

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 23, 2001 — 9:15 a.m. to 12:15 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
January 23, 2001

Part I

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

Cut Here

Cut Here

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—January 2001

Score of 5:

- Shows a thorough understanding of the positive and negative effects of industrialization on the lives of workers in a specific nation since the 19th century.
- Addresses all aspects of the *Task* evenly and in depth. The response must:
 - (1) Provide a clear definition of the term industrialization.
 - (2) Select *one* nation from their study of Global History and Geography.
 - (3) Discuss *two* specific examples of positive and/or negative ways in which industrialization has changed the lives of workers in the nation chosen.
 - (4) Discuss the response of workers, reformers, and/or government to the two changes discussed.
- Shows an ability to analyze the ways in which industrialization changed the lives of workers and evaluates the response to the changes by completing all aspects of the *Task*. Includes comments of an analytical and/or evaluative nature throughout the paper. The response does more than simply state or describe accurate facts.
- Richly supports the theme of industrialization with relevant facts, examples and details concerning the positive and/or negative ways industrialization changed the lives of workers in a nation and the response to those changes. The facts and examples are discussed or explained fully and evenly, i.e., urbanization and its impact upon children and the Sadler Report which resulted in the Factory Act in 19th century Great Britain, or the appeal of communism in Russia and Lenin's New Economic Policy in 20th century Russia.
- Consistently demonstrates a logical and clear plan of organization. The response must define industrialization, connect it to a specific time period and nation, and discuss the required aspects of the *Task*. However, the response may include the definition as part of the introduction and/or the response to the changes as part of the conclusion.
- Introduces the theme of the positive and negative effects of industrialization on the lives of workers since the 19th century by establishing a framework that is beyond a simple restatement of the *Task* and concludes with a summation of the theme.

Score of 4:

- Shows a good understanding of the positive and negative effects of industrialization on the lives of workers in a specific nation since the 19th century. The student discusses changes in the lives of workers and their response to those changes.
- Addresses all aspects of the *Task*, but may do so somewhat unevenly. For example a response may discuss the Sadler Report but may not connect it to the legislation that was passed, i.e., the Factory Act.
- Shows an ability to analyze and evaluate the positive and negative effects of industrialization by completing all aspects of the *Task*. Discussion includes some comments of an analytical and/or evaluative nature.
- Incorporates relevant facts, examples, and details, but may not support all aspects of the *Task* evenly, i.e., legislation was passed to limit the number of working hours for children but fails to mention any specific legislation by name.
- Demonstrates a logical and clear plan of organization. The response does not discuss all aspects of the *Task* as consistently as addressed in a Level 5 response.
- Introduces the theme of the positive and negative effects of industrialization on the lives of workers since the 19th century by establishing a framework that is beyond a simple restatement of the *Task* and concludes with a summation of the theme.

Score of 3:

- Shows a satisfactory understanding of the positive and negative effects of industrialization on the lives of workers since the 19th century in a specific nation. The response makes a serious attempt to discuss the effects of industrialization on the lives of workers and the response to those changes.
- Addresses most aspects of the *Task* or addresses all aspects in a limited way, i.e., the response mentions two changes but both changes are general, i.e., industrialization caused unsafe working conditions and children worked long hours, or the response may only mention a response to a change that is vague, and lacks detail.
- Shows an ability to analyze and/or evaluate the impact of industrialization, but not in any depth. At least one comment of an analytical or evaluative nature is given, but the essay does not consistently show a depth of analysis and/or evaluation.
- Includes some facts, examples, and details.
- Demonstrates a general plan of organization.
- Introduces the theme of the positive and negative effects of industrialization on the lives of workers since the 19th century by repeating the *Task* and concludes by repeating the *Task*.

Score of 2:

- Shows a limited understanding of industrialization. The response makes some attempt to discuss the effects of industrialization on workers and the response to those changes.
- Attempts to address the theme of the positive and negative effects of industrialization on the lives of workers since the 19th century, but fails to do so in one of the following ways:
 - (1) The response does not define industrialization or the definition may be general, i.e., industrialization means the use of machines.
 - (2) The response discusses one general example of change instead of the required two specific examples.
 - (3) The essay does not discuss the response to the changes or the response may only be mentioned.
- Includes few facts, examples, and details, and may include information that contains inaccuracies. The response mentions, and does not define or discuss.
- Is a poorly organized essay, lacking focus. The response does not clearly identify which aspect of the *Task* is being discussed. The response may digress from the required tasks.
- The response lacks an introduction and/or conclusion, or the introduction and/or conclusion does not refer to the theme of the positive and negative effects of industrialization on the lives of workers since the 19th century.

Score of 1:

- Shows a very limited understanding of the theme of the positive and negative effects of industrialization on the lives of workers since the 19th century. The response demonstrates little effort to address the different aspects of the *Task*.
- Lacks an analysis or evaluation of changes caused by industrialization and the response to those changes beyond stating vague or inaccurate facts.
- Includes few or no accurate or relevant facts, details, or examples. The response deals with generalities, and little specific accurate information is presented.
- Attempts to complete the *Task*, but demonstrates a major weakness in organization.
- The response lacks an introduction and/or conclusion. The introduction and/or conclusion does not refer to the theme of the positive and negative effects of industrialization on the lives of workers since the 19th century.

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

As seen often times in history, changes in science and technology affect the masses of people. An example of this is the Industrial revolution in Great Britain. The changes ~~in this~~ occurring during this time had both positive and negative effects on workers.

Advances in technology and science in Great Britain led to the industrialization of most, if not all, urban areas. This entailed the formation of large factories, assembly lines, mass production of goods, and increased need for labor. The Enclosure movement encouraged small farmers to move to cities, causing urbanization. This increased work force only facilitated industrialization.

These small farmers moved to cities in hope of finding employment and a comfortable way of life. Though they ~~to~~ may have been able to find jobs, working conditions were much less than ideal. The ~~condition~~ large factories run by ~~capitalists~~ stingy capitalists were many times unsanitary and machines were dangerous to their operators. Industrialization allowed for long work days ~~and~~ for minimal pay. Families suffered from being on the brink of poverty, and child labor increased.

Farmers, who were not adjusted to the urban way of life, often found that factory life was worse than their previous positions in rural areas.

Though industrialization affected workers negatively in some ways, positive effects could also be seen. The system of mass production, assembly lines, and interchangeable parts led to an increased number of manufactured goods at a lower price. ~~People were~~ Goods were no longer a luxury for big businessmen, only. ~~With~~ With what little they could afford to set aside, workers were able to buy things such as ready-made clothes and packaged food - things which were previously for the rich.

The bad working conditions in factories caused anger and resentment among the workers. They eventually banded together

to form labor unions and strikes to ~~bring~~ bring about the institution of change. Workers' voices were eventually heard by the British government and laws were passed which regulated factory conditions. The discontent of the masses also led to the rise of new ideas about government. Marxism, for example, encouraged a "dictatorship of the Proletarian", ~~not~~ rather than the business class.

In response to the positive changes, there grew a need for a way to regulate goods produced in relation to goods demanded. Adam Smith developed the "invisible hand" Theory stating that government intervention was unnecessary in the factory economy. The desire for capitalists to sell goods and the desire of the people to buy them ~~regulate~~ regulated the system. The industrialization in Britain eventually led to an overall higher standard of living.

Industrialization could be seen as a positive or negative change in history. It caused the suffering of many workers, but later led to a higher standard of living where "luxury" goods were not fantasies. The people came together to form unions and have their voices heard by management and government. Economic theories as well as governmental ideas also grew out of industrialization. ~~Our world today is the product of numerous changes in the past, such as those during the Industrial Revolution.~~ Our world today is the product of numerous changes in the past, such as those during the Industrial Revolution.

Anchor Level 5-A

The response:

- Shows a thorough understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain since the 19th century.
- Addresses all aspects of the *Task* evenly and in depth. The response:
 - (1) Provides an excellent definition of the term industrialization by linking it to the enclosure movement.
 - (2) Discusses *two* specific examples of positive and/or negative ways in which industrialization has changed the lives of workers, i.e., working conditions and the availability of more standardized goods at lower prices.
 - (3) Discusses the response of reformers, i.e., Adam Smith and his invisible hand theory; Marxism and the dictatorship of the proletariat rather than the dictatorship of the business class; and legislation as a result of the workers' voices.
- Shows an ability to analyze the theme, i.e., industrialization caused long workdays for minimal pay resulting in poverty for families and increased child labor. The response is especially strong in specific details, i.e., Karl Marx and Adam Smith. Includes comments of an analytical and/or evaluative nature throughout the paper.
- Richly supports the theme with relevant facts, examples, and details, i.e., urbanization facilitated industrialization.
- Consistently demonstrates a logical and clear plan of organization. The student chooses Great Britain in the 19th century in the introduction, defines industrialization and gives background linking the enclosure movement and urbanization to the success of industrialization. Many details are used to complete the rest of the *Task*.
- Introduces the theme of the positive and negative effects of industrialization on the lives of workers in 19th century Great Britain by establishing a framework that is beyond a simple restatement of the *Task* and concludes with a summation of the theme.

Conclusion: Overall, the response fits the criteria for Level 5. The essay is very well organized. It defines industrialization and provides background for the development of industrialization in Great Britain. It links industrialization, the enclosure movement, and urbanization. The conclusions that are drawn are insightful, i.e., economic theories, as well as governmental ideas grew out of industrialization.

The lives of workers were greatly affected by industrialization. These effects were both positive as well as negative. Industrialization is a concept where a country becomes more industrialized. This is achieved by the growth of factories and businesses. Industrialization produces a new look for the people on manufactured goods.

The start of industrialization began in Great Britain during the 19th century. Here factories were being built and machines were invented to work more efficiently than humans. Such machines were the steam engine used for transportation and the textile mills used to make clothing.

The workers of this time were greatly affected by this growth of industry. The first big change was the great amount of jobs. With this many more people went to work, boosting the economy. People were now getting money to buy consumer goods, instead of just things needed for survival. With the greater spending power people improved their standard of life. The government became more prosperous and thrived also.

Another change on the lives of workers was the even more exploitation of workers. This negative effect was felt by everyone. In the beginning of industrialization of Great Britain, whole households worked in factories. These workers were given poor working places, poor pay, and poor treatment by their bosses. The government believed in the ideas of laissez faire where they let the factories work on their own. This led to no improvement for the workers. Reformers of this time started creating labor unions, where groups fought for the rights of all the workers. With this creation workers were no longer being exploited.

Anchor Paper – Thematic Essay—Level 5 – B

Industrialization has had positive as well as negative effects on the lives of workers. Today though the positive effects outweigh the negative ones, proving Industrialization was well worth it.

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

- Shows a thorough understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain since the 19th century.
- Addresses all aspects of the *Task* evenly and in depth. The response:
 - (1) Provides a clear definition of industrialization as part of the introduction.
 - (2) Discusses *two* specific examples of the theme, i.e., the increase in the standard of living and the exploitation of workers.
 - (3) Discusses the response of reformers in creating labor unions to fight for all workers.
- Shows an ability to analyze the theme, i.e., the exploitation of workers, and industrialization increased the supply of money which people used to buy more luxury goods. Includes comments of an analytical and/or evaluative nature throughout the paper. The response does more than simply state or describe accurate facts.
- Richly supports the theme with relevant facts, examples, and details, e.g., the steam engine, textile mills, and the employment of entire households in factories. In response to the changes, the essay provides discussion of how the government's laissez-faire policy led to the development of labor unions.
- Consistently demonstrates a logical and clear plan of organization. Many details are used to complete the rest of the *Task*.
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* and concludes with a summation of the theme.

Conclusion: Overall, the response fits most of the criteria for Level 5. The essay is well organized. It identifies the theme and provides some background to industrialization in Great Britain. The details that are used are strong in that they draw conclusions about industrialization. The response to the changes is weak in detail. However, the connection between the government's laissez-faire policy and the development of labor unions strengthens the essay.

Anchor Paper – Thematic Essay—Level 4 – A

Since the 19th century industrialization has shaped many nations into the powers they are today. Industrialization is the act by a country to change its focus on agriculture to industrialism or product making. The process in achieving this productivity has had both a negative and positive effect on the workers of that nation.

A country which has seen both sides has been Great Britain. Great Britain's industrialization began in the 19th century and has had major effects on its people, first being negative then positive where it still is today. Industrialization also brought urbanization, the moving from rural areas to cities, to Britain.

When industrialism first began conditions in factories were poor. Workers were underpaid and worked long hours. Children were even subjected to this cruelty. If hurt on the job more than likely you were fired. Because of these poor conditions workers' lives were put in danger. Also, because of the crowded living conditions the quality of life went down.

Positive aspects were that prices lowered and factories made goods because they were done in or produced in bulk. The profit produced in export went up as well.

Due to the poor conditions of factories workers joined forces and began to strike. They demanded such basic things we know today, unions, health plans of some kind, wage raises. Because owners of factories began to lose money they finally met demands. Laws were then passed in order to protect workers and their rights.

Anchor Paper – Thematic Essay—Level 4 – A

Great Britain as well as many other nations has dealt with both sides of industrialization. Great Britain as well as those other countries has changed positions and passed laws making life better for workers.

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

- Shows a good understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain since the 19th century. The response provides discussion of the working conditions and refers to living conditions, lower prices, urbanization, and an increase in exports. The response also refers to labor unions forming as a result of the poor working conditions.
- Addresses all aspects of the *Task*, but treatment is somewhat uneven. The discussion of living conditions and labor unions is somewhat weak.
- Shows an ability to analyze and evaluate the theme by completing all aspects of the *Task*. Discussion includes some comments of an analytical and/or evaluative nature, i.e., the response mentions that industrialization brought urbanization and an increase in exports as a result of the increase in supply of goods.
- Incorporates relevant facts, examples, and details, but may not support all aspects of the *Task* evenly, i.e., crowded living conditions caused a decrease in the standard of living.
- Demonstrates a logical and clear plan of organization, but some examples are vague.
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* and concludes with a summation of the theme.

Conclusion: Overall, the response fits most of the criteria for Level 4. It is strong in analysis, i.e., linking industrialization to urbanization, increased supply of goods to increased exports, and loss of money by factory owners to the acceptance of labor unions and legislation. The essay is somewhat weaker in the discussion of points, i.e., the essay simply mentions numerous changes instead of discussing two specific changes.

Throughout history, the effects of industrialization have been seen through the positive and negative effects on the lives of the workers. Industrialization has produced social, economic, and sometimes political changes in society.

Industrialization is an expansion of the economy of an area or country which leads to the use of machines and labor to produce manufactured goods in factories. Some necessary resources for industrialization are, a large labor force, capital, land, ~~and~~ management, and natural resources.

One of the first nations to undergo industrialization was Great Britain in the 19th century. Industrialization has varied effects on different nations and classes. The workers of Great Britain however were greatly effected by the Industrial Revolution in Great Britain. The need for a large labor force in areas situated near waterways to build factories lead to urbanization in Great Britain. This made many people leave their farms in the rural areas and move into cities. ~~This occurred because~~ The large amount people leaving the farms didn't affect the food population ~~as~~ that much because of the Agricultural Revolution that took place before. Urbanization had lead up to the break up of families ~~and~~ and more independence among young factory workers. ~~This~~ Industrialization also allowed the factory workers to receive wages which they could buy manufactured goods which greatly helped England's economy. These wages helped increase their living standards even though they had to work for them.

Anchor Paper – Thematic Essay—Level 4 – B

The Industrial Revolution had also created many responses from different groups of people. The workers had one of the strongest responses to the unsafe conditions and low wages they used to receive. This led to the making of labor unions to help reach agreements with the factory owners for safer conditions, better pay, and shorter hours.

Industrialization can produce desirable or not so desirable results however you can always count on a change that will affect everyone in the area.

