

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, June 19, 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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Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

Global History
and Geography
June 19, 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
June 2009

Theme: Human Rights

Throughout history, there have been many examples where groups of people have been denied their human rights. Individuals, groups, and governments have attempted to end many of these human rights violations although they have not always been successful.

Task: Select *two* different examples from history where human rights have been denied to groups of people and for *each*

- Explain the historical circumstances that led to the denial of human rights
- Describe how the human rights of that group were denied
- Discuss an action taken by an individual, a group, or a government that attempted to end the human rights violations

You may use any example of human rights violations from your study of global history. Some suggestions you might wish to consider include the indigenous people in Latin America during the Encounter, Jews in Russia during the pogroms, the Armenians under the Ottomans, blacks under apartheid in South Africa, Chinese students in Tiananmen Square, Bosnian Muslims in the former Yugoslavia, and women under the Taliban in Afghanistan.

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (the historical circumstances that led to the denial of human rights for *each* of *two* groups, how the rights of *each* group were denied, and an action by an individual, a group, or a government that attempted to end the human rights violations for *each* group).
2. The same group may be used for both historical examples as long as both examples are supported with accurate historical facts, e.g., Jews in Russia during the pogroms and Jews in Europe during the Holocaust.
3. The action taken by an individual, a group, or a government to end a human rights violation should be related to the human rights that were denied to the group.
4. The discussion of how the human rights of the group were denied may be discussed as part of the explanation of the historical circumstances.
5. The question “What constitutes a human right?” should be resolved by referring to the *Universal Declaration of Human Rights*.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by explaining the historical circumstances that led to the denial of human rights, describing how the human rights of that group were denied, and discussing an action taken by an individual, group, or a government in an attempt to end the human rights violations for *two* different examples in history
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *apartheid in South Africa*: connects the National Party establishment of the apartheid policy in South Africa, protecting the power of the white minority (Afrikaners) to the claim that the white government's pass system restricting of movement of blacks would preserve the cultural character of whites and nonwhites (coloureds, Asians and blacks), and then discussing the efforts of the African National Congress (ANC) to overcome apartheid; *Chinese students in Tiananmen Square*: contrasts the totalitarian nature of Chinese communism since 1949 with student goals of greater democracy and reform of the system, linking Deng's orders to suppress the student demonstration of 1989 to Mao's suppression of critics in the Cultural Revolution; contrasts the broadcasts of violence associated with the use of military force to crush peaceful protests with the verbal condemnation but otherwise virtual inaction of nations around the world, linking relatively short prison terms for some student leaders to government efforts to appear conciliatory
- Richly supports the theme with relevant facts, examples, and details, e.g., *apartheid in South Africa*: Nelson Mandela; Sharpeville; Homelands Policy; townships; student uprisings in Soweto; Afrikaans; Desmond Tutu; sanctions; *Chinese students in Tiananmen Square*: Party Secretary Hu Yaobang; Peking University; May Fourth Movement; Forbidden City; visit by Gorbachev; hunger strike; Goddess of Democracy; martial law; "Tank Man"
- 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 others for both groups *or* discussing all aspects for one group more thoroughly than for the second group
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *apartheid in South Africa*: explains the establishment of the apartheid policy in South Africa by the National Party as a means of protecting the power of the white minority over nonwhites (coloureds, Asians and blacks), describing how the white government restricted movement and maintained control over lands and resources using a pass system, and discussing Nelson Mandela's role as the chief spokesman for the antiapartheid movement; *Chinese students in Tiananmen Square*: connects the suppression of human rights by Deng's government to the totalitarian nature of Chinese communism, describing the deaths of hundreds of students that resulted from government-ordered tank attacks on demonstrators, and discussing the inaction of other nations toward peaceful protests beyond condemnation of the Chinese government
- 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 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* **four** 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 **all** aspects of the task have been thoroughly developed evenly and in depth for **one** group whose human rights have been denied 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* **three** 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.

As history has repeatedly shown, oftentimes it is easier to use a minority as a scapegoat for the nation's problems than to actually work to solve them or to suppress a minority that raises critical societal interests.

The most atrocious example of denying a group of people basic human rights is the persecution of Jews during the Holocaust. Adolf Hitler rose to power in Germany by feeding off the discontent of the German people with the Treaty of Versailles. Although Germany believed they had never lost World War One, they had been forced to sign the Treaty of Versailles with such humiliating terms as the war-guilt clause, which forced Germany to take all the blame for the war, the reparations, saying that Germany had to pay about \$30 billion cost of the war, and demilitarization, especially humiliating because Germans valued the military because of their unification by Otto von Bismarck's "blood-iron". Besides anger at the Treaty of Versailles by the time Hitler refined his plans for the National Socialist Party after the failed Beer Hall Putsch, the Great Depression had severely undermined the authority of the Weimar Republic. Thus, the German people were just looking for someone to blame for the problems and Hitler gave it to them, outlining the elimination of the Jews, the "Final Solution". He ~~claimed~~ claimed to be restoring Germany to the greatness of a Third Reich, in the style of Charlemagne and Bismarck before him.

Besides Jews, gypsies, communists and the mentally challenged were persecuted by Hitler in his attempt to create a pure, superior Aryan race. The Nazis called upon so-called ethnic experts to determine who was of a superior race. The Nuremberg Laws required Jews to have a curfew, wear Jewish stars on their clothing at all times and be separated from gentiles in all areas of life including school and businesses. On Kristallnacht, "the night of broken glass," Jewish businesses were vandalized and synagogues burned down. After the war started, Jewish ghettos in Poland and other areas of Eastern Europe were crowded and dirty and had the threat of soldiers lining people up and shooting them. But the worst of all was the concentration camps. People were forced into cattle cars to be shipped to camps like Auschwitz where the women and men ~~were~~ were separated, the weak were gassed to death after being told they were going for a shower and the stronger were forced to do heavy labor. When Allied forces liberated the camps in 1945, they found emaciated people who had been obviously starved and overworked. German scientists also used Jews as test subjects for dangerous scientific experiments.

Although way too many people stood by and let this genocide happen, including many governments, there was some resistance. Underground resistance movements resisted the persecution. In Denmark, people used boats to transport Jews to other countries.

In other places some gentile families hid Jews, like the family that hid Anne Frank in their attic. Oskar Schindler allowed Jews to work in his factory so they wouldn't be taken to concentration camps.

China, in the 20th century, experienced its share of human rights violations as well. Mao, with the help of his Red Guards persecuted intellectuals, teachers, lawyers, doctors and top bureaucrats during the Great Proletarian Cultural Revolution. Angry with the criticism of the government expressed during the Hundred Flowers Movement, Mao sought to eliminate all influences on public opinion other than his own, establishing the precedent of the use of force to put down independent thought. After Mao died, Deng Xiaoping came to power. His Four Modernizations were more effective in reforming the economy than Mao's Five Year Plans and the Great Leap Forward. These reforms stressed more individual decision making, private ownership, and some of the competition of a market economy. Since the economy was growing and society was changing, the people, especially students, wanted a voice in the government. However, unlike Gorbachev, whose openness and economic restructuring were parallel reforms, the Communist Party in China saw political freedoms as a threat to their own political power. Students came to Tiananmen Square in May 1989, on the anniversary of the May Fourth Movement. A small statue of Lady Liberty that represented their hope for Chinese democracy was a symbol of their protest.

After days of demonstrations, verbal exchanges and failed negotiations, China's leaders decided to end the demonstrations. Under the cover of darkness, the Chinese army rolled into Tiananmen Square with their tanks to crush the movement. They started shooting at the students and forced them out of there. They mowed them down with huge tanks.

The unknown man who stood in front of the tanks resisted the human rights abuses. He stood in front of the tank, bags in hand, and as the tank tried to steer around him, he moved to be in front of the tank. Some might say the stupid man did not understand that this was a big tank that could run him over, others would see that his fight for democracy was more important than his life. Like Gandhi's nonviolent protest, he must have believed the stigmatism of killing innocents would eventually cause change in the way the government was run.

