

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 18, 2002 — 1:15 to 4:15 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 and United States History and Government*.

#### 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

Global History  
and Geography  
June 18, 2002

#### Part I

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

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### 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—June 2002**

**Theme: Geography and Society**

At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have affected society.

**Task:** Select *two* changes that a society or two different societies have made to their land or surrounding environment, and for *each* change:

- Identify the society in which the change took place
- Describe how the physical environment was changed by human activity
- Discuss how the change in the physical environment affected society

You may use any *two* examples from your study of global history and geography. Some suggestions you might wish to consider include irrigation systems, terrace farming, road systems, canal systems, burning of fossil fuels, or the use of nuclear power.

**You are *not* limited to these suggestions.**

**Do *not* use any environmental change that occurred in the United States in your answer.**

**Score of 5:**

- Shows a thorough understanding of the interaction between environment and society
- Thoroughly addresses all aspects of the task evenly and in depth by:
  - Identifying *two* changes that a society or societies have made to the land or surrounding environment
  - Identifying the society or societies in which these changes took place
  - Describing how the environment was changed by these human activities, and
  - Discussing *at least one* effect of *each* change on the identified society or societies
- Shows an ability to analyze and evaluate the interaction between environment and society
  - Examples:* the grazing practices and the overuse of farmlands in the Sahel region of Africa have led to desertification, which in turn has caused population pressures, migration of people, and increased tensions among the Bantu people in the region; the Egyptian use of irrigation systems led to increased production of grain and resulted in increased trade and cultural diffusion throughout the Mediterranean
- Richly supports the theme with relevant facts, examples, and details about specific societies and uses specific terms such as Agricultural Revolution, Industrial Revolution, slash-and-burn agriculture, cash crops, greenhouse gases, desertification, and deforestation
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the interaction between environment and society 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 interaction between environment and society
- Addresses all aspects of the task for *two* changes that a society or societies have made to the land or surrounding environment, but may do so unevenly, i.e., completing the different aspects of the task more thoroughly for one change than for the other change
- Shows an ability to analyze and evaluate the interaction between environment and society, although the explanation may be more descriptive than analytical
- Includes relevant facts, examples, and details but may not expand on these details, e.g., discussing how the deforestation of the Middle East led to isolation and nomadic lifestyles, but not relating this to desertification and eventual political disputes over water
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the interaction between environment and society 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 interaction between environment and society
- Addresses most aspects of the task or addresses all aspects of the task in a limited way
- Shows some ability to analyze and evaluate the interaction between environment and society, but not in any depth, and is more descriptive than analytical
- Includes some facts, examples, and details and may contain some inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the interaction between environment and society by repeating the task and concludes by repeating the theme

**Some Examples of Limited Treatment of the Task at Level 3**

<b>Change and Society</b>	<b>Environmental Change</b>	<b>Effect of Change</b>
Identifies <i>two</i> changes in a specific society or in two societies	Describes <i>one</i> environmental change in <i>one</i> society	Discusses <i>at least one</i> effect for each of the <i>two</i> changes
Identifies <i>two</i> changes in a specific society or in two societies	Describes these <i>two</i> environmental changes	Discusses <i>one</i> effect for <i>one</i> change
Identifies <i>one</i> change in a specific society	Describes <i>one</i> environmental change for that society in great detail	Discusses <i>at least one</i> effect for that change in great detail

**Score of 2:**

- Shows a limited understanding of the interaction between environment and society
- Attempts to address some aspects of the task
- Develops a faulty or weak analysis and/or evaluation of the interaction between environment and society or may simply mention information without analysis
- Includes few facts, examples, and details and may contain some inaccuracies
- Is a poorly organized essay, lacking focus; may digress from the task; may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or conclusion, or these elements may not refer to the theme

**Some Examples of Limited Treatment of the Task at Level 2**

<b>Change and Society</b>	<b>Environmental Change</b>	<b>Effect of Change</b>
Identifies <i>two</i> changes in a specific society or in two societies	Describes these <i>two</i> environmental changes	
Identifies <i>two</i> changes in a specific society or in two societies		Discusses <i>one</i> effect for <i>each</i> change
Identifies <i>one</i> change in a specific society	Describes <i>one</i> environmental change for that society in a general way	Discusses <i>one</i> effect for that change in a general way

**Score of 1:**

- Shows a very limited understanding of the interaction between environment and society
- Makes little effort to address the task
- Lacks an analysis or evaluation of the interaction between environment and society, making only vague statements that are not discussed
- Includes few or no accurate and relevant facts, examples, and details, consisting of generalities and little specific information
- Demonstrates a major weakness in organization
- May lack an introduction and/or conclusion, or these elements may not refer to the theme

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

**Scoring Notes:**

1. Environmental/geographic changes and the effects of these changes must be applied to specific societies.
2. The same society can be used for the two different environmental/geographic changes discussed, e.g. road systems and terrace farming in the Inca Empire.
3. Discussion of the same environmental/geographic change that may have occurred in two different societies is **not** acceptable, e.g., terrace farming in both Japan and the Inca Empire. In that instance, score only the environmental change for the first society cited.
4. The identification of a nation or region is acceptable as the identification of the society.
5. Environmental changes that occurred in the United States can **not** be used in the response.

In history, you can say that the environment and people are interconnected. People's environment often determine their culture - way of life (plains and desert), and the style of their civilization. People can also change their environment; to improve their ability to survive in their environment. ~~Occasional~~ Often people's changes to the environment result in damage to the environment and eventually to the people and their health. There are many cases of people changing the environment for their own benefit. Two important changes were irrigation system of Mesopotamia and the dikes of the Dutch.

In ancient Mesopotamia the southern part lacked enough rain to grow crops. The civilizations of southern Mesopotamia, such as Sumer and Babylon (4000-50 BC) were between the two large rivers, Tigris and Euphrates. In order to grow crops, irrigation ditches were designed. These led water from the river into neighboring land, giving the area more water to grow crops with. This ~~created~~ allowed more food to be grown and created a food surplus. The surplus food could be used to supply a city and a class of people who didn't grow food. It created the world's civilization with large cities (and later empires) and a division of labor. These civilizations include not only the Sumerians and Babylonians, but also the Assyrians, Persians, and Chaldeans. All of these had major consequences for world history. For example, from the Sumerians the world got written language, cuneiform, which was adapted by the Assyrians and the Babylonians. The idea of a written language was also taken by Phoenician traders who spread their alphabet to the Greeks. The Romans took and changed the Greek alphabet, and we got ours from the Romans. The Babylonians used their written language to write their codes of laws called Hammurabi's Code,

the first written code of laws. Other achievements include iron technology, ziggurats, and Zoroastrianism. Irrigation, however, had several negative consequences for the land environment. It reduced a river's flow and added salt to the land, making it slightly harder for plants to grow.

Much of the Netherlands was submerged in water a thousand years ago. The Dutch then decided to increase their space by using dikes to block the flow of the sea into the lowlands. This allowed for a fertile area to be settled which would be the basis for a great economic power in Europe. The Dutch became a great trading nation in the 17<sup>th</sup> century, controlling about half of Europe's trade with the world. They also controlled most of the world's tulip trade, a very valuable product in which there was much speculation (Tulip Mania) at that time. This would not have been possible without the space they gained from the sea.

The dikes also played a major role in the Dutch independence movement when in 1574 the Dutch, led by William of Orange, released the floodgates on the Spanish and drove them from Leiden. The defeat of the Spanish at Leiden led to the defeat of the Spanish and the independence of the Netherlands.

On a negative note, blocking out the sea, dikes add a danger that they could fail and flood the country if the sea level rises, which may happen over the next century if current concerns about Global Warming are realized. Also the dikes destroyed wetlands which are important places for wild life.

Both of these changes to their environment produced great benefits for the people and dramatically increased their level of civilization. However, they both had slight trade-offs for the environment. When people change their environment, they change their way of life as well as the physical characteristics of the land.

## Anchor Level 5-A

### **The response:**

- Shows a thorough understanding of the interaction between environment and society in Mesopotamia and in the Netherlands
- Thoroughly addresses all aspects of the task evenly and in depth by identifying two changes (irrigation systems in Mesopotamia and building dikes in the Netherlands) that societies have made to the land, describing how the environment was changed by human activity, and discussing the effects of each change on the society (development of society and economic prosperity)
- Shows an ability to analyze and evaluate the interaction between environment and society (development of the irrigation systems in Mesopotamia led to a surplus in food which led to the division of labor; development of cuneiform led to other writing forms; existence of dikes in the Netherlands led to an overseas trading empire)
- Richly supports the theme with relevant facts, examples, and details about the specific societies and uses specific terms (Tigris and Euphrates Rivers; Assyrians; Persians; Chaldeans; Sumerians; Babylon; Hammurabi's Code; iron technology; ziggurats; Zoroastrianism; tulip mania; William of Orange; Battle at Leiden; food surplus; division of labor; global warming; trade-offs)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the interaction between environment and society 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 introduction and conclusion are strong and the facts and examples used are excellent. The response uses solid, detailed historical examples to explain the effects of the geographic changes on societies. The analysis of the geographic effects and the way these geographic effects have influenced the historical development of societies is sophisticated, particularly in the discussion of the Netherlands. The discussion of the trade-offs of the environment for economic and societal development is especially strong and interesting.



At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have in turn affected the society. Two good agricultural examples of humans altering or changing the land that they live on are the Japanese and their use of terrace farming, and the Ancient Civilization of Egypt and their irrigation systems.

Japan is a mountainous region that does not have an abundant supply of natural resources - only about 15% of the land is arable. There is not a lot of land to farm, so they developed a technique called terrace farming where level plains are cut into mountain sides to provide land to grow crops on. By using terrace farming Japan was able to provide enough food for its citizens. By producing enough food and not constantly being faced with the problem of farming, Japan could focus its attention on developing its culture during the Tokugawa Shogunate and then on its economic prosperity. After Matthew Perry came to Japan in 1853 and opened Japan to trade with the West, <sup>Japan</sup> focused on modernizing, westernizing, and industrializing.

Mutsuhito, the Meiji Emperor, came to the throne in 1868. He made Japan an industrial power. The Japanese learned from the west. They built factories using western models. As with the Industrial Revolution in Europe, urbanization followed. An adequate food supply was necessary for these urban workers. Fortunately for the Japanese, they had been terracing their land for centuries, so they were able to produce food for their urban population. Japan eventually became a prosperous nation with a favorable balance of trade.

The Ancient Civilization of Egypt also altered the land where they lived. The Ancient Egyptian Civilization was located on the Nile River, but was surrounded by desert. The Ancient Egyptians would depend on the Nile River flooding its banks which would then leave fertile soil that was good for farming. To get water to the crops after the flood had occurred presented a problem to the Early Egyptians. They solved this by digging trenches from the river as irrigation systems. As with Japanese terracing, Egyptian irrigation

provided an abundant supply of food to the civilization's people and allowed the Ancient Egyptians to concentrate on other aspects of its society. Peasants worked the land, but they paid a big part of their crop to the Pharaoh for rent and taxes. The irrigation made it possible for the Pharaoh to accumulate a lot of wealth, which he then used to build pyramids and other monuments. They also traded the surplus crop with other civilizations, leading to cultural diffusion. Without an adequate food supply, the Egyptians could not have developed the magnificent architecture of the ancient pyramids nor their highly developed culture which included a written language (hieroglyphics) written on papyrus and a highly developed polytheistic religious tradition.

Societies throughout history have been faced with problems dealing with the physical geography of the area they live in. By solving these problems societies can focus on other aspects of their societies as the Japanese and Ancient Egyptians have. In fact, by solving what might initially appear to be

overwhelming geographic problems, they can actually surpass other regions which might seem to have an environmental advantage over them.

**Anchor Level 5-B**

**The response:**

- Shows a thorough understanding of the interaction between environment and society in Japan and in Ancient Egypt
- Thoroughly addresses all aspects of the task evenly and in depth by identifying two changes (terrace farming in Japan and irrigation systems in Ancient Egypt) that societies have made to the land, describing how the environment was changed by human activity, and discussing the effects of each change on the society (increased food production; rise of civilization; complex society)
- Shows an ability to analyze and evaluate the interaction between environment and society (development of terrace farming allowed Japan to produce enough food so that they could concentrate on economic development during the Meiji Restoration; in Egypt, irrigation systems increased food production which allowed for the development of society, including the building of the pyramids, written language, and religion)
- Richly supports the theme with relevant facts, examples, and details about the specific societies and uses specific terms (15% of the land in Japan is arable; Tokugawa shogunate; Matthew Perry; Mutsuhito; pyramids; hieroglyphics; Industrial Revolution; Meiji Restoration; favorable balance of trade; westernization; industrialization; cultural diffusion)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the interaction between environment and society by establishing a framework that is a little 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. Although the discussion of Egypt is more general than that of Japan, the depth of understanding and the level of analysis add to the overall quality of the response. Especially strong is the comparison of the Meiji Restoration to the Industrial Revolution in Britain. The response includes much historical detail.

At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have had both short and long term effects on society. Such activities that have had major impacts on the environment are the use of nuclear power and the building up of cities.

In August of 1945 when Japan got hit with the nuclear bomb during World War II, they were destroyed. Due to the overwhelming destruction these bombs caused two of Japan's cities, Hiroshima and Nagasaki, were ruined because of the immense heat and power of the bombs. It also killed many people immediately and many more died later from the effects of the radiation. Even later many people developed cancer. The immediate devastation was crippling. The buildings and infrastructure were destroyed and it took them years to try and build it back up with the help of the United States who occupied Japan after the war.

