights.

There has been much progress to eliminating human rights abuses against children. In document 5, Tunisia has mandated laws for how long children have to go to school. They also encouraged students to speak out in class & express their views. In document 6, Vietnam ~~was~~ signed the Convention on the Rights of the Child the first day it was opened for signature. They consider children's rights fundamental. Like in Tunisia, the juvenile system was reorganized. They trained judges, workers, correctional officers and law enforcement officials on children's conflict with the law. Education was also changed to help children learn. In Indonesia, they increased budget allocations for children so ~~National~~ National Immunization Week is underway & a health center or mobile health post in all of its 66,000 villages. This ~~budget~~ ^{gov't} gives high priority & money to children's health. All of this is shown in document 7 as well as Indonesia strengthening legislations that involve children. These are a few of the many ~~ways~~ ^{ways} that has been successful in eliminating human rights abuses against children.

These are not the only problems facing children. They are many more rights being violated. There have been some progress, but until ~~the~~ children's rights are enforced throughout the world, there will still be ~~poor~~ ^{poor} poverty & violations of rights. There are

Document-Based Essay— Practice Paper - C

organizations trying to solve these problems like UNICEF, but they need to work hard & long to establish & enforce children's rights not in some places but all around the world.

Over the years due to industrialization or the general overlooking of humanist laws, children across the world have suffered greatly. ~~poor~~ poor work conditions and malnutrition have increased the suffering for many children. Throughout history, children have frequently suffered from humanist rights abuses. Some people believe that significant progress has been made toward eliminating these abuses.

Children have suffered from many abuses against their own rights, such have included poor working conditions and unhealthy life conditions. During the Renaissance period, John Locke said that people have natural human rights of "life, liberty and property." This was again repeated in the Declaration of Independence where Thomas Jefferson said people are guaranteed "life, liberty and the pursuit of happiness." Regardless of this, children are still being bribed of the natural rights which include the rights for survival, health and health care (1). Industrialization is a major cause for children suffering. Appearing in the late 1800's into early 1900's, industrialization was used as a means to advance a country's technological status. But, in so doing, the country overlooked the status of their children. Children were plagued by long working hours, low pay, no education, and no hope for the future (4). This continued into modern times, where pushed families send their children out to work, in dire need of money. These children today suffer from the same problems they have had in the past. Nothing has been done in many cases to abolish child law (2). Another abuse against children include

their rights to health. In the ~~1930~~ late 1930's and early 1940's, children in concentration camps suffered greatly from the lack of food, exhaustion, and violence, which led to death in many cases (3). During most wars the status of children has been overlooked.

Only recently have countries made attempts to eliminate human rights abuses against children. The United Nations have helped countries like Tunisia to form laws abolishing abuses. Tunisia recently set up an education requiring all children ages 6-16 to attend school, in a hope to diminish child labor. In this case basic education curriculums were set up to guarantee a future for their youth (5). Vietnam also set up a training for teachers, in a further hope to increase their children's knowledge (6). As for the malnutrition and poor health conditions, Indonesia has set up national immunization weeks and mobile health posts. These attempts have all tried to improve children's conditions for the youth in their country.

In many cases these attempts have been successful, but in too many they have failed. Children rights are still being cast aside in many countries, with inhumane laws and unhealthy conditions for the children.

It is true that many countries have attempted to improve their children's health and wellbeing, there still remains a large number of countries that have not attempted to do so. As for these countries which have tried, in many situations their children are living in a better

environment, and in some cases, the laws that have been put into effect are helping to flourish their youth with the education. The problem that still remains evident is that many countries look only towards the immediate future and not the long range effect.

Although abuses against children's human rights are continually unavoidable, much has been done which have diminished these abuses. Child labor laws, abolishing child labor have demotivated the problem that the industrial age ~~brings~~ made evident, and have replaced the problem with the solution of education. As for the unhealthy condition of children, caused by poverty or war, and increase of and improvement of health rules and medical facilities have aided in reducing the level of malnourishment ~~children~~ ^{sickness and} death children suffer across the world. Although a lot still has to be done in order to eliminate abuses against human rights, the world has come a long way in hoping to solve this world wide problem.

Throughout history, children have frequently suffered from human rights abuses. Children should be entitled to live their childhoods in a safe environment where they feel protected. Unfortunately, in many areas this is not the case.

Child Labor is a major cause for the abuses of the rights of children. Child labor occurs in many developing countries where there is great poverty and children must work to support their families as seen in Document 2. Children work long hours from early in the morning till late at night and are paid the bare minimum. Some may even die as a result of such harsh treatment. This is seen in Document 3. Children's right to health can also be abused if a disease spreads throughout their country killing many as seen in Document 1.

