

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
1 OF **2**
MC & THEMATIC

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2014 — 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 at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

Multiple Choice for Part I Allow 1 credit for each correct response.

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

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

Mechanics of Rating

The following procedures are to be used in rating essay 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*.

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.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

Global History and Geography
Content-Specific Rubric
Thematic Essay
June 2014

Theme: Change—Challenges to Tradition or Authority

Throughout history, individuals have challenged established traditions and authorities. Their efforts have inspired or influenced change and have met with varying degrees of success.

Task: Select *two* individuals who have challenged tradition or authority and for *each*

- Describe the established tradition or authority as it existed before it was challenged by the individual
- Discuss how the individual challenged established tradition or authority
- Discuss the extent to which change was achieved as a result of this challenge

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Martin Luther, Galileo Galilei, Mary Wollstonecraft, Toussaint L'Ouverture, Charles Darwin, Vladimir Lenin, Emiliano Zapata, Mohandas Gandhi, Ho Chi Minh, Nelson Mandela, Mikhail Gorbachev, Aung San Suu Kyi, and Wangari Mathaai.

You are *not* limited to these suggestions.

**Do *not* choose an individual from the United States or
Gavrilo Princip from the Balkan States for your answer.**

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing the established tradition or authority as it existed before it was challenged by *each* of *two* individuals, how *each* individual challenged established tradition or authority, **and** the extent to which change was achieved by this challenge).
2. The extent to which change was achieved by this challenge may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
3. The extent to which change was achieved by this challenge may be discussed in the short term or long term.
4. If more than two individuals are discussed, only the first two individuals discussed may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **two** individuals, discussing the established tradition or authority as it existed before it was challenged by **each** individual, how **each** individual challenged established tradition or authority, and the extent to which change was achieved as a result of this challenge
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Martin Luther*: connects the dominance of the Roman Catholic Church as the institution with authority in western Europe to Luther's call for an end to the sale of indulgences and the end of corruption in the church, leading to the establishment of a separate church, increased religious tensions in Germany, tensions in other European countries, and the development of other Protestant denominations; *Nelson Mandela*: connects a description of apartheid and the means of enforcing apartheid in South Africa to the goals and activities of Nelson Mandela, analyzing how his imprisonment and release symbolized the lack of legitimacy of the South African government and inspired black South Africans to continue the antiapartheid movement, highlighting the significance of the overthrow of apartheid and the establishment of a democratic government while acknowledging the inequities that still exist
- Richly supports the theme with relevant facts, examples, and details, e.g., *Martin Luther*: Protestant Reformation; Diet of Worms; faith; justification; 95 Theses; Thirty Years' War; decline of the Holy Roman Empire; German princes; Counter Reformation; Council of Trent; *Nelson Mandela*: Afrikaners; National Party; segregation; homelands; pass system; African National Congress; police state; Rivonia trial; election of 1994; Truth and Reconciliation Commission
- 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 *or* by discussing all aspects of the task for one individual more thoroughly than for the second individual
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Martin Luther*: discusses the authority and influence of the Roman Catholic Church in western Europe, Luther's call for an end to the sale of indulgences and of corruption in the church, the formation of a separate church, and the effects of the Protestant Reformation; *Nelson Mandela*: discusses the racist and discriminatory nature of apartheid, Nelson Mandela's efforts with the African National Congress to end the policy, and how the election of 1994 ended the apartheid regime but not the inequities within South Africa
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least 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 are thoroughly developed evenly and in depth for **one** individual's challenge 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.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

Throughout history, individuals have challenged established traditions and authorities. Their efforts have inspired or influenced change and have been met with varying degrees of success. Of these, two people stand out. Martin Luther, and Galileo Galilei. Luther, in 1517, challenged the religious teachings and practices of the single most powerful institution in Europe, the Catholic Church. A little over a century later, Galileo also challenged the Church, but more in its role as scientific authority.

Following the fall of Rome, the Church assumed many of the powers of secular government and, following Charlemagne, was the single unifying force in Europe. Over centuries the popes, as heads of the church, expanded the scope of their office. Leo X, for example, ruled as a prince and acted as a patron of the arts. His authorization of the sale of indulgences triggered Luther's response.

Martin Luther was a Catholic monk who challenged the cornerstone doctrine of the Catholic Church. As a young man he experienced spiritual anxiety which led him to re-examine the Bible. From that he developed what came to be the teachings of Sola Fide and Sola Grate, of faith alone and God's good grace alone. Luther laid out his ideas in the 95 Theses. These were his challenges to the sale of indulgences and papal authority. Faced with the choice of recanting or defying at the Diet of Worms, Luther defied the Church and began to develop the ideas that became Lutheranism. He redefined the holy sacraments and rejected the notion of saints and the need for good works to achieve salvation. The office of the Pope was rejected.

The lasting nature of Luther's challenges is shown in the acceptance of other Christian faiths by many people in Europe. Luther

opened the door to widespread criticism of Church practices leading to the Anglican Church of Henry VIII and the Protestant teachings of John Calvin. The Catholic Church responded with the Council of Trent to try to regain the faithful by reforming abuses and defending its doctrine. This disintegrated into religious wars throughout western Europe ending with the Thirty Years' War.

Galileo Galilei challenged traditional explanations of the nature of the universe. In Galileo's time so-called science taught that the Earth and humanity were at the center of everything. The traditional Aristotelian view taught that stationary Earth was surrounded by orbiting spheres. The Church picked up on this and emphasized the perfection and unchanging nature of God's creation. Ptolemy created the geocentric model, in which the Earth was the center of the universe. The church lent its institutional authority to the support of tradition leading to questions such as "how could God create us if we were not the center of the universe?" So, ideas of people like Copernicus who proposed a heliocentric model in which the Earth rotated on its axis and revolved around the Sun, challenged the Church as well as science.

Galileo could speak with authority because, unlike Copernicus, he had a telescope. He observed there were craters on the Moon, the moons of Jupiter and spots on the Sun. Things once thought to be true were not true. Heavenly bodies weren't perfect and not all things orbited the Earth. While it may seem that the Inquisitions had silenced Galileo's challenge, that is not the case. His influential *Dialogues on Two World Systems* was published in Protestant countries. By the time of Newton it was clear that the scientific method was the means of

Anchor Paper – Thematic Essay—Level 5 – A

determining scientific truth. However, even today, there are examples of religion challenging science.

In 1517, Martin Luther challenged the doctrine of the Catholic Church as well as its authority. A little over a century later, Galileo challenged traditional science and Church authority.

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

- Thoroughly develops all aspects of the task evenly and in depth by discussing the tradition or authority before Martin Luther and Galileo challenged it, how it was challenged, and the extent to which change was achieved by their challenges
- Is more analytical than descriptive (*Martin Luther*: Leo X ruled as prince and acted as patron of the arts; spiritual anxiety led Luther to reexamine the Bible; developed teachings of faith alone and God's good grace alone; defied Church and developed ideas that would become Lutheranism; redefined holy sacraments and rejected the notion of saints and the need for good works to achieve salvation; lasting nature of Luther's challenge shown in acceptance of other Christian faiths by many people in Europe; opened door to widespread criticism of Church practices; Catholic Church responded with Council of Trent and tried to regain faithful by reforming abuses and defending doctrine; disintegrated into religious wars ending with the Thirty Years' War; *Galileo Galilei*: challenged traditional explanations of the nature of the universe; Church emphasized perfection and unchanging nature of God's creation; Church lent institutional authority to support of tradition; how could God create us if we were not the center of the universe; Copernicus, who proposed heliocentric model, challenged the Church as well as science; *Dialogues on Two World Systems* published in Protestant countries; by the time of Newton, it was clear the scientific method was the means of determining scientific truth)
- Richly supports the theme with relevant facts, examples, and details (*Martin Luther*: 1517; Catholic Church most powerful institution in Europe; fall of Rome; secular government; Charlemagne; sale of indulgences; Ninety-five Theses; challenges to Papal authority; Diet of Worms; Anglican Church; Henry VIII; Protestant teachings; John Calvin; *Galileo Galilei*: Aristotelian view—Earth surrounded by orbiting spheres; Ptolemy; geocentric model; telescope; observed craters on Moon, moons of Jupiter, and spots on the Sun; Inquisition)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 5. Analysis is featured throughout the response and centers on a discussion of the danger that new ideas posed to the authority of the Church. Comparative elements strengthen the discussion. The depth and breadth of the response is shown in effective references to numerous individuals and events in the development of the theme.

Throughout history individuals have challenged traditions and authorities; two such being Adam Smith with his book "Wealth of Nations" against the prevailing economic thinking in Western Europe and Kwame Nkrumah, who challenged British colonialism in his native Ghana. One is an example of individual versus tradition, the other of the individual versus authority.