The build-up of cities has also hurt the environment. In Brazil in South America they had millions of acres of rainforest - but because of the increase

in population and the people's need for more land they have destroyed the rainforests. They tear them down each day to make more houses and farmland and even entire cities like Brasilia. Each day they take more and more land ruining the beautiful landscape and destroying the rich ecosystem. The rain forest is an important part of the global ecosystem too because the trees absorb carbon dioxide and give off oxygen. If we replace the rainforest with cities which are filled with cars and factories that give off carbon dioxide, we are creating a serious situation. This will lead to the greenhouse effect and global warming and will affect every society on earth.

If we want to save the Earth so it can be enjoyed by future generations we need to start watching how our actions are affecting the environment. Maybe by changing the way we live just a little and finding other options to the routines of our daily lives we can conserve our planet so it can be enjoyed in the future.

## Anchor Level 4-A

### **The response:**

- Shows a good understanding of the interaction between environment and society in Japan and in Brazil
- Addresses all aspects of the task for the two changes (nuclear bombs and the destruction of the rain forest) that these societies have made to the land, but discusses Brazil in more depth than Japan
- Shows an ability to analyze and evaluate the interaction between environment and society, although the explanation is more descriptive than analytical (dropping of the atomic bombs included multiple effects such as death, cancer, destruction of infrastructure; build up of cities resulted in the destruction of the rain forest ecosystem and global warming)
- Includes relevant facts, examples, and details (Hiroshima; Nagasaki; Brasilia; Greenhouse effect; global warming)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the interaction between environment and society 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. Although the discussion of the effects of the atomic bombs on Japan is general and lacks significant detail, the details and depth of analysis of the growth of cities in Brazil are strong. The conclusion, although trite, goes beyond a restatement of the task and shows a degree of analysis.

Throughout history, the activity of humans has changed the land and their surrounding environment. Two examples of human activity would be the burning of fossil fuels, and the use of nuclear weapons.

The burning of fossil fuels takes place all over the world. People burn fossil fuels whenever they drive their cars. However even though millions of people drive their cars each day it still does not cause as much pollution as factories. Factories not only burn fossil fuels, they send out many chemicals into the atmosphere. This pollution is heaviest in industrialized countries. All of this pollution is not good because it is causing a hole in the ozone layer, and it is causing acid rain which is killing the animals that live in lakes and ponds. Plants are also damaged by acid rain. Humans who inhale the chemicals that factories produce can suffer from asthma and other lung diseases. If we continue to burn fossil fuels at this rate, we will run out, but before it runs out it will do a lot of damage to the plants, animals, and humans.

The use of nuclear weapons has also changed the surrounding environment of humans. When the United States was at war with Japan we thought it would be better for us if we dropped the atomic bomb because it would have saved the lives of many Americans. The United States dropped the bomb on Hiroshima, and it destroyed everything around it killing the people and animals that lived there. Today Hiroshima is still seeing the effects of the bomb. Because of



all of the toxic chemicals, many people are born deformed and a lot of people have cancer. Because of the damage caused by the atomic bombs, Japan has banned the use of war in its constitution. and many societies today generally oppose or resist the use of nuclear energy in any form.

Those are two examples of how humans have changed the environment. In these two changes though, the humans have harmed the earth rather than helped it. Humans need to take more care of their environment.

## Anchor Level 4-B

### **The response:**

- Shows a good understanding of the interaction between environment and worldwide human activity and of society in Japan
- Addresses all aspects of the task for the two changes (burning of fossil fuels and nuclear weapons) that worldwide societies and the United States have made to the environment
- Shows an ability to analyze and evaluate the interaction between environment and society, with some analytical conclusions (fossil fuels will run out, but damage will have been done; dropping of the atomic bombs saved lives of many Americans but had long-term effects such as death, cancer, and deformities)
- Includes relevant facts, examples, and details (cars do not cause as much pollution as factories; hole in the ozone layer; acid rain; asthma; Hiroshima; toxic chemicals)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the interaction between environment and society by establishing the changes to be discussed and concludes by stating that these environmental changes have harmed the Earth and caution is needed

**Conclusion:** Overall, the response fits most of the criteria for Level 4. The treatment of damaging environmental change by the human activity of society as a whole is acceptable. The analysis and evaluation of fossil fuels is quite complete. However, the narrow focus on just the use of nuclear weapons instead of the suggested “use of nuclear power” limits this discussion on the effects of changes to the environment.

**Scoring Note:** The information about the United States dropping the atomic bomb is acceptable for credit because the discussion of the impact centers on Japan.

Throughout history humans have altered or changed the land that people live on and the surrounding environment. These changes, that were made, had a great impact on many different societies of the world. Two changes that different societies have made are the development of irrigation systems and road systems. These changes had a great effect on society in the past, but also affects the present world today.

Irrigation systems, which numerous societies had incorporated into their way of life, was a very useful development in technology. The Egyptians were one society to use irrigations systems. These systems were an artificial way to bring water from the Nile River to the land for farming and agricultural use. The Ancient Egyptians dug ditches from the river to the farmland to give the crops water throughout the year. With the use of irrigation systems the Egyptians were able to bring water to their crops, so that their crops would grow. Now since they were able to bring a sufficient amount of water to their crops, cities such as Giza, Karnak and Thebes, began to flourish because people were getting enough food in order to be able to survive. This enabled them to do other things than just trying to irrigate their crops. Now with this surplus of food and technological advances such as pyramid-building began to come about and the society prospered. There was a division of labor and people were able to specialize in different jobs. The development of road systems

were another development that had a great effect on society. The Romans, who were a very advanced society, introduced the use of cement and began to build stone roads. These extensive road systems, such as the Apian Way, traveled throughout the entire empire of Rome. With the development of these roads the Romans were now able to transport supplies, <sup>and</sup> trade materials throughout the empire. These roads were also open to the public and could be used for their trading purposes also. The development of these road systems also led the Roman Empire to flourish because trade was now able to be expanded throughout the empire.

Different developments throughout the history of the world have had a great impact on a number of different societies. These developments were beneficial in the past, but have been very useful in the present world. Roads and irrigation systems, even though they are not the exact same as they were in the past are still used today and will probably still be used in the future.

## Anchor Level 4-C

### **The response:**

- Shows a good understanding of the interaction between environment and society in Egypt and in Rome
- Addresses all aspects of the task but does so unevenly, discussing Egypt fully but providing few details about the Roman Empire, particularly the significance of roads in preserving peace throughout the Roman Empire
- Shows an ability to analyze and evaluate the interaction between environment and society, although the explanation is at times more descriptive than analytical (road systems led to expanded trade and the flourishing of the Roman Empire; sufficient water for crops led to increased food production and permitted other technological advances in Egypt)
- Includes relevant facts, examples, and details (Giza; Karnak; Thebes; pyramids; Nile River; cement roads; Appian Way)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the interaction between environment and society by establishing a framework that is a little beyond a simple restatement of the task and concludes with an adequate summation of the theme

**Conclusion:** Overall, the response fits the criteria for a low Level 4. The level of analysis in the discussion of Egypt is stronger than that of Rome. However, some of the conclusions that are drawn do not relate to the task in a meaningful way, e.g., roads and irrigation systems are still used today and will be in the future.

Throughout history human activity has changed the land which they lived on and the environment around them. The changes of the physical land have affected the society.

A society which this is shown is in Ancient Rome. They began a system of roads. For the first time using stones, shells, sand and concrete. They built the roads in layers unlike other civilizations whom did not build roads in layers. The environment was organized they paved out roads on the current soil. This affected society by making ~~it~~ easy traveling, trading among towns and trading was easier to do because the roads were flattened unlike it was with rocky un comfortable soil for chariots. And unity through towns.

Another example of this can be found in Incan society when they

used terrace farming. On the side of the mountain they built these steps that if it rained the soil would not be pulled down the mountain. This would make less flooding, cause less erosion and crops would not be disturbed. If there were no terrace farms the planted foods which they had would have been pulled down the mountain.

Throughout history man has had to have cooperated with the territory which they established in and these changes have not only affected the environment but have changed the society.

### Anchor Level 3-A

**The response:**

- Shows a satisfactory understanding of the interaction between environment and society in Ancient Rome and in Inca society
- Addresses most aspects of the task, but fails to discuss the effect of terrace farming on Inca society
- Shows some ability to analyze causal relationships between the actions of society and the environment (roads organized the environment and led to an increase in trade), but not in any depth, and the discussions are much more descriptive than analytical
- Includes a few facts, examples, and details (materials and design of Roman roads)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the interaction between environment and society by establishing a framework that is somewhat 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 3. Although the description of the system of roads in Ancient Rome is strong, the response lacks sufficient analysis of its impact on the growth of the Roman Empire. The description of terracing is adequate, but the lack of discussion of its effect on society weakens the overall quality of the response.



At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes have affected societies such as the ancient Egyptians and current developed nations.

The ancient Egyptians lived in a very dry environment. However, they depended on themselves for food, so they had to find a way to farm the land. This problem resulted in a solution - irrigation systems. Through this process water was drawn from the ground and the Nile River to be used for farming. Survival depended on this procedure allowing the Egyptians to grow crops for food. This allowed for a division of labor and for a great civilization to grow along the Nile. The land was changed from dry and infertile to usable for crops. Egyptian Society altered the land in order for the people's survival.

Burning fossil fuels has greatly affected developing nations, such as England. People use fossil fuels to heat their homes, drive their cars, and light their lamps. This discovery has greatly impacted their society. Fossil fuels are natural resources, and in England fuels like coal are fairly easy to find. They also provide many jobs for people who find, remove, and put them into a usable form. A problem though, is fossil fuels are not renewable.

Slowly the Earth's reservoirs are being depleted, panicking people for the future. This will be a big problem for industrial nations. Also the use of fossil fuels hurts the air and leads to pollution.

Human activity has altered or changed the land people live on and their surroundings at various times in global history. Egyptians used irrigation systems for farming, a solution for their dry climate. Present day people in countries like England, depend on fossil fuels at home, work, and the drive in between.

**Anchor Level 3-B**

**The response:**

- Shows an adequate understanding of the interaction between environment and society in Ancient Egypt and in current developed nations (England)
- Attempts to address most aspects of the task, but the description of the irrigation systems is weak
- Shows some ability to analyze and evaluate the interaction between environment and society in Ancient Egypt and in England (making soil usable for crops; people find work in removing and refining fossil fuels)
- Includes a few relevant facts, examples, and details (division of labor; fossil fuels are not renewable)
- Is a satisfactorily organized essay, demonstrating a general plan of organization
- Repeats the theme of the interaction between environment and society in the introduction and concludes by summarizing the theme

**Conclusion:** Overall, the essay best fits the criteria for Level 3. Although the information provided is far more descriptive than analytical, the response does mention how the increased production of food in Egypt led to a great civilization. It also mentions, if only briefly, how the burning of fossil fuels affects industrial nations. The minor error in identifying England as a developing nation is not significant because the topic of the burning of fossil fuels is discussed in the proper context.

## Geographic Changes and Their Effect on Society

At various times in global history, human activity has altered or changed the land people live on & their surrounding environment. These changes in physical geography have affected society greatly. Changes such as road systems, ~~canals~~ canals, and terrace farming are some of these changes.

Road systems were installed by the British into Africa during the Age of Imperialism. The British built roadways to ~~make~~ make transportation easier. Also, by building roadways, trade was increased. Cultural diffusion increased due to the encounters of one type of people with another.

Canals helped ~~North~~ North and South America, ~~and~~ the British, and the Middle East. North and South America were aided by the Panama Canal. The building of this canal allowed ships to travel through the Caribbean to get to the West<sup>or East</sup> Coasts ~~instead~~ instead of having to travel all the way around South ~~of~~ America. This increased trade. In the Middle East, the British ~~built~~ built ~~and~~ and took control over the Suez Canal. By gaining control of this canal, the British

Controlled most of the trade in the area. This increased British trade. Interdependence was a major factor, because the British needed the cooperation of the Middle East in order for things to run smoothly.

Another geographic factor caused by people was terrace farming. Terrace farming ~~is~~ is when ~~the~~ less arable areas, such as mountains, are made more arable by cutting the land so that it is flat in part, like stairs. ~~A~~ Terrace farming ~~is~~ is used in places like ~~the~~ China. It helped the economy of a country greatly by increasing agriculture.

Undoubtedly, people have influenced history by affecting geography. Ideas such as ~~the~~ roadways, terrace farming, and canals ~~have~~ have all helped society and their economies.

### Anchor Level 3-C

**The response:**

- Shows a satisfactory understanding of the interaction between environment and society in Africa and in North and South America
- Addresses most aspects of the task, identifying the road systems installed by the British in Africa, but not describing the environmental change
- Shows some ability to analyze, but not in any depth (roads in Africa increased trade and cultural diffusion)
- Includes a few relevant facts, examples, and details (cultural diffusion; Age of Imperialism; Panama Canal)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the interaction between environment and society in by repeating the task and concludes by repeating the theme

**Conclusion:** Overall, the response best fits the criteria for Level 3. While the response includes some discussion of the effect of the roads on African society and of the Panama Canal on North and South America, the lack of historical detail and the use of generalities weaken the overall response. For example, the response states that an increase in trade resulted from the Panama Canal but does not provide any evaluative comments on the effects of this increased trade. As a whole, the response is descriptive and not analytical.

**Scoring Note:** The information about the Suez Canal and terrace farming must be disregarded. Only the first **two** changes in two societies can be rated.

## "Effects of Human Activity"

Changes in physical geography have affected societies around the world. The land and surrounding environment has been altered or changed by human activity.

The British were known for their great agriculture. One reason for this was the building of irrigation systems to get water to crops during dry months. The environment was changed because more crops were being produced and farmers didn't have to wait for it to rain to water their crops. ~~More~~ As a result, more people turned to agriculture in Britain and had large surplus of crops.

The ancient Romans were credited for their usage of road systems. The use of roads increased cultural diversity between many developing nations. The constant trade with other nations made Rome the most powerful ~~the~~ city in the world. Also, messages were sent quicker and easier by using roads.

