

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2004 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

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

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

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

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

- A question-specific rubric

Mechanics of Rating

The following procedures are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Administering and Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Global History
and Geography
August 17, 2004

Part I

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Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

Global History and Geography
Content-Specific Rubric
Thematic Essay—August 2004

Theme: Economic Systems

Societies have developed different economic systems for many reasons. Some of these economic systems include manorialism, capitalism, and communism.

- Task:** Identify *one* society and *one* economic system that has been used or is being used in that society and
- Discuss the historical circumstances surrounding the development of that economic system
 - Describe two features of the economic system
 - Evaluate the impact the economic system had on this society during a specific historical period

You may use any society from your study of global history. Some suggestions you might wish to consider include western Europe during the Middle Ages, western Europe during the Industrial Revolution, the Soviet Union between 1917 and 1990, Japan after World War II, China since 1949, and Cuba since 1959.

You are *not* limited to these suggestions.

Do *not* use the United States as the example of a society in your answer.

Scoring Notes:

1. The two features of the economic system that are described must be different.
2. The two features discussed should be economic features; however, the impact of the features may be political, economic, or social.
3. The impact of the economic system can be immediate or long term such as the impact of communism in Russia could be communism under Lenin or under Gorbachev
4. The specific historical period can be described in the discussion of the historical circumstances.
5. The specific historical period can be identified by a description of historical events.
6. In addressing communism in the Soviet Union, the discussion does not need to include the entire period from 1917 to 1990. The response may focus on a particular phase of development within that period.
7. Economic systems such as a mixed economy or mercantilism may be selected as appropriate examples.

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the development of **one** economic system in **one** society, describing **two** features of that economic system, and evaluating the impact this economic system had on this society during a specific historical period
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) e.g., an evaluation of the impact of capitalism in *Japan after World War II* might refer to the dependence of capitalism in Japan on importation of raw materials in order to finish products for export *or* refer to the improvement of Japan's standard of living and its relations with other nations of Asia
- Richly supports the theme with relevant facts, examples, and details, e.g., for *Japan after World War II*, details might include supply and demand, competition, growth of Japanese automobile and/or electronic industry, trade
- 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 two aspects of the task more thoroughly than the third aspect of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) e.g., a discussion of communism in the Soviet Union might include a description of the Five Year Plans and collectivization but not clearly analyze their impact
- 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 most aspects of the task in some depth
- Is more descriptive than analytical (applies, analyzes, and/or evaluates 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

Some Examples of Addressing Most Aspects of the Task at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.

A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Discusses the historical circumstances surrounding the development of an economic system in one society; describes **two** features of that economic system
2. Discusses the historical circumstances surrounding the development of an economic system in one society; describes **one** feature of that economic system; evaluates the impact of that economic system on the society during a specific historical period
3. Describes **two** features of an economic system in one society; evaluates the impact of that economic system on the society during a specific historical period

Score of 2:

- Minimally develops all aspects of the task *or* develops some 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

Some Examples of Addressing Some Aspects of the Task at Level 2

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

1. Discusses the historical circumstances surrounding the development of an economic system in one society; describes **one** feature of that economic system
2. Discusses the historical circumstances surrounding the development of an economic system in one society; evaluates the impact the economic system had on the society during a specific historical period
3. Describes **two** features of one economic system in a society
4. Describes **one** feature of one economic system in a society; evaluates the impact the economic system had on the society during a specific historical period

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

Throughout history, economics have played an important role in the shaping of a society. Arising for various reasons, these economic systems have greatly influenced the lives and politics of the people of the various nations. One of the strongest examples of the interrelationship and importance of an economic system in a society is ^{communism} in the Soviet Union between 1917 and 1990, from the Bolshevik Revolution to Khrushchev's resignation.

Communism between the aforementioned dates was an economic system that was greatly affected by the politics of the country. Prior to 1917, Russia was a capitalist system under the control of a Czar. This was changed, however, through the March Revolution (which established a Republic) and the November Revolution (which overthrew the ^{Provisional} ~~Provisional~~ Government). Under the leadership of Lenin, the Bolsheviks were able to establish the domination of the Communist Party and institute a radical socialist economy. When this system of government controlled income initially, ~~it~~ ^{failed}, even though he was a Marxist allowed small amounts of capitalism to return temporarily in his new Economic Policy. Communism was completely instated afterwards, when the economy ~~started~~ ^{revived}. Later under the leadership of Stalin, five year plans were created to increase heavy industry.

production at the expense of agriculture. Many Russians suffered from famine, but this eventually enabled the Soviet Union to become a world superpower.

Communism can be summarized in two words: totalitarian and militarized. The first term refers to the complete government's control over every aspect of the people's lives, including their occupations and income. The government was responsible for assigning jobs to the people and providing them with a set income regardless of their aptitude. Many luxury items, such as television sets were off limits to the average citizen. The militarization refers to the extremely large percentage of government funds spent on the building up of weaponry. The Soviets had to build up military for W.W. II and later escalated their arms build-up because they were in a cold war with the United States. They believed that their best protection would be in a strong military and large arsenal including nuclear weapons and missiles.

There were certain positive and negative results from the Communist system in the twentieth century. The average worker's life improved after World War II in the Soviet Union as compared to the pre-world war I Czarist Russia. The people

wages were secured and unemployment decreased. Scientists and trained technicians as well as soldiers and factory workers were needed in the Cold War effort.

On the other hand, under this economic system, productivity became stagnant and workers had no motivation to produce more. Also, the great military spending on weapons that were never used drained the economy and diverted funds that could have been used to improve the lives of the people. Food, clothing and other necessities were often in short supply.

Communism proved to play an important role in the twentieth century world. Besides the economic consequences of a country changing to this system, there were also political and social factors. Health care and education were way beyond the means of many people under the czar. Now these benefits were available to most. Autocratic dictators like Stalin, used it as a foothold to gain tremendous power. They instilled fear in capitalist nations who experienced the Red Scare in the 1920's and 1950's. Under Khrushchev the fall of communism occurred in 1990 as people demanded change. With the dissolving of the Soviet Union, Communism ended in Russia, but it still lives on in other countries. Communism is not a practical economic system in its purest form and has even been modified by the countries where it persists to allow it to survive.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the development of communism in Russia, describing the features of communism in Russia, and evaluating the impact of communism on Russia between 1917 and 1990
- Is more analytical than descriptive (even though he was a Marxist, Lenin allowed small amounts of capitalism in his New Economic Policy; five-year plans were created to increase heavy industry production, but at the expense of agriculture; the average worker's life improved; productivity became stagnant as workers had no motivation to produce more; great military spending on weapons that were never used drained the economy and diverted funds that could have been used to improve the lives of the people; autocratic dictators like Stalin instilled fear in capitalist nations who experienced red scares; communism is not a practical economic system in its purest form and has been modified by the countries where it persists to allow it to survive)
- Richly supports the theme with relevant facts, examples, and details (Bolshevik Revolution; Gorbachev's resignation; czar; March Revolution; November Revolution; Provisional Government; Lenin; Communist Party; radical socialist economy; Stalin; world superpower; totalitarian; militarized)
- 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 evaluation and the connections are strong. The depth of the analysis and the rich supporting details woven throughout add to the quality of the response.

England was one of the first countries to adopt the economic system of capitalism. The Industrial Revolution (1750-1850s) was a main reason why England's economic system grew under capitalism. Capitalism can have a positive side and a negative side. Capitalism benefits certain people and was harmful to others.

The economic system of England grew under capitalism primarily because of the Industrial Revolution. The factory owners, mostly the upper middle class, started businesses in hopes to gain profit. Capitalism or laissez faire, allowed the factory owners to gain profit from the work of their people and have very little or no interference from the government. Capitalism was used to boost and stimulate the economy. Factory owners would have to hire people to do the work in order for them to gain profit. Farmers who had lost jobs due to the agricultural revolution went to work in the factories. Young women also went to work there, and people moved to the rowhouses the ^{factory} owners built for the workers. Both the factory owner and workers would have profited from their work which stimulate the economy. People who are getting paid wages or are making

a profit have more money to spend.

There are many features to Capitalism. One feature was the government would have little or no interference in the companies, another was profits for the investors and business men. The invisible hand of competition would arise from it. The factory owners would want more profit, so they would have to hire more people which will stimulate work. Adam Smith who came up with the concept of laissez-faire did not approve of a monopolized industry because he believed competition would result in a strong economy. His "Wealth of Nations" was written during the Enlightenment when people said there were "natural laws".

By the 1840's many new cities had grown up near the factories. England had urbanized near their rivers and the new railroads, so this created even more jobs and kept the economy growing. People who made profits from their wages and from investing in business spent some of that money on goods for their families. There are both positive and negative sides of capitalism. The positive thing was that there would be more working people. Though the people were working and making money, they were being exploited and the factory owners made more money out of the long hours of work the people had to do. By the 1840's workers were encouraged to unite against the

factory owners' exploitation in the "Communist Manifesto". Other groups tried to organize workers unions and asked the government to regulate working conditions and hours. They didn't want government's hand to be invisible any more. Big businesses benefit from Capitalism by earning a larger profit. "Bad businesses" though sometimes fail and may cause bankruptcy to the owner. Unlike Communism where bad businesses were supported by the government, the capitalist businesses actually try to improve their businesses so they won't fail.

The English people benefitted from Capitalism but some did not. The features of Capitalism were appealing to some. It was good for stimulating the economy. The Industrial Revolution was a good reason for the success of Capitalism in England.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the development of capitalism in Western Europe, describing the features of capitalism in Western Europe, and evaluating the impact of capitalism on Europe during the Industrial Revolution
- Is more analytical than descriptive (capitalism benefits certain people and is harmful to others; they didn't want the government's hand to be invisible anymore; capitalism or laissez faire allowed the factory owners to gain profit from the work of their people and have very little or no interference from the government; capitalism was used to boost and stimulate the economy; both the factory owner and workers would have profited from their work, which stimulates the economy)
- Richly supports the theme with relevant facts, examples, and details (factory owners; agricultural revolution; invisible hand; Adam Smith; big business; exploitation; Karl Marx; Communist Manifesto)
- 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. It puts the development of Industrial Revolution capitalism in a historical context and thoroughly explains both the positive and negative socioeconomic impact of capitalism. The reference to how the perception of the “invisible hand” has changed over time shows a good understanding of the topic.

The manorial system which developed as an economic system in western Europe after the fall of the Roman Empire was a structured way to hold Europe together after the turmoil of Rome's fall in 476. This system created a highly structured way for the king and powerful lords to acquire protection and produce in return for land.

Additionally the manorial system had a economic structure which was very primitive and inefficient.

The economy of the manorial system was very structured and left room for little social mobility. The king or lord granted a fief to vassals who would in turn, offer more land to peasants. Those peasants worked the land to produce the food and goods needed for the country. A portion of their produce went to their lord in the form of a tax. This system allowed for little, if any, social mobility; which was only beneficial for an area trying to rebuild land was passed through primogeniture, a system of passing land from father to son. And the debt of peasants who worked the land precluded their rise in power or status. The elite few dominated over the poor majority.

What is more the manorial^{system} supported a ~~brutal~~ brutal

and unproductive economy. During this time, peasants who could not pay taxes such as the tithe, a 10% tax to the church and vingieme, a 20% tax, fell deep into debt. They, perhaps, would have fared better had their plowing techniques been more efficient. The land was not rotated as it was in the Agricultural revolution. This lack of rotation caused the land to be ~~extremely~~ ^{extremely} infertile. Moreover, peasants planted by merely throwing out handfuls of seeds. This subjected the seeds to animals, weather, and a meek chance to germinate. The workers of the manorial system did not even have adequate plows. Gradually the technology improved with a metal plow more suited to northern European soil and a new harness to let horses pull it. They also developed a 3 field system for crop rotation.

Although the manorial system was a weak economic system which left both kings and peasants with reduced power it was ultimately what Europe had needed to get its economy and structure back on track in the chaos after the fall of Rome. Kings became less powerful than nobles who became potent lords

Anchor Paper – Thematic Essay—Level 4 – A

With more protection and vassals under their control and rule. The rigid structure of the economy allowed knights and peasants to serve nobles rather than the king himself. In addition, peasants fell under the heavy burden of debt and hard man labor which allowed little if any education or art to evolve. However, had this system, not emerged Europe would have been left without an economy and in anarchy. Gradually cities grew up, outside of the manors, and with the Crusades, kings built up private armies and became stronger. This system ^{led to a} better controlled imperial society and began the reconstruction of Europe.

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

- Develops all aspects of the task but does so somewhat unevenly by describing the features of manorialism in Europe more thoroughly than discussing the circumstances of its development
- Is both descriptive and analytical (manorialism was a structured way to hold Europe together after the turmoil of Rome's fall in 476; the debt of peasants who worked the land precluded their rise in power or status; manorial system supported a brutal and unproductive economy; kings and peasants had reduced power; had the system not emerged, Europe would have had anarchy and no economy; kings built private armies and became stronger)
- Supports the theme with relevant facts, examples, and details (king; powerful lords; little social mobility; fief; vassals; peasants; primogeniture; tithe; vintègne; planting techniques; no crop rotation; Agricultural Revolution; metal plow; new harness for horses; three-field system of crop rotation; cities grew outside of manors; Crusades; private armies)
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes the historical setting and a conclusion that goes beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the discussion of the historical circumstances is somewhat limited, the features of the manorial system are well described and the evaluation of the impact is adequate. The discussion is generally well supported with specific details.

Throughout time, many societies have developed different economic systems because of a variety of reasons. A major economic system that had developed is manorialism. Economic systems are formed in order to best fit the needs of the people. But, in some cases, the economic system does not help the situation of the people in it but instead hurts them.

During the middle ages, the economic practices of Western Europe was the manor system. Manors sprung up in Europe as part of the feudal system which started after the fall of the Roman Empire in the year 476. After the fall of the Roman Empire, feudalism was the protection system that developed as rulers came to power and organized people into communities. There was no central government, so the lords under these rulers provided some order and laws and safety for the people. In the manor system, people were part of a social ~~order~~^{class} system in which social mobility was not allowed. A powerful lord got control of the land and then gave it out to the vassals in return for

military assistance. These pieces of land, which were called fiefs or fends, became the manors. They included farmlands, a castle or manor house for the vassal, villages of houses for the peasants and serfs, a church, a blacksmith, mill and other crafts needed by the people. The Lords ruled over the vassals and the vassals ruled the knights. Knights would fight for the lords in exchange for land and other goods.

At the bottom of the social class was Peasants and serfs. Another part of the manor system was that at first they were self sufficient, only producing what they needed with no surplus. Peasants paid taxes with their crops in exchange for using the land. The Lords lived lives of some luxury but the peasants were often barely surviving. Later farming improved with better plows and a new system of planting which led to better harvests. This led to surpluses which could be traded at fairs. These fairs led to the growth of towns and cities where extra crops from the manors could be sold regularly.

The manor system in Western Europe during

the middle ages was an economic system that created a class system that didn't allow much social mobility. The system was a self sufficient way of farming and therefore at first produced little surplus.

The manor system in western Europe during the early middle ages had a somewhat negative impact on the people of the society. People were barely living and famine, disease, outside attacks from people like the Vikings were frequently present. There was little or no communication between manors and trading was scarce. Ideas and inventions were not spread to others quickly so people had to farm the traditional way. This was hard on the people and they could do little about it. This limited progress. The manor system was overall a failure for a good economic system. However, it gave the people food, protection and stability.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing manorialism in Europe during the Middle Ages
- Is both descriptive and analytical (after the fall of the Roman Empire, feudalism was the protection system that developed as rulers came to power and organized people into communities; manor system in western Europe had a somewhat negative impact because lack of communication and trade kept people farming in the traditional way; ideas and inventions were not spread quickly; it gave the people food, protection and social stability)
- Supports the theme with relevant facts, examples, and details (feudal system; social mobility; fiefs; feuds; vassals; knights; peasants and serfs; at first self sufficient; taxes; famine; disease; Vikings; social stability)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the discussion of the historical circumstances is somewhat limited, there is ample analysis and evaluation of feudalism and manorialism. The extensive narrative is richly supported with historical detail, but the analysis is somewhat uneven, especially in its assessment of the economic impact of manorialism on western Europe.