These examples illustrate just how frail human rights are in societies where the government has all the answers and doesn't value the individual.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to denial of human rights, how human rights were denied, and actions taken to end the denial of human rights for Jews during the Holocaust and for Chinese students in Tiananmen Square
- Is primarily analytical (*Jews during the Holocaust*: Hitler rose to power by feeding off discontent of the German people; Germany believed they had never lost World War I; demilitarization especially humiliating because Germans valued the military; Great Depression severely undermined authority of the Weimar Republic; German people were looking for someone to blame for the problems and Hitler gave it to them; Nazis called upon so-called ethnic experts to determine who was of a superior race; Jews were required to have curfew, wear Jewish stars, be separated from gentiles in all areas including school and businesses; Jewish businesses vandalized and synagogues burned; people forced into cattle cars, shipped to camps like Auschwitz where men and women were separated, the weak were gassed to death after being told they were going for a shower; although way too many people stood by and let this genocide happen, there was some resistance; in Denmark, Jews were transported to other countries; some gentile families hid Jews, like the family that hid Anne Frank; *students in Tiananmen Square*: angry with criticism during the Hundred Flowers Movement, Mao sought to eliminate all influences on public opinion other than his own; Mao established the precedent of use of force to put down independent thought; Four Modernizations stressed more individual decision making, private ownership, and some of the competition of a market economy; since the economy was growing and society was changing, the people wanted a voice in government; unlike Gorbachev, whose openness and economic restructuring were parallel reforms, the Communist Party in China saw political freedoms as a threat to their political power; small statue of Lady Liberty that represented students' hope for democracy was a symbol of their protest; China's leaders decided to end the demonstration; unknown man who stood in front of the tanks resisted the human rights abuses; others would see his fight for democracy was more important than his life; like Gandhi's nonviolent protests, he must have believed the stigmatism of killing innocents would eventually cause a change in the way government was run)
- Richly supports the theme with relevant facts, examples, and details (*Jews during the Holocaust*: Treaty of Versailles; war-guilt clause; reparations about \$30 billion; Otto von Bismarck; blood & iron; National Socialist Party; Beer Hall Putsch; Final Solution; Third Reich; Charlemagne; Nuremberg laws; Allied forces; Oskar Schindler; *students in Tiananmen Square*: Red Guard persecuted intellectuals, teachers, lawyers, doctors and top bureaucrats; Great Proletarian Cultural Revolution; Deng Xiaoping; Mao's five-year plans; Great Leap Forward; May, 1989, anniversary of the May Fourth Movement)
- 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. Ongoing analysis and extensive command of detail demonstrate knowledge of the origins and nature of the Holocaust. Analysis also shows that the precedents set during Communist China's history made the fate of the students in Tiananmen Square inevitable.

In the early 1500s, as Spanish explorers sought wealth and Christian converts, the Aztec people of Mesoamerica welcomed Hernando Cortes as the returning god Quetzalcoatl. Cortes repaid them by executing their leader, Montezuma. With little regard for the cultural traditions and rites of the Native American population, the Spanish came in and claimed Aztec territory for their own, making use of the natives only as slaves. During the late 1800s in Russia, Tsar Alexander III instigated a policy of Russification following the assassination of his supposedly liberal father, Alexander II. This process of making everyone a "Great Russian" led to persecution of the Jews. In both late 19th century Russia and fifteenth century Latin America, those in power unquestionably favored their own ^{race} to strengthen their position, and this oppression paved the way for many world policies, events, and revolutions in subsequent years.

In Latin America, the Spanish established a heavily stratified society that regarded Native Americans as inferior. On top were the peninsulares, born in Spain; underneath them were the Creoles, born in Latin America to Spanish immigrants, beneath them lay the mestizos, half Spanish, half native, then the mulattos, and then at last came the Native Americans ^{and imported African slaves.} In the Spanish view of things, those at the bottom were only there to make things better for those at the top. Under the encomienda system, natives were forced to labor long hours under harsh conditions on sugar plantations and under the mita system, they labored in the silver mines such as Potosi, Bolivia. In addition, the Spanish

forced the natives, seen as heathens, to abandon their own complex polytheism and convert instead to Christianity, often harshly. Large portions of the native population died off anyway from Spanish diseases, such as small pox, and those that tried to fight or resist were slaughtered by advanced Spanish weaponry and mounted cavalry. Spanish priests protested against the injustices of the *encomienda* system and eventually got the King's attention. However, the King was far away and enforcement of reform was at the whim of those who profited. Distance ultimately decided little would change. Once natives began dying from exposure to Spanish diseases and fleeing rather than subjecting themselves to Spanish authority, imported African slaves began to occupy these low positions. This did not improve the Natives' lot however, for now that the Spanish had no use for them, they were driven away from their land with more vigor. Despite efforts to limit the abuses suffered by native Americans, native American cultures were decimated by their Spanish conquerors, and the Native American empires like the Aztec and the Inca were never able to recover.

In Russian history, Alexander II is known as the liberator tsar because he freed the serfs or sometimes he is called the great tsar because he brought about so many changes. After the assassination of Alexander II, his successor Alexander III limited reforms and attempted to centralize the state and achieve Russification by

making everyone a "Great Russian." Although this began with Nicholas I, Alexander III intensified these attempts by instigating pogroms that persecuted the Jews and tried to drive them out of Russia. Villages were terrorized and forced to evacuate. Jews were forced to live in the Pale of Settlement where opportunities were limited. Entrance to professions like law or medicine were almost completely shut off. This led Theodore Herzl to write his book, A Jewish State, promoting the idea of a Jewish state in Palestine. This sparked the Zionist movement to help solve the problem of persecution. Herzl argued that Jews needed a state of their own to safely live and practice their own religion.

The policies of oppression have shaped subsequent world policies. Even when Latin American nations began breaking away from Spain in the early 1800s, native cultures never recovered. In Russia, Nicholas II continued Alexander III's oppressive policies, and ultimately, thousands of Jews sought to leave Russia.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to denial of human rights, how human rights were denied, and actions taken to attempt to end human rights abuses for indigenous people during the Encounter and Jews in Russia during the reign of Alexander III of Russia
- Is more analytical than descriptive (*indigenous people during the Encounter*: Aztec peoples welcomed Cortes as the returning god Quetzalcoatl; Cortes repaid them by executing Montezuma; Spanish established a stratified society that regarded Native Americans as inferior; under encomienda system, natives were forced to labor long hours under harsh conditions; in the Spanish view of things, those at the bottom were only there to make things better for those at the top; large portions of the native population died from diseases such as smallpox, and those that tried to fight or resist were slaughtered by advanced Spanish weaponry and mounted cavalry; Spanish priests protested injustices and eventually got the king's attention; king was far away so distance ultimately decided little would change; Native American empires were never able to recover; *Jews in Russia during the reign of Alexander III of Russia*: Alexander II known as the liberator or red tsar; Alexander III limited reforms and attempted to centralize the state and achieve Russification; pogroms persecuted Jews and tried to drive them out of Russia; Jews were forced to live in the Pale of Settlement where opportunities were limited; entrance to top professions like law or medicine was almost completely shut off; Herzl argued that Jews needed a state of their own to live safely)
- Richly supports the theme with relevant facts, examples, and details (*indigenous people during the Encounter*: Mesoamerica; peninsulares; creoles; mestizos; mulattoes; silver mines of Potosi, Bolivia; polytheism; Inca; *Jews in Russia during the reign of Alexander III of Russia*: assassination of Alexander II; "Great Russian"; Nicholas I; Zionist movement)
- 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 demonstrates a clear understanding of how exploitation of indigenous peoples was central to a Spanish system of colonial rule that resisted even the king's attempt at reform. A policy of state-sponsored anti-Semitism under Alexander III is described in detail, effectively tying conditions of Russian Jews victimized by pogroms to Herzl's appeal for a separate Jewish state.

Human rights are the rights identified in the United Nations Declaration of Human Rights including freedom for the individual and equality before the law. However, in many societies through history many of these rights have been denied to people that are different from the people in power. Many times human rights get denied in times of wars and takeovers. Through this adversity there have been some that have been willing to stand against these violations.

There have always been societies where prejudices blind the people in power to human rights. An example of this involves the white rulers of South Africa. White privilege and power were the legacy of British and Dutch rule. In the late 1940s the National Party put into law practices that had been in place for decades. The goal was to preserve white rule. This white minority established a policy of apartheid. Apartheid meant separation of blacks, and whites, and others. Under apartheid Blacks faced restrictions like limited and inferior education, segregation of public facilities, substandard health services, a pass system, and curfews. Also, Africans had to justify traveling in white areas. The ANC or the African National Congress worked to try and stop these abuses. At first the ANC was peaceful. It protested peacefully and nonviolently. Then these protests were banned and eventually so was the ANC. Nelson Mandela became the face of Anti-Apartheid and the white government saw him as dangerous. Mandela and other members of the ANC were imprisoned. While he was imprisoned riots and protests intensified, demanding that he be released. The white

government, reacting to sanctions by the United Nations and many governments, released Mandela. By 1994 he had been elected the first black President of South Africa and oversaw the end of apartheid.