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Anchor Paper – Thematic Essay—Level 2 – A

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The environment was changed by having more workers always working on new roads. Employment rose because workers were needed to work on the roads.

These effects on geography greatly changed the land and life of the people in that area. In result, these changes ultimately changed society.

**Anchor Level 2-A**

**The response:**

- Shows a limited understanding of the interaction between environment and society in Britain and in Ancient Rome
- Attempts to address most aspects of the task, but does not describe the environmental changes
- Shows some ability to analyze and evaluate the interaction between environment and society but not in any depth (use of roads in Ancient Rome led to more trade; more people turned to agriculture in Britain)
- Includes a few facts, examples, and details (cultural diversity), but contains some inaccurate information (British had irrigation systems for the dry months)
- Is a satisfactorily organized essay
- Introduces the theme of the interaction between environment and society by repeating the theme and concludes by summarizing the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. An adequate description of the environmental changes is not provided. The discussion of British agriculture has faulty reasoning as to the importance of irrigation systems for British agriculture. The discussion of the influence for both factors is limited and general.

Throughout global history human activity has had a major impact on the land people live on and their surrounding environment.

Japan has had an environmental change that had a major influence in their society. Japan was surrounded by a mountainous region, so they formed something called terrace farming. Laborers at Japan would cut out parts of the mountains and use that area for farming. By doing this Japan increased its food production and this contributed to the idea of international trading. This helped boost Japan's economic society.

Another country that had a significant environmental change was Panama. Panama had built the Panama Canal, in order for boats to pass through. The Panama Canal helped Panama become interdependent with other countries by trading because of the easy access of the Panama Canal. Trade helped Panama industrialize in culture diffusion which helped the country of Panama prosper.

In conclusion changes to the environment made by human activity has helped countries →



Such as Japan, and Panama prosper  
and become a successful country.

**Anchor Level 2-B**

**The response:**

- Shows a limited understanding of the interaction between environment and society in Japan and in Panama
- Addresses all aspects of the task in a cursory way
- Shows some ability to analyze or evaluate the interaction between environment and society (terracing increased food production and contributed to international trading), but not in any depth
- Includes a few facts, examples, and details (industrialization; interdependence), but contains several inaccuracies (cutting out part of the mountain for terracing; Panama had built the Panama Canal)
- Demonstrates a general plan of organization
- Introduces the theme of the interaction between environment and society by repeating the task and concludes by repeating the theme

**Conclusion:** Overall, the response best fits the criteria for Level 2. The descriptions of the environmental changes, particularly of the Panama Canal, are weak. The discussion of the effects of both terracing and the canal system lacks sufficient accurate detail. The sentence “Trading helped Panama industrialize in cultural diffusion which helped the country at Panama prosper” is meaningless. As a whole, the response is much more descriptive than analytical.

IN ANCIENT EGYPT, PEOPLE WERE DENSELY POPULATED AROUND ONE BODY OF WATER FOR THEIR SURVIVAL WITHOUT IT, THEY WOULD NOT HAVE BEEN ABLE TO LIVE IN SUCH ARID CONDITIONS. THAT BODY OF WATER WAS THE NILE RIVER. IT FLOWED NORTH INTO THE MEDITERRANEAN SEA AT THE NILE RIVER DELTA.

THE ANCIENT EGYPTIANS HAD RULERS SUCH AS KING RAMSES, KING TUTENKHAMEN, AND THUTMOSES III. IT EXISTED FOR APPROXIMATELY FROM 500-1000 YEARS. THIS CIVILIZATION HAD DISTINCT RITES OF PASSAGES. FOR EXAMPLE, PYRAMIDS TO HONOR THE LATE RULERS AND A PROCESS CALLED MUMMIFICATION WHERE THE ONE BEING HONORED IS WRAPPED UP IN CLOTH AND PRESERVED IN A PYRAMID.

THE NILE RIVER WAS USED FOR TWO THINGS: TRADE AND FARMING. FARMING WOULD NOT HAVE BEEN SUCCESSFUL IF NOT FOR THE IRRIGATION SYSTEMS, WHICH WERE MAN-MADE. THE LAND WAS SHAPED AND RESHAPED JUST RIGHT SO THAT THEY WOULD BE ABLE TO GET WATER IN THE LAND MUCH EASIER, THIS LED TO THE MORE EFFICIENT FARMING. THEY COULD KEEP THEIR LAND MOIST IN LESS TIME THAN BEFORE. THEREFORE, THEY'D BE ABLE TO GET

MORE CROPS GROWN. THAT WOULD BE THE SURPLUS, WHICH WOULD BE TRADED AWAY FOR MORE FOREIGN INFLUENCES. CULTURAL DIFFUSION WAS OCCURRING IN THIS PROCESS. THE SOCIETY WOULD PROSPER FROM THE SURPLUS.

Anchor Level 2-C

**The response:**

- Shows a limited understanding of the interaction between environment and society in Ancient Egypt
- Attempts to address some aspects of the task but describes only one geographic change (irrigation systems in Ancient Egypt)
- Shows some ability to analyze and evaluate the interaction between environment and society in Ancient Egypt (irrigation created a surplus of crops, which led to trade), but some information is mentioned without analysis or explanation
- Includes few facts, examples, and details (Nile delta; Mediterranean Sea; cultural diffusion)
- Is a poorly organized essay; digresses from task
- Lacks a general introduction and conclusion to the theme of the interaction between environment and society

**Conclusion:** Overall, the response best fits the criteria for Level 2. The response adequately discusses the effect of irrigation systems on Ancient Egypt, but no connection is made between the environmental change and many of the historical details provided (geographic description of the Nile River and discussion of Ancient Egyptian pharaohs, mummification, and pyramids). In addition, the response does not discuss a second environmental change made by a society.

IN history, human activities have altered or changed the land people live on and their surrounding environment. These changes in physical geography have affected society.

A society I have picked would have to be China. The change that China went through was the creation of the Great Wall of China. This change set China's society in an environment that felt safe. China's geography helped a little with the large mountains and tough terrain. China decided to isolate themselves from the rest of the world. That affected them in the sense of a lack of trade. Trade would diminish and affect their economy. Another problem may be an over-isolated China. Meaning they would get no expansion, new technologies, and experiences. This change has its positive and negative effects. As well as other changes for example irrigation systems, road systems, and use of nuclear power.

## Anchor Level 1-A

### **The response:**

- Shows a limited understanding of the interaction between environment and society in China
- Makes some attempt to address the task, but mentions only one environmental change in one society
- Lacks an analysis and evaluation of the interaction between environment and society, making only vague statements (lack of trade due to the Great Wall; China was “over-isolated” by the Great Wall)
- Includes few accurate and relevant facts (large mountains and tough terrain helped to isolate China)
- Is a satisfactorily organized essay
- Repeats the theme of the interaction between society and the environment in the introduction and concludes by summarizing the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 1. There is no description of the Great Wall as a geographic change. Moreover, the importance of the Great Wall as an environmental change is overstated.

At various times throughout history, human activity has altered or changed the land people live on and their surrounding environment. These changes is physical ~~society~~ geography has affected society.

In Europe, there are many changes that people have made to the land. For instance, the roads, railway systems, and buildings have changes. To do this European's cut down trees and vegetation.

Due to these changes people made to the land in Europe, it is easier to get around, more habitable. Less disease from unknown plants. The roads are easy accessible ways to and from the buildings that we have built.

There are many more changes in many various places. But each change improved society in one way or another.

## Anchor Level 1-B

### **The response:**

- Shows a very limited understanding of the interaction between environment and society in Europe
- Makes little effort to address the task, using only one environmental change in one society
- Lacks an analysis and evaluation of the interaction between environment and society, making only vague statements
- Includes a few accurate and relevant facts (roads, railway systems) but little specific information
- Is a satisfactorily organized essay, although it contains sentence fragments
- Repeats the theme of the interaction between society and the environment in the introduction and concludes by summarizing the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 1. Few accurate and relevant details are provided to support the theme. The discussion of the effects is weak. The response is confused and lacks substance.

At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have affected society.

Many years before the birth of Jesus Christ the Romans invented a tool called an aqueduct. This invention helped the Romans receive water. The water was able to go right into the city. The aqueducts were built high above the rivers and changed the environment. The rivers were changed as water was collected from them. Some fish lost breeding ground and other living things were discouraged. This affected the Romans greatly. It made farming easier and made drinking water more accessible for the Roman people. This invention was also used as a basis for other civilizations and societies.

During WWII, America dropped the first atomic bomb in Hiroshima, Japan. This bomb altered the environment dramatically. Hiroshima was completely shattered. A flat and barren



land was all that remained after the bombs had dropped. Radiation poisoning covered the town killing living things by the hundreds. This Japanese society was left with nothing. They had no homes, workplaces, or schools, the entire society needed to be completely rebuilt. People were dying months and even years later from the awful radiation poisoning. This event dramatically changed everything around it, living and non-living things were destroyed.

Human activity has changed the environment dramatically throughout history. The environment has both suffered and benefited from human activity.

Throughout time, human activity has changed the environment and its surroundings. Some of these changes have altered the physical geography and society. Here are two changes in society.

China for example was isolated by mountains. This caused them to be limited in resources and they weren't aware of other resources. Finally they built the silk road and they had trade routes. This improved Chinese culture greatly. This change made them get advanced.

Another change is in Egypt. They had an irrigation system. This helped them to farm and get raw materials. Many people were able to survive. This ~~that~~ caused a higher population rate because they were able to farm.

These two societies changed in a good way. They both contributed different environmental changes advancing their society.

Human activity has altered or changed the land people live on and with those changes in physical geography have affected society. In the 1960s, in Egyptian society, government decided to stop the Nile river's annual flooding. In Japanese society because of the scarcity of flat land, the people have decided to farm by means of terrace farming. These changes have affected the society in good & bad aspects.

In the Egyptian society, the government decided to stop the annual floodings of the Nile river. The governmental officials reached a verdict, and built the Aswan High Dam. This has successfully ended the flooding that some were for and for those who opposed it.

In the Japanese society, the government has used terrace farming to produce its crops. Since Japan is a very mountainous country, there is not that many flat surfaces to farm. Terrace farming is done by creating "steps" in the mountainous areas, because of the scarcity of "plains" type land.

Both of these new methods have affected society. In Egypt, although they no longer have to worry about devastating floods, farmers can no longer expect the rich alluvial deposited fertilizers from the river that help them produce products. Nevertheless, agricultural production has increased as a result of controlled access to water via irrigation. Some of the non-farmers of the region favor this because no longer will they have to deal with the destructive forces of the river. The Japanese have used

terrace farming because it is more efficient. In places that once were vacant may now have crop fields. The result has been economic prosperity in Japan. An adequate food supply helped allow Japan to become an industrial society.

During history human activity has altered or changed the land people live on. This has happened in both Egypt and Japan. The Egyptian built a dam to stop the Nile's flooding. The Japanese have used the method of terrace farming to prosper agriculturally. These changes have been a mixed blessing for the farmers in Egypt but decidedly favored the non-farmers. The use of terrace farming has made more farmers in Japan capable of increasing their farming output, and thus has made them more successful both agriculturally and industrially.

At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have affected society.

There are many factors that is ~~the~~ environment that have changed societies. Some are road systems, canal systems, terrace farming, fossil fuels and nuclear power. The two I have picked are canal systems and the use of nuclear power.

The use of nuclear has been tried in many countries and regions. It has not had the best affect on society. One region in particular is Russia.

There was a nuclear plant in the country of Russia. There was an accident at the plant and radiation

had gone everywhere. It went into the ground and diffused all the way to Britain. Russia did not tell anyone until Britain did a radiative test in their ground finding it to be extremely high. Not till then had Russia confessed to the spill.

Instantly the people in the nuclear plants died. Many people around the plant also died. People, animals, and plants were affected by radiation that resulted in cancer and defects in their children.

Canal systems are a neat way to travel and trade. Canals systems have been around for awhile. Ancient Egypt used them often on the Nile River for trade.

The canal systems are good for society and trade but not for aquatic life. In more recent years the rivers would be polluted from gasoline and

pollutants.

The environment has impacted society with good trade routes, and cultural diffusion.

Environmental factors always make a huge impact on societies. It's just what you do with them that counts.

At various times in global history, human activity has altered or changed the land people live on and their surrounding environment. These changes in physical geography have affected society.

An example of a change in physical geography is the many road systems built around the world. The first intricate road system was built in ancient Rome, Italy. Everyone knows the quote, "All roads lead to Rome." The people benefitted very much by the road system. ~~They could travel to other parts of the world more easily.~~ ~~The environment, though, ultimately suffered.~~ With the development of motor vehicles, to use on these roads, air and water became polluted. The society became more industrialized and ran much smoother & efficiently with the convenience of road systems.

The use of nuclear power has always been a concern in our society for the effects it has on the environment and health of the people. During World War II,



The United States dropped 2 nuclear bombs on Japan, which ended the war. The control of that kind of weapon was a positive aspect on the United States' side but negative for the Japanese. When the bombs were dropped, the immense amount of heat ~~is~~ burned everything instantly, killing thousands. To this day, ~~at least~~ 50 years later, the buildings have been repaired but radiation from the nuclear explosion lingers. Hundreds of babies ~~to~~ are born each year with birth defects and thousands of people have developed cancer. All a direct result of the nuclear weapons used to end World War II. The United States might have won the war, but Japan's society has been suffering for decades.

~~Some~~ Humans have a powerful impact on the environment and society around them. The changes may be good or bad ~~to~~ but ~~in different ways~~ they all affect everyone in some way, shape or form.