Attempts have been made to eliminate human rights abuses against children. Health care centers have been set up in many countries to help children as seen in Document 7. A Juvenile Court was established to help children who come in conflict with the law instead of not helping them at all and discriminating against them because they are children. This is shown in Document 6.

Progress has been made in eliminating human rights abuses against children. Laws for education,

social welfare and health have been passed. However, children rights are still being abused in many countries (sweat shops, factories etc.), and more must be done to save the children, the people we need the most for future generations.

Practice Paper A—Score Level 5

The response:

- Thoroughly addresses all aspects of the task by analyzing and interpreting the documents
- Uses documents 1, 2, 4, 6, and 7
- Thoroughly identifies and explains two specific human rights abuses (child labor and health care) and discusses two attempts to eliminate these abuses (role of UNICEF and WHO and legislation)
- Evaluates the extent to which progress has been made (providing of medical services and improving education)
- Incorporates information from the documents by weaving documents smoothly into the essay
- Incorporates relevant outside information (the role of television advertisements and individual donations)
- Richly supports essay with relevant facts, ideas, and examples such as the description of children working to help their family and the description of malaria; uses key terms such as malnutrition
- Demonstrates a logical and clear plan of organization
- Establishes that children's human rights are violated in different ways and concludes that different organizations and individuals are taking steps to improve children's lives throughout the world

Conclusion: Overall, the response best fits the criteria for Level 5. It is strong in organization, especially the weaving of the documents into the essay and the inclusion of outside information. The personal information that is included is relevant to the essay.

Practice Paper B—Score Level 2

The response:

- Attempts to address some aspects of the task with little analysis and interpretation
- Mentions and copies from documents 1, 2, 3, 5, and 7
- Identifies and describes two human rights abuses (health and child labor) and discusses two attempts to eliminate these abuses (legislation and mandatory health care), although much of the information is paraphrased and copied
- Fails to evaluate the extent to which progress has been made
- Incorporates little information from the documents, only restating the contents
- Presents some relevant outside information (discussion on Rousseau)
- Supports essay with few relevant facts, ideas, and examples and uses few key terms correctly
- Is a poorly organized essay, lacking focus
- Establishes that children throughout the world are victims of human rights abuses and concludes that since children represent the future, they must be protected

Conclusion: Overall, the response best fits the criteria for Level 2. Despite the paraphrasing and copying, the first two tasks are addressed and the essay includes a strong introduction and conclusion.

Practice Paper C—Score Level 4

The response:

- Addresses all aspects of the task by analyzing and interpreting the documents
- Uses documents 1, 3, 5, 6, and 7
- Identifies and explains two specific human rights abuses (health care and conditions of children in concentration camps) and discusses two attempts to eliminate these abuses (mandated education and immunization)
- Evaluates the extent to which progress has been made (reorganization of the judicial system and increased government budgets)
- Incorporates information from the documents, cites the documents, but does not copy them
- Incorporates little relevant outside information
- Supports essay with relevant facts, ideas, and details and uses some key terms
- Demonstrates a logical and clear plan of organization
- Introduces the theme, using a simple restatement, and concludes that while human rights abuses against children continue, many organizations have made progress in enforcing children's rights

Conclusion: Overall, the response best fits the criteria for Level 4. Very little outside information weakens what otherwise is a strong essay.

Practice Paper D—Score Level 5

The response:

- Addresses all aspects of the task by analyzing and interpreting the documents
- Uses documents 1, 2, 3, 4, 5, and 6
- Identifies and explains two specific human rights abuses (child labor and health care) and discusses three attempts to eliminate these abuses (legislation, education, and immunization)
- Mentions the extent to which progress has been made, but discussion is limited and uneven
- Incorporates information from the documents, cites the documents, but does not copy them
- Incorporates relevant outside information (John Locke and the Declaration of Independence)
- Supports essay with relevant facts, ideas, and details and uses key terms (immunization and human rights)
- Demonstrates a logical and clear plan of organization
- Establishes that industrialization and the violation of laws has resulted in the abuse of children and concludes that progress has been made although much still needs to be done to eliminate these abuses

Conclusion: Overall, the response best fits the criteria for Level 5. The evaluation is not well developed. The essay uses the documents and outside information, but the discussion is more descriptive than analytical.