Another example of human rights violations is the Holocaust. In 1933, Hitler became Chancellor of fascist Germany. Germany, prior to his election, was in a terrible depression. Jobs were scarce and the economy was atrocious. When Hitler rose to power he blamed this among other things on the Jews. The Nazi party greatly increased as did anti-Semitic sentiment and anti-Semitic propaganda. Jewish people soon had to wear a Star of David on their clothing and Jewish businesses had to have a star or "Jude" on its window. "The night of broken glass" resulted in destroying many Jewish businesses. Soon Jews were herded into ghettos. These ghettos were similar to prisons because Jews were isolated and not allowed to move. Then Hitler constructed death and concentration camps. These camps were where Jews and others were systematically executed. Many of the executed did not "fit" the Aryan race of pure German with blonde hair and blue eyes. Thousands a day were herded into like cattle into box cars and transported to these camps. Children were separated from parents and husbands from wives. Those who were unfit to work were immediately sent to the "showers" which were really gas chambers. A few courageous people tried to hide the Jews and help them escape like Schindler who hired them to escape their demise. At the close

of the war soldiers began to liberate these camps and were shocked and horrified. The Nazis tried to hide the horror of the camps by destroying them but many were still intact. Some of these camps are still symbols of genocide so the world will not forget.

Undoubtedly, through history there have been many human rights violations. All though they are wrong they still happen. But there are those people who ~~are~~ rise above it and try to stop it.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing historical circumstances that led to the denial of human rights and how human rights were denied more thoroughly than actions that attempted to end human rights violations
- Is both descriptive and analytical (*blacks under apartheid in South Africa*: white privilege and power were the legacy of British and Dutch rule; in 1940s, the National Party put into law practices that had been in place for decades; goal was to preserve white rule; under apartheid, blacks faced restrictions like limited and inferior education, segregation of public facilities, substandard health services; protests were banned and eventually so was the ANC; Nelson Mandela became the face of antiapartheid; white government, reacting to sanctions by the United Nations and many governments, released Mandela; in 1994, Mandela was the elected first black president and oversaw the end of apartheid; *Jews during the Holocaust*: jobs were scarce and economy was atrocious when Hitler rose to power; he blamed this on the Jews; Jewish people soon had to wear a Star of David on their clothing and Jewish businesses had to have a star or “Jude” on windows; many Jewish businesses were destroyed; soon Jews were herded into ghettos; Jews and others were systematically executed; many of the executed did not “fit” the Aryan race; those who were unfit to work were immediately sent to the “showers,” which were really gas chambers; a few courageous people tried to help hide the Jews; some camps are still symbols of genocide so the world will not forget)
- Supports the theme with relevant facts, examples, and details (*blacks under apartheid in South Africa*: pass system; curfew; African National Congress; *Jews during the Holocaust*: in 1933, Hitler became chancellor of fascist Germany; depression; anti-Semitic sentiment/propaganda; Night of Broken Glass; death camps; concentration camps; Schindler)
- Demonstrates a logical and clear plan of organization; includes an introduction featuring the idea that adversity promotes human rights violations and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The narrative supports the theses that, in South Africa during apartheid and in Germany during the Holocaust, those in power were the force behind and responsible for these violations of human rights. A clear understanding of both regimes is evident in the use of numerous facts, examples, and details despite the uneven treatment of the task.

Throughout history, there have been instances all around the world where human rights of certain ethnicities or religious groups have been denied. Actions to stop these violations or the lack thereof from governments and individuals, generally do not speak well of the human race. Though occurring at different times in history, the indigenous people of Latin America during the Encounter and the Jews during the Holocaust both were victims of human rights violations.

The treatment of the Jews in Europe during WWII is arguably the greatest violation of human rights the world has ever seen. Adolf Hitler rose to power in Germany after promising a better life for the people because they were still in economic disarray due to the unequal war reparations from WWI as well as the depression. His hatred for the "inferior races" especially the Jews, was emphasized by Hitler. Using propaganda, as well as his uncanny speaking abilities, he appealed to a hatred toward Jews in the minds of many German people. The Jews were used as scapegoats for the economic hardships facing Germany. As soon as the Nazis took power the government passed laws that limited the rights of the Jews socially, economically and politically. The Nuremberg Laws ended Jewish rights as citizens of Germany. Jews could not hold a government position or expect a fair trial. Other restrictions affected jobs, property ownership, education and freedom of movement. These violations were taken to a new extreme when the Jews were sent to concentration camps. Many were better known as "death camps" because the people would die either by working themselves to death,

or being outright murdered. Millions of Jews were sent to gas chambers. The world remained indifferent to these horrible violations of human rights for a long time. Many governments knew this was going on, but feared that intervening would extend an already costly war. Some Jews took it upon themselves to stop these violations and rebelled. The Warsaw Ghetto rebellion is an example of this. It was the largest and best known Jew rebellion during the Holocaust. However, despite fighting courageously, the revolt was crushed. The Allies eventually played a role in ending these violations of human rights by defeating Germany in WWII. The results were still massive with death totals in the millions.

The native people of Central and South America were treated unequally and forced to labor under European captivity. Columbus first encountered these lands around 1500 by mistake. After seeing the area however, the Europeans realized the economic potential of the rich land, and sought to exploit the natural resources and gain great wealth. An encomienda system was set in place in which Europeans assumed the right to force natives to work. Plantations were built to produce mass amounts of tobacco and sugar. The cash crops took a lot of labor to cultivate which was done through forced strenuous labor by native people. Large numbers died because of mistreatment and forced labor. They were powerless and at the bottom of the social structure. This time was one of imperialization and great power for the Europeans. Their greed fueled the ~~continuance~~ continued denial of human rights and blinded them from fully seeing

the extent of their actions. Tens of millions of the Indian population died because of disease brought by the Europeans. The American and French Revolutions influenced the Creoles of Central and South America. Leaders of revolutions like Simón Bolívar led revolts to gain freedom. Due to revolutions of their own in Europe during the 18th and 19th centuries, the Europeans were weakened and vulnerable. As a result, many independent nations were created from former colonial empires. This, however, did not bring an end to plantations and forced labor continued. The main human rights issues of the twentieth century stemmed from these shortcomings.

The denial of human rights has been seen all through the ages. The motives behind them such as greed, hatred, power, etc. have varied. These events have caused both heroic acts of bravery and horrible acts of indifference. As time continues, we can only hope that equality for all is acknowledged in the world.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the denial of human rights to the Jews during the Holocaust in more detail than the denial of human rights to the indigenous people in Latin America during the Encounter
- Is both descriptive and analytical (*Jews during the Holocaust*: Hitler promised a better life for people in economic disarray; Hitler used uncanny speaking abilities to appeal to hatred toward Jews in the minds of many German people; laws ended Jewish rights as citizens of Germany; other restrictions affected jobs, property ownership, education, freedom of movement; millions of Jews killed; many governments knew this was going on, but feared intervening would extend an already costly war; some Jews rebelled; Warsaw Ghetto rebellion was the largest and best known rebellion during the Holocaust; despite fighting courageously, the revolt was crushed; *indigenous people in Latin America during the Encounter*: Europeans realized the economic potential of the rich land and sought to exploit natural resources; labor needed to cultivate crops done through forced strenuous labor; large numbers died because of mistreatment and forced labor; independence did not bring an end to plantations and forced labor; main human rights issues of the 20th century stemmed from these shortcomings)
- Supports the theme with relevant facts, examples, and details (*Jews during the Holocaust*: war reparations; World War I; depression; inferior races; propaganda; Nuremberg Laws; concentration camps; death camps; gas chambers; Allies; *indigenous people in Latin America during the Encounter*: Central and South America; Columbus; encomienda system; plantations; tobacco; sugar; cash crops; American Revolution; French Revolution; Creoles; Simón Bolívar)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response displays analysis and insight throughout, although more is evident in the discussion of the Holocaust. While numerous facts, examples, and details differentiate human rights violations during the Encounter and Holocaust, a skeptical tone suggests both episodes stem from human indifference and greed.

Throughout history people have been denied human rights. Two strong examples of these are the Bosnian Muslims and women under the Taliban in Afghanistan. In both situations, innocent people were murdered because of nationalistic and political extremism.

When it was created after World War I, Yugoslavia was made up of a number of ethnic groups. Unfortunately, these groups hadn't always gotten along. When the communist government fell apart in the late 20th century, the country split into several different countries. In Bosnia, several groups competed for power. The Serbians wanted more power and Slobodan Milosevic was all too happy to use them to rise to power. A war ~~ensued~~^{ensued}, and when it got to Bosnia it became an issue of human rights. The nationalistic Serbs performed an action known as "ethnic cleansing" where they killed off a certain group of people because of their ethnicity or religion. In this case, the Bosnian Muslims were ~~chosen~~^{chosen}. They were ushered into camps and made victims of genocide. Some were just shot over mass graves and buried on the spot. Word of all this got out to the UN, whose response was too little and too late. There was a peace agreement but this didn't stop the genocide. Only when NATO with U.S. support bombed the Serbian army was there an end to a long and bloody war. Overall, the Orthodox Serbians wanted the nation to have only native Serbs, a very nationalistic idea. This led to human rights being denied during the Yugoslav civil war to the Bosnian Muslims based on nationalistic and religious extremism.