### Practice Paper A—Score Level 3

**The response:**

- Shows a satisfactory understanding of the interaction between environment and society in Ancient Rome and Japan
- Addresses all aspects of the task in a limited way
- Shows some ability to analyze the interaction between environment and society, (Roman aqueducts increased farming and made drinking water more accessible) but not in any depth
- Includes a few facts, examples, and details (Hiroshima; World War II; radiation)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme of the interaction between environment and society by repeating the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The lack of historical details and the limited discussion weaken the response. As a whole, the response is descriptive and lacks analysis. The discussion of the Roman aqueducts is particularly general, specifically regarding the effect of the aqueducts on Roman society.

### Practice Paper B—Score Level 2

**The response:**

- Shows a limited understanding of the interaction between environment and society in China and in Egypt
- Attempts to address some aspects of the task, but lacks a description of both environmental changes
- Develops a weak analysis of the interaction between environment and society (does not explain how development of the Silk Road led to the advancement of Chinese society)
- Includes a few facts, examples, and details (mountains; isolation; Silk Road)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Repeats the theme of the interaction between environment and society in the introduction and concludes with a summation

**Conclusion:** Overall, the response fits the criteria for Level 2. The environmental changes are not described. Although the response makes some attempt at analysis, few facts are included to support the attempt. The significance of the higher population rate that resulted from increased food production is not explained. The brevity and lack of substantive historical detail weaken the response.

## Practice Paper C—Score Level 4

### **The response:**

- Shows a good understanding of the interaction between environment and society in Egypt and in Japan
- Addresses all aspects of the task for the two changes (building the Aswan Dam and terrace farming) that these societies have made to the land
- Shows an ability to analyze and evaluate the interaction between environment and society, although the explanation tends to be more descriptive than analytical (building of the Aswan Dam has been helpful and hurtful to different people in Egypt; terrace farming in Japan helped cause the economic prosperity of the nation)
- Includes relevant facts, examples, and details (annual flooding of the Nile River; the Aswan Dam built in the 1960s; alluvial deposits; hydroelectric power)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the interaction between the environment and society 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 4. The discussion of Japan is somewhat general, but the analysis and evaluation, particularly when discussing the conflict between farmers and nonfarmers in Egypt, is strong and sophisticated. In general, the response is not consistent in the details that it uses and the explanations it provides.

## Practice Paper D—Score Level 2

### **The response:**

- Shows a satisfactory understanding of the interaction between environment and society in Russia and in Ancient Egypt
- Attempts to address most aspects of the task, but lacks an adequate description of the canals in Egypt and the nuclear accident in Russia
- Develops a weak analysis of the interaction between environment and society
- Includes information that contains inaccuracies (Ancient Egypt made extensive use of canals for trade; radiation went into the ground and diffused from Russia to Great Britain)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Repeats the theme of the interaction between environment and society in the introduction and concludes with a brief summation

**Conclusion:** Overall, the response best fits the criteria for Level 2. The discussion of the accident in Russia lacks sufficient detail. The response deals with generalities and does not include important details such as canals formed the irrigation system, the name Chernobyl, and core meltdown. The discussion of the Egyptian canal system misinterprets the importance of the effect of the canal system in Ancient Egypt, focusing on trade and cultural diffusion instead of on irrigation and agriculture.

**Practice Paper E—Score Level 3**

**The response:**

- Shows a satisfactory understanding of the interaction between environment and society in Ancient Rome and in Japan
- Addresses all aspects of the task in a limited way
- Shows some ability to analyze the interaction between environment and society, but not in any depth (atomic bombs had a positive and negative effect on different societies) and is more descriptive than analytical
- Includes a few facts, examples, and details (all roads lead to Rome; nuclear bombs dropped on Japan by the United States; birth defects and cancer)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Repeats the theme of the interaction between environment and society in the introduction and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 3. The response is general and uses few historical facts and examples. Information is stated and not discussed. No explanation is given for the quotation, “All roads lead to Rome.” The response is particularly weak in its discussion of the effect of the road system on Rome, which seems out of place and time. The Japan discussion lacks specific details. Long-term effects, other than health, are not discussed.

**Global History and Geography**  
**Part A Specific Rubric**  
**Document-Based Question—June 2002**

**Document 1**

**Universal Declaration of Human Rights**

<p><b>Article 1</b> — All human beings are born free and equal in dignity and rights.</p> <p><b>Article 3</b> — Everyone has the right to life, liberty and security of person.</p> <p><b>Article 4</b> — No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p> <p><b>Article 5</b> — No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p> <p><b>Article 9</b> — No one shall be subjected to arbitrary arrest, detention or exile.</p> <p><b>Article 13</b> — 1. Everyone has the right to freedom of movement and residence within the borders of each State. 2. Everyone has the right to leave any country, including his own, and to return to his country.</p> <p><b>Article 14</b> — Everyone has the right to seek and to enjoy in other countries asylum from persecution.</p> <p><b>Article 15</b> — Everyone has the right to a nationality.</p> <p><b>Article 18</b> — Everyone has the right to freedom of thought, conscience and religion.</p> <p><b>Article 19</b> — Everyone has the right to freedom of opinion and expression.</p> <p><b>Article 20</b> — Everyone has the right to freedom of peaceful assembly and association.</p> <p><b>Article 21</b> — Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.</p>
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**1 State two human rights listed in this document.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each human right abuse stated  
*Examples:* no torture allowed; no arbitrary arrest; freedom of movement; freedom of thought; right to freedom of expression; right to assemble; freedom to take part in your government

**Score of 0:**

- Incorrect response  
*Examples:* right to slavery; right to torture
- Vague response that does not answer the question  
*Examples:* slavery; nationality; freedom
- No response

## Document 2



“Let me see your pass.”

### 2 How did the pass system violate human rights?

#### Score of 1:

- Identifies how the pass system violated human rights  
*Examples:* blacks had to present passes; blacks were denied freedom of movement; blacks were not equal in dignity and rights

#### Score of 0:

- Incorrect response  
*Examples:* everyone had to show passes; policemen had to carry passes
- Vague response that does not answer the question  
*Examples:* blacks were not given rights; passbooks were issued
- No response

### Document 3

#### Ending Apartheid in South Africa

- 1973:** United Nations General Assembly declares apartheid a crime against humanity.
- 1977:** United Nations Security Council embargoes arms exports to South Africa.
- 1983:** New Constitution gives limited political rights to coloured and Asian minorities.
- 1986:** United States imposes broad economic sanctions.
- 1990:** Mandela released from prison. Legal end of segregation in public places.
- 1991–93:** Dismantling apartheid and enfranchising black majority.
- 1994:** First all-race election.

### 3 Based on this document, identify *two* actions taken to end apartheid.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each action to end apartheid that is identified in this document  
*Examples:* United Nations declares apartheid a crime; UN embargo; new constitution was written; economic sanctions placed on South Africa

#### Score of 0:

- Incorrect response  
*Examples:* arrest of Mandela; segregation in public places
- Vague response that does not answer the question  
*Examples:* UN actions; crime against humanity
- No response

#### Document 4

From the middle of 1975 to the end of 1978, between one million and three million Cambodians, out of a population of about seven million, died at the hands of Pol Pot's Khmer Rouge. Former government employees, army personnel, and "intellectuals" were executed in the hundreds of thousands. Others were killed by disease, exhaustion, and malnutrition during forced urban evacuations, migrations, and compulsory labor. Families were broken apart and communal living established; men and women were compelled to marry partners selected by the state. Education and religious practices were proscribed [forbidden].

—David Hawk, "The Killing of Cambodia," *The New Republic*, 1982

#### 4 Identify *two* human rights violations carried out by the Khmer Rouge.

##### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each human rights violation identified in this document  
*Examples:* execution of targeted people; forced urban evacuations; compulsory labor; education and religious practices forbidden

##### Score of 0:

- Incorrect response  
*Examples:* marriage was forbidden; Cambodians had to move to the city
- Vague response that does not answer the question  
*Examples:* education; disease
- No response



## Document 5

The June 4, 1989 massacre of students in Tiananmen Square shocked the world. In the following excerpt, an anonymous Chinese student explains how he felt about what happened:

“At 4 a.m. Sunday, lights on the square were suddenly [put out]. Through the loudspeakers, we again heard orders to ‘clear out.’ A voice in my head said over and over, ‘The moment has come.’ [Moments later,] machine guns erupted. . . . [They] were shooting right at the chests and heads of the students. . . . How many people died altogether? I don’t know. Am I pessimistic? No, I’m not at all pessimistic. Because I have seen the will of the people. I have seen the hope of China.”

Another anonymous student explained his feelings to the *San Francisco Examiner* as follows:

It would be a lie to say that we were not afraid, but we were mentally prepared and very determined. Some students could not believe that the army really would use deadly force. But most of all, we were motivated by a powerful sense of purpose. We believed that it would be worth sacrificing our lives for the sake of progress and democracy in China.

### 5a What action did the Chinese army take against the students?

#### Score of 1:

- Identifies one action that was taken by the Chinese army against the students  
*Examples:* students were told to ‘clear out’; students were shot at; students were killed

#### Score of 0:

- Incorrect response  
*Examples:* they did nothing; they shot over their heads
- Vague response that does not answer the question  
*Example:* killed; hurt; they were mean
- No response

### 5b What reason did the Chinese students give for their demonstration?

#### Score of 1:

- Identifies one reason Chinese students gave for their demonstration  
*Examples:* it was the will of the people; for the sake of progress; democracy; they were motivated by a strong sense of purpose

#### Score of 0:

- Incorrect response  
*Example:* to support the army
- Vague response that does not answer the question  
*Examples:* people have hope; people are determined
- No response



Source: Wasserman, *Boston Globe*, 1992

**6a What human rights violation is the cartoonist describing?**

**Score of 1:**

- Identifies a human rights violation described by the cartoonist  
*Examples:* ethnic cleansing; genocide; the killing of people

**Score of 0:**

- Incorrect response  
*Example:* events in Europe
- Response not based on the cartoon  
*Examples:* lack of freedom of the press; lack of freedom of movement
- Vague response that does not answer the question  
*Example:* Bosnia
- No response

**6b What is the cartoonist suggesting about Europe's reaction to this human rights violation?**

**Score of 1:**

- Identifies what the cartoonist is suggesting about Europe's reaction to this human rights violation  
*Examples:* Europe doesn't care; it has happened before; Europe has forgotten the past

**Score of 0:**

- Incorrect response  
*Examples:* economic sanctions; military action
- Vague response that does not answer the question  
*Example:* we'll remember
- No response

## Document 7

A genocide that killed at least 500,000 people was perpetrated [carried out] in the spring of 1994 in the small central African country of Rwanda. Thousands more were raped, tortured and beaten. The international community failed to stop the crimes. Rwanda was simply too far away and did not rate highly in the “national interest” calculation of any of the states capable of intervening. The UN Security Council failed to reinforce the small and lightly armed UN blue helmets already in Rwanda; they acted bravely but their restricted mandate meant they could do little to stop the killing.

Months after the genocide ended, the UN Security Council created an international criminal tribunal to prosecute those responsible. The UN, building on the recently established International Criminal Tribunal for the former Yugoslavia, decided that the genocide in Rwanda required a similar effort to insure prosecution for the most serious crimes, such as genocide and crimes against humanity. National prosecutions seemed impossible since the Rwandese justice system had been destroyed.

### 7 What was *one* action taken to address the human rights violations in Rwanda?

#### Score of 1:

- Identifies one action taken to address the human rights violations in Rwanda  
*Examples:* UN decided to prosecute those responsible; an international criminal tribunal was formed

#### Score of 0:

- Incorrect response  
*Examples:* the United Nations did nothing; national prosecutions were instituted; the United Nations acted bravely
- Vague response that does not answer the question  
*Example:* the international community failed to stop the crimes
- No response

### Statute of Amnesty International

#### Object and Mandate

1. The object of Amnesty International is to contribute to the observance throughout the world of human rights as set out in the Universal Declaration of Human Rights. . . .

Recognizing the obligation on each person to extend to others rights and freedoms equal to his or her own, Amnesty International adopts as its mandate:

- To promote awareness of . . . the Universal Declaration of Human Rights and other internationally recognized human rights instruments, . . . and the indivisibility and interdependence of all human rights and freedoms;
- To oppose grave violations of the rights of every person freely to hold and to express his or her convictions and to be free from discrimination and of the right of every person to physical and mental integrity. . . .

#### Methods/Actions

2. In order to achieve the . . . object and mandate, Amnesty International shall: . . .

- Promote as appears appropriate the adoption of constitutions, conventions, treaties and other measures which guarantee the rights contained in the provisions referred to in Article 1; . . .
- Publicize the cases of prisoners of conscience or persons who have otherwise been subjected to disabilities in violation of the . . . provisions;
- Investigate and publicize the disappearance of persons where there is reason to believe that they may be victims of violations of the rights set out in Article 1;
- Oppose the sending of persons from one country to another where they can reasonably be expected to become prisoners of conscience or to face torture or the death penalty;
- Send investigators, where appropriate, to investigate allegations that the rights of individuals under the . . . provisions have been violated or threatened.

### 8 Identify *two* actions taken by Amnesty International to protect human rights.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each action taken by Amnesty International to protect human rights

*Examples:* promote awareness of human rights issues; publicize human rights abuses; investigate abuses; oppose extradition of political prisoners

#### Score of 0:

- Incorrect response  
*Examples:* kill violators of human rights; censor human rights violations
- Vague response that does not answer the question  
*Examples:* opposition to issues; adoption of constitutions
- No response

**Booklet may be separated at this page.**

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question—June 2002**

**Historical Context:**

Despite the horrors of the Holocaust, abuses of human rights have continued in the post–World War II era.

