

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 30, 2009 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <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 **Part I** (Multiple-Choice Questions):

- Scoring Key

For **Part II** (thematic) essay:

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

Global History
and Geography
January 30, 2009

Part I

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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 Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Question

- (1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Global History and Geography
Content-Specific Rubric
Thematic Essay
January 2009

Theme: Geography

Geographic factors have affected the development of nations and regions. These factors have also promoted or hindered cultural diffusion.

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

- Explain how the geographic factor affected the development of a specific nation/region
- Discuss how that geographic factor promoted *or* hindered cultural diffusion

You may use any geographic factor from your study of global history. Some suggestions you might wish to consider include deserts, rivers, mountains, plains, islands, irregular coastlines, straits, climate, and location.

You are *not* limited to these suggestions.

Do *not* write about geographic factors in the United States in your response.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (for *two* different geographic factors, explaining how *each* geographic factor affected the development of a specific nation or region and discussing how *each* factor promoted or hindered cultural diffusion).
2. The effect of one specific geographic factor may be the same as the effect of another geographic factor, e.g., mountains and deserts may both serve as barriers.
3. The response may discuss two different geographic factors that affected the development of and promoted or hindered cultural diffusion of the same nation or region, e.g., the lack of natural resources on Japan and the effect of island location on Japan.
4. A response may combine the effect of the geographic factor with the way that factor influenced cultural diffusion.
5. The specific geographic factor does not need to be named as long as it is implied in the discussion, e.g., seas/oceans bordering India.
6. The term *cultural diffusion* need not be used as long as it is clear that the response is discussing the effect of the movement of peoples, goods, and/or ideas.
7. Two geographic factors that are related to each other should be considered different if the discussion develops them as different geographic factors, e. g., river and delta.
8. As is the case with many historical topics, the extent to which cultural diffusion was promoted or hindered may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
9. Although the task asks for whether the geographic factor promoted or hindered cultural diffusion, an effective evaluation may refer to both.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **two** different geographic factors by explaining the effect **each** geographic factor had on the development of a specific nation or region and discussing how **each** factor promoted or hindered cultural diffusion
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *mountains of western China*: connects the high elevation of mountains in western China to a variety of conditions—population density, movement of people, limitations on agriculture; accounts for the importance of the mountains of western China in relation to the location and usage of global trade networks linking China with Europe and the Middle East at various times in history; *location of Japan*: connects the protection offered by an island location to the development of a relatively homogenous culture in Japan; argues that the Korean land bridge to the island of Japan was crucial to selective borrowing from neighboring countries
- Richly supports the theme with relevant facts, examples, and details, e.g., *mountains of western China*: Tian Shan; population density of eastern third of China; porcelain; Buddhism; Silk Road network; Islam; *location of Japan*: China; Korea; Buddhism; Confucianism; Chinese writing and literature
- 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 more thoroughly than the other for both geographic factors *or* develops both aspects of the task for one geographic factor more thoroughly than for the second geographic factor
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *mountains of western China*: relates the mountains to the population density in western China; explains how the trade networks linking China to Europe and the Middle East were routed around and near the western mountains of China; *location of Japan*: discusses how Japan's island location offered protection from invasions by the Mongols; discusses how Japan's cultural development was influenced by its proximity to China and Korea
- 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

Note: At score levels of 5 and 4, all **four** components of the task should be developed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1 of the rubric.

Score of 3:

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

Note: If **both** aspects of the task have been thoroughly developed evenly and in depth for **one** geographic factor and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

Throughout history, geography has affected how areas develop because certain geographic factors cause different patterns of development. Additionally, once developed, these factors either encourage or impede cultural diffusion. Mountains caused the creation of city-states (polis) in Greece and hindered cultural diffusion while the location of East Africa led to small Swahili states and encouraged cultural diffusion.

Greece encompasses a peninsula that is covered by mountain ranges. These mountains severely impacted the development of that region. The mountains split up the land, which led to the creation of small city-states. Rather than one unified empire, the mountains led to the creation of different governments and local identities. For example, two of the most well known polis are Athens and Sparta. While in Athens there was a direct democracy with voting and an emphasis on education, Sparta was a strict military based society ruled by an oligarchy. At the same time there was a broad, unifying Greek culture including a common language, common mythology, and periodic celebrations like the Olympics. While Greek city states joined to defeat a huge Persian invasion, later Athens and Sparta greatly weakened Greece by fighting each other in the Peloponnesian War. It is clear that the geographic factor of mountains impacted the development of Greece greatly.

Additionally, the geographic feature hindered cultural diffusion. Ideas spread from one polis to the other but people

were very loyal to their own polis and considered these ideas foreign and foreigners as barbarians. But the mountainous terrain limited the agricultural production of the Greeks so they were very dependent on trade and conquest for the things they could not produce. This spread elements of Greek culture throughout the eastern Mediterranean.

Another geographic factor that affected the development of a certain region was location. East Africa's location impacted how states formed there. The East African coast is situated on the edge of the Indian Ocean which features the monsoon winds. Because of this, East Africa is at a central location for trade. Traders would sail with these winds during the two seasons, using one season to reach their destination and the other to return home. Immense amounts of Indian Ocean trade led to the formation of small Swahili states on the coast such as Sofala in Zimbabwe and Mozambique. It was because of their prime location that they evolved into trading ports and eventually city-states.

This location also helped to promote cultural diffusion. Because of their location, it led to involvement in trade with Muslim merchants. Many of the leaders converted to Islam to provide legitimacy. They built mosques, adopted Muslim laws for trade, and became part of the Islamic trading network in the Indian Ocean. Although many leaders converted, they still allowed traditional beliefs and didn't force conversions.

Anchor Paper – Thematic Essay—Level 5 – A

These states involved a lot of syncretism and their location was the thing that promoted cultural diffusion. Joining Islamic cultures and African culture was common. Swahili, their language, is a combination of Bantu and Arabic.

Throughout history, geography has played a large role in the way things play out. Mountains in Greece, and the location of the East African coast both led to the creation of city-states but for different reasons and with different results.

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

- Thoroughly develops all aspects of the task evenly and in depth by discussing how the mountain ranges of Greece promoted the development of ancient Greek city-states while both hindering and supporting cultural diffusion and how location on the east coast of Africa promoted the development of trading city-states that were both shaped by and agents of cultural diffusion
- Is more analytical than descriptive (*mountains/ancient Greece*: mountains led to creation of different governments and local identities; ideas spread from one polis to another, but people were very loyal to their own polis; at the same time, there was a broad, unifying Greek culture; Athens and Sparta greatly weakened Greece by fighting each other in the Peloponnesian War; mountainous terrain limited the agricultural production of the Greeks, making Greeks dependent on trade; *location/east coast of Africa*: East African coast situated on edge of Indian Ocean; Indian Ocean trade led to formation of small Swahili states that evolved into trading ports and eventually city-states; traders would sail with winds during two seasons to reach destination and return home; built mosques, adopted Muslim laws for trade, and became part of Islamic trading network in Indian Ocean; joining Islamic and African culture was common; Swahili, their language, is a combination of Bantu and Arabic)
- Richly supports the theme with relevant facts, examples, and details (*mountains/ancient Greece*: direct democracy; oligarchy; barbarians; common language and mythology; Olympics; *location/east coast of Africa*: Indian Ocean; monsoon winds; Sofala; Zimbabwe; Mogadishu; Muslim merchants)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that establish unifying concepts that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates understanding of the complex nature of geographic factors (especially in Greece) and explains how geographic factors can simultaneously have contrary effects. Extensive historical knowledge is integrated into the discussion of cultural diffusion (especially east coast of Africa) and demonstrates that much of the development of east African trading states relied on understanding, adapting to, and exploiting geographic factors.