Russia fell under communist control from the years 1917-1990. Due to problems within the government, poverty, and WWI, the Bolsheviks took over Russia in a couple of hours one night in 1917. The Soviet Union collapsed in 1990 with a revolution for freedom.

World War I was a major event that led to communist control in Russia. The absolute monarch at the time, Nicholas II, sent Russia to war in 1914 even when it wasn't ready. Because of Russia's slow technological advances, Russia was losing. Within Russia, the people wanted a constitutional monarchy with the Duma as the parliament. Shortages of food and supplies resulted in riots such as the Bread Riots in St. Petersburg. Nicholas II was forced to abdicate the throne and Kerensky was in control for a short period of time before Lenin took over. Lenin promised peace and Kerensky wanted victory. Naturally, the Russians leaned towards Lenin.

Under Lenin and Stalin, two dictators of the Soviet Union, economic policies changed. Lenin's Nep was later modified by Stalin who took away power and wealth from the upper class. Five year plans were put in place to speed up the industrialization.

The government had total control over the industry. What was made, how much, and where it was used within the country was all determined by the government. Agriculture was collectivized to increase wheat production and to ~~control~~^{control} the land. The wheat was sold to the west to get the technology needed for industrialization. It led to peasant resistance and famines. This gave the government control of all economic affairs and all affairs of the people.

These economic policies in this society had many negative impacts. Oppression of the people was common. Because the government had ~~some~~^{much} control, control over the people was very readily obtained. Also, poverty was a major issue. People were given just what they needed to survive. The government did not give out any extra things because the money was used for mainly militaristic and technological advances. There were no luxuries for most people and sometimes not even necessities. Due to the total control of the government, dictators such as Vladimir Lenin and Josef Stalin came to power. Stalin is a good example who used the government's power for evil. Stalin killed millions of people when he

was in power. Anyone who didn't believe in him, communism, or came in his way, were executed.

Russia's communistic era did increase technology in the country, but it also created a poorer country yearning for democracy. Communism was achieved in Russia because of the people's wants for a better, peaceful life. Ironically, the Soviet Union collapsed for the same reason communism came to power; the Russians wanted a better, peaceful life which communism did not give them.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances of the Russian Revolution more thoroughly than the features of communism
- Is both descriptive and analytical (ironically, a revolution overthrew the Soviet Union for the same reason communism came to power; Stalin used the government's power for evil; Russians wanted a better, peaceful life, which communism did not give them.)
- Supports the theme with relevant facts, examples, and details (World War I; absolute monarchy; Nicholas II; constitutional monarchy; Duma; bread riots; Kerensky; Lenin; Stalin; NEP; took power and wealth from upper class; five-year plans; government had total control over industry; agriculture collectivized; famines; death of thousands; money used for militaristic and technological advances)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme.

Conclusion: Overall, the response fits the criteria for Level 4. The historical circumstances for the Russian Revolution and the introduction of communism are well established and supported. The discussion of the impact, though somewhat weaker, provides specific and relevant examples such as the government use of funds for militaristic purposes. The evaluation of the irony of the revolutions in Russia is a sophisticated analysis.

Economic systems have evolved over time. There are three main types of economic systems. They are Command, Traditional, and Market. In a Command economy the government controls what goods and services are being produced, how goods and services are being produced, and for whom the goods and services are being produced. In a Market economy the consumer or person or country buying the goods and services decides everything. In a Traditional economy everything is done the way it used to be. There is also a mixed economy where both the government and consumer makes the decisions. Command economy's are usually in dictatorship countries. Korea was split into North and South Korea. North is a Command economy. South Korea is Mixed. South Korea's economy has grown since 1956. Thus South Korea's economy has grown due to historical reasons.

Since 1956 South Korea's economy has grown rapidly due to historical reasons. One historical reason is the Korean War. The Korean War was when North Korea invaded South Korea to try and unite under a Communist Dictatorship. Both sides reached a stalemate near the 38th parallel and new borders were created near there. South Korea invested its money into learning about technology and

engineering. Due to this they learned how to build televisions and cars very easily and cheaply. In 1956 their economy began to get better. However since the 1980's their economy has risen ten percent every year. Thus South Korea's economy has grown due to historic reasons.

The rise in South Korea's economic system has had positive effects on its people. For instance one out of every five people has a television. So about one television per household. Also every person has a radio. Since the economy is so rich the citizens of South Korea have a higher standard of living. This means that not only does everyone want food, shelter, and clothing, they also want goods and things to make their life more enjoyable. Thus South Korea's raise in their economic system had a positive effect on its people.

Thus South Korea's economic system rose due to the Korean War and it has had a positive effect on its people. Because of proper investment and hard work South Korea is a lead power in the making of Flat Screen Televisions. Cheap Labor is another reason.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the growth of the South Korean mixed economy since 1956
- Is more descriptive than analytical (South Korea invested its money into learning about technology and engineering; learned how to build televisions and cars very easily and cheaply)
- Includes some relevant facts, examples, and details (command; traditional; market; mixed; Korean War; one out of every five people has a television; every person has a radio; South Korea's higher standard of living)
- Demonstrates a satisfactory plan of organization; includes an introduction that defines the major economic systems and a conclusion that summarizes the results of a mixed economy

Conclusion: Overall, the response fits the criteria for Level 3. Although it includes several statements regarding the prosperity of the South Korean economy, it does not clearly connect the mixed nature of the economy to that prosperity. Furthermore, although the Korean War is identified as the historical circumstance leading to the mixed economy, no detailed evidence is presented to support that assertion.

One society and one economic system that has been used in society is communism in Cuba since 1959.

This Spanish speaking country was forced into communism when Fidel Castro along with a partner, worked together to overthrow the aristocracy in the country. Castro was successful due to the fact that the majority of the Cuban population was lowerclass citizens. Not until he was in power did Castro decide to set up a communist government. Most aristocracy left Cuba and Castro enforced the ideas of communism. Communism is an economic system in which everyone owns the factors of production, and everyone earns the same salary. This system includes both positive and negative aspects on Cuba. Negative include that many wealthy, and anti-communists were killed, tortured or forced to leave Cuba. Positive aspects is that Castro developed schools and more jobs for people. Many of the aristocracy who ~~were~~ left Cuba usually were able to take their money with them. Castro nationalized American businesses to keep the money in Cuba. This led to the embargo imposed by the United States.

Two features of communism include that everyone owns the factors of production, and no one person is more powerful or wealthy than the next.

Communism is the economic idea in which everyone owns the factors of production. This means that they were not stockholders or trade managers owning more of an economic area than another person. All people, no matter what their family background, their job, their status before Fidel Castro, received the same salary and wages. For example, doctors who had attended school for a degree would make as much as factory workers who had never attended any school. The goal of communism was to make everyone economically equal, so not one person would be more powerful than the next. Lower class citizens, the majority in Cuba, supported this idea because they would be equal to first class citizens. This system began problems because people had no incentive to work. Two factors of communism included that everyone owned the factors of production and no one person gained higher profits than another. A positive effect of communism proposed by Castro included the development of schools, which increased literacy and the sense of economic equality for lower class citizens. Castro worked hard to develop schools across the country for all people. This

development increased literacy from a young age. As more people became literate, more of them went on to higher level schools and became doctors and nurses. As a result, health care improved and all the people had access to better medical care than they had before communism.

Despite some problems, Cuba's lower class, the main supporters of communism and followers of Castro, felt a new sense of economic equality because everyone had begun earning an equal salary for all jobs. Fidel Castro's enforcement of communism on Cuba had both negative and positive effects.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the historical circumstances for the development of communism in Cuba since 1959 and some of the results of that system
- Is more descriptive than analytical (forced into communism to overthrow the aristocracy; Castro was successful due to the fact that the majority of the Cuban population was lower class citizens, supporters of communism; many wealthy and anti-communists were killed, tortured, or forced to leave Cuba; Castro developed schools and more jobs for people)
- Includes some relevant facts, examples, and details (Fidel Castro; everyone owns the factors of production; no one person is more powerful or wealthy than the next; embargo)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strong introduction addresses the key issues in Cuba arising from its historical circumstances and mentions the positive and negative impacts to be addressed. The attention to the positive and negative implications of communism in Cuba is particularly strong. Those points having been made, the response goes on to reiterate, but fails to bring in enough additional detail to strengthen the response.

Societies, in general, develop different economic systems to fit their unique ways of life. One example of this is the Spanish colonization of Latin American countries.

The Spanish conquered ~~the~~ many Indian ~~nations~~ nations that inhabited the area. When they took them over they used them as slaves. They built colonies and used them to export raw materials back to the mother country, this economic system was called mercantilism.

Mercantilism is an economic system set up to increase the wealth of the "mother nation," in this case Spain, by trading with its Latin American colonies. Under mercantilism the colonies are only allowed to trade with its mother country.

~~Mercantilism~~ Mercantilism was established because the Spanish conquerors were in search of the three G's: God, gold, and glory. To achieve this the Spanish believed that they should be the sole benefactors of its colonies. As the colonies grew and grew

they began to ~~not~~ want to ~~trade~~ have trade with other ~~colonies~~ countries, this caused conflicts between Spanish and their colonies. The ideas of mercantilism led to revolts in the Spanish colonies that wanted trade freedom; many lives were lost in ~~bloody~~ ~~revolts~~. The main benefactor of mercantilism was ~~the mother~~ Spain, due to the natural resources coming in from its colonies Spain was able to become a powerful nation. Its colonies helped to supply Spain with ~~income~~ the resources it needed to fight many wars.

Mercantilism has had both positive and negative effects on Spain and its colonies. The idea that the mother country was more important than ~~the~~ its colonies was a common ~~idea~~ theory ~~in~~ ~~that~~ the age of ~~the~~ exploration in Europe. If Spain had not adopted mercantilism for its colonies then ~~they~~ ~~might~~ the colonies might not have revolted and then where would they be, still under the control of Spain, even today.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing mercantilism in Spain and its colonies during the Age of Exploration
- Is more descriptive than analytical (main benefactor of mercantilism was Spain; due to the natural resources coming in from its colonies, Spain was able to become a powerful nation)
- Includes some relevant facts, examples, and details (Spanish conquered Indian nations and used them as slaves; Latin America; built colonies and used them to export raw materials back to the mother country)
- Demonstrates a satisfactory plan of organization; includes a simple introduction and a general conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although the focus is on the socio-political aspect of Spanish colonialism rather than the development of the economic system, the response shows a clear understanding of the concept of mercantilism and its use by the Spanish to increase their wealth. However, the analysis is superficial and the conclusion is weak and speculative.

Adam Smith the "father of Capitalism" wrote a book called the wealth of nations. This was a guide that spoke of why capitalism was good and talked about how it should be ran. Most countries today use capitalism but it was used in England in the ~~1700's~~ 1800's. This system also goes with a democratic government, it is not possible to have free capitalism and be communist where everyone is equal. There are many pros with capitalism.

One good thing in capitalism as described in the book, The Wealth of Nations, by Adam Smith is "The invisible hand." The invisible hand is supposed to run capitalism by a set of actions and their reactions. This ties into Laissez Faire the idea that the government should play a little role in the businesses. From this the companies will produce better more efficient goods at competitive prices. This also allows for innovation or the creation of new products or inventions. In order to stay in business the companies would have to improve and offer variety in goods. In communism there's no competition there for you lose choice and quality.

Another good thing about capitalism is it allows people to make a lot of money. If you have

Anchor Paper – Thematic Essay—Level 2 – A

a good idea you can market it. Since Communism makes everyone equal you can't really get rich quick. This makes people try harder in capitalism in hope of making it big. The incentive of hard work is imperative for a society otherwise people become lazy and don't do anything.

As you can see Capitalism is an excellent economic system. This is what allowed the Industrial Revolution in England to be so successful. People had ideas and got rich with them. Our lives were made easier because someone else had an idea because he thought he could make a lot of money off it. All this is why capitalism is used so widely around the world today.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by defining capitalism and its features and evaluating its impact
- Is primarily descriptive; includes isolated application and analysis (most countries today use capitalism; in communism, there's no competition; companies will produce goods at competitive prices)
- Includes few relevant facts, examples, and details (father of capitalism; *Wealth of Nations*; invisible hand; laissez faire)
- Demonstrates a general plan of organization; includes an introduction that identifies Adam Smith's description of capitalism and a conclusion that is based on an inaccurate generalization the capitalism means you can get rich if you have an idea

Conclusion: Overall, the response fits the criteria for Level 2. Although the response shows an understanding that Adam Smith played a role in capitalism, the historical circumstances regarding its adoption and use in England during the Industrial Revolution are not discussed. Lacking these specific examples and details, the application and analysis are too isolated.

Throughout history, societies have established different economic systems for many reasons. These systems have suited their time or another words worked the best for that time. The economic system also has a lot to do with it's govt. Capitalism is often seen with democracy, which has it's historical circumstances, features, and effects/impacts. Great Britain is a great example for this.

Capitalism in Great Britain had it's historical circumstances. Capitalism is the same as a market economy and is often a part of democracy. The first democracy was in ancient Greece, and then the Roman republic up to England's Parliamentary democracy/monarchy. The development of capitalism falls in with the seperation from absolute monarchs, where it would be a command economy. As people fought for their rights in government, economics had to change too. Capitalism was formed kind of tied in with mercantalism.

The features of capitalism are market economy, where decisions are based on consumer supply and demand. Whereas command government makes the decisions. One positive impact that capitalism has had on society is the industrialization. Though

the Industrial revolution itself had some negative effects, it left England with a higher standard of living.

In conclusion, Great Britain exemplifies Capitalism Well. Capitalism has its history, features and effects/impacts. Let not Capitalism be forgotten.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by describing the historical circumstances of capitalism in Great Britain and describing one feature of capitalism
- Is primarily descriptive; includes weak analysis (capitalism is the same as a market economy and is often a part of democracy)
- Includes few relevant facts, examples, and details (market economy; consumer supply and demand; industrialization; Industrial Revolution; higher standard of living); includes an inaccuracy (the development of capitalism rolls in with the separation from absolute monarchs, where it would be a command economy)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. While the evaluation of the positive impact of capitalism on Great Britain is accurate, other attempts at analysis are marred by overstatements and generalities left unsupported with specific details. There are extraneous details about the development of democracy, which are not relevant to the task.

There are a couple of different economic systems that have been used in various parts of the world. China has been practicing communism since 1949.

Mao Zedong led communist followers to revolt against Chiang Kai-shek to make all of China communist. When he gained enough support and finally control he set up a communist society. He established collectives, grouped farms, and employed everyone. Under communism there was almost no unemployment, and most everything was government run. There were almost no personally owned businesses.

China was affected negatively during this period because their economy was poor. While China started ahead of other parts of the world economically and technologically, they isolated themselves and fell behind. Farmers didn't like having collective farms and revolted.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task, providing a limited discussion of Mao Zedong's implementation of communism in China
- Is primarily descriptive; includes isolated analysis (almost no unemployment; government runs most everything; almost no personally owned business)
- Includes few relevant facts, examples, and details (1949; Mao Zedong; Jiang Jieshi; collectives; group of farms; farmers revolted)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The evaluation of the impact of communism is confused, referring to China being ahead of other world regions and falling behind through isolation. The discussion of the historical circumstances is minimal.