**Task:**

Describe examples of human rights abuses in the post–World War II era

Discuss efforts that the world community has made to eliminate these human rights abuses

*Key Ideas from the Documents*

<b>Document</b>	<b>Human Rights Abuses in the Post–World War II Era</b>	<b>Efforts To Eliminate Human Rights Abuses</b>
1		Universal Declaration of Human Rights
2	Pass system in South Africa Apartheid in South Africa	
3		Declaration of apartheid as a crime Embargo on arms trade New constitution prohibiting human rights abuses Economic sanctions Release of political prisoners Enfranchisement of black majority in South Africa Open elections
4	Actions of Pol Pot and Khmer Rouge Executions of Cambodians Forced evacuations Compulsory labor Families forcibly broken apart State selection of marriage partners Education and religious practices forbidden	
5	Massacre of students in Tiananmen Square	Publication of human rights abuses by newspapers
6	Ethnic cleansing Amnesia to human rights violations	
7	Genocide in Rwanda Genocide in former Yugoslavia	United Nations peacekeeping forces International Criminal Tribunals to prosecute human rights violators
8		Work of Amnesty International

**Relevant Outside Information**  
(This list is not all-inclusive.)

**Human Rights Abuses in the Post–World War II Era**

- Terrorist acts
- Forced labor camps
- Child labor in developing countries
- “Killing fields” in Cambodia
- Neo-Nazi extremists in Germany
- Killing of Israeli athletes at the Munich Olympics, 1972
- Details about human rights abuses in specific countries  
*Examples:* Northern Ireland, Cuba, Haiti, Peru, Sierra Leone, East Timor, Afghanistan, Sudan, Uganda, Guatemala, Nicaragua, Chile, Argentina, Colombia, Mexico, Indonesia, Sri Lanka, Turkey, Vietnam, Congo
- Details about human rights abuses of specific groups  
*Examples:* Kurds, Palestinians, Jews, women in Islamic fundamentalist countries, dissidents in the Soviet Union, untouchables in India

**Efforts To Eliminate Human Rights Abuses**

- Peacekeeping operations of NATO and/or the United Nations
- Television reporting and documentaries on human rights abuses
- Work of NATO and the United Nations
- Disaster relief and/or humanitarian aid missions
- Work of nongovernmental groups
- International pressure and/or economic sanctions
- People who have worked to eliminate human rights abuses  
*Examples:* Eleanor Roosevelt, F.W. de Klerk, Bishop Tutu, Dalai Lama, Russian dissidents, Rigoberta Menchu, Violeta Chamorro, Aung San Suu Kyi, Jimmy Carter
- Awarding of Nobel Peace Prizes to individuals who have worked to eliminate human rights abuses
- Setting up and maintaining refugee camps

**Scoring Notes:**

1. **At least two** specific human rights abuses in the post–World II Era must be described. Human rights abuses prior to or during World War II such as the Holocaust can **not** be used as specific examples but may be used in the context of providing historical background.
2. **At least two** efforts that the world community has made to eliminate human rights abuses must be discussed.
3. The discussion of efforts to eliminate human rights abuses can be general but must be related to the human rights abuses that are described.
4. A specific nation or region does **not** need to be identified in the description of the human rights abuses.
5. The efforts of a specific country, including the United States, may be used in the discussion of efforts by the world community to eliminate human rights abuses.

**Score of 5:**

- Thoroughly addresses all aspects of the task by describing specific human rights abuses in the post–World War II Era and by discussing efforts the world community has made to eliminate these human rights abuses
- Incorporates accurate information from at least **five** documents (see Key Ideas Chart)
- Incorporates substantial, relevant outside information related to human rights abuses in the post–World War II Era and efforts made by the world community to eliminate these human rights abuses (see Outside Information Chart)
- Richly supports the theme of human rights abuses in the post–World II Era with the use of many relevant facts, examples, and details, e.g., the influence of economic sanctions by the United States on de Klerk’s decision to release Mandela from prison and institute free elections; the role that religious differences played in ethnic cleansing in Bosnia
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Score of 4:**

- Addresses all aspects of the task by describing specific human rights abuses in the post–World War II Era and by discussing efforts the world community has made to eliminate these human rights abuses, but the discussion of one aspect of the task may be less complete than the discussion of the others
- Incorporates accurate information from at least **five** documents
- Incorporates relevant outside information related to human rights abuses in the post–World War II Era
- Includes relevant facts, examples, and details but may be more descriptive than analytical, e.g., mentioning the executions of the Cambodians without explaining the role of the Khmer Rouge and Pol Pot
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Score of 3:**

- Addresses all aspects of the task in a limited way, providing few details about specific human rights abuses in the post–World War II Era and the efforts that the world community has made to eliminate these human rights abuses *or* may address most aspects of the task fully
- Incorporates some information from the documents
- Incorporates limited or no relevant outside information, and information may be general rather than specific
- Includes some facts, examples, and details but may be more descriptive than analytical, e.g., mentioning the institution of elections in South Africa but giving few details as to how this helped end apartheid
- Is a satisfactorily developed essay, demonstrating a general plan of organization, but may not distinguish between the different parts of the task
- Introduces the theme of human rights abuses by repeating the historical context and concludes by simply restating the theme



### Some Examples of Limited Treatment of Task for Level 3

- (1) Describes *at least two* human rights abuses *and at least two* efforts that the world community has made to eliminate those abuses, but in a limited way
- (2) Fully describes *one* human rights abuse in the post–World War II Era *and* fully discusses *one* effort that the world community has made to eliminate human rights abuses
- (3) Describes *two* human rights abuses reasonably well, but only mentions the efforts and includes few, if any, facts, examples and details
- (4) Fully describes *two* human rights abuses in the post–World War II Era
- (5) Fully discusses *two* efforts that the world community has made to eliminate human rights abuse

#### Score of 2:

- Attempts to address the different aspects of the task by mentioning human rights abuses and efforts in a very limited way instead of fully describing and discussing them *or* may fully describe only *one* human rights abuse in the post–World War II Era *or* fully discuss only *one* effort the world community has made to eliminate these abuses
- Makes limited use of the documents or may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few facts, examples, and details, and may include information that contains some inaccuracies
- Is a poorly organized essay, lacking focus; may contain digressions or extraneous information
- May lack an introduction and/or conclusion or these elements may not refer to the theme

#### Score of 1:

- Shows a limited understanding of the task, making some attempt to discuss some aspects of the task
- Makes vague or no references to the documents
- Presents no relevant outside information
- Includes few or no accurate or relevant facts, details, and examples
- Demonstrates a major weakness in organization
- May lack an introduction and/or conclusion or these elements may not refer to the theme

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

After WWII, the nations of the world were shocked by the horrors of the Holocaust. Many felt strongly about human rights and the UN started to address the problem of violations. Human rights violations continue to occur, but mass communication has publicized the violations and this concern has often been translated into help to try and eliminate the abuses.

In South Africa under the system of apartheid the human rights of the majority black population were violated. Apartheid begins in South Africa as a response to the discovery of gold and diamonds on the frontier. The white people wanted to keep control of the wealth in their hands and use the native africans for labor only. This led to a system of laws that forced blacks to live in separate communities, carry a pass (doc. 2) and have access to a limited education. This apartheid system violated Article I and III of the Universal Declaration of Human Rights (doc. 1). The nations of the world condemned this system and led by the United States many imposed economic sanctions on South Africa,

refusing to engage in trade until apartheid was ended. The United Nations General Assembly had declared apartheid a crime against humanity. Nelson Mandela led efforts in Africa to end the system and he was jailed for over 25 years. The economic sanctions began to have their effect. Nelson Mandela was released from prison, and South Africa established a Constitution, which led to elections and the end of apartheid (Doc. 3)

Pol Pot and the Khmer Rouge took over Cambodia. Pol Pot wanted to eliminate western influence and bring traditional ways back to Cambodia. In order to accomplish this farmers, governmental employees, army personnel, and "intellectuals" were executed in the hundreds of thousands (Doc 4). The bodies were dumped into mass graves called the "killing fields." Survivors sought refuge in nearby Vietnam, China, and other countries. Amnesty International was a private organization established to monitor human rights violations (Doc 8). Under their guidance the world condemned the actions of Pol Pot and Khmer Rouge.

Under the "watchful eye" of Amnesty International the Cambodian refugees were persuaded to return to Cambodia. Many of these refugees were hesitant because Pol Pot and the Khmer Rouge were still in Cambodia. International outrage and aid to the opposition forced Pol Pot from leadership.

Human rights violations continue; however organizations such as the UN, Amnesty International, and NATO continue to make the abuses public and help to eliminate the abuses. As a result of their efforts and public outrage human rights abuses are being addressed as they occur.

## Anchor Level 5-A

### **The response:**

- Thoroughly addresses all aspects of the task by describing specific human rights abuses in post–World War II South Africa and Cambodia and by discussing efforts the world community has made to eliminate these human rights abuses with economic sanctions, the efforts of Mandela in South Africa, and the work of Amnesty International in Cambodia
- Incorporates accurate information from documents 1, 2, 3, 4, and 8
- Incorporates substantial, relevant outside information (background of the reasons for apartheid and the role of Mandela in ending it; background on human rights abuses by the Khmer Rouge and the killing fields)
- Richly supports the theme of human rights abuses in the post–World II Era with the use of many relevant facts, examples, and details (relates apartheid in South Africa to violations of the Universal Declaration of Human Rights; reactions of the world and use of those reactions to persuade Cambodians to return home)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 5. All aspects of the task are discussed with specific details. The integration of information from the documents and outside information is strong. The introduction and conclusion are particularly strong in discussing world concern about human rights abuses and how organizations are working to end human rights abuses.

Despite the horrors of the Holocaust, abuses of human rights have continued in the post-World War II era. All over the ~~the~~ world, peoples rights are being violated. ~~Millions of people are killed because of ethnic rivalries and global conflicts innocent people suffer simply because they can't get along with other nations. In South Africa and Rwanda, there is massive genocide between ethnic groups because of rivalries. The world community has taken steps to eliminate human rights abuses throughout the world.~~ Millions of people are killed because of ethnic rivalries and global conflicts innocent people suffer simply because they can't get along with other nations. In South Africa and Rwanda, there is massive genocide between ethnic groups because of rivalries. The world community has taken steps to eliminate human rights abuses throughout the world.

South Africa has been home to many different human rights violations among ethnic groups. Minorities are heavily restricted in what they can and cannot do. (Doc 2) shows that people were tagged with certain restrictions. They needed passes to allow them to move from place to place. Black South Africans were not allowed to move freely among areas. They were not allowed to hold political office, vote, or live where they wanted to. Many lived in separate areas known as shantytowns. Conditions were like slums and survival was tough. (Doc 1) shows that the pass system and these other restrictions were illegal. Article 13 states that everyone has the freedom to ~~move~~ move and reside within

the borders of each state. It also states that everyone has the right to leave a country and return to it. ~~These~~ These acts were truly violations of human rights against South Africans.

Rwanda was part of central Africa that suffered from massive genocide. More than 500,000 people were killed and thousands more were tortured. Two rival tribes, the Hutus and the Tutsis fought for power. In the beginning the Tutsis had gained the power. After a plane crash that killed the Hutu president, ~~the~~ the conflict became one of the most violent in modern Africa. In a genocide hundreds of Tutsis were killed, then the Hutus were being slaughtered and those who lived fled to nearby refugee camps in neighboring countries like Lake Tanganyika. (Doc. 7) shows that the international community failed to address the problem. International organizations didn't feel that national interest was high enough to deal with the problem.

Despite these ~~problems~~ ~~problems~~ problems, there are steps to end human rights abuses in the world community. Numerous organizations have risen up to end inhuman treatment. (Doc. 8) shows that Amnesty International promotes world peace. It's

The objective is to spread awareness of the Declaration of the Rights of Man to the world. They also condemn inhumane treatment of others and consider ~~to~~ them to be equal. The world has taken <sup>steps</sup> to end apartheid in South Africa. Nelson Mandela who had been arrested, continued to work with his supporters to change conditions there. Eventually he was released and under de Klerk, elections were held. Apartheid is slowly disappearing from ~~South~~ South Africa. Many nations condemn the acts against minorities and the human rights violations throughout the world. Doc 3 shows that the United Nations has taken steps to end apartheid. The Security Council embargoed arms exports to end violent acts. The UN also helped bring about free elections for all people.

On the other hand in Rwanda, the world did not seem to care what happened. Only the United Nations reacted and a criminal tribunal was created to prosecute those responsible for the crimes shown in Doc 7. Despite these efforts, Rwanda will have to continue to have problems with refugees. Many



organizations have taken steps to end human rights abuses. Each step will hopefully bring an end to inhumane treatment.

Apartheid and human rights violations have occurred all over the world. Many suffer, are killed, or tortured because of ethnic rivalries/religious differences. Organizations such as the U.N. + Amnesty International condemn these violations and spread awareness about apartheid. The world is taking steps to end apartheid, and obtain equality for all people.

## Anchor Level 5-B

### **The response:**

- Thoroughly addresses all aspects of the task by describing specific human rights abuses in post–World War II South Africa and Rwanda and by discussing efforts that the world community has made to eliminate these human rights abuses (Universal Declaration of Human Rights, work of Mandela and elections in South Africa, and work of Amnesty International)
- Incorporates accurate information from documents 1, 2, 3, 7, and 8
- Incorporates substantial, relevant outside information (background of conditions under apartheid and the progress under Mandela and de Klerk; background of the problems between the Hutu and the Tutsi and the role of the plane crash in Rwanda)
- Richly supports the theme of human rights abuses in the post–World War II Era with the use of many relevant facts, examples, and details (use of the Universal Declaration of Human Rights to discuss human rights abuses; comparison of world efforts to eliminate human rights abuses in Rwanda and South Africa)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 5. Even though many statements about human rights abuses are repetitive and some information is repeated in the discussion of efforts to overcome abuses, numerous facts and details are used to describe each situation. The few inaccuracies (apartheid was not equated with genocide) do not detract from the strong analysis and evaluation throughout the response.

