

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2007 — 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
- Four prescored practice papers

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

- A question-specific rubric

Mechanics of Rating

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

Global History
and Geography
August 16, 2007

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 2007

Theme: Political Systems

Political systems have affected the history and culture of nations and societies.

Task: Choose *two* different political systems and for *each*

- Describe the characteristics of the political system
- Discuss how the political system has affected the history *or* culture of a specific nation or society

You may use any political systems from your study of global history. Some suggestions you might wish to consider include absolute monarchy, constitutional monarchy, parliamentary democracy, direct democracy, theocracy, communism, and fascism.

Do not use the United States as an example of a nation or society.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (*at least two* characteristics of *two* different political systems and how these *two* political systems affected the history or culture of a specific nation or society).
2. Two *different* political systems must be discussed, i.e., the absolute monarchy of Peter the Great of Russia and the absolute monarchy of Louis XIV of France are not acceptable as examples of two different political systems.
3. The same nation or society may be used to discuss two different political systems, e.g., the absolute monarchy of Elizabeth I of England and the limited monarchy of William and Mary.
4. The effect of a political system on the history or the culture of a specific nation or society can be an immediate effect or a long-term effect.
5. A political system's effect on the history or the culture of a specific nation or society may be included in the description of the political system.
6. Characteristics of a political system may be described in terms of theory or practice, i.e., for a characteristic of communism, the theoretical idea of a classless society or the practice of a one-party dictatorship may be used.
7. Characteristics of one political system may also be characteristics of a second political system, e.g., one party rule, censorship, propaganda, ideological indoctrination of the youth are characteristics of both fascism and communism. However, each system should be treated separately.
8. Responses that accurately describe the characteristics and impacts of a political system, but inaccurately identify that system, may receive credit for developing some aspects of the task, e.g., refers to Hitler's government as communist but accurately describes fascist characteristics and discusses the effect of fascism on Germany.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing characteristics of two political systems and discussing how each political system has affected the history or culture of a specific nation or society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*direct democracy in Athens*: compares the nature of participation in the political process by citizens of Athens to the role and place of women, foreigners, and slaves; *fascism in Italy*: connects promotion of intense nationalism and ethnocentrism to legitimization of war and conquest by Mussolini's government)
- Richly supports the theme with relevant facts, examples, and details (*direct democracy in Athens*: Cleisthenes; Solon; Pericles' *Funeral Oration*; Acropolis; polis; *fascism in Italy*: restoring glory of ancient Roman Empire; Black Shirts; Il Duce; Italia Irredenta; March on Rome; corporate state)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task by discussing characteristics of two political systems and discussing how each political system has affected the history or culture of a specific nation or society but may do so somewhat unevenly by discussing all aspects of the task for one political system more thoroughly than the other *or* discussing one aspect of the task for both political systems more thoroughly than the other aspect of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*direct democracy in Athens*: compares the nature of citizen participation in Athens to voting for a member of parliament; *fascism in Italy*: uses propaganda and Mussolini's speeches as examples of fascism's appeal to emotion)
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Examples of addressing **at least four** aspects of the task in some depth 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.

- | |
|---|
| <ol style="list-style-type: none">1. Discusses all aspects of the task for <i>one</i> political system and only one aspect for the <i>second</i> political system2. Discusses any two aspects of the task for <i>both</i> political systems |
|---|

Exception: If **all** aspects have been thoroughly developed evenly and in depth for *one* political system and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Examples of addressing *at least three* aspects of the task in some depth 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* political system
2. Discusses any **two** aspects of the task for *one* political systems and **one** aspect for the *second* political system

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

Political systems are instrumental in shaping the development of a particular nation. They determine the policies that are to be followed by the governed and politicians establish political stability, thereby not only affecting the strength of a nation, but ~~social~~ ^{societal} contentment as well. Communism has had a tremendous impact on the history of Russia, and constitutional monarchy has been key to shaping the development of Great Britain.

Communism, originally proposed by Karl Marx in his Communist Manifesto (1848), was aimed to solve the mistreatment and poverty suffered by the industrial working class by creating a cooperative classless society where all property and profit are shared equally. However, this idealism in theoretical communism exists not in implemented communism, whose horrors are seen in the case of Russia (Soviet Union). V.I. Lenin exposed the idea of communism to the suffering workers and peasants, which appealed to them. After the Bolshevik Revolution in 1917 that overthrew the Russian monarchy, he established a state ruled solely by the Communist Party. Joseph Stalin, who succeeded Lenin, proved to be a true communist totalitarian dictator, and used the policies of communism for his own ends. His communist government invoked harsh tactics including purging all alleged enemies, torture in prison camps, and forced labor. His five-year plans included rapid industrialization and collectivizing agriculture. Communism would take a toll on the Soviet Union. Although it made the Soviet Union more modern and eventually a ^{world} superpower, it would also lead to economic and political problems. The Soviet economy suffered due to high cost of industrialization and from the

Lack of consumer goods and competitive marketing. Communist conflict with the democracies of Western Europe led to a desire in the Soviet ~~Union~~ people to get rid of communism's strict rules. But it was not until 1989, that Gorbachev's loosened rules opened the door for democratic revolution and the fall of the Communist Regime.

The development of Great Britain owed much to its constitutional monarchy. A constitutional monarchy is a system of government where the monarch's power is restricted by a constitution and a legislative body and protects the rights of the individual. Parliament, the legislative body of England, emerged in the late Middle Ages, and ever since has had influence over the English monarchies. Its role in government was defined during the Glorious Revolution when King William and Queen Mary agreed to a limitation of their powers by the Bill of Rights. England, contrasted to the absolutist mainland of Europe, was more democratic, therefore allowed gradual reforms. These included extension of suffrage and labor reforms. This ability to make gradual change was in contrast to the violent revolutions that occurred in France and Russia where absolute monarchs ruled. England has been referred to as the home of parliamentary democracy. Nations around the world have modeled their political systems on the characteristics first developed in England.

The cases of the Soviet Union and Britain show that political systems have a major impact on the history of a nation. The communist and totalitarian Soviet Union established military power at the expense of the economy and many lives. Britain's constitutional monarchy has succeeded in creating

and maintaining political stability. Without these key political systems, Russia and Great Britain would not have developed the way they did.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the characteristics of communism and constitutional monarchy and discussing the effects of communism on the Soviet Union and the effects of constitutional monarchy on Great Britain
- Is more analytical than descriptive (*communism in the Soviet Union*: communism aimed to solve the mistreatment and poverty suffered by the industrial working class by creating a cooperative classless society; Stalin proved to be a communist totalitarian dictator and used communism to further his own ends; five-year plans included rapid industrialization and collectivized agriculture; communism would take a toll on the Soviet Union; would make the Soviet Union modern and eventually a superpower but also led to economic and political problems; economy suffered due to lack of consumer goods and competitive marketing; Gorbachev opened the door for democratic revolution and the fall of the communist regime; communist and totalitarian Russia established military power at the expense of the economy and many lives; *constitutional monarchy in Great Britain*: constitutional monarch's power restricted by constitution and legislative body and protects rights of the individual; role in government defined by the Glorious Revolution and limitation of powers by the Bill of Rights; England, contrasted to absolutist mainland Europe, was more democratic, therefore allowed gradual reform; gradual change in contrast to violent revolutions in France and Russia; England referred to as home of parliamentary democracy; Britain's constitutional monarchy succeeded in creating and maintaining political stability)
- Richly supports the theme with relevant facts, examples, and details (*communism in the Soviet Union*: Karl Marx; Communist Manifesto (1848); Lenin exposed idea of communism to suffering workers and peasants; Bolshevik Revolution in 1917; Stalin succeeded Lenin; purging alleged enemies; torture in prison camps; forced labor; communist conflict with Western Europe; *constitutional monarchy in Great Britain*: Parliament, legislative body of England, emerged in late Middle Ages; William and Mary; extension of suffrage and labor reforms; nations around world have modeled political systems on characteristics developed in England)
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes a generalization about the relationship of political systems to societal strength and stability and a conclusion that restates this theme in terms of costs and benefits

Conclusion: Overall, the response fits the criteria for Level 5. The response employs considerable historical detail in contrasting communism under Stalin with its Marxist theoretical underpinnings and in skillfully compacting centuries of change that highlight the development of Britain's constitutional monarchy. Knowledge of history and analysis are combined with ease.

There are many political systems in the world. They have affected the history and culture of nations and societies in which they work. Communism in the USSR and a Parliamentary Democracy in Israel are two such examples. Each political system has its own characteristics and therefore has different effects in different places. Communism's socialist and totalitarian aspects have caused a generally negative effect in Russia, while Israel's Parliamentary Democracy has yielded positive effects.

Communism was established in Russia towards the end of World War One in 1917 with the Bolshevik Revolution. Lenin and Stalin the first leaders of ^{the} Communist USSR established many Communist principles. They set up a totalitarian government that controlled all aspects of the people's lives. A secret police was set up to get rid of any opponents of Communism. The government censored all works of writing and the press taking away people's freedom of speech and press. Communism also believes in atheism, that there is no God, so freedom of religion was suppressed. The government also changed economic policies under communism. Industries were nationalized and private land was taken away. The government set prices, wages and workhours, too, in a command economy in which the government tells industries exactly how much of what to produce. Collective farms, in which people operated under government direction, were also set up. Under these systems, people received standard wages. The government ~~was supposed~~ ^{was supposed} to provide government sponsored housing and health care. The system was in place for nearly four decades after Stalin died but gradually declined during the Cold War.

The lack of profit for people was one of the reasons of the downfall of Communism. People were unhappy due to lack of rights and freedoms. People wanted money to spend that reflected their work effort. Under nationalization, the industries

also crumbled, because the government didn't update industries, they fell apart. Infrastructure collapsed and the USSR was not able to support itself. So, while the Soviet Union became a super power, consumer goods and food for the people lost out to heavy industry and military power. All of this led to the fall of communism in the USSR and Eastern Europe in 1991 with Gorbachev, impacting history greatly.

A Parliamentary Democracy is also an important political system that impacts the way people live. Such a system is in use in Israel today and its effects can be seen. A Parliamentary Democracy is a type of democracy in which the people elect parties to the legislative branch ^{of government}. The party with the most votes wins and has the most seats in parliament. In this system, parties get seats in parliament according to the percentage of votes they get, with the winning party choosing the Prime Minister, who leads the government, and other officials. Because a winning party might not get a majority, parties often compromise and unite on an issue to get things done. In response, the ruling party might grant an office to a member of the cooperating party. This system in which smaller parties unite creates a coalition government. In addition, party discipline keeps a unified policy, making it almost irrelevant who is in office because the leader must act according to party policy.

When leaders lose the support of party members, governments can be voted out.

This system has worked well in Israel, starting with its establishment on May 4, 1948. Recently, Ariel Sharon, of the Likud party was Prime Minister. Other parties included the Labor party and the NRP (National Religious Party). Under

a Parliamentary Democracy, the people of Israel have received the benefits of a democracy. There is Freedom of speech, press, religion, and assembly. There are also private businesses and capitalism. A Parliamentary Democracy, though, does sometimes lead to an unstable government. If no parties can cooperate to unite; ~~something~~^{nothing} can get done, due to differences of interest and elections must be held again. This is time consuming and hinders progress. This happened a few years ago with Prime Minister Ehud Barak. All in all, though, Israel has benefitted from its Parliamentary Democracy.

