

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 14, 2006 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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
- Four prescored practice papers

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

- A question-specific rubric

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*.

Global History
and Geography
June 14, 2006

Part I

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

Cut Here

Cut Here

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.

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 2006

Theme: Conflict

Conflicts between groups of people have threatened peace in many nations and regions.

Task: Identify *one* conflict that has threatened peace in a nation or region and

- Discuss *one* major cause of that conflict
- Identify *two* opposing groups involved in the conflict and discuss *one* viewpoint of *each* group
- Discuss the extent to which the conflict was *or* was *not* resolved

You may use any major conflict from your study of global history. Some suggestions you might wish to consider include the Crusades, the French Revolution, World War I, the Russian Revolution, the Chinese civil war, the partition of India, the policy of apartheid in South Africa, the Rwandan civil war, and the Bosnian War.

Do not use conflicts that occurred in the United States in your answer.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (*one* major cause of a conflict; *one* viewpoint of *two* opposing groups involved in the conflict; and the extent to which the conflict was or was not resolved).
2. The identified conflict should have threatened peace in a specific nation or region.
3. Identification of either the nation or region where peace has been threatened *or* the specific names of opposing groups is not required as long as the identification is implied in the discussion.
4. The viewpoints of the groups should be in opposition to each other.
5. As is the case with many historical topics, what constitutes the extent to which the conflict was or was not resolved is subject to the student's point of view. The response may discuss the extent of success from a variety of perspectives as long as the position taken is supported by accurate facts and examples.

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing one major cause of a conflict that has threatened peace in a nation or region, discussing one viewpoint of each of two opposing groups, and discussing the extent to which the conflict was or was not resolved
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Russian Revolution*: connects the shift from almost unanimous agreement on the need to change the government to disagreement over support for the provisional government, which resulted in Lenin's and the Bolsheviks' seizure of power in October 1917; discusses the civil war that continued from 1918 to 1921; *Rwanda*: connects the conflict to the colonial legacy when the Belgians favored Tutsis over the Hutus, thus promoting ethnic resentment and planting the seeds for the genocide; discusses the economic hardship and conflict as refugee camps spilled over into neighboring countries such as Zaire and promoted political instability there
- Richly supports the theme with relevant facts, examples, and details (*Russian Revolution*: Bloody Sunday; Russo-Japanese War; October Manifesto; Nicholas II; peasant discontent and land issue; industrialization and exploited working class; proletariat; Duma; Mensheviks; World War I; Kerensky; "Peace, Land, and Bread"; Treaty of Brest-Litovsk; *Rwanda*: identity cards; 1994 plane crash that killed presidents of both Rwanda and Burundi; Kibila; Mobutu; September 1998 United Nations Tribunal that convicts first person in the world of genocide; United Nations 1999 report criticizing United Nations leaders for not intervening effectively in the genocide, 2003 constitution outlawing the inciting of ethnic violence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Russian Revolution*: connects the conflict between the upper and lower classes to the overthrow of the czar and establishment of a communist dictatorship; *Rwanda*: connects ethnic conflict that erupted to the European mandate system and Belgian control
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Examples of addressing *at least three* aspects of the task at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Discusses **one** major cause of a conflict that has threatened peace in a nation or region and discusses a viewpoint of **two** opposing groups involved in the conflict
2. Discusses **one** major cause of a conflict that has threatened peace in a nation or region; discusses a viewpoint of **one** group involved in the conflict; and discusses the extent to which the conflict was or was not resolved
3. Discusses a viewpoint of **two** opposing groups involved in a conflict that has threatened peace in a nation or region and discusses the extent to which the conflict was or was not resolved

Exception: If *at least two* components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Examples of addressing *at least two* aspects of the task at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Discusses **one** major cause of a conflict that has threatened peace in a nation or region and discusses a viewpoint of **one** group involved in the conflict
2. Discusses **one** major cause of a conflict that has threatened peace in a nation or region and discusses the extent to which the conflict was or was not resolved
3. Discusses a viewpoint of **two** opposing groups involved in a conflict that has threatened peace in a nation or region
4. Discusses a viewpoint of **one** group involved in the conflict that has threatened peace in a nation or region and discusses the extent to which the conflict was or was not resolved

Score of 1:

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

Score of 0:

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

The peace and stability of a nation or region are vital to the nature of its political, social, economic, and foreign affairs. A conflict could be anything from a protest for democracy to a full out religious conflict, and yet they all have the similar effect of destabilizing the nation's political and social structures. The French Revolution then, is a classic example of an internal conflict. Although beginning as a fight for class equality, it eventually included many distinct political groups looking for power, democracy, or even basic liberties. Yet, all the fighting and determined efforts of the people went to waste as a dictator emerged, who took full power and made little reform for the French people. Nevertheless, the French Revolution proved that conflicts can seriously undermine a nation's peace, unity, and stability.

Eighteenth-century France was a culture of monarchy, severe feudalism and landholding, class tensions, as well as a general cry for democracy and individual liberties. When the King had called upon the Estates-General to solve the nation's economic debt, he instead witnessed a battlefield of class struggle. The third estate, that of the lower classes, would not accept their traditional smaller voice in the Estates-General, when they represented the majority of the French population, while first and second estates consisted of the

clergy and landholding nobility. The refusal of the third estate to be on his terms led to the tennis court ~~oath~~^{oath} and the establishment of the National Assembly. Both actions by the third estate sparked the beginning of the French Revolution. A major cause of the French Revolution, then, was class tensions between the majority commoners and the minority, but powerful clergy, nobility and monarchy.

Throughout the French Revolution several opposing groups emerged. Revolutionists, Royalists, Jacobins, and etc, that all vied for support, power, and triumph of their principles. A major group was the Royalists, or those who wanted power returned to the Royal Family, and a return to the landholding system with power in the hands of the nobility. This was supported mainly by the landholding nobles, catholic clergymen, and the Royal Family, as well as foreign rulers who wanted a return to peace in the region. Initially, many of the nobles including the monarchs tried to emigrate to neighboring countries, such as Austria. The monarchs were unsuccessful. The revolutionists were the revolutionary men and women, mainly from the lower and middle classes who wanted more voice in govt. and basic liberties such as more suffrage, equality of all men, as well as a more democratic government with less power at the hands of the nobles.

The Revolution, lasting over a decade, saw the rise of many different govts - the National Assembly, rule under Robespierres (Jacobins & Reign of Terror) as well as the National Directory (Thermidorean reaction). They all gave temporary gratification for the needs of the people, but proved incapable in the long term. The only triumph was seen by Napoleon, who gained power as French dictator/emperor through a simple military coup and attempted to make France a world empire and restore grandeur in the French nation. Yet, his pursuits collapsed in part due to his defeats by the British navy and he was instead exiled. Nevertheless, Napoleon's reign was over and France's monarchy was restored by the Congress of Vienna. Although Napoleon gave some liberties, and made some changes to the structure of the govt., his rise to power brought an end to the French Revolution and the immediate aspirations of a democracy. It did not resolve the overall conflicts.

Nevertheless, the French Revolution was an example of several small problems that erupted into a full blown revolution that lasted for quite a time in France. Although overall, the French did not get their democratic, enlightened government that they hoped for, it still made a great difference in French history and govt., while most definitely proving to be an extreme conflict of the time.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing class inequality as one major cause of the French Revolution, discussing one viewpoint of the revolutionaries and one of the Royalists, and discussing the extent to which the conflict was resolved
- Is more analytical than descriptive (connects the French Revolution's undermining of peace, unity and stability with the military coup that made Napoleon emperor; Third Estate would not accept their traditional smaller voice in the Estates-General; Royalists wanted power returned to the royal family and a return to the landholding system; many different governments gave temporary gratification to the needs of the people, but proved incapable in the long term; Napoleon's rise to power brought an end to the French Revolution and the immediate aspirations for democracy, thereby not resolving the overall conflict)
- Richly supports the theme with relevant facts, examples, and details (equality; culture of monarchy, severe feudalism, and landholding class tensions; Estates General; Tennis Court Oath; National Assembly; class tensions; clergy, nobility, and monarchy; suffrage; Robespierre; Jacobins; Reign of Terror; military coup; National Directory; Thermidorean Reaction)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response includes rich supporting detail and insightful analysis by demonstrating an understanding of the French Revolution. Although the discussion of the results focuses primarily on the immediate outcomes of the Revolution, it alludes to changes that were to come.

In history, conflicts between groups of people have threatened peace in many nations and regions. These threats to peace are usually caused by religion or/and political differences between groups. Such conflicts affect nations in a very significant way, and many times these conflicts have yet to be resolved.

A strong example of a threat to peace in a nation or region is the Partition of India. This was a conflict between the Indian Hindus and the Indian Muslims. There are several causes for this conflict, and even today this rift remains a major problem between India and Pakistan and inside India.

India got its independence from Great Britain in 1947. However, the new country was faced with one big tribulation: The Hindus and Muslims in India could not settle to an agreement on how to share power. India is ~~is~~ Hindu dominated but it has a large Muslim minority. The Muslims are different religiously from the Hindus. While the Muslims believe in one god, are monotheistic and believe in equality, the Hindus believe in several gods like Shiva and Vishnu which some believe makes them polytheistic. The traditional caste system in India has been part of their past history and continues to influence the country today even though it was outlawed in the 1951 Constitution. Even though the Hindus guaranteed the Muslims seats in the newly established government, they were not willing to take a chance. The Muslims feared that they would not receive equal rights nor an equal voice in the government. Although Bherdi strongly urged unification, the Muslims refused. Ali Jinnah, an instrumental leader of the political party – the Muslim League, strove to gain independence for the Muslims. He succeeded. India

then become partitioned into two countries): India and Pakistan.

The conflict still exists today despite Partition. There is still a significant percentage of Muslims living in India and several cities in the Kashmir area are Muslim dominated. The Muslims say that since some of these Indian-controlled areas are populated heavily with Muslims, they have rights to this land & believe it should become part of Pakistan. The Hindus feel however that because such areas belonged to India for centuries, they must remain permanently part of India. Another aspect of the conflict also continues – the religious conflict. The risk of nuclear warfare between the two countries is extraordinarily high. It has been estimated that if such a war would start, it ~~would~~ ^{could} cost the lives of 12 million people.

Recently, India's government has been dominated by the BJP a Hindu party that supports Hindu social and religious values. As a result, intolerance between the two religious groups has increased in India. Both sides have used terrorist tactics against one another. Hindus have burned down mosques & have beaten Muslims in the street. Bombings by Muslim extremists have taken place at Hindu holy sites. On a political level, Muslims also have less representation in the Indian government.

Although India was initially partitioned into two countries – Pakistan and India, the same religious, political, & territorial conflicts still remain and have yet to be resolved. Even though the Muslims in Pakistan have their own government and rights (political & ^{religious} freedom), there are still the aforementioned problems in Kashmir & in India. Hopefully in the future, both Pakistan & India will look away from their differences so that they can establish peace among their peoples.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing religious differences as one major cause of the partition of India, discussing one viewpoint of the Indian Hindus and one of the Indian Muslims, and discussing the extent to which the conflict has not been resolved
- Is more analytical than descriptive (Muslims are different religiously from the Hindus; although the Hindus guaranteed the Muslims seats in the newly established government, Muslims feared that they would not receive equal rights nor an equal voice in the government; Hindus believe that areas in dispute belonged to India for centuries and must remain permanently in India; connects the long-standing religious conflict in India to the present-day threat of nuclear warfare between India and Pakistan)
- Richly supports the theme with relevant facts, examples, and details (independence from Great Britain in 1947; monotheistic; Shiva; Vishnu; polytheistic; traditional caste system; Muslim League; Ali Jinnah; Kashmir)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The discussion demonstrates an understanding of the roots of the Hindu-Muslim conflict inside India and in neighboring Pakistan. The response addresses an ongoing issue for the Indian people and the consequences of the failure to resolve those differences.

The implications and repercussions of conflict branch out as does a tree, affecting smaller and smaller areas of the world, eventually causing even more conflict and unrest. The end of World War II, along with many other factors, sparked the Cold War, a war of ideologies, between Eastern European Communist nations and pro-Western Non-Communist nations. The war was so influential that it divided most of the world into two separate blocs, the Western bloc and the Eastern bloc, causing political, economic, and social unrest. From 1945 to 1989, the world witnessed domination and new scientific strides; any one nuclear weapon could wipe out the capitals of any continent. The Cold War was one of the most impactful wars of the 20th century.

The causes of the Cold War acted as roots of an ever-growing tree. During World War II, Communist Soviet Union and democratic United States emerged as superpowers, both developing atomic weapons. When the U.S. dropped the atomic bomb on Hiroshima Japan to end the war, the U.S.S.R. was intimidated. This spiraled into a nuclear arms race, serving as influence and power for these superpowers. Also, the Russian Revolution had led to the adoption of communism in the U.S.S.R. and the desire to spread it. The end of World War II served to increase tension in the brewing conflict between the U.S. & the U.S.S.R., especially as they planned for the division of Europe after the war at Yalta.

Following WWII, both the U.S. and the U.S.S.R. sought to spread their influence on newly independent territories. Having attained their new-found independence, these countries were very susceptible to the influence of the superpowers, especially the vulnerability of Eastern European nations that had been occupied by the U.S.S.R. at the end of WWII. The Soviets Union's

main goal was to create a "buffer zone" of communist nations in Eastern Europe. Communist governments were started in Eastern Europe. By doing this, not only could they rule as totalitarians, but the Soviet Union could be free from worry of direct invasion by Western nations.

The United States supported George Kennan's theory of containment. It believed that by passing Marshallism (the Marshall Plan) and supplying these nations with economic aid, it would be less likely that Communism would be adopted in these nations. NATO was formed to help protect members from Communist attacks. Some but not all Western European countries joined NATO.

Eventually, the end of the Cold War came. In 1985, Soviet leader Mikhail Gorbachev instituted political and economic changes. These changes indirectly influenced the satellite countries. The Berlin Wall fell in 1989. As a result, Communism faded in many of the Eastern European nations. To this extent, the Cold War was over before the 21st century. Communism still exists in nations such as China and Vietnam, but the influence of Communism has definitely faded.

Conflict follows conflict and causes more conflict. It is inevitable. The Cold War followed as a result of WW II, and caused much of the world to split into communist and non-communist groups. The United States strongly opposed communism and supported containment, then then eventually, containing Communism and helped to end the Cold War.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the rivalry of the superpowers as one major cause of the Cold War, discussing one viewpoint of the Eastern European communist nations, minimally addressing the viewpoint of the United States, and discussing the extent to which the conflict was resolved by focusing on the political reasons for the collapse of communism
- Is both descriptive and analytical (United States use of atomic bombs intimidated the Soviets and spiraled into a nuclear arms race; World War II served to increase tensions between the United States and the USSR, especially as they divided Europe at Yalta; Soviet Union's main goal was to establish a buffer zone and be free of worry of direct invasion from Western nations; Marshall Plan of the United States was to supply aid and to stop the spread of communism in Europe; NATO was formed to protect members from communist attacks)
- Supports the theme with relevant facts, examples, and details (Western bloc; Eastern bloc; nuclear weapon; division of Europe; Hiroshima; totalitarians; imperialists; George Kennan's theory of containment; Mikhail Gorbachev; Berlin Wall; communism still exists in China and Vietnam)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the discussion assesses the vulnerability of Eastern European nations to communism and comments on the role of the Soviet Union in the Cold War, the point of view presented on the United States is limited. Historical details and sophisticated connections between events strengthen the response.

The Kashmir Region which is located northeast of Pakistan and north of India has been become an area of conflict since the mid 1900s. In 1947 at the time of partition of British India the Prince of the Kashmir Region asked to become an independent state. Britain would not agree to this. Although the area was predominantly Muslim $\frac{2}{3}$ of it was placed under India's control. Pakistan was unhappy with this arrangement. Pakistan was a Muslim state and had one purpose; to unite all Muslims in one land. This is similar to today's conflict between Israelis and Palestinians. The battle over this region involves religious, political, and economic conflicts and differences.

The Pakistanis feel that they should have control of the Kashmir Region because it is predominantly Muslim and India is a Hindu state. This is one cause of conflict. The Indus River runs through Pakistan and Kashmir. Pakistan sees the Indus River as one of their most valuable resources. India has control of the Indus River, and the irrigation it provides. Politically, Muslims believe that India doesn't deserve the ~~people~~ Kashmir region because the people had been promised that they would have the right to vote on where they wanted to belong but they didn't allow them to do so.

The Indians feel that they should be able to keep this area because after all there was a legal document that gave most of Kashmir to India. Also, Indus River is also a valuable resource for hydroelectric power. Giving the region away to Pakistan will hurt India economically because of lost money from tourism and mineral resources.

The conflict still remains today. Since 1947 there has already been two wars ~~is~~ between the countries. It has even reached points where nuclear weapons were detonated during test trials. This has been a global concern throughout the world because they are afraid that India and Pakistan are having a nuclear arms race. There has been many attempts at resolving this conflict but it still created problems. Suggestions of splitting the region along the Chenab River, for example was rejected. Even an independent Kashmiri state was proposed, still Pakistan and India found it unfair. In recent news, however, political leaders in the Kashmir Region has been invited to talk with both India and Pakistan.