Today, in areas all around the world, human rights violations are a common trend. This violation of rights has been a source of contradiction since after ~~was~~ World War II. The severity of violation varies from situation to situation. Some are as horrific as genocide or mass murder, and some are withholding political rights from a specific group of people. No matter what, everyone has equal rights no matter race, sex, ethnicity or nationality.

One major violation still committed today is the mass murder or genocide of a specific group of people. This, sadly, has already occurred several times in history. (Doc. 4, 5, 7) One such time was the mass killings of Cambodians by Pol Pot in Cambodia. The Khmer Rouge led by Pol Pot decided they wanted to control Cambodia. In order to do this, Cambodians were forced to give up their Buddhist religion. If they refused to obey orders or conform, they were killed. So many were killed, Cambodia became known as the "Killing Fields". 500,000 people were killed in Rwanda. ~~Two~~ <sup>(Doc. 7)</sup> Two rival tribes wanted power in the government. Both tribes tried to eliminate the other. Eventually, the Hutus had to leave the country and thousands were killed before they could escape to refugee camps. Thousands of students were massacred at Tiananmen Square on June 4, 1989.

in China. (Doc 5) They were protesting the Communist government. Many were killed when the government ordered tanks and soldiers to end the protests. As a result of these protests the government tightened control. This is one of the most tragic violations, yet it occurs so frequently. Another violation is the with-holding of certain political rights from a group of people (Doc 2+3)

The apartheid in South Africa is a prime example of this. All black Africans were forced to carry passes and were only allowed in specific public places. The apartheid lasted up until 1990's when other nations and international organizations were beginning to intervene with things like economic sanctions (Doc 3)

The world response to human rights violations, unfortunately, usually did not begin until after the violation had been occurring for quite awhile. And to each atrocity the world responded differently. (Documents 1, 3, 6, 7) The United Nations most often took action against atrocities ~~after~~ such as sending troops. Other nations such as the United States helped take a stand also with sanctions. The common course of action was to economically hurt that particular nation. Occasionally, the world would choose to ignore

violations or simply not get involved. Otherwise they would enforce the Universal Declaration of the Rights of Man. That fact that any violations are committed, at all, is appalling.

Throughout history and still today human rights are taken very lightly, especially in nations where there are none! But for those who are victims to a harsh reality tomorrow holds only hope. Perhaps one day, there will be no need for laws and such to protect human rights. Perhaps human beings will protect human rights.

**Anchor Level 4-A**

**The response:**

- Addresses all aspects of the task by describing specific human rights abuses in post–World War II Cambodia, Rwanda, Communist China, and South Africa and by discussing efforts that the world community has made to eliminate these human rights abuses with United Nations peacekeeping forces and economic sanctions
- Incorporates accurate information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates relevant outside information (impact of Khmer Rouge on the Buddhists; the “killing fields”; impact of rival tribes in Rwanda; impact of peacekeeping troops)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (Cambodians forced to reject Buddhism; escape of Hutu to refugee camps; impact of student protests on the Communist government in China)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the information in a less integrated manner than in a level 5 response
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. The strong introduction emphasizes why human right violators should not be tolerated. Four different human rights violations are discussed with facts to support each violation. Efforts to eliminate abuses are specific but are not directly applied to each violation. This general discussion of the efforts makes this a level 4 response.

In the years following World War II there has been many violations of human rights. Violations range from a single man to groups to entire countries. The world has done many things to try to stop these violations from happening. Many groups have been formed. Even though these are terrible tragedies, the world usually responds to them and helps them rebuild.

There have been many violations of the rights of man since World War II. One of these was the use of apartheid in South Africa. Under this system all African people had to carry a pass. At any time a white person could ask them to see it. If they did not have one, or it didn't allow them where they were, they were sent to jail. Another was the Tiananmen Square Massacre. During this Deng Xiaoping ordered his troops to fire on a large group of unarmed students that were protesting peacefully. While the world watched on television, thousands were killed. A third was the Genocide in Rwanda. In this incident at least 500,000 people were murdered. The bodies were thrown into a river. Soon after photographers took pictures of the river being stained red from blood. These were all great disasters.

All of the violations were responded to in some way. The U.N. put embargoes on arms exports to South Africa. The U.S. then imposed broad economic sanctions on South Africa. These and many other factors such as the election of Mandela, the first black president, lead to the fall of apartheid in

South Africa. After the news of the Tiananmen square massacre, the eyes of the world have been watching China. Sanctions have been put on them in hope that they will change their ways. However, immediately after the massacre the communist government became stricter.

China breaks many of the laws that are in the Universal Declaration of human rights. The students freedom of thought was not allowed. After the genocide in Rwanda, the United Nations formed the International Crime Tribunal. This tries the most serious crimes like genocide and crimes against humanity. However, conflict continues in Rwanda. All these have helped limit genocides, but they still happen today.

In conclusion, there have been awful crimes since the end of World War II. Most of them have been dealt with. Some were dealt with by the forming of committees and some by economic sanctions.

Regardless of what we have to do, whatever will limit these kinds of things from happening, it should be done at all costs.

## Anchor Level 4-B

### **The response:**

- Addresses all aspects of the task by describing specific human rights abuses in post–World War II South Africa, Communist China, and Rwanda and by discussing efforts that the world community has made to eliminate these human rights abuses (economic sanctions in South Africa; reactions of the United Nations in Rwanda; reaction against the Communists in China)
- Incorporates accurate information from documents 1, 2, 3, 5, and 7
- Incorporates relevant outside information (Deng Xiaoping’s role in Tiananmen Square; rivers of blood in Rwanda; election of Mandela as the first black president)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (role of the media in decreasing human rights violations in China despite the strength of the communist government; impact of the pass system on South Africans)
- Is a well-developed essay, demonstrating a logical and clear plan of organization but uses the information in a less integrated manner than in a level 5 response
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. The introduction and conclusion are particularly strong in discussing the future of human rights and what is needed to decrease violations. Some of the outside information is especially strong such as the description of Rwanda and the role of the media (“eyes of the world”) during the Tiananmen Square massacre and its aftermath. However, the lack of sufficient details to explain the application detracts from the overall quality of the response.



Despite the horrors of the Holocaust, human rights abuses <sup>have</sup> often been continuous in post world war II. Attempts have been made by the United Nations to end human rights abuse, but the post-world war II era continued to bring about violations.

Many human rights were abused during post world war II. Some abuses of human rights are seen as torture, segregation, death and more. In South Africa a system of apartheid has been used. This system was a way to segregate Africans from white citizens by restricting Africans to certain jobs, public places, locations for living as well as facilities (Doc 2). Apartheid was brought up as a human rights abuse by a man named Mandela who put his life on the line in order to gain equality before the law. The world community did make efforts to end this racist separation (Doc 3) by a set of actions that hurt those in favor of apartheid and helped to bring about more rights for those restricted by apartheid. The UN embargoed exports and the U.S. imposed economic sanctions. As a result apartheid has ended. Another more common human rights violation

is one of genocide, "ethnic cleansing" or massacre of one group by another out of hatred and fear, like the Holocaust's massacre of Jews during WWII. Other nations all so held the dark secret of genocide! (Doc 5) whether it was the massacre of protesting peaceful students in Tianamen Square by the Communist government or Armistar Indians who were upset by the government and seeking change. Or hatred of dictators to a specific group (Doc 4) such as Pol Pot of Cambodia who went out for their "enemies", government officials, military advisors, intellectuals and more just to turn Cambodia into a rural society. More than 1/4 of the nation's population was slaughtered. Or just a genocide for no particular reason (Doc 7) as in Rwanda where two tribes fought for power to rule the country; and middle Eastern conflicts where one nation tries to get rid of the other as in the case of Iraq's takeover of Kuwait. Or getting rid of your own nation's weak links by genocide. Human rights abuses were everywhere in all different forms through out the post World War II era.

Human abuses weren't left alone however. Many steps were taken to end and

stop abuses all together. Some attempts made were the universal declaration of Human rights (Doc 1) which declared that every human had certain rights entitled to them. As a result the UN has sent peace-keeping forces into many countries, including Rwanda. They have placed embargoes on arms as in the case of South Africa. A more active role in ending human rights abuse was the Amnesty International (Doc 8) which actually went out and helped to end and prevent human rights abuses through a series of methods and actions such as opposing moving a person to a new country in case of torture and death and publicizing prisoner disability caused by violation of the provisions. As a result the world has watched events such as Tiananmen Square happen and the public outcry has helped in decreasing human rights abuses.

Human rights abuse of WWII era still are not all gone and will never be forgotten! Whether it was torture, or separation it was wrong and thanks to Amnesty and the universal declaration of Human rights we can all hope that the world community's efforts to eliminate human rights abuses will be successful.

## Anchor Level 4-C

### **The response:**

- Addresses all aspects of the task by describing specific human rights abuses in post–World War II South Africa, Communist China, and Cambodia and by discussing efforts that the world community has made to eliminate these human rights abuses (economic sanctions; work of Amnesty International), although the discussion of these efforts tends to be general
- Incorporates accurate information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates relevant outside information (efforts to turn Cambodia into a rural society; conflict of tribes in Rwanda; Iraq’s takeover of Kuwait; efforts of Mandela)
- Includes relevant facts, examples, and details but is more descriptive than analytical, mentioning examples rather than explaining them (use of apartheid to segregate Africans from white citizens; actions of Mandela threatened his life but gained the end of apartheid)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the information in a less integrated manner than in a level 5 response
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Despite the weak sentence structure, the response best fits the criteria for Level 4. Abuses are discussed as a continuous unit with abundant specific details. The discussion of human rights abuses in South Africa has many details; fewer details are provided for the other abuses, which are discussed by categories. The conclusions that are drawn and the connections that are made are particularly strong. Even though the Amritsar violation occurred before 1945, it does not detract from the overall quality of the response.

The Holocaust resulted in the deaths of about eight million people. During the Holocaust, Nazi leaders violated human rights using beyond necessary means. Over six million Jews were killed during the Holocaust in Europe during World War II. After World War II human rights are still being violated. Innocent people are being denied their basic rights. All over the world, from Africa, to Asia, to southern Europe, human rights have been violated during the post-World War II period. However, many attempts are being made to halt the violation of human rights all over the world.

In Africa during the post World War II period, colored Africans have been denied basic human rights. They were separated, and restricted to intermingle with whites and other non-Africans. In the early 1970's Africans were required to carry passes with them. (Doc 2) These passes told the British that they were to be with specific people, and the passes placed restrictions on their freedom. Actions were taken to end apartheid, and segregation of Africans. In 1973, the General Assembly at the United Nations declared that apartheid was a crime against humanity. In 1990, years later, a freedom fighter, Nelson Mandela was released from prison and a legal end to segregation in public places was imposed (Doc 3) Many efforts were made to end segregation in Africa

In Cambodia in the 1970's the Khmer Rouge killed over two million people. They executed former government employees, army personnel, and "intellectuals." Families were broken apart and religious practices were forbidden. (Doc 4) The Khmer Rouge violated human rights in an attempt to control Cambodia and destroy its existing government. Cambodians were denied rights and civil liberties. In China, student demonstrators eager to form a democratic form of government in China were brutally killed. They were unarmed and they didn't expect the military to respond violently. (Doc 5)

In Europe, Bosnia was attempting to create a clean race & just as Germany attempted to do in WW II. "Ethnic Cleansing," or destroying a race to make another one stand freely was in progress in Bosnia. However, Europe was unaware as to where they had heard it before. Humans were being killed for no reason. (Doc 6)

All over the world, human rights are violated. After World War II, people were denied basic rights. However, many nations, tried to stop this. Organizations were formed and treaties were signed. However, after World War II, this evil still exists.

### Anchor Level 3-A

**The response:**

- Addresses all aspects of the task in a limited way, providing few details about specific human rights abuses in post–World War II Africa, Cambodia, Communist China, and Bosnia and alluding to some efforts that the world community has made to eliminate these human rights abuses
- Incorporates accurate information from documents 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (restrictions of South Africans; British rule in South Africa)
- Includes some facts, examples, and details, but is mostly descriptive with some analysis (Khmer Rouge violated human rights in an attempt to control Cambodia; student demonstrators in China did not expect a violent response from the military)
- Is a satisfactory developed essay, demonstrating a general plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes by simply restating the theme

**Conclusion:** Overall, the response best fits the criteria for Level 3. The introduction is excellent because there is an extensive discussion of how the Holocaust is linked to current human rights abuses. This is a well-written response with some analytical connections, but only one effort is mentioned and the outside information is limited and general. In addition, the reference to the British in South Africa is unclear.

The only way to learn from ~~the~~ <sup>the</sup> past is to not forget it. Even after the brutal slaughtering of six million people in the holocaust, genocide ~~and~~ <sup>and</sup> human rights abuses continued in the world. From ~~Rwanda~~ <sup>Rwanda</sup> to South Africa, from Europe to Cambodia, from Nicaragua to China, peoples' rights were taken from them.

In Rwanda, a killing of 500,000 people took place. Many more were raped, beaten, or tortured. The reason for this was because neighboring tribes were at war. One of those tribes gained strong political power and began killing and arresting the people of the other tribe. All the world did was sit by and watch. They figured Rwanda was too small and remote to care about. This audacity was what caused those killings, not the tribe! <sup>(Doc. 7)</sup> In the idea, Cambodia did the same thing. A man named Pol Pot gained control of the country in South East Asia. He created a small "army" named the Khmer Rouge. They killed nearly three million former government officials, army officers and "intellectuals." Those who were left alive were split up. Families broke apart and marriages were forced on people. Also, education and religion were forbidden to be practiced. <sup>(Doc. 4)</sup>

In China, not far from Cambodia, students were protesting in Tiananmen Square. They were rallying for democratic reforms in <sup>the</sup> Communist Chinese government. Soldiers were dispersed to the crowd and began warning the students to leave. Eventually, soldiers began firing on the crowd killing students. <sup>(Doc. 5)</sup> In South Africa the white minority imposed an Apartheid. Blacks were forced to keep passes on them in order to go anywhere. <sup>(Doc. 2)</sup> Eventually a white president of Africa started to end the Apartheid and freed Nelson Mandela. Then Nelson got to be president and ended the ~~apart~~ apartheid. <sup>(Doc. 3)</sup>



Even with the atrocities of the Holocaust ~~as~~ people still kept abusing peoples rights.