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

- Shows a good understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain since the 19th century. The response provides discussion of the theme, and mentions the formation of labor union as a way to help workers improve their working conditions.
- Addresses all aspects of the *Task*, but does so somewhat unevenly, i.e., the discussion of labor unions lacks specific detail about accomplishments and legislation that was passed.
- Shows an ability to analyze and evaluate the positive and negative effects of industrialization by completing all aspects of the *Task*. Discussion includes some comments of an analytical and/or evaluative nature, i.e., urbanization was possible because of the accomplishments of the Agricultural Revolution.
- Incorporates relevant facts, examples, and details, but may not support all aspects of the *Task* evenly, i.e., the discussion of labor unions is very general except that it mentions unions helped to bring about safer conditions, better pay, and shorter hours.
- Demonstrates a logical and clear plan of organization. The response does not discuss all aspects of the *Task* as consistently as a Level 5 response, and does not use as many details and specific examples.
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* and concludes with a simple summation of the theme.

Conclusion: Overall, the response best fits the criteria for Level 4. The essay is somewhat weaker in its description of labor unions as a response to workers' complaints. The essay is strong in its analysis of information, but weak in using specific facts to support generalizations.

The Industrial Revolution of Great ~~Britain~~ Britain in the 19th Century made great advances in reforming the voting system and various social grievances such as ~~of~~ ^{of percent} disposable income or working conditions and hours.

Industrialization ~~was~~ began in England around 1780. This is when factories began to really mass produce textiles. Machines began to take the place of human labor. Inventions like the flying shuttle, the cotton gin, and the spinning jenny all ~~helped~~ helped ~~the~~ make labor in the textile industry easier.

With the ease in labor, however slight it was, came more money because new products were mass produced. ~~With that money~~ Before the Industrial Revolution, people lived by agriculture and made only enough to support their families with very little left to sell. But with this Industrialization came greater income for those who worked in these huge factories. Now the people had money to spend not just on necessities but on wants as well. The next thing to happen is the desire for social reform, now that people ~~had~~ had time and money to spare, they wanted to change all the bad things they saw around them. They saw bad housing and ~~horrible~~ conditions for the poor, and they saw ~~the~~ how terrible the working conditions in the factories were. So they worked to change them, and they succeeded with a series of bills around 1850, ~~including~~

~~Historical~~ ~~which~~ ~~limited~~ ~~the~~ ~~number~~ ~~of~~ ~~hours~~ ~~children~~ ~~and~~ ~~adults~~ ~~could~~ ~~work~~ ~~and~~ ~~the~~ ~~number~~ ~~days~~ ~~they~~ ~~could~~ ~~work~~ ~~each~~ ~~week.~~

Along with this movement was a movement called the Chartist movement, which along with other groups sought universal ^{manhood} suffrage. Before this time only the nobles and upper class had any say and the country was plagued by rotten boroughs. A series of bills first ~~allowed~~ got rid of the rotten boroughs and then allowed limited ~~male~~ male suffrage and then universal.

~~It was~~ These two areas of male suffrage and

Anchor Level 4-C

The response:

- Shows a good understanding of the positive and negative effects of industrialization on workers in Great Britain since the 19th century. The response shows how industrialization increased the income of workers and allowed people to purchase luxuries, but only mentions poor living conditions as a second example.
- Addresses all aspects of the *Task*, but may do so somewhat unevenly. The examples used are general and weak.
- Shows an ability to analyze and evaluate the theme by completing all aspects of the *Task*. Discussion includes some comments of an analytical and/or evaluative nature. The inclusion of economic and political changes such as the discussion of the Chartist movement is strong.
- Incorporates relevant facts, examples, and details, but does not support all aspects of the *Task* evenly, i.e., the examples used to discuss the ways that industrialization changed workers' lives are general.
- Demonstrates a logical and clear plan of organization, although it lacks a conclusion. The response does not provide discussion of all aspects of the *Task* as consistently as a Level 5 response, even though the discussion of the Chartist movement would typically be seen in a Level 5 response.
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* even though the conclusion is not finished.

Conclusion: Overall, the response fits most of the criteria for Level 4. The essay addresses the task completely, but does not provide rich supporting detail. The essay is strong in that industrialization is not only defined, but the specific inventions of the flying shuttle and the spinning jenny are mentioned in their relationship to the advancement of the textile industry. The discussion of the Chartist Movement ends the essay particularly well, but the lack of detail in other areas makes the essay a Level 4.

Industrialization is the change of a country's economy from rural farming into industry, factories, and businesses. This change ~~also~~ affects the course of history for that country and especially its people. One such instance of industrialization occurred after the Meiji restoration in Japan in the early ~~19~~ 20th century.

The Meiji restoration occurred ^{when} Admiral Perry of the U.S. Navy sailed into Tokyo Bay and declared that the Meiji dynasty was to be placed back in power. The United States decided to help the Japanese industrialize, and teach them the ~~business~~ capitalist form of economy. The Japanese realized that by closing themselves off from the world and becoming ethnocentric, the world had passed them by technologically, and they should accept the Americans' ideas.

The first change that occurred as a result of this was the modernization of the Japanese culture. The Japanese government and people freely accepted the new technological advances, such as gunpowder and other military technology, because they knew it was necessary for the success of Japan. ~~With this came~~ ~~opportunities to work in the new factories and businesses that started to make the new items.~~ ^{new} job opportunities in factories and ~~businesses~~ With this came opportunities to work in the new factories and businesses that started to make the new items. This created more jobs and began the development of greatest resource, the labor force.

Another change that came as a result to industrialization in Japan was Japan's emergence as a world power. ~~Japan's emergence as a world power~~ ~~became a competitive with the rest of the world~~ Because Japan has no natural resources, the main economic focus became trade. This has made them very influential throughout the century because ~~many nations, including the United States, have become~~ ~~dependent on the~~ ~~industries of Japan~~ This ~~has~~ ~~made~~ the Japanese technologies became competitive and eventually superior to those of the west. This created conflict when the Japanese signed the Rome-Berlin-Tokyo Alliance in 1936. They allied themselves with the Axis Powers

of Italy and Germany because the industrial and military strength of all three nations bred greed. These three nations desired colonies and ~~conquered~~ took over nations to gain the resources they needed for their advanced industries. This angered the Allies (France and Britain) and when Germany invaded Poland in 1939, ~~the~~ the Axis Powers went to war. The Japanese people and government accepted this and fought hard in the war. In an attempt to reduce threat in the Pacific, the Japanese bombed Pearl Harbor, Hawaii in 1941 to take out the American fleet of warships. The Americans ~~had~~ joined the war and eventually dropped the atomic bomb, devastating the Japanese people ~~severely~~, immensely.

Therefore, one could conclude that industry can change the course of history for not only one nation and its people, but also for the entire world. Japan's modernization and emergence as a world power all occurred because of the Meiji restoration in 1917 and changed the history of the world.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of the positive and negative effects of industrialization on the lives of workers in Meiji Japan. The response provides a serious attempt to discuss the effects of industrialization in Japan.
- Addresses most aspects of the *Task*, i.e., the student discusses the creation of more jobs and the emergence of Japan as a world power because of the increase in trade, technology, and industrialization. There is a good discussion of pre-World War II alliances, but the response does not link this to industrialization.
- Shows an ability to analyze and evaluate the theme, but not in any depth. The response mentions ethnocentrism in relation to the lack of industrialization, but the essay as a whole, does not consistently show a depth of analysis or evaluation that is related to the question.
- Includes some facts, examples, and details about industrialization in Meiji Japan, i.e., Commodore Perry and involvement of the United States in the industrialization process, Japan's emergence as a world power, and Japan's lack of natural resources, but gunpowder as a new form of military technology is incorrect.
- Demonstrates a general plan of organization.
- Introduces the theme of the positive and negative effects of industrialization on the lives of workers in Meiji Japan by defining industrialization, and concludes with the establishment of a framework that is beyond a simple restatement of the *Task*.

Conclusion: Overall, the response best fits the criteria for Level 3 despite an inaccuracy, i.e., the introduction of gunpowder as a form of military technology. Although it is not directly related to the question, the discussion of post-World War II Japan is excellent. The essay spends more time on the changes in Japan than the changes in the lives of workers.

Industrialization in 19th century Britain was a period or time in which factories were built and machines were used to produce goods. Mass Production was introduced and goods were made in large quantity at low cost. Workers were needed to work in these factories, which created a movement of families from rural areas to urban areas which was called urbanization.

In Great Britain, the workers' lives changed in many ways during industrialization. Workers moved to cities to work in the factories. More jobs for people were created. However, despite all this, the workers' lives have changed for the worst. Workers were working too many hours with hardly no rest for very little pay. Underage children were being sent to work in these factories because families were very poor and money was needed. Factories were also unsafe and a lot of people died due to accidents that could have been prevented if safety precautions were met.

The workers responded to their harsh treatment by demonstrations, strikes, and protests. A man by the name of Karl Marx wrote a pamphlet called the Communist Manifesto. In this pamphlet Marx stated that "workers of the world must unite" and that they should get better wages and be able to work in a safe environment. This was the basis of the idea that later became communism.

Anchor Paper – Thematic Essay—Level 3 – B

The government also investigated in these factories and interviewed many workers and children who claimed to be mistreated in these factories. The government's goal was to make working conditions better for the proletariat and continue a steady increase in industrialization.

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

- Shows a satisfactory understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain since the 19th century. The response is a serious attempt to discuss the effects of industrialization on the lives of workers and the response to the changes.
- Addresses all aspects of the *Task* in a limited way, e.g., the response provides a good definition of industrialization and discussion of working conditions and child labor, but lacks specific facts. Karl Marx's *Communist Manifesto* is used to discuss a response to industrialization, but the conclusions drawn are weak.
- Shows an ability to analyze and evaluate the theme, but not in any depth. The discussion of Karl Marx could have been better linked to the dissatisfaction of workers and the development of labor unions, but the response goes off on a tangent.
- Includes some facts, examples, and details about industrialization in 19th century Great Britain, i.e., urbanization, mass production, and Karl Marx.
- Demonstrates a general plan of organization.
- Introduces the theme by repeating the *Task*, but there is no separate concluding paragraph.

Conclusion: Overall, the response fits most of the criteria for Level 3. Specific details are missing and there is no connection made between Karl Marx and the formation of labor unions. Information is mentioned but the lack of explanation makes this essay weak.

Every part of the world must face change in order to keep up with the way the world around you changes. One way to change is by industrialization—making industrial improvements. This means they (an area) create new factories, develop better skills of the industry world, technology, and to make that area modern and up to date.

One nation that underwent industrialization is Great Britain in the 19th century. It went through this change during the Industrial Revolution. The areas around Britain were changing and so Britain had to also change in order to fit the needs of its people. It changed the lives of the people because they became more advanced and more powerful. Many new factories were being created and machines to make people's everyday work go easier and faster. With new inventions for farm work (crop rotation, faster ways of picking cotton) workers weren't needed as much. So, many people had new jobs working in factories. The agricultural revolution helped to start the industrial revolution. Many workers were unhappy soon, because they had long hours with little pay or breaks, working conditions were harsh, and many industries were cold, unsafe places. They could hardly support themselves or their families. This caused

for child labor. Many children worked in mines from sun up to sun down so they never even saw the sun. The people that were happy were factory owners because they got all the money that wasn't going to the workers. Eventually the workers wanted change, especially Karl Marx.

As anyone can see, industry is good for a nation because it helps them improve and advance their nation and make it better than other nations. But, the workers were the bad outcome of industry. Industrialization, like anything else, has its bad if you want to get to its goods.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of the positive and negative effects of industrialization on the lives of workers in 19th century Great Britain. The response provides a serious attempt to discuss the effects of industrialization on the lives of workers, i.e., poor working conditions and child labor. The response to the changes is limited.
- Addresses all aspects of the *Task* in a limited way, i.e., the response discusses working conditions and child labor but only mentions that the workers want a change. Karl Marx is identified, but with no supporting details.
- Shows an ability to analyze and evaluate the impact of industrialization, but not in any depth. The response discusses how the Agricultural Revolution made the Industrial Revolution possible, but the essay as a whole, does not consistently show a depth of analysis or evaluation.
- Includes some facts, examples, and details about industrialization in 19th century Great Britain, i.e., crop rotation, happiness of factory owners, Karl Marx.
- Demonstrates a general plan of organization.
- Introduces the theme of the positive and negative effects of industrialization on the lives of workers in 19th century Great Britain by repeating the *Task* and concludes by repeating the *Task*.

Conclusion: Overall, the response fits most of the criteria for Level 3. The definition of industrialization is weak. The response does not provide a good explanation of the changes in workers' lives, and there is too much unnecessary background information that does not add to the substance of the essay.

Anchor Paper - Thematic Essay—Level 2 - A

Since the 19th century, industrialization has had positive and negative effects on the lives of workers.

The term industrialization means that a country is becoming more technologically advanced, and in some cases more than other countries.

A positive way it has helped workers in the America is that it provides better paying jobs and more jobs to the citizens. Before they were working at home or on a farm with very little pay. Now they have many more jobs to choose from and a lot higher pay.

A negative effect on the lives of the workers is that cities become very crowded due to urbanization or all the people coming to look for better jobs. Also, the in certain companies there could be protests or some kind of revolt against the gov't or company and wages could be lowered, and many workers could be fired.

The response of workers to these type of changes could be revolts, protests, reforms, etc.— The gov't could come involved if they get out of hand and fire workers. Or there could be too many people looking for work that couldn't find any and they would be out homeless.

Overall the positives of industrialization outweighs the negatives, although those negatives that exist can be very bad and are important to prepare for and take care of.

Anchor Paper – Thematic Essay—Level 2 – A

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

- Shows a limited understanding of industrialization. The response attempts to discuss the effects of industrialization on workers and the response to the changes.
- Attempts to address the theme, but fails to do so by referring to America instead of identifying a nation from Global History. The definition of industrialization is weak and the response of the workers to change is very general.
- Includes few facts, examples, and details, i.e., the student mentions urbanization but only in the context that cities became crowded when people came to look for jobs.
- Is organized, but lacks focus. The response digresses from the required aspects of the *Task*, i.e., discusses homelessness as a result of not being able to find work.
- Simply restates the theme as introduction and conclusion.

Conclusion: Overall, the response best fits the criteria for Level 2. Although there is a general plan of organization, and a restatement of the theme is presented, the essay is vague and contains little specific information.

Since the 19th century, industrialization has had positive and negative effects on the lives of workers.

Industrialization the development and growth in cities of buildings, factories and people.

In Japan, after world war two, Japans economy prospered. United States and other countries made peace with japan and gave them aid or money for their country to rebuild and repair. They did just that. More jobs were created, women started working outside the home and making their own money.

Japan exports more goods than they import. Some of their top products are in technology, automobiles, televisions, VCRs, stereos, Nintendo entertainment and other electronics.

Japan exports these products and imports food for their people such as vegetables and fruits because japans land is not very suitable for farming.

Since the 19th century, industrialization has had positive and negative effects on the lives of workers.

Anchor Level 2-B

The response:

- Shows a limited understanding of industrialization. The response attempts to discuss the effects of industrialization on workers.
- Attempts to address the theme of the positive and negative effects of industrialization on the lives of workers in Japan after World War II, but fails to address the response of workers to changes. The definition of industrialization is weak and the changes discussed are very general with limited reference to workers.
- Includes few facts, examples, and details, and may include information that contains inaccuracies, e.g., the response implies that industrialization did not happen in Japan until after World War II.
- Lacks focus. The response does not make clear what aspect of the *Task* is being discussed and most of the essay discusses changes other than those which impacted workers. The response digresses from the required aspects of the *Task*, i.e., mentioning that food is imported because the land is not suitable for farming.
- Introduces the theme and concludes simply by restating the *Task*.

Conclusion: Overall, the response best fits the criteria for Level 2. Although the essay demonstrates a general plan of organization, it lacks focus and specific details. The details provided do not directly address the question.

Industrialization is the working class. It is when all the factories and inventions and machines came into existence. The Industrialization has affected the lives of workers both positively and negatively.

One nation that industrialization has affected workers both positively and negatively is Japan in the 19th century. One example the industrialization effected workers is that they didn't just have to rely on farming to make their way. Another example is that they used better of technology was great in being that the jobs were done quicker and easier. One negative is that it was dangerous.

The response to workers, reformers and govt. was great in being that taxes could go up and money was exchanged.

Industrialization has effected the lives of workers both positively and negatively. If this hadn't occurred we would not have the industries we have today.