Communism has had a major impact on the USSR just as Parliamentary Democracy has on Israel. Because of totalitarianism and decomposition of industries, the USSR collapsed changing history. Israel, though, has benefitted from the democracy in a Parliamentary Democracy even though the government might not always be so stable. These two political systems both show how important political systems were, are and will be in history.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing characteristics of communism and parliamentary democracy and discussing the effects of communism on the history and culture of the Soviet Union and the effects of parliamentary democracy on the history and culture of Israel.
- Is more analytical than descriptive (*communism in the Soviet Union*: first leaders of communist USSR established many communist principles; set up totalitarian government that controlled all aspects of peoples' lives; secret police set up to get rid of opponents of communism; government censorship took away freedom of speech and press; communist belief in atheism led to suppression of freedom of religion; government set prices, wages, and work hours in command economy; government tells industries exactly how much of what to produce; gradually declined during Cold War; lack of profit for people one reason for downfall of communism; people wanted money to spend that reflected their work effort; under nationalization, industries crumbled; while Soviet Union became superpower, consumer goods and food lost out to heavy industry and military power; *parliamentary democracy in Israel*: party with most votes wins and has most seats in parliament; parties get seats according to percentage of votes; winning party chooses prime minister who leads the government; without majority, parties often compromise and unite on an issue and may gain an office in government; party discipline keeps a unified policy; almost irrelevant who is in office because the leader must act according to party policy; when leaders lose support of party members, governments can be voted out; does sometimes lead to unstable governments; if no parties can cooperate elections must be held again)
- Richly supports the theme with relevant facts, examples, and details (*communism in the Soviet Union*: communism established in Russia toward end of World War I; Bolshevik Revolution in 1917; totalitarian; industries nationalized and private land taken away; collective farms in which people operated under government direction; people received standard wage; government supposed to provide housing and health care; infrastructure collapsed; fall of communism in USSR and Eastern Europe in 1991; Gorbachev; *parliamentary democracy in Israel*: people elect parties to legislative body of government; coalition government; Ariel Sharon; Likud; Labor Party; National Religious Party; freedom of speech, press, religion, and assembly; Ehud Barak); includes a minor inaccuracy (*parliamentary democracy in Israel*: establishment of Israel on May 4, 1948)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the thesis of the generally negative effect of communism and the positive effects of parliamentary democracy and a conclusion that restates this theme

Conclusion: Overall, the response fits the criteria for Level 5. The response analyzes how specific characteristics of each political system illustrate the positive or negative nature of each political system. Numerous insights are employed in demonstrating that political systems are powerful agents of history.

Political systems are an important part of any society, and have profound effects on the history and culture of these societies. Two examples of such political systems are the Communist government in China and the fascist government of Nazi Germany. The Communist government in China led to cultural censorship, the limitation of civil liberties, the discarding of traditional values, and the severe limitation of free enterprise. In Germany the fascist government promoted capitalism and ^{helped} big business, but also used racism and the crushing of any rival political parties to gain power.

The Communist government of China, or the People's Republic of China, tried to solve China's economic problems by collectivizing farms and ending free enterprise. They tried to destroy ~~any~~ all capitalist tendencies in order to ^{try to} establish a true Communist government. They also eliminated any political rivals or people accused of promoting capitalism. Another aspect of the Communist rule was the Cultural Revolution. During the Cultural Revolution, traditional

value and art forms were abolished as well as any western forms of art. Civil liberties were undermined, as freedom ~~of~~ ^{of thought and speech} was not allowed. The PRC was characterized by an absolute ruler, as were most communist governments. This ruler controlled all aspects of life and ~~it destroyed any~~ ^{destroyed any} political ~~rivals~~ ^{rivals}. ~~Attending~~ However, these aspects of the government have begun to change in recent years, as the PRC has become more capitalist and has allowed more civil liberties.

The fascist government of Germany, the Nazi party, lasted for only a short while, but still had a profound effect on the history of Germany. Under the absolute ruler, Adolf Hitler, the Nazi party ~~was~~ controlled all aspects of life. Similarly to the PRC, the Nazis eliminated any political rivals and used a secret police to terrorize people into submission. But unlike the PRC, the Nazis promoted capitalism and favored big business. Although they later nationalized certain industries. Under the Nazis, ~~the~~ Germany's economy experienced

such growth and it helped Germany get out of the depression. But what the Nazis were most infamous for is the Holocaust. ~~The Nazis~~ The Nazis used extreme nationalism to gain popularity, which led to the use of racism, in this case against the Jews. At first it started with the restriction of the rights of the Jews, but escalated into the sending of millions of Jews to concentration camps. In these concentration camps, many Jews were killed and many died from starvation or various diseases. This was known as the Holocaust. The Jews were not the only ones targeted; Gypsies, political rivals, disabled people, and homosexuals were also sent to the concentration camps. Although Nazi rule ended with the death of Hitler at the end of World War II, the events during their rule were never forgotten.

Although the fascist government of Germany and the communist government of China had different approaches to the economy, they were similar in that they

Anchor Paper – Thematic Essay – Level 4 – A

had absolute rulers, crushed political rivalry
and discouraged free thought. Both of these
governments are good examples of how strongly
a government's characteristics can affect a
society.

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

- Develops all aspects of the task but does so somewhat unevenly by discussing communism in China in more detail than fascism in Nazi Germany
- Is both descriptive and analytical (*communism in China*: communist government in China led to cultural censorship; severe limitation of free enterprise; People's Republic of China tried to solve China's economic problems by collectivizing farms and ending free enterprise; during the Cultural Revolution, traditional values and art forms were abolished as well as any western forms of art; civil liberties were undermined as freedom of thought and speech were not allowed; the PRC was characterized by an absolute ruler as were most communist governments; government has begun to change as the PRC has become more capitalist and has allowed more civil liberties; *fascism in Germany*: the fascist government in Germany promoted capitalism and favored big business; similar to the PRC, the Nazis eliminated any political rivals and used secret police to terrorize people into submission; unlike the PRC, Germany's economy experienced much growth and it helped Germany get out of the Depression; extreme nationalism led to the use of racism against the Jews; many Jews were killed and many died from starvation or various diseases; Gypsies, political rivals, disabled people, and homosexuals were also sent to the concentration camps)
- Supports the theme with relevant facts, examples, and details (*communism in China*: eliminated any political rivals; ruler controlled all aspects of life; *fascism in Germany*: absolute ruler, Adolf Hitler; Nazi Party controlled all aspects of life; nationalized certain industries; Holocaust; World War II)
- Demonstrates a logical and clear plan of organization; includes an introduction that lists characteristics of communism in China and fascism in Nazi Germany and a conclusion that summarizes similarities between these political systems

Conclusion: Overall, the response fits the criteria for Level 4. The response is a thorough descriptive narrative with correct placement of accurate statements about Communist China and Nazi Germany. The analytical points of comparison between the two systems strengthen the response.

There are many different forms of political system and governments all around the world. These political systems and forms of government varied with the changing times, however, each system profoundly affected the course of history for the various nations in which they were established. Two political systems that impacted history in a very significant way are fascism and a constitutional monarchy.

Fascism is a unique political system that affected various nations in key ways. In a fascist state, there is one absolute dictator who has total control of a powerful military force. In such a system, established media outlets are censored by the government and only one political party or entity exists. Any political opponents to the dictator, his policies, or his party are dealt with using a policy of violence and suppression. Extreme nationalism and total loyalty to the state and the dictator are promoted and propaganda is used to idolize the leader of the state. Even the economy comes under state control under a fascist government.

One nation, in particular, that was greatly impacted by fascism was Italy. Under Benito Mussolini, Italy became a fascist state with its support drawn from Italians' fears of a communist government coming to power. Italy's economy and social institutions suffered greatly as all its industrial strength was put behind its military. Also, Italy went through a period of political violence and instability leading up to Mussolini and the fascist party gaining power. The

establishment of the Corporate State in Italy was yet another effect of fascism, bringing many small businesses under state direction.

Another highly significant political system is that of a constitutional monarchy. In a constitutional monarchy there is a single head of state at the top, however the power of this individual is restricted by a constitution and checked by a parliament. Under such a political system a monarch must receive approval by a parliament or other representative body, to carry-out or make any policies or decisions.

In England, events from the signing of the Magna Carta to the passage of the Bill of Rights helped lead to a limited monarchy. After this, English monarchs had to have the approval of Parliament to enforce legislation on taxation as well as other political policies. Overall, the monarch no longer had absolute authority as the Parliament gained power in the English political system. Also, the evolution of an unwritten constitution ensured certain rights to the people of England and began to set the ground-work for a democratic government in England. In the 1800's, several laws were passed that gave people the right to vote which moved England closer to full democracy.

There are many different political systems throughout the world. Each system had its own philosophy of how to effectively govern its constituents. The varying interpretations of how to control a nation and manage its ~~inhab~~ institutions led to many cultures being greatly influenced in history.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the effect of a constitutional monarchy on England more thoroughly than the effect of fascism on Italy
- Is both descriptive and analytical (*fascism in Italy*: media outlets are censored by the government and only one political party or entity exists; political opponents are dealt with using a policy of violence and suppression; extreme nationalism and total loyalty to the state and the dictator are promoted and propaganda is used to idolize the leader; support for fascist state drawn from Italian's fears of a communist government coming to power; *constitutional monarchy in England*: power of this individual is restricted by a constitution and checked by a parliament; monarch must receive approval by a parliament or other representative body to carry out or make any policies or decisions; events from the signing of the Magna Carta to the passage of the Bill of Rights helped lead to a limited monarch; in the 1800s, several laws passed that gave people the right to vote, which moved England closer to a full democracy)
- Supports the theme with relevant facts, examples, and details (*fascism in Italy*: absolute dictator who has total control of a powerful military force; Benito Mussolini; corporate state; *constitutional monarchy in England*: head of state; monarch no longer had absolute authority; Parliament gained power)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While discussion of the effect of fascism on Italy is less complete than the other components of the essay, the response employs detailed description and analysis in treating the development of constitutional monarchy in England and in fully describing the characteristics of fascism.

Throughout the history of mankind, political systems were ways to keep a country together, and obedient. Many political systems developed in different parts of the world, and this usually shapes and affects the culture and history of the people. One political system that arose in Europe, was absolute monarchy, which was when the monarch had total control of the people. Another political system that arose from the ideas of Karl Marx was communist government. Both political systems affected the culture and history of its people because of the rights of the people, the economic policy, and the religious policy.

The political system known as Absolute Monarchy developed in Europe during the 16th and 17th centuries. In these Absolute Monarchies, the monarchs believed in divine rights. This meant that it was God's will for the people to be ruled by the monarch. Louis XIV of France was often referred to as the Sun King, because he believed in divine right. In an Absolute Monarchy, the people have no rights or say in how the country should be controlled. There was often censorship and agents of the King involved, so that the people would have no choice other than to obey. Absolute monarchs such as Louis XIV of France and Peter the Great of Russia imposed high taxes, limited freedom of speech, and ordered arbitrary punishment. It could be a cruel environment for peasants, as well as middle class people, who were outside the political system and often ignored. Even nobles at court had to show loyalty to remain close to the monarchy. Louis XIV and Peter the Great were also similar when it came to the economic policy. Peasants and the middle class had to pay most of the taxes. There were no limits on the King's power to tax and both Louis XIV and Peter the Great spent freely on new capital cities and wars. This affected the people

because they suffered greatly for paying high taxes. Another aspect of absolute monarchies was the religious policy, which allowed little religious freedom in some countries and persecuted certain religious groups in others. These three characteristics of absolute monarchy greatly affected the lives and culture of the people being governed and resulted in long-term hostile feelings against the monarchy, which would then result in political revolutions.