In 1776, Adam Smith revolutionized economics with the publication of his book "the Wealth of Nations," during Britain's industrial revolution. Before this Britain, like most of Europe, was an agricultural society, with an agricultural commodity-based economic system. At the same time, governments regulated much of the commercial activity with a system of mercantilism. THE MERCHANT CLASS UNDER mercantilism believed the government should have policies that protected their businesses from foreign competition. Tariffs were used to guarantee a favorable balance of trade. Governments granted monopolies to key industries like ship-building and supported many industries with subsidies. Truly free markets were rare. Countries practicing mercantilism believed the size of their treasury was the key. But around the mid-1700's, British entrepreneurs began to build mills and factories and produced manufactured goods in larger quantities in response to the growing demand for textiles. But the system was still limited by mercantilist restrictions. "Wealth of Nations" was a response to changing times, laying down a new foundation, and challenging old economic thought. In his book, Smith states that the economy should be based on supply and demand; that business should be regulated not by government but by market forces. His ideas, captured in laissez-faire capitalism, challenged the old order and have influenced history since

mercantilism disappeared. Smith's ideas are tied to the changing role of the government in European economies in the 19th century. Some consider the idea of laissez-faire a contributing factor in exploitation of factory workers. But perhaps the most important change brought about by Smith's thinking was the emphasis put on unregulated competition as essential to the economy. Since the end of World War II, much of the world has developed market-based economies. In today's mass production era, his ideas have been the basis of globalization and interdependence.

In respective contrast is the political leader Kwame Nkrumah, first president of Ghana. At the time of his birth in the late 19th century, an independent Ghana seemed hardly imaginable, as European power had divided and colonized Africa. One such colony being Ghana, a former Ashanti kingdom, then ruled by the British Empire. Under the idea of Social Darwinism, European nations believed it to be their right to rule the Africans. Disregard for Africans and their cultures characterized the European scramble for Africa's resources and the Berlin Conference. The British saw the value of a colony located in the area once known as the Gold Coast. But that changed in the 1920's when western-educated African intellectuals began to appeal for independence, including such leaders as Kwame Nkrumah. Nkrumah believed in Pan-Africanism with Africans free of European's colonial rule. He fought the British Imperialistic Empire in various ways eventually winning and allowing Ghana to be independent. As a student, Nkrumah developed a personal philosophy based on the dignity of the individual and a society freed from exploitation and oppression. As a nationalist leader, he convinced people these values would only be achieved with national self-determination. He rejected a

Anchor Paper – Thematic Essay—Level 5 – B

British plan for more self government because it favored the rich. Instead he organized many different groups in the political party he led. He organized a campaign featuring civil disobedience, boycotts and strikes. Nkrumah's challenge to colonialism was successful to the extent that Ghana became independent in the late 1950's. His vision to improve conditions in his country eventually led him to appoint himself as ruler for life. Pan Africanism was a dream that resulted in the formation of the Organization of Africa Unity. However, the organization never rose to the level Nkrumah desired as a United States of Africa. While his influence was reduced by time, his leaderships influenced the independence movements in many African countries.

Smith challenged economic traditions. Nkrumah challenged British rule.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the tradition or authority before Adam Smith and Kwame Nkrumah challenged it, how it was challenged, and the extent to which change was achieved by their challenges
- Is more analytical than descriptive (*Adam Smith*: government regulated much of the commercial activity with a system of mercantilism; countries practicing mercantilism believed the size of their treasury was key; tariffs used to guarantee favorable balance of trade; government granted monopolies and supported many industries with subsidies; revolutionized economics with publication of *The Wealth of Nations*, laying down a new foundation and challenging old economic thought; stated economy should be based on supply and demand; business should be regulated not by government but by market forces; some consider idea of laissez-faire a contributing factor in exploitation of factory workers; most important change was emphasis on unregulated competition as essential to economy; *Kwame Nkrumah*: under Social Darwinism, European nations believed it to be their right to rule Africans; changed in 1920s when Western-educated African intellectuals began to appeal for independence; disregard for Africans and their culture characterized the European scramble for Africa's resources and the Berlin Conference; believed in Pan-Africanism with Africans free of European colonial rule; developed personal philosophy based on dignity of individual and society free from exploitation and oppression; convinced people values could only be achieved with national self-determination; rejected British plan for more self-government; organized a campaign featuring civil disobedience, boycotts, and strikes; leadership influenced the independence movements in many African countries)
- Richly supports the theme with relevant facts, examples, and details (*Adam Smith*: 1776; Britain was an agricultural commodity-based economic system; around mid-1700s, British entrepreneurs began to build mills and factories; laissez-faire capitalism; since end of World War II, much of world has developed market based economies; *Kwame Nkrumah*: first president of Ghana; former Ashanti kingdom; British colony of Gold Coast; Pan Africanism; fought British imperialist empire; organized many different groups; appointed himself ruler for life; Organization of African Unity)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief concluding statement

Conclusion: The response fits the criteria for Level 5. Knowledge of subject matter complements strong analysis. The response examines how both individuals attacked the "old order" and laid the basis for new systems with specific details to support the analysis.

Throughout history, individuals have challenged established traditions and authorities. Their efforts have inspired or influenced change and have met with varying degree of success. Two individuals that have challenged established authorities are Mohandas Gandhi and Nelson Mandela. Both of these men used mass movements to achieve better lives for the people of their countries.

Before Mohandas Gandhi, India was controlled by the British. As a colonial ruler, the British goal was to maintain and expand their control. They manipulated divisions in society between Hindus and Muslims and between ruling princes. The British saw India as their crown jewel. While the British increased the role of Indians in the colonial government, they also established laws with harsh punishments for anti-British activities. This caused protests.

Things changed in 1919 when peaceful protestors in Amritsar, objecting to restrictions on their civil rights, were gunned down by orders of the British commander. Mohandas Gandhi, an Indian lawyer, realized that his people were always going to be brutally oppressed. Gandhi believed in the principle of civil disobedience, in which he would disobey unjust British laws without the use of violence. Gandhi used the Indian National Congress to build a mass movement. For example, Gandhi and thousands of his followers walked many miles to the coast of the Indian Ocean to make salt to oppose Britain's salt monopoly. He energized people to believe any individual could do something to bring about change. Gandhi made the spinning wheel a symbol of self-reliance and at the same time a means of boycotting British textiles and British rule.

The most obvious changes brought about by Gandhi's challenge was

independence from British rule. British India was split into two countries, India and Pakistan. The split was not Gandhi's wish; neither was the violence near the borders. Gandhi had also hoped to eliminate abuse of those at the lower end of the caste system, the untouchables. The Indian constitution, established after his death, offers some protection but custom is a hard thing to change. Although Gandhi was assassinated shortly after India gained its independence, his values of civil disobedience inspired many, and proved that one can make a difference without the use of violence.

Before Nelson Mandela, South Africa was ruled by the white minority and apartheid was in full force. Apartheid was the segregation of South Africans based on whether they were black, white, Asian or colored. There were separate beaches, hospitals, and schools for blacks and whites. Control of the black majority was achieved by the pass system and travel restrictions. Just to go from one place to another required a lot of passes. Not having these meant arrest or more. Where someone could live and work was determined by race. This system was everywhere in South Africa. As a young black South African, Mandela committed himself to fighting apartheid. He became a leader in the African National Congress and participated in strikes and demonstrations against the injustices of apartheid. Because of allegedly training others to bomb a government building, Nelson Mandela was jailed for a long period of his life. Around this time, the ANC was banned. In jail, Mandela challenged the system as others used him as an example of injustice. He became a statesman before public pressure forced his release. After his release from prison in 1990, Mandela, South African president F.W. DeKlerk, and the

African National Congress worked together to put a stop to apartheid. During this time, Mandela spoke out for a peaceful change to democracy. People were to work together peacefully and not seek revenge. He and DeKlerk were recognized with a Nobel Peace prize for their efforts. Mandela was elected president of South Africa in 1994, and he began the construction of schools and hospitals, and the reunification of blacks and whites in South Africa. He worked to heal his nation by establishing a Truth and Reconciliation Commission. The nation is more unified than it had been.