Anchor Level 2-C

The response:

- Shows a limited understanding of industrialization. The response attempts to discuss the effects of industrialization on workers.
- Attempts to address the theme but fails to discuss the response of workers to the changes caused by industrialization. Examples of changes are very general with few details to support the information.
- Includes few facts, examples, and details. The definition of industrialization is vague, i.e., the response states that technology made jobs dangerous but provides no details to support the information.
- States generalizations, but does not support them. The essay is poorly organized and lacks focus.
- Introduces the theme by restating the *Task* and providing a definition of industrialization. The conclusion restates the *Task*.

Conclusion: Overall, the response fits most of the criteria for Level 2. The essay attempts to address the *Task*, but does not include specific information and does not address the workers' response to industrialization.

The term industrialization means that a country is becoming more advanced in their technology. That country is becoming wealthier and a better nation. Industrialized nations have had good things and bad things come out of ~~the~~ being industrialized. Russia was one of those nations.

Great Britain ~~was~~ has always been industrializing and they still are. They started off with making factories and using different energy sources. They first had ~~the~~ water and wind power. Using windmills and water mills for electricity. Then they finally discovered steam power. After they developed steam power they no longer used windmills as their main source of energy. After developing ~~this~~ this new source of energy, they made machines that used steam power.

With this they could make things so much faster, in which they could now ~~the~~ export and import things so much faster than before.

This greatly help their country because now their economy was going higher,

Anchor Paper – Thematic Essay—Level 1 – A

in which they could now spend
more money in helping industrialize
their country

Anchor Level 1-A

The response:

- Shows a very limited understanding of the theme of the positive and negative effects of industrialization on the lives of workers in Great Britain. The response demonstrates little effort to address the different aspects of the *Task*.
- Attempts to analyze and evaluate the changes of industrialization by discussing energy sources, i.e., the inaccurate evolution from windmills to steam power in Great Britain.
- Includes few or no accurate or relevant facts, details, or examples, i.e., the only relevant fact is that workers could make things faster. Much of the essay is devoted to a discussion of energy sources which is not related to the question. The response deals with generalities, and very little specific, accurate information is presented.
- Attempts to complete the *Task*, but does not answer many aspects of the question.
- Introduces the theme by attempting to define industrialization, but the conclusion is weak and unrelated to the *Task*.

Conclusion: Overall, the response best fits the criteria for Level 1. The response does not address many aspects of the *Task*, and the discussion involving energy sources is not relevant to the question.

Economic Change

Since the 19th century, industrialization has had positive and negative effects on the lives of workers.

Industrialization means the process of establishing large-scale industries.

Japan is an industrial nation. Two examples that this has changed the workers' lives is because the workers had new and improved jobs that they could depend on.

The response of the government and the workers were good because they had much better skills now in jobs.

In conclusion, change in the industrial world is sometimes good and sometimes bad. Some of the workers may like the change and some might dislike it.

Anchor Level 1-B

The response:

- Shows a very limited understanding of the theme of the positive and negative effects of industrialization on the lives of workers in Japan. Many aspects of the *Task* are not addressed.
- Lacks an analysis and evaluation of changes caused by industrialization and the response to those changes beyond stating vague facts.
- Includes few or no accurate or relevant facts, details, or examples. The response is general with little specific or accurate information, i.e., the response mentions that workers had new and improved jobs, but the response by workers and government is vague and not related to the *Task*.
- Attempts to complete the *Task*, but organization is weak.
- Introduces the theme by restating the *Task*, and the conclusion is general.

Conclusion: Overall, the response best fits the criteria for Level 1. The essay shows little analysis of the issues, and no examples and relevant details.

Thematic Essay— Practice Paper – A

Since the 19th century, industrialization has had positive and negative effects on the lives of workers. "Industrialization" is the process a country goes through ~~was~~ when they change from a more agricultural based society to a more modern one, incorporating new technology and modern ideas into everyday life. Along with industrialization comes the migration of land working peasants to the cities to find jobs, or urbanization.

One nation that experienced great industrialization in the 19th century was Great Britain. They were one of the first countries in Western Europe to take the steps toward modernizing. The agricultural revolution had freed many people from the burden of agricultural life and they were eager to find new work. The industrial revolution opened up thousands of new job opportunities in the cities to work with new uses of materials, such as steel. People moved to the cities and began to become more acquainted with the "modern" technologies of the time.

But working in factories was a big change from being self-sufficient farmers. These people now had a boss they had to take orders from, rules to follow, and a fixed minimum wage. Sometimes conditions in factories were dangerous or

hazardous to the worker's health. People lived in small houses or apartments, not the standard of life they were expecting when they moved to find better opportunities in the cities.

But despite of these conditions industrialization grew and Britain began to gain wealth and respect. They rose above other countries because of their vast sources of minerals and thousands of eager people to make up the work force surrounding countries began to respect their economic position, and become wary of their strength. Britain was able to achieve and maintain their high status in Western Europe because of industrialization.

Since the 19th century, industrialization has had positive and negative effects on the lives of workers. Great Britain is one nation in which industrialization changed the lives of workers.

Great Britain, in the early 19th century industrialized rapidly; that is this island nation transformed its economy from that of a hand-made cottage industry to a factory-instituted machine economy. Set aside from the rest of the warring Europe during the time of revolutions, Great Britain benefitted from its isolation by industrializing greatly. However, this industrialization had different effects that were both positive and negative.

One positive effect of industrialization was the readiness to export great quantities of goods. Due to the new machines like the spinning jenny, automobiles, etc, faster more efficient creation of goods was possible. Large amounts of people rushed to the growing cities to fulfill the need for workers by the factories that were created there. Thus, urbanization was a direct result of industrialization and this was indeed the people's response to the growth - migrating to cities.

A negative effect of industrialization was the working conditions in various factories and the pay for the labor. People were needed to run the machines, but pay for the tough and sometimes hazardous jobs (like cleaning machines or coal mining) was very meager. People in turn began taking 2 jobs and women and children began to work as well. The harmful conditions often led to disease and without pay - poverty. People reacted to the discomforts of industrialization by protesting

and finally standards improved and a minimum wage created.

Throughout the 19th century as Britain industrialized, much would change in the lives of its inhabitants. Since the 19th century, this same industrialization that affected Great Britain has had positive and negative effects elsewhere.

The term industrialization means the building of factories to build stuff from raw materials to be sold around the world. People move to cities to work at the factories.

In Japan, industrialization has made it so people live in the city, they have to live in small apartments because there is so little room. The people make a lot more money working in the factories, than if they farmed the land.

The workers' response is they can buy more food, clothing, etc. for their family with the money. The government has to set laws so the workers don't get too much power.

Thematic Essay— Practice Paper – D

Since the 19th century, industrialization has had a positive and negative effect on the lives of workers. In Britain in the 19th century, the industrial revolution there changed the lives of many people.

Industrialization means making goods using the factory system with machines rather than in the home.

The Industrial Revolution created many jobs for people in Britain. People moved from farms to the cities to look for jobs in the factory. This is called urbanization.

~~People~~^{Workers} moved into tenement apartments near the factories. Often, whole families would work in the factories, including small children. They worked long hours under horrible working conditions. The factories usually had few windows and poor lighting. There were no building codes or safety devices on the machines. Wages were extremely low, and if you got sick or were injured there was no compensation, you were just fired. The cities and living conditions were also dirty and disease ridden, making the industrial revolution a hard time for most people.

After a while, people started to respond to these horrible conditions. Writers such as Charles Dickens wrote stories depicting factory life. Workers went on strike and labor unions were formed to fight for reforms. The government eventually passed laws such as the Factory Act and the Mines Act which limited the number of hours and set age limits on workers.

This really did more harm than good because it reduced people's pay. They passed building codes and ^{required} safety devices

Thematic Essay— Practice Paper – D

on machines. A minimum wage was also introduced which helped people greatly.

Industrial Revolutions are the same in most nations. They have positive and negative effects. While they create many jobs, people often have to work in horrible conditions until reforms are passed, which doesn't always happen.

Since the 19th century industrialization has had positive and negative effects on the lives of workers. The nation that has had these changes is Great Britain. Industrialization is the change of hand made goods to machine made good.

Great Britain was the first to go under the Industrial revolution. In whole Europe, Britain was the one to start the industrial revolution. First Britain had the cottage industry in which was the people working in their homes. This didn't help the country because it was too slow to at least to make trade possible. This brought about the Industrial revolution, in which merchants were starting to build factories. Jobs in Britain increased. From here on Britain had negative and positive results because of this. The workers were the ones more hurt because of this. Negative results because of this was that the worker were not pay well. They had low pay. They could be injured easily in the jobs. Childrens from a small age started to work. There was no insurance that would guaranteed the workers to at least get more money for their injury. The workers were not allowed to strike.

Positive results that came from the Industrial Revolution was that there was more jobs. The trade in England increase. Money was entering England. Big trades with other big countries came about. The workers didn't like this so they formed labor unions.

Great Britain had some positive and negative results because of industrialization. From the workers to the country had great effect over.

Practice Paper A—Score Level 3

The response:

- Shows a satisfactory understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain since the 19th century. The response makes a serious attempt to discuss the effects of industrialization on the lives of workers.
- Addresses most aspects of the *Task*, i.e., the essay does not address the response to changes caused by industrialization. Few details are provided for the two ways industrialization changed the lives of workers.
- Shows an ability to analyze and evaluate the impact of industrialization, but not in any depth. The response does explain how the Agricultural Revolution led to the Industrial Revolution, but the essay as a whole does not show much depth of analysis.
- Includes some facts, examples, and details about industrialization in 19th century Great Britain, i.e., dangerous working conditions and poor living conditions, although the response incorrectly mentions steel and minimum wage as facts.
- Demonstrates a general plan of organization.
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* and concludes with a summation of the theme.

Conclusion: Overall, the response fits most of the criteria for Level 3. Although it has a particularly strong introduction and conclusion, the essay does not address the response to the changes, and the examples are somewhat general.

Practice Paper B—Score Level 4

The response:

- Shows a good understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain since the 19th century. The student discusses the theme and the results of urbanization and poor working conditions. The response to the changes is included, but is very general.
- Addresses all aspects of the *Task*, but does so somewhat unevenly i.e., the response provides a very generalized discussion of the *Task* and only mentions that protests led to improved working conditions.
- Shows an ability to analyze and evaluate the positive and negative effects of industrialization by completing all aspects of the *Task*. Discussion includes some comments of an analytical or evaluative nature, i.e., the response includes a discussion of Great Britain's island location as a factor in the Industrial Revolution.
- Incorporates relevant facts, examples, and details, but does not support all aspects of the *Task* evenly, i.e., labor unions are inferred, but discussion is very general. No specific legislation is mentioned.
- Demonstrates a logical and clear plan of organization. The response does not discuss all aspects of the *Task* as consistently as a Level 5 essay. The response discusses industrialization by including information about the change from cottage industry to the factory instituted machine economy.
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task*. It concludes with a summation of the theme by mentioning the application of Britain's system to other countries.

Conclusion: Overall, the response best fits the criteria for a Level 4. The inclusion of specific facts such as cottage industry, spinning jenny, urbanization, and isolation makes this a strong essay, but the reference to change is somewhat weak.

Practice Paper C—Score Level 2

The response:

- Shows a limited understanding of industrialization. The response attempts to discuss the effects of industrialization on workers and the response of the government to the changes.
- Attempts to address the theme of the positive and negative effects of industrialization on the lives of workers in Japan, but fails to include specific facts and details to support general statements.
- Includes few facts, examples, and details, i.e., the response mentions that people have to live in small apartments because there is so little room, but does not mention whether this is a result of urbanization and industrialization or a result of Japan's geography.
- Lacks focus. The essay states general facts but does not support them.
- Uses the introduction to attempt to define industrialization, and the conclusion attempts to address the response.

Conclusion: Overall, the response fits most of the criteria for Level 2. The essay attempts to address the *Task*, but does not include specific information and details.

Practice Paper D—Score Level 5

The response:

- Shows a thorough understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain in the 19th century.
- Addresses all aspects of the *Task* evenly and in depth. The response:
 - (1) Provides a definition of the term industrialization.
 - (2) Discusses *two* specific examples of the *Task*, i.e., conditions for workers such as long hours, child labor, and poor working conditions in the factories. Supporting detail about the working conditions includes bad lighting, no building codes, and no safety devices on the machines.
 - (3) Discusses the response of reformers, i.e., the work of Charles Dickens and specific government legislation such as the Factory Act and the Mines Act.
- Shows an ability to analyze the *Task*, i.e., workers moving to tenement apartments to be near the factories. The response is especially strong in specific details, i.e., Charles Dickens, the Factory Act, and the Mines Act.
- Includes comments of an analytical and evaluative nature throughout.
- Richly supports the theme with relevant facts, examples and details, i.e., tenement apartments, the Factory Act, and the Mines Act.
- Consistently demonstrates a logical and clear plan of organization. The student links industrialization and urbanization. Many details are used to complete the *Task*.
- Introduces the theme by establishing 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. The essay is well organized. It identifies industrialization and gives some background for industrialization in Great Britain. The essay is particularly strong in that it links industrialization and urbanization, discusses two changes and interrelates them. The references to Charles Dickens and the Factory Act and the Mines Act are especially strong. The essay has a minor error, i.e., the guarantee of a minimum wage, but this minor mistake does not detract from the overall quality of the essay.

Practice Paper E—Score Level 3

The response:

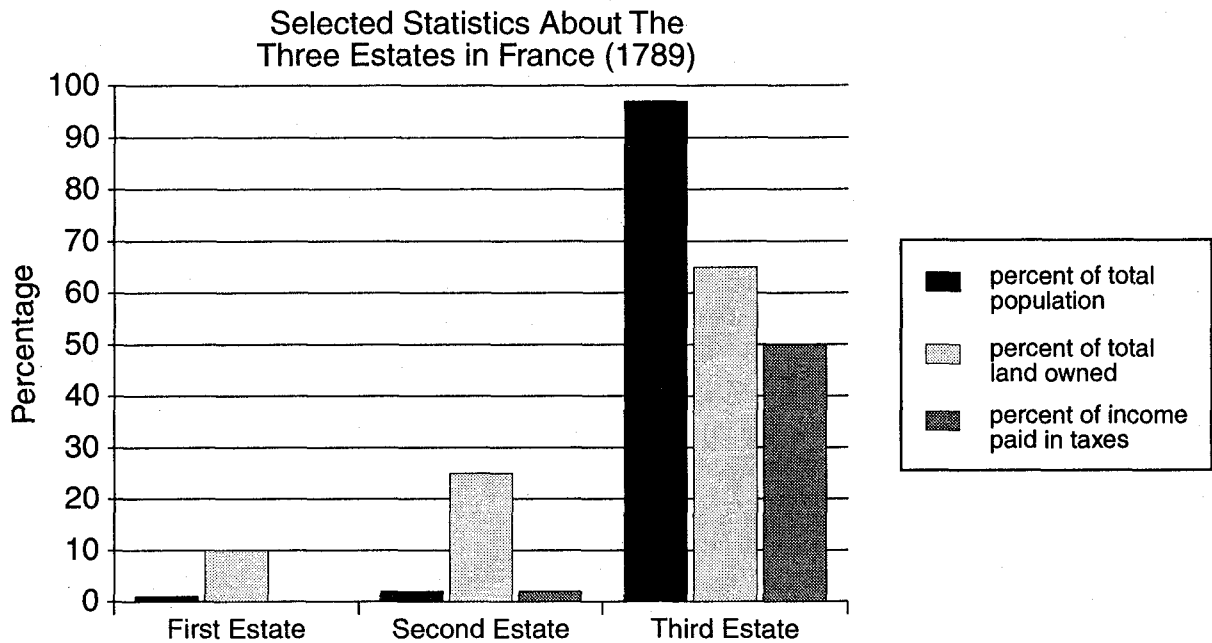
- Shows a satisfactory understanding of the positive and negative effects of industrialization on the lives of workers in Great Britain since the 19th century. The response provides a discussion of the effects of industrialization on the lives of workers, i.e., working conditions and child labor, and mentions the formation of labor unions as a result of the changes.
- Addresses all aspects of the *Task* in a limited way, i.e., the definition of industrialization is adequate but lacks specific detail. Also, the response only vaguely addresses the changes to workers' lives, and does not provide specific details.
- Shows an ability to analyze and evaluate the impact of industrialization, but not in any depth. The student discusses the impact of the cottage industry on the development of the Industrial Revolution, but the essay as a whole, does not consistently show a depth of analysis or evaluation.
- Includes some facts, examples, and details about the theme, i.e., cottage industry and the increase in trade.
- Demonstrates a general plan of organization.
- Introduces the theme and concludes by repeating the *Task*.