Another ~~example~~^{form} of government that greatly affected the history and culture of its people was a Communist government, developed from the ideas of Karl Marx. Communist governments were established in Russia and China. In a Communist government, all people were supposedly equal and had equal rights. However, there was no right to private property or free speech in Communist governments such as Russia and China. People were not allowed to criticize the government, or they would be severely punished. The economic policy of Communist government was that everyone should work together to produce and cooperate in a command economy. Communist leaders such as Lenin, Stalin, and Mao Zedong developed plans of economic prosperity such as the Five Year Plan, and the Great Leap Forward. In all of these plans, the people had to meet government quotas producing certain goods in a certain amount of time. In a Communist Government, there was a great use of propaganda to brainwash people into Communist values. The state was more important than the individual, and this affected the people's culture and history greatly. Mao Zedong destroyed artwork and other values of Dynastic China, which resulted in a great loss of Chinese culture. Ancestor worship was forbidden and schools were closed. This affected the history of China because it tried to erase all of the past values. There was no aspect of life that was not controlled by the Communist government.

The political systems of absolute monarchies and communism greatly affected the culture and history of the people being governed socially, politically, religiously and economically. It changed the lives and perspective of the people.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing absolute monarchy in France and Russia under Louis XIV and Peter the Great and discussing communism in Russia and China under Lenin, Stalin, and Mao Zedong
- Is more analytical than descriptive: (*absolute monarchy in France and Russia*: developed in Europe during the 16th and 17th centuries; people have no rights or say in how the country should be controlled; often censorship and agents of the king are involved, so people would have no choice other than obey; Louis XIV and Peter the Great imposed high taxes, limited freedom of speech, and ordered arbitrary punishment; could be cruel environment for peasants as well as middle class who were outside political system and often ignored; there were no limits on the king's power and Louis XIV and Peter the Great spent freely on new capital cities and wars; absolute monarchies allowed little religious freedom in some countries and persecuted certain religious groups in others; *communism in Russia and China*: all people supposedly equal and had equal rights; no right to private property or free speech; people not allowed to criticize government or they would be severely punished; people had to meet government quotas; great use of propaganda to brainwash people into communist values; the state was more important than the individual; Mao Zedong destroyed artwork and other values of dynastic China)
- Supports the theme with relevant facts, examples, and details (*absolute monarchy in France and Russia*: divine right; Louis XIV; Sun King; *communism in Russia and China*: Karl Marx; communist governments established in Russia and China; command economy; five-year plan; Great Leap Forward)
- Demonstrates a logical and clear plan of organization; includes an introduction that relates political systems to societal dynamics of unity, obedience, control, culture, and history and a conclusion that condenses the introduction

Conclusion: Overall, the response fits the criteria for Level 4. Analysis is both the strength and weakness of the response. Common practices and policies employed by absolute monarchs and communist rulers are highlighted in a sophisticated treatment of the characteristics of both political systems. While insightful, the generalizations that constitute the discussion of effects of these political systems lack sufficient historical details and references.

Over the course of many years, styles of governments have determined the length + success of nations and affect the people that live in it. Religion + Moral beliefs have much to do with many countries economies and the institution of these governments. Absolute Monarchy and Fascism are two styles of govt that have affected history and created ripple effects later in history where the past events affected the future.

Fascism, a radical form of nationalistic control of a country broke out in 1930's and emphasized the strength of a nation and not the individual. This form of government spawned from the events post WWI and it was a time when these fascist dictators rose to power and began to create totalitarian and militaristic societies in which no one could speak down about the govt. Fascist countries in Europe like Italy + Germany brainwashed the societies into war which eventually started WWII. Fascist nations later lost the war which put the people back in some position of political instability. Fascism affected the many nations under its rule by wreaking havoc on the economies due to their respective dictators poorly managing

find's and limiting peoples basic human rights such as, freedom of religion, speech and of the press.

Absolute Monarchies were the staple form of government during most of the time following the Middle Ages up until the late 1800's. Much like fascism, there was one single ruler who commanded with an iron fist the entire kingdom. ^{Absolute Monarchs} ~~Monarchs~~ believed they had a divine right from God to rule and that all should follow in the monarch's path. Absolute Monarchies were highly centralized and power was only passed through heirs, meaning working classes had no say in affairs. Absolute Monarchs also believed that the nation was more powerful or important than individuals, which led to people revolting. The ^{Signing of the Magna Carta} ~~French Revolution~~ began due to an overpowering of the King's power, England changed because of absolute monarchies to a parliamentary democracy after people got sick and tired of the massive power the monarch had. This change later helped England become a powerful nation in Europe while the rest of Europe fought with absolute monarchs. Fascist ideas came from the style of Absolute Monarchies which later would start wars in Europe, the monarchs of post Middle-Ages Europe would later help to bring totalitarian dictators to power with fascist ideas.

Fascism + Absolute Monarchies were both styles of government that limited common people's rights and led to revolt + war. The idea that absolute power is the best power has time and time again been proven wrong as to all it leads to is more problems. The dictators + monarchs of the past's faulty governments have led to both positive + negative future events that now still affect us today.

Anchor Level 3-A

The response:

- Develops all aspects of the task but does so unevenly, dealing with characteristics of the political systems in more depth than the effects on the specific nations
- Is more descriptive than analytical (*fascism*: fascism is a radical form of nationalistic control that emphasized the strength of a nation and not the individual; spawned from the events post-World War I; fascist countries like Italy and Germany brainwashed societies into war; *absolute monarchy*: much like fascism, there was one single ruler; absolute monarchs believed they had a divine right from God to rule; England changed because of absolute monarchs to a parliamentary democracy); includes some faulty and weak analysis (*fascism*: wreaking havoc on economies due to dictators badly managing funds; *absolute monarchy*: fascist ideas came from the style of absolute monarchs; monarchs of post-Middle Ages Europe would later help to bring totalitarian dictators to power with fascist ideas)
- Includes some relevant facts, examples, and details (*fascism*: totalitarian and militaristic societies in which no one could speak down about the government; limited people's basic human rights; *absolute monarchy*: power passed through heirs; Magna Carta)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that condemns both political systems

Conclusion: Overall, the response fits the criteria for Level 3. While discussion of the effect of each political system is deficient, characterization of fascism is detailed and analytical. A good understanding of absolute monarchy is demonstrated.

Political systems determine how a nation will function. Each type of political system will have a different effect on the area it is in depending on that area's culture too. China + Italy were affected by ~~has~~ being under Communist and Fascist rule, respectively. Both cultures underwent changes that had some effect on the nations today.

Communism began in China when a group of students got together at Peking University during the 1930s. While at first the minority and weaker party against the nationalists, the ~~Comm~~ CCP did not seem to have survival power. Mao Zedong ^(Communist leader) believed that the farmers were the people who should join together in revolution. The main Communist belief was of a proletariat or workers revolution leading to a classless society. The CCP finally gained enough power to overthrow Chiang Kai Shek's nationalists and establish full power in the early 1950s. As Mao Zedong came to power, banks + industries were nationalized as were most aspects of life. Mao wanted all the Chinese people to be obedient to him. This concept of obedience to the leader was also a common concept of Chinese / Confucian filial piety. Because the people were already used to respecting the leader, when Mao expected all this, they were ~~not surprised~~ adhered rather quickly. ~~Along with~~ ^{China also} underwent a Great Cultural Revolution. as it was called by the Communists. Mao's

Red Guards (young people trained by communists) were sent out to eradicate any form of old, traditional culture. There was a certain degree of conformity evident in the new Chinese culture. It was to support the Communist belief of equality and a classless society. A society that was practically the same was also an easier one to control. Control was established by setting out rules for everyone to live by. Many could be seen in Mao's Little Red Book which included many poems. This type of pro-CCP literature would be the only type ~~admitted~~ people were allowed to read. Outsiders would not be let in, in fear that the Chinese people may learn something and ~~then~~ revolt against Communism. Although ^{the Chinese} people often suffered under Mao Zedong + Communism in the 1950s, the new set of ways brought China into the modern world.

Another political system that affected a nation's history was Italian Fascism. Fascist parties, like in Italy under Mussolini, established a single party system with very high control over the people's lives. Fascist parties were totalitarian with practically everything under state control. ~~The loyalty~~ Full loyalty to the state was expected from the people. The nation's goal was to stay strong by whatever means. In Italy, Mussolini wanted people ^{expected to do} ~~to do~~ what they could to better the state. Women were respected

Anchor Paper – Thematic Essay—Level 3 – B

only because they produced children. In the fascist government's eyes they women were a source of future fascists. They would be the continuance of the ~~the~~ ideology. Mussolini also recruited young men who became the Youth Fascists. These young men would make sure order was kept within the state and get rid of any threatening elements. ~~The Fascist~~

Both Communism and Fascism established governments with considerable amounts of control over their nations. Every political entity has a certain degree of control over a nation and how they use it ~~shaper~~ will shape the country.

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

- Develops all aspects of the task, but discusses communism in China in more depth than fascism in Italy
- Is more descriptive than analytical (*communism in China*: Mao believed that the farmers were the people who should join in the revolution; banks and industries nationalized; Red Guards were sent out to eradicate any form of old, traditional culture; communist belief of égalité and a classless society; *fascism in Italy*: established a single party system with very high control over the people's lives; full loyalty to the state was expected from the people; goal was to stay strong by whatever means; women were respected only because they produced children)
- Includes some relevant facts, examples, and details (*communism in China*: Chiang Kai Shek's Nationalists; Confucian filial piety; Great Cultural Revolution; Mao's Little Red Book; *fascism in Italy*: Mussolini; totalitarian); includes a minor inaccuracy (communism began in China during the 1930s)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. While the response discusses communism in China with insight and in detail, treatment of fascism in Italy is limited.

The success of nations throughout history ~~has~~ has depended primarily on their choice of rule. Political systems are extremely important in determining ^{whether} the people living in a state will be ~~happy~~ ^{content}. If they are not ~~not~~ ^{pleased} w/ their ruler, ~~they~~ ^{it has} been made evident, by history, that they will rebel. Throughout history, political systems have affected the functionality of societies ^{and} the culture that develops within them.

A political system is the structure by which a nation is ruled. This can be by one person, an autocracy, or by the common people, in which case, ^{it is a} democracy. ^{Each type} of political system has pros and cons. For example, while an autocracy is extremely efficient b/c plans only need to go through one person, there is a much greater chance for a corrupt ruler and also a greater chance for people to be unhappy w/ the decisions made for the state. On the other hand, democracy pleases the majority of people, however, it proves to take a much longer time to pass a bill or a law, and there is always going to be a minority who is not happy with the decisions of the state.

Direct democracy is ~~the~~ form of rule developed by the ancient Greeks in Athens. All male citizens were allowed a say in governmental affairs. Decisions ~~would~~ ^{would} be made at the acropolis by all voters. The flaw w/ Athenian democracy is that the "male citizen" population was not the majority of the population. In fact, women, slaves and foreigners made up the vast majority of Athenian citizens. Despite this, however, the Athenian society flourished and was very successful in their government. The reason why efficiency ~~was~~ ^{was not} an issue ~~in~~ in Ancient Greece was because there was such a small population of voters. The fact that people got to make their own decisions for the state made it a peaceful society.

Ancient Rome is perhaps the greatest illustration of political system success. The Roman empire was far too large for everyone to be involved in every decision. Consuls were elected every 6 months, so no one was in office long enough to become corrupt. Dictators and military leaders were also appointed to lead a well functioning country. All seemed to be well, ~~but~~ ^{except} the empire was not at its greatest height politically or economically. Some were constantly upset w/ the government and ~~political~~ ^{political} leaders ~~formed~~ ^{formed} a union in 60 BCE known as the 1st triumvirate. ~~Political~~ ^{Those} leaders ~~were~~ ^{were} involved

were Caesar, Pompey and ~~Crispus~~ ^{Crassus}. However, as political tensions grew, the rise of power of ~~the~~ each leader led to civil war and political unrest in ^{the} Roman empire and the eventual deaths of all three of the 1st triumvirs.