Both Gandhi in India and Mandela in South Africa inspired and influenced change. Gandhi helped achieve independence for India. Mandela helped eliminate apartheid and unify the people of South Africa.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the challenges and the tradition for both Mohandas Gandhi and Nelson Mandela in more analytical terms than in discussing the extent to which change was achieved
- Is both descriptive and analytical (*Mohandas Gandhi*: British manipulated divisions in society between Hindus and Muslims and between ruling princes; for Indians in public service, British increased the role of Indians in the colonial government; British established laws with harsh punishments for anti-British activities; in 1919, peaceful protesters objecting to restrictions on civil rights were gunned down by orders of the British commander; Gandhi energized people to believe any individual could do something to bring about change; made spinning wheel symbol of self-reliance and means of boycotting British textiles and British rule; British India split into two countries, India and Pakistan; hoped to eliminate abuse of untouchables; Indian constitution offers some protection, but custom is a hard thing to change; values of civil disobedience inspired many; *Nelson Mandela*: segregation based on whether black, white, Asian, or colored; control of black majority achieved by the pass system; Mandela jailed for a long period of his life because of allegedly training others to bomb a government building; challenged system from jail; used as example of injustice; became a statesman before public pressure forced his release; spoke out for peaceful change to democracy; people were to work together peacefully and not seek revenge; nation is more unified than it had been)
- Supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: National Congress; Amritsar; principle of civil disobedience; used Indian National Congress to build mass movement; thousands walked to coast to make salt; *Nelson Mandela*: white minority; apartheid; separate beaches, hospitals, schools; not having passes meant arrest or more; African National Congress; President F. W. De Klerk; Truth and Reconciliation Commission)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Numerous facts and details demonstrate a good understanding of challenges to established authority and means used to challenge the authority. While analysis accompanies theme development, discussion of the extent to which change was achieved by the challenges of Gandhi and Mandela is more descriptive than analytical.

From the beginning of time, leaders have challenged a society's beliefs by making reforms and standing up for ideas that often contradict existing authority. These leaders have had varying effects, and while some are beneficial to a community others are not. Two past leaders, Mikhail Gorbachev and Toussaint L'Ouverture, challenged the governmental policies in the old Soviet Union and Haiti leading to widespread change.

Mikhail Gorbachev came to power in 1985 well after the Soviet Union had become a dominant global power following World War II. Lenin created the Bolshevik Party and came to power in 1917 after the Russian Revolution. Lenin led the first Soviet communist government. By the time Gorbachev came to power, the Soviet Union ruled over several satellites in Eastern Europe, imposing communist ideologies and suppressing people by limiting the right of freedom of speech. The Soviets had a command economy featuring Five Year Plans and heavy industry. Military needs were met but consumer demands were not. The economy was stagnant and the government was a one party system. With the economy in decline and government controlling all aspects of society, Gorbachev made reforms in order to gain the support of the people and strengthen the economy. These reforms included glasnost and perestroika, allowing for a more decentralized economy and the freedom to speak out against the government. More specifically, perestroika represented a shift toward capitalism, allowing for independent decision making and a way to meet the needs of the people. Profit and competition were supposed to stimulate the economy. This was good in theory, but not in practice. Politically, it was a big deal when the Communist Party allowed more than one candidate for an office. Globally, it was good news when Gorbachev agreed to reduce nuclear weapons. However, these

reforms had a larger impact on society than was expected. Subject nationalities led uprisings against communist rule. Independence movements in satellites like Czechoslovakia and the fall of the Berlin wall challenged Soviet influence. Estonia, Latvia and Lithuania eventually received independence. Many questioned the movement away from a command economy. A lot of the opposition to reform came from the Communist Party. Eventually, Gorbachev's policies led to the break up and the fall of the Soviet Union in 1991. Although his policies were meant to strengthen the Soviet Union, its collapse also left Russia with a weak economy and social disorder.

Toussaint L'Ouverture helped Haiti become an independent nation. It had been a French colony. When Haiti was under French rule, the colony faced an extreme imbalance in power and in the distribution of land in favor of the French minority. The economy was based on plantation agriculture and was heavily dependent on slave labor. Sugar was the dominant crop. The slaves who fueled the economy were horribly treated and conditions were ripe for revolution. With the French Revolution of 1789 came the Enlightenment ideas of liberty and equality. Toussaint L'Ouverture sought to free the slave populations. L'Ouverture formed a slave army and fought for at least 10 years to free the slaves and gain Haiti's freedom. L'Ouverture gained popular support among the slaves and was successful in achieving his goals. Napoleon did not accept this and set out to restore French control. L'Ouverture did not live to see the successful results of his leadership and tactics. He was captured, taken to France, and died in a French prison just before Haitian independence was achieved. Even in a prison far away, he remained an inspiration to his cause. Other Haitian leaders continued the fight. The outcome was the first freed slave nation in the western Hemisphere. The independence of Haiti

Anchor Paper – Thematic Essay—Level 4 – B

also succeeded because France was weakened by their own revolution and Napoleon's actions at home. While Haiti's independence movement was successful, the economic status of Haiti was weak as it was based on a cash crop. Even today, Haiti struggles economically and politically.

In conclusion, Gorbachev's reforms in the Soviet Union and L'Ouverture's independence movement are two examples of leaders acting on beliefs to change society. Without leaders like these, societies would be unable to grow and progress.

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

- Develops all aspects of the task but does so somewhat unevenly by discussing Mikhail Gorbachev more thoroughly than Toussaint L'Ouverture
- Is both descriptive and analytical (*Mikhail Gorbachev*: Soviet Union became a dominant global power following World War II; economy was stagnant and government was a one-party system; Gorbachev made reforms to gain support of people and strengthen the economy; perestroika allowed for independent decision making and a way to meet the needs of the people; profit and competition were supposed to stimulate the economy; Communist Party allowed more than one candidate for an office; Gorbachev agreed to reduce nuclear weapons; movements in satellite states and fall of Berlin Wall challenged Soviet influence; opposition to reform came from Communist Party; although policies were meant to strengthen Soviet Union, its collapse left Russia with a weak economy and social disorder; *Toussaint L'Ouverture*: extreme imbalance in power and distribution of land in favor of French minority; slaves were horribly treated and conditions were ripe for revolution; with French Revolution of 1789 came Enlightenment ideas of liberty and equality; L'Ouverture formed slave army and fought to free the slaves and gain Haiti's freedom; France was weakened by their own revolution and Napoleon's actions; outcome was first freed slave nation in the Western Hemisphere; L'Ouverture did not live to see results of his leadership and tactics; while independence movement successful, it resulted in weak economy; Haiti still struggles economically and politically)
- Supports the theme with relevant facts, examples, and details (*Mikhail Gorbachev*: Lenin; Bolshevik Party; Russian Revolution; satellites in Eastern Europe; imposed communist ideologies and limited right of freedom of speech; command economy; Five-Year Plans; heavy industry; economy in decline; capitalism; Estonia, Latvia, Lithuania; *Toussaint L'Ouverture*: French colony; plantation agriculture dependent on slave labor; sugar dominant crop; independence in 1804; economy cash crop based)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. A good understanding of history is shown through the use of details across the entire response; however, the discussion of Gorbachev is more analytical than the discussion of L'Ouverture.

Traditions and authority have governed over peoples lives since they have existed. Every so often some one will come along and put those traditions and authority to the test. Many bold individuals have challenged tradition and authority through history such as Martin Luther and Charles Darwin. Both of these individuals had different levels of success in influencing change.

Before the time of Martin Luther the Catholic church highly influenced the lives of the people, even the king. The Church held land and had the ability to tax while remaining free of the taxes of the lords and kings. Spiritually, the clergy held the power of the sacraments and therefore controlled man's access to salvation. Excommunication by the pope meant isolation, may be even death. The people depended on the clergy to tell them what the Bible said and how they should live. The church would sell people indulgences on the false pretenses that buying one would forgive you of your sins. An indulgence is money paid to the Catholic church in exchange for the forgiving of the buyers sins. The money from indulgences often went towards the building of new churches or into the pockets of the clergy.

Martin Luther, a German monk, saw the selling of indulgences as wrong and strongly opposed them. He wrote the Ninety-five theses, which voiced his views and condemnation of indulgences as well as other forms of corruption in the Catholic Church. Martin Luther posted his Ninety-five Theses on the front door of the Catholic church, which in those days was the town bulletin board. When Luther refused to contradict his views at the trial at Worms, Germany, he was excommunicated from the Catholic church. Luther fled to Saxony where he was taken in by the prince and once again defied the

authority of the Catholic church by translating the Bible. Martin Luther translated the Bible from the Latin version used by the church to German the common vernacular of the people.

Martin Luther's challenging remarks made an outstanding influence on the tradition of the Catholic church's authority. Luther's translation of the Bible into German helped promote an increase in literacy. The translation of the Bible and spread of Luther's theses became the basis of the European movement known as the Reformation. Protestant sects were formed and the Catholic Church was forced to respond to regain the faith of many. The Council of Trent, the formation of the Jesuits, and the adoption of the Index were among the actions of the Catholic Church in response to Luther, Calvin, and others.