The next example is the Taliban in Afghanistan. The Mujahideen had helped to get the Russians out of Afghanistan. However, the withdrawal of the Russians created a vacuum that was filled by the Taliban, an extreme Muslim group. They were at first welcomed in this role, but their strict religious interpretation was difficult for some.

people to uphold. They used their power to create an intolerant state. Taliban rules prohibited women from working outside the home. Girls were kept from going to school and women were kicked out of universities. Women could not leave their home without a male relative with them. Men completely controlled women. If a woman was caught out of her proper dress, she could be beaten and executed. Basic human rights says that people can act or dress how they please, be educated, and be able to work for a living. Women's rights groups and human rights groups have appealed to the UN and US government to restore these rights to Afghan women. More people are aware because of these groups but there is still a problem. When the Taliban was defeated in Afghanistan in the ~~late~~ early 21st century because of U.S. and UN occupation it was clear to see that women were simply put-down as second-class citizens and many had their basic rights revoked because of this.

It is clear to see that people, such as ^{the} Muslims in Bosnia and the women in Afghanistan were denied their human rights. They were denied these because of religious and nationalistic extremism.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the denial of human rights to Bosnian Muslims in the former Yugoslavia and to women under the Taliban in Afghanistan
- Is both descriptive and analytical (*Bosnian Muslims in the former Yugoslavia*: when created after World War I, Yugoslavia was made up of a number of ethnic groups; Serbians wanted more power; when war got to Bosnia, it became an issue of human rights; Bosnian Muslims were chosen to be killed off because of their ethnicity or religion; word got to the United Nations, but the response was too little and too late; a peace agreement did not stop the genocide; only when NATO with United States support bombed the Serbian army was there an end to a long and bloody war; *women under the Taliban in Afghanistan*: withdrawal of Russians created a vacuum that was filled by the Taliban, an extreme Muslim group; strict religious interpretation was difficult for some to uphold; used their power to create an intolerant state; Taliban rules kept girls from going to school; women were kicked out of universities; women could not leave their homes without a male relative with them; basic human rights says that people can act or dress how they please, be educated, and be able to work for a living)
- Supports the theme with relevant facts, examples, and details (*Bosnian Muslims in the former Yugoslavia*: communist government fell apart; Slobodan Milosevic; ethnic cleansing; genocide; mass graves; *women under the Taliban in Afghanistan*: Mujahideen; second-class citizens; women's rights groups)
- Demonstrates a logical and clear plan of organization; includes an introduction organized around the theme of extremism and a conclusion that restates this theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the response treats actions taken to end human rights violations in a limited manner, a clear understanding of Serbian and Taliban efforts to deny basic rights is demonstrated. The roles of ethnic cleansing and intolerance as vehicles of extremism are described; however, the level of detail and analysis is consistent with a basic Level 4 paper.

Many groups of people throughout history have been denied their basic human rights. There have been many people, groups, and governments that have attempted to end these human rights violations. Unfortunately the attempts made have not been so successful.

One group of people that has endured many human rights problems is the Jews in Germany in the 1930's and 1940's. It is not the first time the Jews have had problems in history despite what was occurring in Germany. During Medieval times the Jews were blamed for the killing of Jesus, as well as the spreading of the Bubonic plague that killed millions of Europeans. The Jews were persecuted by the Nazis for many reasons. They blamed World War I on the Jews and proclaimed it was the Jews fault for Germany's defeat. Jews were also considered unequal because they were not of pure-Aryan descent, and the Nazis didn't want them to "infect" the German people. The Nazis considered the Jews to be weaker, and used propaganda and censorship to convince the German people, as well as school children. Due to Nazis laws the Jews couldn't leave their homes, sell or buy goods to or from non-Jews, or have any relationship with a non-Jew. They had to wear a yellow star to identify themselves as Jewish. They were limited on what they could eat for weeks. Eventually all the Jews had to move to the ghettos and leave their homes.

Then, the Nazis unveiled their "final solution" and began the systematic killing of Jews. Millions were murdered in concentration camps by gassing, starvation, disease, torture, and execution by SS soldiers. One action taken was by a group of Jewish resistance fighters in the Warsaw Ghetto. They attacked SS soldiers and carried out acts of sabotage to German factories. They tried to stop the deportation of Jews to the concentration camps. They succeeded in delaying the deportations, but on a grand scale the acts they carried out were not very effective.

A second group that has suffered for basic human rights is the Black South Africans during Apartheid in South Africa. During the age of Imperialism, South Africa was fought over by the British, and the Dutch Boers because of the natural resources that can be found there. The Europeans took what they wanted from the land, and began to exploit the people. The colonies were used solely for the purpose to benefit the countries back in Europe. When the white nationalist government came to power in 1948, South Africa began a new chapter in history. It was called Apartheid. This means separate. The Black South Africans were denied basic rights because of the color of their skin. They had to use separate and unclean public facilities, live in the poorer parts of town, work low paying jobs, and walk around with an identity card that would show everywhere that person went. Many people knew that this was

not right. The majority of the people, who were black could not even vote. This angered many people. A man by the name of Nelson Mandela was determined to do something about it. As a successful black lawyer, Nelson won the support of many people in his speeches about all South Africans living together equally. He used methods of political disobedience and peaceful marches to achieve his goals. Nelson Mandela was put in jail for twenty-six years because the government considered what he was doing was illegal. When he was released from jail he and the President reached a deal that ended Apartheid. Mandela won the Nobel Peace prize and helped millions of South Africans.

Although there have been many people that have attempted to end human rights violations, only a few have been successful. In our human history there have been a variety of groups of people that have had their basic human rights violated.

Anchor Level 3-A

The response:

- Develops all aspects of the task by discussing the human rights violations against Jews during the Holocaust in more depth than against blacks in South Africa under apartheid
- Is more descriptive than analytical (*Jews during the Holocaust*: during medieval times, Jews were blamed for the killing of Jesus as well as spreading the bubonic plague; Nazis blamed World War I on Jews and proclaimed it was the Jews' fault for Germany's defeat; Nazis used propaganda and censorship to convince the German people; group of Jewish resistance fighters in the Warsaw Ghetto carried out acts of sabotage in German factories; *blacks in South Africa under apartheid*: during the Age of Imperialism, South Africa was fought over because of natural resources found there; black South Africans were denied basic rights because of the color of their skin; Mandela was put in jail for 26 years)
- Includes some relevant facts, examples, and details (*Jews during the Holocaust*: pure-Aryan descent; yellow star; ghettos; Final Solution; SS soldiers; *blacks in South Africa under apartheid*: British; Dutch Boers; identity card; Nobel Peace Prize)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are brief restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a satisfactory understanding of both situations through numerous facts, examples, and details. However, a tendency to overstate detracts from the application of historical knowledge.

Throughout history many groups of people have been denied human rights. Usually, an absolute leader will come to power and take advantage of a certain group of people. And since these leaders are usually absolute, it is very hard for the group of people to rise up. This is when individuals, groups or governments attempt to end these human rights violations. One example of this is when Hitler denies Jews of their basic rights. By the end of World War 2, Hitler had killed and tortured millions of Jews.

Even before the war started, there were clear signs of Hitler's hatred towards Jews. In Hitler's book *Mein Kampf* (My Struggle) he described his plan for the Jews called The Final Solution. In this plan, he claimed that the German Aryans were the superior race and that they needed "lebensraum", or living space. As a result, this plan prepared to get rid of all non-Germans, especially Jews. Once Hitler came to power, he could put his plan into effect because he had total control of the nation. He had the power of the Nazi military to keep the Jews in order and eventually, kill them. He also had control of the media to help cover up his killings of Jews. Hitler had also used the media to help gain support. Through the media, he claimed the economic problems that Germany faced were all because of other races including Jews. But in fact, these problems came about because

Of the poor decisions of the Weimar Republic, the government before Hitler, Hitler's control of education was also important because he could now teach the German Youth that Germans were far superior to all other races.

The denial of the Jews' human rights came with the passing of the Nuremberg Laws. These laws took many freedoms away from Jews. For example, Jews had a curfew at night while all other Germans did not. After the laws were passed, Jews were not considered German citizens anymore. Then came the "night of broken glass", or Kristallnacht. This is when the Nazi military went around to every Jewish business and destroyed their stores. This shows how Hitler and the Nazis did not want Jews to make any money. After Kristallnacht, the Nazis began taking Jews out of their homes and bringing them to ghettos. This was known as ghettoization. The Nazis would forcefully come into towns and take people. These people would ultimately be put into concentration camps throughout Germany and Poland. At this point many families were separated and never saw each other again. Once at the camps, the Jews were forced to work and most of them were eventually killed via gas chambers. Prior to being killed, the Jews would be tortured and starved. Some examples of these death camps are Auschwitz, Birkenau, and Chelmo. By the

end of the Holocaust over 6 million Jews had been killed.