Conclusion: Overall, the response fits most of the criteria for Level 3. The essay addresses the first two aspects of the *Task*, but in a limited way, and only mentions labor unions as the response to these changes. The strongest part of the essay is the discussion of the cottage industry, which is merely background information.

Booklet may be separated at this page.

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

Document 1



1a. What percentage of income did a person in the Third Estate pay in taxes?

Score of 1:

- Correctly identifies the percentage of taxes paid by the Third Estate
Examples: 50%
Half of the Third Estate's income was paid in taxes

Score of 0:

- Incorrect response
Example: 95% of the total population
- Vague response that does not address the question
Example: Much of their income
- No response

1b. How does the tax burden of the Third Estate compare to that of the Second Estate?

Score of 1:

- Correctly identifies that a higher tax burden is placed on the Third Estate
Example: The Third Estate paid a higher percentage of their income in taxes compared to the Second Estate.

Score of 0:

- Incorrect response
Example: The Second Estate paid more.
- Vague Response or does not compare the Third Estate to the Second Estate,
Example: They paid more.
- No response

1c. How is this taxation unfair to the Third Estate?

Score of 1:

- Correctly identifies examples of inequity suffered by the Third Estate.
Examples: The percent of income paid in taxes by the Third Estate was higher than the First and Second Estate.
The Third Estate had a higher tax rate.

Score of 0:

- Incorrect response or does not address taxation.
Example: 98% of the population made up the Third Estate.
- Vague Response
Example: The First and Second Estates had more power.
- No response

Question 1a—Sample A

50% of income was payed by the Third Estate
in taxes.

Score of 1:

Accurately identified that the Third Estate paid 50% of their income in taxes.

Question 1a—Sample B

50%.

Score of 1:

Correctly states the correct percentage as 50%

Question 1a—Sample C

95%

Score of 0:

Incorrectly states 95% as the percentage of income paid in taxes.

Question 1a—Sample D

Percent of total population

Score of 0:

Incorrectly identifies "total population" as the percentage of income.

Question 1b-Sample A

The tax burden is greater in the Third estate
compared to the Second Estate

Score of 1:

Correctly states that the tax burden of the Third Estate is greater than the Second Estate.

Question 1b-Sample B

the third estate has a higher
percentage than the 2nd estate

Score of 1:

Correctly states that the Third Estate has a higher percentage than the Second Estate.

Question 1b - Sample C

The person IN the Third paid 50 percent more
than the Second

Score of 0:

Incorrectly states that a member of the Third Estate paid 50% more than the Second Estate.

Question 1b - Sample D

The tax burden is about 25 percent lower

Score of 0:

Incorrectly states that the tax burden of the Third Estate is 25% less than the tax burden of the Second Estate.

Question 1c – Sample A

The taxation is unfair to the Third Estate because the First and Second Estates pay nothing basically which is unfair because the 1st & Second Estates have more money and the 3rd Estate isn't as rich.

Score of 1:

Correctly states that the First and Second Estates should pay more taxes because they have more money than the Third Estate.

Question 1c – Sample B

It is unfair because they don't have as much money and after taxation they are left with little money to spend on food and clothing for their families

Score of 1:

Correctly identifies that the Third Estate has the least amount of money and after taxes there is little left.

Question 1c – Sample C

The Third Estate probably upper class and the other is lower class.

Score of 0:

Response does not address taxation and is incorrect in stating that the Third Estate is probably the upper class.

Question 1c – Sample D

The taxation to the third estate is unfair they have even though they have a lot it should be less

Score of 0:

Response does not explain why the taxation is unfair. It just simply states that the taxation should be less.

Document 2:

The representatives of the French people, organized as a National Assembly . . . recognize and proclaim, . . . the following rights of man and of the citizen.

Article 1. Men are born and remain free and equal in rights. . . .

2. The aim of all political association is the preservation of the natural . . . rights of man. These rights are liberty, property, security, and resistance to oppression. . . .

—*A Declaration of the Rights of Man and of the Citizen*, 1789

2. What was *one* goal of the French Assembly?

Score of 1:

- States one goal of the French Assembly
Examples: The preservation of the natural rights of man.
Keep the rights of liberty, property, security or resistance to oppression.
- Cites part of the passage that answers the question.
Example: Make sure that all men “are born and remain free and equal in rights.”

Score of 0:

- Incorrect response
Example: To serve as representatives of the French people.
- Vague response that does not address the question
Example: To have a democratic government.
- No response

Question 2—Sample A

The French National Assembly wanted for all
people to be free and have equal rights.

Score of 1:

Correctly identifies that the goal of the French National Assembly is for people to be free and have equal rights.

Question 2—Sample B

Give all men their rights

Score of 1:

Correctly identifies that the goal of the French National Assembly is to give all men their rights.

Question 2—Sample C

assemble a colony

Score of 0:

Incorrectly states that the goal of the French National Assembly is to assemble a colony.

Question 2—Sample D

to keep the man on top

Score of 0:

Incorrectly states that the goal of the French National Assembly is to keep the man on top.

Document 3:

From this moment, until the time when the enemy shall have been driven from the territory of the Republic, all Frenchmen are permanently requisitioned for the service of the armies.

Young men will go into combat; married men will manufacture arms and transport supplies; women will make tents and uniforms and will serve in the hospitals; children will make old linen into bandages; old men will be carried into the public squares to arouse the courage of the soldiers, excite hatred for kings, and inspire the unity of the republic.

—*Decree of the National Convention, 1793*

3a. How did the average citizen participate in the French Revolution?

Score of 1:

- Correctly identifies an example of how the average citizen participated in the French Revolution.
Example: manufactured arms, transported supplies, made tents and uniforms, and/or made bandages.
- Cites part of the passage that answers the question.
Example: “All Frenchmen are permanently requisitioned for the service of the armies.”

Score of 0:

- Incorrect response
Example: Served as generals.
- Vague response that does not address the question
Example: To drive the enemy from the republic.
- No response

3b. What factor united the citizens during the French Revolution?

Score of 1:

- Correctly identifies a factor that united the citizens during the French Revolution.
*Examples: Common hatred towards the king
The goals of the revolution united the citizens.*
- Cites part of the passage that answers the question.
Example: "hatred for kings."

Score of 0:

- Incorrect response
Example: Requisition for the service of the army.
- Vague response that does not address the question
Example: "Unity of the republic."
- No response

Question 3a—Sample A

The average citizen went into combat, manufactured arms & supplies, made tents & uniforms, bandages, & aroused courage in the soldiers.

Score of 1:

Correctly paraphrases the correct information from the document to explain how the average citizen participated in the French Revolution

Question 3a—Sample B

They were all part of the army.

Score of 1:

Correctly paraphrases from the document that all Frenchmen were part of the army.

Question 3a—Sample C

They were nationalist They stood by their country

Score of 0:

The response that they were nationalists does not explain how they participated in the French Revolution.

Question 3a—Sample D

All average citizens participated by doing anything asked of them → citizens were asked to unify, they did.

Score of 0:

Incorrectly states that citizens participated by doing anything that was asked of them and gives an example.

Question 3b—Sample A

The factor which united the revolutionary citizens was their hatred for oppressive monarchical rule and their desire for self-government.

Score of 1:

Correctly identifies not only one factor which united the citizens but two.

Question 3b—Sample B

The hatred against kings and the hunger for a republic united citizens.

Score of 1:

Correctly identifies not only one factor that united the citizens but two.

Question 3b—Sample C

The closeness to each other while working in factories.

Score of 0:

Incorrectly states the closeness while working in factories was a uniting factor.

Question 3b—Sample D

The factor that united the citizens during the French Revolution was all of the Frenchmen were permanently requisitioned for the service of the armies.

Score of 0:

Incorrectly quotes from the document to identify a factor.

Document 4

A revolution is an uprising, an act of violence whereby one class overthrows another. A rural revolution is a revolution by which the peasantry overthrows the authority of the feudal landlord class. If the peasants do not use the maximum of their strength, they can never overthrow the authority of the landlords which has been deeply rooted for thousands of years.

—Mao Zedong, 1927

4. According to Mao, a revolution would involve struggle between which two classes of people?

Score of 1:

- Correctly identifies the *two* classes of people that struggle during a revolution.
Examples: feudal landlords and peasants
rich and poor
lower class and upper classes
- Cites part of the passage that answers the question.
Example: “The peasantry overthrows the authority of the feudal landlord class.”

Score of 0:

- Incorrect response
Example: Chinese and Mao
- Identifies only one group
Example: peasants or landlords
- Vague response that does not address the question
Example: one class overthrows the other
- No response

Question 4—Sample A

The peasants vs. landlords.

Score of 1:

Correctly identifies two classes of people involved in the struggle.

Question 4—Sample B

Mao believes a rural revolution is between the lower class
of people and the upper class of people.

Score of 1:

Correctly identifies the two classes of people as the lower class and the upper class.

Question 4—Sample C

Chinese and Japan.

Score of 0:

Incorrectly identifies the two classes of people as Chinese and Japan.

Question 4—Sample D

The 3rd estate & the 1st estate.

Score of 0:

Incorrectly identifies two classes of people as the Third Estate and the First Estate.

Document 5

This selection is an excerpt from a memoir of Nien Cheng, who is describing the personal experiences of a friend during the Great Leap Forward, an industrialization program after the Chinese Communist Revolution.

When Li Zhen [a Chinese woman] returned to Shanghai, the city was suffering from a severe food shortage as a result of the catastrophic economic failure of the Great Leap Forward Campaign launched by Mao Zedong in 1958. Long lines of people were forming at dawn at Shanghai police stations, waiting to apply for exit permits to leave the country. This was such an embarrassment for the Shanghai authorities that they viewed Li Zhen's return from affluent Hong Kong to starving Shanghai as an opportunity for propaganda . . . to help project an image of popular support for the Communist Party. . . . The government granted members of this organization [the Communist Party] certain minor privileges, such as better housing and the use of a special restaurant.

— *Life and Death In Shanghai*, Cheng, 1986

5a. What was the effect of the Great Leap Forward on the people?

Score of 1:

- Correctly identifies one effect of the Great Leap Forward on the people.
Examples: severe food shortages
food lines
migration out of the country
economic failure
- Cites part of the document that answers the question.
Example: To be used “as an opportunity for propaganda”

Score of 0:

- Incorrect response
Example: People became affluent
- Vague response that does not address the question
Example: industrialization program
- No response

5b. How did the Chinese Communist Party treat members of its organization differently from nonmembers?

Score of 1:

- Correctly identifies how the Chinese Communist Party treated its members differently from nonmembers
 - Examples:* Better
 - more privileges
 - better housing
 - use of a special restaurant
- Cites part of the documents that answers the question
 - Example:* Gave them “certain minor privileges, such as better housing and the use of a special restaurant.”

Score of 0:

- Incorrect response
 - Examples:* They were allowed to apply for exit permits,
 - they starved
 - they were equal
- Vague response that does not address the question
 - Example:* They were treated differently.
- No response

5c. How would an official of the Chinese Communist Party react to this excerpt?

Score of 1:

- Correctly identifies the reaction of an official of the Chinese Communist Party to this excerpt.
 - Examples:* They would deny that the Great Leap Forward was an economic failure.
 - They would have approved of special privileges that were granted to Communist Party members.
 - They would disagree that this was an eyewitness account.

Score of 0:

- Incorrect response
 - Example:* They would agree that the Great Leap Forward was an economic failure.
- Vague response that does not address the question
 - Example:* They would react.
- No response

Question 5a—Sample A

The Great Leap Forward was bad because
it gave people food shortages.

Score of 1:

Correctly identifies food shortages as an effect of the Great Leap Forward.

Question 5a—Sample B

The result was widespread famine because of food
shortages and economic failure.

Score of 1:

Correctly identifies widespread famine as an effect of the Great Leap Forward.

Question 5a—Sample C

It gave them more opportunities
in their community.

Score of 0:

Incorrectly identifies more opportunities in the community as an effect of the Great Leap Forward.

Question 5a—Sample D

were able to make communist party look better

Score of 0:

Incorrectly states that an effect was to make the Communist Party look better.

Question 5b – Sample A

They would let its members eat in
restaurants & have special housing

Score of 1:

Correctly states that Communist Party members could eat in restaurants and have special housing.

Question 5b – Sample B

They favored one members.

Score of 1:

Correctly states that Communist Party members were favored.

Question 5b – Sample C

They wanted them to become like them
(communist)

Score of 0:

Incorrectly states that Communists wanted nonmembers to become like them which does not address the question.

Question 5b – Sample D

They treated non-members better
than members

Score of 0:

Incorrectly states that nonmembers were treated better than members of the Communist Party.

Question 5c – Sample A

An official (Com. Party) would probably deny the excerpt and say everyone was treated equal.

Score of 1:

Correctly identifies that a Communist Party official would deny the excerpt and say that everyone was equal.

Question 5c – Sample B

He would deny it.

Score of 1:

Correctly states that an official would deny the information in the excerpt.

Question 5c – Sample C

They would say that it was true and that the communism could solve the problem.

Score of 0:

Incorrectly states that an official of the Communist Party would agree with the excerpt.

Question 5c – Sample D

They saw this as an opportunity for propaganda.

Score of 0:

Propaganda is an incorrect response because the Great Leap Forward was a negative opportunity for propaganda.

Document 6

We don't say that the Government must be composed by the clergy but that the Government must be directed and organized according to the divine law, and this is only possible with the supervision of the clergy.

— Ruhollah Khomeini, *Unveiling the Mysteries*, 1941

6. Which group does Khomeini suggest should control the government?

Score of 1:

- Correctly identifies the group that Khomeini suggests should control and supervise the government
Examples: clergy
Islamic Fundamentalists
people with supervision of the clergy or the church
- Cites part of the passage that correctly identifies the answer
Example: "supervision of the clergy"

Score of 0:

- Incorrect response or does not correctly identify a group
Example: divine law
- Vague response that does not address the question
Example: people
- No response

Question 6—Sample A

the religious group

Score of 1:

Correctly identifies that the religious group should control the government.

Question 6—Sample B

The people should control w/ the supervision
of the clergy

Score of 1:

Cites the part of the passage that identifies the group who should control the government.

Question 6—Sample C

it be supervised by the upper class

Score of 0:

Vague answer that incorrectly identifies the upper class as the group who should control the government.

Question 6—Sample D

It should be controlled by divine
law.

Score of 0:

Does not identify a group who should control the government.

Document 7

This passage is an excerpt from a speech given by Ruhollah Khomeini prior to the Iranian Revolution in 1979.

When you enter Tehran, you see all the cars and that deceptive [misleading] exterior, but you haven't gone to the other side of Tehran. . . . Take a look south of the city. Look at those pits, those holes in the ground where people live, dwellings you reach by going down a hundred steps into the ground, homes people have built out of rush matting or clay so their poor children can have somewhere to live.

— Ruhollah Khomeini

7. Compare the standard of living of the two classes living in Tehran before 1979.

Score of 2:

- Correctly compares the different standards of living of the two classes living in Tehran before 1979
Example: One is rich with cars and the other is poor, living in holes in the ground.
- No incorrect information is included in the response

Score of 1:

- Vague response
Example: The standard of living is lower
- Gives only one side of the comparison
Example: rich people had cars
- Combines correct and incorrect information in their response
Example: One side of the city had cars and the poor people did not live in the city

Score of 0:

- Incorrect response
Example: They were equal.
- No response

Question 7—Sample A

One class, the higher class, had cars and nice homes, while the lower class had no homes except for a hole in the ground

Score of 2:

Correctly compares the standard of living of the two classes in Tehran before 1979 by comparing two specific examples of living conditions.

Question 7 – Sample B

One side of Tehran had technology, houses, and cars while the other side had to make houses out of clay and dirt and live in the ground.