With the death of Caesar, Octavian Augustus, his nephew took power as the first emperor of Rome. Under this autocratic rule, Rome flourished and experienced a 200 yr period of peace known as the Pax Romana under which art, architecture, science and mathematics flourished. Art presented the ideal image while scientific discoveries in astronomy, mathematics and medicine were plentiful.

~~However~~ unfortunately as previously discussed, ~~but~~ although autocratic rule can be efficient and excellent in some cases, there is also the opportunity for corruption and bad rulers, and after the 200 years of peace, in 180 AD, Rome began its 400 year decline. Bad emperors such as Nero ~~who~~ ^{who} committed homicide, did not aid the ~~empire~~ ^{empire}, nor did Caligula who was clinically insane, appointing his horse consul and ordering his troops to collect sea shells.

Clearly, ^{different} political systems have different affects on the success of a state. A political system that seems successful at one point, may not always ~~to~~ have the same outcome. The functionality of a political system is directly related to ~~to~~ whether the people of the state are ~~given~~ kept ~~pleased~~ with the way it is ~~run~~.

Anchor Level 3-C

The response:

- Develops some aspects of the task in some depth by describing characteristics of direct democracy in Athens and autocracy in Rome and discussing the effect of the rule of emperors on Rome
- Is descriptive and analytical (*direct democracy in Athens*: the flaw with Athenian democracy is that the “male citizen” population was not the majority of the population; women, slaves and foreigners made up the vast majority of Athenian citizens; the reason efficiency was not an issue was because there was such a small population of voters; *autocracy in Rome*: Roman Empire too large for everyone to be involved in every decision; as political tensions grew, the rise of power of each leader led to civil war; although autocratic rule can be efficient and excellent in some cases, there is also the opportunity for corruption and bad rulers); includes faulty analysis (*direct democracy in Athens*: the fact that people got to make their own decisions for the state made it a peaceful society)
- Includes some relevant facts, examples, and details (*direct democracy in Athens*: ancient Greece; Athens; *autocracy in Rome*: rule by one person; consuls, Caesar; Octavian Augustus; Pax Romana)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that relate the success of political systems to acceptance by the people

Conclusion: Overall, the response fits the criteria for Level 3. Autocracy encompasses many different types of government. In this response, autocratic practices are effectively related to the quality of rule of various Roman emperors. The analysis of the characteristics of direct democracy in Athens offsets the lack of discussion of the effect of this political system. Framing the discussion in terms of pros and cons of autocracy and direct democracy strengthens the response.

Throughout history different nations have had different political systems. They have had numerous effects on these nations, as well as the neighboring countries.

During the 1940's, Stalin ran Russia's government. He was a dictator who believed in totalitarianism, or controlling all aspects of a person's life. This affected the culture in many ways. Stalin only allowed certain books to be printed, and he even controlled the newspaper. People were afraid to speak up. If they did they would be killed. He did help the economy however. His 5-year plan, drastically increased production & monetary gain. He also took control over eastern Europe after World War II. The people were governed by only 1 political party. They were ruled by the communist party.

Another type of government is a monarchy. This has similar aspects to communism. This is when 1 person rules a nation. Many nations were ruled by kings & queens during the ages. Spain, France, & England are some examples

Many times the lower classes feel that the king isn't representing them fairly & revolts occur. The French revolution is one such case. Due to the poor leadership, citizens had the king beheaded. Many times kings or queens forget to rule their nation fairly. Revolts often lead to new monarchs or the beginnings of a new type of government altogether.

In conclusion, these are 2 political systems. Communism, a more recent government is based on Karl Marx's socialistic economy, & controlling everything in a person's life. Monarchs are good rulers for a while but usually the people lose loyalty for their ruler & wish for something new.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by listing characteristics and effects of communism under Stalin and absolute monarchy in western Europe
- Is primarily descriptive (*communism*: Stalin was a dictator who believed in totalitarianism, or controlling all aspects of a person's life; Karl Marx's socialistic economy; *monarchy*: has similar aspects to communism when one person rules a nation; many times the lower classes feel that the king isn't representing them fairly and revolts occur); includes faulty, weak, and isolated application and analysis (*monarchy*: many nations ruled by kings and queens)
- Includes few relevant facts, examples, and details (*communism*: Stalin; totalitarianism; five-year plan; one political party; *monarchy*: Spain, France, and England are some examples); includes a minor inaccuracy (*communism*: use of Russia instead of Soviet Union)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Substituting a listing of characteristics of communism and absolute monarchy for discussion limits the effectiveness of generally accurate understandings. While the type of monarchy discussed is not explicitly named, absolute monarchy is the focus.

Anchor Paper – Thematic Essay – Level 2 – B

The history and the culture of a nation or society can be affected by many different forces. Often times, a nation's political system can have a great influence on its history / culture. This happens to be the case with China. The political system of China has influenced the lives of the workers, the religious beliefs of the people, and the ~~economic~~ strength of its economy.

Under the leadership of Mao Zedong, China became a communist nation around the 1950's. The ~~ideas~~^{principles} of Communism are based on the ~~beliefs~~ ideas of Karl Marx. In a communist state, there should be no private ownership of property. He believed that the bourgeoisie and the proletariat should be equal in every way. There should be a classless society in a communist society. The ideas of Communism contradicts those of a capitalist ~~state~~. capitalism.

After China became a communist nation, all of the land was taken by the government and made into collective farms. The people of China would be forced to go and work on these farms. ^{The full} In ~~this~~ way ~~everyone~~ family would have to work here. They had no say and there were not many other options. This idea of collective farming was also seen in the Soviet Union under Stalin. In a communist society the people have basically the same daily routine. Since it contradicts capitalism, which is based on laissez-faire economics, there is heavy government intervention on the lives of people.

Because China was communist, the people did not even have a say in their religious beliefs. The people were forced to

Anchor Paper – Thematic Essay – Level 2 – B

be atheists. The communist government did not allow people to worship their gods or their ancestors. Ancestral worship was common, but under the communist government it was not allowed, because the individual was to pledge loyalty solely to the state. In China, ~~the~~ the faces of many Buddha statues are destroyed because religious worship is not allowed. In a novel, one girl talks how Red Guards came into her house and destroyed all of the relics of their religious belief. The young girl recalls the men destroying everything related to ancestral worship.

Under a solely communist state, the economy is often very weak. This was the case in China. China was poorly and very much under industrialized. China had little consumer goods available to the people. Because of the weak economy, there was also little food. China did not trade much with foreign neighbors, which are signs of a weak economy. Movements such as the Great Leap Forward were introduced to try to industrialize quickly. The five year plan was also introduced, but both of these methods failed. This left China in an even more economic crisis because of the lack of planning.

As seen, the political system can often affect a nation's history / culture. Because China was communist, the lives, and religious beliefs of people were influenced by the government. The communist state also ~~made~~ ^{left} China in an economic crisis. Since the government controlled close to everything there was little room for improvements or change.

Anchor Level 2-B

The response:

- Develops some aspects of the task in depth by discussing communism in China under Mao Zedong
- Is both descriptive and analytical (*communism in China*: in a communist state, there should be no private ownership of property; communism contradicts the ideas of capitalism; idea of collective farming also seen in the Soviet Union under Stalin; ancestral worship was common, but under the communist government was not allowed because the individual was to pledge loyalty solely to the state; economy was weak; China had few consumer goods)
- Includes relevant facts, examples, and details (*communism in China*: Mao Zedong; China became communist around the 1950s; Karl Marx; bourgeoisie, proletariat; classless society; land was taken by the government and made into collective farms; people forced to work on collective farms; atheists; Red Guards came into house and destroyed relics of religious belief; Great Leap Forward; five-year plan)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that specifies areas of society that were influenced by China's communist government under Mao Zedong

Conclusion: Overall, the response fits the criteria for Level 2. The response discusses communism in China using primarily Level 4 criteria, but fails to discuss a second political system.

Cultures today, impacts different people in many ways. Throughout history, political systems have affected the culture of nations and societies. France under the rule of Louis 14th had an absolute monarchy. Russia under the rule of Stalin had Communism. Each nation was affected by these rulers and the political systems they had in place.

Louis the 14th was an absolute monarch in France during the 17th century. He had complete control of the country and the people had no say in government. ~~Because of this~~ Being an absolute monarch made Louis 14th selfish, because of this he didn't care that much about the people of France who were mostly peasants. Only the few people in the highest class were treated good. The peasants were starving and were not allowed to hunt. Old moldy food was given to them, which led to bread riots. This absolute monarchy affected the history of France because eventually people wanted and demanded democracy which in turn led to the French Revolution.

Russia was a Communist nation under Stalin. Under Communism the state had control of all business, individuals were not important, and there was harsh punishment for opposers of Stalin. Stalin had Secret Police that would arrest people who talked out against the state. Communism had affects on Russia such as creating enemies in other nations who were democratic and against Communism. The history of Russia was affected by this political system because, although Communism lasted a long time in Russia, the economy eventually fell apart, along with Communism.

Many political systems have been successes as well as failures. ~~But~~ They affect the nations and cultures they are in positively and also sometimes negatively. The history of many nations or societies would have been significantly different, if not for the political systems that were in place in the past.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth by listing a characteristic of absolute monarchy, discussing the effect of the reign of Louis XIV on France, and describing characteristics and effects of communism in the Soviet Union under Stalin
- Is primarily descriptive, contains some analysis (*absolute monarchy in France*: had complete control of the country and the people had no say in government; Louis XIV didn't care about the people of France; *communism in the Soviet Union*: the state had control of all business, individuals were not important, there was harsh punishment for opponents of Stalin; created enemies in other countries who were democratic and against communism); includes some analysis (*absolute monarchy in France*: people wanted and demanded democracy which led to the French Revolution; *communism in the Soviet Union*: although communism lasted a long time in Russia, the economy eventually fell apart, along with communism)
- Includes few relevant facts, examples, and details (*absolute monarchy in France*: Louis XIV was an absolute monarch during the 17th century; *communism in the Soviet Union*: secret police); includes a minor inaccuracy (use of Russia instead of Soviet Union)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. While analysis strengthens the response, the description of the characteristics of absolute monarchy and the discussion of the effect of communism are incomplete. The description of the reign of Louis XIV is especially generic.

There are many political systems used throughout the world. An example of these systems includes dictatorships, communism, absolute monarchy and direct democracy. Each of these systems has a great affect on the region in which it is enforced.

A dictatorship is only one of many politically backed systems. Adolf Hitler is one of the most well known dictators in the world. Within this government the people have few if any rights, the government is involved in all the businesses and there is only one ruler, he who has appointed himself. This system caused a great deal of chaos throughout history. Between Hitler's killing of the Jews and attempt to take over all of Europe and then some to Stalin's killings of anyone who spoke poorly about the government. Most dictatorships end in disaster and pain because the ruler becomes too absorbed to see the damage being done.