Throughout time, geographic variations have played a huge role in the cultures and lifestyles of the people of various areas. Weather, climate and terrain all play an important role. The success of the Inca in adapting to their Andes environment and the Aztec to Lake Texcoco are significant examples of the influence of geography.

Geographic factors often shape the character of a specific nation. For example, the ancient Inca culture that developed in the Andes Mountains in Latin America employed unique technology in order to adapt to the region they lived in. Some specific examples of adaptation that the Inca used include terraces, roads, rope bridges and quipu, knotted strings that were used to keep records. This technology was vital in establishing and maintaining an empire that stretched over two thousand miles through the mountains of South America. The roads and bridges were the glue of the empire, linking forts and carrying teams of relay runners that helped maintain the absolute power of the emperor. Clearly, the image of mountains that is brought to mind with the Inca empire is well deserved.

In one way there wasn't a lot of cultural diffusion in the empire. There were hundreds of ethnic groups throughout the region but the Inca tried to eliminate regional differences that the mountains had promoted. In another way, common problems posed by mountainous terrain caused cultural diffusion to come about. For example, techniques in irrigation that served the terraced lands developed in one area spread throughout the empire.

The Aztec empire began when a previously uninhabited island in

Lake Texcoco became home for the Aztec people. This small island left them little room for cultivation. The Aztec's brilliant solution was floating gardens called chinampas. These were artificial islands made from mud from the lake on rafts. Here farmers grew corn, beans and other ~~the~~ crops. As time went on they made more and more of these. This is how the Aztec began their empire—by overcoming the limitations of their island home.

Lake Texcoco was the site of the capital city of Tenochtitlan and a gigantic market place where thousands of people traded every day. Tribute flowed into the city from all over the empire as the political and social influence of the Aztec was extended. So the island location that was so important to shaping the early Aztecs also was the center for exchange of goods and ideas across sections of Mesoamerica.

In conclusion geographic factors have played a major role in the formation of empires and lifestyles. People must be able to adapt to survive the variations of climate and land. Many, like the Incas and the Aztecs, have successfully adapted to different geographic variations.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the geographic factors that shaped the nature of Inca culture in the Andes and the nature of Aztec culture on an island in Lake Texcoco and relating the effect the mountains and the lake had on cultural diffusion within these empires
- Is more analytical than descriptive (*Andes Mountains/ancient Inca*: Inca culture employed unique technology in order to adapt to the region they lived in; roads and bridges were the glue of the empire, linking forts and teams of relay runners that helped maintain the absolute power of the emperor; common problems posed by terrain caused cultural diffusion; techniques that served one area spread throughout the empire; *island location/Aztec*: small island left little room for cultivation; Aztec's brilliant solution was floating gardens called chinampas; artificial islands made from mud from the lake on rafts; tribute flowed into city as influence of the Aztec was extended; island location so important to shaping early Aztecs was also center of the exchange of goods and ideas across sections of Mesoamerica)
- Richly supports the theme with relevant facts, examples, and details (*Andes Mountains/ancient Inca*: Latin America; terraces; roads; rope bridges; quipu; empire stretched over two thousand miles through mountains of South America; hundreds of ethnic groups; *island location/Aztec*: began on previously uninhabited island in Lake Texcoco; Lake Texcoco was site of capital city, Tenochtitlan; the Aztec began their empire by overcoming the limitations of their island home; corn; beans)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that highlight the theses that geographic factors shape the character of civilizations

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates that unique technologies used to overcome geographic factors were integral to the development of complex civilizations. The manner in which cultural diffusion was promoted or hindered is addressed specifically but is also implicit throughout the development of the theme.

In two cases, the Atlantic Ocean and the Sahara Desert, geographic factors were initially barriers to contact within regions and later became an important means of connecting people in these regions. It is only after people were innovative and adapted to these geographic factors that barriers became "roadways."

Europe, predating 1450, had been relying on the Asian world and the Middle East for many goods. They had been importing goods from China and these were going through "the middle men," the Arab traders and the Italian merchants. Europeans wanted a quicker route to the goods, so they turned to the Atlantic Ocean, which they had not ventured into very much. Up to that time, Europeans did not sail far from the sight of land, fearful of things like sea monsters. They could not overcome the size and power of the Atlantic to find out what was on the other side. With the Portuguese and Spanish heading the way, the ocean barrier was overcome with the "discovery" of the Americas in 1492. Larger and stronger ships, the compass, and devices to measure latitude and longitude made the Atlantic the way to connect Europe and this "new world."

By sailing the Atlantic, they created the triangular trade route and eventually a global market, with Europe and the Atlantic in the center of it. Europe became dominant now with its control of new found markets, the Americas, and Triangular Trade. Sadly, the Atlantic also carried

European diseases to the Americas which killed millions of native Americans. The tragic "Middle Passage" across the Atlantic brought enslaved Africans to work and abuse on plantations. These and other examples of cultural diffusion changed the Atlantic world forever. Missionaries ^{promoted} Christianity to the few Americans left and the increasing African population.

For better or worse, the Atlantic world changed tremendously when the ocean linked Africa, the Americas and Europe instead of separating them.

The Sahara Desert was seen as something that hindered trade in Africa before 600. The North and Sub-Saharan Africa were kept separated by it and trade was limited. With the introduction of the camel, caravans could more easily cross the arid Sahara. The profitable trade of salt from the Sahara for gold from the south grew rapidly. These trade routes brought increasing numbers of people and ideas to trading states that grew up south of the Sahara. Under the leadership of Ghana they realized that the Sahara was not a barrier, but a roadway they could gain ~~more~~ money from. They began by taxing the trade of profitable goods - gold and salt and taxing people who travelled across the desert. The next group, the Mali, profited even further from the taxing of products being traded. This was shown by the development of Timbuktu, a remarkable city of advancements.

Also it was shown by Mansa Musa who was a leader who built hospitals and universities. On the Hajj, he gave out mass amounts of gold, calling attention to the Trans-Saharan trade route. The spread of Islam is an example of the cultural diffusion that took place.

Islam spread rapidly with the Trans-Saharan trade. Islam soon blended into this African region. The next group the Sonohay also exhibited signs of wealth from the trade route. The Saharan desert provided the important good of salt and a route that the empires could tax. Beginning as a hindering feature, the desert soon became a profitable trade route.