Score of 2:

Correctly compares the standard of living of the two classes in Tehran before 1979 by giving two specific examples of living conditions.

Question 7 – Sample C

The standard of living of the two different classes differed greatly.

Score of 1:

Vague response that states that the standard of living varied greatly

Question 7—Sample D

before 1979 1 side of the city was very urban and revolutionized. But the other side of the city was poor, & poverty struck. They showed no signs of urbanization.

Score of 1:

Does not compare the standard of living of the two classes but instead, only discusses the standard of living of the poor and incorrectly states that there were no signs of urbanization.

Question 7—Sample E

The living of the two classes were poor, the lives
in pits, holes in the ground, homes built out of wattle
and daub or clay for their children can live.

Score of 0:

Does not recognize the differences between the two classes

Question 7—Sample F

It was much more difficult before
1979.

Score of 0:

Does not compare the standard of living of the two classes and is very vague.

Document 8

Thousands Clash with Police in Tehran

Tehran residents are increasingly dissatisfied over rising prices and workers' protests.

Thousands of people in the Iranian capital, Tehran, have clashed with the police in what correspondents say is an unusual show of public anger. Local newspapers say that about 5,000 demonstrators threw stones and bottles at policemen and blocked a main road with burning [tires].

The violence in the southwestern suburb . . . followed the death of a teenage peddler. Large numbers of people have taken to peddling food and other goods in Tehran, where unemployment has risen dramatically in recent years.

Iranian papers have recently reported increasing dissatisfaction among Tehran residents over rising prices and strikes and protests by workers across the country, partly due to nonpayment of wages.

— BBC News, May 26, 1998

8. According to this news report, what have been the results of the rule of Ruhollah Khomeini and his successors in Iran?

Score of 2:

- Correctly identifies at least *two* results of the rule of Khomeini and his successors in Iran.
Examples: Violence
unemployment
rising prices
strikes
protests by workers
non-payment of wages
public anger
- No incorrect information is included in the response

Score of 1:

- Vague response
Example: little work
- Gives only one correct result
Example: Violence
- Includes correct and incorrect information
Example: Rising prices and employment

Score of 0:

- Incorrect response
Example: police anger
- No response

Question 8—Sample A

Chaos, Khomeini would have brought about violence,
death, suffering, etc.

Score of 2:

Response generally characterizes the results of Khomeini's rule as chaos but then gives three specific results of his rule.

Question 8—Sample B

They have become more unemployed
and violent.

Score of 2:

Correctly states two different results of Khomeini's rule.

Question 8—Sample C

There is a lot of violence in Iran.

Score of 1:

Gives only one correct result of Khomeini's rule

Question 8—Sample D

It is chaotic and unruly now that Ruhollah Khomeini
is in power.

Score of 1:

Gives two results that are the same

Question 8—Sample E

All he has been doing is taking from all
his people.

Score of 0:

Vague and general response which is incorrect

Question 8—Sample F

he does what ever he can to sneak by.

Score of 0:

Vague and general response

Global History and Geography

Content-Specific Rubric for Document-Based Question—January 2001

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

	FRENCH REVOLUTION (1789–1799)	CHINESE COMMUNIST REVOLUTION (1949–1949)	IRANIAN REVOLUTION (1979)
CAUSES	<ul style="list-style-type: none"> • Unequal distribution of land and taxes (doc1) • Failure to protect natural rights (doc2) • Hatred for kings (doc3) 	<ul style="list-style-type: none"> • Peasant dissatisfaction with feudal landlords (doc4) 	<ul style="list-style-type: none"> • Desire for religious control/supervision of government (doc6) • Differences in standard of living (doc7)
RESULTS	<ul style="list-style-type: none"> • Preservation of natural rights (doc2) • Equality and unity of the republic (doc3) • Increased citizen participation (doc3) 	<ul style="list-style-type: none"> • Great Leap Forward (doc5) • Industrialization (doc5) • Privileges for Communist Party members (doc5) 	<ul style="list-style-type: none"> • Rising prices (doc8) • Workers' protest (doc8) • Unemployment (doc8) • Non-payment of wages (doc8)

Score of 5:

- Thoroughly addresses all four aspects of the *Task* for two Revolutions (French Revolution [1789–1799], Chinese Communist Revolution [1927–1949], and/or Iranian Revolution [1979]) :
 - (1) Discusses political, economic, and/or social causes for each of the two revolutions chosen.
 - (2) Compares the results of the two revolutions.
 - (3) Contrasts the results of the two revolutions.
 - (4) Evaluates the extent to which each of the two revolutions accomplished their goals of reform.
- Includes accurate analysis and interpretation of at least **four** documents (see above chart).
- Incorporates information from the documents in the body of the essay and may cite from the documents in an appropriate fashion.
- Incorporates much relevant outside information such as:

	FRENCH REVOLUTION (1789–1799)	CHINESE COMMUNIST REVOLUTION (1927–1949)	IRANIAN REVOLUTION (1979)
CAUSES	<ul style="list-style-type: none"> • Voting practices of the three estates • Use of divine right • Example of the English Revolution • Lavishness of Versailles • Enlightenment ideas 	<ul style="list-style-type: none"> • World War II • Japanese Invasion • Civil war between the Nationalists and Communists • Collapse of Imperial government • Long March 	<ul style="list-style-type: none"> • Excesses of the Shah's government • Anti-western feeling • Islamic fundamentalism
RESULTS	<ul style="list-style-type: none"> • Napoleon's rule • Increased power of the middle class • Increased power of women • Better taxation policies and land ownership 	<ul style="list-style-type: none"> • Control of mainland China • Non-recognition by Western powers • Failure of Mao's programs • Increased Cold War tensions 	<ul style="list-style-type: none"> • Iranian hostage crisis (1979) • Iran-Iraq War • Spread of Islamic Fundamentalism • Growth of terrorism • Repeal of women's rights legislation

- Richly supports the theme with the use of many relevant facts, examples and details, e.g., details will be used to explain the voting practices of the Three Estates rather than simply saying that the Estate system was unfair.
- Consistently demonstrates a logical and clear plan of organization. The plan of organization will generally take one of two approaches:
 - (1) The response will discuss the causes of each of the two revolutions, compare and contrast the results of each of the two revolutions and then evaluate the extent to which the two revolutions accomplished their goals of reform.
 - (2) The response will discuss the causes of a revolution and then evaluate the extent to which the revolution accomplished its goals and then do the same for a second revolution. Lastly, the student will compare and contrast the results of the two revolutions.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme of revolutions.

Score of 4:

- Addresses all four aspects of the *Task*, although the treatment of the tasks may be uneven, e.g., the student may complete all aspects of the task but may provide only limited details when comparing and contrasting the results of the two revolutions.
- Accurately analyzes and interprets at least **four** of the documents.
- Incorporates information from the documents in the body of the essay and may cite from the documents in an appropriate fashion.
- Incorporates some relevant outside information.
- Includes relevant facts, specific examples, and details, but discussion may be more descriptive than analytical.
- Demonstrates a logical and clear plan of organization. The use of documents is less integrated than in a Level 5 response.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* and/or *Historical Context* and concludes with a summation of the theme of revolutions.

Score of 3:

- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, e.g., the response may not compare and contrast the results of the two revolutions, rather it may simply discuss the results of each revolution separately.
- Uses or refers to some of the documents in the body of the essay.
- Incorporates limited relevant outside information.
- Includes some facts, examples, and details, but discussion is more descriptive than analytical.
- Demonstrates a general plan of organization.
- Introduces the theme of revolutions by repeating the *Task* and/or *Historical Context* and concludes by simply repeating the *Task* and/or *Historical Context*.

Score of 2:

- Attempts to address some aspects of the *Task*, e.g., the student only discusses one revolution instead of the required two revolutions.
- Makes limited use of the documents; discussion may only restate contents of the documents.
- Presents no relevant outside information.
- Includes few facts, examples, and details; discussion may contain some inaccuracies.
- Is a poorly organized essay, lacking focus; may contain digressions or extraneous information.
- The response may lack an introduction and/or conclusion. The introduction and/or conclusion might not refer to the theme of revolutions.

Score of 1:

- Shows limited understanding of the *Task* with vague, unclear references to the documents.
- Presents no relevant outside information.
- Includes little or no accurate or relevant facts, details, and/or examples.
- May demonstrate a major weakness in organization.
- The response may lack an introduction and/or conclusion. The introduction and/or conclusion may not refer to the theme of revolutions.

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

All revolutions seek to reform certain areas of daily life that cause some discontent among the people. ~~There~~ In France (1789-1792), the ^{vast majority of the} population was very dissatisfied w/ the way the ~~govt~~ ^{country was being} ~~was~~ handled, both politically and socially, and a revolution occurred. Likewise, in China the rigid social structure and lack of central gov't led to the Chinese Revolution (1927-1949). Both the ^{Chinese and French} revolutions drastically changed the politics and societal values of their respective countries.

The French Revolution changed France from an autocratic country to a country ^{in which} the people played an active role in determining the standards of the gov't and ^{their} society. Prior to the revolution the Third Estate (~~was~~ ~~represented~~ ~~by~~ ~~the~~ ~~poor~~ ~~people~~) was treated very unfairly even though they made up the gross majority of the population (approx. 97%). Louis XVI, the ^{king} ~~man~~ of France in the 1780's, imposed very harsh taxes on the Third Estate; they had to pay 50% of their already ~~low~~ ^{poor} wages to the gov't (document 1). The ^{clergy} ~~nobles~~ / religious leaders / First Estate were completely exempt from taxes even though they ^{had} ~~made~~ the most money (doc 1). This inequality of justice and of rights pushed the Third Estate over the edge and into the tennis courts where the National Assembly was formed. The pro-reform group wanted to change the gov't so that the people would have more rights and they did. The National Assembly forced Louis XVI out of power and wrote ^{an} ~~a~~ ^{informal} ~~the~~ Constitution, ~~and~~ ^a Declaration of the Rights of Man and of the Citizen. This document

gave all men equality and the rights to liberty, property, security, and resistance to oppression (doc. 2) The gov't had become more democratic and was truly in the hands of the people; men gained more rights and were given the freedom they naturally deserved.

The Chinese Revolution marked the movement of China into a Communist country led by Mao Zedong. For thousands of years the peasantry of China have been oppressed by feudal lords until Mao Zedong encouraged them to revolt. This separation of classes is part of what necessitated the Chinese Revolution and the Long March solidified it. Mao Zedong gained peasant support of his Communist regime (they were appealed by the idea that Communism there is a class-less society) and eventually overthrew democratic-believer Chiang Kai-Shek to gain Communist control over China. Mao set up the 5-Year Plan, a plan to industrialize China. This was very unsuccessful and led to widespread famine and discontent w/ Mao's regime. People wanted to leave the country to escape the horrors of daily life in China and to experience the world outside of "Communism". The Communism of China was not true

Communism due to the fact that not everybody was equal. Communist officials/supporters were given special privileges like better housing and the use of a restaurant. Even though change was instituted, it was not better for the people, it was actually worse. The economy dropped significantly, discontent was among the people and the gov't was not doing

What it had promised to do (yield a classless system).

In comparing the 2 Revolutions, French + Chinese, one can see that change can ~~or~~ come in many forms and that sometimes it is successful and at other times, not. The FR revolution has been a source of inspiration for many other revolutions and has greatly transferred its theories of humanity to other cultures. The people got more rights and more say in their gov't. However the CH Revolution is the exact opposite in that there has been a clear violation of human rights and a preface of inequality in a supposedly "classless" society. One can only hope that the future revolutions will transform the world as positively as the FR revolution and learn from the mistakes of the Chinese ~~revolution~~.

Anchor Level 5-A

The response:

- Thoroughly addresses all four aspects of the *Task* for two Revolutions (French Revolution [1789–1799] and Chinese Revolution [1927–1949]). The response discusses the political, economic, and social causes of the French Revolution and the Chinese Revolution. The essay compares and contrasts the results of the two revolutions. The response discusses how the French Revolution was a source of inspiration because it addressed the violations of human rights, whereas the Chinese Revolution violated human rights by, “. . . establishing a supposedly classless society.” The essay evaluates the extent to which the revolutions achieved their goals of reform. The response discusses how the French Revolution resulted in a more democratic government and the Chinese Revolution did not achieve its goals because the people remained discontent.
- Includes accurate analysis and interpretation of **four** documents (documents 1,2,4,5).
- Incorporates relevant outside information such as: the rigid class structure, the Long March, Chiang Kai-shek in China; the autocratic rule of Louis XVI and the Tennis Court Oath in France.
- Incorporates information from the documents in the body of the essay and cites from the documents in an appropriate fashion.
- Richly supports the theme of revolutions with the use of many relevant facts, examples, and details.
- Consistently demonstrates a logical and clear plan of organization. The essay discusses the causes and results of the French Revolution and the Chinese Revolution. The response compares and contrasts the two revolutions in the introduction and conclusion.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* and/or *Historical Context*, and concludes with a summation of the theme of revolutions.

Conclusion: Overall, the response best fits the criteria for Level 5. It is strong in organization and specific detail. The essay integrates information from the documents and draws inferences in its evaluation. The essay is especially strong in its use of outside information and the use of that information to support the documents.

Revolution has long been the tool of the people in the shaping of their government. It is a naturally occurring event fueled by forces such as nationalism, militarism, & religious fanaticism, that eventually engulfs most any government the world has ever seen.

Two excellent examples of the power of revolution can be found in the French Revolution of 1789-1799, & the Iranian Revolution of 1979. Both of these events possessed some unique characteristics, & some similar traits, causes, & objectives.

In 18th century France, it was economic hardships & a system of social classification & exploitation that led to revolution. The Third Estate comprised over ninety-five percent of the population, but possessed less than ~~seventy~~ ~~fifty~~ percent of the land, & paid a tax rate nearly 25 times that of the first & second estates.

These injustices, combined with government indifference & corruption, led to disaster for the French monarchy.

Iran in the late 1970s suffered from an ~~stagnant~~ ^{imbalanced} economy, & great religious tension. Though the country was profiting greatly from oil, the money was not distributed to those who needed it most. Ruhollah Khomeini

states in document 7 that there were two Tehrans. The luxurious public Tehran, & the poverty-stricken one. The only thing the poor could cling to was religion, & it was this firm attachment to strict religion that led eventually to put Islamic fundamentalists such as Ayatollah Khomeini in power.

Both of the aforementioned revolutions led to mixed results, each with its own improvements, & drawbacks. The French did achieve a Republic, & benefited from powerful nationalism. However, overzealous revolutionaries made the entire ordeal a bloody one, killing indiscriminately in reprisal for previous oppression. The new French Republic was far from perfect, & only a little but still an improvement over the prior.

The Iranian people succeeded in placing the clergy in power, & divine law became the law of the land. However, economic improvement has been slow in coming, & poverty is still a widespread problem. Ironically, now it is this ^{strict} fundamental Islamic law that many Iranians feel oppressed by, so even in success, varied results have been achieved. Both of these revolutions had noble objectives, but had trouble implementing them.

In retrospect, ~~both of these~~ revolutions could easily be labeled ~~as~~ either a success, or a failure, depending upon whom you ask. They did different things for different people. The French Revolution ~~did~~ ^{was} not beneficial for the French nobility, but it liberated the French people as a whole. The Iranian Revolution was a detrimental event for members of the Iranian government who believed in westernization, but a major victory for the Muslim clergy. The French accomplished their goal of a Republic, the Iranians got their fundamentalist state. There were

There were, of course, problems with each of the new governments formed in both the French & Iranian revolutions. However, the benefits outweighed the drawbacks for a majority of the population, & that's what really matters, because it is the majority of the population that controls the full force, of revolutions.