At the time of Charles Darwin the commonly held view on the development of life was heavily influenced by religion. The main belief was what we today call creationism. Creationism is the belief that God created everything in the form described in the Bible. This view was reinforced by most religions which pointed to the Bible as proof. The study of science became very popular in the 19th century and people like Darwin were observing that conditions around them challenged established thought.

Darwin went against the traditional belief of creationism. He took a trip to the Galapagos islands for research. While there he observed many different species. One species in particular was the finches. Some finches had different features that made them better suited to survive. Darwin's theory for this was called evolution. Evolution is the belief that organisms change over long periods of time into the forms they

are today through the process of natural selection. This challenged the traditional belief that living things were perfect and unchanging. However, Darwin had a lot of evidence gathered over many years that supported his idea and put it into his book, Origin of the Species. Darwin knew his theory would not be accepted by the church but he went ahead with having his book published anyway. Darwin's ideas became even more controversial when he wrote about the ancestors of the human race. However, many scientists accepted his ideas because they helped answer scientific questions.

Darwin's theory has widely influenced scientific thoughts. Creationism is no longer the only accepted theory as to how life developed. Today many people believe in Darwin's theory of evolution and natural selection.

Both Darwin and Luther boldly went against tradition and authority during their time. Today we experience the effect of the actions these men took.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Martin Luther more descriptively and Charles Darwin more analytically
- Is both descriptive and analytical (*Martin Luther*: people depended on clergy to tell them what Bible said and how they should live; Church sold people indulgences on the false pretense that buying one would forgive sins; again defied authority of Catholic Church by translating the Bible into vernacular; translation of Bible into German helped promote an increase in literacy; Catholic Church forced to respond to regain the faith of many; *Charles Darwin*: creationism is the belief that God created everything in the form described in the Bible; view reinforced by most religions; people like Darwin were observing that conditions challenged established thought; belief that organisms change over long periods of time through the process of natural selection; challenged traditional view that living things were perfect and unchanging; ideas became even more controversial when he wrote about the ancestors of the human race)
- Supports the theme with relevant facts, examples, and details (*Martin Luther*: Church held land and had ability to tax; sacraments; Pope; excommunication; Ninety-five Theses; trial at Worms, Prince of Saxony; Germany; Council of Trent; Jesuits; Index; *Charles Darwin*: study of science popular in 19th century; Galapagos Islands; theory called evolution; *Origin of the Species*)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response uses facts, examples, and details to describe Martin Luther's challenge. At the same time, the discussion of Charles Darwin's challenge employs a more analytical approach, demonstrating insight though employing fewer details. Further discussion of the extent to which Darwin achieved change would have strengthened the response.

In various times throughout world history, people have challenged traditions and authorities; their efforts have inspired or influenced change and have met with varying degrees of successes. Two such people that have challenged tradition and authority are Martin Luther and Toussaint L'Overture. Luther made revolutionary changes in religion while Overture changed life in Haiti completely.

During the 1500s, the Roman Catholic Church was widely dominant in the society of Europe because it was the centralizing power in Western Europe. It levied taxes, made laws and enforced doctrines. The Church also was the guide to salvation. One of the activities of the Church was the sale of indulgences. Selling indulgences gave the Church increased income and power. However, when Luther stepped on the scene, he challenged the Church and stated that indulgences were not needed to guarantee salvation. Luther believed that faith in God and the Bible were necessary for salvation. Luther published his 95 Theses and it spread rapidly throughout Europe because of the printing press, created about 70 years before in 1453. Many were convinced of Luther's ideas and soon there were divisions between Christian Protestants and Christian Catholics. Because the ideas of Luther were spreading very rapidly, Catholics (or the Catholic Church) had to act quickly in order to win back people to Catholicism. The Catholic Church instituted the Council of Trent (1545-1563), which was the beginning of the Counter Reformation, or the Catholic Reformation. A significant change was made, including the banning of the selling of indulgences. Additionally, the Society of Jesus, or the Jesuits, was formed in 1540 by Ignatius Loyola. The Jesuits went about as missionaries, spreading Catholicism

and gaining many converts in overseas colonies. The Protestant Reformation brought about many changes because the Catholic Church's doctrine was reformed and the religious demography was altered; different parts of Europe was Lutheran, Calvinist, and Roman Catholic.

Another individual that has challenged tradition or authority is Toussaint L'Overture. He was a former Haitian slave who led a revolution which led to Haitian independence. Before the Haitian Revolution, slavery dominated and was an institution used since the 1500s after the Spanish colonized the Americas and set up sugar plantations. Starting in 1789, there was turmoil in France due to the French Revolution. The established monarchy was being hotly challenged by the masses, and this turmoil made Haiti vulnerable for revolution. Prior to this, the American Revolution proved that colonial people could overthrow their colonial rulers. All of these conflicts gave Haitians ideas, and the former slave Toussaint L'Overture led the slaves in a revolution against the established authority. He and his followers fought for years against the French. L'Overture was captured by the French before the Haitian revolution was over and independence was achieved. He died in a prison in France. After his death, L'Overture became a celebrated hero in Haiti. Part of his legacy was the revolutionary sentiment that spread throughout Latin America, sparking revolutions in Spanish American colonies in the early 1800s. His legacy also sparked fear throughout the Western Hemisphere in areas with large slave populations.

Toussaint L'Overture and Martin Luther brought about drama and changes in the societies they resided in and influenced change

Anchor Paper – Thematic Essay—Level 3 – A

elsewhere. Luther revolutionized theology and L'Ouverture revolutionized Haiti. Both persons contributed to changes in world history.

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

- Develops all aspects of the task with some depth for Martin Luther and Toussaint L'Ouverture
- Is more descriptive than analytical (*Martin Luther*: during 1500s, Roman Catholic Church was dominant because it was the centralizing power in western Europe; Church was guide to salvation; Luther believed faith in God necessary for salvation; published Ninety-five Theses; ideas spread rapidly; Catholics had to act quickly to win back people to Catholicism; different parts of Europe were Lutheran, Calvinist, and Roman Catholic; *Toussaint L'Ouverture*: institution of slavery set up in 1500s when Spanish colonized the Americas; set up sugar plantations; starting in 1789, there was turmoil in France due to French Revolution; made Haiti vulnerable for revolution; American Revolution proved that colonial people could overthrow colonial rulers; inspired revolutions in South American colonies in early 1800s)
- Includes some relevant facts, examples, and details (*Martin Luther*: sale of indulgences; Bible; printing press; divisions between Christian Protestants and Christian Catholics; Council of Trent; Catholic Reformation; sale of indulgences banned; Society of Jesus or Jesuits; Ignatius Loyola; *Toussaint L'Ouverture*: former slave led revolution; captured by French; died in prison; Haitian hero)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response uses accurate facts and details to discuss Luther and L'Ouverture, demonstrating an understanding of the task. The discussion would have benefitted from more analytic statements to expand the development.

Many people have challenged established traditions and authorities. These efforts influenced change and had varying degrees of success. Martin Luther and Galileo have challenged tradition and influenced change. Both Martin Luther and Galileo's changes have positively impacted the world. Martin Luther's opposition to the selling of indulgences has affected Europe and the Catholic Church. Galileo's invention of the heliocentric model, or sun-centered universe, has positively impacted our study of the universe and science.

By the time of Luther most of the European people relied on the Catholic Church to guide them through life and they accepted what the Church said. Most people did not question the sale of indulgences. Martin Luther's opposition to the selling of indulgences affected Europe and the Catholic Church. The indulgences were sold so the Church could make money to continue to build cathedrals. The Church told the people that buying these indulgences would forgive all their sins. Martin Luther believed that this was untrue, and that only God could forgive someone of their sins. So he wrote out his reasons to oppose this, and posted it on the doors of the church, so everyone could see it. Also, the invention of the printing press by Johannes Gutenberg, helped Martin Luther spread his ideas around Europe. This ultimately led to the start of the new Protestant branch of Christianity. In this branch, God is the ultimate power, and everyone can interpret the bible by themselves. Whereas, in the Catholic Church, the priests were necessary for understanding. This impacted Europe because people turned to the Protestant religion, and the Catholic Church lost power because of it. This then led to the government gaining more power. A negative impact is that conflict and wars

started between Catholics and Protestants in Germany and many parts of Europe.

Galileo's invention of the helio-centric model helped change the world. Before Galileo many people believed that the Ptolemaic model was correct, or the Earth-centered model, or Geo-centric model. When the average person looked at the sky what they saw supported this. Things were moving around the Earth and the ground did not move. With the use of the telescope, Galileo discovered that the Earth revolved around the sun, and this was the same for everything else. His model showed that all planets orbited the sun, and not the Earth. Other aspects included the four moons of Jupiter. He was able to see them with the telescope. Galileo wanted people to know what he found. Since the church was the main power, he needed to have the Church's approval, but the Church accepted the Geo-centric model and tried to silence Galileo. Later on, Galileo's model was used by Newton and this changed the world because people now knew the truth about the solar system. This then led to many other findings, such as that the Moon orbited the Earth. Galileo's ideas helped change the world's understanding of the solar system.