While the Holocaust was going on, no one really made any attempts to stop it. Governments ended the violation towards the end of the Holocaust and end of the war. This was because not many people knew about the killings, and also because people were too afraid of Hitler. But once the U.S. started advancing towards Germany, was when they uncovered some concentration camps. This is when the U.S. and British government began aiding the violations caused by Hitler. The U.S. Army went all over Europe liberated the death camps and freeing the Jews that did happen to survive. The survivors were quickly given food and shelter. Once the war was over, the Allies began to prosecute those responsible for the killings. This was known as the Nuremberg Trials. Many Nazi leaders were put on trial and ultimately put in jail.

Hitler's killing of the Jews was ~~justified~~ a denial of human rights. He made Jews noncitizens and made them feel as they were inhuman. He eventually then put them in death camps and killed a massive amount. The Jews could not fight back because Hitler

Anchor Paper – Thematic Essay—Level 3 – B

and his Nazi military was too strong. Help for the Jews was also delayed because Hitler kept it so secret. Once the U.S. did uncover the camps, they did help the Jews a great deal. Overall, Hitler denied European Jews their basic human rights.

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

- Thoroughly develops all aspects of the task evenly and in depth for human rights violations against Jews during the Holocaust
- Is both analytical and descriptive (*Jews during the Holocaust*: absolute leader will come to power and take advantage of a certain group of people; even before the war started, there were clear signs of Hitler's hatred toward Jews; claimed that German Aryans were the superior race and needed "lebensraum"; Hitler had power of the Nazi military and control of media; claimed the economic problems that Germany faced were all because of other races; control of education was important because he could now teach the German youth that Germans were far superior to all other races; denial of Jews' human rights came with passing of the Nuremberg Laws; after the laws were passed, Jews were not considered German citizens anymore; began taking Jews out of their homes and bringing them to ghettos; people ultimately put into concentration camps throughout Germany and Poland; by the end of the Holocaust over six million Jews had been killed; while the Holocaust was going on, no one really made any attempts to stop it; governments ended the violations towards the end of the Holocaust and end of the war; once the war was over, the Allies began to prosecute those responsible for the killings)
- Richly supports the theme with many relevant facts, examples, and details (*Jews during the Holocaust*: World War II; *Mein Kampf* (My Struggle); Final Solution; living space; Weimar Republic; curfew; Night of Broken Glass; Kristallnacht; ghettoization; gas chambers; Auschwitz; Birkenau; Chelmno; Nuremberg trials)
- Demonstrates a logical and clear plan of organization; includes an introduction that goes beyond a restatement of the theme and a conclusion that restates elements of the response

Conclusion: Overall, the response fits the criteria for a Level 3 rating since it meets most of the Level 5 criteria for only one group. Although the response includes a somewhat uncritical treatment of the efforts of allied governments to end human rights violations, as a whole, it is a detailed and insightful treatment of the task.

Human rights violations have occurred throughout history. The Rwandan Massacre and Apartheid are just two of the dozens of infamous human rights violations. As these two events occurred fairly recently in the scope of history, they had a more pronounced place in the policies and opinions of the world community. ~~But~~ ~~the~~ ~~groups~~ ~~and~~ ~~individuals~~ attempted to stop both events with varying amounts of success.

The Rwandan Massacre occurred ~~for~~ for approximately 100 days in 1994. The history that influenced the beginning of the massacre concerns the Hutu and the Tutsi ~~groups~~. The Hutu resented the Tutsi's ^{past} power in the government. ~~The~~ The president of Rwanda's plane was shot down and blamed on the Tutsi. That spark ~~ignited~~ ignited the years of resentment and sent the Hutu on a killing rampage. An obscene number of people including women and children, were butchered with knives. Militaries stormed schools, in one instance killing all of the children for refusing to give up their Tutsi friends. They ~~used~~ used public radios to organize where and when people should be murdered. This senseless killing of people based on their ethnicity is a blatant human rights violation.

The UN did attempt to stop the violence, but had little success. There were ~~not~~ not enough UN troops sent to Rwanda and as they were not allowed to use their guns, they had no effect on the violence.

The Apartheid in South Africa is another human rights violation. White people in South Africa, called Afrikaners, wanted to preserve their social and political supremacy after South Africa became independent. They did this by passing unfair laws that violated the human rights of the Africans. ~~The~~ The right of movement within a person's state was violated by the pass system. Afrikaners also forced people onto small, relatively infertile pieces of land. Segregation was enforced and Afrikaners forced people to grow certain items. The world was outraged with these and countless other human rights violations occurring in South Africa and enforced economic sanctions which were very successful in ending the Apartheid. One specific individual who opposed the Apartheid is Bishop Tutu, who won the Nobel Peace Prize for his work.

The Rwanda Massacre and Apartheid are just two examples of human rights violations. While outside influence was more effective in South Africa

than it was in Rwanda, attempts to stop both human rights violations were made. As time goes on and the world becomes increasingly smaller, the next human rights violation might be stopped more efficiently, maybe before it begins.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth by discussing the historical circumstances that led to the denial of human rights and how human rights were denied for the Tutsi in Rwanda and blacks under apartheid in South Africa in more depth than actions taken that attempted to end human rights violations
- Is more descriptive than analytical (*Tutsi in Rwanda*: Hutu resented the Tutsi's past power in government; spark ignited years of resentment and sent the Hutu on a killing rampage; senseless killing of people based on their ethnicity is a blatant human rights violation; United Nations did attempt to stop violence but had little success; United Nations troops were not allowed to use their guns; *blacks under apartheid in South Africa*: white people in South Africa wanted to preserve their social and political supremacy; passed unfair laws that violated the human rights of Africans; forced people onto small, relatively unfertile pieces of land; segregation was enforced); includes faulty application (*blacks under apartheid in South Africa*: Afrikaners forced people to grow certain items)
- Includes some relevant facts, examples, and details (*Tutsi in Rwanda*: Rwandan massacre; militants; *blacks under apartheid in South Africa*: pass system; sanctions; Bishop Tutu; Nobel Peace Prize)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that goes beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While much of the information concerning Rwanda appears to be drawn from a dramatization, the characterization of events is essentially accurate. The abbreviated treatment of apartheid in South Africa, while demonstrating understanding, is limited in detail.

Defining human rights has been proven to be more difficult than denying them. ~~While~~ It is generally known that there have been incidents of ~~the~~ people denied human right worldwide, yet is there really a clear definition of ~~the~~ human rights and their violation? If there is a definition, it should go something like this: ~~All humans should cannot be denied the rights~~
The supervisors of a nation must not oppose the right of an individual's free will, given ~~that~~ said individual is not seriously/severely/gravely impeding the free will of others. If anyone fails to comply with these terms, it shall be deemed a human rights violation, and therefore it is the global community's responsibility to take action to end the injustices.

Certainly an important example of human rights violations was the Holocaust during the mid-20th century. Adolf Hitler, elected into power by the majority of the German ~~population~~ ~~populus~~, set out to secure a pure future-Germany. To do this, he sought to relieve the German population of ~~those~~ all imperfect persons (people considered imperfect because of race, a physical/mental handicap, etc.). These people, numbering over ~~the~~ twelve-million, were subject to blatant human-

rights violations, such as removal of homes, property and especially, being forced into concentration camps to be exterminated. Eventually, it was discovered that these events were occurring, and war was declared against Hitler and Germany. Most captives could not be saved from death, as the intervention did not occur soon enough.

Another example of ~~human rights~~ a violation of free will is that of ~~the~~ workers (mainly children) of the British Industrial Revolution. During this time in the 19th century, children as young ~~as~~ as five or six years old were forced by their parents to work in factories in attempt to gather enough money to live. These children, often working ten to twenty-hour shifts in textile factories or coal mines, were paid nearly nothing and subject to severe dangers and human-rights-violations. Eventually laws were passed restricting factory owners from employing these crucial working conditions (on miners).

Even today, human rights violations occur worldwide every day, and as they always have been, eventually, they will be resolved and replaced with new ones, possibly worse, until the end of time.

Anchor Level 2-A

The response:

- Minimally develops most aspects of the task for victims of the Holocaust and child workers during the British Industrial Revolution
- Is primarily descriptive (*victims of the Holocaust*: people, numbering over 12 million, were subject to blatant human rights violations such as removal of homes, property and especially being forced into concentration camps to be exterminated; *child workers during the British Industrial Revolution*: children as young as five or six years old were forced by their parents to work in factories; children subject to severe dangers; eventually laws were passed restricting factory owners from employing these crucial working conditions on minors); includes faulty application and analysis (*victims of the Holocaust*: Hitler elected into power by the majority of the German populous; it was discovered that these events were occurring, and war was declared against Hitler and Germany)
- Includes few relevant facts, examples, and details (*victims of the Holocaust*: Germany; *child workers during the British Industrial Revolution*: textile factories; coal mines)
- Demonstrates a general plan of organization; includes an introduction that elaborates on defining a human rights abuse and a conclusion that states worsening human rights abuses may be a historical constant

Conclusion: Overall, the response fits the criteria for Level 2. Although the introduction and conclusion suggest a sophisticated treatment of the theme, minimal development of both historical episodes falls short of a satisfactory discussion. Several misstatements of fact further diminish the quality of the response.