Practice Paper E—Score Level 3

The response:

- Addresses all aspects of the task in a limited way
- Uses documents 1, 2, 3, 6, and 7
- Identifies and explains two specific human rights abuses (child labor and mentions health), and discusses two attempts to eliminate these abuses (health care centers and juvenile courts)
- Mentions the extent to which progress has been made (laws and social welfare)
- Incorporates information from the documents, citing the documents but not copying them
- Incorporates limited relevant outside information (discrimination, sweatshops)
- Supports essay with some relevant facts, ideas, and details and uses some key terms
- Demonstrates a general plan of organization, but is uneven in treatment
- Establishes that children have the right to live in safe environments and concludes that progress has been made, but more should be done

Conclusion: Overall, the response meets most of the criteria for Level 3. The essay addresses the problem, but lacks depth. Outside information is mentioned, but does not go into detail.

Regents Examination in Global History and Geography — August 2000 Chart for Determining the Final Examination score (Use for August 2000 examination only.)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part III A score of 50 would receive a final examination score of 79.

**Total
Essay
Score** →

0	1	2	3	4	5	6	7	8	9	10
0	12	19	22	26	29	33	36	39	43	46
1	15	20	23	27	30	34	37	40	44	47
2	17	21	25	28	31	35	38	41	45	48
3	19	22	26	29	33	36	39	43	46	49
4	20	23	27	30	34	37	40	44	47	50
5	21	25	28	31	35	38	41	45	48	51
6	22	26	29	33	36	39	43	46	49	52
7	23	27	30	34	37	40	44	47	50	53
8	25	28	31	35	38	41	45	48	51	54
9	26	29	33	36	39	43	46	49	52	55
10	27	30	34	37	40	44	47	50	53	56
11	28	31	35	38	41	45	48	51	54	57
12	29	33	36	39	43	46	49	52	55	58
13	30	34	37	40	44	47	50	53	56	59
14	31	35	38	41	45	48	51	54	57	60
15	33	36	39	43	46	49	52	55	58	61
16	34	37	40	44	47	50	53	56	59	62
17	35	38	41	45	48	51	54	57	60	63
18	36	39	43	46	49	52	55	58	61	64
19	37	40	44	47	50	53	56	59	62	65
20	38	41	45	48	51	54	57	60	63	66
21	39	43	46	49	52	55	58	61	64	67
22	40	44	47	50	53	56	59	62	65	68
23	41	45	48	51	54	57	60	63	66	69
24	43	46	49	52	55	58	61	64	67	70
25	44	47	50	53	56	59	62	65	68	71
26	45	48	51	54	57	60	63	66	69	72
27	46	49	52	55	58	61	64	67	70	73
28	47	50	53	56	59	62	65	68	71	74
29	48	51	54	57	60	63	66	69	72	75
30	49	52	55	58	61	64	67	70	73	76
31	50	53	56	59	62	65	68	71	74	77
32	51	54	57	60	63	66	69	72	75	78

← **Total Part I and Part III A Score**

0	1	2	3	4	5	6	7	8	9	10
33	49	52	55	58	60	63	65	68	70	72
34	50	53	56	58	61	64	66	68	71	73
35	51	54	57	59	62	64	67	69	72	74
36	52	55	58	60	63	65	68	70	72	75
37	53	56	58	61	64	66	68	71	73	76
38	54	57	59	62	64	67	69	72	74	76
39	55	58	60	63	65	68	70	72	75	77
40	56	58	61	64	66	68	71	73	76	78
41	57	59	62	64	67	69	72	74	76	79
42	58	60	63	65	68	70	72	75	77	80
43	58	61	64	66	68	71	73	76	78	80
44	59	62	64	67	69	72	74	76	79	81
45	60	63	65	68	70	72	75	77	80	82
46	61	64	66	68	71	73	76	78	80	83
47	62	64	67	69	72	74	76	79	81	84
48	63	65	68	70	72	75	77	80	82	85
49	64	66	68	71	73	76	78	80	83	86
50	64	67	69	72	74	76	79	81	84	87
51	65	68	70	72	75	77	80	82	85	88
52	66	68	71	73	76	78	80	83	86	89
53	67	69	72	74	76	79	81	84	87	90
54	68	70	72	75	77	80	82	85	88	91
55	68	71	73	76	78	80	83	86	89	92
56	69	72	74	76	79	81	84	87	90	93
57	70	72	75	77	80	82	85	88	91	94
58	71	73	76	78	80	83	86	89	92	95
59	72	74	76	79	81	84	87	90	93	96
60	72	75	77	80	82	85	88	91	94	97
61	73	76	78	80	83	86	89	92	95	98
62	74	76	79	81	84	87	90	93	96	99
63	75	77	80	82	85	88	91	94	97	100
64	76	78	80	83	86	89	92	95	98	100

Total Part I and Part III A Score (continued)