Anchor Level 5-B

The response:

- Thoroughly addresses all four aspects of the *Task* for two Revolutions (French Revolution [1789–1799] and Iranian Revolution [1979]). The response discusses the economic, political and social causes of the French Revolution and the economic and social causes of revolution in Iran. The response evaluates the extent to which the French and the Iranians achieved their revolutionary goals. The response discusses French nationalism and the formation of a republic, but at the expense of many lives (inferring the Reign of Terror). The response compares and contrasts the results of the revolutions discussing that the French Revolution liberated the French people as a whole, but the Iranian Revolution was a success only for the clergy at the expense of westernization. Both revolutions accomplished their goals; the French, a republic; and Iran, a fundamentalist state.
- Includes accurate analysis and interpretation of **five** documents (1,3,6,7,8).
- Incorporates information from the documents in the body of the essay and cites from the documents in an appropriate fashion.
- Incorporates relevant outside information such as: Islamic Fundamentalism, westernization, unequal distribution of oil wealth, and the Reign of Terror.
- Richly supports the theme of revolutions with the use of many relevant facts, examples, and details.
- Consistently demonstrates a logical and clear plan of organization. The response discusses the causes for both revolutions and then discusses the results. The response then compares and contrasts the two revolutions.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* and/or *Historical Context*, and concludes with a summation of the theme of revolutions.

Conclusion: Overall, the response best fits the criteria for Level 5. It is strong in organization and specific detail. The essay integrates information from the documents and draws inferences in its evaluation. This essay is especially strong in the conclusions that it draws, i.e., government indifference was a cause of the French Revolution and distribution of oil wealth caused revolution in Iran.

Anchor Paper - Document-Based Essay—Level 4 - A

storming of the Bastille, the Third Estate gained control of a small area of France. They eventually gained more power and overthrew the monarchy. They hoped to install economic and social changes (Doc 2) for the people. Contrary to this, the Chinese revolution had nothing but negative ~~results~~ results. The communists gained power, mainly through the support of the peasants, but their economic reforms failed miserably. The Great Leap Forward was an effort (Doc 3) to increase China's economic status, but this ~~had~~ set China back years from other nations. People were starving, the crops were failing, and China's economy was not improving.

Once again, the extent to which these revolutions accomplished their goals differed tremendously. The French Revolution originally failed as a monarch was temporarily reinstated to power. ~~The reign of Terror and Napoleon allowed the French Revolution which had negative impact on the country. Napoleon was overthrown and power was eventually restored to the people.~~ The reign of Terror and Napoleon allowed the French Revolution which had negative impact on the country. Napoleon was overthrown and power was eventually restored to the people. The economic goals of the Chinese Revolution were not at all achieved, including the Great Leap Forward, achieved. These policies wanted too much improvement too fast and China was set back even further economically. The peasants did not receive the food and health care that they were promised as the Communist party began to lose power.

Anchor Paper – Document–Based Essay—Level 4 – A

The Chinese and French Revolutions had similar goals but opposite outcomes. The French people gained the basic rights that they asked for as the Chinese continued to be oppressed. The Chinese Revolution was an example of a movement that failed while the French was a success.

Anchor Level 4-A

The response:

- Addresses all four aspects of the *Task*, although the result of the Chinese Revolution is oversimplified. The comparison and contrast of the two revolutions is somewhat weak, with few specific facts to support the general statements.
- Accurately analyzes and interprets **five** of the documents (1,2,3,4,5).
- Incorporates information from the documents in the body of the essay and cites from the documents in an appropriate fashion.
- Incorporates relevant outside information such as communal farms and health care in China; the Bastille, the Reign of Terror, Napoleon and the reinstatement of the monarchy in France.
- Includes relevant facts, specific examples, and details. A few statements are analytical, but the discussion as a whole is more descriptive.
- Demonstrates a logical and clear plan of organization. The student attempts to compare and contrast the two revolutions while discussing the results, which weakens the flow and structure of the entire essay.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context*, and concludes with a summation of the theme of revolutions.

Conclusion: Overall, the response best fits the criteria for Level 4. Oversimplification of the results of the Chinese Revolution and minor mistakes within the essay are the reasons why the essay is not rated a Level 5.

Over the course of history, many uprisings, protests, and revolutions have taken place. Most of these take place when the citizens of a country or state etc. are unhappy with something. Much of the time they are unhappy with their government or rulers. Two of these revolutions were the French Revolution and the Chinese Revolution.

The French Revolution took place in 1789-99. There were three estates in French society. The First Estate, consisting of the wealthiest citizens, the Second Estate, whose members were not as wealthy as the First Estate, but much better off than the Third Estate, which consisted of the majority (98%) of the people.

The Third Estate was unhappy because of their tax burden. 50% of their income was being paid for taxes, while the First and Second Estates had the luxury of barely paying any taxes. This was an economic cause of the French Revolution.

Two political causes were the Third Estate wanted equal voting rights, and the Third Estate was unhappy with absolute monarchy, and wanted to rid themselves of kings.

A social cause was the Third Estate wanted equal rights amongst and the citizen of all classes.

The result of the French Revolution was that France went through a period of weak government because they could not agree on a government. Years later, they went

back to a leader who had complete power, Napoleon. After Napoleon's overthrow, France went through another period of weak and undecided government. This went on as a cycle for many years in French history.

At first, they had accomplished their goals of freedom. They had equal voting rights and equal rights among everyone. Also, they had rid themselves of a ruler with absolute power, until Napoleon took control of France.

The Chinese Revolution was led by the peasants who were convinced by Mao Zedong to revolt against serfdom. The Chinese Revolution took place in 1927-49.

The major cause was that the peasants wanted to rid themselves of feudal lords, and be able to farm on their own and have control over their lands and products.

The result of the Chinese Revolution was a Communist party take over with Mao Zedong as leader. The Communist party launched the Great Leap Forward in hopes of restoring the economy, but it was unsuccessful. When the Great Leap Forward failed it caused severe food shortage and enormous economic failure.

The overall goal of ridding themselves of serfdom was accomplished, but the failure of the Great Leap Forward ruined the economy.

These two revolutions are alike in that they were both successful in overthrowing what they wanted to. They were also both alike because they were both led by the lower classes, who wanted more rights and freedom.

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

They were different because the Chinese wanted to overthrow the class of feudal landlords, and the French wanted to overthrow their government of absolute monarchy. They were also different because the peasants in the Chinese Revolution were led by Mao, and the French people did not have a specific leader.

My conclusion from these two revolutions is that even if a revolution is successful, they may not necessarily get everything they want.

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

- Addresses all four aspects of the *Task*, although the treatment of the comparison and contrast of the two revolutions lacks specific facts and details.
- Accurately analyzes and interprets **five** of the documents (1,2,3,4,5).
- Incorporates information from the documents in the body of the essay. The use of documents is less integrated than in a Level 5 response.
- Incorporates relevant outside information such as the voting procedure of the Estates General and Napoleon.
- Includes relevant facts, specific examples, and details, i.e., “the Third Estate was unhappy with the absolute monarchy,” but discussion is more descriptive than analytical.
- Demonstrates a logical and clear plan of organization. The response first discusses the economic, political, and social causes of the French Revolution and the results. Then the response discusses the main cause of the Chinese Revolution and the results. There is a general comparison and contrast of the two revolutions.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context*, but the conclusion is simply a restatement of the theme.

Conclusion: Overall, the response fits most of the criteria for Level 4. The essay is more descriptive than analytical. The discussion of the French Revolution is somewhat stronger than the discussion of the Chinese Revolution, and the comparison of the two revolutions is general as is the contrast of the two revolutions.

Revolutions are a result of the government not meeting the social, political, and economic needs of the people. The goal of all revolutions is to reform these three aspects in order to satisfy the revolutionaries.

The French Revolution 1789-1799 was a result of the Estates General's inability to work as a unit. The Estates General is made up of three estates, The First, The Second, and The Third. The First and Second Estates consisted of the clergy and nobles. These two estates made up roughly three percent of the French population. Therefore the other 97%, peasants, merchants, and artisans, made up the Third Estate. The problem of the Estates General and the economy of France is the poorest estate had to pay most of the taxes. This is the basis of the French Revolution. To fix this problem the Third Estate demanded the creation of a National Assembly. The King had no choice but to force the First and Second Estates to agree, because the Third Estate grossly outnumbered the other two. The main goal of the National Assembly was to guarantee basic human rights to all citizens. The Chinese revolution, headed by Mao Zedong, was an attempt to build a classless society where peasants had equal say in government. Chairman Mao referred to a revolution as an uprising between the peasants and their feudal landlords. After Mao Zedong established a communist state in China he realized his country needed to catch up with the western world. Therefore he instituted the Great Leap Forward. He wanted to increase industrial and agricultural output. The result of his program was a disaster.

The French Revolution and the Chinese revolution had very different results. In the French Revolution

The Third Estate wanted to have equal say in the Estates General and also to create a National Assembly. They accomplished their goals through years of fighting. After their goal of a National Assembly was reached they were given their rights like they wanted. The Chinese revolution was disastrous. Mao Zedong put people on collective farms and he took their crops that grew. The farm was then given a small amount back. This gave workers no incentive so production was poor. A similarity in the two revolutions is that peasants were considered equals and given more rights.

In France the goals of the revolution were accomplished through means of violence. War raged for years. The Third Estate was fighting for their basic rights while their opposition fought to maintain the old regime. The Chinese revolution was forced on by Chairman Mao. Since he created a communist state no one could oppose him. He forced people to live on communes and to follow his way of life.

The basic goal of any revolution is to bring about change. In France and China their motive was economic. Taxes were too high in France, and China was behind the rest of the world. Whether it was a violent revolution or not both of these countries accomplished their goals.

Anchor Level 4-C

The response:

- Addresses all four aspects of the *Task*, although the treatment of the comparison of the two revolutions is somewhat general.
- Accurately analyzes and interprets **four** of the documents (1,2,4,5).
- Incorporates information from the documents in the body of the essay, although the use of the documents is less integrated than in a Level 5 response.
- Incorporates relevant outside information, i.e., the makeup of the Estates General, the members of the Three Estates in France, and the use of collective farms and communes in China.
- Includes relevant facts, specific examples, and details. The discussion of the Estates system in France is especially strong.
- Demonstrates a logical and clear plan of organization. The response discusses the causes and results of both revolutions. The essay contrasts and weakly compares the two revolutions.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context*, and concludes with a framework that is beyond a summation of the theme.

Conclusion: Overall, the response best fits the criteria for Level 4. The description of the causes of the French Revolution strengthens the essay, but it is weakened by the general statements used to compare the two revolutions. Limited outside information weakens what otherwise is a strong essay.

Anchor Paper – Document-Based Essay—Level 3 – A

Revolutions seek to reform political, economic, and social conditions. Two examples are the French Revolution 1789-1799, and the ~~French~~ ^{Iranian} revolution of ~~1979~~ ¹⁹⁷⁹. Each had its own causes and results, and both failed to accomplish everything they set out for, yet they were beneficial in ways.

The French Revolution 1789-1799 resulted from a mix of political, social, and economic causes. In France, there were three estates. The first and second estate were less than five percent of the total population. They were the richest, they lived in luxury, and they owned most of the land, yet they hardly had to pay any taxes. The third estate—the majority—had little land or money, yet had to pay half of their meager income in taxes. When they were starving, they demanded revolution.

All the citizens of France wanted equal rights, and they wanted basic civil liberties, like the ones guaranteed in "A Declaration of the Rights of Man and of the Citizen." Nationalism bonded the people together as they all helped do what they could to further the revolutionary movement.

The unrest of the citizens about taxes, corrupt leaders, and poverty led to many changes in France. The majority got much of what they wanted. They got more rights, such as liberty, security, resistance to oppression, etc. The system of taxation was changed. Nationalism helped them win this. Not all freedoms were yet won,

and poverty remained, yet all the reforms gained was a step in the right direction.

The Iranian Revolution was much different than the French Revolution. The goal was to bring back Islamic Fundamentalism to the government and laws. ~~That was~~ when Ruhollah Khomeini took power, he said "the government must be directed and organized according to the divine law." The revolution was caused because the area was getting too far away from its Muslim roots—it was becoming too Westernized.

The revolution definitely brought Islamic "rules" into effect. Men must grow beards, and women must completely cover themselves. People pray ^{throughout} ~~throughout~~ the day.

There were bad effects from the revolution. Hostages were taken often, and the country was poverty stricken. People live in holes in the ground. Many think Islamic fundamentalism has been taken too far. Women now hardly have any rights.

In conclusion, these two revolutions got the people some of what they wanted, but not all of it. Poverty was never dealt with. There are still civil rights that are missing and the economies need help. A revolution never completely fixed ~~it~~ everything, as you can see by the problems so many countries face today. Although they were

Anchor Paper – Document–Based Essay—Level 3 – A

often implemented to bring about social, political, and economical changes, they never fix all the problems they set out to. The people become happier until the same problems resurface later on.

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

- Addresses most aspects of the *Task*, although the response provides only a weak comparison and contrast of the two revolutions.
- Uses and/or refers to **five** of the documents in the body of the essay (1,2,3,6,7).
- Incorporates relevant outside information, i.e., westernization, loss of women's rights, the hostage situation, and Islamic Fundamentalism in Iran.
- Includes some facts, examples, and details, but discussion is more descriptive than analytical.
- Demonstrates a general plan of organization. The response discusses the causes and results of the French Revolution and the Iranian Revolution. The essay uses the introduction and conclusion to compare and contrast the two revolutions.
- Introduces the theme of revolutions by repeating the *Task* and *Historical Context*, and uses the conclusion to generally compare and contrast the two revolutions.

Conclusion: Overall, the response best fits the criteria for Level 3. The essay is more descriptive than analytical. The paper contains only general statements about the comparison and contrast of the two revolutions without supporting details. In some instances information copied from the documents is not integrated into the essay.

Many different social, political, and economic factors led to the French and the Chinese revolutions. The French revolution was caused by problems in all three of these areas, whereas the Chinese had problems in at least two of them. Each Revolution had different outcomes.

The French Revolution was caused by economic, social and political problems. Economically, the government was forcing the highest tax burden on the largest, and poorest, class. This led to discontent among the masses (document 1). Politically, the French people wanted equality and also the natural rights of man (liberty, property, security, and the right to oppression) - document 2. Socially, the French people were discontent with what was around them. In turn, they supported the Revolution in any way possible. (document 3).

The Chinese revolution was initiated to put the Communist party into power in China. According to Mao Zedong, the peasants must revolt against the landlords and overthrow the upper class (document 4). Mao initiated his "Great Leap Forward" in order to modernize

and industrialize the country. His 'Great Leap' failed and caused great economic problems in China. There was a shortage of food, and many people wanted to leave the country (document 5).

The French Revolution was a success. The people drove out the king and, at least temporarily, controlled the government. As compared to the Chinese Revolution, the French Revolution was not as successful. The Communist Party was firmly established in China and has been the leading party since, whereas the French governments failed and did not last for any great period of time.

Anchor Level 3-B

The response:

- Addresses most aspects of the *Task* with limited facts to support general statements. The response does not compare the two revolutions.
- Uses documents 1,2,3,4,5 in the body of the essay, but does little more than summarize the contents of the documents.
- Incorporates little relevant outside information. The response mentions that the French Revolution temporarily threw out the king, the people temporarily controlled the government, and the Communist Party still controls China.
- Includes some facts, examples, and details, but discussion is more descriptive than analytical except for the discussion of the causes of the French Revolution.
- Is a satisfactorily developed essay, demonstrating a general plan of organization. The response discusses the causes of both revolutions, the results of the revolutions, and then the conclusion contrasts the two revolutions.
- Introduces the theme of revolutions by repeating the *Task* and *Historical Context*, and concludes by contrasting the two revolutions.

Conclusion: Overall, the response best fits the criteria for Level 3. Although most of the tasks are addressed, there are few details other than summaries of the documents. Also there are sweeping generalizations, e.g., since the French Revolution, “French governments have failed and have not lasted a long period of time.”

Anchor Paper - Document-Based Essay—Level 3 - C

All revolutions seek to reform something about their government. It can be political, economic or social conditions. The French revolution, and Iranian revolution are both examples of this.

The French revolution was about the people wanting social and economic change. Document 1 on the French revolution shows that there was not a balance about who paid what amount of taxes. The third estate had to pay the majority of the taxes (80%). The first estate paid no taxes. Also the people of France wanted total freedom and equality. In the declaration of the rights of man of the citizen French men specifically ask for the freedoms and rights of "liberty, property, security and resistance to oppositions."

Political and economic changes were the basis for the Iranian revolution. The people of Iran want economic change because as Document 3 describes the homes on the south side of Tehran are "holes in the ground where people live, dwellings you reach by going down a hundred steps into the ground." Citizens of Iran also want political changes. They want religious leaders one ideas in the government. These people feel that the only way this can be accomplished is "with the supervision of the clergy."