The conflict over the Kashmir Region is important because both India and Pakistan has the ability to possess nuclear weapons. The ongoing conflict between the religions, and battle over the Indus River, may disrupt the stability between the two nations.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing control of the Kashmir region as one major cause of the conflict between Hindus and Muslims, discussing the Muslim point of view and the Hindu point of view, and discussing the extent to which the conflict was resolved
- Is both descriptive and analytical (this conflict is similar to today's conflict between Israelis and Palestinians; Pakistanis want control of predominantly Muslim Kashmir region and India is Hindu; Muslims believe India does not deserve Kashmir because the people had been promised that they would have the right to vote on where they would belong and they have not been allowed to do so; Pakistan sees the Indus River as a valuable resource for irrigation; India wants to keep Kashmir and control of the Indus River for hydroelectric power, tourism, and mineral resources)
- Supports the theme with relevant facts, examples, and details (partition of British India in 1947; nuclear arms race; Chenab River)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response shows an understanding of the social, political, and economic reasons for the two points of view for the conflict in Kashmir. The response lacks the depth of detail required for a level 5 rating. A more thorough development of the similarities between the Israeli-Palestinian conflict and the Kashmir conflict would have strengthened this response.

History has shown that it is next to impossible, for every race or culture to tolerate each other all the time. There is no way to stop the creation of laws and policies that limit the human rights of certain groups of people. One relatively recent example of this oppression involves apartheid in South Africa.

Apartheid is a policy of segregation among whites, coloreds, Asians, and black Africans in South Africa. The ancestors of white Dutch settlers were known as Boers and later Afrikaners. They felt that they had the right to oppress the non-white population. In general, a small group of white people thought that they were superior to the black residents of South Africa, that made up the majority of the population. Because the Afrikaners felt that they should be in control of the government, In 1948 they passed laws that made whites superior to all other groups. Blacks should be confined to bantustans.

Bantustans were plots of land set aside for tribal groups throughout the country that were often dry and unproductive. Non whites in South Africa obviously had much different viewpoints than the whites. Black people wanted to participate in their government, and not have to withstand oppression like job restrictions and pass laws in their own country. A major anti-apartheid group was the ANC. The ANC was an organization that sought to end apartheid nonviolently. The Sharperille Massacre was a turning point where 69 peaceful demonstrators were killed; the ANC became a much more aggressive group. Nelson Mandela was arrested in 1962 and charged with

treason. He was tried and jailed for life. While Nelson Mandela was in jail anti apartheid feelings were expanding. Young people in the 1970s protested against laws that required blacks be taught in Afrikaans. Student protests swept the nation. This was the beginning of the end for apartheid. Economic sanctions were eventually put on South Africa by nations like the USA. The Olympics were even withheld. Pressure was mounting and FW de Klerk became the new white president. He began passing laws that lightened up apartheid and attempts at racial equality were gaining popularity. Eventually, Nelson Mandela was released. From jail he had worked with de Klerk to bring changes. In 1994 Nelson Mandela became the first black president of South Africa. It is safe to say, apartheid in South Africa was practically resolved at that point, although social and economic problems remain.

All in all, while conflict can be difficult to prevent, there is usually a solution. South Africa went from a racist, segregated country to one that was much more accepting and equal. A lot of dedication, perseverance and even a few casualties have changed South Africa into the more tolerant country that it is today.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the policy of apartheid as one major cause of the conflict in South Africa, discussing one viewpoint of the Afrikaners and one of the nonwhites, and discussing how the conflict was resolved
- Is more descriptive than analytical (Afrikaners felt they had right to oppress the nonwhite population; Afrikaners felt they should control government and passed laws making whites superior; blacks should be confined to Bantustans; Bantustans were plots of land set aside for tribal groups; blacks wanted to participate in government and not have job restrictions and pass laws; economic sanctions put on South Africa by USA and other countries; Sharpeville massacre was a turning point and the ANC became a much more aggressive group)
- Supports the theme with relevant facts, examples, and details (white Dutch settlers; whites, coloreds, Asians, and black Africans; Olympics; F. W. de Klerk; racial equality; Nelson Mandela became the first black president of South Africa)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Sufficient detail is offered to indicate a general knowledge of the apartheid policy in South Africa. The viewpoints of the white minority and black majority are only mentioned in the description of the period of apartheid in South Africa. This weakens the response, as does the limited discussion on how the conflict was resolved.

In regions where there are various groups of people with different views and beliefs, conflicts between these groups is inevitable. Their point of views of a situation differs, therefore causing a disagreement. This disagreement most often than not turns violent and the peace that may have existed in the area is disrupted. ~~was~~ Throughout history, there have been many cases of conflicts between groups of people that have ~~disrupted~~ ^{threatened} the peace. One example of this is the French Revolution, where it was the peasants and the nobles that clashed.

In the 1700s, peasants in France were extremely unsatisfied with their way of life. They made up the majority of the population and were impoverished.

The nobles however, enjoyed their lifestyle, as they were wealthy and exempt from taxes. Because the nobles did not pay any taxes, King Louis ~~XIV~~ XVI forced the peasants to pay them, ~~giving~~ giving the peasants a heavy burden to bear. Even when France was badly in debt as a result of constantly fighting wars, the nobles refused to pay a small land tax that would slowly pull them out of debt. This created a feeling of resentment in the peasants (also known as the Third Estate). They

felt as though they were being taken advantage of while the nobles lived comfortably. This vast difference between the rich and the poor was one major cause of the French Revolution, as the peasants became more and more dissatisfied and, ^{inspired by Enlightenment ideas,} demanded democratic reforms.

The two opposing groups involved in the French Revolution were the poor peasants and the wealthy nobles. The peasants were the ones who ultimately began the conflict with the Tennis Court Oath and the Storming of the Bastille. Because the peasants were unhappy with the way they were treated, they sought democratic reforms.

They wanted all the freedoms that they felt were entitled to them, including freedom of speech and press. They met at a Tennis court to discuss these changes and all the people decided that they would not stop meeting until ~~they~~ France established a Constitution, granting them these rights ^{that} they wanted. They also went so far as to attack the Bastille, a French army, sending the king the message that so long as they were still oppressed, they ~~would~~ could not be stopped. In both of these events, the peasants showed their

dissatisfaction with the king and their way of life in France. They firmly supported reforms that would grant them more rights. The nobles, however, would never agree to such reforms. Being exempt from taxes, they were happy with how the government functioned as it was. They would in no way support any changes that would take away their power and status.

Although the king of France was killed at the guillotine, the conflict between peasants and nobles was not wholly resolved. Following King Louis' reign, in ~~1799~~ 1799, Napoleon Bonaparte took power in a coup d'état known as the Brumaire Coup. He then established a dictatorship. As a dictator, he listened very little to the needs of the people because he held all the power. However, he did allow for some democratic reforms in France. Nobles were no longer exempt from taxes and a set of laws, the Napoleonic Code, was established. He also promoted education by creating schools known as lycées. So although Napoleon gave the peasants and nobles some sort of equality, the issue was not completely resolved because both groups ~~were~~ remained unsatisfied with their new ruler as well. →

The French Revolution is ~~was~~ only one example of a conflict that has destroyed peace within a country. ~~Many~~ Many more have arisen that rattled the region and threatened the stability that once existed. The French Revolution disturbed France under King Louis ~~XIV~~ XVI and sparked an even worse problem under Napoleon Bonaparte.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by mentioning the cause of the French Revolution, discussing a viewpoint of the nobles and a viewpoint of the peasants, and discussing the extent to which the conflict was resolved under the rule of Napoleon
- Is both descriptive and analytical (nobles enjoyed their lifestyle because they were wealthy and exempt from taxes; peasants had a heavy burden to bear under King Louis XIV; resentment by the Third Estate when nobles refused to pay a small land tax even when constant wars put France badly in debt; vast difference between the rich and poor was a major cause of the French Revolution; peasants decided they would not stop meeting until France established a constitution, granting them the rights they wanted; nobles would not support any changes that would take away their power and status; Napoleon listened very little to the needs of the people because he held all the power; although Napoleon gave nobles and peasants some sort of equality, both groups remained unsatisfied with their new ruler)
- Includes some relevant facts, examples, and details (peasants made up the majority of the population; peasants inspired by Enlightenment ideas; Tennis Court Oath; storming of the Bastille; King of France killed at the guillotine; Napoleon came to power in a coup d'état; Napoleonic Code; lycées); includes some minor inaccuracies (refers to the Bastille as an armory; following King Louis' reign, in 1799, Napoleon Bonaparte took power)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response does not distinguish between groups within the Third Estate. The cause of the French Revolution is mentioned, but is not developed. The strength of the response is in the discussion about the views of the opposing groups and in Napoleon's role in ending the French Revolution. These sections are detailed and somewhat analytical.

There are many factors that have contributed and will continue to contribute to world conflicts. These conflicts threaten ~~people~~^{people} for the people of entire regions. These conflicts are rarely resolved without blood shed. An example of these threatening conflicts is the French Revolution which began in 1789. A revolution is a when there is a great amount of change in a short period of time.

The French Revolution took place because of the French citizens dissatisfaction with their current life. Just before the French Revolution France was led by the absolute monarchy, Louis XVI. An absolute monarch is a King or Queen ~~who~~ who rules their nation with all of the power in their hands. Louis XVI inherited the throne and was a poor ruler. His government was inefficient and corrupt and the 1st and 2nd estates were given many privileges. An example of these privileges is that members of the 1st and 2nd estates didn't have to pay taxes even though they were the wealthy land owners. This greatly upset the members of the 3rd Estate who were the majority of the population. For these reasons corrupt and inefficient government was the ~~big~~ most prominent cause for the French Revolution.

There were many different groups ~~as~~ with very different ideas for France during the revolution. ~~These~~ These groups ranged from very conservative to radical and included reactionaries, conservatives, moderates, liberals or Revolutionaries, and finally radicals who were also known as Jacobins. The groups whose ideas were furthest from each other were the reactionaries or people who wanted to return the monarch to power, and the Jacobins who wanted to erase any trace of the monarchy in France. Robespierre is the most famous radical because of his Reign of Terror. He took the ideas of the Jacobins very seriously and sent thousands of people to the guillotine ~~for supposedly being unrevolutionary~~.

The conflict in France went on for ~~many~~ years and cost many innocent people their lives. The conflict wasn't fully resolved for a long time. After Louis was overthrown Robespierre came to power and caused even more turmoil with his Reign of Terror. Then Robespierre was killed and things in France began to calm down a little. A democratic government was put in place but it was not very strong. This allowed Napoleon to take over and rule as a dictator because

of the conflict of the French Revolution France was unstable for many years.

The French Revolution was a very important conflict. It was caused as many revolutions are by people's dissatisfaction with their situation. The conflict threatened the lives of many a France and a huge number went to the guillotine. The French Revolution was a conflict that caused great unrest in Europe.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the French Revolution, discussing one viewpoint of the Third Estate, mentioning one viewpoint of the Jacobins, and minimally discussing the extent to which the conflict was resolved
- Is more descriptive than analytical (Louis XIV was a poor ruler; his government was inefficient and corrupt and the First and Second Estates were given many privileges; reactionaries wanted to return the monarch to power while Jacobins wanted to erase any trace of the monarchy; Robespierre took the ideas of the Jacobins very seriously and sent thousands of people to the guillotine for supposedly being not revolutionary; Robespierre was killed and things in France began to calm down a little; democratic government was put in place but its lack of strength allowed Napoleon to take over and rule as a dictator)
- Includes some relevant facts, examples, and details (before the French Revolution, France was led by the absolute monarchy of Louis XIV; First and Second Estates did not have to pay taxes even though they were wealthy landowners; the Third Estate was the majority of the population; different groups in France ranged from conservative to radicals known as Jacobins; Robespierre is the most famous of the Radicals because of his Reign of Terror)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The development of the viewpoint of the Jacobins is minimal as is the extent to which the conflict was resolved. However, the response does demonstrate a good grasp of the causes of the French Revolution.

Throughout time, there have been countless numbers of conflicts amongst nations, although some stand out more profoundly than others. From the beginning of time up until the present day, the peace of the nation has been threatened. A major conflict, not just threatening but destroying the peace, happened during the time of Nazism. The Holocaust, a huge crisis between the Jewish citizens of Germany and the Germans. Life was no longer the same within the nation of Germany and no one had seen it coming.

Reasons of the actual genocide of the Jews in Germany can run on and on, but the major reason why this period became so well-known was because, the Germans felt superior to the so-called, "inferior" Jews. If it were not for the belief that one race was stronger and better than the other, than this whole dilemma may have never come to be. Hitler, seeing the Jews as only pawns in his scheme to exterminate those who are not of the Aryan race, killed and used the Jews like slaves. Brought to concentration camps, the Jewish were shipped off to various locations where they would be set to work until the day in which they die.

Leading this genocide, Adolf Hitler believed he was doing the best thing that could have been done for Germany at the time. He saw the Jewish people as a conflict

to the peace of the nation and believed that if they were to be exterminated, then there would no longer be any conflict within his country of Germany. Having numerous amounts of followers, he was an almost unstoppable force which led all the way up to the day in which he died in the bunker against the American and British forces. Hitler in many ways was the actual conflict to the peace of the nation. His own appearance went against his restriction to what people ~~should~~^{should} be. He was the conflict of the nation yet he believed, in his own viewpoint, that everyone else was the problem, so he saw his only outlet was killing the Jews. The Jews, on the other hand, although not really having any chance of opposing the Nazi forces, really did not want to face what was going on.

The Holocaust and World War II was settled, yet with many setbacks. Destruction of many cities and the unheard of number of deaths of the people brought wonder to the eyes of millions of people, wondering how something so gruesome could have taken part in their ~~concentration~~^{world} with the allied forces closing in on the concentration camps within Germany. It was the beginning of the imminent defeat of Adolf Hitler and his viewpoints.

The time of Adolf Hitler was coming to an end, allied forces were closing in, and the end was near. With one last push, the final total blow was thrown and Germany

along w/ the Holocaust finally collapsed

Nations, big or small, will all have peace altering situations which some may not have believed could happen. The peace of the nation, is always in danger, but there are always people who try to uphold the peace.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the Holocaust, discussing the viewpoint of Hitler, mentioning the viewpoint of the Jewish people, and mentioning the extent to which the conflict was resolved
- Is more analytical than descriptive (Germans felt superior to the so called “inferior” Jews; if it were not for the belief that one race was stronger and better than the other this whole dilemma may have never come to be; Hitler saw the Jews as only pawns in his scheme to exterminate those who were not of the Aryan race; Hitler believed he was doing the best thing for Germany at the time; he saw the Jewish people as a conflict to the peace of the nation and believed if they were exterminated, the conflict would be ended; Hitler’s numerous followers made him an almost unstoppable force; in many ways, Hitler was the conflict because his own appearance went against his belief of what people should be and yet he believed in his own viewpoint; the Jewish people did not want to face what was going on)
- Includes some relevant facts, examples, and details (Jews were shipped to various concentration camps; Hitler led the genocide; destruction of cities); includes a minor inaccuracy (Hitler died in the bunker against the American and British forces)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Hitler’s perspective is the primary focus of the response, while the Jewish perspective is included as a single statement. The extent to which the conflict was resolved is minimally addressed in the statement about Hitler’s death.

Throughout time disputes and differing views between peoples have caused conflicts and bloodshed. Often these are conflicts that occur do to the differing beliefs of religion, political parties, or nationality. One such conflict brought the entire world into war. This conflict was the anger that was felt by the Serbians toward Austria-Hungary. This conflict ended with the biggest bloodshed the world had ever seen so far, World War I.

Archduke Franz Ferdinand traveled through Serbia with his wife when suddenly he was shot and killed. He was killed by a Serbian nationalist group known as the Black Hand. By killing the Archduke the Serbians had just triggered the biggest event that lead to WWI. Austria-Hungary declared war on Serbia and by doing so they ended the peace in the rest of the world. They pulled their allies into the war with them. Serbia did the same, and soon all of the great world powers were at war.

The Black Hand who had been a catalyst for the war believed that they should be free from threat of Austria-Hungary they believed that this would show Austria-Hungary that they would not allow themselves to be occupied. The Austria-Hungarians were so angered

by the assassination of the archduke that they felt that something must be done to show that the Serbians could not get away with the ~~restraction~~ ~~or~~ ~~the~~ murder of one of their leaders with out consequence.

In the end the conflict ~~is~~ was resolved by the ending of the war. The Serbians had won the war with their allies and Austria-Hungary was forced to pay for the war and the damage they inflicted on the winning sides. Also Austria-Hungary was broken up into a few smaller nations.