In this essay, I am going to write about the economic system used in the Soviet Union during the years 1917 through 1990.

Communism was the economic system in the Soviet Union. Communism was thought to be a good system because it guaranteed equal pay and equal opportunities for everyone.

The system was not that good because people started to get lazy and stopped working while the people that were working hard and still getting the same pay. One positive thing is that during communism there were no crimes because you would get killed for committing a crime.

In conclusion I have discussed about the economic system used in the Soviet Union in 1917-1990.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by identifying one feature of communism in the Soviet Union and listing several impacts
- Is descriptive (guaranteed equal pay and equal opportunities; people started to get lazy and stopped working)
- Includes few relevant facts, examples, and details; includes an inaccuracy (there were no crimes because you would get killed for committing a crime.)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that identify the society

Conclusion: Overall, the response fits the criteria for Level 1. No historical circumstances are presented. The response is primarily descriptive, lacking details. The attempts at evaluation of the impacts of communism are not developed, explained, or supported.

Societies have developed different economic systems for many reasons. Some of these systems include capitalism, socialism and communism. One society where communism is used is in Cuba.

~~In Cuba~~ In the communist economic system there is no ownership of private property allowed. Everything is controlled by the government. There is no class system, no rich or poor people. Everyone makes the same income. In Cuba, Fidel Castro is the leader and he enforces a communist society and economic system.

This had both positive and negative effects on the society. It was positive because there was no poor or rich classes and everything was fair. It had a negative effect because ~~in~~ in a way it wasn't fair b/c a person who spends their whole life getting a good education and getting into the career they want would make the same amount.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by identifying two features of communism in Cuba and describing positive and negative effects
- Is descriptive; lacks understanding, application, and analysis (no ownership of private property; no class system)
- Includes few relevant facts, examples, and details (Fidel Castro)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The historical circumstances of the adoption of communism in Cuba are omitted. The attempts to discuss the features of communism and its impact on Cuba are minimally developed with few supporting details.

Capitalism is adopted by societies who performs free trade without the intervention of the government. Great Britain is a society which used capitalism. Some of the features of capitalism are the private ownership of property, freedom to choose one's occupation and limited role of the government. Capitalism in Great Britain expanded during the Industrial Revolution.

A feature of capitalism is the private ownership of land and capital. A person in a capitalist society has the right to own, disperse, and use land and capital. For an example, during the Industrial Revolution in Britain people used coal as a source for energy. So the owners who owned coal mines used those mines by employing workers to dig for coal. When the demand for coal fell many owners either sold or closed there mine areas.

Another feature of capitalism is the freedom of choice. A person has the right to choose what he wants to do, how and when he could perform his duties. For an example, a person who is 18 has the right to decide if he/she wants to

go to college or to work. Landowners have a right to make anything out of their land. The government does not control what jobs people do or how they use their property.

A positive quality about capitalism is that it increases free trade which promotes better relations between different countries.

Everyone has the freedom to do what they to do. A negative aspect is the inequality of wealth. Some people end up earning more than others due to the fact they have a large property. Relations between America and the British because of capitalism grew stronger through trade.

Capitalism has ~~assisted~~ assisted in progressing the economic growth of Britain. Even though there is limited government role in a capitalist society, they do intervene when inflation goes out of control or the disparity is very great. The adaption of capitalism has help Britain progress.

MANY SOCIETIES HAVE DEVELOPED DIFFERENT ECONOMIC SYSTEMS FOR MANY REASONS. CUBA HAS COMMUNISM AS THEIR ECONOMIC SYSTEM SINCE 1959. IN RECENT YEARS IT HAS ALSO HAD SOME ELEMENTS OF CAPITALISM.

CUBA HAD MANY HISTORICAL CIRCUMSTANCES SURROUNDING THE DEVELOPMENT OF COMMUNISM FOR THEIR ECONOMIC SYSTEM. MANY GUERRILLAS WERE ORGANIZED TO FIGHT FOR CHANGES IN CUBA IN THE 1950'S. A GROUP LED BY FIDEL CASTRO, OVERTHREW BATTISTA WHO WAS BACKED BY THE U.S. CASTRO WAS SUPPORTED BY THE PEASANTS AND WORKERS BECAUSE HE PROMISED REFORMS IN JOBS AND A BETTER STANDARD OF LIVING. ONE OTHER MAJOR INFLUENCE WAS THE SOVIET UNION WHICH OFFERED HELP TO THE CUBANS AND CASTRO. DURING THE COLD WAR ERA, THE SOVIET UNION SOUGHT TO PUT MISSILE BASES IN CUBA. SINCE CUBA WAS SO CLOSE TO THE U.S., THE SOVIET UNION SAW THIS AS A MAJOR CONVENIENCE. WHEN CUBA SAW HOW POWERFUL AND ECONOMICALLY SUCCESSFUL THE SOVIET UNION WAS, THEY ACCEPTED HELP WITH THEIR COMMUNIST SYSTEM. THE SOVIET UNION GAVE THEM ECONOMIC AID AND BECAME THEIR MAIN TRADING PARTNER.

TWO FEATURES OF THIS ECONOMIC SYSTEM ARE THE GOALS TO FILL QUOTAS FOR TRADE AND THAT EVERY PERSON IN THIS COUNTRY IS SUPPOSED TO HAVE EQUAL BENEFITS AND RIGHTS. PEOPLE MUST FILL QUOTAS IN A COMMUNIST SOCIETY BECAUSE WHEN THE GROUP OF PEOPLE WORK TOGETHER THE WORK IS EASIER AND MORE BENEFICIAL.

Goods are produced for all of the people and to have extras for trade. To do this, Castro nationalized foreign-owned businesses and redistributed land to the peasants. Every person in Cuba is also supposed to have equal rights. This helps to maintain peace and to achieve economic goals.

To achieve this Castro granted equal rights to women. The government also improved education for everyone, and made health care available, along with housing and jobs. Everyone technically worked for the government when communism started in Cuba. For most of the workers and peasants life was better; they had the basics but not many luxuries.

The negative effect of Cuba turning communist is that many countries disliked communism, therefore trading was difficult. The U.S. has had an embargo on trade with Cuba since 1960's. When the Soviet Union fell apart Cuba lost its biggest trade partner and Castro had to try to save the economy and find new partners. He allowed some features of a market economy, and let people work private jobs after they finish their state jobs.

In conclusion, Castro brought communism to Cuba to improve the economy and conditions for the average people. The foreigners and the rich lost out when the state took

over everything. Many of them left. But things under Communism got better for many. In the end, to keep Communism going Castro has had to allow some changes. Communist China has done the same thing. To survive they both had to fit in the world economy.

Since 1959, Cuba has been under the communist rule of Fidel Castro. Cuba, a beautiful island very near to Florida, has been under very harsh restrictions while under communism.

Castro has ruled Cuba unfairly and very harshly. The people of Cuba live under strict laws and are not permitted to do certain things, for example, celebrate Christmas. When John F. Kennedy was president, Cuba had control of missiles. The U.S. considered this to be a serious matter and demanded that the missiles be destroyed. Although the lives of the people in Cuba are unfair, trade and the economy prosper.

Societies have developed different economic systems for many reasons. Russia for instance developed communism. This was controlled by Stalin. He was a dictator, a person, who has complete control of a country.

This development came about because the country was in a depression and people weren't happy about that. Stalin took over the country, to put it into better shape. So he used communism. Communism is that everything is equally shared among the people. No one is better than anyone else, there is no class structure.

Thematic Essay—Practice Paper – E

During the period between 1917 to 1990s, the society of Soviet Union has developed many economic system. The major economic system at that period was communism and capitalism. These two system played a important role in Soviet Union and have great influence on economy.

Lenin and Stalin were two major leader of improving the economy of Russia after World War I. Lenin was a socialist, however, he strongly believed the ideas of communism. He set up A New Economic System, which stated that all the farmlands and large businesses should be owned by the government. The government could control all of the profits. Peasants could get used of the farmlands to produce foods. However, no more nobility existed, everything had to be controlled by the government. Under Lenin's Policy, the economy of Soviet Union went back to it supposed to have before World War I.

Stalin, another Communism follower, helped improve the economy and industrialize Soviet Union. Stalin set up the collectivization of agriculture. He collected all the farmland and properties from the people. As same as Lenin's point of view, Stalin believed that the government should take control of everything in the country. He wanted the country to be industrialized. Under his rule, people needed to produce more industrial production than agricultural production. The economy did increase because of the industrialization during that period.

Communism and capitalism helped developed the economy of Russia in the Twentieth century. The society of the Soviet union has also changed because of the economic system. These system have influenced Russia in the past as well as today

Practice Paper A—Score Level 3

The response:

- Develops some aspects of the task in some depth, but the discussion of the historical circumstances and the effects of capitalism in Great Britain is limited
- Is more descriptive than analytical (right to own, dispose, and use land and capital; when demand for coal fell, owners sold or closed those mine areas; relations between America and the British because of capitalism grew stronger through trade)
- Includes some relevant facts, examples, and details (private ownership of property; freedom to choose occupation; limited role of government capital; use coal as source of energy; free trade; inequality of wealth)
- Demonstrates a satisfactory plan of organization; includes an introduction that describes features of capitalism and a conclusion that evaluates the impact of capitalism on Britain

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the elements of capitalism is adequate, and the response attempts to analyze and evaluate the effects and impacts are made. However, the specific details regarding Great Britain are minimal. The discussion of government attempts to control inflation strengthens the conclusion.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing and evaluating the features of communism in Cuba more thoroughly than the historical circumstances of its adoption
- Is both descriptive and analytical (Castro was supported by the peasants and workers because he promised reforms in jobs and a better standard of living; people must fill quotas in a communist society because when the group of people work together the work is easier and more beneficial; when the Soviet Union fell apart, Cuba lost its biggest trade partner and Castro had to try to save the economy and find new partners; Castro brought communism to Cuba to improve the economy and conditions for the average people; the foreigners and the rich lost out when the state took over everything; things under communism got better for many)
- Supports the theme with relevant facts, examples, and details (guerillas; Marxism; Battista; Cold War; missile bases; United States; economic aid; equal benefits and rights; nationalized foreign-owned businesses; redistributed land to peasants; equal rights to women; embargo; market economy)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that both summarizes and evaluates the impact of communism in Cuba

Conclusion: Overall, the response fits the criteria for Level 4. While the discussion of the historical circumstances is somewhat limited, there is ample analysis and evaluation, richly supported with detail. The discussion of the complex impact of communism on Cuba is particularly strong as is the commentary on the need for modifications in the communist systems.

Practice Paper C - Score Level 0

The response:

Fails to develop the task; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for Level 0. Some minimal details about Cuba are mentioned, such as Fidel Castro, but the discussion does not address an economic system and thus fails to develop the task.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning the historical circumstances and features of communism in Russia
- Is descriptive; lacks analysis (the country was in a depression; people weren't happy about that; everything is equally shared; there is no class structure)
- Includes few relevant facts, examples, and details (Stalin; dictator)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: While the response generally describes isolated features of communism, it fails to demonstrate a clear understanding of the impact of communism on Soviet society or of the historical circumstances from which it emerged.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task by describing the introduction and implementation of communism in Russia following World War I but with little analysis of the effects
- Is primarily descriptive (farmlands and large businesses should be owned by the government; no more nobility existed; Stalin set up collectivization of agriculture); includes faulty, weak analysis (economy did increase because of industrialization during that period; society of the Soviet Union has also changed because of the economic system)
- Includes few relevant facts, examples, and details (Lenin; Stalin; World War I; socialist; collectivization of agriculture; industrialization); includes an inaccuracy (under Lenin's policy the economy of the Soviet Union went back to [what] it supposed to have [been] before World War I)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are very general

Conclusion: Overall, the response fits the criteria for Level 2. The historical circumstances are minimally addressed with some apparent confusion regarding the pre- and post-World War I conditions. Capitalism in the Soviet Union is mentioned but not addressed. The discussion of the programs of Lenin and Stalin has few specific details and no specific evaluation of the positive or negative effect of communism on the Soviet Union.

Global History and Geography
Part A Specific Rubric
Document-Based Question—August 2004

Document 1

... The late-medieval depression began well before the coming of the Black Death (1348–1349). The fundamental trends of demographic and economic decline were not set off by the plague, but they were enormously aggravated by it. Carried by fleas that infested black rats, the bubonic plague entered Europe along trade routes from the East and spread with frightening speed. The death toll cannot be determined with any precision. The best estimate would probably be $\frac{1}{4}$ to $\frac{1}{3}$ of Europe's population. In many crowded towns the mortality rate may well have exceeded 50 percent, whereas isolated rural areas tended to be spared. Consequently, the most progressive, most enterprising, and best-trained Europeans were hit the hardest. Few urban families can have been spared altogether. Those who survived the terrible years 1348–1349 were subjected to periodic recurrences of the plague over the next three centuries. Fourteenth-century medical science was at a loss to explain the process of infection, and fourteenth-century urban sanitation was so primitive as to only encourage its spread. Some people fled their cities, some gave way to religious frenzy or stark hedonism [lack of moderation], and some remained faithfully at their posts, hoping for divine protection against the pestilence [disease]. But none can have emerged from the ordeal unaffected. . . .

Source: C. Warren Hollister, *Medieval Europe: A Short History*, Second Edition, John Wiley & Sons, 1968

1 Based on this document, identify *two* ways the Black Death spread throughout Europe.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way the Black Death spread throughout Europe

Examples: by fleas and rats that carried them; by ships; by fleas that infested black rats; by trade routes from the East; unsanitary and/or crowded conditions of towns

Note: Each method of spreading the plague must be different, i.e. responses such as *by direct contact* and *can be spread human to human* should receive only 1 credit.

Score of 0:

- Incorrect response
Examples: by malnutrition; bubonic plague
- Vague response that does not answer the question
Examples: people got sick; people ate food
- No response

Document 2

. . . The plight of the lower and most of the middle classes was even more pitiful to behold. Most of them remained in their houses, either through poverty or in hopes of safety, and fell sick by thousands. Since they received no care and attention, almost all of them died. Many ended their lives in the streets both at night and during the day; and many others who died in their houses were only known to be dead because the neighbours smelled their decaying bodies. Dead bodies filled every corner. Most of them were treated in the same manner by the survivors, who were more concerned to get rid of their rotting bodies than moved by charity towards the dead. With the aid of porters, if they could get them, they carried the bodies out of the houses and laid them at the doors, where every morning quantities of the dead might be seen. They then were laid on biers [coffin stands], or, as these were often lacking, on tables. . . .

Not to pry any further into all the details of the miseries which afflicted [struck] our city, I shall add that the surrounding country was spared nothing of what befell Florence. The villages on a smaller scale were like the city; in the fields and isolated farms the poor wretched peasants and their families were without doctors and any assistance, and perished in the highways, in their fields and houses, night and day, more like beasts than men. Just as the townsmen became dissolute and indifferent to their work and property, so the peasants, when they saw that death was upon them, entirely neglected the future fruits of their past labours both from the earth and from cattle, and thought only of enjoying what they had. Thus it happened that cows, asses, sheep, goats, pigs, fowls and even dogs, those faithful companions of man, left the farms and wandered at their will through the fields, where the wheat crops stood abandoned, unreaped and ungarnered [not gathered]. Many of these animals seemed endowed with reason, for, after they had pastured all day, they returned to the farms for the night of their own free will, without being driven. . . .