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**Anchor Level 3-B**

**The response:**

- Addresses all aspects of the task in a limited way by discussing human rights abuses in post–World War II Rwanda, South Africa, Communist China, and Cambodia but only mentioning one general effort to stop abuses in South Africa
- Incorporates accurate information from documents 2, 3, 4, 5, 6, and 7
- Incorporates some relevant outside information, but the information is general rather than specific (background on Rwanda; election of Mandela as president)
- Includes some facts, examples, and details, but is mostly descriptive (Pol Pot’s creation of the Khmer Rouge; killing and arresting of tribes in Rwanda; audacity caused the killing of the tribe members in Rwanda)
- Is a satisfactory developed essay, demonstrating a general plan of organization
- Goes beyond a simple restatement of the theme of human rights abuses in the introduction by referencing the historical adage that societies should learn from past mistakes and concludes by simply restating the theme in one sentence

**Conclusion:** Overall, the response fits most of the criteria for Level 3. The response uses few facts to support the discussion of human rights abuses and most of the discussion is very general and from the documents. More discussion of the facts that are mentioned would have strengthened the response. Although efforts to eliminate human rights abuses in South Africa are mentioned, few details are given.

Even after the mass genocide known as the Holocaust, human rights are still being violated. <sup>all over the world</sup> These violations have been lessened by different organizations and ideas to stop human rights infringements. These methods can only help if everyone ~~known~~ knows about them, ~~if~~ if not then what good are they.

After WWII and the Holocaust there still have been many human rights violations. In Document 4, the author describes the genocide which occurred in Cambodia in the 1970's under the ruler Pol Pot. Between one to three million Cambodians were murdered because they were suspected of being different. Intellectuals, government officials and military personnel were all targeted because they knew too much about things like democracy and human rights. In Document 5, the authors describe the massacre of students in Tiananmen Square in China on June 4, 1989. Students were gunned down when they were peacefully protesting for a democratic government to exist in China. These students believed their lives were worth sacrificing for the cause. In Document 7, the author describes the genocidal killings that happened in Rwanda in 1994. At least 500,000 people were murdered and thousands more were raped, tortured, and beaten. The <sup>international</sup> ~~internal~~ scene did nothing to stop this because Rwanda didn't seem <sup>too</sup> ~~so~~ important. These incidents all violated basic human rights even after the world ~~to~~ knew about the horrors of the Holocaust.

The world has realized that these human rights violations need to end. Many different organizations have formed to do just that. In Document 1, the United Nations have issued a Universal Declaration of Human Rights. This outlines what everyone is entitled to and it provides a written source of these rights. Now there is jurisdiction to put human rights violators on trial because there is a list of what they violated. ~~Also~~ In ~~Document~~ Document 8, the author is describing the purpose and methods of the Amnesty International. They are an organization that promotes the international awareness of the Human Rights Declaration. They spread the rights of every human to all the countries and people around the world. They also enforce the violations made by others. They publicize people or governments which commit human rights abuses along with prosecuting them. The Amnesty International is dedicated to stopping and preventing anyone from being denied their human rights.

Hopefully ~~as~~ in the future there will be fewer and fewer human rights violations. As long as the United Nations and other organizations prevent these from happening, then our world will be a better person place. We need to learn from the mistakes that occurred ~~in~~ during the Holocaust and prevent them from happening again.

### Anchor Level 3-C

**The response:**

- Addresses all aspects of the task in a limited way, providing few details about specific human rights abuses in post–World War II Cambodia, Communist China, and Rwanda and mentioning efforts that the world community has made to eliminate these human rights abuses
- Incorporates accurate information from documents 1, 4, 5, 7, and 8
- Incorporates some relevant outside information (people who were killed in Cambodia knew about democracy and human rights)
- Includes some facts, examples, and details, but is mostly descriptive (the lives of Chinese students were sacrificed for the cause; Cambodians were murdered because they were different)
- Is a satisfactory developed essay, demonstrating a general plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme that discusses the future and the hoped for decrease in human rights abuses

**Conclusion:** Overall, the response fits most of the criteria for Level 3. Both aspects of the task are addressed, but few details are used to support the discussion. The response includes some analysis, but lacks historical detail and uses generalities. Although numerous facts are provided about the Universal Declaration of Human Rights and Amnesty International, they are not linked to specific human rights abuses.

Abuses of human rights have continued in the post World War II Era.

Human rights consists of the Universal Declaration of Human Rights; Ending Apartheid in South Africa, the Tiananmen Square Massacre, and the genocide Rwanda.

The Universal Declaration of human rights handed out many rights among people. The Declaration established many laws, like, "All human beings are born free and equal in dignity and rights. Everyone has the right to life, liberty and security of person, and no one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all ~~their~~ their form." These rights were formed so that everyone is treated equally.

The ending of Apartheid happend in South Africa, 1973 United Nations General Assembly declares apartheid a crime against humanity. In 1990 in order to end apartheid, Mandela was released from prison. This caused legal end of segregation in public places. This caused dismantling of apartheid. And caused first all-race election.

~~The~~ In 1989, the massacre of students in Tiananmen Square shocked the world. Many students were killed for progress and democracy.

in china,

There was a genocide in Rwanda. People were raped, tortured, and beaten. U.N. security council created an international criminal tribunal to prosecute those responsible.

**Anchor Level 2-A**

**The response:**

- Attempts to address the different aspects of the task by making general statements about human rights abuses in post–World War II South Africa, Communist China, and Rwanda and mentioning the efforts by the world community to eliminate human rights abuses
- Makes limited use of documents by restating the contents of documents 1, 3, 5, and 7
- Presents no relevant outside information
- Includes few facts, examples, and details (Mandela’s release from prison led to dismantling of apartheid; students in Communist China who were killed for progress and democracy)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of human rights abuses by linking human rights abuses and efforts to eliminate those abuses together as human rights, but does not provide a conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 2. The response completes the task, but only summarizes some of the points in the documents. Apartheid is not discussed as a human rights abuse, although the response uses document 3 to explain how apartheid ended. The listing of examples from the Universal Declaration of Human Rights detracts from the response because the rights are not connected to any specific violations.

During the Holocaust, thousands of people were killed and had their human rights taken away. After World War II, these violations are still happening. People all over the world are helping to fight this so as not to have a second Holocaust.

The Universal Declaration of Human Rights states that no one shall be held in slavery, and that all human beings are born free and equal. (doc. 1) There are many examples throughout history that show human rights violations, for example in South Africa and their policy of apartheid. (doc. 3) Another example is actually the United States. We imported slaves from Africa and treated them badly. The slaves were beaten, taken from their family, and sold. Ethnic Cleansing took place in Europe, but people pretended that it didn't happen. Europeans tried to have a "perfect nation", but ignored the problems that went on under the sun. (doc. 6)

There are actions being taken though to prevent human rights from being violated. In China, a local college was shut at because they tried to change what was

going on in their country. (doc 5)  
A major action taken was the Statute of  
Amnesty International. One of their goals  
was to make people aware of the Universal  
Declaration of Human Rights. They will also  
investigate the disappearance of a person. (doc. 8)

People all over the world are  
trying to make a difference. Hopefully in  
the future all people will be treated  
the same.

**Anchor Level 2-B**

**The response:**

- Attempts to address the different aspects of the task by mentioning human rights abuses in post–World War II South Africa and Bosnia and by mentioning efforts Amnesty International has made to make people aware of the Universal Declaration of Human Rights
- Makes limited use of the documents by restating the contents of documents 1, 3, 5, and 6
- Presents no relevant outside information
- Includes few facts, examples, and details, and contains some inaccuracies (human rights abuse at a local college in China)
- Is a satisfactorily organized essay, but contains one digression (discussion of slavery in the United States)
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context concludes with a one sentence restatement of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 2. There is a fair interpretation of document 6, but most examples are not explained, e.g., the investigation by Amnesty International of the disappearance of a person is not connected to violations of human rights. However, the response does mention a connection between the work of Amnesty International and the Declaration of Human Rights. The discussion of slavery in the United States as an African problem is inappropriate as this abuse took place before World War II and this information is not being used as historical background.



Human rights are rights given to every human being, they are rights of equality for many things (speech, religion, opinion, etc.). Human rights have been abused all throughout history; the Holocaust in Germany and Tiananmen Square in China. There has been many attempts to eliminate these abuses, in some cases there has been little done.

In Southern Africa apartheid is an example of an abuse to civil rights. There was segregation, people were split apart. Nelson Mandela and the U.N. has done a lot to stop it. Khmer Rouge was a killing of millions of Cambodians, army personnel, and government workers. Also, people were killed by disease. In Tiananmen Square students were killed by the Chinese army b/c they were trying to get progress for the democracy in China.

Human rights have been abused all throughout history, and still are.

## Anchor Level 2-C

### **The response:**

- Attempts to address the different aspects of the task by mentioning human rights abuses in post–World War II South Africa, Cambodia, and Communist China and mentioning the efforts of Mandela and the United Nations to eliminate human rights abuses in South Africa
- Restates some of the contents of documents 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few facts, examples, and details (people split in South Africa as a result of segregation; reasons for the killing of Cambodians and Chinese students)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes by simply restating the theme

**Conclusion:** Overall, the response best fits the criteria for Level 2. The response uses one detail from the documents to mention human rights abuses and mentions Mandela and the United Nations as efforts to eliminate human rights abuses in South Africa, but then simply states that they have done much to stop the abuses. The introduction is strong in that it defines human rights abuses, but the body of the response does not complete the task.

In this essay I will be writing about the violations of human rights and the abuse in the past of human rights. And what the world has done to eliminate the violation of human rights.

Human rights have been violated through out the whole world everyday some one is violating someones human rights. For example In document M they killed at least 500,000 people for a stupid reason. Another example is when your in your own country and they ask you to see your passport.

The way they trying to stop the violation of human rights is. Discussing it with the different governments, and the people in the world.

This is the way they violated human rights and the way the world is trying to eliminate the violation of human rights.

## Anchor Level 1-A

### **The response:**

- Shows a limited understanding of the task, making some attempt to address both aspects of the task with a general statement about human rights abuses in Rwanda and the use of discussion as a way to stop human rights abuses
- Makes vague references to documents 2 and 7
- Presents no relevant outside information
- Includes few relevant facts, details, and examples and incorrectly links the carrying of passes by blacks in South Africa to passports
- Is a reasonably developed essay, demonstrating a general plan of organization
- Introduces the theme of human rights abuses by repeating the task and concludes by simply restating the theme

**Conclusion:** Overall, the response best fits the criteria for Level 1. Some attempt is made to address both aspects of the task, but the information presented is limited in scope and lacks details. Document 2 is incorrectly interpreted and the interpretation of document 7 is limited.

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**Anchor Paper – Document–Based Essay—Level 1 – B**

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Despite horrors of The ~~the~~ Holocaust, abuses of human rights have continued in The Post WW II era. These ~~abuses~~ abuses are such as Genocide, Ethnic cleansing, Apartheid, The Pass system, etc. All of These such abuses violate The Human rights of every individual. In This day and age we The people are ~~at~~ now up rising and standing up and protecting The ~~the~~ human rights of ourselves and our fellow neighbors.

When we are born, we are all born with ~~The Declaration of~~ The Universal Declaration of Human rights, shown in Document 1. These rights are to help us get through our lives with being hassled or ~~being~~ having to worry. Such human rights as Everyone has The right to take part in The government of his country, directly or through freely chosen representatives, and Everyone has The right to freedom of opinions and expression. These rights are broken ~~or~~ or ~~to~~ violated though by people who don't like particular groups of people. This is how Ethnic cleansing and Apartheid's start.

**Anchor Level 1-B****The response:**

- Shows a limited understanding of the task, making some attempt to discuss some aspects of the task by mentioning human rights abuses and using some information from the Declaration of Human Rights to mention efforts to end human rights abuses
- Makes vague references to some of the documents
- Presents no relevant outside information
- Includes few relevant facts, details, and examples (rights listed in the Declaration of Human Rights)
- Is a poorly developed essay, but demonstrates a general plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context but lacks a conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 1. In the introduction, many human rights abuses are listed from the documents but none are developed in the body of the response. Several points from the Universal Declaration of Human rights are used to state an opinion, but they are not connected to specific human rights abuses.

~~Many~~ Despite the absolute horror of World War II and the Holocaust in which 12 million people were slaughtered, human rights violations have continued into the present day. While the violations have been eliminated in many of the richer countries such as the US, they still continue around the world in other countries.

In present day, ~~many~~ in many countries around the world, people face terrible ~~with~~ human rights violations. For example if we look at the genocide in Rwanda as discussed in document 7, we can see ~~the~~ how horrible the violations are all around us. Over 500,000 innocent people were killed while the rest of the world stood by and watched. ~~W~~ In the political cartoon from document 6, the artist clearly demonstrates the fact that the human race is letting history repeat itself. In WWI we saw how horrible people could be, killing millions because of their beliefs and yet in both Bosnia and Rwanda we have done nothing to stop the violations.

Even in China, a growing world power, we see severe ~~human~~ violations of people's basic rights. As shown in Document number 5 we hear about the Tiananmen Square Massacre. ~~D~~ During this horrible ~~the~~ rights violation, students were brutally slaughtered by the Chinese military which started to kill.