~~The~~ World War I is a grand scale example of the conflict that is formed from the differing ideas of groups. Both sides suffered great losses. This shows how conflict between a few ~~or~~ ~~more~~ groups can ~~lead~~ ~~to~~ threaten peace in many regions.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing nationalism as one major cause of World War I, mentioning one viewpoint of the Serbians and one of the Austrians, and mentioning the extent to which the conflict was resolved
- Is primarily descriptive (killing Archduke triggered biggest event; ended peace in rest of world; pulled their allies into the war; Black Hand believed they should be free from the threat and occupation of Austria-Hungary; Austria felt something must be done to show that the Serbians could not get away with murder)
- Includes some relevant facts, examples, and details (Archduke Franz Ferdinand; nationalist groups; Austria-Hungary was broken up into smaller states); includes an inaccuracy (Austria-Hungary was forced to pay for the war)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The cause of the war, while approached narrowly, is supported by the effect of the assassination of the Archduke. The discussion of the outcome is limited and contains overgeneralizations and an inaccuracy.

Peace in nations and regions have been threatened because of conflicts between groups of people. In history, there are many examples of this. Specifically, one example is the French Revolution.

The major cause of ~~the~~ ^{the} French Revolution was monarchy or ruling by a king or queen. The people of France were fed up with this type of rule. There was a conflict between radicals and nationalists. The radicals wanted ~~immediate~~ ^{dramatic} immediate change in the government. They were ~~mostly~~ mostly made up of peasants and workers because they were the ones most affected by monarchy rule. The nationalists ~~no~~ didn't want anything to change in the government. They were mostly made up of wealthy landowners because during monarchy rule, they were treated well.

This conflict was eventually resolved. ~~The~~ The radicals and liberals, who wanted a lot of change but not complete change, got rid of the monarchy through riots such as the Storming of the Bastille. After the Revolution, a government was set up that gave more ^{equal} rights to the people.

A disagreement between radicals and nationalists started the French Revolution. By the end, France was changed to be more equal between the classes of ~~social~~ society. The French Revolution was an example of peace being threatened in nations because of conflicts between groups of people.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing the monarchy as one major cause of the French Revolution, discussing one viewpoint of the radicals and one of the “nationalists”, and discussing the extent to which the conflict was resolved
- Is primarily descriptive (radicals wanted dramatic immediate change in government; “nationalists” did not want anything to change in the government; France was changed to more equality between classes of society)
- Includes few relevant facts, examples, and details (liberals; storming of the Bastille; radicals got rid of the monarchy); includes some inaccuracies (radicals and liberals wanted a lot of changes but not complete change; confuses “nationalists” with “nobles”)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a very general knowledge of one cause and two points of view. The discussion of resolution is very limited. Few facts and details are provided.

During the cold war communism started to spread. But the United States policy of containment forced them to intervene in several countries. One of the countries being Korea.

Korea was split into two, Communist north and ~~democratic~~ ^{non-communist} south. This of course sparked a conflict north Korea wanted to unite Korea under one communist government. Of course America had to put a stop to this so they aided both Korea. North Korea was aided by China and the Soviet Union. Both of these countries bordered north Korea's border.

They fought and fought each other until there was a cease fire.

A peace conference was arranged, and north Korea would have a united Korea except it would not be communist. North Korea refused the offer however. So now Korea remains divided

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing the dispute between the policies of expansion and containment of communism as one major cause of the conflict in Korea, discussing one viewpoint of the communists and one of the noncommunists, and discussing the extent to which the conflict was not resolved
- Is primarily descriptive (North Korea wanted to unite Korea under one communist government; America aided South Korea; Korea remains divided)
- Includes few relevant facts, examples, and details (United States policy of containment; China and Soviet Union border North Korea; ceasefire)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The details of the conflict and its resolution are superficial, with a limited discussion of the conflict.

The idea of imperialism, ~~was threatened~~, wanting to expand, has threatened peace in many nations and regions. Germany was a country that wanted to imperialize. When Germany invaded Poland, war was declared on Germany.

After World War I, Germany was told the war was their fault and they had to demilitarize, little military. They couldn't produce weapons. Then Adolf Hitler comes to power and begins to strengthen the military again. Other countries, like France and Great Britain, told Hitler he couldn't produce weapons and have a large military. Hitler said he'd stop and ~~that~~ ^{the} other countries thought he would. Hitler just kept strengthening his military, then ~~was~~ began invading other countries. The other nations did not want to have another world war so they just told him to stop, appeasement. Once Germany invaded ~~a~~ Poland, countries like the United States and Russia declared war. The allies, US, France, Great

Britain won World War II. The United Nations allowed more countries ~~into~~ to join. The UN was formed to stop tensions in the world.

Nobody wants war, so the allies tried to not fight with Germany by just telling ~~him~~ ^{Hitler} what to do. With UN formed war is less likely to occur. There is peace between a lot of nations now.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning demilitarization as an effect of World War I to allude to a cause of World War II, implies opposing viewpoints of Germany and other nations, and mentions the conflict was resolved
- Is primarily descriptive (Adolf Hitler comes to power and begins to strengthen the military; United Nations was formed to stop tensions in the world); includes weak application and analysis (nobody wants war; the Allies tried not to fight with Germany)
- Includes few relevant facts, examples, and details (demilitarize; weapons; appeasement; the Allies); includes some inaccuracies (once Germany invaded Poland, countries like the United States and Russia declared war)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. While the cause of the conflict is discussed in general terms, the treatment of the viewpoints and resolution of the conflict is minimal.

The conflicts created between groups with the usage of religion have threatened peace in many nations. One great example would be the Crusades. The Crusades; a Holy war among Christianity and Islamic followers, ~~was~~^{was} sparked to who controlled the land which was the holy land for both called Israel. In many ways Christianity was derived from Israel shown in the bible. The Pope was insisting upon entering the Holy land and taking over. Because of the land being share among more than just two different religion it was of important value and a sign of economic power.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning religion as one major cause of the Crusades and identifying one viewpoint of Christians
- Is descriptive (holy war between Christian and Islamic followers); has faulty application (Christianity was derived from Israel as shown in the Bible); includes faulty and weak analysis (land being shared between more than two different religions was of important value and a sign of economic power)
- Includes few relevant facts, examples, and details
- Demonstrates a general plan of organization; lacks focus; contains digressions; does not clearly identify which aspect of the task is being addressed; includes an introduction but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. An attempt is made to address the task; however, few relevant details are included and the discussion is very extremely limited.

THROUGHOUT HISTORY, THE PEACE AND STABILITY OF MANY COUNTRIES AND REGIONS HAVE BEEN THREATENED WHEN A CONFLICT SPARKED BETWEEN GROUPS OF PEOPLE. THESE CONFLICTS SURFACE BECAUSE OF RELIGIOUS OR POLITICAL DIFFERENCES, AS WELL AS THE DESIRE FOR TERRITORIAL OR ECONOMIC EXPANSION. AN EXAMPLE OF SUCH A CONFLICT ARE THE CRUSADES. THE CRUSADES WERE A CONFLICT THAT THREATENED THE PEACE AND STABILITY IN A REGION BECAUSE TWO ^{OPPOSING} GROUPS BOTH FELT THEY HAD A CLAIM TO THE LAND OF A REGION, WERE FUELED BY RELIGIOUS MOTIVES, AND FOUGHT OPENLY IN THE AREA OF CONFLICT.

THE CRUSADES WERE FOUGHT IN THE MIDDLE EAST, ESPECIALLY IN PALESTINE, DURING SEVERAL PERIODS IN THE MIDDLE AGES. THE TWO OPPOSING GROUPS INVOLVED IN THIS CONFLICT WERE THE MUSLIMS AND THE CHRISTIANS. BOTH THE MUSLIMS AND THE CHRISTIANS FELT HAD THE RIGHT TO CLAIM THE HOLY LAND (PALESTINE) BECAUSE BOTH OF THEIR RELIGIONS HAD TIES IN THE AREA. IN JERUSELAM, BOTH RELIGIOUS GROUPS HAD HOLY SHRINES, SUCH AS DOME OF THE ROCK AND THE WALLING WALL.

A MAJOR CAUSE OF THE CRUSADES WAS WHEN THE ~~MUSLIM~~ TURKS INVADDED THE HOLY LAND AND CAPTURED THE CITY OF JERUSELAM. SOME CHRISTIANS IN EUROPE WERE OUTRAGED. THE POPE CALLED KNIGHTS FROM ALL OVER EUROPE TO FIGHT IN ~~THE~~ A CRUSADE TO FREE THE HOLY LAND. THE CHRISTIANS VIEWED THE MUSLIMS AS BARBARIANS AND ENEMIES OF CHRIST WHO HAD NO RIGHT TO TAKE THE HOLY LAND. CHRISTIAN KNIGHTS WERE MOTIVATED BY THE PROMISE OF GLORY, REMISSION OF SINS, AND RICHES. THE MUSLIMS VIEWED THE CHRISTIANS AS INFIDELS, AND FELT THAT THEY SHOULD CONTROL THAT LAND AND DEFEND IT FROM CHRISTIAN INVADERS. SINCE MOST OF THE FIGHTING WAS DONE IN THE HOLY LAND AND PARTS OF THE

BYZANTINE EMPIRE, THE PEACE OF THOSE REGIONS WAS THREATENED.

THE CRUSADES WERE A CONFLICT THAT WAS NEVER REALLY RESOLVED. DURING THE CRUSADES, WHICH WERE FOUGHT AT DIFFERENT TIMES BETWEEN THE LATE 1000'S TO 1300'S, BOTH THE CHRISTIANS AND MUSLIMS MADE ADVANCES AND GAINED CONTROL OF CITIES AND AREAS IN THE REGION OF THE MIDDLE EAST. HOWEVER, IN THE LONG RUN, THE EUROPEAN CHRISTIANS WERE DEFEATED AND PUSHED OUT OF THE MIDDLE EAST. TODAY, BECAUSE OF THE CRUSADES THE HOLY LAND IS IN THE HANDS OF THE JEWISH PEOPLE. BUT, THERE IS STILL MUCH CONFLICT OVER THE LAND. ALTHOUGH THE CONFLICT BETWEEN THE TWO GROUPS WAS A LONG AND BLOODY STRUGGLE, IT DID HAVE SOME GOOD OUTCOMES. EUROPEANS GAINED INTEREST IN GOODS THAT THE CRUSADES BROUGHT BACK FROM THE MIDDLE EAST, RESULTING IN THE REVIVAL OF TRADE BETWEEN THE TWO REGIONS.

EVEN THOUGH THE CRUSADES WERE FOUGHT DURING THE MIDDLE AGES, THE HOLY LAND IS STILL AN AREA OF GREAT CONFLICT. HOWEVER, THE CONFLICT IN THE HOLY LAND DURING MODERN TIMES IS MAINLY BETWEEN JEWISH ISRAELIS AND MUSLIM AND CHRISTIAN PALESTINIANS. THE STRUGGLE IN THE MIDDLE EAST OVER CONTROL OF LANDS IS A CONFLICT WHICH CONSTANTLY THREATENS THE PEACE AND STABILITY OF THE REGION, EVEN ALMOST A THOUSAND YEARS AFTER THE CRUSADES.

Conflicts between groups of people have threatened peace in many nations and regions. One conflict was nationalism in the Balkans that led to World War I, which lasted from July 28, 1914 to Nov. 11 1918. There had been much tension in Europe, and there were many other causes for the war. But the nationalistic tensions especially between Austria-Hungary and Serbia played out during the war.

On June 28, 1914, a Serbian teenager, Gavrilo Princip, killed the Archduke of Austria-Hungary, Francis Ferdinand, and his wife. He was a member of a nationalist terrorist group in Serbia called the Black Hand, whose ~~per~~ purpose was to end Austria-Hungary's control over Slavic peoples. The reason that ~~there~~ there tension between the two ~~countries~~ countries was because Serbia felt that Austria-Hungary kept stopping them from expanding. They had wanted to expand so that they could unite the other Slavic peoples, but Austria-Hungary would not allow that to happen. In 1908 Austria-Hungary controlled two Slavic lands, Bosnia and Herzegovina that Serbia wanted. These two lands would have brought Serbia closer to their goal, but they did not reach their goal.

Austria-Hungary, on the other hand, felt that they

needed a reason to prevent Serbia from expanding. They knew that Serbia had been secretly planning against them for months, and they were fearful. Austria-Hungary was trying to prevent Serbia from getting stronger.

With the assassination of the Archduke on June 28, 1914, Austria-Hungary decided to send an ultimatum to Serbia.

The ultimatum demanded that Serbia should stop planning anything against Austria-Hungary, and that Austria-Hungary should be in charge of investigating the murder. With only 48 hours to decide, Serbia agreed to everything but the investigation.

Since Austria-Hungary knew that they had Germany to protect them, they sent Serbia a telegraph declaring war. With Germany now in the battle, other countries soon followed suit; the growing military power of some nations made others feel threatened so they acted on the agreements that they had signed.

The Central Powers, formed from the Triple Alliance, which included Germany, Austria-Hungary, Turkey and Bulgaria. They were soon against The Allied Powers, some of which included France, Britain, Russia and Belgium. France was fearful of German expansion, that is why they joined, and Britain joined because Belgium's neutrality was broken when Germany invaded Belgium. Russia joined because they were protecting the Slavs.

With the help of the United States, the Allies were able to win, but it was not as Wilson called for, "a peace without victory."

The Allies forced Germany to pay huge reparations, and Germany had to surrender their colonized land and other things. Although the conflict between Austria-Hungary and Serbia had been put to rest partly because the empire was broken up, it was not really resolved since there are still problems in the Balkans. So although the conflict had a victor the problem itself was not solved, but merely brought down from its intensity, only to escalate at a later time with ethnic conflict in the Balkans in the 1990's.

It is interesting how one event can cause a conflict that can not only have an effect on a region, but also in history. One conflict can have major effects on the countries and disrupt peace for many years later.

Thematic Essay—Practice Paper – C

One conflict that threatened the lives of many people was the French Revolution. A major cause of the conflict was not enough food. Two groups were the nobles and against the King. The conflict was resolved after WWII.

The revolution started when there wasn't enough food for the people. They started by killing people in the higher class. They killed them by hanging. Most of the food was going to support the troops fighting the war.

The two sides were the nobles and the higher class people. The nobles viewpoint was the government wasn't fair. The higher class people didn't really have a viewpoint because they were all killed due to the revolution.

The French Revolution was resolved after many deaths. Once the people took over they made their own laws. If you didn't follow them you were to be killed.

Many conflicts in history have been due to the unfairness of the government. If people aren't getting food they will revolt to get some. If the government is bad people will revolt.

We all know that not everybody in a nation gets along with each other. Conflicts between groups of people have threatened peace in many nations and regions. One conflict is the policy of apartheid in South Africa.

In South Africa, the term apartheid refers to the strict separation of whites and blacks. The white South Africans have the power. This term is only used to describe the segregation in South Africa.

A major cause of apartheid in South Africa was due to the opposition of the blacks by the whites. The capitalist government in South Africa ~~separ~~ issued the apartheid law.

In South Africa, the 2 groups involved in apartheid were the whites and the blacks. The whites included the government and the blacks included several African Americans trying to abolish apartheid. One of these black leaders was Nelson Mandela.

Nelson Mandela strongly opposed apartheid. He believed it was unjust and wanted it out of South Africa. He fought for his rights through

strikes and revolts. He was jailed for more than 20 years on Robben Island. When he was released, he was elected as the President of South Africa in 1994. He worked extremely hard in getting the nation of South Africa in track without apartheid.

The issue of apartheid was solved with the help of Mandela when he was released from prison. Although Mandela retired as president a few years ago, South Africa is working hard to maintain a stable economy, politically and socially.

In conclusion, recognition of the issue of Apartheid in South Africa allowed for ^{better} change. With conflicts in a nation, it is hard to gain or maintain peace in that specific region. In South Africa, apartheid was abolished to protect the economy of South Africa.

One conflict is war. One group could have a strong military and the other not. The one with the large military could think we are going to get this land. The military that's small and not as strong could think we are going to lose our land and we will be ruled by someone else. But the good thing is the ruler could be better, like divide the land so the farmers get some land of their own. The new ruler could also be mean and keep all the land to himself and have people work for him and not get much out of working for him.

The way this would not be resolved is by the ruler making people work for him. Not much food and not much education. They also would not get money. The only pay they would get would be food and a little house to live.