Both the ocean and the desert could be factors that could stop an area from developing - but the Atlantic trade routes eventually led to a global age and the Trans-Saharan trade routes redefined western Africa as a Muslim region.

Anchor Level 4-A

The response:

- Develops all aspects of the task in balanced fashion, discussing how the Atlantic Ocean and Sahara Desert have served as both obstacles to and the means of furtherance of contact among peoples of a region
- Is both descriptive and analytical (*Atlantic Ocean*: Europe imported goods from China that went through the Arab traders and Italian merchants; only after people were innovative and adapted to geographic factors did the barriers become roadways; created triangular trade route and eventually a global market with Europe and the Atlantic in the center of it; missionaries promoted Christianity to the few Americans left and the increasing African population; for better or worse, Atlantic world changed tremendously when ocean linked Africa, the Americas, and Europe instead of separating them; Atlantic trade routes eventually led to a global age; *Sahara Desert*: Sahara Desert seen as something that hindered trade in Africa before 600; with introduction of the camel, caravans could more easily cross the Sahara; profitable trade of salt from north for gold from south grew rapidly; Mansa Musa built hospitals and universities; on the Hajj, he gave out mass amounts of gold, calling attention to the trans-Saharan trade routes; trans-Saharan trade routes redefined western Africa as a Muslim region)
- Supports the theme with relevant facts, examples, and details (*Atlantic Ocean*: before 1450, Europe relied on Asian world and Middle East for many goods; Europeans did not sail far from the sight of land; Portuguese and Spanish led the way; ocean barrier overcome with the discovery of the Americas in 1492; larger and stronger ships; compass; devices to measure latitude and longitude; European diseases killed millions of native Americans; *Sahara Desert*: Ghana; Mali; Timbuktu, a remarkable city of advancements; Islam; Songhai)
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes the theses that geographic factors that were obstacles can become the means of connecting peoples of a region and a conclusion that restates this idea

Conclusion: The response fits the criteria for Level 4. By developing the theses that obstacles can become roadways, the response highlights how geographic factors at different times can promote or hinder cultural diffusion. How geographic factors affect a specific nation or region is subsumed by this discussion but is clearly established in its own right. However, the response does not include the level of analysis often found in a Level 5 paper.

Ancient Greece was one of the most influential civilizations where many important political, social, and philosophical principles developed. Much like its contemporary civilizations, ancient Greece was highly influenced by its geographical features. Greece's mountains and seas were significant features in its development. These two geographical factors shaped and spread Greek culture.

One of Greece's more important geographical features was its mountains. Mountains in Greece both facilitated and hindered its cultural interaction. Because it was mountainous, there was not enough arable land to meet demands for things like grain. This meant that Greece needed to trade olives and wine with other regions in order to obtain vital goods. In this way, Greece's mountainous geography encouraged trade and cultural interactions. Along with trading for things that they needed, the Greeks also conquered and colonized, promoting cultural diffusion. At the same time, mountains made travel around the peninsula difficult. Sometimes this was good as invaders had difficult times entering into Greece's heartland. This natural protective barrier helped preserve Greek culture and growth. Mountains promoted the divergent evolution of city states. Two of the most well-known city-states, Sparta and Athens, epitomize this effect. Athens and Sparta took two completely different paths of development. Whereas Athens developed into a democratic polis that encouraged free thought and individuality, Sparta was a militaristic oligarchy against individuality. In addition to limiting interaction between polis' and decentralizing Greece's government, the Greek mountains also influenced its religious customs and ideology. According to Greek theology, the Greek gods inhabit Mt. Olympus, the largest mountain in Greece. In this way, mountains transcended their geographical role and took on a religious connotation to which the Greeks held with high esteem.

By making travel on land somewhat difficult, the mountains also made sea travel more practical and the Greeks ~~to~~ became a seafaring people. Greece had an extensive coastline and many natural harbors. These helped promote interaction and cultural diffusion via trade, colonies, and war. The Greeks used the sea to wage war in the Mediterranean world from Sicily to modern-day Turkey. The seas helped Persia invade Greece but were also vital to the Greek victory. The seas were important in Alexander the Great's spread of Greek power and the influence of Hellenistic culture. Homer's "Odyssey" shows the importance of the sea in Greek literature as a powerful natural force.

In the development of societies, geography was one of the major factors in determining a societies' fate. In Greece, two very influential geographical features, seas and mountains, both aided and hindered cultural interaction by both isolating the Greek polis and forcing/driving them to trade. Thus, geography in Greece led to both societal uniqueness and cultural expansion and shaped Greece into one of the greatest forces in cultural diffusion to date.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the role of mountains in shaping and influencing the spread of ancient Greek culture more thoroughly than the role of the seas in shaping and spreading ancient Greek culture
- Is both descriptive and analytical (*mountains/ancient Greece*: Greece needed to trade olive oil and wine with other regions to obtain vital goods; Greece conquered and colonized, promoting cultural diffusion; invaders had difficult times entering into Greece's heartland; mountains promoted the divergent evolution of city-states; mountains transcended their geographical role and took on a religious connection which the Greeks held with high esteem; *seas/ancient Greece*: mountains also made sea travel more practical and the Greeks became a seafaring people; used the sea to wage war in the Mediterranean from Sicily to modern-day Turkey; seas helped Persia invade Greece but were also vital in the Greek victory; Homer's *Odyssey* shows the importance of the sea in Greek literature as a powerful natural force)
- Supports the theme with relevant facts, examples, and details (*mountains/ancient Greece*: not enough arable land; natural protective barrier; Greek gods inhabit Mt. Olympus, largest mountain in Greece; Sparta; Athens; polis; democratic; free thought and individuality; militaristic oligarchy; *seas/ancient Greece*: extensive coastline; many natural harbors; Alexander the Great; Hellenistic culture)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that emphasizes how geography promoted societal uniqueness and cultural expansion

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates how the elements of the task can be insightfully applied to a single society. Examples support the view that to understand the Greeks, the dominant role of mountains and seas in shaping their culture must be considered. However, the uneven development of these geographic factors weakens this response.

In the development of modern nations, geographical factors have affected both national development and cultural diffusion. Islands and plains are without a doubt powerful geographic factors.

Few nations can be described as being dominantly plains. One of the few nations that fits that category is Poland, and its historical development has always centered around the importance of the Northern Plains. Poland, an Eastern European country is known and prized for its fertile plains. This region has shaped Poland's economy by making agriculture, for example grain, an important part of its economy. The plains have also served as a travel route from France to Russia, linking east and west. But the plains also are a liability. While the plains make it easy to travel, it also means that Poland has a lack of natural barriers. Poland has been conquered and dissolved more than most countries in world history. Chunks of the nation have been taken by other nations through military victory. These include Russia under Catherine the Great, Prussia, and many others. Its more recent conquerors include Napoleon, Hitler, and Stalin. All of these conquests are examples of imposed cultural diffusion. But, even after disappearing from the map, Poland maintained its strong national identity. Poland remains one of the few very religious European states, deeply Catholic. It is due, in no small part to these plains that Poland exists in the way it does; a nation with many influences.