Martin Luther opposition to the selling of indulgences, and Galileo's model of the solar system helped change the world.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for Martin Luther and Galileo
- Is more descriptive than analytical (*Martin Luther*: by time of Luther, most people relied on the Catholic Church to guide them through life; people accepted what Church said without question; Luther felt only God could forgive sins; wrote out reasons for opposition and posted on doors of church; people turned to the Protestant religion; negative impact was conflicts and wars between Catholics and Protestants in Germany and many parts of Europe; *Galileo*: when average person looked at the sky what they saw supported the geocentric model; things were moving around Earth and the ground did not move; with the telescope, discovered that Earth revolved around the Sun; Church tried to silence Galileo; Galileo's model was used by Newton; changed world because people now knew truth about the solar system)
- Includes some relevant facts, examples, and details (*Martin Luther*: selling of indulgences; printing press; Johannes Gutenberg; Catholic church lost power; *Galileo*: heliocentric model; Ptolemaic model; four moons of Jupiter)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief concluding statement

Conclusion: Overall, the response fits the criteria for Level 3. Although the response demonstrates knowledge of relevant facts and details, it is almost entirely descriptive with only isolated analysis. More development would have added depth and strengthened the response.

Throughout history, individuals have challenged established traditions and authority. Their efforts have inspired or influenced change and have met with varying degrees of success. Two individuals who have challenged tradition or authority are Mikhail Gorbachev and Martin Luther. This essay will focus on the established tradition or authority as it existed before it was challenged by Gorbachev and Luther. It will also discuss the changes established by these individuals and how they challenged the established tradition or authority.

Mikhail Gorbachev was the brave leader of the Soviet Union, whose efforts influenced many changes there. A known accomplishment of Gorbachev is his two reforms Perestroika and Glasnost. Through these reforms Gorbachev was able to end censorship, allow some aspect of capitalism into the Soviet Union and aid in the restructuring of the economy. Before Gorbachev became the leader of Soviet Union, a strict communist government existed especially under the rulings of Vladimir Lenin and Joseph Stalin. Under the control of these two leaders, the government dominated every aspect of Soviet Union. Almost every thing was controlled by the government, businesses and factories were government own.

Perestroika and Glasnost created a certain type of freedom that never existed in the Soviet under the leadership of Stalin and Lenin. Through these reforms people were able to own small businesses, that the government didn't control. People also freely began to discuss the problems that existed within the government. However after the reforms made by Gorbachev were established, the Baltic Republics gained their independence. These independent states later inspired other nationalists to go fight for their own independence. People considered

Gorbachev as a weak leader, his leadership basically led to the weakening of communism in Soviet Union.

Martin Luther is an inspirational individual whose beliefs defied the Catholic Church, but inspired many others. Before Luther intervened on the teachings of the Catholic Church, their ideas were largely unchallenged. The teachings on the Catholic church stems from the idea that the pope and priest guided individuals and influenced their beliefs. The Church believed the righteous way to live was by good deeds and following the Bible. They used their power to collect money from Church goers for baptisms, christening, etc. During the renaissance the catholic church was somewhat corrupted, especially when they decided to collect indulgences from the general public, as a mean for redemption.

Martin Luther however challenged the idea of the Catholic Church. He shared different beliefs from them because he believed they were abusing their power. His translation of the bible helped increased literacy because he was determined for everyone to understand. Martin Luther objected the collection of indulgences in the Catholic Church. In his theses, these ideas became known to others. Others who shared the same beliefs as him also objected to the corrupt behaviors of the clergy and pope. Luther didn't believe in the idea of the pope and priest dominating the Catholic Church, he wanted the people to elect their own members. His beliefs led to him being banned, but it also led others to challenge the Catholic Church.

Throughout history, individuals have challenged established traditions and authorities. Their efforts have inspired or influenced change and have met with varying degrees of success. Martin Luther and Mikhail Gorbachev are among some of the inspiring individuals

in history who have challenged established authority or tradition. It wasn't traditional for people to challenge the authority of the Catholic Church, especially due to the rate of illiteracy, but Martin Luther did. It led to his banishing, but it also led to several other awakenings. Gorbachev's reforms were Glasnost which ended censorship in the Soviet Union giving people the chance to discuss the country's problems freely and Perestroika which led to the restructuring of the government. Even though the previous rulers of the Soviet Union controlled the Baltic Republics, these republics eventually gained independence. Also some aspect of capitalism was also established in Soviet Union. The effort of these individuals truly had a huge impact on the lives of people living throughout the world.

Anchor Level 3-C

The response:

- Develops most aspects of the task in little depth for Mikhail Gorbachev and Martin Luther
- Is more descriptive than analytical (*Mikhail Gorbachev*: through reforms, Gorbachev was able to allow some aspects of capitalism and aid in the restructuring of economy; strict communist government under Vladimir Lenin and Joseph Stalin dominated every aspect of Soviet Union; business and factories were government owned; through reforms, people able to own small businesses; began to freely discuss problems that existed within government; after reforms, Baltic republics gained independence and inspired other nationalities to fight for independence; people considered Gorbachev weak leader, leadership basically led to weakening of communism in Soviet Union; *Martin Luther*: beliefs defied the Catholic Church but inspired many others; before Luther, Catholic Church ideas were largely unchallenged; during Renaissance, Catholic Church was somewhat corrupted, especially when they decided to collect indulgences; Luther believed Church abusing power; translation of Bible increased literacy); includes faulty application (*Mikhail Gorbachev*: ended censorship in the Soviet Union; *Martin Luther*: wanted people to elect their own members)
- Includes some relevant facts, examples, and details (*Mikhail Gorbachev*: perestroika; glasnost; *Martin Luther*: Pope; priests; good deeds; Ninety-five Theses; banished for challenging Church)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes points made in the essay

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion clearly establishes why Luther and Gorbachev authored ideas and the changes achieved by Gorbachev's challenge, the discussion of the other aspects is minimal and weak. The repetitive conclusion does not add to the quality of the response.

Throughout history, there are many people who go against the norms of their country. Whether it's for freedom or better rights, the people look up to someone who helps lead it all. Nelson Mandela and Mohandas Gandhi are two examples who challenged the traditions and authority of their country.

Nelson Mandela helped out South Africa in many ways. South Africa was taken over by the "Afrikaners", or the whites, and they established a social class system making them superior to the black South Africans. Things were very unequal and unfair. They made the Africans carry around pass cards for identification. Black Africans weren't allowed to do the same things the whites were allowed to do, and if they did, the punishment was very severe. Nelson Mandela felt this wasn't right, and decided to speak up about it. He held protests and tried to help the South Africans gain the rights they deserved. He ended up going to jail for 27 years for doing so. But being in jail didn't stop him from helping out. From jail he wrote letters to the people on what they should do and not to give up. All the hard work paid off because he was able to help black South Africans gain freedom from apartheid and they got to the rights they deserved. He was even elected South Africa's President. Nelson Mandela didn't let obstacles be in the way of him doing the right thing.

Another example who went against the norms was Mohandas Gandhi. The British ruled India for several years. They didn't care for the Indian's traditions at all. There was also a case of unequalness. The Indians were looked down at and considered inferior to the British. Mohandas Gandhi didn't feel this was right. He wanted the Indians to be able to keep their traditions and culture of their home country, he didn't want them to change. Gandhi didn't believe in violence. He used

Anchor Paper – Thematic Essay—Level 2 – A

the method of passive resistance. So instead of attacking the British, he held strikes, boycotts, and marches. People all over India joined in the movements. With this method, Gandhi promoted nonviolence. If the people were attacked by the British, the British would look bad in the eyes of others, not the Indians. He even led a 200 mile march to the coast line to make salt in response to the salt tax. He didn't take the easy way out. He knew the consequences to all these things, but yet he still did them because he wanted to show he was serious. Gandhi ended up going to jail for a few months due to his march. But even in jail other people around the country did the same as him and risked themselves. People will do anything to get the rights they deserve.

As we see there are many people out there who will whatever it takes to gain freedom. Whether it's to fight or lead marches and boycotts, they all do for the sake of a better place. Nelson Mandela and Mohandas Gandhi went against what was happening in their country for the better of their people.