Another well known political system is that of the Absolute Monarchy. Within this political system there is one main ruler who has claimed divine right to the throne and has only advisors. There are many nations who've accepted the absolute monarch such as that of Louis XVI. He had taken over but

lost control which inevitably lead to not only devastation + destruction but his own death, soon followed by the second stage of the French Revolution. Fascism, Communism, dictatorships, and Absolute monarchs are only a few examples of the many political systems in the world today. Many of these systems have had an affect on history, culture and their nations + societies. Some of these systems thrive while others fall but in all they have added to the diversity of this world.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by describing characteristics of dictatorship associated with Hitler and an aspect of Stalinism, mentioning characteristics of absolute monarchy, and postulating that both political systems lead to destruction
- Is descriptive (*dictatorship*: Hitler was one of most well-known dictators in the world; people have few if any rights; Hitler's killing of Jews and attempt to take over all of Europe; Stalin's killing of anyone who spoke poorly about the government; *absolute monarchy*: one main ruler who has claimed divine right); lacks understanding of fascism and communism; contains misapplication (political systems add to diversity of world)
- Includes few relevant facts, examples, and details (*absolute monarchy*: Louis XVI lost control, which led to his death, soon followed by second stage of French Revolution)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate elements of the theme

Conclusion: Overall, the response fits the criteria for Level 1. While elements of dictatorship can be associated with fascism (Hitler) and communism (Stalin), the failure to distinguish between the two systems limits the response. The discussion of absolute monarchy is too brief and general to add to the response.

Political Systems play a big role on the way people live their lives. Many as a people are happy with there present day political System, but many arent as well Why? Depending on which political System you ~~are~~ ~~have~~ know living in ~~is~~ ^{Says} how much control your goverment has on you. These are two popular forms of goverment, the communist gov. and the ~~democratic~~ ^{ant-communist} gov. Each one offers diffrent things.

The Communist form of goverment as seen in Cuba and in other parts of the world has not been taken so good. Many people tend to flee from these communist countrys cause the people have no say in there goverment. The goverment tells them what to do, how to think, And what to say. In Communist ~~govt~~ goverments your not even able to talk about how bad you feel about the goverment because they have a thing called secret police which are unccovered police that listen ~~to~~ to everything that goes around, and if they here anything that goes against the goverment they take you and throw you in jail or worse ~~to~~ torture and death. The goverment pretty much has controll over you especibly with the there false advertisements that speak with the ~~g~~ communist goverment giving them support.

This type of Communist goverment has affected

Cuba in the worse way, Cuba's ~~has~~ people have revolted against the government but everytime they do they end up in jail or executed. Cuba's them-selves had no control over the cuban missile crisis it's the government which ~~was~~ is ~~runned~~ ^{runned} by fidel castro is the one the blaim. People still revolt against this government. till this day but situations in cuba are getting more critical no jobs, secret police, hunger and, more.

A ~~democratic~~ anti-communist government has a lot to it. This is a type of government that people have say, in who they want to run the country and if they dont like him then they can ever throw him. This type of government will give men and women equal rights and allows the freedom of speech. The government still has control but not like complete control like in a communist government. People are allowed to speak against the government ~~and~~ without being put in jail. The freedom of religion is a more popular aspect of this type of government because many if not all aren't able to have freedom of religion.

Countries like ~~Britain~~ Great Brittan have similar or ~~exact~~ form of government. This influences these country to fight for independee and to spread anti-communism, around the

Anchor Paper – Thematic Essay—Level 1 – B

World. This country fought for its rights and has now been known as a world power along sides with other anticommunist countrys. This goverment gives people more ~~jobs~~ jobs so less can starve. This country struggles to bring peace to other countrys around the world.

In conclusion ~~many~~ we see how different types of goverments effect a country as a people in different parts of the world. Some countrys for the better and some for the ~~worst~~ worst.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by discussing characteristics of a communist form of government and mentioning aspects of communism in Cuba
- Is descriptive (*communism*: many people flee communist countries because people have no say in government; you're not even able to talk about how bad you feel about the government); lacks understanding of a second type of political system
- Includes few relevant facts, examples, and details (secret police; Fidel Castro); includes questionable information (people still revolt against the Cuban government till this day)
- Demonstrates a general plan of organization; contains digressions (Cubans themselves had no control over the Cuban missile crises); includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The characterization of features of a democracy as an anti-communist system is superficial and the discussion does not correspond to the requirements of the task. The discussion of communism in Cuba is repetitive, general, and not strong enough to offset the other deficiencies.

Thematic Essay—Practice Paper – A

In history, political systems have affected a nation's culture and society. The way a leader manages ^{his} ~~its~~ nation, and the policies that ~~the~~ ^{he} creates have a great effect on the people. Some political systems, however, have had negative effects on the social, cultural, ~~and~~ political, and economic aspects of a country. ^{TWO} ~~One~~ political systems that ^{have} ~~has~~ ~~negative~~ negative effects on its society ^{are} ~~is~~ fascism and Communism.

Fascism is a policy in which a dictator controls all aspects of a nation. Fascism is composed by fear, terror, censorship, racism, nationalism, and death. These characteristics or tactics are used by fascist leaders. An example on how this system is used is by the reign of fascism in Germany. Adolf Hitler, although having the title of Chancellor, was a very strict dictator. He used all of the tactics, if not more, in order to satisfy his desire for a perfect Germany. His policies allowed racism to be practiced towards non-aryans, especially Jews. Homosexuals, some Muslims, and Jews were deprived of their citizenship and property.

An event that truly showed the severeness of fascism was the Holocaust. In the Holocaust, the Jews and other "outcasts" were placed in concentration camps. These innocent people were starved, beaten, and murdered because of the policies against non-aryans. Unfortunately, the Jews were a part of a Genocide (elimination of a ~~set~~ culture or group). Communism, on the other hand is slightly different.

Communism is a political system that demands shared wealth and socialist ideas. Unlike capitalism, the people are not allowed to own their own business. The companies and industries are all owned by and run by the government. Another fact concerning communism is the elimination or lack of rights. Although communism may seem as a fair political system, it can turn into a disaster with an inappropriate leader. Communism was a great policy that equalized all of society. The peasants were no longer peasants and were ~~equal~~ equal to the rest of the people. However, Stalin used these policies to his advantage.

Stalin focused on the production of heavy industry and collectivization. Instead of providing consumer goods, Stalin created weapons, steel and other heavy materials. Collectivization was a policy that took the land of the people and created larger agricultural areas. Stalin, too, used some similar tactics as Hitler and also caused the death of many people.

Conclusively, many political systems can be effective. This is measured or limited by the type of leader. Fascism can cause negative effects and communism can have either positive or negative effects. This has affected cultures and the history of the globe.

Political systems have affected the history and culture of nations and societies. Many political systems have been created throughout history. Two of the more infamous ones are communism and fascism. Both have gone down in history as global problems.

Communism is actually a economic system where there is no self owned companies and the people share or the govern't has total control of the economy. It also destroys the poor and rich class in society and to have no classes at all. Karl Marx writer of the Communist Manifesto created communism during the Industrial Revolution. What he saw was that the rich were getting richer, and the poor getting poorer. Marx said that all workers must unite and overthrow capitalism and create a classless government. However we also know communism is always controlled by a totalitarian ruler or dictator.

The main country involved with communism was Russia formerly known as the U.S.S.R. The U.S.S.R. was a major part of the Cold War which lasted 50 long years of fear of a nuclear war. Communist Russia, U.S.S.R. was mainly ruled by totalitarian rulers like Joseph Stalin. In the U.S.S.R. there was strict censorship and elimination of dissidents. Also communism

spread to Korea, Vietnam, China, and Cuba. This growth is terrifying to communist enemies and the capitalist. This is why countries like America put strict trade blocks on these countries.

Fascism was created by Benito Mussolini. Fascism is similar to communism since both are ruled by totalitarian rulers, ^{and} have censorship, ~~and the military~~. Fascism makes the state or government more important than the individual. ~~It glorifies violence,~~ It glorifies violence, war, and death. Fascism uses propaganda to "brainwash" people into fighting for the country.

The most infamous fascist ruler was Adolf Hitler. He used fascism to create a "superior race" and to gain popularity. He drove people to the edge of killing other races ~~in~~ in the Holocaust and world domination during World War II. In the end his death led to the end of ~~the WWII~~ WWII and fascism.

Both communism and fascism effected nations in terrible ways, like war. They have gone down in history as the most infamous political systems. With remembrances like the Holocaust and the Cold War. The World will always be affected.

Government plays an important role in how a country will fare in economic trade and in war. In a government such as communism, production for trade can be increased, and armies can be made strong, but it will cause disarray within the country as seen in the Soviet Union. Under a fascist government, armies can be trained to be strong, but it does not help the economic policies of the countries, and will eventually cause the country to collapse, as seen in Germany. These two forms of government came into use around the time of World War I, and their effects were felt strongly.

Communist government, which is based on Marxism, favors the proletariat. The concept of communism is to abolish all private businesses and capitalists. Workers will receive their fair share and not suffer due to their social status. However, communist governments were not only in control of the country's economy, but of all aspects of the citizen's lives. In Russia, Vladimir Lenin was the first to control the communist government as a result of the Revolution of 1917. During the civil war Lenin paved the way for Stalin by eliminating political opposition and establishing the secret police. After Lenin's death, Stalin launched a series of Five-Year plans to industrialize the Soviet Union. He collectivized agriculture and confiscated grain from farmers so he would be able to pay for industrialization. Stalin's industrialization strengthened the Soviet Union so that it emerged as a major power after World War II.

Stalin became a dictator. He had complete power over the Soviet Union. He used the KGB to spy on those he suspected of wanting to overthrow him, which soon evolved into purges and mass executions of innocent people. Russia today is still recovering from his totalitarian system that put the state ahead of the individuals. Communism is theoretically the perfect system of government, but because all leaders desire power, it evolves into a dictatorship.

A form of government that had significant influence on Germany and the world was fascism. Fascism was a political system that promoted nationalism, militarism and expansion of territory. Fascists hated democracy and communism and used minorities as scape goats. This form of government took place in Italy and Germany. Adolf Hitler ruled Germany as a fascist dictator. He blamed Jews, Gypsies, and Poles for Germany's economic problems although they were due to the fact that Germany was in debt from WWI. He started the secret police, which would spy on everyone and immediately arrest someone if they made any remark about Hitler or fascism. Those arrested as well as those in the aforementioned groups were sent to ^{concentration} camps. A result of fascism on Europe as a whole was the Holocaust. Jews and others were shipped to death camps where they worked until they starved, or were simply killed on the spot. Young people were

Thematic Essay—Practice Paper – C

brainwashed and recruited as ~~F~~ Nazis and soldiers who fought in WWII. After WWII, the Nuremberg Trials punished some of Germany's leaders and Germany was divided and occupied.

In conclusion, Communism affected the Soviet Union by hindering economic progress in an attempt to increase it, Fascism caused the Holocaust as well as increasing problems in Germany. Both had a great effect on the history of the world as well as the history of that country.

Thematic Essay—Practice Paper – D

Political Systems have effected the history and culture of nations and societies. Two of these political systems are theocracy in Iran, and Absolute Monarchy in ~~Russia~~^{Russia}.

In the late 1900's Shah Reza Pahlavi was in control of Iran. His goals were to westernize. He gave rights to women, and ^{attempted} industrialized the nation. Because these changes were against ~~the~~ the Koran many Islamic Fundamentalists opposed these changes. The Shah responded to this by getting rid of those who disliked his ideas. He would either exile them or ~~have~~ send his secret police after them. One fundamentalist who was exiled was the Ayatollah Khomeini.

This made the people of Iran very angry because the Ayatolla was a very important person. ~~was~~ When the Ayatolla returned to Iran he accused the Shah of breaking Islamic law, and said that for what the Shah had done he deserved death. Shortly after the Shah fled to Latin America, then later to the U.S.A. After the Shah left, the Ayatolla took over and created a theocracy in Iran. A theocracy is a government based on religious beliefs. The new government changed the culture in Iran a lot. The rights that had been given to women were taken away.