Oh, what great palaces, how many fair houses and noble dwellings, once filled with attendants and nobles and ladies, were emptied to the meanest servant! How many famous names and vast possessions and renowned estates were left without an heir! How many gallant men and fair ladies and handsome youths, whom Galen, Hippocrates and Æsculapius themselves would have said were in perfect health, at noon dined with their relatives and friends, and at night supped with their ancestors in the next world! . . .

— Giovanni Boccaccio, *The Decameron*

2 According to this document, what was *one* impact of the Black Death on European society?

Score of 1:

- Identifies one impact of the Black Death on European society
Examples: people died; people fell sick by the thousands; both rich and poor died; people more concerned about getting rid of rotting bodies; peasants thought only of enjoying what they had; estates left without legitimate heirs

Score of 0:

- Incorrect response
Examples: people built beautiful palaces; people lived in scattered villages
- Vague response that does not answer the question
Examples: crowded public streets; plight was pitiful; people stayed in their homes
- No response

Document 3

Henry Knighton, a 14th-century author, wrote about the effects of the Black Death in England between 1348–1350.

. . . Ox hides fell to a wretched price, namely 12*d.*, and yet a pair of gloves would cost 10*d.*, 12*d.*, or 14*d.*, and a pair of breeches 3*s.* or 4*s.* In the mean time the king sent word into every shire [county] that mowers and other workmen should take no more than they had before [the outbreak of the plague], under the penalties laid down in the order, and thereupon made a statute. Nevertheless the workmen were so puffed up and contrary-minded that they did not heed the king's decree, and if anyone wanted to hire them he had to pay what they asked: either his fruit and crops rotted, or he had to give in to the workmen's arrogant and greedy demands. . . .

In the following winter there was such a want of hands, for every kind of work, that people believed that the like shortage had never been known at any time in the past, for cattle and such livestock as a man might have wandered about without a keeper, and there was no one to look after people's possessions. And thus the necessities of life became so dear, that what in previous times was worth 1*d.* now cost 4*d.* or 5*d.* . . .

Source: G. H. Martin, ed., *Knighton's Chronicle 1337–1396*, Oxford University Press, 1995

3 Based on this document, state *two* effects of the Black Death on the economy of England.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each effect of the Black Death on the economy of England

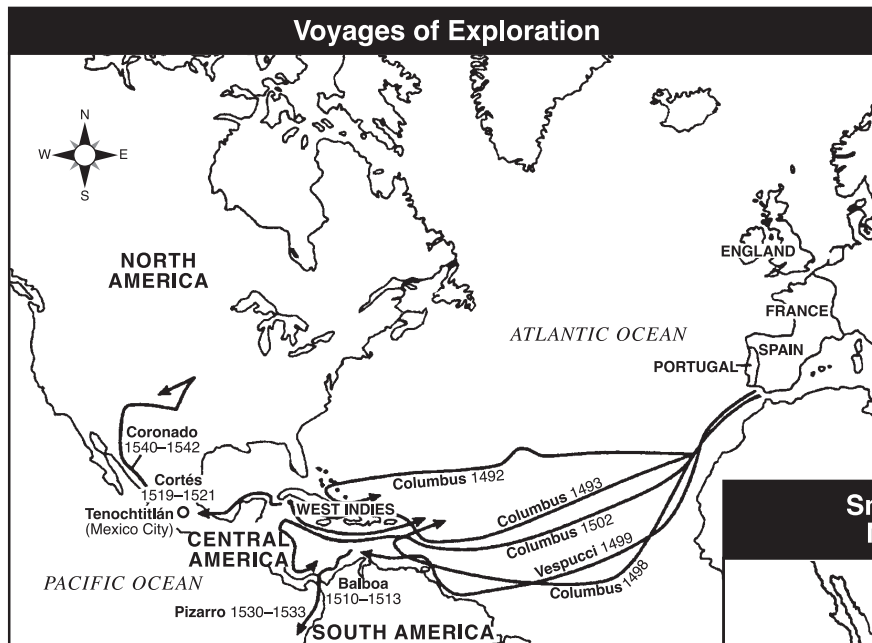
Examples: fewer workers so remaining workers asked to be paid more; difficult to hire farm workers because wages demanded were too high; fruit and crops rotted in the fields because of greedy demands of workers; prices of clothes increased; decrees passed to regulate wages; employers forced to pay higher wages; laborers arrogant and hostile

Note: Each effect of the Black Death must be different, i.e. responses such as *workers demanded more money* and *workers asked to be paid more* should receive only 1 credit.

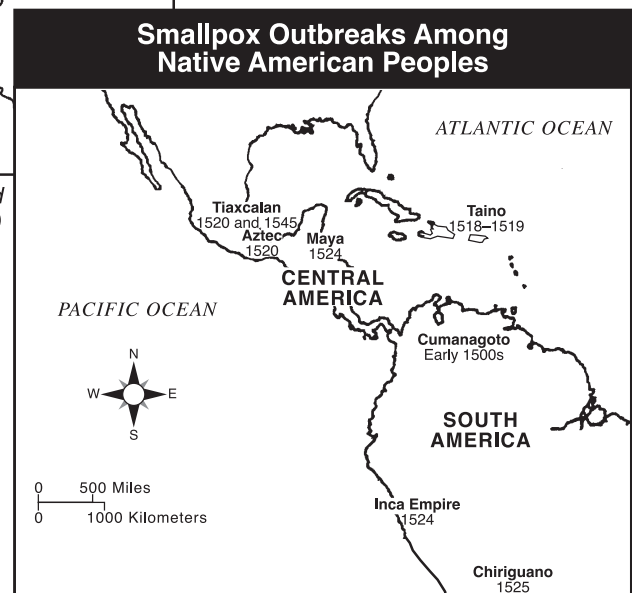
Score of 0:

- Incorrect response
Examples: the king was overthrown; people obeyed the law
- Vague response that does not answer the question
Examples: harvesting; arrogance and greed; laborers did not care
- No response

Document 4



Source: Henry Brun et al., *Reviewing Global History and Geography*, AMSCO, 2000 (adapted)



Source: *Patterns of Interaction: Cultural Connections Across Time and Place*, Teacher's Resource Book, McDougal Littell, 1999 (adapted)

4 After studying these two maps, state *one* way smallpox was introduced to Central and South America.

Score of 1:

- States one way smallpox was introduced to Central and South America
Examples: spread by Europeans when they traveled to America; Europeans brought the disease with them; explorers brought the disease

Score of 0:

- Incorrect response
Examples: native people learned from the Europeans; smallpox spread to Europe from Americas; fleas on rats spread smallpox
- Vague response that does not answer the question
Examples: native population died off; people died
- No response

Document 5

. . . The first was a plague of smallpox, and it began in this manner. When Hernando Cortés was captain and governor, at the time that Captain Pánfilo de Narváez landed in this country, there was in one of his ships a negro stricken with smallpox, a disease which had never been seen here. At this time New Spain was extremely full of people, and when the smallpox began to attack the Indians it became so great a pestilence [disease] among them throughout the land that in most provinces more than half the population died; in others the proportion was little less. For as the Indians did not know the remedy for the disease and were very much in the habit of bathing frequently, whether well or ill, and continued to do so even when suffering from smallpox, they died in heaps, like bedbugs. Many others died of starvation, because, as they were all taken sick at once, they could not care for each other, nor was there anyone to give them bread or anything else. In many places it happened that everyone in a house died, and, as it was impossible to bury the great number of dead, they pulled down the houses over them in order to check the stench that rose from the dead bodies so that their homes became their tombs. This disease was called by the Indians 'the great leprosy' because the victims were so covered with pustules [pimples] that they looked like lepers. Even today one can see obvious evidences of it in some individuals who escaped death, for they were left covered with pockmarks. . . .

Source: Elizabeth A. Foster, ed., *Motolinía's History of the Indians of New Spain*, Greenwood Press, 1977

5 According to this document, what were *two* results of the smallpox epidemic in Latin America?

Score of 2 or 1:

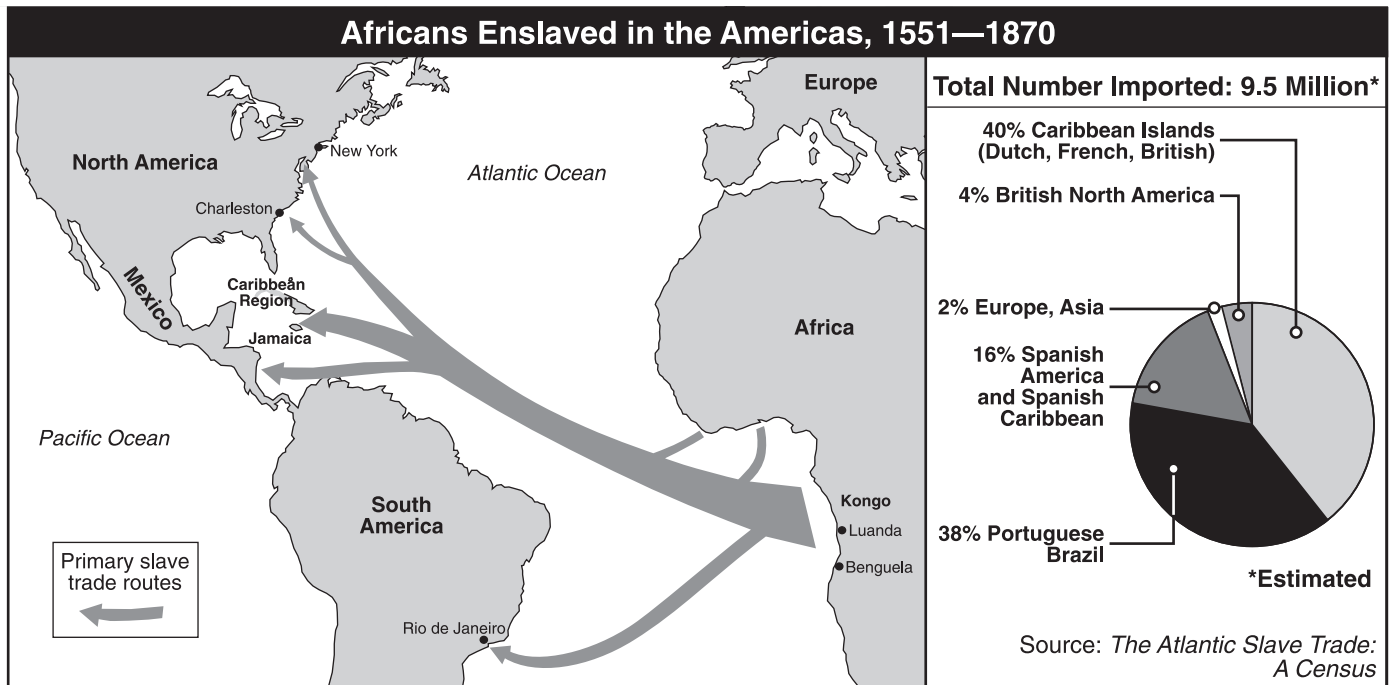
- Award 1 credit (up to a maximum of 2 credits) for each result of the smallpox epidemic in Latin America

Examples: more than half the population died; some people died not from smallpox, but of starvation because there was no one to give them food; houses became tombs; survivors left with pockmarks; native populations declined

Score of 0:

- Incorrect response
Examples: people ate bread; they built houses
- Vague response that does not answer the question
Examples: tombs; heaps; bedbugs
- No response

Document 6



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

6 According to the information provided by this document, how did the decline in Latin America's native populations affect the population of Africa?

Score of 1:

- Identifies one effect the decline in Latin America's native populations had on the population of Africa

Examples: Europeans needed more people to work on their plantations so they brought people from Africa to work for them as slaves; many people imported from Africa to labor in the Americas; Africans were enslaved in the Americas; population in Africa declined

Score of 0:

- Incorrect response
Example: population in Africa was not greatly decreased
- Vague response that does not answer the question
Examples: work; death; Africans died
- No response

Document 7

. . . In Donghu, residents estimate that more than 80 percent of adults carry H.I.V., and more than 60 percent are already suffering debilitating [disabling] symptoms. That would give this village, and the others like it, localized rates that are the highest in the world.

They add that local governments are in part responsible. Often encouraged by local officials, many farmers here in Henan contracted H.I.V. in the 1990s after selling blood at government-owned collection stations, under a procedure that could return pooled and infected blood to donors. From that point, the virus has continued to spread through other routes because those officials have blocked research and education campaigns about H.I.V., which they consider an embarrassment. . . .

“I do not know how many villages have a very grave problem, but I know that it’s a lot more than just a handful,” said a Chinese doctor who works in the province. “I’ve been a doctor for many decades, but I’ve never cried until I saw these villages. Even in villages where there was no blood selling, you now can find cases.” Such transmission occurred through migration, marriage and sexual contact. . . .

Source: Elisabeth Rosenthal, “Deadly Shadow Darkens Remote Chinese Village,” *New York Times*, May 28, 2001

7 According to this document, what is *one* way HIV has spread in China?

Score of 1:

- Identifies one way HIV has spread in China

Examples: government-owned collection stations used a procedure that could return pooled and infected blood to donors; bad donation practices; migration; marriage; sexual contact

Score of 0:

- Incorrect response

Example: fleas on rats

- Vague response that does not answer the question

Examples: government methods; embarrassment; debilitating symptoms

- No response

Document 8

. . . Like many countries before it, China has been slow in facing up to AIDS. Misconceptions, taboos and outright deceit have fostered denial among both officials and the broader population. This reluctance to be open and realistic is dangerous, as the experience of other countries shows.

In India, for example, deeply rooted cultural norms and taboos still thwart [hinder] frank assessments and effective preventive measures, even though the United Nations estimates that if the disease is not checked, a mind-boggling 37 million people in India could be infected over the next 10 to 15 years. South Africa, where AIDS was barely acknowledged for years and whose president remains doubtful even now about its cause, today holds the dismal distinction of having the world's largest caseload of H.I.V. infection and AIDS, 4.5 million. And even in industrialized nations, like the United States, lingering social stigmas [disgrace] can still create substantial hurdles to combating the spread of H.I.V. . . .

Source: Bates Gill and Sarah Palmer, "The Coming AIDS Crisis in China," Op-Ed page, *New York Times*, July 16, 2001

8 Based on this document, identify *one* factor that has contributed to the spread of AIDS.

Score of 1:

- Identifies one factor that has contributed to the spread of AIDS
Examples: denial; cultural norms and/or taboos hinder effective preventive measures; ignorance of officials and commoners about AIDS; lack of education on the causes; taboos; misconception; outright deceit; lingering social stigmas

Score of 0:

- Incorrect response
Examples: China is open and realistic; China educates its people; AIDS has spread
- Vague response that does not answer the question
Examples: president remains doubtful; United Nations
- No response

Document 9

. . . Across the [African] continent, AIDS has robbed schools of their teachers, hospitals of their doctors and nurses, and children of their parents. Until recently, orphanages have been relatively rare, because in Africa families take in the children of relatives. But AIDS has created some 12 million orphans. Orphanages have sprung up everywhere, and in rural villages, one can find huts where one big sister or one grandmother is trying to find food for 10 or more children. On a poor continent, the disease is overwhelming family love.

At this stage of the epidemic, health authorities say preventing new cases—by distributing condoms, for example—is not enough. In order to spare the continent from complete collapse, something must be done for the millions already infected. But in a region where most people live on less than \$2 a day, drugs that cost more than \$10,000 a year are not an option. Of the 26 million HIV-infected Africans, only 10,000 have access to the drugs. . . .