Island nations located near continents though separate, have always been influenced by other cultures whether they want to or not. Sometimes they try to isolate themselves, other times they want to be involved with their neighbors. One such nation is the United Kingdom. Called a nation of merchants by Napoleon, the lifeblood of the UK has always been trade. And one of the basic tenets of cultural diffusion is that it is brought about by trade. With the Industrial Revolution, the UK became very dependent on trade. Because they were an island, the UK could concentrate on their own development and the development of their colonies. They were protected by the English Channel and were not successfully invaded after 1066. Sometimes, if ~~is~~ a ruler like Napoleon or Hitler got too strong the UK would get involved in the events of the continents. Other times they concentrated on areas in other parts of the world. This brought British culture to many parts of the world and brought the wealth and cultures of many peoples to the UK.

Plains and islands location are unparalleled in their influence on the nations with these features. Both are often great multicultural settings, whether due to conquest or trade.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing how plains affected the development of Poland and how island location affected the development of the United Kingdom more thoroughly than how these geographic factors promoted or hindered cultural diffusion
- Is both descriptive and analytical (*Northern Plain/Poland*: historical development had centered around the importance of the Northern Plain; plains served as travel route from France to Russia, linking east and west; plains also are a liability; while easy to travel, Poland has a lack of natural barriers; Poland has been conquered and dissolved more than most countries in world history; conquests are examples of imposed cultural diffusion; even after disappearing from the map, Poland maintained its strong national identity; *island location/United Kingdom*: island nations near continents, though separate, have always been influenced by other cultures; sometimes they try to isolate themselves, other times they want to be involved; because they were an island, the United Kingdom could concentrate on their own development and the development of their colonies; if a ruler like Napoleon or Hitler got too strong, the United Kingdom would get involved in the events of the continent; brought British culture to many parts of the world and brought the wealth and cultures of many peoples to the United Kingdom)
- Supports the theme with relevant facts, examples, and details (*Northern Plain/Poland*: eastern Europe; fertile plains; grain an important part of the economy; Catherine the Great; Prussia; Napoleon; Hitler; Stalin; deeply Catholic; *island location/United Kingdom*: nation of merchants; lifeblood has been trade; Industrial Revolution; English Channel; last successful invasion in 1066)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is the historical detail employed in treating the impact of geographic factors, especially the plains in Poland. Development of the nature of cultural diffusion in both Poland and the United Kingdom, while brief, is insightful.

Egyptian culture and society developed during the foundations periods with their advanced system for building pyramids and their beneficial natural resources, the Egyptians were able to thrive not only ~~economically~~ economically, but culturally as well. ~~The Nile river and its desert provided~~

The Nile river in Egypt was a geographic advantage for the development of Egypt. Some civilizations, such as Mesopotamia, experienced a disadvantage because the flooding of their rivers was not periodic; however, the Nile river had a periodic flooding schedule. Due to this periodic flooding, the Egyptians were able to utilize the Nile river ~~per~~ to their advantage. The Nile was an agricultural site ~~per~~ due to its fertile land. Crops such as corn and wheat were grown on this fertile land. The Nile river was also a factor for the creation of the Egyptian calendar. The periodic flooding sparked the idea that the Egyptians should make a schedule – or a 365 day calendar. The advanced Egyptians also created their own writing system, Hieroglyphics. The Nile river was also used to transport blocks, in which the Egyptians then ~~used~~ transported and used to make their advanced pyramids. Culture also

was spread through the Nile, which is an example of cultural diffusion. The Egyptians were polytheistic which is the belief in many gods. They even had a god for sun and even one for the river. Their polytheistic beliefs spread from the New Kingdom to the Old Kingdom which were the split parts of Egypt.

As well as the Nile River, the Egyptians were also impacted by their desert. The desert served as a natural barrier, which prevented attacks from nomadic people's. The desert was beneficial because it didn't stop the Egyptians from advancing and trading with other places, it just served as a great natural barrier, which only made Egypt stronger as one of the earliest civilizations. Although the desert

Egypt was able to thrive and culturally advance and spread due to their natural resources. The Nile River and the desert in Egypt allowed the Egyptians to advance and develop forms of writing, a strong, uninvadable society, and many other impacting developments. Egypt's resources & geographic elements ultimately

Anchor Paper – Thematic Essay—Level 3 – A

sparked its ability to advance during the
foundations period in world history.

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

- Develops how the Nile River affected the development of Egypt in some depth and the effect of the desert on Egypt in more general terms, including the spread of ideas within Egypt
- Is more descriptive than analytical (*Nile River/Egypt*: flooding of some rivers not as periodic as Nile; Nile was an agricultural site due to fertile land; Nile also factor in the creation of Egyptian calendar; many gods, including god for sun and one for the river; *desert/Egypt*: prevented attacks from nomadic peoples; didn't stop Egyptians from advancing and trading with other places)
- Includes some relevant facts, examples, and details (*Nile River/Egypt*: crops such as wheat; 365-day calendar; hieroglyphics; polytheistic; *desert/Egypt*: natural barrier); includes a minor inaccuracy (*Nile River/Egypt*: crops such as corn)
- Demonstrates a satisfactory plan of organization; includes an introduction that sets Egypt as the region to be discussed and a conclusion that summarizes points made

Conclusion: Overall, the response fits the criteria for Level 3. While treatment of cultural diffusion is brief, examples are suggested throughout the discussion. The general treatment of the desert weakens the response.

Geography, throughout time, has been one of the major factors in the development of nations and cultures. While specific geographic features ^{have} influenced the development of nations or regions, they also have played a part in the containment or diffusion of cultures.

Some geographic features, including rivers, have played a huge part in the development of the peoples near it. Ancient Egyptian civilization is one example of a society that was shaped on or around a river. The river, in Ancient Egypt and in many other societies was a promoter of cultural diffusion, as it encouraged exploration and trade. Other geographic features, such as mountains, have also helped to shape the development of regions of peoples, such as ancient India. However, ^{on the} contrary to rivers, mountains sometimes play a part in the hinderance of cultural diffusion.

Rivers, throughout history, have greatly affected the development of nations. Ancient Egypt is one of the prime examples of this. Nestled around the fertile river valleys of the Nile River, ^{ancient Egyptian} society and people alike grew with and around the river. Their crops, primarily, were planted

and harvested in accordance with the flood cycle of the Nile River. Rivers, such as the Nile, generally play a huge role in a society's ability to promote cultural diffusion. Rivers are major modes of transportation, and allow for exploration and trade, which leads to cultural diffusion. The abundance of natural fertilizers brought with floods ~~that~~ created a surplus of crops in societies such as ancient Egypt, and in turn also promoted trade.