Anchor Paper – Document-Based Essay—Level 3 – C

Both countries wanted an economic change. They each got one eventually. Also France wanted social change and Iran wanted political change. Both of these were accomplished as well. The people of France gained equality and freedom for all and had fair taxes. The people of Iran got religious beliefs in the government and are working on better homes and enough food for the people. It seems that both these revolutions accomplished these goals.

Revolutions are the right for political, social or economic change. The French and Iranian revolutions are two that succeeded in gaining that reform in government. Changes in the government may be big or small but if there is a revolution they are obviously needed.

Anchor Level 3-C

The response:

- Addresses all aspects of the *Task* but in a limited way, e.g., the results of the two revolutions and the comparison and contrast are interwoven.
- Uses documents 1,2,6,7 in the body of the essay although some documents are simply quoted and not explained, as in the use of documents 2 and 7.
- Incorporates little relevant, specific outside information.
- Includes few facts, examples, and details and the discussion is more descriptive than analytical.
- Demonstrates a general plan of organization. The response discusses the causes of both revolutions and then combines the results, comparison, and contrast into one paragraph.
- Introduces the theme of revolutions by repeating the *Task* and *Historical Context*, and concludes by simply repeating the *Task* and *Historical Context*.

Conclusion: Overall, the response best fits the criteria for Level 3. The essay addresses all of the tasks, but only the causes of the French Revolution are addressed in any detail. The biggest weakness is that some of the contents of the documents are copied into the body of the essay without explanation, discussion, or analysis.

Anchor Paper - Document-Based Essay—Level 2 - A

Some revolutions seek to reform political, social, and economic conditions. There was a French Revolution which occurred in 1789-1799 and the Chinese Revolution of 1927-49. Both of these revolutions wanted to reform political, social, and economic conditions.

During the Chinese Revolution, Mao Zedong was ruling. The lower classes were fighting with the feudal lord classes. The purpose was to fix the political conditions. Also, a cry of human recognition happened at Tiananmen Square Massacre. The student demonstrations wanted to be heard by the government and asked for certain demands. However, as a result, thousands of students died and their demands were not met. The government tried to cover up what really happened. The communism survived in China and efforts to overthrow the communist government failed. (look at pg. 25)

During the French Revolution 1789-99, they wanted independence and freedom. The representatives of the French people, National Assembly had a goal to recognize the rights of each citizen.

During the French revolution, they were also united. All the citizens including men, women, children, and elders participated in the fighting for freedom. As a result of this, national unity was accomplished. The children made bandages, women worked in hospitals, and the elders went to encourage the soldiers.

The results of the Chinese Revolution 1927-49 and the French Revolution 1789-99 differed. The Chinese revolution failed in a way while the French revolution succeeded. The Chinese revolution wanted to overthrow the communist gov't. but it failed to and the communist stopped the revolution. The French revolution, however

Anchor Paper – Document-Based Essay—Level 2 – A

succeeded in obtaining freedom and independence.

It created a national unity.

In both of these revolutions, a many number of people died. There were many battles where innocent bystanders or soldiers lost their lives. Tiananmen Square Massacre was a huge blow.

also, there was social causes. There were three Estates. The First, Second, and Third Estate. There was a conflict. The First estate and second estate did not have to pay much taxes compared to the massive land they owned. Although there were a few people in First + Second Estate compared to Third Estate, they owned more land. The Third Estate was the majority. They had the most people. However, they are also the ones that paid the most taxes. However, compared to the great # of people in Third Estate, they did not have a lot of control of land. This caused a social dispute also.

Anchor Level 2-A

The response:

- Attempts to address some aspects of the *Task*. The response addresses the causes and results of the French Revolution. The response incorrectly implies that the events at Tiananmen Square are the Chinese Communist Revolution. There are only sweeping generalizations on the comparison and contrast of the two revolutions and the accomplishment of their goals.
- Makes limited use of documents 1,3, and 4, although document 3 is simply reiterated with no explanation.
- Incorrectly presents the events in Tiananmen Square as part of the Chinese Communist Revolution (1927–1949).
- Includes few facts, examples, and details. The response contains some inaccuracies, i.e., the essay states that the Chinese Revolution wanted to overthrow the Communist government and failed to do so.
- Is a satisfactorily organized essay, though the discussion of Tiananmen Square is a digression.
- Introduces the theme of revolutions by repeating the *Task* and *Historical Context*, and concludes by simply repeating the *Task* and *Historical Context*.

Conclusion: Overall, the response best fits the criteria for Level 2. The essay attempts to address the tasks, but uses limited and vague information. The use of Tiananmen Square takes away from the discussion of the Chinese Communist Revolution, and much of the discussion of the French Revolution is information that is paraphrased from the documents.

Anchor Paper – Document-Based Essay—Level 2 – B

Revolutions seek to reform political, social, and economic conditions often, a group of people has been treated unfairly or unjustly and want change. As a result, a rapid change ~~with~~ occurs and the people will set up a democratic state. Two examples of this are the French Revolution and the Chinese Revolution.

The French Revolution was caused by a great deal of social, economic, and political unrest in France. One social cause was that the Third Estate was paying ~~most~~ ^{most} of the taxes. The wealthy Second estate only had to spend 2% of their income on taxes and the first estate spent none. This caused much hatred of the Third Estate. One political cause was that the Third Estate was unhappy with their voting rights. The First and Second Estate only made up 3% of the population but they had as much voice in the Estates General as the Third Estate. This also made the Third Estate unhappy. Another political cause of unhappiness was that the ~~French~~ 3rd estate could not openly ~~not~~ criticize the king or his actions. If someone chose to do so, they would be jailed. This caused a great deal of hatred which led to the storming of the Bastille in 1779. All of these things summarize a lack of ~~rights~~ ^{rights} protection of civil liberties ~~for~~ for the 3rd Estate.

The Chinese Revolution was also caused by a great deal of social, economic, and political unrest. One ~~social~~ ^{social} ~~economic~~ ^{economic} cause of ~~this~~ this revolution was that not enough people were employed. When the communists took over China, it was ~~in~~ ruins because China was not used to being democratic. Therefore, China needed help in rebuilding its

Anchor Paper – Document-Based Essay—Level 2 – B

economy. One ~~social~~^{political} cause was that the democratic leaders of China were not very strong as leaders and didn't give people all of the rights that a democracy should. ~~So~~ All of these things are reasons for why the Chinese Revolution occurred.

The French Revolution was not entirely successful, and neither was the Chinese Revolution. The French Revolution did in fact overthrow the king, but it did not achieve democracy. First Robespierre took over as a dictator and then Napoleon afterwards. Dictators are not a characteristic of a democratic state, so no it wasn't really successful. The Chinese Revolution was not entirely successful either ~~the~~

Anchor Level 2-B

The response:

- Attempts to address some aspects of the *Task*, but other than saying that the French and Chinese Revolutions were not entirely successful, no attempt is made to compare and contrast the two revolutions. Also, there is no attempt to explain the results of the Chinese Revolution.
- Makes limited use of documents 1 and 3. The student does a fairly good job of using document 1.
- Mentions the Bastille, Robespierre, and Napoleon as outside information.
- Includes few facts, examples, and details. The discussion does contain some inaccuracies, i.e., the response says that the economic failure of pre-Revolutionary China was a result of weak leaders who did not give people all of the rights of a democratic government.
- Is a satisfactorily organized essay, although the discussion on China is not focused.
- Introduces the theme of revolutions by repeating the *Task* and *Historical Context*, and concludes by simply repeating the *Task* and *Historical Context*

Conclusion: Overall, the response best fits the criteria for Level 2. The essay attempts to address the tasks, but uses limited and vague information with little attention to the Chinese Revolution. The discussion of the French Revolution is good and has specific details, unlike that of the Chinese Revolution.

A lot of countries have faced political, economic and social conditions, which ultimately leads to a revolution.

The Chinese revolution differs in part from any other. Where if the peasantry overthrows the authority of the feudal landlord. If the peasant's don't use the maximum of their strength they can never overthrow the authority of the landlords which has been deeply rooted for thousands of years.

In a French Revolution all had to participate, young men had to go into combat, married men had to manufacture the goods. The women made tents, uniforms and served in the hospital. Children & old men also had to play a part. They worked together as a town to ensure their winning.

The two revolutions differ, because one is class against class, and the other is inseparable, sticking together to win as one.

Anchor Level 2-C

The response:

- Attempts to address some aspects of the *Task*. The response only addresses the causes of the French and Chinese Revolutions, and attempts to contrast the two revolutions in general terms.
- Makes limited use of documents 3 and 4. Document 3 is simply paraphrased without explanation, and document 4 is used as the only cause of the French Revolution.
- Presents no relevant outside information.
- Includes few facts, examples, and details. Most of the essay is sweeping generalizations.
- Is a satisfactorily organized essay, lacking focus.
- Introduces the theme of revolutions by repeating the *Task* and *Historical Context*, and concludes by simply repeating the *Task* and *Historical Context*

Conclusion: Overall, the response fits most of the criteria for Level 2. The essay attempts to address some aspects of the *Task*, but lacks specific details and examples as outside and background information.

Revolutions seek to reform political, economic, and social conditions. Two examples are the Chinese Revolution and French Revolution.

The Chinese Revolution began in 1927 and was caused by many reasons. Other countries wanted China's resources to build up their own country. The government of China and Japan refused to trade with other countries but they stole resources from other nations. At the end of the Chinese Revolution, many people died in trying to save their country.

The French Revolution began in 1789 and was caused by many reasons. Rights of men and women were not being recognized. Trade also became a cause of the revolution. After the French Revolution, many people died especially men who went into combat.

In conclusion, both the French and the Chinese Revolution shared much of the same results. No goals were reached and many people died and suffered.

Anchor Level 1-A

The response:

- Shows limited understanding of the *Task* with no references to the documents. The response attempts to discuss the causes of the revolution and attempts to compare the two revolutions.
- Presents no relevant outside information.
- Includes few accurate or relevant facts, details, and/or examples. The causes given for both revolutions are somewhat inaccurate, i.e., the desire of other countries for China's resources, and trade as a cause of the French Revolution.
- Attempts to complete the task, but the response leaves out most aspects of the task. The response attempts to discuss the causes of the two revolutions, but only mentions that no goals were reached, and does not explain. The response also states that the revolutions shared the same results, but the results are not explained.
- Introduces the theme of revolutions by repeating the *Task*, and concludes by attempting to compare the two revolutions and making a generalization about their goals.

Conclusion: Overall, the response best fits the criteria for Level 1. The essay attempts to complete the task, but uses limited, vague, and irrelevant information. Many of the aspects of the task are not answered.

Revolutions seek to reform political, economic, and social conditions. Some examples of revolutions are the French Revolution 1789-1799, the Chinese Revolution 1927-1949, and the Iranian Revolution in 1979.

The French revolution - During the revolution citizens helped out by having the single men go into combat, having the married men manufacture arms and transport supplies, women making tents, uniforms and serving in hospitals, having the children make old linen into bandages, and having the old men arouse the courage of the soldiers, excite hatred for kings, and inspire the unity of the republic.

The Chinese revolution - According to Mao Zedong a revolution involves the struggle between the lower class and the upper class. The Great Leap Forward for the Chinese people did not help the Chinese people because it put them into an economic depression.

These revolutions happened because the people wanted to seek reform in political, economic, and social conditions.

Anchor Level 1-B

The response:

- Shows limited understanding of the *Task*. The response attempts to address the causes and results of the Chinese Revolution. The discussion of the French Revolution is simply a paraphrasing of document 3.
- Uses documents 3, 4, and 5.
- Presents no relevant outside information.
- Includes few relevant facts, details, and examples. The response mentions that the Great Leap Forward put China into an economic depression.
- Attempts only to discuss the causes of the two revolutions.
- Introduces the theme of revolutions by repeating the *Historical Context*, and concludes by simply repeating the *Historical Context*.

Conclusion: Overall, the response best fits the criteria for Level 1. The essay attempts to address the causes, but uses limited and vague information from the documents. Document 3 is used but is only paraphrased and there is no attempt to connect it to the question.

The Great Leap Forward's results were horrendous and led to starvation among the people ~~where~~ ~~a Chinese woman~~ ~~of~~ ~~them~~ Mao's plan had so badly damaged the country that there was a food shortage and there was a vast amount of suffering and desire of the people to leave China, Mao however, who thought of himself as a god-like figure, did not want to believe that his plan failed so he continued with increased privileges and propaganda endorsing the Communist Party, Mao's Cultural Revolution which attacked anyone who opposed Mao put many people out of work and led China into a state of total chaos, the promises of Mao and his reformations did not prove to be a reality for the people of China and only led China to its downfall.

The French Revolution in 1789 slowly began with the unfair distribution of the three Estates. The first Estate which was made up of ~~royal~~ priests, wealthy landowners and other respectable members of society only contained about 100 members so did the second.

Revolutions seek to reform social, political, and economic conditions. Two examples of revolutions that have made drastic reforms

are the Chinese Revolution 1927-1949 and the French Revolution 1789-1799. Both revolutions have changed the lives of the people and the influence of the government. The reforms made by these revolutions have had both a positive and negative effect on their nations.

After the defeat of the Nationalist Party in 1949 by Mao Ze Dong and his troops, the Nationalists fled to Taiwan and China became a communist nation. Mao Ze Dong promised ~~the~~ his peasants land reform and wanted to rid China of foreign influence. Mao Ze Dong believed the only way for the peasants to gain any power there had to be an uprising against the rich landowners. Mao Ze Dong's goals to improve China economically were carried out in his first five-year plan which was a great success. Citizens participated and the amount of production increased at a rapid rate. His second plan, the Great Leap Forward, however was not as successful. Mao took the land away from the landowners and organized a communal system.

estate. These two estates had to pay little or no taxes and were given most of the privileges. The third estate however was made up of 500 people and was given the same or less amount of say as the first or second estates. There were many political positions of the estates. There were the Radicals who wanted change and

The Reactionaries who wanted things to go back the way they were before. The Radicals who wanted change took action right away with the storming of the Bastille (tower with political prisoners). The Rebellion continued and all people who supported the King were killed and the King and Queen were beheaded. ~~But~~ every citizen had to participate in this revolution including the elderly women and children who all wanted a Republic. The result was the French Constitution which was a great accomplishment. France gained freedom and triumph from this event.

The Chinese and French Revolution can compare in that they both involved a group of people who were treated unfairly (peasants, third estate) and who decided to uprising against the government. However the French Revolution was fought for the unification of the people while Mao fought for the strengthening of the communist party. The results of the two were drastically different. The French Revolution eventually led to peace and prosperity while Mao's revolution led to chaos and did not accomplish very little. The French Revolution made many reforms on human rights and preserved ^{the} rights of man, life, liberty, ~~property~~

while Mao hindered them and gave no political freedom to the people.

Both revolutions have had a lasting impact on the nations of China and France and have had both positive and negative effects on the nations people. If not for the French revolution France would not be in the position it stands in today and without the Chinese revolution China would probably be a more prosperous stable nation that made human rights a first priority. These two revolutions display how reformations can help or hinder the position of a nation.

Revolutionaries seek to reform political, economic, and social conditions. In order for a revolution to occur, people must be willing to risk their lives to fight for their rights which they are being denied. The French Revolution and the Chinese Revolution both had similar causes ~~but their results~~ but the results were different. There was oppression against the peasants and lower class, but the Chinese Revolution failed while the French Revolution was a success.

The French Revolution ⁽¹⁷⁸⁹⁻¹⁷⁹⁹⁾ was a success because citizens gained the rights they were denied. Political, Economic, and social oppression in France caused the Revolution. There were three estates in France at the time of the revolution. There were the 1st + 2nd Estates which were made up of the nobles and clergy. The third estate was every one else, the peasants, and the workers, ~~and the~~ ^{there were a lot more of them} these people in the third estate were politically, socially, and economically oppressed. All the votes were made so that the 1st and 2nd estates ~~could~~ could outnumber the 3rd estate who were only given one vote. ~~There were almost 90% no about 90%~~

of the population were in the 3rd Estate (#1). Socially, people in the 3rd Estate had a lot less rights than the others. Economically, the members of the third estate paid a lot more money in taxes than the others did (#1). This was unfair because most of these people worked for the higher estates, and were paying them money. The third estate started the French Revolution and accomplished their goals. They were willing to risk it all to fight for their rights (#3). Even if you were a child you still helped out in the fight for equality (#3). The Declaration of the Rights of Man was written by the National Assembly, starters of the Revolution and gave all men equal rights (#2). The unfair tax system was changed. The French Revolution was an accomplishment for the third estate.