Source: Donald G. McNeil, Jr., "A Continent at Risk," *New York Times Upfront*, May 14, 2001

9 Based on this document, state *two* ways AIDS has affected Africa.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way AIDS has affected Africa
Examples: many orphans because parents died of AIDS; orphanages have become more common; AIDS affected Africa's professional world; schools have been robbed of their teachers; nurses and doctors died

Note: Each way that AIDS has affected Africa must be different, i.e. responses such as *doctors died* and *professionals are dying* should receive only 1 credit.

Score of 0:

- Incorrect response
Examples: stores have been robbed; people live in huts
- Vague response that does not answer the question
Examples: drugs; family love; school teachers; doctors and nurses
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—August 2004

Historical Context: Throughout global history, rapidly spreading diseases have had an impact on many societies. Epidemics such as the Black Death in the 14th century, smallpox in the 16th century, and AIDS in the 20th and 21st centuries have had significant effects on societies.

Task: Choose two epidemics and for *each*

- Explain why the epidemic spread
- Discuss the effects of the epidemic on a specific society or societies

You may *not* use the United States as one of the societies.

Scoring Notes:

1. The same information could be used to explain why an epidemic spread and also to discuss an effect of the epidemic, e.g., the decaying bodies on the streets from the Black Death explains the spread of the disease and is also an effect of the epidemic.
2. The same information can be used to explain the spread of the disease for both epidemics e.g., the role of superstition in the spread of the Black Death and of smallpox.
3. The same society or societies can be used in discussing the effects of both epidemics.
4. The specific society used to discuss effects may be implied rather than identified by name.
5. *At least two* effects of each epidemic on a specific society or societies should be discussed.
6. Although the United States cannot be used as one of the societies, information about the United States can be brought in as outside information, e.g., a comparison of AIDS cases in Africa can be made to cases in the United States.

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by explaining why *two* epidemics spread and by discussing *at least two* effects of each epidemic on a specific society or societies
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Smallpox*: decline of Native American population led to an increase in slave trade to meet demands for labor; decrease in trade due to fear of disease; curtailed cultural diffusion
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Black Death*: bubonic plague; Silk Roads; superstition; peasant revolts; artisans; medieval society; witchcraft; poor sanitation
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task by explaining why **two** epidemics spread and by discussing *at least two* effects of each epidemic on a specific society or societies but may do so somewhat unevenly by discussing all aspects of the task for one epidemic more thoroughly than for the other epidemic *or* discussing one aspect of the task more thoroughly than the other aspect for both epidemics
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., mentioning the spread of smallpox among Native Americans without explaining the role of Europeans
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Some Examples of Addressing Most Aspects of the Task at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of Bullet 1.

A response meeting the criteria below does not, by itself, make it a level 3 response.

1. Develops all aspects of the task for **one** epidemic, applying Level 5 criteria.
2. Explains why **one** epidemic spread; discusses **two** effects of that epidemic on a specific society or societies; explains why a **second** epidemic spread *or* discusses **one** effect of a **second** epidemic on a specific society or societies
3. Explains why **two** epidemics spread; discusses **one** effect of **each** epidemic on a specific society
4. Discusses **two** effects of **two** epidemics on specific societies

Score of 2:

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

Some Examples of Addressing Some Aspects of the Task at Level 2

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

1. Discusses all aspects of the task for **one** epidemic
2. Explains why **one** epidemic spread; discusses **one** effect of that epidemic on a specific society or societies; explains why a **second** epidemic spread *or* discusses **one** effect of a **second** epidemic on a specific society or societies

Score of 1:

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

Score of 0:

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

Key Ideas from the Documents

Black Death

Explanation of Spread (doc 1)	Carried by fleas that infested black rats European trade routes from the East Unsanitary conditions of towns
Effects (doc 1)	Aggravated trends of demographic and economic decline About ¼ to ⅓ of Europe’s population died Most progressive, most enterprising, best-trained Europeans hit hardest Survivors subject to periodic recurrences of plague People fled cities People refused to leave cities hoping for divine protection
(doc 2)	Impact on cities and villages Neglect of work by peasants and townspeople Homes became tombs Lack of heirs for possessions and estates
(doc 3)	Laborers disobey the King’s command Workers became arrogant and greedy Prices increased

Small Pox

Explanation of Spread (doc 4)	Voyages of exploration to Central and South America
Effects (doc 5)	More than half the native population died Survivors covered with pockmarks Starvation
(doc 6)	Atlantic slave trade

AIDS

Explanation of Spread (doc 7)	80% of adults in Donghu carry HIV Government-owned collection stations spread the virus Officials blocked research and education campaigns Transmission through migration, marriage, sexual contact
Effects (doc 8)	Denial among officials and broader population in China Indian cultural norms and taboos hinder preventive measures United Nations estimates 37 million Indians could be infected Largest caseload of H.I.V. infection and AIDS in South Africa Social stigmas in industrialized countries create substantial hurdles
(doc 9)	Shortage of teachers, doctors, and nurses Loss of parents for children 12 million orphans High cost of drugs reduces availability in Africa

Relevant Outside Information

(This list is not all-inclusive.)

Black Death

Explanation of Spread	Struck first in Asia in 1331 Trade for items popularized by the Crusades Believed plague was punishment from God Magic and witchcraft; superstition
Effects	Jews become scapegoats and were slaughtered Meaning of nursery rhyme: <i>Ring Around the Rosie</i> System of serfdom weakened and soon fell apart Nobles demanded more taxes from peasants leading to peasants revolt Medieval society torn apart; families split People lost faith in religion and started to question the Church

Small Pox

Explanation of Spread	Native Americans had no immunity to disease Superstition Exposure to disease led to deadly epidemics
Effects	Death of Incan emperor led to civil war that left them open to conquest by Pizarro Middle Passage, coffin ships Slaves became economic basis for success of Triangle Trade African societies destroyed Cultural diffusion curtailed Current threat of reintroducing smallpox as part of bio-terrorism in the United States and other parts of world

AIDS

Explanation of Spread	Transmitted by unprotected sex, breast feeding or breast milk, sharing of drug paraphernalia Acquired Immune Deficiency Syndrome (explanation of acronym)
Effects	Mbeki, president of South Africa questions current treatments World Health Organization (WHO) and United Nations (UN) attempt to educate people in developing nations Governments in Africa addressing the issue (Kenya, Tanzania, South Africa) Pharmaceutical companies monopolize drug prices United Nations negotiates some lower drug prices for Africans

Throughout history, diseases such as smallpox and AIDS have had significant effects on societies. As early as the fourteenth century and until today, these epidemics have rapidly reduced the populations of many societies.

Smallpox has affected the lives of many people and is one major cause of the slavery of African Americans. Smallpox was a common disease in Europe in the sixteenth century. Europeans had developed a certain level of resistance to this disease. However, in the countries in Central and South America, the disease had never been seen until European explorers led by Cortes and Pizzaro came in search of riches. Unfortunately, these Europeans brought with them smallpox. They introduced the disease to the natives and it spread throughout the Americas. At the end of World War I, much of the world suffered from the Spanish flu and some say it killed twice as many as World War I. China has recently been frightened by outbreaks of SARS. Neither of these were anything like the natives' experience with smallpox.

As the disease spread, the populations of what became European colonies were greatly reduced. Document 5 states that the population in the provinces of New Spain were

reduced to a half of the original. In the same document, one can see the other effects of smallpox. Since everyone became infected at about the same time, they could not take care of themselves, let alone each other. And since all were infected, there was not many left to work and provide the necessities in life such as food. Even the survivors did not fare well. They were left with blisters and looked like lepers. (01) During this time period, European explorers were using the natives of the Americas for slave labor on the haciendas. They had conquered the peoples easily with horses and guns, which the "Indians" had never seen before. But with this epidemic of smallpox and the decimation of the native population, the ~~peoples~~^{Europeans} were forced to look for new sources of labor. And so they turned to Africa as shown in Document 6. The peoples of Africa were shipped to the Americas like merchandise, tightly packed together that they became "coffin ships". The documents don't mention the extraordinary number of Africans who never made it to the Americas because they died during the "Middle Passage." (01) The survivors were enslaved and became the economic basis for the success of the Triangle Trade. This slavery continued for years to come. (01)

Another disease that is fairly new to the world is HIV which causes AIDS. No one knows for sure exactly how the disease came into being in humans (01), but as shown in documents 7, 8, and 9, we do know how it's spreading. As shown in Document 7, one way it is spreading is through blood banks run by people who had no previous knowledge of HIV or AIDS. The blood was used unchecked and infected blood was transfused to more and more people daily leading to more and more deaths. In document 8, misconceptions and pure deceit are influencing important officials into believing that AIDS and HIV are not dangerous. This allows time to pass and more people to die when these governments should be funding research to cure or prevent the disease. It has gotten so bad that at a recent Convention, the president of Africa expressed his doubt of the existence of AIDS or HIV. (01) And in Africa where HIV and AIDS are most present, death certificates where AIDS should be put as the cause of death, it isn't (01) Although there are many effects of AIDS, one of the major effects is the economic consequences. Lost wages for individuals and families, high health costs, lost productivity for businesses, and loss of brain power for research and development all contribute to economic decline in some countries.

In conclusion, diseases play a major part in the history of the world. Diseases can significantly affect societies and cause.

other changes to societies. In today's world where AIDS becomes more and more common by the day along with other STD's, a disease is a major issue in the world we live in.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining why smallpox and AIDS spread and by discussing the effects of each epidemic
- Is more analytical than descriptive (*Smallpox*: one major cause of slavery of African Americans; neither Spanish flu or SARS comparable to native experience with smallpox; not many left to work and provide necessities in life; Indians conquered easily with horses and guns because they had never seen them; decimation of native population forced Europeans to look for new sources of labor; peoples of Africa shipped to America like merchandise, tightly packed together; *AIDS*: fairly new to the world; no one knows for sure exactly how the disease came to humans; misconceptions and pure deceit influencing officials into believing AIDS and HIV not dangerous; governments should still be funding research to cure or prevent the disease)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Smallpox*: common disease in Europe in 16th century; Europeans develop a certain level of resistance to disease; end of World War I; much of world suffered from Spanish flu and some say it killed twice as many as World War I; China recently frightened by outbreaks of SARS; survivors left with blisters and looked like lepers; Native Americans used as slave labor on haciendas; coffin ships; Middle Passage; slaves were economic basis for success of Triangle Trade; *AIDS*: economic consequences; lost wages for individuals and families; high health costs; lost productivity for businesses; lost brain power for research and development)
- Richly supports the theme with many relevant facts, examples, and details (*Smallpox*: never seen until European explorers led by Cortés and Pizarro came in search of riches; disease introduced to natives and spread throughout Americas; population in provinces of New Spain reduced to half of original; since everyone infected at about the same time, could not take care of themselves let alone each other; *AIDS*: spread through blood banks run by unknowledgeable people; President of Africa expressed his doubt about existence of AIDS and HIV; HIV and AIDS most present in Africa)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that explains how diseases play a major part in the history of the world

Conclusion: Overall, the response fits the criteria for Level 5. Relevant outside information is effectively integrated with document information. The explanation of the spread of the epidemics is used as a successful prelude to discuss the effects of the epidemics.

Societies, as much ^{as} hundreds of years ago as to today, have been shaped by many factors such as widespread epidemics. Europe in the 14th century and Central and South America in the 16th century are two places affected by major diseases such as the Bubonic Plague and Small pox.

Europe, in the 14th century was not one of the most sanitary places to live in (Noel). The streets were filthy. For example, people would throw dirty bathwater or basins full of waste out of their windows and onto the street below and on whatever unfortunate person happened to be underneath at the time. This is how the custom for women to walk near the building and men to walk near the street came into being. Unsanitary conditions like these made it easier for the Bubonic Plague (also known as the Black Death or Black Plague) to spread. It is believed that the plague came from trade with Asia. It was carried by infested rats which carried infected fleas which in turn infested the people.

It soon became clear all over Europe that no area of human activity was safe from the plague and that there would be no satisfactory explanation for the plague. People reacted in both rational and irrational ways. Because of fear of the plague, people shut themselves in their homes in a pitiful attempt to not contract the disease (lockdown). Black flags were raised up to warn travelers not to enter the town. Entire families were eradicated. Supposedly, the nursery rhyme "Ring Around the Roses" was made up at this time by children describing the symptoms of the plague, such as a rash ("ring around the roses"), the superstition of filling your pockets with posies and herbs to starve off the disease ("pocket full of posies"), the coughing fits ("ashes, ashes"), and finally, death ("we all fall down"). There was a sort of common thread among the classes during this time. Various woodcuts and other art, made the point: no one was safe, be you a priest, a king, a farmer, or a beggar. After the

Black Death died down (no pun intended), many lands were empty of owners and crops grew wildly with no one to tend them (Doc. 3). Greedy people, of course, take advantage of this fact. There was a surplus of crops in the fields but there was a shortage of food. Things became very scarce because there were not enough laborers to harvest the crops. Workers got smart and demanded higher wages and as a result, prices went up & the economy was unstable.

Fast forward to the 16th Century and we come to the Age of Exploration. People are traveling to the Americas in search of new opportunities, gold, and glory. Among them are Christopher Columbus, Fernando Cortes, and Pizarro. Coming to the Americas would, of course, cause confrontations with the Indians there. In the end, the Europeans took over. Horses and guns gave them a military advantage. But, also, disease played an important factor. The Europeans brought over the disease of smallpox to the Americas. The Indians had no natural

Immunities to it, and so they "dropped like flies." Europeans thrived and the Indians starved and died (Doc. 5). The Spaniards implemented the encomienda system. The few disease-free Indians were made into slaves for the Europeans and thus were treated unfairly. The population declined, so the Europeans had to look for slaves elsewhere, namely Africa (Doc. 6). Priests like la Casas protested against Indian enslavement but unintentionally brought African enslavement. His suggestions eventually led to the end of the encomienda system.

Both of the epidemics have brought about long lasting effects to societies globally, be it customs or traditions. Epidemics, such as these, have cropped up and will crop up in the future. Who knows what devastating effects they will bring?

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining why the Black Death and smallpox spread and by discussing the effects of each epidemic
- Is more analytical than descriptive (*Black Death*: Europe not one of the most sanitary places to live in; people shut themselves in their homes in a pitiful attempt to not contract the disease; no one safe; crops grew wildly with no one to tend to them; surplus of crops in the fields, but shortage of food; greedy people took advantage; demand for higher wages from workers resulted in higher prices and unstable economy; *Smallpox*: controversies between Indians and explorers; Europeans thrived and Indians starved and died; few disease-free Indians made into slaves for Europeans; la Casas was ignored like the English king because of economic realities)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Black Death*: people throw dirty bathwater or basins full of water out their windows and onto the street below and on whatever unfortunate person is walking below; why women walk near the building and men walk on the outside; plague from trade with Asia; black flags raised up to warn travelers not to enter the town; connection and meaning of nursery rhyme “Ring Around the Rosie”; various woodcuts and other art; *Smallpox*: people traveling to Americas in search of new opportunities, gold, and glory; horses and guns gave Europeans a military advantage; Indians had no natural immunities to smallpox so dropped like flies; encomienda system)
- Richly supports the theme with many relevant facts, examples, and details (*Black Death*: filthy streets; carried by infested rats which carried infected fleas which in turn infected people; entire families eradicated; *Smallpox*: Columbus; Cortés; Pizarro; Europeans brought smallpox to Americas; Indians treated unfairly; population declined; Indian enslavement)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that goes somewhat beyond a restatement by discussing the future

Conclusion: Overall, the response fits the criteria for Level 5. Historical anecdotes (development of walking etiquette and *Ring Around the Rosie*) are effectively used to complement document analysis. Well-placed historical details strengthen the response.

Throughout the history of the world, epidemics and diseases have been the source of death and destruction of human lives.