Geographic features, like mountains also ~~play~~ ^{greatly} affect the development of peoples and ~~the~~ nations. One ~~the~~ ^{region} that is an example of this is ancient India. The mountains affected the weather and terrain in India, which in turn had an effect on the crops grown and lifestyles undertaken by the Indians. The mountains also served as protection from foreign invaders. However, while rivers promote cultural diffusion, mountains hinder it. Mountains make trade and ^{exploration} very difficult, and ~~exploration~~ ^{this in turn,} decreased the possibility of cultural diffusion with other nations. India, and other regions enclosed by mountain ranges, were often secluded ~~and~~ from other peoples and from outside influence.

Geographic features are very important in the development of societies. Peoples throughout history have been affected greatly by the geography of the region where they live. Some geographic features, such as rivers, ^{have} promoted cultural diffusion with outside influences. Others, such as mountains, have been a hindrance to cultural diffusion as they seclude a region and restrict trade. Despite the affect, geography has been, is, and always will be an underlying force in the development of a region.

Anchor Level 3-B

The response:

- Develops the effects of geographic features on ancient Egypt in some depth and develops the effects of geographic features on India in little depth
- Is both descriptive and analytical (*Nile River/ancient Egypt*: crops planted and harvested in accordance with the flood cycle of the Nile; abundance of natural fertilizers created surplus of crops and in turn also promoted trade; *mountains/ancient India*: affected weather, which in turn had an affect on crops grown and lifestyles undertaken; served as protection from foreign invaders; decreased possibility of cultural diffusion)
- Includes some relevant facts, examples, and details (*Nile River/ancient Egypt*: fertile river valley; mode of transportation, exploration, and trade; *mountains/ancient India*: protection from foreign invaders); includes some minor inaccuracies (*mountains/ancient India*: mountains affected terrain)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The treatment of the Nile River includes relevant general statements and some accurate detail. The response is weakened by several unsupported generalizations about the mountains of India.

The Mediterranean Sea and the mountains of Greece were two geographical features that affected the development of the ~~societies~~ societies in their area. The Mediterranean promoted trade, unity, and cultural diffusion, whereas Greece's mountains kept ^{the} ~~the~~ ~~country~~ ~~country~~ broken up into ^{socially,} ^{and politically,} culturally unique city-states, therefore hindering cultural diffusion in Greek society.

^{that was} ~~that was~~ The Mediterranean Sea is a large sea ~~situated~~ ~~situated~~ ~~south~~ ~~south~~ ~~of~~ ~~of~~ ~~Italy~~ ~~Italy~~ ~~and~~ ~~and~~ ~~Greece~~ ~~Greece~~, east of Rome and Greece, west of Persia, and North of Egypt in classical times. The Mediterranean was useful to all of these societies for trade, transportation, and communication with other lands. It was a ^{specifically} major factor that influenced the development of Alexander the Great's Hellenistic Empire. Politically, Alexander used the sea as a means of transportation to arrive in and conquer lands to →

Incorporate into his empire, including Rome, Greece, Persia (which enabled him to travel east to India), and North Africa. The Mediterranean's centralized location in ~~the~~ relation to all of these places aided the unity of the Hellenistic Empire.

~~The~~ Economically, the Mediterranean Sea was a great source of transportation to trade with foreign lands during the Hellenistic Era. Silk and spices from India and Persia could be ~~transported~~ shipped across the Mediterranean to northern Africa and southern Europe. Not only did the Mediterranean promote trade but it also promoted cultural diffusion with that trade. It enabled the spread of the empire's trademark Hellenistic Culture. Hellenistic Culture was a mix of Greek, Roman, Persian, Indian, and North African culture, ~~and~~ which reflects

the trading patterns ~~across~~ ^{across} the Mediterranean between these areas. Alexander the Great's travel on the sea enabled him to set up urban centers throughout his vast empire, all called Alexandria, for Hellenistic culture to thrive.

On the contrary to the ^{Mediterranean Sea's} political, economic, and cultural advancement and unity that it provided, the mountains of Greece did the exact opposite for Greek society. The mountains throughout Greece were tough to cross, therefore civilizations were divided up into the areas between the mountain ranges with little or no contact with one another. ^{Therefore,} these separate civilizations ~~could not be politically unified under one government, so they developed~~ ^{could not be politically unified under one government, so they developed} into unique ^{types of} city-states under different governments. ~~An~~ An example of two city-states that had contrary political systems as a result of mountain separation were ~~Athens and~~ Athens and →

Sparta. Athens was ruled under a direct democracy where property-owning males were allowed to vote for leaders, whereas Sparta was governed by an oligarchy.

Socially, Athens and Sparta also developed differently, since Athenian women were expected to remain home and just produce children, whereas Spartan women could participate in the military, were athletic, and some were educated. Economically, the mountains hindered trade between Greek city-states, therefore cultural diffusion was hindered as well.

This how the city-states developed such different ~~societies~~^{cultures} and political and social means of running society.

^{Differences} ~ Geographic factors can have ~~both positive and negative~~^{varying} effects on societies. ~~The~~ The Mediterranean Sea was a political, economic, and cultural unifier in the Hellenistic Empire, whereas the mountains of Greece →

only aided political, economic, social, and cultural separation. Either way, these geographic factors helped shape the identities of these societies and how they functioned in the classical world.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the impact of the Mediterranean Sea and mountains on the development of ancient Greece
- Is more descriptive than analytical (*Mediterranean Sea/ancient Greece*: allowed Alexander the Great to travel east to India and North Africa; goods shipped from India and Persia shipped across Mediterranean; Hellenistic culture was a mix of Greek, Persian, Indian, and North African cultures; *mountains/ancient Greece*: mountains throughout Greece were tough to cross; separate civilizations could not be politically unified under one government)
- Includes some relevant facts, examples, and details (*Mediterranean Sea/ancient Greece*: south of Rome and Greece, west of Persia, north of Egypt in classical times; multiple cities named Alexandria; *mountains/ancient Greece*: Athens; Sparta; direct democracy; property-owning males; oligarchy); includes some inaccuracies (*Mediterranean Sea/ancient Greece*: included Rome in Alexander the Great's empire; included Roman in Hellenistic culture mix; *mountains/ancient Greece*: Spartan women could participate in the military)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. A number of generalizations and appropriate facts demonstrate an understanding of the theme. However, flawed application and inaccurate details detract from the overall quality of the response. Information related to the mountains of Greece is weak.

Many nations are affected by ~~their~~^{their} geography and surrounding. A nation's geography can further help keep invaders out or help the spread of cultural diffusion.

Many countries or Nations have been affected in a positive and negative way. One ~~country~~ ~~can~~ country that has been affected in both ways is China. China is surrounded ~~by~~^{by} mountains these mountains have helped China keep invaders out but have also had a greater negative affect than positive. For example one negative ~~ago~~ affect is that it has kept the country isolated, by being isolated ~~the~~ China has had problems with keeping up to date with technology. ~~Modernizing~~ Modernizing is a very big part to being able to defend your self. The mountains have also helped with keeping the people of China separated which doesn't help because then they can't communicate ~~with~~ with one another.