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

- Minimally develops all aspects for Nelson Mandela and some aspects for Mohandas Gandhi
- Is primarily descriptive (*Nelson Mandela*: whites established social class system making them superior to black South Africans; being in jail did not stop him from helping out; helped black South Africans gain freedom from apartheid and get rights they deserved; *Mohandas Gandhi*: British did not care for Indians' traditions at all; Gandhi promoted nonviolence; led 200-mile march to coast line to make salt in response to the salt tax); includes faulty application (*Mohandas Gandhi*: British ruled India for several years)
- Includes few relevant facts, examples, and details (*Nelson Mandela*: things unequal and unfair; pass cards for identification; protests; jailed for 27 years; elected president; *Mohandas Gandhi*: passive resistance; held strikes, boycotts, marches)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: The response fits the criteria for Level 2. The response minimally develops all aspects of the task in some depth for Mandela. In the discussion about Gandhi, sweeping generalizations are made about the authority as it existed before being challenged and there is no reference to the extent of success.

Many cultures and traditions throughout the world have been challenged by individuals, changing the course of history. As generations go on, and technology improves, traditions are often viewed differently. Most of the time, people want to rid them entirely. This is relevant in the cases of Charles Darwin and Galileo. Both scientists discovered new things that changed the ancient beliefs of their people. Their efforts and desire to let the world gather their knowledge has revolutionized all sciences.

During the Renaissance and Enlightenment period of European history, science was advancing fast. One scientist, Galileo, studies astronomy. He invented a better telescope, and with it was able to locate new planets. Using the math and astronomy of ancient Greece and Rome, Galileo found that the Sun was the center of the galaxy, not the Earth. This went against the teachings of the Church, which had stated that God created Earth, and that it was central to all other planets and stars. Since the Church was very powerful with many followers, Galileo's discoveries were shunned. He was threatened to be sent to death if he did not renounce his discoveries. He did so, but was still jailed. Today, modern math and science has proved the heliocentric model correct, using Galileo's theories and studies.

Another scientist who made scandalous discoveries was Charles Darwin. Darwin discovered the theory of evolution, which states that animals evolved due to natural selection. Again, the Church was angered at this, because it went against the Bible and their story of creation. Today, while some people deny Darwin's Theory of Evolution, there has been studies to prove that he was correct. Sciences like genetics and chromosome studies, as well as biology study by

Anchor Paper – Thematic Essay—Level 2 – B

Darwin's Theory.

Traditions and deep seated beliefs are often challenged as individuals make revolutionary steps against them. For centuries, the Church had taught that God had created everything. However, two scientists, Galileo and Charles Darwin used new technology and theories to disprove the Church's teachings. Although both men were shunned by many in their time, science today revolves around their findings. Without those discoveries, there probably would not be such abundant knowledge of the universe as there is now.

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

- Develops some aspects of the task in some depth for Galileo and some aspects in little depth for Charles Darwin
- Is primarily descriptive (*Galileo*: invented a better telescope; went against teachings of the Church which stated God created Earth and that it was central to all other planets and stars; modern math and science has proved the heliocentric model correct; *Charles Darwin*: theory of evolution states that animals evolve due to natural selection); includes faulty analysis (*Galileo*: using math and astronomy of ancient Greece and Rome, Galileo found the Sun was the center of the galaxy)
- Includes few relevant facts, examples, and details (*Galileo*: Renaissance; *Charles Darwin*: Bible; story of creation); includes inaccuracies (*Galileo*: threatened with death if he did not renounce discoveries; renounced but was still jailed)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response discusses all aspects of the task for Galileo, but is less thorough in the discussion of Darwin, mentioning the tradition and the extent of change. However, a faulty conclusion is drawn about what Darwin and Galileo disproved about the Church's teachings. Lack of development weakens this response.

During the Middle Ages, the Church took full control and influence over Western Europe. As a result, the people of Europe often looked towards the Church for their beliefs in culture and education. However, over time many individuals challenged the traditional beliefs and authority of the Church through the Scientific Revolution, the Protestant Reformation, and the Renaissance. Two people who challenged the traditional beliefs of the Church were Martin Luther and Galileo. This can be seen through Galileo's new look toward society on the view of the universe and Martin Luther's spark of the Protestant Reformation.

During the Middle Ages, the church tried to make profits by selling "rights" to receive the sacraments. These were known as indulgences. Many people often couldn't afford them, however, because of the economic stagnation Western Europe's feudal society. Because it was unfair to keep people from getting their sacraments because they were poor, Martin Luther wrote the 95 Thesis which complained about the injustice of indulgences because the Bible said most everyone had the right to the sacraments. In doing this Martin Luther was able to convert many people to Protestantism which was appealing to others because it gave the sacraments to anyone without a cost. In addition, Luther sparked the rise of other types of Protestantism which went against the Church through the printing press. As a result, Calvinism and other types of protestanism became popular across western European nations.

Another person who challenged the traditional beliefs of the church was Galileo. However, Galileo challenged it through his discoveries in science. Before the Scientific Revolution, because of the Church's

Anchor Paper – Thematic Essay—Level 2 – C

influence over society, many people thought the Earth was the center of the universe because of the belief that humans were God's favorite creation and therefore, the center of the universe. However, through Galileo's telescope and observations of astronomy and the universe, he discovered through science that sun was in the center of the universe. This caused many people to go against the beliefs of the church and at times, leave the church for good. This then resulted in new theories in science as evolution sparking up to go against the traditional beliefs of the Church.

Without a doubt, individuals have challenged traditional beliefs and authorities throughout history, which has sparked a major influence over the beliefs of a society. To this day, science and religion still clash because of the Scientific Revolution. This is displayed through people still believing that God created the Earth and through people believing in the Science of the Big Bang Theory.

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

- Minimally develops all aspects of the task for Martin Luther and Galileo
- Is primarily descriptive (*Martin Luther*: sparked the rise of other types of Protestantism, which went against the Church; *Galileo*: because of Church influence, many people thought Earth was the center of the universe; belief that humans were God's favorite creation and therefore the center of the universe); includes weak analysis (*Martin Luther*: during the Middle Ages, the Church took full control and influence over western Europe)
- Includes some relevant facts, examples, and details (*Martin Luther*: indulgences; Ninety-five Theses; printing press; Calvinism; *Galileo*: Scientific Revolution; telescope; astronomy)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The introduction and conclusion suggest a level of understanding not present in the attempt to develop the remainder of the response. While the discussion includes some relevant details, development is minimal.

Throughout history, people have challenged established traditions and authorities. Their efforts have inspired or influenced change and have met with varying degrees of success. Both Martin Luther, and Mohandas Gandhi are examples of people that have done just that.

Before Martin Luther, the church was something not to be messed with. The church had almost one hundred percent power and control over everything. Also, the church was corrupt and even sold “passes to heaven” which Luther did not believe in. Luther became somewhat against the church, and tried to put a stop to it being corrupt, thus writing the 95 Theses. This helped to put an end to the corruption of the church.

Then before Mohandas Gandhi, society was easily being thrown around by its corrupt government. Gandhi was a highly educated man and wanted to put a stop to this corrupt government. He came up with the idea for non-violent protests, such as the salt march, where people walked miles to the ocean to collect salt instead of buying taxed salt. The government did not like this but eventually gave in. Gandhi’s non-violent protests had created a better society.

Throughout all of history, people have challenged established traditions and authorities. Their efforts have inspired or at least influenced change and have met with different degrees of success. Both Martin Luther, and Mohandas Gandhi, are perfect examples of this.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for Martin Luther and Mohandas Gandhi
- Is descriptive (*Martin Luther*: Church had almost one hundred percent power and control; Church was corrupt; wrote Ninety-five Theses; helped end corruption; *Mohandas Gandhi*: people walked miles to the ocean to collect salt instead of buying taxed salt)
- Includes very few relevant facts, examples, or details (*Martin Luther*: Church sold passes to heaven; *Mohandas Gandhi*: nonviolent protests; Salt March)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a basic understanding of the task, but minimal development characterizes the overall response.

Throughout history, individuals have challenged established traditions and authorities. Their efforts have inspired or influenced change and have met with varying degrees of success. Mohandas Gandhi and Mikhail Gorbachev are both people who have, in some way, changed the course in history.

Gandhi is well known for his many non-violent protest against the British government. He was responsible for the Home spun Movement and the Great Salt March. Before, Britain was ruling and colonizing them. But after, thanks to Gandhi and the thousands that followed under his rule, they were able to break free from Britain and rule themselves as a democracy. There were hunger strikes, crowding of streets, and during the Great Salt March, thousands of people lost their lives but all of these greatly contributed to their independence.

Gorbachev was one of the rulers of the Soviet Union. Gorbachev as well changed the course in history. He ended communism in the Soviet Union. Before him, it was run by a communist government under Vladimir Lenin, and then Stalin. But once Gorbachev came into power, he put a stop to it.