Two examples are AIDS and the Black Death in the 14th century. Thousands perhaps million of people have died from a disease that should not be spreading like it is/has.

AIDS is a disease found throughout the world. It is thought to have originated from monkeys but that theory has not been proven. Approximately 26 million people in Africa have AIDS mainly because the correct precautions are not being taken. If medical equipment is cleaned or sterilized AIDS would not spread as easily as it has. If people have unprotected sex they can also spread it. Document 9 says that drugs cost more than \$10,000 a year. These numbers are terrible. More and more people are dying everyday because medical treatment to save peoples lives costs too much. The troubled economy of African nations and limited resources of the people makes it difficult to help people with AIDS. Some countries with an AIDS problem will not admit to it though, such as China. Like the SARS virus of today, China has tried to cover it up and deceive the world. This makes getting help to these people even harder.

AIDS has affected both India and Africa.

AIDS has created 12 million orphans in Africa. And in document 8, the U.N. estimates 37 million people in India could have AIDS in the next 10 to 15 years although Indian cultural norms and taboos have made it difficult for Indians to address the problems of AIDS. Factors like these make AIDS next to impossible to stop, unless governments are willing to act differently and take measures to re-educate people and find funding for massive campaigns.

The Black Death in the 14th century was a major killer. In document 1 it says that an estimated 1/3 of Europe's population was killed by the disease. Medicine of the day and research were not what they are now. A lot of people just died in their homes because they had thought seclusion would protect them. Document 2 says neighbors knew someone died because of the awful stench of rotting bodies. The lower classes were almost entirely wiped out and many potential leaders were lost from the wealthier classes. The lower class came into more contact with the rats that Document 1 refers to. The rats spread the plague when infected fleas attached themselves to the rats and entered Europe on the trading ships and millions died.

Perhaps Europe would not be the way it is today if the Black Death hadn't spread like it did. The people who suffered couldn't have had an idea of how much the Eastern goods would cost them.

A lot of people lost faith in religion and started to question the Church because it could not explain or stop the disease.

In conclusion, the carelessness of humans and the uncontrollable spread of diseases had a great effect on society. People in Africa die because of lack of medical care the same as people died in Europe from the Black Death. Until countries admit to their problems and get the help, the spread of deadly diseases will not stop.

Anchor Level 4-A

The response:

- Develops all aspects of the task by explaining why AIDS and the Black Death spread and by discussing the effects of each epidemic but discusses AIDS more thoroughly than the Black Death
- Is both descriptive and analytical (*AIDS*: deaths occur mainly because correct precautions are not being taken; cleaning and sterilization of medical equipment would help; cultural norms and taboos make it difficult to address the problem; *Black Death*: research not what it is now; thought seclusion would protect them; people who suffered could not have an idea of how much Eastern goods would cost them)
- Incorporates relevant information from documents 1, 2, 7, 8, and 9
- Incorporates relevant outside information (*AIDS*: thought to have originated from monkeys but theory not proven; unprotected sex can spread disease; troubled economy and limited resources made it difficult to help people; like SARS virus of today, China tried to cover up and deceive the world; funding for massive campaigns; *Black Death*: many people lost faith in religion and started to question the Church because it could not explain or stop the disease)
- Supports the theme with relevant facts, examples, and details (*AIDS*: medical treatment costs too much; *Black Death*: stench of rotting bodies; lower classes almost entirely wiped out and many potential leaders lost from wealthier classes; more contact with rats who spread plague; rats entered Europe on trading ships)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarize the effects of the epidemics

Conclusion: Overall, the response fits the criteria for Level 4. Although the effects of the Black Death are discussed before the explanation of why the epidemic spread, the development of both epidemics is effectively focused on addressing the task. The essay makes good use of pertinent outside information. However, the explanation about the spread of and the effect of AIDS is more thorough than that of the Black Death.

With the development of one foreign agent, an entire country can be affected. Throughout global history, rapidly spreading diseases have had an impact on many societies. Both the Black Death in the 14th century and AIDS in the 20th and 21st centuries have had significant effects on societies. With the effects of the epidemic spreading, both societies have experienced significant change.

The Black Death is a horrible disease that ^{not only} impacted the lives of those who contracted the disease but also the lives of the rest of society. The Black Death, a foreign agent traveling from the East into Europe affected Europeans with extravagant speed and force. Document 1 states, "the bubonic plague entered Europe along trade routes from the East." As a result of the Crusades, the European desire for spices and silks made trade with the East profitable and helped develop the economy. Another way the plague spread was by fleas that traveled on black rats that were part of the cargo on many ships along the numerous trade routes from the East. With the development of new cities, unsanitary conditions were very common. Overcrowding led to an easier chance of catching such a disease. The number of antigens that affect the body from a foreign agent like the Black Death are too numerous for the body to handle. Most people in the

Middle Ages didn't know this. Document 1 states, "fourteenth century medicine was at a loss to explain the process of infection." Information such as pathogens, antigens, and antibodies were not common during this time period. Many of the inefficient methods to control the Black Death led to effects on society. To begin, Document 1, states, "the best estimate would be about one-fourth to one-third of Europe's population. In many crowded towns the mortality rate exceeded fifty percent." With such tremendous fatality rates, European societies began to change quickly. Isolation became very common to prevent the spread of this disease. With the information regarding the inability to treat this plague people were not willing to take chances. Document 2 states, "most of them remained in their houses, either through poverty or in hopes of safety, and fell sick by the thousands." Despite the idea of isolation thousands began to die & hope began to diminish. Being isolated provided people with no care, further increasing their chances of death. In Document 3, Henry Knighton, a 14th-century author, describes the effects of the Black Death in England. "There was no one to look after people's possessions. And thus the necessities of life became so dear." Overproduction became very common because no one wanted to leave their homes at a

chance of death. Many deaths led to a decreasing economy and too many jobs and not enough workers.

Similarly, HIV began to spread rapidly but for many different reasons. AIDS is a disease that begins as HIV and develops into AIDS over time. Once again, there is no definite cure, increasing the chances of this disease to spread. This virus can be in a human for 10-15 years without the knowledge of that person, further increasing the possibility of it spreading. Although there are many more misconceptions about AIDS, it can not be spread from saliva, but instead from blood, sexual contact, and breast feeding an infant, or through breast milk. Some other human actions are just as important in accounting for the spread of AIDS. Document 7 states, "in the 1990's after selling blood at government-owned collection stations under a procedure that could return pooled & infected blood to donors." In the past, without knowledge of AIDS, spreading it became very easy but still today the fact that many individuals ^{are indifferent} leads to an increase chance of spreading. Document 8 states, "Misconceptions, taboos and outright deceit have fostered denial among both officials and the broader population." By acting as if such a dangerous disease is not important or being reluctant to tell others can not only effect yourself but can endanger the lives of many others. AIDS has also effected many

societies. Document 8 states, "A mind-boggling 37 million people in India could be infected over the next ten to 15 years." Because many do not acknowledge this disease, including leaders, it becomes hazardous to society. Across the African continent, "AIDS has robbed schools of their teachers, hospitals, and their doctors and nurses, and children of their parents." (Document 9) ~~Such~~ Such a disease can lead to a faltering economy that doubly affects the people and deprives individuals ~~chance~~ of proper education + proper medical care. Many poor regions are unable to afford the drugs needed to take ~~daily~~ daily, further denying people a chance at survival.

Throughout history, diseases, such as the Black Death and HIV have negatively impacted societies. Not only does it reduce + decrease economies it also deprives people of their rights to medical attention + education. In hope, future generations will find cures to such diseases, decreasing the death rate of large countries + once again increase economy.

Anchor Level 4-B

The response:

- Develops all aspects of the task by explaining why the Black Death and AIDS spread and by discussing the effects of each epidemic
- Is both descriptive and analytical (*Black Death*: impacts those who contract the disease as well as the rest of society; inefficient methods to control; isolation common to prevent spread of disease; people not willing to take chances; hope began to diminish; many deaths led to decreasing economy and too many jobs and not enough workers; *AIDS*: begins as HIV; no definite cure; by acting as if not important or being reluctant to tell others, lives of many others endangered; disease can lead to faltering economy)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Black Death*: antigens too numerous for the immune system to handle; Crusades give Europeans desire for spices and silks which made trade with East profitable; most people in Middle Ages did not know overcrowding made it easier to catch the disease; *AIDS*: virus can be in humans 10–15 years without their knowledge; cannot be spread from saliva; can be spread from breast feeding or breast milk; many individuals today still in denial which leads to increased chance of spreading)
- Supports the theme with relevant facts, examples, and details (*Black Death*: traveled from East into Europe; trade helped develop economy; fleas traveled on black rats; rats part of cargo on many trade routes from East; unsanitary conditions very common with development of new cities; *AIDS*: selling blood at government-owned collection stations; many people unable to afford daily drugs)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the negative effects of epidemics

Conclusion: Overall, the response fits the criteria for Level 4. Even though much of the essay relies on excerpts from the documents, the inclusion of relevant outside information and historical facts to support the statements strengthens the response. Analysis is implicit in the placement of document information.

Rapidly spreading diseases have had an impact on many societies, throughout global history. The Black Death is one example, which greatly affected Europe's population in the 14th century. AIDS is another disease which causes much trouble throughout the world in the 20th and 21st centuries. Epidemics spread rapidly due to lack of education, poverty, and complications.

The Black Death was a widespread disease that plagued Europe during the 14th century. According to Document 1, the disease was carried by fleas that infected the black rats that lived on the trade ships that traveled from the East to bring spices and silks to Europe. The disease spread very quickly due to the crowded living conditions of the towns, and their unsanitary living conditions. The medicine of the time wasn't advanced enough to figure out the cure for the disease. Priests would visit the homes of diseased people. The priests sometimes dressed in strange outfits with masks to try to cure the infected. When people

Document 1

fell to the disease they acquired boils and conditions like the flu.

The Black plague had a devastating affect on Europe. According to Document 2, the middle and lower class people died in great numbers. Many of them died in their homes and people only realized by the smell of the dead bodies. People killed themselves because they couldn't stand the disease. Important people, nobles, and families were deceased as well as the lower classes. In other words, wealth didn't protect you. About a third of the population living in Europe died due to the plague. The plague

Document 2

also caused economic disorder and chaos throughout Europe. There was an over abundance of wheat according to Document 3, and the few workers who remained were payed whatever they ~~were~~ demanded. Inflation occurred and the living conditions were more harsh than ever.

Document 3

Another disease that is a problem today as much as ever is AIDS. According to Document 7, AIDS is a great problem in Donghu, China. More than eighty percent of male citizens carry the virus and more than sixty percent are suffering

Document 7

from the disease symptoms. The disease began spreading there when blood donors received pooled blood that was infected by the disease. It continues to spread because officials don't want to publicize research due to embarrassment. According to Document 8, misconceptions, taboos, and uneducation lead to the spread of the disease. Due to this 37 million people may be infected in India over the next 10 to 15 years. In Africa, rumors and myth continue to promote unsafe sexual practices. This leads to the spread of the disease. Lack of money and education prevent the government from teaching the people about the disease and how to prevent it.

Document 7

Document 8

AIDS has a devastating effect of the societies it affects. According to Document 9, AIDS in Africa robs schools of their teachers, hospitals of their doctors and nurses, and children of their parents. AIDS has created about 12 million orphans in Africa and in some families as many as ten children are cared for by just an older sibling. The people of Africa are too poor to afford the expensive medication. The average salary in some areas is two dollars a

Document 9

day, whereas the medicine costs ten thousand dollars or more a year. Out of the twenty six million AIDS infected Africans only ten thousand have access to the drugs. Drug prices remain artificially high because pharmaceutical companies monopolize the price. Recently, the United Nations has negotiated lower prices for Africans. Thousands of people die everyday due to AIDS. However, uneducation, lack of money, and an unco-ordinated global response contribute to the spread of the virus.

Document 9

Throughout history, rapidly spreading diseases have had an affect on societies around the world. Wether it is the people with the disease, or the people trying to help them. One example is The Black Plague, or Bubonic Plague, which eliminated about a third of Europe's population and had a lasting affect on Europe. Another example is AIDS which still is a widespread problem today, due to uneducation, lack of money, and poor sanitation.

Anchor Level 4-C

The response:

- Develops all aspects of the task by explaining why the Black Death and AIDS spread and by discussing the effects of each epidemic
- Is both descriptive and analytical (*Black Death*: medicine not advanced enough to figure out the cure; devastating effect on Europe; many killed themselves because they could not stand disease; important people as well as lower classes diseased; few workers who remained were paid what they demanded; *AIDS*: officials do not want to publicize research due to embarrassment; few have access to drugs; lack of education and money contribute to spread; uncoordinated global response)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Black Death*: trade ships brought spices and silks to Europe; priests dressed in strange outfits with masks visited homes of diseased people; infected acquired boils and conditions like flu; wealth did not protect you; caused economic disorder and chaos; inflation; *AIDS*: rumors and myths continue to promote unsafe sexual practices; pharmaceutical companies monopolize price of drugs; United Nations negotiated lower drug prices for Africans)
- Supports the theme with relevant facts, examples, and details (*Black Death*: widespread disease; carried by fleas that infected black rats who lived in trade ships; crowded conditions and unsanitary living conditions in towns cause disease to spread quickly; many died in homes; *AIDS*: blood donors received infected blood; robs schools, hospitals, and children)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarize the effects of the Black Death and AIDS and state how epidemics spread rapidly as a result of lack of education, poverty, and complications

Conclusion: Overall, the response fits the criteria for Level 4. The effective integration of outside information and specific historical details strengthen the response. The discussion shows a good understanding of the reasons for and the effects of epidemics.

Throughout history, rapidly spreading diseases, such as AIDS and smallpox, have completely changed the lifestyles, and cultures even, of many societies. These changes have even had dominoe effects that ~~spread~~ have impacted societies that are miles, sometimes oceans, away.

Smallpox began it's deadliest effects when Europeans discovered Latin America. As shown in Document 4, the areas visited by European explorers fell to this new disease they carried unknowingly with them. Because the Native Americans had never faced smallpox, or anything like it, before, they had no form ^(OI) of ~~immune~~ immunity in their bodies to it. As seen in Document 5, ~~they also~~ because they had never faced this disease before, they had no medical remedies for it.

The effect of this newly introduced virus was horrific for the native Latin Americans, however, it was also horrific for native Africans. As the Europeans continued exploring Latin America, they also began ^(OI) setting up colonies there and enslaving the Native Americans. ~~The~~ smallpox they were spreading, however, ended up, wiping out small tribes of the Native Americans completely.

and nearly ~~off~~ wiping out the larger ones. Because of this, the Europeans colonists began running out of slaves, and as you can see in Document 6, they began looking to Africa to ~~fill the~~ take the place of the Native Americans. This caused great devastation to the native Africans as families were torn apart (OI) by slave traders to be sent onto the ~~slave~~ Triangular Trade. The enslaved Africans now had to suffer crowded, filthy trade ships with barely enough food and water to keep ^{being kept} them alive. Even once they got off the trade ships, the conditions they now had to face weren't much better. The lives of the Native Americans now barely existed and the lives of the Africans involved in slave traded weren't much better.

The AIDS virus, which began its epidemic 4 centuries after smallpox, has caused ^{just} as much destruction. (OI) It was first found in Africa and has since spread all over the world. One form of transmission has been through the mixing of infected blood with noninfected as shown in Document 7. ~~Another way~~ ^{Another way} (OI) it is known to be transmitted is through sexual intercourse. ~~and infected~~ The main reason it has spread so far, so quickly, is because of the neglect of governments to recognize and respond to the

disease. (Document 8) The governments of China, India, and South Africa, for instance, ~~are~~ which are 3 of the most infected countries, are guilty of this neglect. Instead of taking measures to slow or prevent the rapid spread of AIDS, these governments have ~~could~~ chosen to ignore the problem.