The Chinese Revolution (1927-1949) was a failure even though there was political, social, and economic oppression against the peasants. The feudal lords had a ~~total~~ made for rules in China at this time and treated the peasants unfairly. (#4) The revolution called for an economic plan for improvement. This plan was the Great Leap

Document-Based Essay— Practice Paper - B

forward. ~~But~~ The plan was put in by the Chinese Communist Party and failed. The people in China were treated unfairly if they did not support the communist party (H.S.).

In Conclusion, there two revolutions had different results even though they had similar causes. The French Revolution led by the ^{National} Assembly accomplished its goals of equality. On the other hand, the Chinese Revolution failed in the goal of economic improvement. Reforms were made in both ~~cases~~ nations but weren't accomplished in China.

Document-Based Essay— Practice Paper - C

Revolutions seek to reform political, economic, and social conditions. Three examples are the French Revolution (1789-99), Chinese Revolution (1927-49), and the Iranian Revolution (1979).

The social cause of the French and Chinese Revolutions were similar in that the lowest class wanted to have more power and equality. In France, the third estate rebelled against the first and second estates. The third estate also payed most of the taxes. In China, the peasantry rebelled against the wealthy landowners. The peasants in China supported the communists.

The French and Chinese Revolutions both ended in the lowest class winning and gaining power. In France, the third estate established a more democratic government whereas in China, the peasants established a communist government. When they gained power, the third estate and the peasants tried to treat everyone equally.

These two revolutions accomplished their goals of reform very well. In France, the third estate gained power and didn't have to pay the taxes that they used to. The first and second estates lost power, land, and money, and also had to pay taxes. In China, the peasants took over and established a communist government. Everyone was treated more equally.

Document-Based Essay— Practice Paper - D

Revolutions seek to reform ~~the~~ political, economic, and social conditions. The French Revolution of 1789-1799 and the Chinese Communist Revolution of 1927-1949 both sought to improve the economic and social conditions of the lower classes, and to give them a voice in the government. However, the French Revolution brought about 20 years of violence before its goals could be reached, and the Chinese Communist Revolution simply switched the control of the nation from one oppressive leadership to another.

The French Revolution began officially in 1789, despite the fact that the Third Estate of France, or the lower classes, had feelings of animosity towards its oppressive leaders, the nobility and the clergy. Due to an increase of ~~the~~ an already huge taxation rate upon the Third Estate by the king, who was struggling to save the failing French economy, the poor workers and peasants rose up. They set about creating a National Assembly to secure the basic human rights set up in the "Declaration of the Rights of Man and the Citizen," and to give the majority of the people a more significant voice in the government. However, this moderate form of rule collapsed, and was replaced by a totalitarian state during which civil rights were both abused and revoked, and ~~thousands~~ thousands of innocent citizens died at the guillotine or rotted away in cramped prisons. Following this, the nation fell under the dictatorship of Napoleon, who led the nation back to being a powerful imperial state.

Document-Based Essay— Practice Paper - D

After his final defeat by the British military, the French state created yet another legislative state in which its rulers are unable to gain absolute power. The French nation was able to achieve its goals for civil liberties and national equality only after decades of bloodshed and warfare.

In 1949, the civil war between the corrupted Chinese republic and Communist guerillas ended in victory for Chairman Mao's Red Army. The slightly altered Communist ideas, which Mao ~~is~~ adapted to fit the conditions in China, were equality for all citizens, and unity of the nation for the greater good of all people. However, Communist governments always develop into totalitarian states in which all citizens are equal because they have no human rights. The Chinese government, led by a dictator and a select few other officials, control and oppress their people, forcing them to do huge amounts of physical labor for ~~an~~ extremely limited gain. When the Chinese economy was in a state of failure, the government put the "Great Leap Forward" program, equivalent to Stalin's Five-Year Plans in the USSR, into effect. It simply worsened the economy and the lives of the average citizen. Many people attempted to flee, but were denied this option. The government did nothing but improve the status and well-being of its members, not the general Chinese masses. Uprisings in China have been forcefully quelled, ~~and~~ most recently in the Tiananmen Square incident, in which thousands

were killed by soldiers or Red Army tanks. The ideas of the Communist Revolution in China failed to come into existence, and the general population has lost all of its human rights.

Both the Chinese Communist Revolution and the French Revolution 1789-1799 preached equality, self-rule, and better social conditions for the general population. However, only the French Revolution was successful, but it took decades of unnecessary bloodshed, warfare, and violence to accomplish its goals. By the time the revolution had ended, most of its founders had ~~the~~ long since been dead. The Chinese Revolution simply caused the nation to switch hands from one corrupted totalitarian state to another. All human rights of the Chinese people were eliminated, and the government only concerned itself with its own well-being. Peaceful protests are put down with violent overreactions to this very day. The Chinese Communist Revolution failed to fulfill its promises, whereas the French Revolution was able to achieve its goals despite years of violence and terror. These revolutions were similar in that they offered greater economic, social, and political reform for the masses, but different in that one accomplished these changes only after decades of disorder, ~~and~~ while the other did not achieve any of its original goals at all.

Document-Based Essay— Practice Paper - E

There have been many revolutions during the 20th century. Many have been major governmental changes, others have been an uprising by citizens.

One such was the French Revolution. The French Revolution was to drive the enemy out who was slowly trying to takeover the country. The government taxed the hell out of the "Third Class" to support the war. They also forced every man, woman and child to have some part in the war. There was no way to get around that even though a ~~more~~ government declaration states that all men have rights, including liberty and security.

However, the Chinese Revolution was mostly a choice of ~~was~~ citizens. As Mao Dedong (~~Mao, the~~), who was a major figure in the revolution, said, the peasants must unite in order to abolish the "deeply rooted" authority of the landlords.

But, unlike the French Revolution, it did not help the people to a degree because many people became

Document-Based Essay— Practice Paper - E

poor. The reason was because of Zedong's Great Leap Forward plan failed miserably. Also, if you weren't a Communist, you were treated worse than those who were.

There were similarities and differences in each revolution. In the French Revolution, the government was behind the revolution while the same is not true in the Chinese. The French obviously succeeded, while things didn't get better for the Chinese.

As can be seen, revolutions can have mixed conclusions. Sometimes it succeeds, sometimes it doesn't.

Practice Paper A—Score Level 4

The response:

- Addresses all four aspects of the *Task*, although the comparison of the two revolutions is general rather than specific.
- Accurately analyzes and interprets **five** of the documents (1,2,3,4,5).
- Incorporates information from the documents in the body of the essay.
- Incorporates much relevant outside information, i.e., the Nationalist Party escaping to Taiwan, the success of Mao's first five year plan, and his use of the Cultural Revolution; reactionaries in France, the storming of the Bastille, and the use of the guillotine.
- Includes relevant facts, specific examples, and details. Several accurate facts are included, but discussion tends to be more descriptive.
- Demonstrates a logical and clear plan of organization. Causes and results of both revolutions are discussed, and then the two revolutions are compared and contrasted.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context*, and concludes with a summation of the theme of revolutions.

Conclusion: Overall, the response best fits the criteria for Level 4. The excellent use of outside information and numerous details in the essay could lead the reader to rate this essay a Level 5, but several mistakes and the lack of specific details when comparing the two revolutions detract from the overall quality of the paper.

Practice Paper B—Score Level 4

The response:

- Addresses all four aspects of the *Task*, although the treatment of the Chinese Revolution and the comparison and contrast of the two revolutions is limited.
- Accurately analyzes and interprets **five** of the documents (1,2,3,4,5).
- Incorporates information from the documents into the body of the essay, and cites from the documents in an appropriate fashion. The use of documents is less integrated than in a Level 5 response, especially with the use of documents 2 and 3 at the end of the discussion of the French Revolution.
- Incorporates relevant outside information, i.e., the voting practices of the Estates General, and the membership of the Three Estates.
- Includes relevant facts, specific examples, and details, but the discussion of the Chinese Revolution is more descriptive than analytical, and includes few facts.
- Is a satisfactorily developed essay. The response discusses the cause and results of the French Revolution, then in a limited way, does the same thing for the Chinese Revolution.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context*, and uses the conclusion to compare and contrast the two revolutions although the discussion is general.

Conclusion: Overall, the response fits most of the criteria for Level 4. The essay is weak because of the limited discussion of the Chinese Revolution and the comparison and contrast of the two revolutions, but the discussion of the French Revolution is strong.

Practice Paper C—Score Level 3

The response:

- Addresses all aspects of the *Task* but in a limited way with few specific details.
- Uses documents 1, 2, and 4 in the body of the essay although information is simply summarized.
- Incorporates little relevant outside information.
- Includes some facts, examples, and details, but discussion is more descriptive than analytical. Some details are sweeping generalizations, i.e., “the Third Estate and the peasants in China tried to treat everyone equally,” and “the Third Estate. . . didn’t have to pay the taxes that they used to.”
- Demonstrates a general plan of organization. The response discusses the causes, results and comparison of both revolutions, and then uses the conclusion to contrast the two revolutions.
- Introduces the theme of revolutions by repeating the *Task* and *Historical Context*, and concludes by comparing and contrasting the two revolutions.

Conclusion: Overall, the response best fits the criteria for Level 3. All parts of the essay task are addressed, however the response contains few specific details.

Practice Paper D—Score Level 5

The response:

- Thoroughly addresses all four aspects of the *Task* for two revolutions (French Revolution [1789–1799] and Chinese Communist Revolution [1927–1948]). The response discusses the political, economic, and social causes of the French Revolution and the Chinese Revolution, compares and contrasts the results of the two revolutions in the introduction and conclusion, and evaluates the extent to which each of the two revolutions accomplished its goals of reform.
- Includes accurate analysis and interpretation of **five** documents (1, 2, 3, 4, 5).
- Incorporates information from the documents in the body of the essay, although the documents are not cited.
- Incorporates relevant outside information such as: the Reign of Terror, Napoleon, and the Tiananmen Square incident.
- Richly supports the theme of revolutions with the use of many relevant facts, examples, and details, i.e., the description of the Reign of Terror, the results of Napoleon’s ascent to power, and the description of the Tiananmen Square Incident.
- Consistently demonstrates a logical and clear plan of organization. The response describes the political, economic and social causes of the French and Chinese Revolutions, evaluates the extent to which the revolutions achieved their goals, and then contrasts the two revolutions in both the introduction and conclusion.
- Introduces the theme of revolutions by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context*, and concludes by comparing and contrasting the two revolutions.

Conclusion: Overall, the response fits most of the criteria for Level 5. The strongest part of the essay is the use and integration of outside information into the body of the essay. Although some of the conclusions about the Chinese Revolution are overstated, the overall quality of the essay is excellent.

Practice Paper E—Score Level 2

The response:

- Attempts to address some aspects of the *Task*. The response does not compare the results of the French and Chinese Revolutions nor does it address the goals of the revolutions and whether they were accomplished.
- Makes limited use of documents 1,2,4, and 5. A reference to the Great Leap Forward only mentions that it failed.
- Presents no relevant outside information.
- Includes few facts, examples, and details. The discussion contains some inaccuracies, i.e., the essay states that the government was behind the French Revolution.
- Is a poorly organized essay, lacking focus, and containing digressions.
- Introduces the theme of revolutions by referring to the *Task* and *Historical Context*, and concludes by a similar vague reference.

Conclusion: Overall, the response best fits the criteria for Level 2. The essay attempts to address some of the tasks, but uses limited and vague information with little attention to the documents. The essay does attempt to contrast the revolutions, but with generalizations instead of specific facts.

**Regents Examination in Global History and Geography — January 2001
Chart for Determining the Final Examination score (Use for January 2001 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 49 would receive a final examination score of 79.

Total Essay Score →	Total Part I and Part III A Score										
	0	1	2	3	4	5	6	7	8	9	10
0	0	8	15	22	25	29	32	36	39	42	46
1	3	11	18	22	26	30	33	37	40	43	47
2	6	13	19	23	28	31	35	38	41	44	48
3	8	15	20	25	29	32	36	39	42	46	49
4	11	17	21	27	30	33	37	40	43	47	50
5	13	18	24	28	31	35	38	41	44	48	51
6	15	22	25	29	32	36	39	42	46	49	52
7	20	23	27	30	33	37	40	43	47	50	53
8	21	24	28	31	35	38	41	44	48	51	54
9	22	25	29	32	36	39	42	46	49	52	55
10	23	27	30	33	37	40	43	47	50	53	56
11	24	28	31	35	38	41	44	48	51	54	57
12	25	29	32	36	39	42	46	49	52	55	58
13	27	30	33	37	40	43	47	50	53	56	59
14	28	31	35	38	41	44	48	51	54	57	60
15	29	32	36	39	42	46	49	52	55	58	61
16	30	33	37	40	43	47	50	53	56	59	62
17	31	35	38	41	44	48	51	54	57	60	62
18	32	36	39	42	46	49	52	55	58	61	63
19	33	37	40	43	47	50	53	56	59	62	64
20	35	38	41	44	48	51	54	57	60	62	65
21	36	39	42	46	49	52	55	58	61	63	66
22	37	40	43	47	50	53	56	59	62	64	67
23	38	41	44	48	51	54	57	60	62	65	68
24	39	42	46	49	52	55	58	61	63	66	69
25	40	43	47	50	53	56	59	62	64	67	69
26	41	44	48	51	54	57	60	62	65	68	70
27	42	46	49	52	55	58	61	63	66	69	71
28	43	47	50	53	56	59	62	64	67	69	72
29	44	48	51	54	57	60	62	65	68	70	73
30	46	49	52	55	58	61	63	66	69	71	74
31	47	50	53	56	59	62	64	67	69	72	74

Total Essay Score →	Total Part I and Part III A Score										
	0	1	2	3	4	5	6	7	8	9	10
32	48	51	54	57	60	62	65	68	70	73	75
33	49	52	55	58	61	63	66	69	71	74	76
34	50	53	56	59	62	64	67	69	72	74	77
35	51	54	57	60	62	65	68	70	73	75	78
36	52	55	58	61	63	66	69	71	74	76	78
37	53	56	59	62	64	67	69	72	74	77	79
38	54	57	60	62	65	68	70	73	75	78	80
39	55	58	61	63	66	69	71	74	76	78	81
40	56	59	62	64	67	69	72	74	77	79	82
41	57	60	62	65	68	70	73	75	78	80	83
42	58	61	63	66	69	71	74	76	78	81	83
43	59	62	64	67	69	72	74	77	79	82	84
44	60	62	65	68	70	73	75	78	80	83	85
45	61	63	66	69	71	74	76	78	81	83	86
46	62	64	67	69	72	74	77	79	82	84	87
47	62	65	68	70	73	75	78	80	83	85	88
48	63	66	69	71	74	76	78	81	83	86	88
49	64	67	69	72	74	77	79	82	84	87	89
50	65	68	70	73	75	78	80	83	85	88	90
51	66	69	71	74	76	78	81	83	86	88	91
52	67	69	72	74	77	79	82	84	87	89	92
53	68	70	73	75	78	80	83	85	88	90	93
54	69	71	74	76	78	81	83	86	88	91	94
55	69	72	74	77	79	82	84	87	89	92	95
56	70	73	75	78	80	83	85	88	90	93	96
57	71	74	76	78	81	83	86	88	91	94	97
58	72	74	77	79	82	84	87	89	92	95	97
59	73	75	78	80	83	85	88	90	93	96	98
60	74	76	78	81	83	86	88	91	94	97	98
61	74	77	79	82	84	87	89	92	95	97	99
62	75	78	80	83	85	88	90	93	96	98	99
63	76	78	81	83	86	88	91	94	97	99	100

Total Part I and Part III A Score (continued)