Another country that is affected by its geography is Egypt. ~~and~~ ~~the~~ Egypt has been affected by the Nile way in such a positive way that its incredible. The Nile supports the people with fertile soil and helps every one stay close together. It also helps the people with washing

clothing and food supply by fishing. The Nile River has had a great impact on Egypt even though it ~~has~~ floods once a year and cause death within the people of Egypt it helped them to create a calendar with this calendar they prepare for this flood. It also gives the people away ~~the~~ of transportation to get places. Cultural Diffusion is also a part of this trade route.

As you can see this is why a country is affected in both good and bad by its geography.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by describing the impact of mountains on China and the Nile River on Egypt and mentioning cultural diffusion
- Is primarily descriptive (*mountains/China*: by being isolated China has had problems keeping up to date with technology; *Nile River/Egypt*: flooding once a year helped them create a calendar; helps the people with food supply by fishing); includes weak application (*Nile River/Egypt*: helps people with washing clothing)
- Includes few relevant facts, examples, and details (*Nile River/Egypt*: fertile soil); includes an inaccuracy (*mountains/China*: China is surrounded by mountains)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a brief restatement of the essence of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Relevant statements and correct details are included in the brief treatment of the Nile River, but the development of the task for mountains in China is overgeneralized and lacks detail.

Between 8000 BCE to the present, geography has played a crucial role in how a society develops. These geographic features have decided whether or not a society is successful or is unsuccessful, by determining how much cultural diffusion the society receives. In some cases, the geography was a lifeline for the societies, while in others, the geography caused the downfall of that society.

The mountains in India proved to be a double-edged sword for the Indus people. The mountains did serve as a natural defense system for the Indus, but it also limited the amount of cultural diffusion. The Hindu Kush and the Himalayan mountains prevented foreign invaders from entering and attacking the Indus River Valley civilization. However, the mountains did not prove to be an obstacle for the Aryan invaders who imposed a caste system upon the Indus people. The lack of cultural diffusion from the isolating mountains may also have been the cause of the downfall of the Indus River Valley civilization. Due to the lack of cultural diffusion, the Indus River Valley civilization lacked ideas from other cultures. Without the foreign technology and ideas, the Indus River Valley civilization had only their own technology to depend on, while the Aryan invaders had the ideas and technology of other societies.

The chain of islands, known as an archipelago, with an irregular coastline also proved to be a double edged sword for Japan. ~~The~~ Having an irregular coastline proved to be extremely beneficial for the Japanese, because of the ease of trade. The irregular coastline made it easy to build ports for trade. However, when the technology was primitive, it was hard to trade overseas. ~~In~~ Between 800 BCE to 600 CE, the irregular coastline did not serve a purpose, due to the lack of overseas trade. In a sense, the irregular coastline limited the amount of cultural diffusion, but it was also partially because of the lack in advanced technology. The irregular coastline ~~also~~ helped the development of Japan into an export economy ~~from~~ between 1914 to present.

In conclusion, geography proved to be a double edged sword in the development of societies. Geography limited the amount of cultural diffusion in India as well as Japan, ~~but it aided them in~~ The geography of Japan helped them Japanese to become a successful export economy, while the geography of India caused India to become isolated.

Anchor Level 2-B

The response:

- Develops the impact of mountains on India in some depth and develops the remaining elements of the task in little depth
- Is primarily descriptive (*mountains/India*: prevented foreign invaders from entering; did not prove an obstacle for Aryan invaders; *irregular coastline/Japan*: proved to be extremely beneficial); includes faulty application (*irregular coastline/Japan*: from 8000 BCE to 600 CE, the irregular coastline did not serve a purpose)
- Includes few relevant facts, examples, and details (*mountains/India*: Hindu Kush; Himalaya Mountains; caste system; *irregular coastline/Japan*: archipelago; ports; export economy)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Development of the task relative to the archipelago of Japan is confused and speculative although some knowledge of the circumstances of Japan is evident. The response shows a better understanding in the discussion of mountains, citing the Aryan invasion to demonstrate an exception to the generalization that mountains isolated India; however, the statement about the downfall of the Indus River civilizations is suspect.

Geography has affected the development of most nations and regions in many ways. These geographic factors have ~~also~~ had either a positive or negative affect on cultural diffusion. Some of these geographic factors would ^{include} be rivers and mountains.

Rivers are a very important ~~part~~ part of ~~many~~ ^{many} nations or regions. Egypt would be one such nation that is very dependant on a river. The name of this river is the Nile River. ~~It~~ Egypt is ~~often~~ often considered to be "the gift of the Nile". If it weren't for the location of the Nile River, Egypt would ~~be~~ just be a desert. The Nile River provides nutrients for the farmland's soil. The river also provides transportation which allows trading or just getting from one place to another. The Nile river provides all of this for the people of Egypt which has promoted cultural diffusion and has therefore kept Egypt alive.

Just like in Egypt, there ~~was~~ is another geographic factor that has affected cultural diffusion in Japan. This factor would be the mountains. Even though the Nile river was more of a positive ^{feature} in Egypt, the mountains in Japan were more of a negative. Mountains kept Japan isolated making it's people ~~be~~ self centered. It also made farming almost impossible due to the mountain slopes. But as it is ~~in~~ human nature, Japan found a way

Anchor Paper – Thematic Essay—Level 2 – C

to cope with what they had. They soon invented terrace farming where they would reshape the slopes of the mountain in a way they could farm. It was a strange sight but they were able to farm successfully. ~~As~~ But on the other hand, they were not so successful with accepting foreign nations. Since they were isolated, they believed they were the best, so there was not much trading at first. This greatly hindered cultural diffusion for a while in Japan.

There were many ways in which rivers and mountains were able to either promote or hinder cultural diffusion. But either way, each geographic factor was able to affect the development of nations and regions in many a number of ways.

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

- Minimally develops some aspects of the task by stating the effects of the Nile River on Egypt and mountains on Japan and mentioning cultural diffusion
- Is primarily descriptive (*Nile River/Egypt*: provides nutrients for the farmland's soil; provides transportation which allows trading; has promoted cultural diffusion; *mountains/Japan*: reshaped slopes of the mountains in a way they could farm; they believed they were best); includes faulty analysis (*mountains/Japan*: mountains kept Japan isolated, making its people self-centered)
- Includes few relevant facts, examples, and details (*Nile River/Egypt*: "gift of the Nile"; *mountains/Japan*: terrace farming)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Statements regarding the Nile River, though limited, are accurate. The treatment of mountains in Japan mixes accurate and inaccurate descriptions, attributing the lack of cultural diffusion to the mountains. This weakens the quality of the response.

Geographic factors have affected the development of nations and regions. These factors have also promoted or hindered cultural diffusion. Many countries, including ~~China~~ ~~India~~ Egypt, and Russia have shown throughout history for this to be true.

In Egypt, the ~~low~~ desert helped shape the development in their country. Many natural resources were traded along trade routes. The ~~desert~~ however allowed for isolation, creating an obstacle for other nations. However, Egyptians made great advancements in many areas.