Two microscopic viruses, unrelated 400 years apart, have greatly devastated many societies. They have torn families apart, and forced people and children to live through horrible conditions. However, ~~and~~ these ~~small~~ similarities may hold hope. If smallpox was conquerable, perhaps AIDS will be too.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth, explaining why smallpox and AIDS spread and discussing the effects of smallpox
- Is more descriptive than analytical (*Smallpox*: began its deadliest effects when Europeans discovered Latin America; Europeans unknowingly carried it with them; horrific effects of new virus for native Latin Americans; *AIDS*: caused as much destruction as smallpox; mixing of infected and non-infected blood)
- Incorporates some relevant information from documents 4, 5, 6, 7, and 8
- Incorporates limited relevant outside information (*Smallpox*: Native Americans had no form of immunity because they had never faced smallpox or anything like it; devastation as African families torn apart by slave traders on Triangular Trade; crowded filthy trade ships with barely enough food and water; *AIDS*: transmitted through sexual intercourse)
- Includes some relevant facts, examples, and details (*Smallpox*: no medical remedies; setting up colonies and enslaving Native Americans completely wiped out small tribes and most of larger ones; Africans took place of Native Americans; *AIDS*: first found in Africa but since spread all over the world; neglect of governments to recognize and respond to it; China, India, and South Africa all infected)
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that summarizes the similar negative effects of smallpox and AIDS and speculates that since smallpox was conquered perhaps AIDS will be, too

Conclusion: Overall, the response fits the criteria for Level 3. Despite detailed outside information, the response is weakened because all aspects of the task are not addressed. The information on how smallpox spread is limited. Succinct statements are made to use the document information effectively.

Throughout history, rapidly spreading diseases have had a grave impact on many societies. Epidemics, such as the Black Death in the 14th century and AIDS in the 20th and 21st centuries have had significant effects. Many people have died and many economies and cultures have even been changed.

The Black Death or bubonic plague in 14th century England left a great mark on the societies that were around at the time. The plague was carried by fleas that infested black rats that came to Europe on trade ships from Asia and the East. The plague spread extremely quickly because of unsanitary conditions. Towns were extremely overcrowded and people threw garbage in the streets from their windows so there were more places attracting rats. About a third of the population in Europe died. Medicine at the time was not able to find a cure and would've been unavailable to many of the lower class anyway. (Document 1) The lower and middle class probably suffered the most most remained inside and died in their

homes. Since they received no care, almost all of them died. So many famous names, possessions and estates went without heir. (Document 2) On top of that, all of the deaths left an overabundance of grain. Although the king issued a statute that field workers take no more than in the past, they did anyway. This greatly affected the economy making prices of necessities go up. Overall this plague made life so much harder in England. (Document 3)

HIV is a retrovirus that develops into AIDS, an ultimate breakdown of the immune system. As of the 20th and 21st century it has become the new rising epidemic. In Donghu, China more than 80 percent of adults are carriers of HIV. Many contracted the virus from blood drives and now through a number of other routes^{of bodily fluids}. Due to embarrassment the government has banned research and public awareness of the epidemic. Because of all this the need for orphanages for those whose relatives die of HIV is gradually increasing. (Document 7) This is similar to the problem in India where misconceptions and

taboos decrease the awareness of the true causes and effects of the HIV virus. This increases the number of people unknowingly contracting and spreading the virus. This is also seen in Africa where misconception has led to the largest population of HIV carriers in the world. ^(document 8) Here the problem also comes from an extremely large amount of prostitution. Across Africa AIDS has taken many lives. Until recently orphans were rare because families usually took in the orphans of their relatives but now the number of orphans has greatly increased. Also the poverty of the people greatly limits them. The medicine to control HIV and delay the onset of AIDS are extremely expensive. Only about 10,000 people can afford it.

Overall disease epidemics have ^{had} extreme effects on all regions of the world and will continue to do so unless countries are willing to swallow their pride and do something about it.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth, explaining why the Black Death and AIDS spread and discussing the effects of each epidemic
- Is more descriptive than analytical (*Black Death*: spread extremely quickly because of unsanitary conditions; economy affected as prices of necessities increased; made life harder; *AIDS*: ultimate breakdown of immune system; new rising epidemic; due to embarrassment, government banned research and public awareness of epidemic; need for orphanages increases because no relatives to take in orphans; in India, misconceptions and taboos decrease awareness of true causes and effects, which increases the number of people unknowingly contracting virus; poverty of people greatly limits them)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates some relevant outside information (*Black Death*: people threw garbage from their windows so there were more places attracting rats; medicine not able to find cure and would have been unavailable to many of lower class; *AIDS*: HIV retrovirus that develops into AIDS; large amount of prostitution in Africa)
- Includes some relevant facts, examples, and details (*Black Death*: bubonic plague; carried by fleas that infested black rats that came on trade ships from Asia and the East; towns overcrowded; about one-third of European population died; many estates left without heirs; deaths left overabundance of grain; *AIDS*: eighty per cent of adults are carriers in Donghu, China; medicine extremely expensive)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion stating that the extreme effects of epidemics will continue unless countries are willing to swallow their pride and do something about it

Conclusion: Overall, the response fits the criteria for Level 3. Much of the response is composed of bits of information from the documents with a few pieces of outside information. However, the organization of the response is effective in demonstrating the relationship between the reasons the epidemics spread and the effects.

Throughout global history, rapidly spreading disease have had an impact on many societies. Epidemics such as the Black Death in the 14th century, smallpox in the 16th century, and AIDS in the 20th and 21st century have had a significant effects on societies.

According to document one, the black death was carried by fleas that infested black rats that carry the disease. As people travel on the sea to different countries through trade, they got the disease in the ship. When the rats drink on their water or food, and when they eat that food they get the disease too. They also spread the disease to anyone they come in contact with during their business. The black death is a disease that make black spots on their skin, make them vomit blood and also fever. They didn't know the cause of the disease and later ~~they~~^{some} accused the Jewish people of poisoning their foods and drinking water. At that time they don't have doctors to explain the process of the infection and the unsanitary conditions of the towns also encouraged the spread of the disease.

According to document two many people die as a result of the plague. The poor wretched peasants and their families were without doctors and any assistant,

to help them so they perished on the high ways in their fields. and horses, night and day, more like beasts than men. At first, they think that it is a curse that God has put on them. They started beating themselves with flagelas until blood comes out of their body. As a result of this many people died.

In England, the plague had a great effect on their Economy. As many people die, the population decreases and they had less people to work on the farms. Animals were wandering about without a keeper, some migrated to different regions and plants and other foods got rot because they had nobody to take care of it. As a result of this the economy or changed fall greatly and goods that were sold for 1d, now cost 4d or 5d. (Doc. 3)

HIV is a virus that attacks the body's immune system. According to document 7 HIV spreads through the selling of blood at government collection stations, under a procedure that could return pooled and infected blood to donors. It also spread because they didn't check whether the donors have HIV or not they just take the blood and sell it to patients. And if that donor have the HIV and they transfer the blood to a person without HIV she or he may get the disease. poverty can also

lead to the spread of HIV. Some people don't have the money to go to the hospital to do check up or buy condoms to protect themselves during sex. When they had sex with someone with the virus, they may get the disease too. Illiteracy is another way that HIV can spread, if people aren't educated and do not have ideas about the disease they may easily get the disease and spread the disease to others.

According to document 9 HIV has a great effect on Africa. The AIDS has cause millions of orphans in Africa. This is due to poverty and illiteracy. People in Africa especially those in the rural areas are poor and illiterates. They can't afford the money to buy condoms or go to the hospital to do checks up and it is due to illiteracy because some may not even have the idea about the disease. In the villages they may use the same needle to inject two or more people which will help spread the disease. This virus has kill millions of the African population and making children orphans without parents, which will lead to poverty and starvation. For example if you have like 9 kids without parents, the older sister or brother had to work hard to feed them

and it's not going to be easy. Life will be difficult for them without their parent.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth, explaining why the Black Death and AIDS spread and discussing the effects of the Black Death
- Is more descriptive than analytical (*Black Death*: disease on ships that travel to different countries for trade; no doctors to explain process in infection; unsanitary conditions in towns encourage spread; people perished more like beasts than men; *AIDS*: blood donors not checked for HIV; poverty means some cannot go to hospitals or buy condoms)
- Incorporates some relevant information from documents 1, 2, 3, 7, and 9
- Incorporates some relevant outside information (*Black Death*: contamination of food by rats; spread of disease when conducting business; leads to black spots on skin, vomiting, and fever; some accused Jewish people of poisoning food and drinking water because they did not know the cause; people think it is a curse that God has put on them; started beating themselves with flagellates until blood comes out of body; *AIDS*: illiteracy contributes to spread; use of same needle spreads disease)
- Includes some relevant facts, examples, and details (*Black Death*: carried by fleas that infested black rats; population decreases; less people to work on farms; some animals migrated to different regions; rotting of food because no one to take care of; *AIDS*: attacks body's immune system; selling of blood at government collection stations; infected blood returned to donors)
- Demonstrates a satisfactory plan of organization; includes an introduction restates the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Despite the repetitive statements, relevant outside information supports the points taken from the documents. Although the response focuses on the reasons the Black Death and AIDS spread, it provides limited information on the effects. The development shows a good understanding of most aspects of the task.

Throughout ~~history~~ global history, rapidly spreading diseases have had an impact on many societies. People have tried to fight off these diseases such as, the Black Death and smallpox. ~~Many~~ Many countries don't have the money to get the proper medical treatment.

In Document 1, it states how the leading cause of the Black Death began. It was carried by fleas and was transferred into black rats. As Europeans were trading with other foreign countries, they spread the disease into different areas causing a outbreak of the bubonic plague.

In Document 2, it states the difficulties people had to live by during the period of the Black Death. As the spreading of the plague worsened, people isolated themselves in their homes. The idea of quarantening themselves did not work as they were ill. ~~People only could~~ Neighbors could only tell if their neighbors were dead by smelling their decaying bodies. People would leave the bodies in the house to be their permanent resting spot.

In Document 4, it states how smallpox was introduced to other countries, like Central and South America. Western Europeans were exploring and using their trade route, they brought the disease with them. ~~Other~~ Foreign countries weren't immune to the disease, so it broke out ~~at~~ along Central and South America.

In Document 5, it states the results and how Latin Americans took care of the smallpox epidemic. The Indians didn't know

Cure for smallpox. They started to bath more often even if they had the disease. Starvation became an important role of it as well. Their population were all affected by it, they didn't have anyone to give them bread. A smallpox outbreak might occur in present day also. Many people are getting vaccinated already to prevent a chance of the epidemic. Many countries have had major losses in society from different diseases. But now as technology is advancing cures for diseases are almost unlimited.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task, briefly explaining why the Black Death and smallpox spread and discussing the effects of each epidemic
- Is primarily descriptive (*Black Death*: from Europeans trading with foreign countries; they spread the disease into different areas; difficulties living during Black Death period; plague worsened as it spread; people isolated themselves in their homes; bodies left in houses as permanent resting spot; *Smallpox*: Indians did not know cure for disease); includes weak application and analysis (foreign countries not immune to smallpox; starvation became an important role; population all affected by smallpox; they did not have anyone to give them bread)
- Consists primarily of relevant information restated from documents 1, 2, 4, and 5
- Presents some relevant outside information (smallpox outbreak might occur in present day; many people today getting vaccinated for smallpox)
- Includes few relevant facts, examples, and details (*Black Death*: carried by fleas and transferred onto black rats; bubonic plague; smell of decaying bodies; *Smallpox*: introduced to other countries [regions] like Central and South America; disease brought over when Europeans exploring and using trade routes); includes an inaccuracy (Indians started to bathe more often even if they had the disease)
- Demonstrates a general plan of organization; includes an introduction that states that many countries do not have money to get proper medical treatment and a conclusion that states because of advancing technology, cures for diseases are almost unlimited

Conclusion: Overall, the response fits the criteria for Level 2. Information from the documents is summarized. The statement about smallpox vaccinations in the present day is good outside information, but it is an isolated example.

In history fast spreading sicknesses can largely affect to population of a country. There are many different fast spreading diseases like the Black Death, smallpox, and AIDS.

In document #2 it tells why the Black Death spread. It spread because there were very unsanitary conditions. All of the dead bodies were everywhere. Most of them were peasants. Document #1 tells ~~at~~ what the plague was spread by. Rats and fleas were what spread the plague. Document #3 shows the effect of the plague on society. All the food prices went up because the workmen would not agree with the kings prices.

Smallpox is another disease that spread fast. It reach the Americas from the Spanish as shown in Document #4. Document #5 shows the effect it had on the Indian society. The Indians were never exposed to this so they had no tolerances

for the disease so it killed many of them. They didn't know how to treat it either.

Epidemics can spread and largely affect a country. Those are some of the societies affected.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task, briefly explaining why the Black Death and smallpox spread and discussing the effects of each epidemic
- Is primarily descriptive (*Black Death*: dead bodies were mostly peasants; *Smallpox*: Indians never exposed to smallpox so had no tolerance); includes weak application and analysis (Indians did not know how to treat it either)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Black Death*: spread because of unsanitary conditions; rats and fleas spread the plague; *Smallpox*: reached the Americas from the Spanish)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. All aspects of the task are addressed, but in a limited way with a few general statements. The response depends on document information, and the summary on the Black Death results in an overgeneralization (all the food prices went up because the workmen could not agree with the king's prices).

Throughout global history, rapidly spreading diseases have had an impact on many societies. Epidemics such as the Black Death in the 14th century, smallpox in the 16th century and AIDS in the 20th and 21st century have had significant effects on societies.

During the 16th century, smallpox epidemics broke out in Native American societies. The map in Document 4 shows European exploration voyages to Central and South America. Smallpox was introduced to the Americas by ~~the~~ European ~~explorers~~ explorers. According to Document 5, smallpox decreased the ~~total~~ Native population by more than half. Since the Native people were not used to the disease, they had no treatment. Smallpox caused sickness and starvation throughout the Native population. As the explorers moved from place to place, they spread the disease to more ~~and~~ Natives.

The Black Death in Europe during the 14th century spread quickly. ~~Unsanitary~~ Unsanitary conditions in crowded towns encouraged its rapid spread (Doc 1).

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth, explaining why smallpox and the Black Death spread and discussing the effects of smallpox on the native population
- Is primarily descriptive (*Smallpox*: native people not used to the disease; no treatment; as explorers moved from place to place, they spread the disease to more nations; *Black Death*: spread quickly); includes weak application and analysis (since the native people were not used to the disease, they had no treatment)
- Incorporates limited relevant information from documents 1, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Smallpox*: introduced to the Americas by European explorers; decreased native population by more than half; caused sickness and starvation throughout the native population; *Black Death*: unsanitary conditions in crowded towns encouraged rapid spread)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response is a summary of document information. The information about smallpox lacks continuity and this detracts from the quality of the response. The information on why the Black Death spread is very limited.

Aids is a disease that is very well recognize throughtout the United States and other countries as well. Aids has been around for years and many people have been affected by this disease.

According to document 9 Africa has been the most affected by this disease. Africa is a very poor country that is hard to find food and eat. Many children have to suffer and starved because there is no food to eat. Also in Africa Aids has created some 12 million orphans.

In china Aids is also very well recognize. According to document 8 the disease is rarely checked and this is one way that Aids can affect many people in china. Also Aids has been acknowledged for years and whose president remains

doubtful even now about its cause, Today holds the dismal distinction of having the world's largest case load of H.I.V infection and aids 4.5 million.