As you can see Mohandas Gandhi and Mikhail Gorbachev both changed the course in history. Also, their efforts have inspired or influenced change and have met with varying degrees of success.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task for Mohandas Gandhi and mentions a few details relative to Mikhail Gorbachev
- Is descriptive (*Mohandas Gandhi*: well known for many nonviolent protests against British government; Britain was ruling and colonizing them; able to break free from Britain and rule themselves as democracy; *Mikhail Gorbachev*: ended communism in the Soviet Union); includes faulty analysis (*Mohandas Gandhi*: during the Great Salt March, thousands lost their lives)
- Includes few relevant facts, examples, or details (*Mohandas Gandhi*: homespun movement; Salt March; hunger strikes; *Mikhail Gorbachev*: Vladimir Lenin; Stalin); includes an inaccuracy (*Mohandas Gandhi*: thousands followed his rule)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response minimally develops points of information relating to Gandhi. Details in the treatment of Gorbachev are not developed.

In history, individuals have challenged traditional views and authority, further inspiring changes and reform. Two such people are Martin Luther and the following Protestant Reformation and Mikhail Gorbachev and the fall of Communism in Russia.

Before Luther, the Catholic Church held significant authority over the entirety of Europe, both religiously, and politically, with the Pope being "infallible". Traditions included the seven sacraments, the vulgate, good works to achieve salvation as well as the corruption of some Church practices such as the sale of indulgences, simony, nepotism, and unfaithfulness of priests, such corruption would cause Martin Luther to challenge the authority of the Church.

Martin Luther's main belief challenged the means of salvation (by faith alone, rather than good works) and authority over the Church (by the Bible alone, not the Pope or leading clergy). He also called for 2 sacraments instead of 7, the right of priests to marry, and argued that people should be able to understand the Bible, and further, while in exile, translated the Bible into vernacular. Lastly, he believed that religion ought to be subordinate to the state.

Preaching these beliefs, through the 95 Theses and at the Diet of Worms, as well as other books Luther wrote, he encouraged the Protestant Reformation in which an entirely new branch of Christianity was formed. The Protestant branch, (more particularly here, Lutheran). Luther's translation of the Bible into the vernacular encouraged literacy. Though not in his intentions, he contributed to a split in Christianity which would result in the further modernization of Europe and weaken the power of the Catholic Church in Europe.

The results of Gorbachev's reforms were not quite as successful. In

Thematic Essay—Practice Paper – A

Russia, before Gorbachev, the government was eminently strictly communist, particularly under totalitarian leaders like Lenin & Stalin. Political freedoms were limited and Russia did not fare well in international competition. The government, though in the name of the people, was actually very dictatorial.

Gorbachev, upon being selected, attempted to establish reform in Russia, which was in poor condition both economically & politically. He would use the reforms of perestroika and glasnost. In attempting such, Perestroika attempted to make Russian business stronger, thus more able to compete internationally, which involved some capitalist essences, in allowing some private business. Glasnost tried to allow a more open government, which led to nationalism. Satellites demanded more freedom and this resulted in the separation of certain satellite states. These policies to reform the economy & gov. led to the collapse of the communist system in Russia & throughout the region influenced by the Soviet Union.

Throughout history, individuals have challenged established traditions and authorities. Their efforts have inspired or influenced change and have met with varying degrees of success. Two of these individuals are Galileo and Charles Darwin.

Galileo established the idea of a Heliocentric universe, where the center of our solar system was the sun as opposed to the earth. This was a big deal because, at the time, the Church had the most power over the people and the Church preached of the Geocentric universe, where the earth was the center of our solar system. Galileo's idea of a Heliocentric universe infuriated the Church because Galileo proved them wrong publicly, causing them to lose a substantial amount of power. The idea of a Heliocentric universe was eventually accepted by the public, and even today, we know the Heliocentric universe is the correct idea of how our solar system is arranged.

Another individual who challenged tradition was Charles Darwin. Darwin established the theory of evolution. The reason this is significant is because, once again, the Church was powerful at this time. The Church believed and taught the Church's theory of creation, where God created all human being and animals on this earth by Himself. Darwin's theory is much more logical and scientifically accurate. Darwin believed that we as human evolved from primate because of our similarities in body structure. He applied this theory not to just humans, but all other animals.

Due to the fact that Darwin's theory was much more logical and had tangible proof to support it, a lot of people began to believe in and accept his theory of evolution rather than the Church's theory of creation. This led to another loss of a considerable amount of power from the Church.

Over the course of history, there have been individuals that go against accepted traditions enforced by authorities. Such individuals include Martin Luther and Charles Darwin. Luther made changes to religious tradition and Darwin changed scientific tradition.

Before Martin Luther, in the 1400s, the Catholic Church was a very powerful institution whose teachings were enforced by law in Catholic countries such as Spain, France, and England. If one spoke against the Catholic church, this could be an act of heresy. Punishment was excommunication or even death by burning at the stake. Such was the case with Jan Huss. Martin Luther initially questioned church practices that he thought were not literally in the Bible, such as the selling of indulgences. Luther, like Erasmus, claimed that this was corrupting the church and was not necessary for salvation. Therefore Luther wrote the 95 Theses.

When called upon to explain the 95 Theses, Luther gained fame by not giving in to threats of excommunication. His ideas found many supporters in Germany as he attacked the Pope's authority, the Catholic priesthood, and almost all other fundamentals of the Church. He translated the Bible into German and argued that people could interpret scripture themselves.

As a result of Luther's challenge to authority, a religious revolution began known as the Protestant Reformation. The Protestant Reformation spread into a variety of denominations. Lutheranism dominated northern Germany and Scandinavia. Calvinism established its influence in Scotland, Switzerland and the Netherlands. Under Henry VIII, the Act of Supremacy established Anglicanism. Religious dispute over Catholicism versus Protestantism influenced the Schmalkaldic War and later caused the Thirty Years War among German princes in the Holy Roman Empire. The Council of Trent was called by the Catholic church in reaction to

Luther's Protestant Reformation, and some Catholic Church practices were rejected while some teachings were confirmed.

Another individual that challenged accepted tradition was Charles Darwin. Previously, based on people's understanding of the Bible, it was believed that God created man and everything on the earth in six days. This thinking elevated humans above all other living things and gave them a special value. This belief continued despite widespread acceptance of the significance of science.

Charles Darwin challenged this belief in his book "On the Origin of Species" in which he stated that all species were not created at once but evolved over time by a process of natural selection and adaptation. He also claimed that humans as well as apes descended from a common ancestor. His theories challenged beliefs that had for centuries been established truths, just as Galileo had when he said the sun was the center of the solar system. The publications of Darwin caused quite a stir in both the scientific and religious communities.

For years scientists would continue to test Darwin's theory of natural selection. Much of the scientific community has accepted the validity of his theories, but some religious groups still question their validity. Natural selection is the leading theory taught in many biology classrooms today. Ironically, natural selection has been used to promote ideas like Social Darwinism to justify rule and oppression of one group by another based on "survival of the fittest." This use has reinforced racism. The debate over Darwin's theories continues today. At the same time, the question of whether science or religion should prevail has not been answered.

Individuals like Martin Luther and Charles Darwin challenged the accepted tradition of their time in history. Luther challenged Catholic Church practices and Darwin introduced a new scientific theory.

Established traditions and authorities, throughout history, have been challenged by individuals. With varying degrees of success these individuals have brought about change. Two of these individuals are Mohandas Gandhi and Mikhail Gorbachev.

In India, before Gandhi, the British had been in control. They controlled most of the government and forced India to participate in the merchantilist system. Indians had to supply raw materials and by finished goods, with higher prices and taxes, from Britain. Gandhi challenged that through civil disobedience and non-violent protests. By boycotting British goods and taking the salt march Gandhi attracted international attention. After being thrown in jail many times for ridiculous charges, Gandhi brought reforms.

The British were forced to give India more independence and the right to self govern. Gandhi achieved his political goals through his non-violent methods.

Mikhail Gorbachev came to power in the Soviet Union, in the late 1980's. Before Gorbachev the Soviet Union had been a strict communist government with a strong ruling political party. The people had few rights or freedoms. Anyone against the government was killed or imprisoned. Gorbachev introduced the policies of Glasnost and Perestroika, openness and reform. These policies granted people more freedoms, and allowed them to exercise their natural rights. People were encouraged to speak out about the problems in government and make reforms. These freedoms caused the people to want more rights and freedoms. Many Soviet controlled satellites gained independence at this time. New political parties came to power, and the people had a say in government. The reforms eventually led to the

Thematic Essay—Practice Paper – D

collapse of the communist system and soviet rule.

Both Mohandas Gandhi and Mikhail Gorbachev brought about great change. These are just two examples of individuals that have brought about change by challenging the traditional system and authority.

During the history of the world, many people have challenged established authorities or traditions. One of these individuals is Mohandas Gandhi. Another person who did this is Nelson Mandela. Both Mohandas Gandhi and Nelson Mandela challenged established authority.