Another government that changed the culture of a nation is absolute monarchy in Russia. Before Peter the Great came into power in Russia, people were living in feudalism. There was no industry and Russia was years behind all of western Europe. Peter the Great wanted to change all that. He set out to westernize and modernize his nation. First he wanted a warm water port, for trading ~~ports~~ ^{reasons}, he also wanted his people to dress more like the people of western nations, such as

France. To get a warm-water port he conquered
area on the Baltic sea, and created St. Petersburg.
He also forced the nobles to shave their
beards, so they would look more like the
nobles in France. An Absolute monarchy
is when one person rules ~~an~~ a whole
country. Often Absolute monarchs use the
divine right as justification for their
role.

Many different governments have ~~changed~~
affected cultures, and history of nations. Theocracy
changed Iran from a country that was becoming
westernized, to a country that followed the
Islamic way of life. Absolute monarchy dramatically
changed the way people dressed, and the way
they lived in Russia.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task in little depth by describing characteristics of fascism in Germany and communism in the Soviet Union and discussing the effects of each political system
- Is more descriptive than analytical (*fascism in Germany*: is composed of fear, terror, censorship, racism, nationalism, and death; policies allowed racism to be practiced towards non-Aryans, especially Jews; innocent people were starved, beaten, and murdered; *communism in the Soviet Union*: is a political system that demands shared wealth and socialist ideas; unlike capitalism, the people are not allowed to own their own business; instead of providing consumer goods, Stalin created weapons, steel, and other heavy materials; caused the death of many people); includes faulty analysis (*communism in the Soviet Union*: peasants were no longer peasants and were equal to the rest of the people; communism was a great policy that equalized all of society)
- Includes some relevant facts, examples, and details (*fascism in Germany*: Holocaust; genocide; *communism in the Soviet Union*: heavy industry; collectivization); includes inaccuracies (*fascism in Germany*: Adolf Hitler had the title of Chancellor)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mention the negative effects of fascism and communism.

Conclusion: Overall, the response fits the criteria for Level 3. The effects of fascism and communism are treated in terms of the human costs of specific policies. The ideological premises for these policies are included as characteristics of fascism and communism.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task unevenly by describing characteristics of communism and fascism and briefly addressing how these systems affected society
- Is more descriptive than analytical (*communism*: the people share or the government has total control of the economy; Marx said all workers must unite and overthrow capitalism and create a classless society; communism is always controlled by a totalitarian ruler or dictator; in the USSR, there was strict censorship and elimination of dissidents; *fascism*: similar to communism since both are ruled by totalitarian rulers and have censorship; the state or government is more important than the individual; uses propaganda to brainwash people into fighting for the country); includes weak analysis (*communism*: countries like America put strict trade blocks on these countries)
- Includes some relevant facts, examples, and details (*communism*: no self-owned companies; Karl Marx; *Communist Manifesto*; Cold War; Joseph Stalin; spread to Korea, Vietnam, China, and Cuba; *fascism*: Benito Mussolini; Adolf Hitler; Holocaust)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that characterizes these political systems as infamous

Conclusion: Overall, the response fits the criteria for Level 3. References to significant historical events are substituted for discussion of the effects of political systems. The response is strengthened by its description of characteristics of the political systems.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing characteristics of communism and fascism and discussing the effects of communism on the Soviet Union and the effects of fascism on Germany.
- Is more analytical than descriptive (*communism in the Soviet Union*: communist government, based on Marxism, favors the proletariat; concept is to abolish all private businesses and capitalists; workers receive their fair share and do not suffer due to social status; communist government controls economy and all aspects of citizens' lives; during civil war, Lenin paved way for Stalin by eliminating opposition and establishing secret police; collectivized agriculture and confiscated grain to pay for industrialization; Stalin used KGB to spy on suspects, which evolved into purges and mass executions of innocent people; Russia still recovering from totalitarian system that put the state ahead of the individual; *fascism in Germany*: fascists hated democracy and communism and used minorities as scapegoats; blamed Jews, Gypsies, and Poles for Germany's economic problems although they were due to the fact Germany was in debt from World War I; a result of fascism on Europe as a whole was the Holocaust; young people were brainwashed and recruited as Nazis and soldiers who fought in World War II; the Nuremberg Trials punished some of Germany's leaders and Germany was divided and occupied)
- Clearly supports the theme with relevant facts, examples, and details (*communism in the Soviet Union*: Vladimir Lenin first to control communist government; Revolution of 1917; Stalin launched a series of five-year plans to industrialize; industrialization strengthened the Soviet Union so it emerged as a major power after World War II; Stalin became a dictator; *fascism in Germany*: fascism took place in Italy and Germany; promoted nationalism, militarism, and expansion of territory; Adolf Hitler ruled Germany as a fascist dictator)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme in terms of the potential impact of communism and fascism and a conclusion that stresses the negative impact of both political systems

Conclusion: Overall, the response fits the criteria for Level 5. The response employs policy analysis in emphasizing the damage caused by the imposition of totalitarian rule in the Soviet Union under communism and in Nazi Germany under fascism. A shared disregard for human rights by two differing ideological systems serves as a unifying theme.

Practice Paper D—Score Level 2

The response:

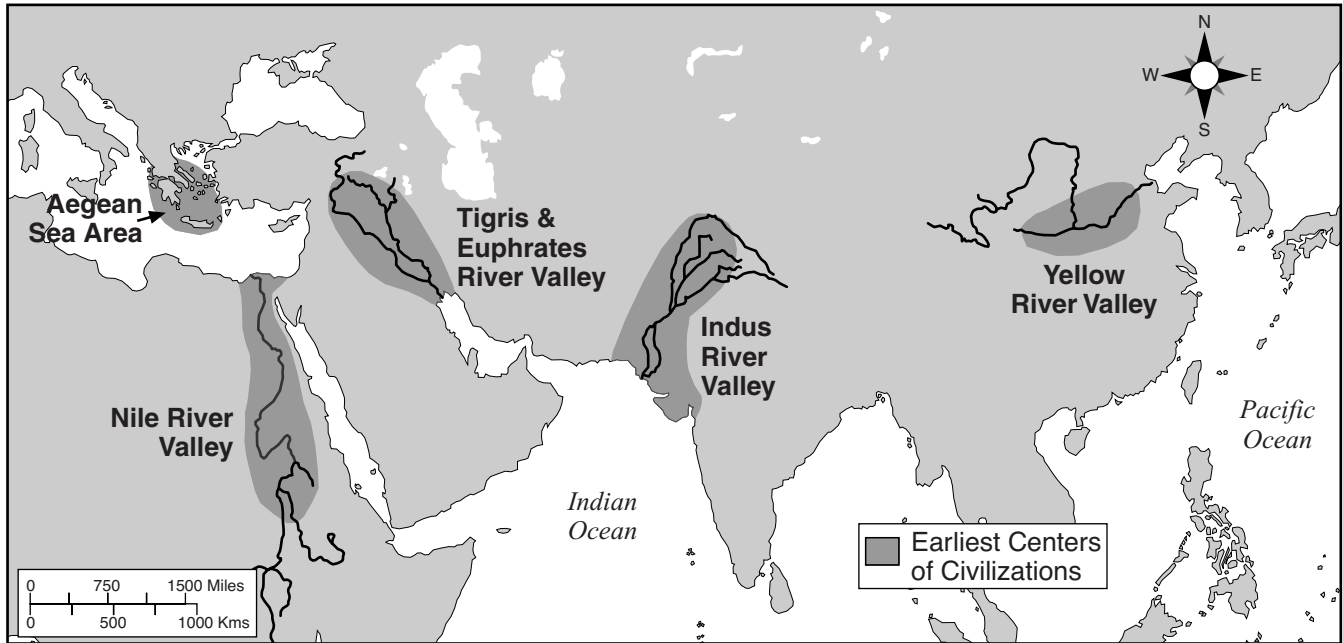
- Minimally develops all aspects of the task by discussing theocracy in Iran and absolute monarchy in Russia
- Is primarily descriptive (*theocracy in Iran*: fundamentalists opposed changes of Shah; when the Ayatollah returned to Iran he accused the Shah of breaking Islamic law; a theocracy is a government based on religious beliefs; rights given to women were taken away; *absolute monarchy in Russia*: Russia was years behind all of western Europe; Peter the Great set out to westernize and modernize his nation; absolute monarchy is when one person rules a whole country); includes weak analysis and application (*absolute monarchy in Russia*: absolute rulers use divine right to justify their rule; *theocracy in Iran*: because Shah's changes were against the Koran, many fundamentalists opposed these changes)
- Includes few relevant facts, examples, and details (*theocracy in Iran*: Shah Reza Pahlavi; *absolute monarchy in Russia*: forced nobles to shave beards); includes some inaccuracies (*theocracy in Iran*: Shah ruled in the late 1990s; *absolute monarchy in Russia*: there was no industry before Peter the Great; warm-water port established on the Baltic Sea)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion on theocracy digresses by concentrating on Shah Reza Pahlavi. Although the characteristics of both systems are stated rather than described, the response establishes the effects of both political systems.

Global History and Geography
Part A Specific Rubric
Document-Based Question—August 2007

Document 1

Earliest Civilizations, 3500 – 1500 BC



Source: *Historical Maps on File*, Revised Edition, Facts On File (adapted)

1 Based on this map, identify *one* geographic feature that influenced the location of early centers of civilization.

Score of 1:

- Identifies *one* geographic feature that influenced the location of the early centers of civilization shown on the map
Examples: river valleys; near oceans/seas; water; rivers; some civilizations were located in river valleys; civilizations were located near bodies of water

Score of 0:

- Incorrect response
Examples: civilizations had to be located on oceans; civilizations developed on different continents; civilizations needed to be located at the source of rivers
- Vague response that does not answer the question
Examples: valleys were important; there were five centers of civilization
- No response

Document 2a

“Farmers in India Await the Rains, and Despair”

REWARI, India—When the monsoon rains that sweep across India every year failed to arrive in late June, the farmers here began to worry. Now, as they scan the empty blue skies for signs of clouds, their worry is turning to despair.

Broad swaths [wide areas] of India are seeing the country’s worst drought in 15 years. Here in the northern state of Haryana, the level of rainfall until July 24 was 70% below average; for the country as a whole, it was 24% below normal. Since July 24, there has been little relief for the hardest-hit areas.

Under these parched [very dry] conditions, economists say, India’s growth could wilt, since agriculture accounts for a quarter of gross domestic product [GDP] and sustains [supports] two-thirds of the nation’s billion-strong population. Before the drought, economists were expecting agricultural expansion of around 2% and GDP growth of 4.5% to 6% in the current fiscal year, which began April 1. Now they are predicting that agricultural production will remain stagnant or even turn negative, shaving something like half a percentage point off overall economic growth. . . .

Source: Joanna Slater, *The Wall Street Journal*, August 6, 2002

2a Based on this excerpt by Joanna Slater, state *one* negative impact the lack of rain has had on the economy in India.

Score of 1:

- States a negative impact the lack of rain has on the economy of India as expressed in this document
Examples: overall economic growth is hurt/is less; agriculture production remains stagnant/negative; agricultural production can drop; farmers are hurt

Score of 0:

- Incorrect response
Examples: the worst drought in fifteen years; agriculture accounts for a quarter of the gross domestic product; economists expect a lack of rain
- Vague response that does not answer the question
Examples: monsoon rains come every year; Haryana is a northern state; it was 24% below normal; farmers despair; it hurt things
- No response

Document 2b

“Indian Monsoon Drenches the Land; Marketers Drench the Consumer”

BOMBAY, India—One year after a crippling drought, plentiful rains are sweeping across India—and delivering a flood of good news for its economy.