Also another disease has been around called Smallpox. According to document 5 many people were ill or well and continued to do so even when suffering from smallpox, Also many other died of starvation because as they were all taken sick at once They could not care for each other. Smallpox began to attack the Indians at first. According to document 4 Smallpox outbreaks Among Native Americans people in Central and South Africa.

In conclusion Aids is still around and people are still being affected by the disease because of unprotected sex etc.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by addressing the effects of AIDS and smallpox
- Is descriptive (*AIDS*: has been around for years and many people have been affected by this disease; Africa the most affected by AIDS; *Smallpox*: many died of starvation because they were all taken sick at once and could not take care of each other); lacks understanding and application (AIDS acknowledged for many years and whose president; people whether ill or well and continued to do so even when suffering from smallpox)
- Makes vague, unclear references to documents 4, 8, and 9
- Presents a little relevant outside information (people affected by AIDS because of unprotected sex)
- Includes few relevant facts, examples, and details (*AIDS*: created some 12 million orphans in Africa; China's president remains doubtful about the cause even though AIDS has been acknowledged for years; *Smallpox*: began to attack the Indians at first); includes several inaccuracies (Africa is a country; in China, AIDS is also very well recognized; AIDS acknowledged for years in China)
- Demonstrates a general plan of organization but lacks focus; contains digressions (Africa is a very poor country where it is hard to find food and eat; many children have to suffer and starve because there is no food to eat); includes an introduction that makes several general statements about AIDS and a conclusion that states that AIDS continues because of unprotected sex

Conclusion: Overall, the response fits the criteria for Level 1. Incomplete sentences and lack of continuity contribute to the incoherence of this response. Irrelevant information and randomly selected document statements indicate a lack of understanding of the theme.

Epidemics such as the Black death, small pox and AIDS have spread dramatically through our centuries.

It's taking many of lives, away from kids, parents, doctors, nurses and teacher. It's made a sufficient decrease in our population all across the world.

During the 14th century the black death also known as the bubonic plague, killed a load of people. In document one it stated almost one-third of Europe population was killed, and in many towns the mortality rate exceeded 50%. Europe was amazed at the on take of the Bubonic Plague, and the medicine did not work.

In the 16th century small pox took a large amount of people ~~too~~. In India too, many died of starvation, because no one took care of them. It's believed that these ~~also~~ disease were caused by rats and other insects coming

into our country. THESE ~~AREA~~ DISEASE
had many effects on our people.
It had death, starvation, and
kids living without love & care
of the parents.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by addressing the effects of the Black Death and minimally addressing the effects of smallpox
- Is descriptive (*Black Death*: medicine did not work; diseases led to death, starvation, and kids living without love and care of parents); lacks understanding and application
- Makes vague, unclear references to documents 1, 3, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Black Death*: 14th-century Black Death also known as the bubonic plague killed a load of people; one-third of European population killed; in many towns, mortality rate exceeded fifty per cent; *Smallpox*: many died of starvation because no one took care of them); includes inaccuracies (India confused with Indians in the Americas; smallpox carried by rats and other insects)
- Demonstrates a general plan of organization but lacks focus; does not clearly identify which aspect of the task is being addressed; includes an introduction that is somewhat beyond a restatement of the theme and lacks a formal conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Inaccurate facts (rats caused smallpox) and general statements show a limited understanding of the effects of epidemics. Document information is stated, but the lack of continuity detracts from the overall response.

Throughout global history, rapidly spreading diseases have had an impact on many societies. Epidemics such as the Black Death in the 14th century, smallpox in the 16th century, and AIDS in the 20th and 21st centuries have had significant effects on societies. Of these epidemics, the two most devastating have been the Black Death and smallpox. These diseases were introduced by outside forces and had tremendous impacts on society.

The Black Death occurred in Europe in the 14th century. It was carried by fleas that infested black rats and accompanied sailors on their trade routes. After trading with the East for items popularized by the Crusades, where they had originally obtained the bubonic plague, sailors brought it back to Europe via the Mediterranean trade routes. It spread at an alarming rate. The Bubonic plague was spread in various ways. (Doc. 1) The unsanitary conditions of towns in Europe encouraged the spread of this disease. Since people were crowded together with unsanitary living conditions, it was easily spread. People were used to dumping garbage onto the streets where animals also roamed and there was no adequate sewage system. Another factor which helped to spread the disease was that medicine was at a loss to explain the process of infection. Since even the most knowledgeable people did not know how to

prevent or cure the disease, it continued to spread quickly. Traditional practices such as bleeding and isolation did not work. Even burning clothing and homes of the dead didn't help.

The Black Death had very devastating effects on European society. (Doc 2) one impact was that many people died due to lack of medical attention. People died by the thousands ^{or} both in cities and rural areas. In addition to a large death toll, the Black Death had numerous effects on European economies. (Doc 3) crops had flourished during the epidemics however, due to the number of sick and dead people, farmers could not harvest everything by themselves. As a ^{or} result, many crops perished. Farmers who could afford it hired workers to help them manage their farms. Since there was a shortage of workers, who knew that they were needed, they took advantage of farmers and charged high fees for their services. Another effect on the economy resulted from the need of food. Since people were desperate for food, substances that once cost 1d rose to 4d or 5d. This inflation helped some however, it hindered other people.

Another disease similar in velocity to Black Death was smallpox. This epidemic occurred in Central and South

America in the 16th century. Smallpox was introduced to these nations through contact with Europeans traders (Doc 4) Central and South America were major centers of European trade during the 1500s. Traders such as Columbus and Cortés brought new ways of life to the Western Hemisphere, however, they also brought disease. Since the peoples of central and south America were unfamiliar and not immune to smallpox, the disease spread quickly among the people. Many didn't know that they had it until it was too late. In addition, since traders visited numerous areas of the continent, they introduced the disease to various peoples.

Smallpox effected the people of central and south America just as the Black Death effected Europeans. (Doc 5) One result of the smallpox epidemic was that many people died of starvation. Since many people became sick at once, they could not take care of each other. Another result of the disease was a very large death toll. Entire villages died due to the epidemic. Inexperience with the disease also contributed to these results. Since the people had no remedies for smallpox, they could not help the sick and dying. As a result, Europeans had to find a substitute for the Native American work force. Africans provided the answer and the Atlantic slave trade

began. The practice of slavery has had repercussions in the Western Hemisphere even to today.

In conclusion, rapidly spreading diseases have had a tremendous impact on societies. In Europe, the Black Death claimed many lives while smallpox did the same in Central and South America.

Both of these diseases originated from foreign trade and affected people in the same way. Due to lack of medicine and experience, the infected people were unable to survive.

Many diseases have affected a lot of different continents. ~~Some~~ ~~for~~ People didn't know how to treat the diseases that they had caught. The diseases had killed & affected societies greatly during the time periods. The smallpox & the Black Death had both put their toll on the people.

The way that the Black Death had come to be is it traveled on ships that were trading with other countries. In Document 1 it states: "fleas infested rats that had carried across trade routes." It affected them greatly after that. The black death also had affected the societies of Europe. People had no way of telling where the black death was coming from. ~~The~~ People would be in the streets dying. In Document 2 it states that: "neighbors-smellat bodies decaying dead bodies, filled every corner". So the black death had taken a good amount of lives & had economic declines from Europe during the period.

The small pox disease had started over sea and had traveled through ships & trade routes. Document 4 ~~states~~ shows how the trade ships brought the small pox disease right ~~over the~~ across the Central & South America. ~~the~~ It had come right off of the boat into the continent. Small pox also affected the population. Because it was just killing everyone especially Indians. They had no way of fighting the small pox. Because they had no way of knowing what it is. Document 5 ~~has~~ states how many died of starvation & ~~not~~ because no one could take care of each other. They all were sick at once.

The small pox & the Black death both had taken their toll on the continent & on the people who lived there. ~~as~~ well. They needed to become more aware of what they had around them so they wouldn't have had such a bad time period with diseases.

Through global history, rapidly spreading diseases have had an impact on many societies. Two rapidly spread epidemics are the Bubonic Plague (Black Death) of the 14th century and also AIDS in the 20th and 21st century have had significant effects on societies.

The Bubonic Plague spread because it was "carried by fleas that infested black rats ... entering Europe along trade routes" (Doc 1). So many people were ill so ~~po~~ rapidly that they could not all be cared for. Bodies were left in homes to rot and "neighbors smelled their decaying bodies." (Doc 2)

Another epidemic, AIDS, spread due to lack of knowledge. "Misconceptions, taboos and outright deceit" (Doc 3) lead to the spread. "Across the African continent, AIDS has

robbed schools of their teachers, hospitals of their doctors & nurses and children of their parents" (Doc 9). Orphanages were needed and medicine was too expensive.

Epidemics have killed a very high percentage of people. One of the first is the Black Death in the 14th century. Another is the Aids epidemic in the 20-21st century.

The spread of black death in Europe was caused of things like own selfcarelessness.

Throughout history, there have been many epidemics throughout the world. Two of these are the Bubonic Plague and smallpox. These epidemics have greatly affected different societies with great numbers of their population dead and food shortages. A main reason these diseases were able to spread and not be contained was unsanitary conditions as well as bad medical care.

The Bubonic Plague devastated Europe in the 14th century. The plague was spread by fleas on black rats and through infected people, resulting in the death of $\frac{1}{4}$ - $\frac{1}{3}$ of Europe's population. (Doc 1) The plague could have been controlled more if the European people had known about sanitation. People were left dead in the streets or in their houses. Neighbors could only tell when others died by the stench of their bodies. If the people had been able to clean up the bodies, germs wouldn't have reached as many Europeans. In the 14th century, doctors weren't very advanced and were unable to explain the epidemic. As a result of the plague, Europe suffered poverty and starvation. The people ignored the fields to avoid

the plague or because they were dying. Many of Europe's large estates were left abandoned with no heirs. (Doc 2)

After the passing of the Black Plague, there was a great shortage of workers. (Doc 3) The deprived fields needed care. People paid workers more than prior to the plague. Although Europe produced crops, the harvest was a lesser amount to the abundance before the plague.

Another epidemic, smallpox, broke out in the 16th century in Latin America. Smallpox was spread rapidly after contact with European explorers. (Doc 4) In the 1500's many European countries sent people overseas to find raw materials, as well as to spread their religions and ideas. This was called imperialism. When smallpox came to New Spain, half of the Indian population was killed. (Doc 5) Indians hadn't been exposed to European diseases and didn't know how to prevent them. Because of the great many of people dead, Latin America experienced a great food shortage and starvation.

As a result of the smallpox epidemic, there was an increased amount of African slaves imported to Latin America. (Doc 6) As with the bubonic plague, there was a shortage of workers so the colonial powers

exploited the Africans to fill the labor gap.

The Bubonic Plague and smallpox spread because of unsanitary conditions and bad medical practices resulting in massive deaths which led to massive labor shortages.

Practice Paper A—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining why the Black Death and smallpox spread and by discussing the effects of each epidemic
- Is more analytical than descriptive (*Black Death*: black rats accompanied sailors on trade routes; easily spread because people crowded together with unsanitary living conditions; medicine at a loss to explain the process of infection; workers knew they were needed so they charged high fee for their services; *Smallpox*: many did not know they had it until too late; many people died of starvation; people could not take care of each other because so many people became sick at once; inexperience with disease)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Black Death*: trade with East for items popularized by Crusades via the Mediterranean trade routes; people used to dumping garbage on the streets where animals also roamed; no adequate sewage system; traditional practices such as bleeding and isolation; inflation; *Smallpox*: Central and South America were major centers European trade; African slaves substitute for Native American work force; Atlantic slave trade; repercussions of practice of slavery in Western Hemisphere)
- Richly supports the theme with many relevant facts, examples, and details (*Black Death*: carried by fleas that infested black rats; bubonic plague originally from East; unsanitary conditions of towns; numerous effects on European economies; crops flourished during epidemic but difficult to harvest because of sick and dead people; many crops perished; food prices increase; *Smallpox*: introduced through contact with Europeans; Columbus; Cortés; new ways of life and disease brought to Western Hemisphere; entire villages died)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme by mentioning the similarities between the Black Death and smallpox

Conclusion: Overall, the response fits the criteria for Level 5. The sequence and extent of the development of the topic adds to the discussion. The relationship between cause and effect is consistently emphasized throughout the essay.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task, briefly explaining why the Black Death and smallpox spread and discussing the effects of each epidemic
- Is primarily descriptive (*Black Death*: traveled on ships trading with other countries; people had no way of telling where it was coming from; *Smallpox*: traveled through trade routes; Indians had no way of knowing what it was); includes weak application and analysis (it affected them greatly after that; people would be in the streets dying)
- Consists primarily of relevant information summarized from documents 1, 2, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Black Death*: caused economic decline in Europe; *Smallpox*: killed Indians; sick all at once so they could not take care of each other)
- 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 discussion of these epidemics focuses on summaries of relevant portions of the documents. The lack of outside information and solid application of facts weakens the response.

Practice Paper C—Score Level 1

The response:

- Minimally develops all aspects of the task, mentioning why the bubonic plague and AIDS spread and mentioning the effects of both epidemics
- Is descriptive (*Black Death*: people were ill so rapidly they could not be cared for; *AIDS*: spread due to lack of knowledge; medicine too expensive); lacks understanding and application
- Consists primarily of relevant information copied from documents 1, 2, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Black Death*: bubonic plague spread because it was carried by fleas that infested black rats; plague entered Europe along trade routes, bodies left in houses to rot; *AIDS*: misconceptions, taboos, and outright deceit led to spread; robbed schools of their teachers, hospitals of their doctors and nurses, and children of their parents; orphanages needed)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Most of the response depends on relevant information quoted from the documents. General statements are used to address why the epidemic spread. A few disjointed statements are used to address the effects of the two epidemics.

Practice Paper D—Score Level 0

The response:

Fails to develop the task and includes no relevant facts

Conclusion: Overall, the response fits the criteria for Level 0. The introduction is a restatement of the theme. The single statement is irrelevant to the task.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth, explaining why the Black Death and smallpox spread and discussing the effects of each epidemic
- Is more descriptive than analytical (*Black Death*: plague could have been controlled more if European people had known about sanitation; neighbors aware of death by stench of bodies; if people had been able to clean up bodies, germs would not have reached so many Europeans; doctors not very advanced and unable to explain epidemic; fields ignored to avoid the plague; harvest was a lesser amount; *Smallpox*: spread rapidly after contact with European explorers; Indians had not been exposed to European diseases and did not know how to prevent it)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Smallpox*: people sent overseas to find raw materials as well as to spread religion and ideas, which was called imperialism; colonial powers exploited Africans to fill labor gap)
- Includes some relevant facts, examples, and details (*Black Death*: bubonic plague; spread by fleas on black rats and through infected people; poverty and starvation as a result of the plague; many large estates left abandoned with no heirs; great shortage of workers; workers paid more; *Smallpox*: increased amount of African slaves imported to Latin America)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that compare the role of sanitary conditions and lack of medical care in both epidemics

Conclusion: Overall, the response fits the criteria for Level 3. Although few specific historical facts are used to support statements, the discussion addresses all aspects of the task. The ideas of 19th-century imperialism are used to explain the reasons for the spread of smallpox, but the statements show an understanding of how to apply the idea of imperialism to the voyages of exploration.

Global History and Geography Specifications

August 2004

Part I

Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Economic Systems	Standards 2 and 4: World History; Economics
Document-based Essay	Movement of People and Goods; Cultural Diffusion	Standards 2, 3, and 4: World History; Geography; Economics

The *Chart for Determining the Final Examination Score for the June 2004, Regents Examination in Global History and Geography*, normally located on this page will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.