In Russia, ~~the~~ the cold winter climate helped them multiple times during war. The first time was when Napoleon tried to take over Russia and annex it as French territory. Although Russia's army wasn't as strong as Napoleon's army was, Napoleon was defeated because his men were dying because of the cold ^{winter} weather.

Geographic factors have affected the development of nations and regions. These factors have also promoted or hindered cultural diffusion. Many countries including Egypt and Russia have shown ~~that~~ in numerous ways throughout history for this to be true.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by briefly describing effects of the desert on Egypt and cold winter climate on Russia while not addressing the issue of cultural diffusion in either country
- Is descriptive (*desert/Egypt*: natural resources were traded along trade routes; created an obstacle for other nations; *cold winter climate/Russia*: helped them many times during war; Napoleon's men were dying because of the cold climate)
- Includes few relevant facts, examples, and details (*desert/Egypt*: isolation)
- 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 response includes limited accurate information that very briefly addresses effects of geographic factors.

Geography is the most influential factor on a nation or region. Sometimes the geography of a region can promote or hinder cultural diffusion. Two of the most influential factors are rivers and mountain ranges.

Most early civilizations that were successful and thrived began near river valleys. Rivers are good for farming, hunting, and transport. Since these rivers were great for transportation, it was easy for people to travel to other regions and trade. This was great for cultural diffusion. As well as goods, people traded ideas and technology along the rivers. Some examples of civilizations that thrived from river valleys are the Huang He, Nile, and Euphrates river valley civilizations.

Another factor is mountain ranges. Civilizations that developed in this kind of geography were usually isolated. This means that there was no trade and no communication with other peoples. Most civilizations that developed in these regions often thought that they were the only humans in the world. Peoples who developed in these regions had many nationalistic views as well. Mountain ranges also made farming hard. Civilizations had to

Anchor Paper – Thematic Essay—Level 1 – B

developed was to get around this so they
farmed on the mountains.

~~Geography~~ Cultural Diffusion depends on a
regions ^{types of geography} geography. Two ~~types~~ that effect cultural
diffusion are rivers and mountain ranges. Rivers
promote cultural diffusion while mountain ranges
discourage it. Peoples every man was dependent
on their geography. It still effects everyone
today.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by generally addressing the manner in which river valleys and mountains affect development and cultural diffusion
- Is descriptive (*river valleys*: rivers good for people to travel; people traded ideas and technology; *mountain ranges*: no trade and no communication with other peoples; farming hard; discouraged cultural diffusion)
- Includes few relevant facts, examples, and details (*river valleys*: farming; Huang He; Nile; Euphrates)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Overgeneralizations in the treatment of mountain ranges and the failure to mention a specific region or country limits the response. However, a limited understanding is demonstrated in the general discussion.

Geography has effected developing nations or regions in many ways. These Geographic factors have also helped or hindered Cultural diffusion.

Geographic factors have effected ~~the development~~ ^{the development} of a region in many ways. For example, ~~the development~~ Asia and its Coastline, Its Coast line allows Asia to Import and export goods allowing for raw materials and Modernization. This geographic factor has promoted Cultural diffusion.

Another geographic factor that has helped the development of a region is Egypt and the Nile river. The Nile river allows for an Irrigation system, It also provides fertile soil and a means of Travel and Trade. This geographic factor has promoted Cultural diffusion.

In Conclusion, Geography has always been a great factor for developing nations or regions. ~~the~~ geographic factor can have pros and cons to it. Geographic factors also help promote Cultural ~~diffusion~~ diffusion.

Geographical features are very important to a region. They affect the development greatly. Rivers and natural resources, such as soil, have promoted or hindered cultural diffusion.

Water is used in everyday living situations. When growing crops, cooking meals, or washing cloths, water is very essential. Nations that have available water sources are going to have others from nations, who have little to no water source, migrate over to that nation.

Nations near rivers would have good, fertilized soil because of the ~~at~~ nutrients from that river. With rich, fertilized soil, many diseaseless, healthy crops can grow providing food for the nation. The water source would also attract animals for hunting. For hunting other things, not animals, the river provides fish. Water is an excellent source.

Natural resources have an affect on living also. If a nation is populated with much oil, people are going to migrate there in hopes of find some. Oil is very valuable in running machines and keeping cars going. One who finds oil, will become very wealthy. Along with those who strike gold. Gold has just as much value as oil, except if ~~oil~~ the oil runs out, the money stops rolling in. With gold, spend it wisley and its all good. Gold and oil

are very limited though. Since so many people search for them, few people will find them and take an excessive amount. Once found, people from other nations are fleeing to get their hands on some. They are just too valuable to pass up.

Geographical factors play a large role in cultural diffusion. Water and natural resources are just two little factors in a world full of them.

Thematic Essay—Practice Paper – C

Throughout history, geographical features have played a huge factor in the development of nations. The Nile River in Egypt was monumental to their development of a society and the island nation of Great Britain was shaped into what they are today because the fact that they were formed on an island. Both of these features were crucial in the development of these nations.

The ancient Egyptian civilization developed around the Nile river for a couple of reasons. First, is the fact that there was water flowing in this river that provided people with something to drink and water crops. Another reason for this is that all around the Nile was the river delta that was comprised of fertile soil for agriculture that was necessary to sustain a large culture. The third reason that this river helped the Egyptian civilization to develop was that they could travel on the river for trade which allowed them to get the goods that they needed. The Nile River also helped in the aspect of cultural diffusion. Since this river was the center of their civilization and they traveled on it frequently for trade and commerce they were able to interact with other nations and civilizations. Through this interaction they were able to learn new ideas and develop new concepts that would help them develop. The Nile River in Ancient Egypt was very beneficial to their

development and survival. affects

A second geographical feature that ~~helped~~^{affected} the development of nations is islands. A specific example of a nation that was affected by being situated on an island ~~was~~^{is} Great Britain. The nation of Great Britain is centered on an island in the North Atlantic Ocean, ~~and~~ and because of this they had to develop a strong sea trading tradition. With this new sea trade they were able to obtain the goods that they needed to maintain a growing population. Also, because of the island they developed a very strong navy to defend them. This ~~new~~ navy would ~~stop~~^{prevent} one invasion plan after another throughout history. Even though you may think that being situated on an island would hinder cultural diffusion in this case it helped. Because they were a strong trading nation they were able to interact with others and they were the first ~~country~~^{country} to experience an Industrial Revolution.

The geographical features of islands and rivers have helped to develop nations throughout history. Rivers help to sustain life and help with growing agriculture. Islands force nations to trade with others and by doing this they receive new ideas and concepts. ~~So~~ without some of these geographical features some nations would never develop into what they are today.

Geography always has a great impact on a civilization. The geography of a region often determines how a civilization develops. Also, geography determines whether or not civilizations come in contact with each other. Early civilizations began mainly in river valleys, which made farming and trade simple. However, some civilizations had to improvise in order to adapt to their surroundings.