The people would work all day,
Even the little kids would work.
The family could work in
factories for low pay and bad
conditions.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the cause of the Crusades, discussing a view point of the Christians and a view point of the Muslims and discussing the extent to which the conflict has not been resolved
- Is both descriptive and analytical (both Muslims and Christians felt they had the right to claim the Holy Land because of religious ties in the area; some Christians in Europe were outraged when Turks invaded the Holy Land and invaded Jerusalem; Christians viewed Muslims as barbarians and enemies of Christ, who had no right to take the Holy Land; Christian knights motivated by promise of glory and riches and remission of sins; Muslims felt they should control the land because they viewed the Christians as infidels; in the long run European Christians were defeated and pushed out of the Middle East because of the Crusades; today the Holy Land is in the hands of the Jewish people; Europeans gained interest in goods the Crusaders brought back from the Middle East, resulting in the revival of trade between the two regions; conflict during modern times mainly between Jewish-Israelis and Muslim and Christian Palestinians)
- Includes some relevant facts, examples, and details (Crusades fought in the Middle East especially in Palestine during several periods in the Middle Ages; Dome of the Rock, a holy shrine in Jerusalem; Pope called knights from all over Europe to fight in a Crusade to free the Holy Land; Crusades fought at different times between the late 1000s to the 1300s; both Christians and Muslims made advances and gained control of cities and areas in the Middle East) includes an inaccuracy (Wailing Wall is a holy shrine of Christians and Muslims)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While the treatment of the conflict is somewhat superficial, some analytical statements strengthen the response. The response demonstrates an understanding of the differences between the conflict of the Crusades and the conflict of modern times.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so unevenly by discussing nationalism in the Balkans as one major cause of World War I, discussing one viewpoint of Austria-Hungary in a limited way and one viewpoint of Serbia, and discussing the extent to which the conflict continues today
- Is both analytical and descriptive (Austria-Hungary wanted to maintain control over Slavic peoples; Serbia wanted to expand so that they could unite the other Slavic peoples; not a “peace without victory”; the problem itself was not solved but merely brought down from its intensity to escalate at a later time with ethnic conflict in the Balkans in the 1990s)
- Richly supports the theme with relevant facts, examples, and details (Gavrilo Princip; Franz Ferdinand; Black Hand; Slavic people; nationalism; Bosnia and Herzegovina; Central Powers; Triple Alliance; Allied Powers; Wilson; Balkans)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The focus of the response is nationalism in the Balkans woven into a description of World War I. The Austro-Hungarian point of view is limited to a few statements. The strength of the response is in relating the problems of the early 1900s to the continuing ethnic conflict in the area in the 1990s.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by identifying food shortages as one major cause of the French Revolution and mentioning one viewpoint of the “revolvers”
- Is descriptive (once the people took over, they made their own laws); lacks application and includes some weak analysis (people’s viewpoint was the government was not fair; if the government is bad, people will revolt)
- Includes few relevant facts, examples, and details (revolvers killed higher class people by hanging); includes inaccuracies (conflict was resolved after World War II; most of the food was going to the troops fighting the war; higher class people did not have a viewpoint as they were all killed)
- Demonstrates a general plan of organization; lacks focus; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response appears to have blended details of the French Revolution with details of the Russian Revolution. Although little understanding of the revolutions themselves is evident, there is some understanding of revolutionary conflicts.

Practice Paper D—Score Level 2

The response:

- Minimally develops some aspects of the task by discussing apartheid as one major conflict in South Africa and mentioning the extent to which apartheid was resolved
- Is primarily descriptive (apartheid is only used to describe the segregation in South Africa; major cause was due to the opposition of the blacks by the whites; two groups involved in apartheid were whites and blacks; Nelson Mandela strictly opposed apartheid because he believed it was unjust); includes isolated analysis (issue of apartheid was solved with help of Mandela when he was released from prison)
- Includes few relevant facts, examples, and details (Mandela fought for rights through strikes and revolts; jailed on Robben Island; elected President in 1994); includes some inaccuracies (capitalist government in South Africa; blacks included African Americans)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response minimally develops the conflict between whites and blacks in South Africa and then addresses Nelson Mandela’s involvement in the resolution.

Practice Paper E—Score Level 0

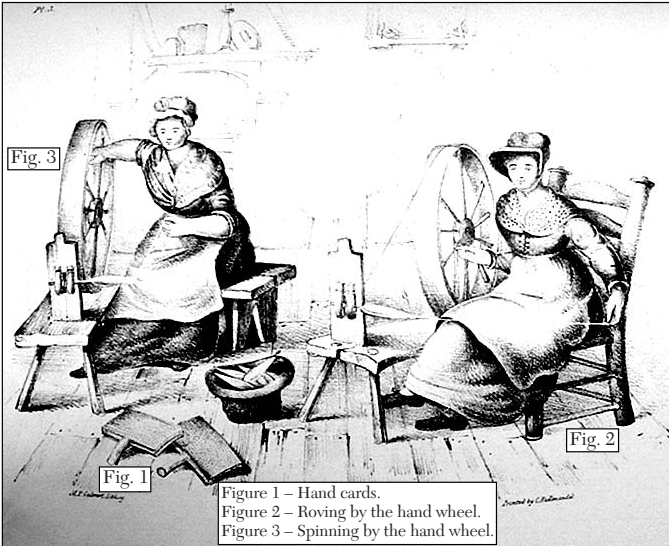
The response:

Only refers to the theme in a general way; includes no relevant facts, examples, or details;

Conclusion: The response fits the criteria for level 0. The response vaguely refers to the theme of conflict without discussing any specific group, region, conflict, viewpoint, and/or resolution.

Global History and Geography
Part A Specific Rubric
Document-Based Question—June 2006

Document 1a



Source: R. Guest, *A Compendious History of the Cotton Manufacture*,
A. M. Kelley, first published in 1823 (adapted)

Document 1b

At Work in a Woollen Factory



Source: *The Illustrated London News*,
August 25, 1883

1 Based on these pictures, state *two* changes in how cloth was produced.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* change in how cloth was produced
Examples: cloth was no longer produced in the home; workers worked in mills instead of at home; machines were more sophisticated; much of the work was done by machines rather than by hand; more workers were needed; more machines could make more cloth faster

Note: To receive maximum credit, two *different* changes must be stated. For example, *cloth was no longer produced in the home* and *cloth was now produced in factories* are the same change expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: women no longer had to do much; work was done by hand; no work was done by hand; women supervised male workers; working conditions were better; wool replaced cotton
- Vague response that does not answer the question
Examples: tools were used; working conditions changed; machines were closer
- No response

Document 2

. . . Passing to manufactures, we find here the all-prominent fact to be the substitution of the factory for the domestic system, the consequence of the mechanical discoveries of the time. Four great inventions altered [changed] the character of the cotton manufacture; the spinning-jenny, patented by Hargreaves in 1770; the water-frame, invented by Arkwright the year before; Crompton's mule [spinning machine] introduced in 1779, and the self-acting mule, first invented by Kelly in 1792, but not brought into use till Roberts improved it in 1825. None of these by themselves would have revolutionised the industry. But in 1769—the year in which Napoleon and Wellington were born—James Watt took out his patent for the steam-engine. Sixteen years later it was applied to the cotton manufacture. In 1785 Boulton and Watt made an engine for a cotton-mill at Papplewick in Notts, and in the same year Arkwright's patent expired. These two facts taken together mark the introduction of the factory system. But the most famous invention of all, and the most fatal to domestic industry, the power-loom, though also patented by Cartwright in 1785, did not come into use for several years, and till the power-loom was introduced the workman was hardly injured. At first, in fact, machinery raised the wages of spinners and weavers owing to the great prosperity it brought to the trade. In fifteen years the cotton trade trebled [tripled] itself; from 1788 to 1803 has been called “its golden age;” for, before the power-loom but after the introduction of the mule [spinning machine] and other mechanical improvements by which for the first time yarn sufficiently fine for muslin [a fabric] and a variety of other fabrics was spun, the demand became such that “old barns, cart-houses, out-buildings of all descriptions were repaired, windows broke through the old blank walls, and all fitted up for loom-shops; new weavers' cottages with loom-shops arose in every direction, every family bringing home weekly from 40 to 120 shillings per week.” At a later date, the condition of the workman was very different. Meanwhile, the iron industry had been equally revolutionised by the invention of smelting by pit-coal brought into use between 1740 and 1750, and by the application in 1788 of the steam-engine to blast furnaces. In the eight years which followed this latter date, the amount of iron manufactured nearly doubled itself. . . .

Source: Arnold Toynbee, *Lectures on the Industrial Revolution of the 18th Century in England*, Humboldt (adapted)

2 According to this document, what were *two* results of the use of machinery?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* result of the use of machinery
Examples: wages of spinners/weavers increased; injuries increased; cotton trade tripled; new machines could spin yarn sufficiently fine for muslin; outbuildings of all descriptions were repaired to hold the new machines; new loom shops were built; amount of iron manufactured doubled; factories were substituted for the domestic system; the iron industry was revolutionized

Score of 0:

- Incorrect response
Examples: spinning machines were introduced; the domestic system replaced the factory system; production of goods decreased
- Vague response that does not answer the question
Examples: there were great inventions; it was a golden age; mechanical discoveries had consequences; they made things better
- No response

Document 3

. . . Steam-engines furnish the means not only of their support but of their multiplication. They create a vast demand for fuel; and, while they lend their powerful arms to drain the pits and to raise the coals, they call into employment multitudes of miners, engineers, ship-builders, and sailors, and cause the construction of canals and railways: and, while they enable these rich fields of industry to be cultivated to the utmost, they leave thousands of fine arable fields free for the production of food to man, which must have been otherwise allotted to the food of horses. Steam-engines moreover, by the cheapness and steadiness of their action, fabricate [produce] cheap goods, and procure [acquire] in their exchange a liberal supply of the necessaries and comforts of life, produced in foreign lands. . . .

Source: Andrew Ure, *The Philosophy of Manufactures: or, an Exposition of the Scientific, Moral, and Commercial Economy of the Factory System of Great Britain*, A. M. Kelley

3 According to this document, what are *two* ways that steam engines helped the economy in Great Britain?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way that steam engines helped the economy in Great Britain

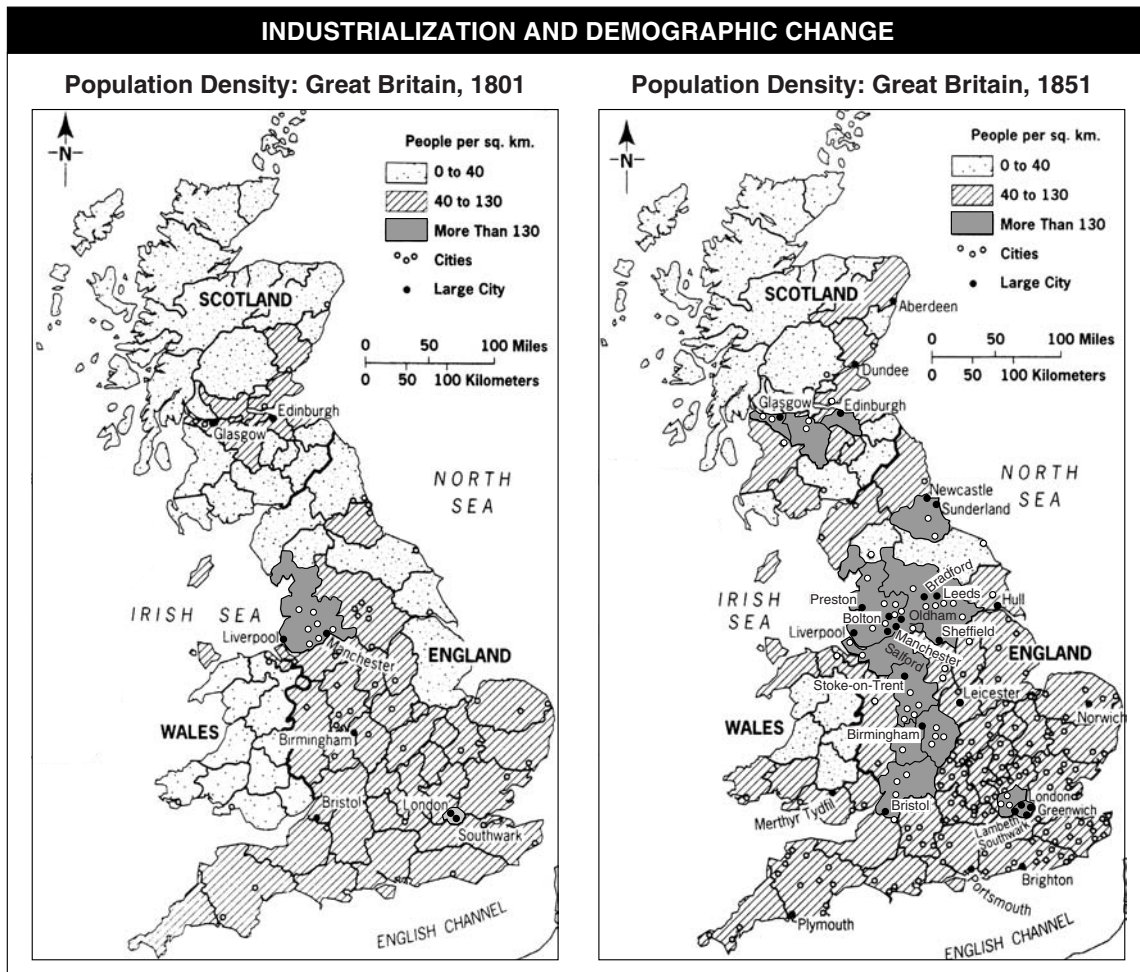
Examples: created a demand for fuel; meant employment for multitudes of miners/engineers/shipbuilders/sailors; led to an increase in jobs; led to construction of canals/railways; left thousands of arable fields free for production of food for people rather than horses; goods became cheaper; increased availability of foreign goods

Note: To receive maximum credit, two *different* ways that steam engines helped the economy must be stated. For example, *more jobs for shipbuilders* and *more jobs for miners* are the same way expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: there were more arable fields; comforts of life were replaced; foreign goods became important
- Vague response that does not answer the question
Examples: furnished the means; can be multiplied
- No response

Document 4



4 Based on these maps, state *one* change that occurred in Great Britain during the Industrial Revolution.

Score of 1:

- States a change that occurred in Great Britain during the Industrial Revolution
Examples: population density increased; number of cities increased; there were more large cities; areas with more than 130 people per sq. km. increased *or* areas with 0 to 40 people per sq. km. decreased; more cities developed along the English Channel; population increased in cities; urbanization occurred throughout the region

Score of 0:

- Incorrect response
Examples: population density in Scotland decreased; there were fewer large cities; England became an island; population increased in Scotland/ England/Wales
- Vague response that does not answer the question
Examples: population density; cities; industrialization; things were different
- No response

Document 5

. . . Every great town has one or more slum areas into which the working classes are packed. Sometimes, of course, poverty is to be found hidden away in alleys close to the stately homes of the wealthy. Generally, however, the workers are segregated in separate districts where they struggle through life as best they can out of sight of the more fortunate classes of society. The slums of the English towns have much in common—the worst houses in a town being found in the worst districts. They are generally unplanned wildernesses of one- or two-storied terrace houses built of brick. Wherever possible these have cellars which are also used as dwellings. These little houses of three or four rooms and a kitchen are called cottages, and throughout England, except for some parts of London, are where the working classes normally live. The streets themselves are usually unpaved and full of holes. They are filthy and strewn with animal and vegetable refuse. Since they have neither gutters nor drains the refuse accumulates in stagnant, stinking puddles. Ventilation in the slums is inadequate owing to the hopelessly unplanned nature of these areas. A great many people live huddled together in a very small area, and so it is easy to imagine the nature of the air in these workers' quarters. However, in fine weather the streets are used for the drying of washing and clothes lines are stretched across the streets from house to house and wet garments are hung out on them. . . .

Source: Friedrich Engels, *The Condition of the Working Class in England*, W. O. Henderson and W. H. Chaloner, eds., Stanford University Press

5 According to the document, what did Friedrich Engels state were *two* characteristics of working class living conditions in England?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* characteristic that Engels claimed were living conditions of the working class in England

Examples: working classes were packed into slum areas; slums were unplanned; cellars were used as dwellings; people lived in little houses of three or four rooms with a kitchen; streets were unpaved and full of holes; streets were filthy/strewn with animal/vegetable refuse; refuse accumulated in stagnant/stinking puddles; ventilation was inadequate; many people lived huddled together in a very small area; streets were used for drying clothes

Note: To receive maximum credit, two *different* characteristics must be stated. For example, *working classes were packed into slum areas* and *many people lived huddled together in a very small area* are the same characteristic expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: poverty was hidden away; workers lived in stately homes
- Vague response that does not answer the question
Examples: wildernesses were unplanned; slums had much in common
- No response

Document 6

Edwin Chadwick presented a report to Parliament as secretary to a commission that investigated sanitary conditions and means of improving them.

. . . *First, as to the extent and operation of the evils which are the subject of the inquiry: . . .*

That the formation of all habits of cleanliness is obstructed by defective supplies of water.

That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times.

That of the 43,000 cases of widowhood, and 112,000 cases of destitute orphanage relieved from the poor's rates in England and Wales alone, it appears that the greatest proportion of deaths of the heads of families occurred from the above specified and other removable causes; that their ages were under 45 years; that is to say, 13 years below the natural probabilities of life as shown by the experience of the whole population of Sweden. . . .

Source: Edwin Chadwick, *Report on an Inquiry into the Sanitary Condition of the Labouring Population of Great Britain*, W. Clowes and Sons, 1842

6 Based on this document, state *one* negative effect of industrialization on the workers of Great Britain.

Score of 1:

- States a negative effect of industrialization on the workers of Great Britain
Examples: water supplies were defective/contaminated; lives were lost because of filth/bad ventilation; number of widows/orphans increased; heads of families died; people died at young ages; poor sanitary conditions

Score of 0:

- Incorrect response
Examples: cities had more water; country was engaged in war; only England and Wales had poor people; Sweden experienced a population growth
- Vague response that does not answer the question
Examples: habits of cleanliness; supplies of water; death/wounds in wars
- No response

Document 7

Flora Tristan was a 19th-century French activist and a member of the lower working class. In 1843, she wrote *The Workers' Union*.