While the world has taken steps towards preventing the horrific acts, there is still much to be done. We have created and supported organizations like the UN.

Supposedly history is there for everyone to learn from, so why sometimes is history repeated? Well, maybe we will so learned how to stop these terrible things from happening. The UN is taking actions against these human rights violations. Even long after the Holocaust is over, people are still suffering for the race, ethnic background, and religion.

There are many abuses of human rights that have occurred since the Holocaust, but they just haven't been made as public. This doesn't mean they were less atrocities. Apartheid was an ongoing struggle for many years in South Africa. ~~It~~ It was a struggle between blacks and whites, where the white minority group wanted control. Their freedoms were different from Africans, whose freedoms change drastically. Blacks needed passes just to travel, as is shown in Document #2. The human rights violation don't stop there, in the Khmer Rouge Pol Pot killed between 1 to 3 million people. "Former government ~~off~~ employers, army personnel, and "intellectuals" were executed in the hundreds of thousands." (Doc 4)

He killed to stop any opposition, which is an unjust reason to kill anyone because we all have the freedom of speech and beliefs. Another human violation of their rights goes on in Rwanda. It is bc of ethnic rivalries and they

fight bec their of different backgrounds. In 1994 alone, at least 500,000 people lost their lives due to this fighting, as stated in Document 7. To this day many people still die due to beliefs, skin color, and ethnic background.

Although these abuses go on actions have been taken to stop them. A major one comes from the United Nations. It drew up an Universal Declaration of Human Rights. These rights give everyone freedom, any person who violates this can now be charged on human rights violations, as stated in Doc 1. Also a major step towards peace in South Africa was the end of Apartheid. In 1990 there was a "Legal end of segregation in public places." (Doc 3) Also to show how far they've come a black person held power, and became famously known, his name is Nelson Mandela.

In the end, even though there is a fight to stop human rights violation, authority can't be everywhere at every moment. Over time though things have ~~improved~~ improved and one day the world won't be burdened with ~~people~~ <sup>human</sup> people victimizing their own kind.



Human rights have been abused in the post World War II Era. The ~~world~~ world community has ~~discuss~~ efforts to eliminate human rights.

During World War II the Nazis abused human rights during the Holocaust. Results were millions of Jews were killed for who they are. In Document 2 in South Africa the whites took advantage of the blacks by giving them a pass and they were checked everywhere they went. They gave the blacks absolutely nothing. They had to drink at separate fountains and they would be killed. For no reason.

As effort to try to have human right in Document 8 the Amnesty International set out in the universal Declaration of human rights. In Document 3 Mandela tried to put an end to apartheid in South Africa and he convinced his goal and blacks were now allowed to run for government jobs and became a president. In Document 9 the universal Declaration states

That all human beings are born free and equal and no one shall be a slave.

As these efforts to stop the abuse of human rights we could live in a free world and never be judged by someone. And shall never see a ml pot, Holocaust, Tiananmen Square, slavery, apartheid and just killing people again.

During World War II many human rights of those living in Germany were violated. Today, many individuals human rights are still being violated despite the efforts made to stop this persecution.

The human rights of many people have been violated throughout history. As seen in Doc. 1 all people have the right to life, liberty and security. Individuals also have the right to freedom of speech and freedom of religion. In China during the massacre in Tiananmen Square young students were shot at for speaking against the government (Doc. 5). As stated in Doc. 1 people have the right to assembly, but the Chinese were persecuted for this by the Communist government. It is also seen in Doc 4 how many Cambodians were killed in 1975. The Khmer Rouge <sup>violated</sup> the Cambodians freedom to practice their Buddhist religion and be with their families. Because many refused to follow the orders of the Khmer Rouge they were killed. The people of El Salvador also suffered violations like these. The military shot at anyone who spoke against the government, even religious figures like bishops and nuns. The people in South Africa also suffer from persecution. They were not allowed to vote, hold political office or live with whites. As seen in Document 3 not until the mid-1990s was the practice of apartheid,

or segregation ended, thanks to the efforts of Mandela and de Klerk. People around the world are suffering from genocides, or other types of persecutions.

Many things are being done today to help ensure suffering people their rights. The United Nation is an organization that helps these people. As seen in Document 7 the UN sent the UN peacekeeping forces to help stop the genocide in Rwanda. They were not successful. Another organization that help those suffering human rights violations is Amnesty International. Amnesty International helps publicize the acts of persecution around the world. As seen in Doc 8 Amnesty International also seems investigator to investigate acts of violations. The media (TV at Tiananmen Square and the newspaper pictures and articles about Rwanda and El Salvador) have helped decrease human rights abuses. Many things are being done to help the violations of human rights today.

Since <sup>the</sup> World War II, and Hitler's acts of genocide during the Holocaust, human rights have still been violated. People around the world are suffering from acts of persecution. Today there are organizations like the United Nation and Amnesty International that are helping bring an end to this persecution.

Throughout the world, many people have put great effort into ending the violations of human rights since the atrocities of World War II. But despite their efforts, human rights have been violated in countries throughout the world, such as South Africa, Rwanda, China, and Cambodia. Organizations such as the UN and Amnesty International have condemned these violations and sometimes have intervened.

In South Africa in the 1900's, a system of apartheid was introduced. The apartheid in South Africa gave rights and privileges to white people and discriminated against black people (see doc. 2). The United Nations condemned the apartheid and worked to dismantle it. (see doc. 3) For instance, the United States imposed economic sanctions on South Africa in 1986. Finally in 1996, an election was held in which all races won the right to vote. Mandela, a black man, was elected president and he worked to pass laws to end apartheid practices.

When Pol Pot became dictator of Cambodia, between one million and 3 million people died. Pol Pot violated the human rights of people



to life and liberty without being subjected to torture. (see doc. 4) P61 P07 also ended the people's right to practice religion. Buddhist monasteries and schools were destroyed and many Buddhists lost their lives because they refused to give up their religion.

In China in 1989, a group of students demonstrated peacefully for democracy in Tiananmen Square. The Chinese army then sent in troops to crush the demonstration, and thousands of Chinese students were massacred. This was a violation of the people's right to assemble peacefully and voice their opinion (see doc. 5). The world was shocked to learn about the violation and the UN condemned the violation of human rights. This was captured by TV but the Communist government remained strong and rights continued to be restricted.

In the country of Rwanda, the minority groups were being tortured and beaten. A genocide took place that killed more than half a million people. The UN sent a small amount of troops to the small African country, but it was not enough

to end the genocide. (see doc. 7)  
The UN then decided that the genocide in Rwanda should be prosecuted but they were not successful in ending the abuses.

The organizations of the United Nations and Amnesty International have helped to end the abuses of human rights in the post-world war II world. Although some of their efforts have been helpful, serious violations of human rights have occurred in countries such as South Africa, China, and Rwanda. In the future, more people will hopefully become aware of the human rights and less violations will occur.

## Practice Paper A—Score Level 2

### **The response:**

- Attempts to address the different aspects of the task by describing human rights abuses in post–World War II Rwanda and Communist China, mentioning Bosnia, and making statements that the world community has not done much to eliminate human rights abuses
- Makes limited use of documents 5, 6, and 7
- Presents no relevant outside information
- Includes few facts, examples, and details and what is included is mostly descriptive
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of human rights abuses by repeating the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 2. The interpretation of document 6 is good, but few facts are provided to support other statements. Although the response does compare the events in Bosnia and Rwanda to the lessons not learned from World War II, most of the information is simply summarized from the documents.

## Practice Paper B—Score Level 3

### **The response:**

- Addresses all aspects of the task in a limited way, providing few details about specific human rights abuses in post–World War II South Africa, Cambodia, and Rwanda and mentioning efforts to end human rights abuses but not linking them to any specific human rights abuse
- Incorporates accurate information from documents 1, 2, 3, 4, and 7
- Incorporates some relevant outside information (ethnic rivalries in Rwanda; white control in South Africa)
- Includes some facts, examples, and details, but is mostly descriptive (apartheid is a result of white minority control; criticism of the policies of Pol Pot because of the right to freedom of speech and beliefs)
- Is a satisfactory developed essay, demonstrating a general plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme that discusses improvement in the future

**Conclusion:** Overall, the response fits most of the criteria for Level 3. The introduction attempts to link the Holocaust to modern abuses of human rights in an interesting way. Many violations are mentioned but with few details. The discussion of efforts to eliminate human rights abuses is weak because the response provides just general facts about the Universal Declaration of Human Rights, fails to apply the terms of the Declaration to a specific case, and only mentions the efforts of Mandela to end apartheid in South Africa.

## Practice Paper C—Score Level 2

### **The response:**

- Addresses all aspects of the task in a limited way, providing some details about specific human rights abuses in post World War II South Africa and the effort that the world community has made to eliminate this human rights abuse
- Incorporates some information from documents 1, 2, 3, and 8
- Incorporates some relevant outside information (restrictions of black South Africans; blacks running for political office as a result of Mandela’s efforts)
- Includes some facts, examples, and details, but is mostly descriptive (blacks being forced to drink at separate fountains; killing of blacks for no reason in South Africa)
- Demonstrates a general plan of organization
- Introduces the theme of human rights abuses by repeating the historical context and concludes by simply restating the theme with a mention of other human rights abuses

**Conclusion:** Overall, the response fits most of the criteria for Level 2. The response addresses only one human rights abuse with few supporting details and mentions Mandela’s successful efforts to eliminate apartheid with a connection to the Universal Declaration of Human Rights, but does not explain the connection. The lack of historical details and the use of generalities weakens the response.

## Practice Paper D—Score Level 4

### **The response:**

- Addresses all aspects of the task by describing specific human rights abuses in post–World War II China, Cambodia, and South Africa and by discussing efforts that the world community has made to eliminate these human rights abuses with the work of the United Nations and Amnesty International, the efforts of Mandela and de Klerk, and the involvement of the media
- Incorporates accurate information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates relevant outside information (events in El Salvador; background information of violations in South Africa; Khmer Rouge and the abuse of Buddhists)
- Includes relevant facts, examples, and details; but is more descriptive than analytical (persecution of Chinese students even though they have the right to assemble; persecution of religious figures in El Salvador)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the information from the documents in a less integrated manner than in a level 5 response
- Introduces the theme of human rights abuses by repeating the historical context and concludes by simply restating the theme

**Conclusion:** Overall, the response fits most of the criteria for Level 4. Although the human rights violations of many groups are discussed and many facts and details are included, most details are mentioned rather than explained. The strength of this response lies in the clear division of the abuses from the efforts to correct these abuses.



## Practice Paper E—Score Level 4

### **The response:**

- Addresses all aspects of the task by describing specific human rights abuses in post–World War II South Africa, Cambodia, Communist China, and Rwanda and by discussing efforts that the world community has made to eliminate these human rights abuses with the work of the United Nations, economic sanctions, the media, and minority groups in Rwanda
- Incorporates accurate information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates relevant outside information (work of Mandela; destruction of Buddhist monasteries and schools; continued restrictions by the Communist government in China; additional information about the lack of success by the United Nations in Rwanda)
- Includes relevant facts, examples, and details; but is more descriptive than analytical, mentioning examples rather than explaining them (comparison of rights and privileges of whites and blacks in South Africa; actions of Mandela as president; use of Chinese army to massacre Chinese students)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of human rights abuses by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

**Conclusion:** Overall, the response best fits the criteria for Level 4. The response addresses multiple examples of violations with facts and details in a concise manner. The strength of the response is in using the efforts to eliminate human rights violations to enhance each discussion of abuses. The conclusion expresses hope that fewer violations will occur in the future.

# Global History and Geography Specifications Grid

June 2002

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Environment and Society	Standards 2 and 3: World History; Geography
Document-based Essay	Human Rights	Standards 2 and 5: World History; Civics, Citizenship, and Government

## Regents Examination in Global History and Geography — June 2002 Chart for Determining the Final Examination score (Use for June 2002 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 47 would receive a final examination score of 78.

**Total  
Essay  
Score →**

0	1	2	3	4	5	6	7	8	9	10
0	5	9	13	18	22	26	30	34	37	41
1	6	10	15	19	23	27	31	35	39	42
2	8	12	16	20	24	28	32	36	40	43
3	9	13	18	22	26	30	34	37	41	45
4	10	15	19	23	27	31	35	39	42	46
5	12	16	20	24	28	32	36	40	43	47
6	13	18	22	26	30	34	37	41	45	48
7	15	19	23	27	31	35	39	42	46	49
8	16	20	24	28	32	36	40	43	47	50
9	18	22	26	30	34	37	41	45	48	52
10	19	23	27	31	35	39	42	46	49	53
11	20	24	28	32	36	40	43	47	50	54
12	22	26	30	34	37	41	45	48	52	55
13	23	27	31	35	39	42	46	49	53	56
14	24	28	32	36	40	43	47	50	54	57
15	26	30	34	37	41	45	48	52	55	58
16	27	31	35	39	42	46	49	53	56	59
17	28	32	36	40	43	47	50	54	57	60
18	30	34	37	41	45	48	52	55	58	61
19	31	35	39	42	46	49	53	56	59	62
20	32	36	40	43	47	50	54	57	60	63
21	34	37	41	45	48	52	55	58	61	64
22	35	39	42	46	49	53	56	59	62	65
23	36	40	43	47	50	54	57	60	63	66
24	37	41	45	48	52	55	58	61	64	67
25	39	42	46	49	53	56	59	62	65	68
26	40	43	47	50	54	57	60	63	66	69
27	41	45	48	52	55	58	61	64	67	70
28	42	46	49	53	56	59	62	65	68	71
29	43	47	50	54	57	60	63	66	69	72
30	44	48	52	55	58	61	64	67	70	73
31	46	49	53	56	59	62	65	68	71	74
32	47	50	54	57	60	63	66	69	72	75

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

**Total Part I and Part III A Score (continued)**

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