Throughout time, people of the world have been denied their given rights. In some cases, violations were much more endangering. From the limiting of freedom to women in Afghanistan done by the Taliban to the complete limiting of Jews during the times of Nazi Germany.

During the early to mid 1900's, Adolf Hitler, head of the Nazi party, went on power trips including the attempted genocide of those not of the Aryan race. Jews were the most heavily targeted by the attempts. Not only were they tracked down and killed, but limitations were placed on their ways of life. Jews were not able to obtain any high paying jobs, take government seats or even marry out of religion. Death camps were set up, where these people would be sent to basically die. They would be tortured daily in many different ways. In some camps like Auschwitz, new ideas of weaponry were tested on the prisoners. Many attempts at breaking this chain of events took place. Groups formed to fight Nazi Germany but these attempts were often suppressed quickly.

In Afghanistan, women have become part of

Anchor Paper – Thematic Essay—Level 2 – B

a fortunate denial of human rights. Since the early days of the Taliban, many restrictions have been placed on women. In public women are not allowed to show their face. This restriction is also suggested by religion. In Afghanistan women have no right to chase their partners, and in almost all cases, marry once. Women have tried in the past to break free of fundamentalist beliefs, but due to lack of power, can't.

History has been full of restrictions and misdeeds. Denying those what they were once promised. In many cases, people have gained their freedoms back, but in a few cases such as Afghanistan women, have not.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth for the Jews during the Holocaust and some aspects in less depth for women in Afghanistan under the Taliban
- Is primarily descriptive (*Jews during the Holocaust*: Jews were the most heavily targeted; death camps set up; limitations were placed on their way of life; *women under the Taliban in Afghanistan*: women are not allowed to show their face in public)
- Includes few relevant facts, examples, and details (*Jews during the Holocaust*: Adolf Hitler; Nazi Party; genocide; Aryan; *women under the Taliban in Afghanistan*: fundamentalist beliefs); includes some inaccuracies (*Jews during the Holocaust*: ideas of weaponry were tested on prisoners)
- Demonstrates a general plan of organization; contains an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Development of some aspects of the task for Jews during the Holocaust is superficial, but a general understanding of the topic is evident. The treatment of women under the Taliban in Afghanistan is limited. The response lacks any reference to actions designed to end the human rights violations.

Many cultures around the world deny certain people, or groups their human rights. Individuals, groups's governments have made many attempts to put a stop to this denial of human rights, yet have not always been successful.

An example of this would be the persecution of Jews's other ethnic groups in Europe during WWII. The Jews were persecuted by Hitler's his Nazis. When the Nazi party gained strength's came to power all of Europe became a state of turmoil.

Jews were hunted down's captured. The Nazis kept them in fenced in cities called ghettos where disease, famine, 's murder were ~~re~~ common. They were forced to wear the Star of David on their tattered clothing. The Nazis separated men's women, families were torn apart, and people were forced into harsh labor camps with cruel punishments. Millions were killed in horrendous death camps such as Auschwitz.

All the powers stepped into a war with Hitler to end the Jewish killings. France, America, Britain's even ~~the~~. Russia tried to liberate the Jewish camps & ghettos. Hitler's reign was finally ended.

Another example of human rights being denied to a certain people is the Apartheid in South Africa.

The National Party, made up of white Afrikaners ^{who} came into power in 1948. The white minority became dominant in the government.

The blacks were forced into dirty townships. They had no rights to vote or own property.

The allies chose to end all trade & sale of South African goods until apartheid was made illegal. They were even banned from the Olympics.

The South African government finally agreed to put a legal end to the apartheid. Although the blacks are still fighting for equality today.

Throughout the world, many groups of people are struggling to find equality, & striving for their own human rights. Maybe someday, someone will find a way to end this struggle.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing how human rights were denied to Jews during the Holocaust and to blacks under apartheid in South Africa in more depth than other aspects of the task
- Is primarily descriptive (*Jews during the Holocaust*: Nazi party gained strength and came to power because of a state of turmoil; separated men and women; families were torn apart; people were forced into harsh labor camps; millions were killed in horrid death camps such as Auschwitz; *blacks under apartheid in South Africa*: National Party made up of white Afrikaners came to power in 1948; South African government finally agreed to put a legal end to apartheid although blacks are still fighting for equality today); includes faulty and weak application and analysis (*Jews during the Holocaust*: Allied powers stepped into a war with Hitler to end the Jewish killings)
- Includes few relevant facts, examples, and details (*Jews during the Holocaust*: World War II; Hitler; ghettos; Star of David; *blacks under apartheid in South Africa*: townships; banned from the Olympics); includes some inaccuracies (*blacks under apartheid in South Africa*: blacks had no rights to own property; allies chose to end all trade and sale of South African goods until apartheid was made illegal)
- 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 2. The response features a reasonably focused narrative that demonstrates a fair understanding of the topic. Brevity, misstatements of fact, and overgeneralizations limit its effectiveness.

There has been times in history when people have been denied their human rights, but some were successful in getting their human rights and some weren't.

The Armenians under the Ottoman Empire, the Armenians were denied their human rights. The Armenians were slaughtered by the Ottoman Turks for being who they were. The Armenians were sent to labor camps and were worked to death, they were tortured and some were shot in mass slaughters. Some Armenians did escape to freedom and migrated out of the Ottoman Empire to other countries, when the Ottoman Empire fell the Armenians won back their human rights, but to this day most Turks deny that the mass slaughter and camps for the Armenians never happened, but they did.

Another example of human rights denial is the blacks under apartheid in South Africa. The white minority group took control and denied the blacks their human rights. A group called the ANC came around to try to end the apartheid. Nelson Mandela fought this by peaceful protest. Nelson was arrested and put in jail for 27 years. The British would beat down the blacks and the whole world found out by the press.

After hearing this other countries stopped trade with Britain and South Africa, there terms were to free Mandela and end apartheid, so the British did this and the British government set up an election for president, Nelson Mandela became the first president of Africa.

In conclusion many human rights can be achieved by peaceful protest not violent protest, also that even to this day human rights are being denied and people are trying to end it, maybe someday there will be no more denial of human rights.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by discussing the denial of human rights of the Armenians under the Ottomans and by attempting to discuss blacks under apartheid in South Africa
- Is descriptive (*Armenians under the Ottomans*: some were shot in mass slaughters; some Armenians did escape to freedom and migrated out of the Ottoman Empire; to this day, most Turks deny the mass slaughter; *blacks under apartheid in South Africa*: white minority group took control and denied blacks their human rights; ANC came around to try to end apartheid); includes faulty and weak application (*Armenians under the Ottoman*: when the Ottoman Empire fell, the Armenians won back their human rights; *blacks under apartheid in South Africa*: Nelson Mandela fought this by peaceful protest)
- Includes few relevant facts, examples, and details (*Armenians under the Ottomans*: labor camps, Turks; *blacks under apartheid in South Africa*: Mandela jailed for 27 years); includes inaccuracies (*blacks under apartheid in South Africa*: British beat down blacks and the whole world found out by the press; other countries stopped trade with Britain; British government set up election for president; Mandela became the first president of Africa)
- Demonstrates a general plan of organization; contains an introduction restating the theme and a conclusion expressing hope for the end of human rights violations

Conclusion: Overall, the response fits the criteria for Level 1. While some characterizations are weak, the response shows a general understanding of Armenians under the Ottomans. Aside from a few pertinent details, the discussion of blacks under apartheid in South Africa is generally inaccurate.

During history, many groups of people have been denied their rights as human beings. Two examples of this are the Chinese in Tiananmen Square and the Jews in Germany during the Holocaust. These people were treated unfairly by their landlord or the nation's leader. The people lived in harsh environments and sometimes starved because they weren't given enough food or money.

In Tiananmen Square, the Chinese people were denied their rights by the landlord. They worked all day and received small wages and very little food. When the people decided to confront the landlord about the way they were treated, he laughed in their faces. They decided to protest and not work until changes were made. The landlord said that there would be a harsh punishment for anyone who did not return to work. Finally, the workers couldn't take it anymore. They decided to punish the landlord for all the hard times they endured. They killed him right in front of his family.

When Hitler came into power in Germany, he blamed the Jews for the harsh punishment given to Germany in the Treaty of Versailles after World

Anchor Paper – Thematic Essay – Level 1 – B

War I. The Nazis who followed Hitler rounded up the Jews and put them into concentration camps. Many were thrown into gas chambers and killed while others were put to work. If they were ill or too slow, they were also killed. Many people died including the elderly and children. Their suffering didn't end until other nations intervened and Hitler committed suicide.