- . . . 1. Consolidation of the working class by means of a tight, solid, and indissoluble [indivisible] Union.
2. Representation of the working class before the nation through a defender chosen and paid by the Workers' Union, so that the working class's need to exist and the other classes' need to accept it become evident.
3. Recognition of one's hands as legitimate property. (In France 25,000,000 proletarians have their hands as their only asset.)
4. Recognition of the legitimacy of the right to work for all men and women.
5. Recognition of the legitimacy of the right to moral, intellectual, and vocational education for all boys and girls.
6. Examination of the possibility of labor organizing in the current social state [social conditions].
7. Construction of Workers' Union palaces [buildings] in every department, in which working-class children would receive intellectual and vocational instruction, and to which the infirm and elderly as well as workers injured on the job would be admitted.
8. Recognition of the urgent necessity of giving moral, intellectual, and vocational education to the women of the masses so that they can become the moral agents for the men of the masses.
9. Recognition in principle of equal rights for men and women as the sole [only] means of unifying humankind. . . .

Source: Flora Tristan, *The Workers' Union*, University of Illinois Press (adapted)

7a Based on this document, state *two* changes in society that Flora Tristan believed were needed for the working class.

Score of 2 or 1:

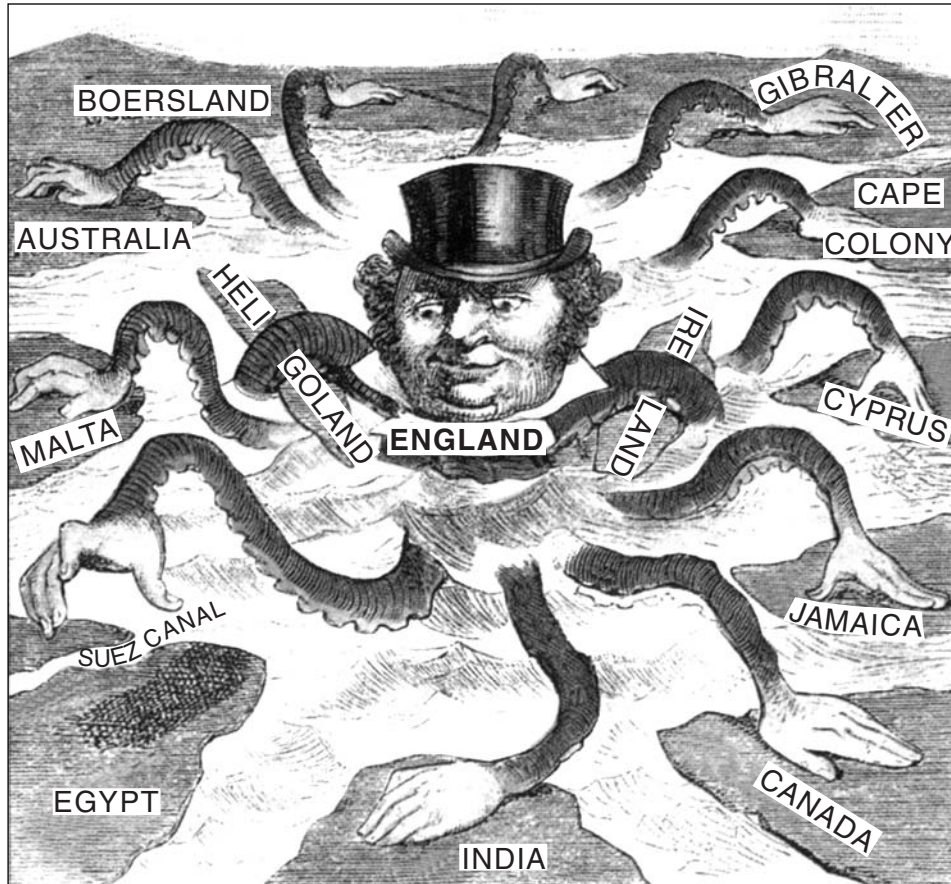
- Award 1 credit (up to a maximum of 2 credits) for each *different* change in society that Flora Tristan believed was needed for the working class
Examples: organization of unions; recognition of hands as legitimate property; recognition of every man and woman's right to work; recognition of need for education; construction of workers' union buildings; help for workers injured on the job; recognition of need for vocational education for women of the masses; recognition in principle of equal rights for men and women; provide buildings in which children would learn; provide buildings for the care of infirm/elderly/injured workers

Score of 0:

- Incorrect response
Examples: give people property; give women more rights than men; provide jobs for children; legitimacy of the right to morals
- Vague response that does not answer the question
Examples: right of legitimacy; to secure recognition of principles; examination of conditions; need to accept becomes evident
- No response

Document 8

The Devilfish in Egyptian Waters



Source: *The British Empire in the Nineteenth Century*, Highsmith, 2000 (adapted)

8 Which effect of the Industrial Revolution is implied by this cartoon?

Score of 1:

- States an effect of the Industrial Revolution that is implied by this cartoon
Examples: imperialism; England needed colonies; England engaged in imperialism throughout the world; England wanted to add Egypt to rest of her colonies; England wanted access to the Suez Canal; England continued to take over colonies; England had an influence on other countries

Score of 0:

- Incorrect response
Examples: England could not get control of Egypt; Suez Canal divided Egypt; England took all the colonies
- Vague response that does not answer the question
Examples: England had many hands; devilfish was in Egyptian waters; England resembled an octopus
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question
June 2006

Historical Context: The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

Task: • Discuss both the positive effects *and* the negative effects of the Industrial Revolution on European society

Key Ideas from the Documents

Positive Effects of the Industrial Revolution on European Society:

- ❖ People worked in mills rather than at home (Doc 1)
- ❖ Factory system replaced domestic system; inventions influenced cotton industry (Hargreaves' spinning jenny, Arkwright's water frame, Crompton's spinning mule, Watt's steam engine, Cartwright's power loom); wages for spinners and weavers increased at first; extra wages earned due to increased production; cottages and outbuildings repaired to hold new machinery; cotton trade tripled; amount of iron manufactured nearly doubled (Doc 2)
- ❖ Steam engines increased demand for fuel; steam engines created employment and led to construction of canals and railways; arable fields could now be used to grow food for people rather than horses; goods were cheaper; transportation of goods was easier; availability of more foreign goods increased (Doc 3)
- ❖ Number of cities increased in Great Britain; population density in central England, Southern Scotland, and Wales increased (Doc 4)
- ❖ Awareness raised for recognition of workers' rights (labor unions, equal rights, education, workers' compensation) (Doc 7)
- ❖ Size of British empire increased (Doc 8)

Negative Effects of the Industrial Revolution on European Society:

- ❖ People worked in mills rather than at home; working conditions in factories were crowded (Doc 1)
- ❖ Working conditions in factories were poor; close proximity of machines threatened safety of workers (Doc 2)
- ❖ Steam engines increased demand for fuel (Doc 3)
- ❖ Number of cities increased in Great Britain; cities became crowded (Doc 4)
- ❖ Working classes were packed into slum areas of towns; workers were segregated into separate districts; living conditions were poor (cellars used as dwellings; streets unpaved and full of holes; streets strewn with refuse; no gutters or drains; inadequate ventilation; overcrowding) (Doc 5)
- ❖ Cleanliness was difficult; water supplies were defective; more people died from lack of sanitary conditions than war; heads of families died early; number of widows increased; number of orphans increased (Doc 6)
- ❖ Rights of workers were not recognized (Doc 7)
- ❖ England took control over other territories (Doc 8)

Relevant Outside Information

(This list is not all-inclusive.)

Positive Effects of the Industrial Revolution on European Society:

- ❖ Availability of leisure activities for the middle class increased
- ❖ Sense of national unity was increased; nationalism increased
- ❖ Social mobility was increased (bourgeoisie)
- ❖ Social and parliamentary reform was passed (Sadler Report, Ten Hour Act, Factory Act, Mines Act, Education Act, Reform Act, minimum wage, accident and unemployment insurance, mandatory public schooling); Combination Acts were repealed
- ❖ Reform movements (Marxist socialists, Utopians, Chartists, Pankhurst)
- ❖ Imperialism increased the wealth of European nations (reasons for imperialism, details about effects)
- ❖ Voting rights increased (Acts of 1832, 1867, 1884); political participation increased
- ❖ Cities expanded as centers of culture
- ❖ Continuation of Agrarian Revolution increased amount of food and led to better diets
- ❖ Application of Adam Smith's ideas of laissez-faire economics encouraged growth of business and economic growth
- ❖ Industrial output met the needs of a growing population
- ❖ Economic growth created higher standard of living for middle class
- ❖ Increased efficiency led to economic growth
- ❖ Changing social roles (workplace separated from home) allowed for more equality among people
- ❖ Inventions led to improvements in other areas ("necessity is the mother of invention")
- ❖ Banking and investment increased wealth of companies

Negative Effects of the Industrial Revolution on European Society:

- ❖ Political and business corruption increased; "rotten boroughs" created by urbanization
- ❖ Machines created technological unemployment
- ❖ Rise of reform movements (Marxist socialists, Utopians, Chartists) caused conflict and civil distress
- ❖ Imperialism (Scramble for Africa, Berlin Conference) led to competition between nations, rise of militarism, rise of nationalism, wars (World War I)
- ❖ Rise of new political and economic ideologies challenged existing order (socialism, communism)
- ❖ Urbanization brought rise in crime and spread of disease
- ❖ Air and water pollution increased (overreliance on nonrenewable resources)
- ❖ Application of Adam Smith's laissez-faire economics caused unrestrained capitalism
- ❖ Workers were exploited
- ❖ Factories lacked safe conditions
- ❖ Increased efficiency (scheduled workday) made life for workers more difficult
- ❖ Social roles changed (negative effects on family life, conditions of child labor)
- ❖ Self-sufficient economies were lost; interdependence in trade led to exploitation of other areas
- ❖ Industrialization led to involvement in wars (Suez Crisis, independence movements in colonies)

Scoring Notes:

1. This document-based question has a minimum of **four** components. The discussion of the effects of the Industrial Revolution on European society must include *at least two* positive effects **and** *at least two* negative effects; however, the effects need not be identified as positive or negative as long as the identification is implied in the discussion.
2. The positive effects and the negative effects of the Industrial Revolution should focus on European societies. However, information on the effects of the Industrial Revolution on non-European societies may be used to support the discussion.
3. The discussion of the effects may be on European society as a whole or on an individual European society.
4. The same information may be used to discuss a positive effect and a negative effect of the Industrial Revolution on European society , e.g., machines increased production but presented dangerous working conditions.
5. The European society does not need to be specifically identified as long as it is implied in the discussion.
6. An effect of the Industrial Revolution on European society may be viewed as either positive or negative depending on the student's point of view. However, this view should be supported by accurate facts and examples in the discussion.
7. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 1a, 1b, 4a, and 4b may be counted as separate documents **if** the response uses specific facts from *each* of the documents.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing both the positive effects and the negative effects of the Industrial Revolution on European society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., evaluates the change in labor as a result of industrialization by contrasting negative changes with the benefits; contrasts the benefits of family life under the domestic system to the negative effects of child labor
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to positive effects and negative effects of the Industrial Revolution on European society (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., shift from the domestic system and putting-out system; Agrarian Revolution enhanced by the technology; urbanization; factory system; assembly line; standardization of parts; proletariat; bourgeoisie; Sadler Report; Mines Act
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task by discussing both the positive effects and the negative effects of the Industrial Revolution on European society but may do so somewhat unevenly by discussing the positive effects more thoroughly than the negative effects or vice versa
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., connects the changes in labor to the positive and negative effects of industrialization; connects the negative effects of child labor to subsequent legislation
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops *all* aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth, i.e., develops *two* positive effects and *one* negative effect *or two* negative effects and *one* positive effect
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If *two* aspects of the task are thoroughly developed and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth, i.e., develops *two* positive effects *or two* negative effects *or one* positive effect and *one* negative effect
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

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

The Industrial Revolution was one of the most drastic changes in Western history. Within a generation, Europe's working classes had migrated from agricultural to industrial jobs, and from the countryside to urban areas. Their standard of living also underwent dramatic change, leading to government action to remedy their miserable state. The Industrial Revolution also enriched middle class factory owners. All in all, its greatest effects were seen in the English working class.

Before the Industrial Revolution could begin, an ~~Agricult~~ Agricultural Revolution was needed to free laborers from farming, thus supplying factories with employees. In Great Britain, this agricultural revolution was brought about by the Enclosure Acts of the 1700's. These acts allowed local landlords to take possession of land formerly considered 'common'—usable by all the farmers in an area to pasture their livestock. The loss of common grazing land forced many small farmers out of business, enabling more prosperous landowners to buy up their property. This concentration of land in a few hands made British agriculture more efficient, and also created a landless, mobile working class that would drive the Industrial Revolution forward.

The working class was now free to move in search of work. They congregated in cities, leading to population explosions in urban areas (doc 4). Industrial production

moved from the cottage industry of former times to mechanized factories (doc 1), and the workers moved with it. At first, there were better wages to be had due to the increased productivity of machines (doc 2), but as time went on and more and more unskilled labor became available, wages dropped.

The condition of the lower classes worsened. Skilled workers of the domestic system found their now traditional abilities useless in the new factories; people used to being their own masters became the employees of others. As new cities emerged, their populations growing out of control due to the influx of laborers, hastily erected housing became tenements, and the workers' areas, slums. Unplanned cities lacked sanitation, ventilation, and other basic amenities; people died in the crowded, unsanitary conditions (docs 5+6). Diseases like tuberculosis were commonplace as uncontrolled factory dust and smoke from coal polluted the air. Alcoholism, brought about by the availability of cheap liquor like gin, and also by the poor's desire to escape their circumstances, if only for a little while, destroyed lives and families.

If their homes were bad, the lower classes' jobs were often worse. Following a policy of laissez-faire, often at the demand of wealthy factory owners, the government

initially failed to regulate factory conditions, leading to unscrupulous employers taking advantage of their workers. Children as young as six worked long hours in terrible conditions, for meager pay. Workers could lose limbs in dangerous machinery, and dust and other pollutants frequently made them sick. If they were ill or disabled, no insurance existed to protect them. It seemed that the working classes were on their own against callous factory owners. In this climate, Karl Marx and Friedrich Engels developed their theories of class struggle. According to Marx & Engels, the workers (proletariat) were enslaved by tradition and economic circumstances to the middle class (bourgeoisie). If they were ever to be truly free, the proletariat must rise up against their oppressors and destroy traditional society.

For a time, it truly seemed as though revolution would be the lower classes' only hope. Wealthy middle class industrialists wielded far more political clout than the disunified workers; until the unions developed. Workers, along with some philanthropic factory owners like Robert Owen, gradually increased government protection for the workers with measures like the Ten Hours Act, which limited the workday of women & children.

Along with poverty, industrialization brought prosperity to Britain as a whole (docs 2 & 3). Economic power

helped the small island nation become an influential colonial power (doc 8). Industrialists became wealthy, and, in some cases, used that wealth to help the poor, whether by passing legislation in Parliament, or directly improving their own workers' lives.

In short, the Industrial Revolution created both terrible hardships and greater prosperity. Whether its positive impact on society actually outweighed its negative effects, however, is an open question.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is more analytical than descriptive (within a generation, Europe's working classes had migrated from agricultural to industrial jobs and from the countryside to urban areas; industrial production moved from cottage industry to mechanized factories and workers moved with it; as more and more unskilled labor became available wages dropped; workers lost limbs in dangerous machinery; no insurance existed to protect ill or disabled; seemed that working classes were on their own against callous factory owners; for a time, it seemed as if revolution was the only hope for lower classes; wealthy middle class industrialists wielded far more political clout than disunited workers; economic power helped Britain become influential colonial power; wealthy industrialists in some cases used wealth to help poor; Industrial Revolution created both terrible hardships and greater prosperity)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (Agricultural Revolution and the Enclosure Acts freed laborers from farming, thus supplying factories with employees; concentration of land in a few hands made British agriculture more efficient and created landless, mobile working class that drove the Industrial Revolution; skilled workers of the domestic system found their traditional abilities useless in new factories; people used to being own masters became employees of others; tenements were hastily erected due to influx of laborers; diseases like tuberculosis were commonplace as uncontrolled factory dust and smoke polluted the air; lives and families were destroyed by alcoholism; government initially failed to regulate factory conditions because of laissez-faire, which led to unscrupulous employers taking advantage of workers; children worked long hours in terrible conditions for meager pay; the proletariat was enslaved by tradition and economic circumstances to the bourgeoisie; Ten-Hours Act limited the workdays of women and children)
- Richly supports the theme with many relevant facts, examples, and details (standard of living; population explosion; cottage industry; slums; factory emissions; Marx and Engels; unions; Robert Owen; legislation in Parliament)
- Demonstrates a logical and clear plan of organization; includes an introduction that sets the theme that the European working class was affected the most by the Industrial Revolution and a brief conclusion that questions whether the positive effects of the Industrial Revolution outweighed the negative effects

Conclusion: Overall, the response fits the criteria for Level 5. This well-organized response seamlessly weaves document information and outside information together. A thorough discussion of the causes, short-term effects, and long-term effects of industrialization demonstrate an understanding of the complexity of the issue.