Agriculture’s contribution to India’s gross domestic product [GDP], its total output of goods and services, has declined over the past decade as the service and industrial sectors have grown. Nevertheless, the showers are a relief for farmers, who depend on the monsoon to irrigate their crops. They are also a boon [benefit] to sales of everything from tractors to shampoo; a good harvest puts more money in the pockets of rural consumers, improving the fortunes of companies ranging from Anglo-Dutch Unilever to Honda Motor Co. of Japan to South Korea’s Samsung Electronics Co.

Agriculture still sustains two-thirds of India’s billion-strong population and contributes a quarter of its GDP, which economists predict will expand by as much as 6.5% in the fiscal year ending next March, partly because of the abundant rains and the resurgent [recovered] farm sector. . . .

Source: Joanna Slater, *The Wall Street Journal*, July 24, 2003

2b Based on this excerpt by Joanna Slater, state *one* positive impact that abundant levels of rain have had on the economy in India.

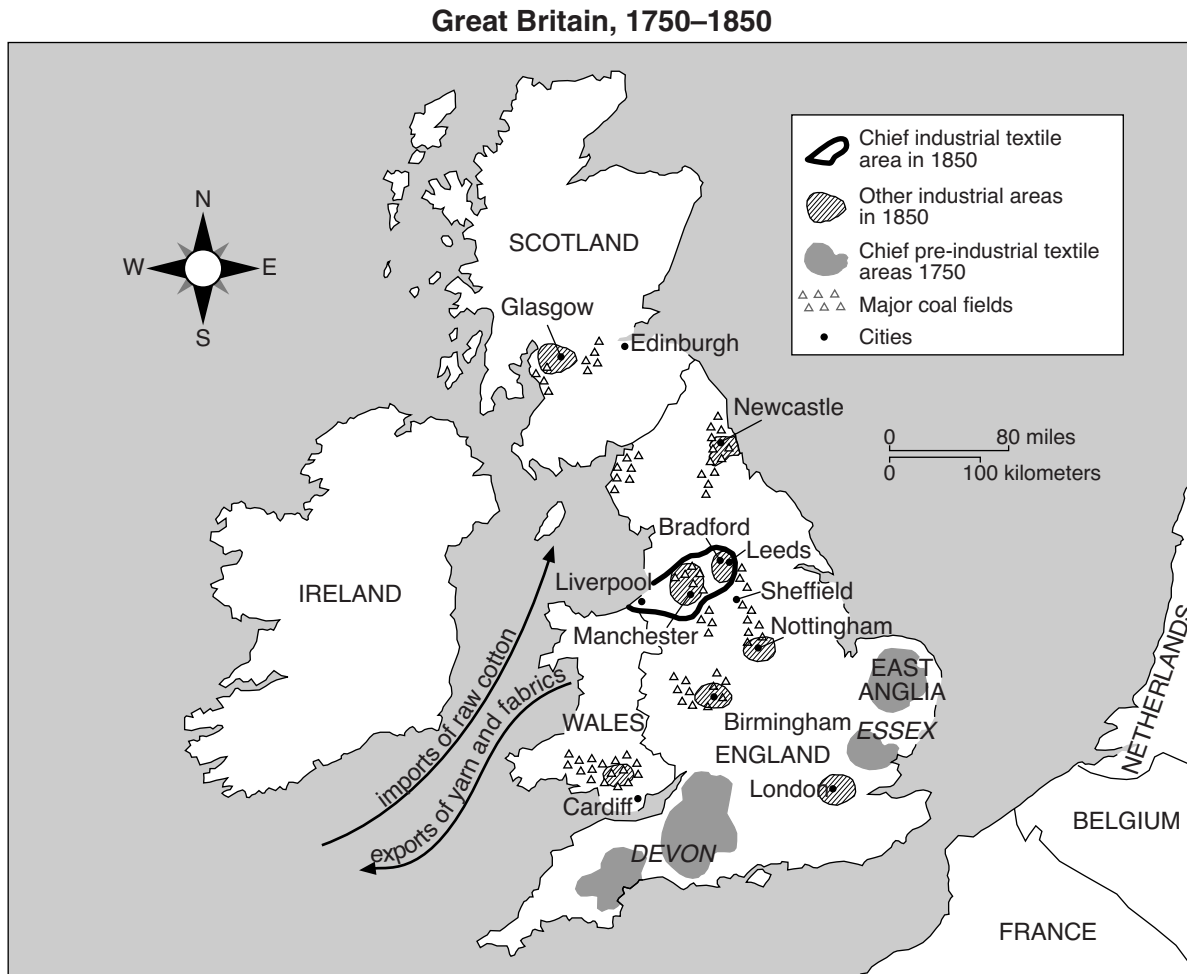
Score of 1:

- States a positive impact that abundant levels of rain have had on the economy of India as expressed in this document
Examples: monsoon rains have helped farmers’ crops; it benefits the sales of everything from tractors to shampoo; rural consumers have more money; it helps the GDP

Score of 0:

- Incorrect response
Examples: agriculture declined; plentiful rains swept across India
- Vague response that does not answer the question
Examples: it was good news for the economy; showers were a relief; it had an impact on the Indian economy
- No response

Document 3



Source: Holt and O'Connor, *Exploring World History Workbook*, Globe Book Company (adapted)

3 Based on this map, state *one* way that coal affected the development of Great Britain between 1750 and 1850.

Score of 1:

- States a way that coal affected the development of Great Britain between 1750 and 1850 derived from the information on this map
Examples: new industrial areas were located near coal fields; industrial areas expanded to the northern part of Great Britain/England; coal allowed Great Britain to industrialize; industrial textile areas shifted to the Manchester/Liverpool area

Score of 0:

- Incorrect response
Examples: there were more industrial areas than textile areas; raw cotton was exported; most of the industrial cities were located in Scotland
- Vague response that does not answer the question
Examples: there were yarn and fabrics; Wales is part of Great Britain; coal fields increased
- No response

Document 4

. . . The lives of factory workers in Manchester, and in the other new industrial cities rising up around Britain, were shaped by the burning of coal just as the coal miners' lives were shaped by the digging of it. Coal made the iron that built the machines the workers operated as well as the factories they worked in, and then it provided the power that made the machines and factories run. Coal gas provided the lights the workers toiled [worked] under, letting their work day start before dawn and end after dusk. When they left the factory doors, they would walk through a city made of coal-fired bricks, now stained black with the same coal soot that was soiling their skin and clothes. Looking up, they would see a sky darkened by coal smoke; looking down, a ground blackened by coal dust. When they went home, they would eat food cooked over a coal fire and often tainted with a coal flavor, and with each breath, they would inhale some of the densest coal smoke on the planet. In short, their world was constructed, animated, illuminated, colored, scented, flavored, and generally saturated by coal and the fruits [results] of its combustion. . . .

Source: Barbara Freese, *Coal: A Human History*, Perseus Publishing

4 According to Barbara Freese, what are *two* effects that coal had on factory workers in the industrial cities of Great Britain during the Industrial Revolution?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect that coal had on factory workers in industrial cities in Great Britain during the Industrial Revolution according to this document
Examples: coal provided the power for the machines operated by workers; coal gas provided the lights that made the work day longer; coal dust soiled skin/clothes; food was tainted with coal flavor; coal smoke was inhaled; coal made the iron for the workers' machines

Note: To receive maximum credit, two *different* effects that coal had on factory workers must be stated. For example, *coal gas provided the lights that made the work day longer* and *workers worked from dawn to dusk under coal-powered lights* is the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: coal made iron; only brick houses were built; cities lost population
- Vague response that does not answer the question
Examples: industrial cities rose up around Britain; people walked through the city; factory workers lived in Manchester
- No response

Document 5

Kuwait became a major supplier of oil during the late 1940s and the 1950s. Kuwait made a deal with foreign oil companies in return for payments. This money changed the way many people earned a living in Kuwait and led to a change in Kuwait's economic infrastructure.

. . .The government's efforts to modernize the City of Kuwait resulted in a construction boom, particularly in the period 1952 to 1965. Foreign planning consultants, architects, engineers, construction firms, and labor planned and created a city with the best material and technologies the industrial world could supply. In contrast to the land acquisition program, however, government outlays in this period to create social overhead capital did generate considerable economic activity. In addition to a great many public buildings, commercial centers, apartment blocks, and suburban community projects built in the period, the following were also constructed:

1. 176 government schools and 32 private schools.
2. 8 hospitals, 2 sanatoria [treatment centers], 37 dispensaries and health centers, 148 school dispensaries and 9 centers for preventive medicine.
3. 1,100 kilometers of paved roads.
4. A number of electric power stations and an expansive network for distribution and street lighting laid; between 1956 and 1965, installed capacity increased from 30,000 kwh to 370,000 kwh. . . .

Source: Jacqueline S. Ismael, "The Economic Transformation of Kuwait," *The Politics of Middle Eastern Oil*, Middle East Institute

5 According to Jacqueline S. Ismael, what are *two* ways Kuwait used its oil resources to improve the city of Kuwait?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way Kuwait used its oil resources to improve the city of Kuwait according to Jacqueline S. Ismael
Examples: to pay for a construction boom; to build a number of electric power stations; many public buildings were built; to build 8 hospitals; 1,100 kilometers of paved roads were built; to modernize the infrastructure; built more schools

Note: To receive maximum credit, two *different* ways Kuwait used its oil resources to improve the city of Kuwait must be stated. For example, *a number of electric power stations were built* and *more KWH of electricity* were produced is the same improvement using different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: most of the money went to foreign companies; government schools became private; hospitals were closed
- Vague response that does not answer the question
Examples: there was considerable economic activity; there was a land acquisition program; they hired foreign planning consultants/architects/engineers
- No response

Document 6



“I can’t see a reason to go to war with Iraq....”

Source: Michael Ramirez, *Los Angeles Times*, January, 2003 (adapted)

6 Based on Michael Ramirez’s cartoon, in what way did Iraqi oil contracts influence the French government in 2003?

Score of 1:

- States a way that Iraqi oil contracts influenced the French government in 2003 as shown in this cartoon
Examples: the contracts might have been a reason for French opposition to the Iraq war in 2003; they helped shape French policy towards Iraq in 2003; France could not see a reason to go to war with Iraq in 2003

Score of 0:

- Incorrect response
Examples: Iraq is not an enemy; Iraq has oil contracts; France declared war on Iraq
- Vague response that does not answer the question
Examples: there was no reason; oil contracts were important
- No response

Document 7

. . . When De Beers discovered diamonds in Botswana in 1969, the government had been independent for three years, and the men running it were traditional chiefs who owned cattle. They came from a desert culture where people have to scrimp and save to survive the long, dry season.

During three decades, Botswana's leaders have carefully guided what became the world's fastest-growing economy. They invested in roads, schools and clinics. In stark contrast to the rulers of Angola and Congo, they created an African nation devoted to improving the lives of its people. In 1965, only about half of primary school-aged children attended school. Today, 90 percent of that group is enrolled. Life expectancy, which was less than 50 at independence, is now near 70.*

Phones work in Botswana, potholes get repaired, garbage gets picked up, and a lively press pokes fun at the government without fear. At \$3,600 per year, the gross national product per capita is seven times higher than the average for sub-Saharan Africa. The standard of living is higher than in South Africa, Turkey or Thailand.

"Diamonds are not devils," said Terry Lynn Karl, professor of political science at Stanford and author of "The Paradox of Plenty," (University of California Press, 1997), a book about the poisonous mix of natural resources, big money and thieving elites in developing countries. "What matters is that there be a tradition of good government and compromise in place prior to the exploitation of these resources." . . .

* Correction: The United Nations says that because of AIDS, the figure has fallen sharply and is 41, no longer close to 70.