These examples of groups of people being denied their human rights has greatly affected the world. To this day, people are still being treated differently because of their ethnic or religious backgrounds.

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

- Minimally develops some aspects of the task by briefly discussing the treatment of Jews during the Holocaust and by attempting to discuss the situation in Tiananmen Square
- Is descriptive (*Jews during the Holocaust*: blamed Jews for the harsh punishment given Germany; put Jews into concentration camps); includes weak analysis (*Jews during the Holocaust*: suffering did not end until other nations intervened and Hitler committed suicide)
- Includes few relevant facts, examples, and details (*Jews during the Holocaust*: Treaty of Versailles; World War I; gas chambers); includes many inaccuracies (*Tiananmen Square*: denied rights by the landlord; people decided to confront the landlord about the way they were treated; decided to punish the landlord for all the hard times they endured)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The substantive portion of the response consists of a brief but accurate treatment of Jews during the Holocaust. However, the account of the events of Tiananmen Square is completely inaccurate.

Over the course of history, there have been many infringements upon the lives and livelihoods of citizens across the globe. These instances include the Chinese students during their protest at Tiananmen Square, and Bosnian Muslims in Yugoslavia, during the process of "ethnic cleansing", set into motion by Milosevic. Although some actions were taken against the offenders, very little is able to make up for the dramatic loss of human lives and spirits.

During the rule of Deng, in China, many reforms occurred which improved the country. However, when a group of young people decided to speak out against what they felt were problems within their country, havoc and destruction ensued. As under the rule of Mao, a former Chinese leader, speaking out had been encouraged. However, when the volume of protests began to be too much for Deng, he revoked his policies of free speech, and violently, rapidly attempted to hold back the flow. While the students of a local university protested certain litigation,

*After the fact, very little was done to restore human rights to the Chinese, and although the incident was acknowledged, very little was done in reparation

and advocated democracy, Deng sent in the troops. At his word, tanks were rolled in, and a command was given to open fire; so began the massacre.* Much like the killings at the Winter Palace on Bloody Sunday under the rule of Czar Nicholas, many, many peaceful demonstrators were killed simply because they desired change, and decided to do something about it.

Another raw stripping of human rights that occurred over the course of history targeted the Bosnian Muslims, in the area that used to be Yugoslavia. Unlike the killings at Tiananmen Square, which occurred ~~for~~ ~~for~~ ^{because of} a political motive, this historical tragedy occurred for social reasons. A man named Milosevic, a leader in that area of the world, instituted a policy of "ethnic cleansing", which was similar to Hitler's ideas of racial purity. When these plans were

put into effect, hundreds of thousands of Bosnian Muslims fell victim to horrible pain, deliberate torture, emotional ^{torture} and in many cases, death. A large sum of Bosnian Muslims were forcibly evicted from their homes, and many were sent to detention camps, where they were brutalized, tortured and slaughtered. Women were commonly raped, and ~~although some attempted to escape this horrendous system, many still fell victim~~ ~~to the horrors~~ the dead were regularly thrown into mass graves, with no markers, dignity, or respect. Although some attempted to flee from the region, many still fell victim to the horrors. The United Nations (U.N) attempted to intervene by placing a series of economic sanctions upon Yugoslavia and Milosevic but little was achieved. Due to the fact that this region of ~~land~~ ^{that} was unhappily united, and ~~one~~ ^{that} very cruel man decided to unite ~~the~~ them through his twisted ideas of racial and cultural

purity, countless numbers of innocent Bosnian-Muslims were harmed, and thrown under the bus of Yugoslavia's development. After the massive bout of homicide ended, Milosevic was brought up on charges of crimes against humanity, but passed away before a verdict was given, leaving many angry that true justice was never delivered.

These and other crimes against humanity, and infringements upon human rights are a disgraceful scar upon the face of our world. Hopefully, by recognizing these problems, we can ensure that history does not repeat itself, and prevent any future acts of unwarranted human destruction.

There has always been a fight for human rights. Just about all people fight for it, some are not successful and some are. But two very important groups that have had their chance to fight for human rights is African Americans and ~~the~~ Jews.

The one person that comes to mind in my head referring to the African Americans is Martin Luther King Jr. He always seemed to have the attention of his followers and at most times his enemy. He would fight to be equal as white people and not under them. He would never try to use violence, he would just have peaceful marches to a major building and preach or sit or just stand around. And if he and his followers did it long enough they would eventually get a reaction. That's all

it took and they got there reaction. And it wasn't always a peaceful reaction, it usually was a very violent reaction. They would have threats, be strayed into walls by fire hoses, or just plain jailed. And the treatment in jail wasn't that great.

Also the jews were ones to be denied for freedom as well. Hitler blamed everything on the jews. And he worked his hardest to eliminate the world of them. What ever went wrong it was there falt. He forced many to emigrate ~~to~~^{or} leave to another ~~state~~^{place} or state, but when places stoped excepting them Hitler took that as his ^{mark} ~~goal~~ to eliminate them his way cause no one else wanted them. He would round them all up in labor camps to kill them or work them to death. But every once and a while there would be a revolt and the

Jews would gang up and ~~to~~ take over the camp and win there way to freedom, at least until they were captured again. Like Sabebone for example they did that exact thing.

Now all of these groups had there hard times. And some didnt even make it but they all had there own ways to deal with being denied for there freedom. And most of them got through it.

Throughout history, there had been many examples where groups of people have ~~not~~ been denied; there ~~was~~ ^{human} rights. Individuals, groups, and governments have attempted to end many of these human rights violations although they have not always been successful.

There will be ~~two~~ two different examples from history rights that have been ~~denied~~ denied, to groups of ~~people~~ people. I will also be ~~discussing~~ discussing the historical circumstances that led the denial on human rights and the action taken ~~by~~ by an individual or a group government that attempted to see the end of the human rights movement that attempted to see the end of the human rights movement. The 1st one is the jews of russia, the jews had to listen to the Naticz during the holocaust. The second one is

blacks under the apartheid in south africa, they had to go ^{only} where there was black ~~signs~~ ~~signs~~ * signs.

In conclusion, throughout history there have been many examples of people that have been denied.

Thematic Essay—Practice Paper—D

Throughout history, groups of people have always been treated unfairly & have been denied rights. These people try to get rid of the unfair treatment but usually the impact of the unfair treatment lasts after the cause of it leaves. Two such examples are apartheid in South Africa & the treatment of the natives when European countries (especially Spain) started colonizing Latin America. In both of these cases, people have stepped up & challenged the unfairness, but the unfairness still continues because the effect is close to irreversible.

In South Africa the conflict between whites and blacks started when the Dutch and later when Britain colonized the country. A common European attitude, based on social darwinism, justified the act of imperialism in their minds. This belief was reinforced by the availability of superior weaponry like the maxim gun. Human rights were denied in many ways in South Africa. First there was legalized segregation that was the basis for and justification of the system of apartheid. This affected housing, schools, & even rest rooms & drinking fountains. Blacks had to live in shanty towns like Soweto ~~too~~ outside the main city. Another violation of human rights is that there was a very small percentage of whites in South Africa yet they owned around 87 percent of the land. These "whites only" areas did not allow any blacks in except as laborers & then they had to have special passes. While other groups were treated as inferior to whites, blacks were treated most severely. Africans had little to no say in government decisions. In fact, the government attempted to eliminate black citizenship through the creation of tribal homelands. One man, Nelson Mandela, was perhaps the most important individual responsible for getting rid of the legal, segregated social structure.

As leader of the ANC, as a prisoner, as a symbol of the anti-apartheid cause, & as the first democratically elected president of South Africa, Mandela's life was committed to human rights for all South Africans.

Similar to apartheid in South Africa, the colonization of the Americas by Spain led to the denial of human rights of the natives. When the Spanish conquistadors came to Latin America in the 1500's, the natives weren't immune to European diseases & many of them died off helping the Europeans to quickly & successfully takeover & colonize many Latin American regions such as present day Mexico & Peru. The Spanish, with their superior weapons and ~~the~~ technology made themselves the rulers of the region. They established the encomienda system which gave Europeans the right to demand labor. They also developed a strict social hierarchy which reinforced government by the Europeans. The system went like this: peninsulares were the "rulers" of the colony & were ~~the~~ native Spaniards. The Creoles were next in importance in wealth & were people with Spanish parents. Below them were the mestizos who were a mix of European & Latin American blood, and the mulattoes who were a mix of European & African blood. Finally at the bottom were natives & blacks. These two groups often worked on plantations where the owner was brutal & the overseers beat the workers if they weren't doing things to their liking. Many of these native workers died from beatings or overexhaustion from their long work day. In 1542, pressured by Bartolomé Las Casas, Spain forbade the enslavement of natives, but this was hard to enforce because of the ~~the~~ distance. This unfair treatment lasted beyond Simon Bolivar's

Thematic Essay—Practice Paper – D

movement against Spanish rule in South America. He created a movement that tried to unify all Latin American nations to make a combined effort to oust the Spanish. His efforts were successful in ousting European rule, however unfair social classes & unfair division of land remains somewhat till this day.