If one questions why the world is so changed from its state 300 years ago, the Industrial Revolution could be cited as a response. The lives of humans have been forever altered by the onset of machine-made goods, both positively and negatively. Inexpensive products, quickened production rates, and faster travel overcame the problems of industrialization.

Up to the eighteenth-century, most goods were produced in the home; a system called the Cottage Industry (Doc. 1). This all changed with the introduction of James Watt's steam engine in the year 1785 (Doc. 2). Suddenly, products could be produced cheaper and more quickly than ever before. Benefits abounded from these innovations. The greater amount in which iron (Doc. 2) could be produced had incomparable benefits in the latter-part of the 19th and beginning of the 20th centuries. This iron allowed the rise of skyscrapers and other stable buildings. Also, the invention of the steam locomotive led to drastically reduced travel times. In addition to this, their displacement of horses left more food to be produced for humans (Doc. 3).

Though the benefits may seem endless, the Industrial Revolution was not without its detractors. Most prominently, the working class was exploited and treated with the utmost disdain. As industry enveloped cities, the workers fell into greater degrees of poverty. Slums were ~~run~~ ^{run} ~~run~~ and the filth which they encompassed resulted in much disease, death, and sorrow (Doc. 5). Water which was clean was not readily available. The deaths caused by these injustices were staggering (Doc. 6). In addition to poor living conditions, horrid working conditions were not at all

abnormal. It was common to see children below the age of 10 working in a mill lose a finger or a leg. As time went on, more and more people became upset at this. In England, the Sadler Commission was instrumental in bringing these problems to the attention of Parliament resulting in legislation such as the Factory Act and the rise of unions. Horrid working conditions were also seen in the United States where many women perished when the Triangle Shirtwaist Company experienced a fire. The effects of industrialization were felt even by those who had not industrialized through imperialism. Imperialism, the political, economic, or cultural control of one nation by another, was carried out to a great extent by the European powers to gain raw materials and markets (Doc 8). England imposed rules on many nations in Africa and Asia, exploiting their resources and dictating the lives of their people. Other nations did the same thing leading to competition and ultimately becoming one of the causes of World War I.

"Do the positives outweigh the negatives or do the negatives outweigh the positives?" is a question that has, and will continue to be, asked many times. The world still feels many of the aftereffects of the Industrial Revolution such as the wounds left from imperialism, pollution, and overcrowding in cities. The benefits are not forgotten though, as our lives are forever changed by these innovations.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is more analytical than descriptive (lives of humans were altered by the onset of machine-made goods; inexpensive products, faster production rates, and faster travel overcame the problems of industrialization; steam locomotive drastically reduced travel time; working class was exploited and treated with the utmost disdain; as industry enveloped cities, workers fell into greater degrees of poverty; slums resulted in much disease, death, and sorrow; horrid working conditions were not abnormal; world still feels many of the aftershocks of the Industrial Revolution, such as the wounds left from imperialism, pollution, and overcrowding in cities; benefits of the Industrial Revolution have not been forgotten as our lives are forever changed by these innovations)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Incorporates substantial relevant outside information (home production was called the cottage industry; iron allowed the rise of skyscrapers and other stable buildings; common to see children below the age of 10 lose a finger or a leg; Sadler Commission was instrumental in bringing industrial problems to the attention of Parliament, which resulted in legislation such as the Reform Acts and the rise of labor unions; England exploited resources and dictated lives of people in many nations; other nations did the same thing which led to competition and ultimately became one of the causes of World War I)
- Richly supports the theme with many relevant facts, examples, and details (Watt's steam engine; products could be produced cheaper and more quickly than ever before; iron could be produced in greater amounts; invention of the steam locomotive; clean water not readily available; imperialism)
- Demonstrates a logical and clear plan of organization; includes an introduction stating that the Industrial Revolution is one reason the world is so changed and a conclusion questioning if the positives of the Industrial Revolution outweigh the negatives

Conclusion: Overall, the response fits the criteria for Level 5. Although the mention of the Triangle Shirtwaist fire is outside the scope of the task, it is appropriately connected to events in Great Britain during the Industrial Revolution. While the narrative is concise, the sophisticated analysis demonstrates a thorough understanding of the way the Industrial Revolution has changed the world in both positive and negative ways.

While the Industrial Revolution helped advance Europe politically and technologically, the effects it had on the civil aspect of society was catastrophic.

The advancement of technology, such as the introduction of the steam engine and mechanical spinning machine (doc 1b), greatly increased the number of jobs in urban areas available to ex-farmers who had just been pushed off of their land by the Enclosure Acts. The huge markets for products like steel and cotton allowed the workers, at first, to have higher wages than ever before (doc 2). People with a lot of money began to build factories, hoping to cash in on the booming economy. However, the sporadic and rushed construction resulted in vast areas of shoddy homes. The slums were cramped and filthy: the spread of disease from poor ventilation was incredible (doc 5). There were more deaths from poor conditions than from recent wars (doc 6).

Conditions in factories mirrored those of the slums. As the Industrial Revolution continued, the wages of workers dropped quickly while the cost of living gradually rose. Workers toiled for over 12 hours a day for next to nothing pay. The treatment of the working class eventually became so bad, issues about treatment and possible regulatory laws became the most common political dispute. In the cramped slums, ideas spread quickly. The hope of representation of the workers (through institutions

like unions) led to political strife. The socialist movements fed themselves on the desperation of the workers.

However, the effects on society were not all bad. The development of sciences helped discover new medicines. New agricultural technology allowed for the greater output of food, and the middle class were able to afford a more balanced and more nutritious diet. Consumer goods became affordable (doc 3), causing the standard of living to rise dramatically.

A better understanding of the world gained by the Industrial Revolution, as well as the terrific spike in the economy, allowed for the powerful nations of Europe, like Britain, to spread her influences farther (doc 8). Imperialism, though it undermined native governments (as in India), helped develop poorer, less advanced countries. If total control was impossible, as in China, the Great Powers established economic spheres of influence.

Although the Industrial Revolution led to harsh conditions for the workers, its happening helped advance the political and economic institutions of modern times. Its effect on the development of technology has had a lasting influence on the ~~ex~~ civil aspects of society.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is both descriptive and analytical (effects of industrialization on the civil aspects of society were catastrophic; huge markets allowed workers at first to have higher wages than ever before; people with a lot of money built factories hoping to cash in on the booming economy; sporadic and rushed construction resulted in vast areas of shoddy homes; slums were cramped and filthy; disease spread due to poor ventilation; conditions in factories mirrored those of the slums; wages of workers dropped quickly as cost of living gradually rose; the hope of representation of workers through institutions such as unions spread quickly and led to political strife; development of sciences led to the discovery of new medicines; agricultural technology allowed for the greater output of food; better understanding of the world was gained by the Industrial Revolution; Industrial Revolution helped advance the political and economic institutions of modern times despite the harsh conditions for workers)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, 7, and 8
- Incorporates relevant outside information (jobs were available in urban areas to ex-farmers who had been pushed off their land by the Enclosure Acts; workers toiled for over 12 hours a day for next-to-nothing pay; treatment of working class became so bad that issues about treatment and possible regulatory laws became the most common political dispute in the cramped slums; the socialist movements fed on the desperation of the workers; middle class were able to afford a more balanced and nutritious diet; affordable consumer goods caused an increase in the standard of living)
- Supports the theme with relevant facts, examples, and details (introduction of the steam engine and mechanical spinning machine; more deaths from poor conditions than from recent wars; imperialism)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion that go somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The presentation of ideas is logical and sophisticated; however, lack of depth in the discussion weakens the response. Analytical statements are mixed with descriptive statements throughout the response.

The Industrial Revolution which began in the late 18th century and continued on to the early 19th century greatly altered European society, as well as the development of the world. Despite bringing great prosperity to the economy of Europe, especially that of Great Britain where the revolution originated, many of the factory workers were exploited and forced to work in poor environments for low wages and long hours. Looking at the accomplishments and effects of the Industrial Revolution from today's view, it would be considered as a blessing which promoted technology and modernization. But, to the working class who worked hard to carry out and continue the Industrial Revolution, it was more of a curse than a blessing.

During the Industrial Revolution, there was an explosion of new technology and the invention of machines like the spinning jenny, power loom, as well as others. The most important invention was ^{the steam machine,} created by James Watt which allowed the increase of production in factories, efficiency and saved time (Doc. 2). The use

of machinery also increased wages of spinners and weavers, and according to document 2, trade prospered, tripling^{the} cotton trade from 1788 to 1803 leading to the "Golden Age". Also, the introduction of the spinning machine or mule allowed for the first time the production of fine yarn for muslin and other fabrics.

Despite many advantages resulting from the invention of these machines and spread of Industrial Revolution, there were also many setbacks. Instead of working in the comfort of your home, known as the domestic system, workers worked in cramped rooms and in the poor environment of factories known as the factory system (doc. 1). The poor working conditions which included cramped working space and bad ventilation, according to document 5, led to increased health risks. As stated in document 6, the number of deaths from working in the poor environment of factories and accidents greatly increased, especially in Great Britain where the majority of the Industrial Revolution took place. The poor living conditions of the laborers was also evident in the large urban cities of England.

The people or families of the working class lived in cramped houses or "cottages" in a poor environment with unpaved roads, no sewage and dirt everywhere (doc. 5).

On the other hand, many improvements were also made in agriculture. According to document 3, the invention of machines in agriculture (such as the reaper, etc.), new farming methods and the amount of workers needed in farming decreased. Thus, opening doors for peasants to work as laborers in factories and shifting the population from the rural areas to the urban cities. Transportation and communication also increased due to the invention of the steam engine, allowing the construction of railways and canals, as well as increasing the number of jobs (doc. 3).

But the workers faced further problems due to the lack of representation of workers and the exploitation of ~~laborer~~ laborers and child laborers. According to document 7, workers needed to be recognized as the working class and

properly represented in society and government so their needs could be ~~met~~ met and problems could be resolved. There was also a grave need to educate the child laborers, who due to their long working hours, weren't able to attend school and forced to work to help run the family. Men, women and children worked long hours for very low wages in poor working conditions, compelling the whole family to employ themselves.

Despite these setbacks in which the workers greatly suffered from poor health and a low standard of living, the Industrial Revolution has been a positive development in Europe and the rest of the world. Without this revolution, we may not be enjoying many of the ~~comfortable~~ pleasures of today. We ^{may} have not experienced our technological or economic prosperity. The Industrial Revolution, which may seem as a curse to the factory workers, it is a blessing for the mass majority of the world. This Revolution proved to be a great success, leading to the development of the modern nations of today.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is more analytical than descriptive (Industrial Revolution greatly altered European society, as well as the development of the world; Industrial Revolution was considered a blessing which promoted technology and modernization; Industrial Revolution more of a curse than a blessing for the working class; poor living conditions of the laborers were evident in large urban cities of England; invention of machines in agriculture and new farming methods led to increased food production and a decrease in the amount of workers needed in farming; population shifted from rural areas to urban cities; steam engine increased transportation and communication; jobs increased with the construction of railways and canals; workers needed to be recognized and properly represented so their needs could be met and problems could be resolved; long hours meant children were not able to attend school)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, and 7
- Incorporates limited relevant outside information (Enclosure Movement closed lands off to peasants; improvements in agriculture opened doors for peasants to work as laborers in factories; child labor was exploited; children were forced to work to help support the family; workers had a low standard of living)
- Supports the theme with relevant facts, examples, and details (Industrial Revolution originated in Great Britain; workers exploited and forced to work in poor environments for low wages and long hours; inventions of spinning jenny and power loom; James Watt's steam machine; use of machinery increased wages of spinners and weavers; domestic system; factory system; poor working conditions included cramped working space and bad ventilation; increased health risks; increased death rates); includes a minor inaccuracy (use of machinery increased the wages of spinners)
- Demonstrates a logical and clear plan of organization; includes an introduction that compares the blessings of technology and modernization of the Industrial Revolution to the curse for the working class who worked hard to continue the Industrial Revolution and a conclusion that states "despite the setbacks for workers, the Industrial Revolution was a great success because it led to the development of modern nations today"

Conclusion: Overall, the response fits the criteria for Level 4. Although outside information is limited, the discussion of that information is thorough. The strength of the response is in the analysis and evaluation of negative short-term effects and positive long-term effects.

The Industrial Revolution changed the society of Europe in numerous ways. Europe underwent changes which were both positive and negative. These changes would be felt around the world as a result. The Industrial Revolution itself started as a direct result of the Scientific Revolution and the Renaissance.

As a result of the questioning spirit of the Renaissance and the Scientific Revolution, inventors developed new technology which allowed some processes to be shortened. Initially most tasks, such as weaving, were traditionally done by hand. With new inventions, machines ^{quickly} took over the task increasing production. (Document 1). The invention of the steam engine directly benefited several existing inventions by providing them with a better power source (Document 2). Steam engines quickly increased production of many materials and caused a booming increase of factory construction. With more factories entering service, a demand for labor resulted (Document 3). With production increasing the Industrial Revolution sped ~~forward~~ ^{toward}, the results being positive and in some cases negative.

One of the direct results of the Industrial Revolution was an increase in population in the cities (Document 4). However as the population increased, more labor was available. The increase outstripped the need for labor resulting in a decrease

in wages. As wages decreased the standard of living fell ~~in wages~~, forcing more workers to live in poverty. Workers were forced to live in the slums in cramped apartments and garbage filled ~~streets~~ (Document 5). The conditions resulted in disease as well raising the death rate among workers (Document 6). The increased production levels helped spark something even worse, a new wave of imperialism. With new technology richer countries quickly created large armies which allowed them to quickly take weaker regions of the world (Document 8). With the rate of expansion, rivalries broke out between some world powers resulting in wars. Some of the subjugated peoples also rebelled straining the nations. There were positive results of the Revolution considering in some cases the standard of living did raise and most economies did benefit. The increase of new technology did help nations economies develop in many ways.

In a sense the Industrial Revolution was beneficial considering it helped technological development put us up to where we are now. However right now some after effects are still being felt. The pollution from factories damaged the environment bad enough where it will take centuries to fix it. Also imperialism would eventually result in World War I, which would devastate Europe. The increasing population helped create some problems as well, some of which

we are dealing with now. However at least now the technology we have as a result of the Revolution is benefiting us enough to make up for the negative results.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the positive effects and the negative effects of the Industrial Revolution as shown in the documents and as they relate to modern times
- Is both descriptive and analytical (steam engine directly benefited several existing inventions by providing them with a better power source; steam engine increased production of many materials and caused an increase in factory construction; more factories led to an increase in the demand for labor; population increased in the cities which meant more labor was available; increase in population outran the need for labor, resulting in a decrease in wages; workers were forced to live in slums in cramped apartments and garbage-filled streets; increased production levels helped spark a new wave of imperialism; Industrial Revolution helped technological development)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Incorporates relevant outside information (as a result of the questioning spirit of the Renaissance and the Scientific Revolution, inventors developed new technologies that allowed some processes to be shortened; as wages decreased, the standard of living quickly fell forcing workers to live in poverty; new technology led richer countries to create large armies which allowed them to take over weaker regions of the world; expansion led to rivalries between world powers, resulting in wars; some of the subjugated peoples rebelled; in some cases, the standard of living increased and most economies benefited; effects of Industrial Revolution such as pollution are still being felt and it will take centuries to fix the damage to the environment; imperialism led to World War I, which devastated Europe)
- Supports the theme with relevant facts, examples, and details (weaving done by hand; invention of the steam engine; increase in population in the cities; raised death rate among workers; imperialism; pollution damaged the environment)
- Demonstrates a satisfactory plan of organization; includes an introduction that links the Industrial Revolution to the Scientific Revolution and the Renaissance and a conclusion that links the Industrial Revolution to today and offers the opinion that the positive effects of the Industrial Revolution outweigh the negative effects

Conclusion: Overall, the response fits the criteria for Level 4. The discussion effectively demonstrates the place of the Industrial Revolution in the evolution of world events. The major failing in this paper is not being specific to European society or a European country but looking at only the general global effect of industrialization up to the present day.

The Industrial Revolution has resulted in both positive and negative effects on society in Europe. Where some lives have greatly been improved, others have been destroyed. Aspects of the Industrial Revolution that caused these situations include ~~more~~ the use of machinery, steam engines, + population changes.

Many positive effects can be seen from the Industrial Revolution. For example, new machines were created for producing materials such as cloth (Doc. 1a+b) which improved efficiency of production + quality of materials. These machines required workers, which created more jobs for the population. Machinery use also raised the wages of workers. (Doc. 2)

Another positive aspect of the Industrial Revolution was the invention of the steam engine. They provided jobs b/c there was a need for miners, engineers, ship-builders and sailors (Doc. 3). They caused the construction of canals + railways, which again created jobs but also improved methods of transportation. ~~Steam~~ Steam Engines also left fields free to be used in food production for men b/c this food no longer needed to go to the horses (that were doing the work now being done by the Steam engines).