The Nile River was the ideal vehicle on which to start a civilization. Ancient Egyptians built dams, reservoirs, and irrigation systems to support a civilization that depended on the river. While the upper ^{river} was more dangerous, regular flooding of the river provided rich soil which yielded surplus wheat on which ancient Egypt depended. The regularity of annual flooding defined the life cycle in Egypt. The religious authority of the pharaoh was in many respects linked to these forces of nature. The wealth that built the pyramid for the pharaoh came from the river, huge blocks of stone for the pyramid were carried on the river, and the river was tied to the final journey in the afterlife. The "Hymn to the Nile" shows how important the river was. While ancient Egyptians borrowed from the Nubians and Mesopotamians, life along the Nile was stable, unchanging and uniform. The Nile was the most important factor in defining and preserving ~~this~~ this common culture.

Some civilizations did not have such ease however. The Inca, who settled in the Andes Mountains of South America had

to adapt to their surroundings. They used a form of intensive agriculture known as "terracing" to sustain life in a mountainous region. People had to dig into mountains and create steps in the mountain side. These steps were flattened strips of land on which crops could grow. Without this idea, civilizations such as the Inca could not have survived. Mountains naturally kept people isolated and hindered cultural diffusion, but the Inca empire overcame this. Roads and bridges helped connect people within the empire. These were a big part of spreading a common Inca culture, in a way similar to the use of the river in ancient Egypt. One set of beliefs and practices linked one end of the Andes to the other.

Geography controls how a civilization develops. People had to adapt to their surroundings in order to survive. Whether it be irrigation or terrace, there was work to be done in order to begin and sustain life. The Nile promoted trade and diffusion within Egypt whereas mountains which originally hindered diffusion were overcome by the Inca.

The development of the two, ~~the~~ Greek city states, Athens and Sparta are ~~two~~ primary examples of how geographic factors have affected the development of societies. Athens developed as a democratic state while Sparta functioned around a militaristic way of life. City-states developed because of the mountains creating non-connected separate societies, with completely separate cultures.

which could improve society

Athens developed a society where the focus was on education and ^{being a} well-rounded person, while Sparta basically only ~~taught~~ had schools to produce strong great fighters. ^{for creating a strong military} Both these city-state were located on the same peninsula but due to the mountains developed different societies with totally different cultures.

~~A benefit~~

~~Although the mountains created boundaries and separated societies being on a peninsula was extremely beneficial.~~

~~However~~ The mountains created a boundary for cultural diffusion because it kept the city-states separated. Although,

There was competition and conflict between the two city-states. They seemed to have opposite mindsets and non-blending cultures.

Although the mountains were a geographic factor for the ^{cultural-diffusion in the} city-states, being on a peninsula was very beneficial. Located on a peninsula jutting out into the Mediterranean was a perfect opportunity to trade with other societies.

They could enrich their own culture while influencing others. This created great cultural diffusion of foods and other products, which also boosted their diets and economies.

As you can see, societies are greatly impacted by geographic factors which then can reflect the amount culture can spread or how the societies develop. Athens and Sparta, located on the same peninsula, developed completely different cultures because of the mountains while benefiting greatly by being on the Mediterranean.

Practice Paper A—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning topics relative to the task
- Is descriptive (*coastline/Asia*: allows import and export; *Nile River/Egypt*: means of travel and trade)
- Includes few relevant facts, examples, and details (*coastline/Asia*: raw materials; modernization; *Nile River/Egypt*: irrigation system; fertile soil)
- 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. Details relevant to the task are listed, but development is lacking. The choice of Asia for the discussion of coastline is so broad that it is unclear whether the task was understood.

Practice Paper B—Score Level 0

The response:

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

Conclusion: The response fits the criteria for level 0. Water and natural resources as geographic factors are developed too generally. No nation/region is mentioned. How geographic features affect society is either conjectural or states the obvious. Cultural diffusion is not mentioned.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the effect of the Nile River on Egypt and the effect of island location on Great Britain
- Is both descriptive and analytical (*Nile River/Egypt*: Egyptian civilization developed along Nile River; provided water for crops; *island location/Great Britain*: may think that being situated on an island would hinder cultural diffusion, in this case it helped; because it was a strong trading nation, they were able to interact with others)
- Includes some relevant facts, examples, and details (*Nile River/Egypt*: fertile soil; trade; *island location/Great Britain*: North Atlantic; strong navy; first country to experience Industrial Revolution); includes a minor inaccuracy (*Nile River/Egypt*: all around the Nile was the river delta)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Treatment of the Nile River is superficial but, in general terms, responsive to the elements of the task. An awareness of the significance of major events in Britain's past strengthens the response.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task by discussing the Nile River’s impact on Egypt and the Andes Mountains impact on the Inca
- Is both descriptive and analytical (*Nile River/ancient Egypt*: regular flooding of river provided rich soil which yielded surplus wheat; regular annual flooding defined life cycle; wealth that built pyramid came from the river; life along the Nile was stable, unchanging, and uniform; *Andes Mountains/ancient Inca*: Inca had to adapt to their surroundings; steps were flattened strips of land on which crops could grow; mountains normally kept people isolated and hindered cultural diffusion, but the Inca empire overcame this; roads and bridges were a big part of spreading common Inca culture, similar to the use of the river in ancient Egypt)
- Supports the theme with relevant facts, examples, and details (*Nile River/ancient Egypt*: upper river more dangerous; religious authority of pharaoh; pyramids; tied to the final journey in afterlife; *Hymn to the Nile*; Nubians; Mesopotamians; *Andes Mountains/ancient Inca*: South America; intensive agriculture; terracing; one set of beliefs and practices spread)
- 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. Discussion of both societies illustrates how cultural diffusion can take the form of spreading and maintaining a common culture within a region. A good understanding of the task is shown in the use of examples and details to describe how geographic factors were the basis of each society. However, the descriptive nature of much of this information keeps this a Level 4 paper.

Practice Paper E—Score Level 2

The response:

- Develops all aspects of the task with little depth by stating the effects of mountains and peninsula location on Greece and mentioning the way these factors had an impact on cultural diffusion
- Is primarily descriptive (*mountains/ancient Greece*: created boundary for cultural diffusion because it kept city-states separated although there was competition and conflict; developed different societies with totally different cultures; *peninsula/ancient Greece*: jutting out into Mediterranean was perfect opportunity to trade; could enrich their own cultures while influencing others; created cultural diffusion of foods and other products)
- Includes few relevant facts, examples, and details (*mountains/ancient Greece*: Athens; Sparta; democratic; militaristic; *peninsula/ancient Greece*: Mediterranean)
- Demonstrates a general plan of organization; lacks an introduction; includes a conclusion that restates specifics of the response

Conclusion: Overall, the response fits the criteria for Level 2. The effects of mountains on city-states and the treatment of Greece as a peninsula are not well developed.

Global History and Geography Specifications January 2009

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human and Physical Geography; Movement of People and Goods; Environment and Society	Standards 2 and 3: World History; Geography
Document-based Essay	Individual's Achievement; Change; Science and Technology; Conflict; Nationalism; Imperialism	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Scoring information for Part I and Part II is found in Volume 1 of the Rating Guide.

Scoring information for Part III is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the January 2009 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.