In India, Mohandas Gandhi challenged the colonial authority. He did this after World War I and continued after World War II. The British government had ruled India since the middle of the 19th century. The Indian people could hold few government offices. The British controlled the Indian economy so British manufactured goods made profits. Indian merchants could not compete. When peaceful Indian protestors were shot down by the British, Gandhi got the people to join him in protest. Gandhi felt that the country should be run by the people of India. The means in which Gandhi challenged the British authority were unique. He stressed a non-violent form of protest. Mohandas, also known as Mahatma, thought that violence by the Indian people would only cause even more violence from the English. Rather than fight, he and his people would boycott British textiles. He led the march on the salt works and British reaction to this showed how violent they could be. After a long, non-violent struggle, the English withdrew from India and it became an independent nation. This change would not have happened without the efforts of Gandhi. Mohandas Gandhi challenged the British authority in India, which helped to eventually achieve the independence of the country and the people.

Nelson Mandela also challenged the established authority in his lifetime. He did this in his home country of South Africa sometime after World War II. South Africa was being led by the white minority

of the country who used the policy of apartheid to maintain their control. Apartheid kept people separate. It limited rights to vote, go to school, and even travel for Black Africans. Mandela felt this was wrong. He and others in the ANC (African National Congress) protested against the white only government. He was thrown in jail for treason. Nelson remained in jail for 26 years and became the symbol of protest inside and outside South Africa. President FW deKlerk saw he had to deal with Mandela or face possible revolution. Mandela was finally released from prison by de Klerk in 1993 and led the way to ending apartheid. The next election was a free election. Everybody was allowed to vote and Mandela was elected the first black president of South Africa. Nelson Mandela challenged the white authority in South Africa and sparked a change that ended apartheid.

In the history of the world, multiple people have risen up to challenge their authority. Two of these people are Mohandas Gandhi of India and Nelson Mandela of South Africa. Gandhi urged non-violent forms of protest which led to the eventual freedom of the country of India. Mandela protested against the whole government which helped to end apartheid and gain free elections in South Africa. Many people have challenged their authorities throughout history and attained great success.

Practice Paper A—Score Level 3

The response:

- Develops most aspects of the task for Martin Luther with some depth and all aspects for Mikhail Gorbachev with little depth
- Is more descriptive than analytical (*Martin Luther*: before Luther, Catholic Church had significant authority over Europe, religiously and politically; corruption would cause Luther to challenge authority of Church; called for two sacraments instead of seven; right of priests to marry; translated Bible into vernacular, which encouraged literacy; believed religion ought to be subordinate to the state; though not his intention, contributed to split in Christianity; weakened power of Catholic Church; *Mikhail Gorbachev*: before Gorbachev, government was strictly communist; political freedoms were limited; perestroika attempted to make Russian business stronger, thus more able to compete internationally; glasnost tried to allow more open government which led to nationalism; satellites demanded more freedom; separation of certain satellite states; reforms led to the collapse of communist system in Russia and the region influenced by the Soviet Union)
- Includes some relevant facts, examples, and details (*Martin Luther*: Pope infallible; Vulgate; sale of indulgences; simony, nepotism; faith alone rather than good works; Ninety-five Theses; Diet of Worms; Protestant Reformation; Lutheran; *Mikhail Gorbachev*: totalitarian leaders; Lenin; Stalin)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. In the discussion of Luther, the response employs a number of facts, examples, and details that apply to the established authority before it was challenged, the steps Luther took to challenge the authority, and some changes that took place as a result of his challenge. The discussion of Gorbachev is somewhat less developed. Although the response demonstrates an overall understanding of the task, it fails to develop connections, thus weakening the effort.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task for Galileo and Charles Darwin
- Is primarily descriptive (*Galileo*: established the idea of a heliocentric universe; theory was a big deal because Church had most power over people and preached geocentric universe where Earth was the center of our solar system; *Charles Darwin*: established the theory of evolution; Church believed and taught God created all human beings and animals by Himself; believed humans evolved from primates because of similarities in body structure; people began to believe in and accept his theory rather than the Church's theory of creation)
- Includes few relevant facts, examples, and details (*Galileo*: idea eventually accepted by the public)
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The discussion demonstrates some understanding of the task, but lack of development weakens the response. Further explanation and additional facts, examples, and details would have strengthened the response.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the tradition or authority before Martin Luther and Charles Darwin challenged it, how it was challenged, and the extent to which change was achieved by their challenges
- Is more analytical than descriptive (*Martin Luther*: questioned Church practices he thought not literally in Bible such as the selling of indulgences; as result of Luther’s challenge, the religious revolution known as Protestant Reformation began; Luther’s ideas found many supporters in Germany as he attacked the Pope’s authority, Catholic priesthood, and almost all other fundamentals of the Church; argued people could interpret scripture themselves; Council of Trent rejected some Catholic Church practices while some teachings were confirmed; *Charles Darwin*: previous beliefs based on people’s understanding of the Bible, believed God created man and everything on Earth in six days; this thinking elevated people above all other living things and gave them a special value; Darwin stated all species not created at once; Galileo had said the Sun was the center of solar system; much of scientific community accepted his ideas; natural selection has been used to promote ideas like Social Darwinism to justify rule and oppression of one group by another based on “survival of the fittest”)
- Richly supports the theme with relevant facts, examples, and details (*Martin Luther*: in 1400s, Catholic Church very powerful institution; Church teachings enforced by law in Catholic countries; heresy; excommunication; burning at the stake; Jan Huss; translated Bible into German; religious disputes over Catholicism versus Protestantism; Schmalkaldic Wars; Thirty Years’ War; Holy Roman Empire; Lutheranism dominated northern Germany and Scandinavia; Calvinism influence in Scotland, Switzerland, and Netherlands; Henry VIII; Act of Supremacy; Anglicanism; *Charles Darwin*: challenged established thought with *On the Origin of Species*; process of natural selection; claimed that humans as well as apes descended from common ancestor; scientists continue to test Darwin’s theory; reinforced racism)
- 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 strong knowledge of subject matter, using numerous facts to show how Martin Luther and Charles Darwin changed established truths. The discussion of Luther stresses how his ideas changed the religious map of Europe and promoted alternate means for Christians to approach God. The discussion of Darwin highlights the ongoing tension between religion and science.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for Mohandas Gandhi and Mikhail Gorbachev
- Is primarily descriptive (*Mohandas Gandhi*: British forced India to participate in the mercantilist system; Indians had to supply raw materials and buy finished goods with higher prices and taxes from Britain; attracted international attention; independence and right to self-govern; *Mikhail Gorbachev*: before Gorbachev, the Soviet Union had been a strict communist government with a strong ruling party; people had few rights or freedoms; policies granted people more freedoms and allowed them to exercise their natural rights; Soviet-controlled satellites gained independence; reforms eventually led to collapse of communist system and Soviet rule); includes weak application (*Mohandas Gandhi*: Gandhi brought reforms)
- Includes few relevant facts, examples, and details (*Mohandas Gandhi*: civil disobedience; nonviolent protests; boycotting British goods; Salt March; *Mikhail Gorbachev*: introduced glasnost and perestroika, openness and reform; collapse of communist system and Soviet rule)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: The response fits the criteria for Level 2. Although the response addresses all requirements of the task, most development is minimal. An awareness of relevant information is evident, but in many instances, application is weak.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for Mohandas Gandhi and Nelson Mandela
- Is more descriptive than analytical (*Mohandas Gandhi*: British rule since mid-19th century; Indian people could hold few government offices; British manufactured goods made profits, Indian merchants could not compete; rather than fight, the people would boycott textiles; led march on salt works; British reaction showed how violent they could be; helped achieve India's independence; *Nelson Mandela*: South Africa led by white minority of country; apartheid kept people apart, it limited rights to vote, go to school, and travel for black Africans; Mandela in jail for 26 years and became symbol of protest inside and outside South Africa; President F. W. de Klerk saw he had to deal with Mandela or face possible revolution; Mandela elected first black president of South Africa)
- Includes some relevant facts, examples, and details (*Mohandas Gandhi*: challenged colonial authority; World War I; World War II; nonviolent form of protest; *Nelson Mandela*: African National Congress; release led way to ending apartheid); includes a minor error (*Nelson Mandela*: release in 1993)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response uses accurate details in the discussion of Gandhi and Mandela, but lack of analysis limits the response. Discussion of the extent to which change for Gandhi was achieved could be further developed as could the actions of Mandela.

Global History and Geography Specifications June 2014

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Challenges to Tradition or Authority	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Movement of People and Goods; Imperialism; Power; Belief Systems; Science and Technology	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the June 2014 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> 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.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
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.