A third effect of the Industrial Revolution that may be viewed as positive is the increase of population moving to cities (Doc. 4) These increased concentrations of people were

eager & willing to work. The city offered the jobs the needed & wanted.

Despite the many positive changes brought about by the Industrial Revolution, it created several negative changes as well. For example, machinery may have created more jobs, but it also created dangerous working conditions which resulted in many deaths. Also, in some places children were forced to work long hours for low wages. These horrible working conditions included extreme filth, (Doc. 6) poor ventilation, and dangerous machinery if not used correctly (Doc. 2)

The invention of the Steam Engine also had some negative aspects. They created a vast demand for fuel. They enable rich fields of industry "to be cultivated to the utmost" (Doc. 3). They drain natural resources such as coal, which may be more desperately needed later on.

Population changes provided many negative effects for European society. Because of the increased migration to cities, good housing was hard to come by. Cities were so crowded, some people had to live in cellars. The housing that did exist was of poor quality (Doc. 5). They were dirty, didn't have gutters or drains (which allowed stagnant, stinking puddles to accumulate), and there was ~~was~~ inadequate ventilation. Many became sick & died b/c of living so close together in such horrible conditions.

The Industrial Revolution was no doubt a time of change to European Society. Some changes resulted in positive effects such as the use of machinery to produce more efficient + effective materials. Steam engines provided jobs + better transportation. Negative effects were also relevant however, such as dangerous working conditions, depletion of natural resources, and poor housing in over crowded cities. So while many positive effects came out of the Industrial Revolution, it is important that the negative effects be examined as well.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is more descriptive than analytical (new machines improved efficiency of production and quality of materials; machines required workers, which created more jobs for the population; steam engines provided jobs because there was a need for miners, engineers, shipbuilders, and sailors; steam engines also improved methods of transportation; steam engine left fields free to be used in food production; people moving to cities were eager and willing to work; dangerous working conditions resulted in many deaths; steam engines created a vast demand for fuel; steam engine drained natural resources such as coal, which may be more desperately needed later on; good housing was hard to come by because of increased migration to the cities; many people became sick and died because of living so close together in such horrible conditions)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (in some places, children were forced to work long hours for low wages)
- Includes some relevant facts, examples, and details (invention of the steam engine; construction of canals and railroads; improved methods of transportation; cities offered jobs; dangerous working conditions; crowded cities; some people had to live in cellars; poor quality housing; no gutters or drains on houses; inadequate ventilation)
- Demonstrates a satisfactory plan of organization; includes an introduction that includes a list of topics to be discussed and a conclusion that explains why the Industrial Revolution has had both a positive and a negative influence

Conclusion: Overall, the response fits the criteria for Level 3. Much of the discussion, including a few analytical statements, relies heavily on document information. While choosing the topics “machinery, steam engines, and population changes” to discuss both positive and negative effects of the Industrial Revolution is effective, the lack of supporting facts and details weakens the response.

The Industrial Revolution was a time of great change throughout the world. It ~~the~~ would become an event that transformed the way people lived their lives. This, however, was not always a transformation for the good. There were both positive and negative ~~of~~ effects of the Industrial Revolution. Many of these ~~the~~ problems are still being solved today.

Despite some of its faults, the Industrial Revolution was a great leap forward in human history. ~~The~~ Inventions like the cotton gin and the steam engine began to shape modern technology (Doc 2). They allowed ~~people~~ products to be created cheaper and more easily. Factories ~~are~~ were created, and the old ~~water~~ saw mills ^{and} ~~of~~ spinning wheels were mechanized so that only a little work was necessary to create ten times the product (Doc 1). Employment rose as these new factories began hiring more and more workers (Doc 3). A time of incredible human advancement and achievement had

begun.

What many never realize, though, are the many horrible things industrialization brought along with it. For when one looks at the big picture, it ~~can~~ ^{may} ~~often~~ seem marvelous, but often times the little details can be as equally tragic. As countries began to industrialize, ~~the~~ factories sprung up all over cities. People looking for employment began to move into the cities, and soon the cities became packed (Doc 4). Slums developed everywhere with people who worked in these factories. They were all very poor and owned nothing but little cottages. The housing was poor, but in their poverty they could do nothing about it (Doc 5). Factory conditions were the worse. Hours were long and the pay was low. Children began to work at ~~the~~ ages as young as six. There were no laws ~~to~~ protecting these workers, because industrialization was a very new concept. The machines were very unsafe. There were no protectors or safety measures on them. Many people

died when they bumped into a machine or got their hair caught. If they didn't die from that, often times still they'd die from disease because of poor ventilation and the factory filth (Doc 6). It was a horrible time for the working class.

It wasn't long until these workers began to protest. Strikes ~~were~~ soon became common and unions were established. Workers started to list out their wants in a similar way to Martin Luther (Doc 7). So in the mid-1800's, reforms began. Laws were formed for things such as safety, minimum age, minimum wage, and condition. Casualties ~~be~~ dropped and less children were working. These reforms have progressed and are still progressing today.

Without the Industrial Revolution, society wouldn't be where it is today. Though it had many bad consequences, it was a necessary step in history, and could not have been prevented. Fortunately,

these consequences have been and are still being fixed. All ~~and~~ all, it has made this world a better place.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is both analytical and descriptive (many of the problems of the Industrial Revolution are still being solved today; despite some faults, the Industrial Revolution was a great leap forward in human history; inventions allowed products to be created cheaply and more easily; employment increased as new factories began hiring more and more workers; big picture may seem marvelous but often times the little details can be tragic; as countries began to industrialize, factories began to spring up in cities; cities became packed when people looking for employment moved in; housing was bad, but factory conditions were worse; it was a horrible time for the working class; Industrial Revolution was a necessary step in history that could not have been prevented)
- Incorporates some relevant information from documents 1, 2, 3, 5, 6, and alludes to documents 4 and 7
- Incorporates relevant outside information (inventions like the cotton gin began to shape modern technology; children began to work as young as six; no laws protecting workers because industrialization was a new concept; it was not long before workers started to protest and strikes soon became common and unions were established; in the mid-1800s, reforms began and laws were passed for safety, minimum age, minimum wage, and better conditions; as a result of the laws, casualties dropped and fewer children worked)
- Includes some relevant facts, examples, and details (steam engine; spinning wheels; development of slums; poor housing; poor ventilation in factories); includes some overgeneralizations (mechanization of sawmills and spinning wheels so only a little work is necessary to create ten times the product; slums developed everywhere; poor people owned nothing but little cottages)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the Industrial Revolution transformed the way people lived their lives and a conclusion that states the Industrial Revolution has made the world a better place

Conclusion: Overall, the response fits the criteria for Level 3. Although literal interpretation of the documents at times leads to overgeneralizations and misleading statements, the use of analytical statements to introduce and conclude the discussion is effective. The discussion of the reaction of workers to the negative effects of industrialization demonstrates a good understanding of the theme.

With every new piece of technology that man invents, many more new, unexpected problems arise. As was the case with the Industrial Revolution of the sixteenth and seventeenth century. The Industrial Revolution had positive effects, such as an increase in economic wealth, but also had negative effects, such as poor working conditions.

The revolution began in the textile industry and devastated the domestic system women who used to spin cloth at home with their families were now forced to go to a horrible factory for sometimes 12 hours at a time. The Factory System started to break up families by sending both parents and children to work. If every family member was not working the family would never survive financially.

Child labor was one of the new problems factories introduced to society. Children as young as 5 or 7 were able to perform the simplest of tasks and were sent to work. Often times it was the children who were given the longest hours, lowest wages, and worst working conditions.

Once families got home from the factories life

didn't improve much either. The working class lived in seperated slums with garbage and waste rotting in the streets. The area was a perfect breeding ground for disease and decay.

Not everything about the Industrial Revolution was bad though. The factories dramatically increased output of goods and profit was also increased. Wages for most people increased and more jobs were now available. These jobs could be done by virtually any person because they required no prior experience or skill.

The government did realize that working and living conditions for the poor were awful. ~~The~~ Parliament passed many child labor laws, and rights for workers. Unions formed and workers united under them. Conditions greatly increased and workers were constantly fight to keep the trend going.

The Industrial Revolution, with all of its glories and all of its faults, has helped shape the world we now live in. It has created a large influential working class that can ~~sta~~ stick together for the betterment of society. Technology still creates it's own new problems, but now we know to at least anticipate them and correct them.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by mentioning the positive effects and discussing the negative effects of the Industrial Revolution on European society
- Is both descriptive and analytical (with every new piece of technology, new and unexpected problems arise; women who used to spin cloth at home with their families now were forced to go to a factory for sometimes 12 hours at a time; slums were a perfect breeding ground for disease and decay; factories dramatically increased output of goods and profit; more jobs were available; jobs could be done by virtually any person because they required no prior experience or skill; Industrial Revolution created a large influential working class that could stick together for the betterment of society)
- Incorporates some relevant information from documents 1, 2, 5, and alludes to document 6
- Incorporates relevant outside information (Industrial Revolution began in the textile industry and devastated the domestic system; factory system started to break up families by sending both parents and children to work; children as young as 5 or 7 were able to perform the simplest of tasks and were sent to work; often times it was the children who were given the longest hours and the lowest wages; Parliament passed many child labor laws and rights for workers; unions were formed and workers united under them)
- Includes some relevant facts, examples, and details (technology; child labor; poor working and living conditions; working class); includes some minor inaccuracies (Industrial Revolution of the 16th and 17th centuries; wages for most people increased)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While some of the positive effects of the Industrial Revolution are mentioned, the discussion focuses on the negative aspects and the way societies addressed these problems.

The Industrial Revolution in Europe was very important in that it modernized Europe and produced goods more efficiently. While there were many positive aspects to the Industrial Revolution, there were also many negatives, such as ~~and~~ harsh child labor and the poor conditions the workers had to both work and live in.

One of the positives of the Industrial Revolution was that the work no longer was done by just one person. Many people worked on assembly lines alongside machines. This was good because it relieved the stress from the workers of having to complete an entire job by his/her self. (Document 1) The Industrial Revolution also increased the number of goods that could be produced. This was very important because now that amount of goods were increased, the prices decreased. Goods were available to a much larger number of people now. (Document 2) The Industrial Revolution also employed more people. They needed many more workers to work on the assembly lines, which increased the number of jobs available and decreased the unemployment numbers. (Document 3) This led to the urbanization of cities. Now that so many more people were beginning to get jobs in factories, which were located

in the cities, they needed to be close to their job, so the urbanization of cities began. (Document 4)

However, there were many negatives to the Industrial Revolution as well. The workers were extremely poor. There were no minimum wage laws yet, so they got paid very little. They could only afford to live in slums, where the conditions were extremely bad. They were all cramped together in run-down buildings. However, there were even some people who lived out in alleys. (Document 5)

Also, due to the hard work and poor conditions, people began dying much sooner. People began dying about 13 years earlier than was average at the time. Many children were left orphaned because their parents had died from the work. (Document 6)

Many children had to work to help support their families and weren't able to receive much of an education. (Document 7)

The Industrial Revolution was a very important revolution to our modern world. There were many positives, yet there were also many negatives.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is primarily descriptive (Industrial Revolution modernized Europe and produced goods more efficiently; workers had to work in and live in poor conditions; work no longer was done by just one person; the number of goods that could be produced increased, which led to decreased prices; goods were available to a much larger number of people; workers were extremely poor; people were cramped together in run-down buildings)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Presents some relevant outside information (there were no minimum wage laws; many children had to work to help support their families)
- Includes few relevant facts, examples, and details (number of jobs increased; unemployment numbers decreased; urbanization; slums; early deaths as a result of poor working conditions; many children were left orphaned; lack of much education for children) includes an inaccuracy (assembly lines relieved the stress of having to complete an entire job alone)
- Demonstrates a general plan of organization; includes an introduction that specifically mentions positive and negative effects of the Industrial Revolution and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The analysis of a few of the documents demonstrates an understanding of the task. However, the analysis of several documents shows errors in interpretation. In addition, the general lack of supporting facts and details weakens the discussion.

In Europe the Industrial Revolution brought many changes, both positive and negative. A positive effect is greater production of goods and a negative effect is bad working conditions.

The Industrial Revolution in Europe had many positive effects. The use of machinery played a major role in the industrial revolution. Document 2 shows many of the results of the use of machinery. This document states that machinery raised the wages of spinners and weavers. The cotton trade tripled itself and the demand for more fabric became so great that every old barn, cart-house, out-buildings of all descriptions were repaired and made into factories to produce fabric. Document 3 shows the importance of Steam Engines. Steam Engines allowed for the employment of miners, engineers, shipbuilders, and sailors, which was good for those that were unemployed. Steam engines also leave thousands of fine arable fields free for the production

of food by man. Steam Engines were a way to produce cheap goods.

There were many negative effects of the industrial revolution as well. One of the biggest problems were the awful working conditions. The filth and bad ventilation in factories was so bad that the annual loss of life from these factors was greater than from any war. (Doc 6) The living conditions of working class people weren't much better. Document 5 tells that the working class lived in slums. Their houses were small cottages with 3 or 4 rooms, and if a building happened to have a cellar it would also be used as living space. The areas of these slums were dirty and full of animal and vegetable refuse with no gutters so it all ~~is~~ builds up.

The industrial revolution was very important but because of the negative effects many opposed it. In Document 7 Flora Tristan shows many ways to fix the negative effects. A few of these include labor

unions for the working class, representation of the working class, and ~~the~~ equal rights between men and women. If these and the other negative effects could be fixed the industrial revolution would have been accepted by everyone.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is primarily descriptive (machinery played a major role in the Industrial Revolution; growing importance of steam engines was good for the unemployed; living conditions of the working class people were not much better than working conditions; labor unions, representation, and equal rights were ways to fix the negative effects of the Industrial Revolution); includes faulty application and analysis (if the negative effects could have been fixed, the Industrial Revolution would have been accepted by everyone)
- Incorporates limited relevant information from documents 2, 3, 5, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (cotton trade tripled; buildings of all descriptions were repaired and made into factories; steam engines left arable fields free for production of food; filth and bad ventilation existed in factories; slums were dirty and full of animal and vegetable refuse); includes a minor inaccuracy (machinery raised the wages of spinners and weavers)
- Demonstrates a general plan of organization; includes an introduction that mentions a positive and a negative effect and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although the response uses mostly accurate information from the documents to discuss the positive and negative effects of the Industrial Revolution, some statements demonstrate a lack of understanding of the Industrial Revolution itself. Statements are not supported with relevant facts and details.

The Industrial Revolution began in Europe. Its effects changed societies in many ways. Some of these changes were good while others were bad. Since it began it completely revolutionised the world we live in.

The Industrial Revolution began sometime in the ~~18~~ early 1800s. It brought about work in factories thus many new products and technology were invented.

The Industrial Revolution helped people all around the world. One big change that helped people was the fact that products were now being produced faster and in larger quantities. This also helped the nations economy in that now they could bring in more money from trade and other such things. The Industrial Revolution also helped those who didn't have jobs and were unemployed get jobs. That mostly helped women who at the time were not allowed to get jobs and or were looked down at.

Not all the Industrial Revolution

did was positive. Most of its effects were in fact negative. Although products were now being produced faster because of machinery it was not all good because this caused many injuries to the workers. The conditions the workers were living in was also another down side. They lived in small cottages huddled up together with no ventilation. This caused many deaths. In the streets it was the same. It was full of holes and garbage. Although many ~~people~~ who were unemployed got jobs it was not worth it. They were paid little to no money and they were beaten by ~~the~~ the overlooker. The ~~minutes~~^{hours} were also harsh. All this applied to women and children.

The Industrial Revolution is seen as a big change in our history. It all began in Europe and ever since then its effects have been felt around the world. Some of which were good and ~~and~~ others bad. The Industrial Revolution has long been forgotten but its effect share have not.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is primarily descriptive (the Industrial Revolution completely revolutionized the world we live in; people were helped by faster production and larger quantities of products; more money was brought into the nation from trade; machinery caused many injuries to the workers; while the Industrial Revolution began in Europe, its effects have been felt around the world); includes some accurate analysis (Industrial Revolution brought about work in factories thus new products and technology were invented) and some faulty analysis (jobs were given to the unemployed, which especially helped women)
- Incorporates limited relevant information from documents 1, 2, 3, 5, and 6
- Presents little relevant outside information (workers were beaten by overlooker; poor working conditions applied to women and children)
- Includes few relevant facts, examples, and details (products were produced faster because of machinery; living conditions of workers were poor); includes an inaccuracy (Industrial Revolution began sometime in the early 1800s)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Limited document information and outside information address both aspects of the task. However, much of the information is mentioned but not discussed.

In the 1750's, the Industrial Revolution took over England and slowly spread throughout Europe impacting society as it went. A great number of benefits for society ~~occurred~~ occurred as a result to the revolution. However, some changes affected the society in a negative way.