These two events show how the violation of human rights can devastate many people. Even though in these two cases there were successful movements to get rid of the colonial powers, the effects of unfair land distribution & major gap between rich & poor still exist today & are problematic for both South Africa & Latin America.

Unfortunately, through out our history there have been many instances in which groups of people have ~~been~~ had their basic human rights violated. Two examples of this occurred to the Jews under Nazi rule and the indigenous peoples of Latin America. These regrettable violations eventually ended but not before millions of lives were lost.

After World War I, Nazism was on the rise in Germany. People wanted order and economic security which Germany lost after WWI, so they turned to the Nazis who gave it to them but along with a price. Anti-semitism was a key part of Nazi ideology which believed in the purification of the Aryan race. Therefore the Nazi party began stripping away Jews' rights. They could not own property, they were forced to wear Jewish identification stars. One night the government sanctioned violence against Jews, and vandalised Jewish homes, synagogues and businesses. This became known as Kristallnacht or "Night of Broken Glass." Jews obviously had lost equal protection under the law. Soon they found themselves herded off into labor camps or crowded into diseased

ghettos. Many Jews died, yet this wasn't fast enough for the Nazi used mobilized killing squads and death camps to exterminate millions of Jews. By the end of world war II 6 million Jews had been ruthlessly murdered. Their rights and lives stripped away. No many westerners knew about the Holocaust until after it happened, therefore no action was really taken on their part. Many people under Nazi rule helped hide Jews and smuggle them into neutral countries. Also Jews trapped in ghettos attempted uprisings by the featured miserably, crushed by the superior Nazi force. Looking back the Holocaust and the denial of rights and genocide of Jews is considered one of mankind's greatest crimes.

During the Age of Exploration, Europeans reached the Americas for the first time. When Christopher Columbus and the indigenous peoples first met they were almost automatically thought of as savages by the very ethnocentric Europeans. Europeans had superior technology at the time and could easily defeat the natives in any fight they put up. When Europeans decided to colonize the Americas, the natives' rights were forgotten. Under the encomienda system they were treated as slaves. Many were forced to convert to Christianity by missionaries. The Natives starved while the Europeans forced them

for the benefit of the mother country. Millions died from mal-treated, famine and disease. The Ethnocentric Europeans stopped using Natives as slaves when the encomienda system failed because too many Natives died from overwork and disease. Slowly over the centuries the surviving indigenous people gained more rights until finally in the 1800's when the majority of Latin America gained independence from Europe.

In conclusion, throughout history various groups of people have been denied their basic rights. Two sad examples is the deaths of millions of Jews in Nazi Germany and the indigenous people of Latin America under colonial rule. Hopefully society has progressed enough so that we can prevent this from happening again in the future.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task but develops how human rights were denied in Yugoslavia in more depth than the denial in Tiananmen Square
- Is more descriptive than analytical (*Chinese students in Tiananmen Square*: students of a local university protested and advocated democracy; although the incident was acknowledged, very little was done in reparation; much like killings at the Winter Palace on Bloody Sunday under the rule of Czar Nicholas, many, many peaceful demonstrators were killed simply because they desired change; *Bosnian Muslims in the former Yugoslavia*: unlike killings at Tiananmen Square, which occurred because of political motive, this historical tragedy occurred for social reasons; leader instituted a policy which was similar to Hitler’s ideas of racial purity; hundreds of thousands fell victim to horrible pain, deliberate torture, emotional turmoil, and death; Milosevic brought up on charges of crimes against humanity, but passed away before a verdict was given); includes faulty, weak analysis: (*Chinese students in Tiananmen Square*: speaking out had been encouraged; Deng revoked his policies of free speech)
- Includes some relevant facts, examples, and details (*Chinese students in Tiananmen Square*: Deng; Mao; *Bosnian Muslims in the former Yugoslavia*: ethnic cleansing; detention camps; mass graves; United Nations)
- 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. The strength of the response lies in analogies and comparisons that demonstrate the ability to link like episodes in history. However, the limited explanation of the historical circumstances that led to human rights abuses weakens the response.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task for Jews during the Holocaust
- Is descriptive (*Jews during the Holocaust*: blamed everything on the Jews; round Jews up in labor camps; every once in a while there would be a revolt)
- Includes few relevant facts, examples, and details (*Jews during the Holocaust*: Hitler; Sobibor)
- Demonstrates a general plan of organization; contains an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The discussion about human rights violations that occurred in the United States cannot be rated. Although the discussion of Jews during the Holocaust is somewhat germane, the response fails to develop historical circumstances that led to the denial of human rights and treats the information in a very limited manner.

Practice Paper C—Score Level 0

The response:

Copies the theme and the task from the test booklet

Conclusion: The response fits the criteria for Level 0. Although the response includes a statement of the intent to address the task, it fails to develop any aspects of the task.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the denial of human rights of blacks under apartheid in South Africa in more depth than of indigenous people in Latin America during the Encounter
- Is both descriptive and analytical (*blacks under apartheid in South Africa*: conflict between whites and blacks started when the Dutch and later the British and colonized the country; common European attitude, based on Social Darwinism, justified their act of imperialism; legalized segregation was the basis for and the justification of the system of apartheid; affected housing, schools, rest rooms, and drinking fountains; whites in South Africa owned around 87 percent of the land; blacks allowed in “whites only” areas only as laborers; while other groups were treated as inferior to whites, blacks were treated most severely; blacks had little to no say in government; government attempted to eliminate black citizenship through the creation of tribal homelands; *indigenous people in Latin America during the Encounter*: natives were not immune to European diseases and many died, helping Europeans to take over and colonize regions such as present day Mexico and Peru; with their superior weapons and technology, Spanish made themselves rulers; Europeans had the right to demand labor; developed a strict social hierarchy that reinforced government by the Europeans; many died from beatings or over-exhaustion from their long work day; pressured by Las Casas, Spain forbid the enslavement of natives, but this was hard to enforce because of the distance; unfair treatment lasted beyond Simón Bolívar’s movement against Spanish rule in South America)
- Supports the theme with relevant facts, examples, and details (*blacks under apartheid in South Africa*: maxim gun; passes; Soweto; Nelson Mandela; ANC; antiapartheid cause; first democratically elected president; *indigenous people in Latin America during the Encounter*: conquistadors, encomienda system; peninsulares; creoles)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that emphasize the difficulty of remediation of the legacy of human rights violations

Conclusion: Overall, the response fits the criteria for Level 4. The quality of the analysis of apartheid in South Africa is the strength of the response. The description of human rights abuses during the Encounter is complemented by knowledge of the failure of efforts to correct these abuses.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task by discussing human rights violations against Jews during the Holocaust in more detail than those against the indigenous people in Latin America during the Encounter
- Is more descriptive than analytical (*Jews during the Holocaust*: people wanted order and economic security after World War I; German people turned to Nazis who gave it to them but with a price; Nazis began stripping away Jews' rights; government sanctioned violence against Jews and vandalized Jewish homes, synagogues, and businesses; Jews obviously had lost equal protection under the law; Nazis used mobilized killing squads and death camps to exterminate millions of Jews; Jews trapped in ghettos attempted uprisings; genocide of Jews considered one of mankind's greatest shames; *indigenous people in Latin America during the Encounter*: when Columbus and indigenous peoples first met, they were almost automatically thought of as savages by the very ethnocentric Europeans; treated as slaves; forced to convert to Christianity); includes faulty and weak application and analysis (*indigenous people in Latin America during the Encounter*: Europeans stopped using natives as slaves when encomienda system failed because too many natives died; slowly, surviving indigenous people gained more rights, until finally in the 1800s, they gained independence from Europe)
- Includes some relevant facts, examples, and details (*Jews during the Holocaust*: anti-Semitism; Aryan race; Kristallnacht; Night of Broken Glass; six million Jews ruthlessly murdered; *indigenous people in Latin America during the Encounter*: missionaries; benefit of mother country)
- 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. The strength of the response lies in the details provided about the Holocaust. The limited facts and details about indigenous people during the Encounter are accurate; however, the lack of application and analysis detracts from the response.

Global History and Geography Specifications June 2009

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human Rights; Power; Conflict	Standard 2: World History
Document-based Essay	Change: Economic Systems; Urbanization; Environment and Society; Factors of Production; Interdependence	Standards 2, 3, and 4: World History; Geography; Economics

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 June 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.