As a result of the Industrial Revolution, trade made a substantial increase benefitting ^{the} society and economy of European nations. The use of machinery not only aided in the production of goods, but created new means in which to transport it. ^(Poc3) In response to the increase of trade, wages for workers were raised. ^(Poc2) The cost to make the goods was a fraction of their market value, and by using machinery they were mass produced at a rate far quicker than by hand. ^(Poc1) The industrial revolution spread throughout Europe into countries such as India, Egypt, Canada and Australia benefitting the economy as it went. ^(Poc8)

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by discussing the positive effects of the Industrial Revolution on European society
- Is descriptive (trade made a substantial increase benefiting the society and economy of European nations; use of machinery aided in the production of goods and created new means by which to transport them; wages for workers were raised; the cost to make goods was a fraction of their market value; machinery mass produced goods far quicker than by hand)
- Incorporates limited relevant information from documents 1, 2, and 3; misinterprets document 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Industrial Revolution spread throughout Europe); includes an inaccuracy (spread into countries such as India, Egypt, Canada, and Australia)
- Demonstrates a general plan of organization; includes an introduction that is beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The discussion is limited to positive effects and uses minimal information from the documents. The way in which these details are presented demonstrates little understanding of the overall effects of the Industrial Revolution.

The Industrial Revolution that began in Europe changed society in many ways. Some of these changes were positive while others were negative.

The Industrial Revolution had many positive changes. For instance ~~the~~ cloth and the way they produced cloth was changed as stated in Document 1. Cloth was first made by hand then changed to machines doing all the work. It used to be made in small rooms then they had big factories. If machinery wasn't made we wouldn't be able to make half the stuff we do now. Machinery makes everything so much faster as stated in Document 2.

There were also negative effects of the industrial revolution. Like as stated in Document 4 the population grew rapidly which led to overpopulation. Workers got treated very badly. Workers were segregated in separate districts where they struggle through life as best they can out of sight of the more fortunate classes of society as stated in Document 5. They lived in little three or four bedroom houses.

The industrial revolution that began in Europe changed society in positive and negative ways. It had a big effect on the world.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by discussing one positive effect and a few negative effects of the Industrial Revolution on European society
- Is descriptive (cloth used to be made in small rooms and then in big factories; machinery made everything much faster); lacks application and analysis
- Incorporates limited relevant information from documents 1, 2, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (cloth first made by hand and then changed to machines doing all the work; workers lived out of sight of more fortunate classes; workers got treated very badly); includes overgeneralizations (rapid increase in population led to overpopulation)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The information presented to explain the documents is limited. Several general statements are made with little explanation.

The Industrial Revolution in the European Society had many positive effects. As well as positive effects the Industrial Revolution brought along negative effects. These effects changed European Society as well.

A positive effect was it was easier and faster to produce goods. Workers didn't have to spin a wheel in order to weave the clothing (Doc 1). They used large machines that worked on their own. Because they could produce more in less time trade increased (Doc 2). When the trade increased the population had also started to increase (Doc 4). The reasoning of this is because people from other areas came to England so they could get a job working in the factories. One invention that had helped the Industrial Revolution was the steam engine. The steam engine was able to make cheap goods and bring them to other areas or countries that need them (Doc 3).

As well as positive effects there were many negative effects. One negative effects was the workers in the factories

were treated poorly and also had poor living conditions. Due to the conditions at the factories many died (Doc 6)

The Industrial Revolution made a huge impact on our world. It has made an impact by changing our society in many ways. It has changed our society historically, economically, and environmentally. The Industrial Revolution had left positive effects and negative effects, as well. These positive effects and negative effects made an impact on our society and our world.

The Industrial Revolution had positive effects on the economy. The positive effects on the economy were increased production, less dangerous working conditions (when it came to doing labor), increased employment, higher wages, ~~high~~ and increased population. The

new, recently invented machinery made tasks, such as weaving cloth, much faster and easier than if they were to do the job the old-fashioned way. The machinery made working conditions safer because the worker would then not risk many injuries doing manual labor. The Industrial Revolution led to increased employment rates because this type of industry needed many people for industrial jobs, such as miners, sailors, etc. Higher wages were caused by the improved trade. Increased population was caused by the ability to produce cheap goods and the higher supply met the demands of the people.

The Industrial Revolution had negative effects on the environment. The negative effects on the environment were filthy living conditions and unhealthy, filthy working conditions. Since there were no ventilation accesses, there was no way for the filth to be discarded of. The filthy working conditions also caused many

people to get sick and/or die. The workers had gotten sick from a lack of a clean supply of water and also poor ventilation.

Both these positive effects and negative effects not only affected England but other ~~countries~~ countries as well due to trade and production. The Industrial Revolution has helped achieve tasks in an easier and safer way. Due to this revolution, countries all over the world can have their share of technology. However, this revolution had also made our world more difficult to live in, healthwise. This is due to all of the gases and inappropriately disposed of wastes that came from the pollution of industry.

Throughout history, advances, revolutions and conquests have been good for some people, and bad for the rest. This duality is as old, if not older than history itself. One such situation was the industrial revolution in England. Many people were effected by this movement. The workers, the inventors, the factory owners and the consumers were all effected. Not all were effected positively however, the industrial revolution had a very dark side.

The workers suffered greatly from this revolution. With the introduction of new machinery, the manufacturing of cloth moved out of the home and into overcrowded factories (doc 1). Wages fell ~~and~~ as workers became disposable and the cost of basic goods soon became too great for the average worker. ~~They were~~ In the clutches of poverty, workers were forced to move to slums. These slums were poorly planned and constructed. Decaying matter and filth lay in the streets rather than being properly disposed of ~~it~~ (doc 5). These poor conditions led to the rapid spread of disease. The life expectancy of the worker dropped drastically after the introduction of the factory (doc 6).

Whole families were forced to work due to the low wages.

There were some who benefitted though. The inventors and engineers that came up with the machines that started this revolution did fairly well.

The spinning jenny was the first of these machines. It allowed a single person to produce much more cloth than they could without such a machine.

The spinning jenny was less harmful to the worker than some of the later inventions. The water frame took a unique approach. It assisted the

operator by being partially powered by the natural flow of water. ~~The~~ The self-acting mule, first

used on a large scale in 1825, allowed multiple spools to feed the cloth simultaneously. This speeded production exponentially. Possibly one of the most impactful inventions was the steam engine. This

device was massively powerful, if not a little slow.

It moved the transport of materials from the roads to the canals. As a result, the horses that were

used for transport previously became obsolete. The crops that were once fed to them could now be used to

feed the people (doc 2). ~~The~~ These paramount

devices required staggering amounts of coal to fuel them however. And though coal itself was in abundance, the soot and carbon dioxide they released into the atmosphere were harmful.

Factory owners were also among those who benefited. The factories allowed the owners to greatly increase their profit margins. They ~~employed~~ employed workers who worked from dawn late into the night for mere pennies an hour. The owners were also allowed to use brute force and unwarranted aggression if workers were not efficient enough. As the owners bought more factories, they were able to make more and more money based on the concept of large scale economics. They lowered their prices, consumers bought more, and the owners made more money (doc 3)

The consumer market also benefited. Not only were their goods cheaper and easier to acquire than ever before, but they were also of better quality. Clothing no longer included the inherent imperfections found in products made by hand. Whereas once, a person would own one or two outfits, now, entire wardrobes could be assembled.

There were many positive aspects to the industrial revolution, as were there negative aspects. But ~~was~~ for all the advancements and benefits, was the revolution worth it? Many people were maimed and even lost their lives, and social classes grew further and further ~~apart~~ apart. The revolution was worth it however. It may have begun a downward spiral of pollution, it may have residual effects on the classes of families and people may have lost their lives. ~~But~~ However, without the industrial revolution, society would not be what it is today.

A "Revolution" defines a change in society. As a result of the change, both positive and negative effects can be seen. In the late 1700's, England became a world leader in industrialization due to their achievements and applications of new inventions. Before the Industrial Revolution changed England, the nation had vast farmland and few cities. The country then took up the policy of imperialism in which they spread their influences globally. In fact, it was even said that "the sun never sets on the British empire" because it had expanded over so many areas. The reason for this expansion was the need for more raw materials to use in their rapidly industrializing nation. Industrialization shaped England both positively and negatively, with some of the effects still lasting today.

Industrialization was beneficial to England b/c it allowed trade to prosper, and increased the availability of jobs. Before the I.R., goods were only hand-made, thus limiting the number of goods output b/c of the long time it took to create them. For example, as seen in Doc 1, women produced cloth from hand spinning wheels. Then, after the invention of the mule and flying shuttle on a cloth mill, cloth could be spun in factories. This allowed for more cloth to be made in a shorter period of time. By having more goods, more trade was available. The larger amounts of cloth also benefitted farmers b/c it increased the demand for wool. In addition to farmers benefitting, the

workers in the mills benefitted, as seen by Doc. 2, "Lectures on the Industrialization Revolution..." because "at first, in fact, machinery raised the wages of workers and spinners." As a result of the surplus of goods, more trade was needed. In response to this need, the railroad was creating, linking areas for trade, and thus bringing prosperity. The steam-engine created many job opportunities in laying tracks. It also benefitted the economy by allowing for more widespread trade. As seen in Doc 3, "the philosophy of manufactures...", "steam engines... by their cheapness & steadiness of their action... fabricate cheap goods." The Industrial Revolution positively affected England.

A change can sometimes have negative, undesired effects on an area. The Industrial Revolution brought some hardships along with its triumphs. Because factories required so many workers many children were employed. Children were desirable to factory managers b/c their small limbs could fit in machines to fix parts, they didn't rebel, and they were cheap. Many children lost limbs while working with dangerous machines and experienced other unsafe conditions, like extreme heat and overly long hours. Sometimes children worked 12 hours or more, and had no opportunity for school. This impacted their whole life b/c with out school, they could ~~now~~ never get a job outside of their working class. In Doc 7, Flora Tristan

expresses her feelings for the need for education - "Recognition of... education for all boys and girls." In addition, the new machines, factories, and railroads all burnt fuel, which began the pollution problems that we suffer from today. Furthermore, the factories were in cities, such as London + Manchester, and many workers migrated from rural areas. This created many more cities and overpopulation (Doc. 4). Life in the cities was terrible. Often many families lived in each home without running water. The streets were covered in ~~use~~ wastes which lead to infections and death (Doc. 6).

The events of the Industrial Revolution were both positive and negative impacts on England. Industrialization was inevitable with the constant technological advancements, once industrialization hit England, it spread to many other nations. This means the Industrial Revolution was a global event.

While the Industrial Revolution began in Europe and it changed society in many ways, some in positive ways and some in not so positive ways.

Like the spinning wheel that people had to work on to weave clothing but for one piece of clothing took forever to weave. Then it had to be pressed then done and then pressed so it would stay together. Then machinery came along and helped out a lot more production. Then steam-boats helped save people plants and have more money also from trading. Steam boats did not take up very much money because it was made out of cheap steel.

Then as soon as everyone seen people doing better like in England everyone wanted to live there. Then that's when the population grew and the people that lived in England before were not very happy. But that's the way it stayed and people didn't like it but had to live with it or leave which they did not have enough money to do so. Then not long after that workers had to be

paid right and treated right also.

People in England had to change society and help it with production. Then soon after that people started to catch on and made their own production. Then England thought they could have everything to but did not happen. So that some of the positive and the negative changes in the Industrial Revolution.

Practice Paper A—Score Level 1

The response:

- Minimally develops some aspects of the task by discussing one positive effect and some negative effects of the Industrial Revolution on European society
- Is descriptive (workers did not have to spin a wheel in order to weave clothing; machines produced more in less time which led to increased trade); lacks application and analysis
- Incorporates limited relevant information from documents 1, 2, and 6; alludes to document 5; and misinterprets documents 3 and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (poor treatment of workers in factories; poor living conditions); includes inaccuracies (people from other areas came to England so they could get a job working in the factories; steam engine was able to make cheap goods and bring them to other areas)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Literal interpretation of some document information leads to inaccurate statements. Although some effects of the Industrial Revolution are mentioned, the inclusion of few accurate facts and the lack of explanation results in a confusing response.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is primarily descriptive (weaving cloth by machine was faster and easier than the old-fashioned way; workers got sick from a lack of a clean supply of water and poor ventilation; Industrial Revolution helped achieve tasks in an easier way; Industrial Revolution not only affected England but other countries due to trade and production); includes faulty and weak application and analysis (machinery made working conditions safer because the worker would not risk injuries doing manual labor; increased population caused by the ability to produce cheap goods; effect of filthy living conditions and unhealthy, filthy working conditions on the environment)
- Incorporates limited relevant information from documents 1, 2, 3, 5, and 6
- Presents little relevant outside information (improved trade caused higher wages; gases and inappropriate disposal of wastes from pollution make the world more difficult to live in)
- Includes few relevant facts, examples, and details (production increased; employment increased; population increased); includes inaccuracies (less dangerous working conditions during the Industrial Revolution; misinterprets document 4)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Both short-term and long-term effects of the Industrial Revolution are included in the discussion. The positive effects concentrate on the economy and the negative effects concentrate on the environment. However, the lack of historical facts and details and incorrect conclusions that are drawn from the document information weaken the response.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is more analytical than descriptive (workers, inventors, factory owners, and consumers were all affected by the Industrial Revolution; the Industrial Revolution had a very dark side; new machinery was introduced; wages fell as workers became disposable; decaying matter and filth lay in the streets of slums rather than being properly disposed of; life expectancy of worker dropped drastically; whole families were forced to work due to low wages; inventors and engineers did fairly well; spinning jenny was less harmful to the worker than some of the later inventions; steam engines required staggering amounts of coal; factory owners employed workers who worked from dawn to late in the night for mere pennies an hour)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 6
- Incorporates relevant outside information (spinning jenny allowed a single worker to produce more cloth; water frame assisted the operator by being partially powered by natural flow of water; self-acting mule allowed multiple spools to feed cloth simultaneously; the soot and carbon dioxide released by burning of coal into the atmosphere was harmful; factories allowed owners to greatly increase their profit margins; owners were allowed to use brute force and unwanted aggression if workers were not efficient enough; concept of large-scale economics; owners lowered prices, consumers bought more, and owners made more money; goods were cheaper and easier to acquire than before and they were of better quality; social classes grew further and further apart)
- Includes some relevant facts, examples, and details (manufacturing of cloth moved out of home; workers forced to move into slums; rapid spread of disease; steam engine; horses became obsolete as transportation; abundant supplies of coal); includes some minor inaccuracies (cost of basic goods became too great for average worker; steam engine moved transportation of materials from roads to canals)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Overgeneralizations and contradictory statements, such as “cost of goods became too great for average worker” and “goods became cheaper and easier to acquire than ever before,” prevent this paper from being a Level 4 response. On the other hand, the treatment of the effects of the Industrial Revolution from the perspective of different groups of people and the vivid descriptions of the economic effects of the Industrial Revolution are positive attributes.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task by discussing the positive effects and the negative effects of the Industrial Revolution on European society
- Is both descriptive and analytical (before the Industrial Revolution changed England, the nation had vast farmland and few cities; industrialization allowed trade to prosper and increased the availability of jobs; goods were handmade before the Industrial Revolution which limited the output; larger amounts of cloth benefited farmers because it increased the demand for wool; more trade was needed as a result of the surplus of goods; railroad linked areas for trade and brought prosperity; steam engine created many job opportunities; because children had no opportunity for school, they could not get a job outside their working class; workers migrated from rural areas to cities to work in factories; streets were covered in wastes, which led to infections and death)
- Incorporates relevant information from documents 1, 2, 3, 6, 7, and 8
- Incorporates relevant outside information (“the Sun never sets on the British Empire” because it had expanded over so many areas; reason for England’s expansion was a result of the need for raw materials to use in its rapidly industrializing nation; many children were employed because factories required so many workers; children were desirable to factory managers because their small limbs could fit in machines to fix parts, they did not rebel, and they were cheap; many children lost limbs while working with dangerous machines and experienced unsafe conditions like extreme heat and long hours; new machines burned fuel that began the pollution problems we suffer from today)
- Supports the theme with relevant facts, examples, and details (England became a world leader; imperialism; women produced cloth from hand spinning wheels; invention of the mule and flying shuttle; machinery at first raised the wages of workers and spinners; factories were in cities such as London and Manchester; technological advances)
- Demonstrates a logical and clear plan of organization; includes an introduction that defines revolution and applies it to the Industrial Revolution and its lasting effects and a conclusion that discusses how the Industrial Revolution became a global event

Conclusion: Overall, the response fits the criteria for Level 4. Many of the points that are made in the introduction are not developed in the body of the response. The misinterpretation of document 4 also weakens the response. However, analytical statements in the discussions of child labor and expansion of trade contribute to the effectiveness of the response.

Practice Paper E—Score Level 0

The response:

Refers to the theme in a general way; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for Level 0. The response demonstrates a general plan of organization and appears to refer to documents 1 and 4. Although the response contains a few accurate statements, they do not relate to the effects of the Industrial Revolution on European society. No understanding of the documents or the task is demonstrated.

Global History and Geography Specifications Grid

June 2006

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Conflict	Standards 2 and 5: World History; Geography
Document-based Essay	Industrial Revolution in Europe: Economic Systems; Science and Technology; Factors of Production; Environment and Society; Needs and Wants; Imperialism; Urbanization	Standards 2, 3, and 4: World History; Geography; Economics

The *Chart for Determining the Final Examination Score for the June 2006 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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