Source: Blaine Harden, "Africa's Gems: Warfare's Best Friend," *New York Times*, April 6, 2000
Correction published April 17, 2000

7 According to Blaine Harden, what are *two* ways the sale of diamonds affected Botswana?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way that the sale of diamonds affected Botswana according to this document

Examples: the money from diamonds was invested in roads/schools/clinics; it helped raise the standard of living of people in Botswana; the money from diamonds helped the government provide public services (road repair/garbage collection); helped increase the gross national product; improved the lives of the people

Note: To receive maximum credit, two *different* ways the sale of diamonds affected Botswana must be stated. For example, *improved the lives of the people* and *raised the standard of living* is the same way diamonds affected Botswana since *raising the standard of living* is a subset of *improving the lives of people*. In this and similar cases, award on *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the money from diamonds brought independence; diamonds led the press to become afraid of the government; life expectancy decreased
- Vague response that does not answer the question
Examples: DeBeers discovered diamonds; traditional chiefs owned cattle; diamonds became devils
- No response

Document 8

In 1980, diamonds were discovered at Gope in the Central Kalahari Game Reserve (CKGR). Since 1997, the government of Botswana has been removing the Bushmen from this area. Many wish to return to their traditional homelands.

. . . In a recent court case concerning the Bushmen's right to return to their ancestral lands, Tombale assured the court that the evictions had nothing to do with diamonds. This was strange, because the bushmen's lawyers had never mentioned diamonds. They were just defending the Gana and Gwi Bushmen's right to live on lands they had occupied for thousands of years.

And yet when Margaret Nasha said in February 2002 that the relocation of the Gana and Gwi was not unprecedented she cited an example of people being relocated 'to give way for projects of national interest' in Jwaneng. They were, in fact, relocated to make way for a diamond mine.

As Botswana's foreign minister Mompoti Merafhe has explained: 'Many Bushmen have been removed because of economic interests. In Orapa, my area, a great chunk of people were removed because of the mine. Botswana is where it is today because of this facilitation. These people are no exception.' . . .

Meanwhile, back in the Kalahari the Botswana government has been parcelling up the CKGR into diamond concessions and sharing them out between De Beers, the Australian-based company BHP Billiton and the Canadian outfit Motapa Diamond Inc. And by November last year virtually the entire game reserve, bar [except for] a small bite-sized chunk in the northwest, had been dished out.

So either the government has pulled off a fat scam by selling dud concessions to three unsuspecting multinationals — or it's lying. . . .

Source: "Why are the Bushmen being evicted?" *The Ecologist*, September 2003

8 Based on this excerpt from *The Ecologist*, state *one* impact the 1980 discovery of more diamonds has had on the people of Botswana.

Score of 1:

- States an impact that the 1980 discovery of more diamonds has had on the people of Botswana according to this document

Examples: people were relocated to make way for a diamond mine; land of the Bushmen in the CKGR has been parceled up into diamond concessions; Bushmen were evicted; virtually the entire game reserve where the Bushmen lived has been dished out

Score of 0:

- Incorrect response
Examples: the Bushmen had occupied the land for thousands of years; bite-sized chunks had been dished out; dud concessions were sold
- Vague response that does not answer the question
Examples: lawyers never mentioned diamonds; there was no exception; economic interests were important
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—August 2007

Historical Context: Throughout history, natural resources such as water, coal, oil, and diamonds have both helped and hindered the development of nations and regions.

Task: • Discuss how natural resources have helped *and/or* hindered the development of specific nations *or* regions

Do not use the United States as the specific nation or region.

Scoring Notes:

1. This document-based question has a minimum of *two* components (discussing how *at least two* natural resources have helped and/or hindered the development of specific nations or regions).
2. The natural resources that are chosen may focus on the same nation or region, e.g., the effect of both water and oil on the development of the Middle East.
3. A region may be considered any area with unifying characteristics such as the area of the Middle East or the Sahara Desert, cities (Kuwait City, Manchester), or parts of nations (England).
4. Any time period may be used to discuss how natural resources have helped and/or hindered the development of specific nations or regions.
5. Specifying whether a natural resource has helped or hindered is not required as long as the action is implied in the discussion.
6. As is the case with many historical topics, whether a natural resource has helped or hindered the development of a nation or region is subject to the student's point of view. The response may discuss a natural resource from either perspective as long as the position taken is supported by accurate facts and examples.
7. The United States may be included as part of a discussion of the effects of natural resources as long as the United States is not the focus of the discussion, e.g., mentioning the oil embargo imposed by OPEC members in the Middle East as a reaction to United States support of Israel in the Yom Kippur War is acceptable.
8. For the purposes of meeting the criteria of using at least *five* documents in the response, documents 2a and 2b may be counted as separate documents if the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing how natural resources have helped and/or hindered the development of specific nations or regions throughout the world
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) e.g., *water*: connects the location of early Egyptian civilization on the Nile River and agricultural methods such as irrigation and the development of the calendar to keep track of planting and harvesting dates to the eventual construction of the Aswan Dam to controlled flooding of the Nile; *coal*: connects the use of coal power in Great Britain to the growth of the factory system and the end of the domestic system and the resulting need for colonies which led to imperialism and competition)
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to natural resources (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *water*: cataracts; silt; Mediterranean Sea; pharaohs; hydroelectric power; *coal*: enclosure movement; urbanization; colonialism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one natural resource more thoroughly than the second resource
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) e.g., *water*: discusses Egyptian agricultural methods and the dependence on flooding of the Nile River with the development of the calendar; *coal*: discusses the relation of coal to the growth of the factory system and the need for colonies)
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops *all* aspects of the task with little depth
- 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

Score of 2:

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

Score of 1:

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

Score of 0:

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

Key Ideas from the Documents

Natural Resource	Document	How Natural Resources Helped Nations or Regions	How Natural Resources Hindered Nations or Regions
Water	1	Access to water helped early civilizations develop	Location of early civilizations was determined by the need for water
	2	Monsoons in India provided irrigation for crops and stimulated other parts of the economy Monsoons in India contributed to the growth of GDP	Lack of water from monsoons in India led to stagnant agricultural production When monsoons did not arrive, India's economic growth suffered
	3	Water surrounding Great Britain was an avenue for trade	
Coal	3	Coal helped the growth of the textile industry in Great Britain	
	3 and 4	Industrial areas no longer had to be located near water because coal provided power for machines and factories	
	4	Coal led to the building and operating of factories Coal gas provided illumination which allowed factories to operate for longer work days	Illumination provided by coal gas led to longer work days and poorer working conditions for workers Use of coal contributed to poor living conditions, poor health, air pollution
Oil	5	Money from oil led to a construction boom and the modernization of the city of Kuwait, especially between 1952 and 1965	
	6	Iraqi oil contracts with France were seen as a reason for French opposition in 2003 to the Iraq war	Oil became a divisive factor in world politics during war with Iraq in 2003
Diamonds	7	Diamond mining increased employment and income in Botswana Diamond mining helped improve the standard of living and quality of life in Botswana	
	8		Discovery of diamonds at Gope was a factor in the Bushmen's loss of their traditional homelands Foreign companies' control of part of the diamond mines in Botswana led to possible loss of revenue Division of the Central Kalahari Game Reserve between multinational diamond corporations meant loss of control by Botswana

Relevant Outside Information

(This list is not all-inclusive.)

Natural Resource	How Natural Resources Helped Nations or Regions	How Natural Resources Hindered Nations or Regions
Water	<p>River flooding helped create fertile areas for agriculture</p> <p>Irrigation systems were developed</p> <p>Waterways (oceans, seas, rivers) were used as trade routes to gain raw materials and markets</p> <p>Canals have been built to connect waterways (Grand Canal, Suez Canal, Panama Canal)</p> <p>Water has been harnessed for power by dam projects (Aswan, Three Gorges)</p> <p>Control of strategic waterways allowed countries to influence political and economic decisions (Bosporus and Dardanelles, Strait of Malacca)</p> <p>Waterways served as avenues for cultural diffusion</p> <p>Waterways encouraged naval development and helped nations become more powerful</p> <p>Exploration was facilitated by waterways and helped lead to colonization</p>	<p>Lack of water and irregular flooding of rivers led to economic problems</p> <p>Harnessing of water for flood control led to the relocation of people, destroyed natural habitat of wildlife, and destroyed archaeological evidence of the past</p> <p>Exploration was facilitated by waterways and led to areas being controlled by outside powers</p> <p>Control of strategic waterways allowed outside countries to influence political and economic decisions in regions such as Suez and Panama</p>
Coal	<p>Location of coal helped lead to urbanization</p> <p>Coal-powered factories helped end the domestic system and helped lead to the development of the factory system</p> <p>Use of coal helped lead to other inventions and industries (steamboats, railroads)</p>	<p>Need for workers in coal mines led to social problems such as increased child labor</p> <p>Dangerous working conditions associated with coal mining resulted in accidents and deaths</p> <p>Coal-powered factories helped end the domestic system, which helped lead to the breakdown of traditional family life</p> <p>Need for coal helped increase the competition for colonies</p> <p>Coal-rich areas outside the industrial powers became exploited for their resources</p> <p>Coal-burning factories led to acid rain and other environmental problems</p>

Relevant Outside Information (Cont.)

(This list is not all-inclusive.)

Natural Resource	How Natural Resources Helped Nations or Regions	How Natural Resources Hindered Nations or Regions
Oil	<p>Oil-producing and exporting countries (OPEC) united to help control prices and production</p> <p>Political and economic power of nations with oil was demonstrated by the oil embargo of 1970s</p> <p>Importance of oil in the global economy increased power for formerly ignored nations</p> <p>Oil resources helped promote business and industry</p>	<p>Desire for economic growth has led to increased dependence on non-renewable resources</p> <p>Nations with oil could threaten economic stability of developed nations (oil embargo of 1970s)</p> <p>Competition for oil has contributed to conflict (Iran-Iraq war)</p> <p>International companies (Exxon) control oil and have had political and economic clout in foreign policy decisions</p> <p>Oil has led to environmental problems (burning of oil wells in Kuwait; oil spills)</p> <p>Use of oil has been linked to global warming</p>
Diamonds	<p>Companies that have restricted the supply of diamonds have benefited from higher profits for both themselves and governments</p> <p>Imperialistic countries (Great Britain, France) profited from exploitation of diamond resources</p>	<p>Resources and people were exploited by foreigners (Cecil Rhodes) in Africa</p> <p>Presence of diamonds has led to neo-colonialism</p> <p>Diamond mining has led to socio-economic inequities</p> <p>Concentration on diamond mining in some countries helped lead to neglect in other areas (infrastructure, social spending)</p> <p>Poor working conditions and modern day slavery have been perpetuated by some in the diamond industry</p> <p>Corrupt governments and mining companies used profits from the diamond mines to benefit themselves and their family members</p> <p>Wars over control of diamonds led to the use of children as soldiers and to other abuses of human rights</p> <p>Mining of diamonds (blood diamonds, conflict diamonds) has led to wars in some countries (Angola, Sierra Leone)</p>

Throughout global history, many unique cultures have emerged. These cultures have been shaped by their natural resources as much as they have been shaped by their political leaders. Throughout history, natural resources such as coal, oil, water, and diamonds have both helped and hindered different cultures. Rivers and water have influenced the ancient civilizations, coal influenced Britain during the Industrial Revolution, and oil continues to influence the Middle East.

Anthropologists believe that ancient civilizations first developed around 6000 years ago. The civilizations developed in fertile river valleys (Nile, Indus, Euphrates and Tigris, Yellow Rivers) or next to seas (Aegean Sea for Greece). (Document 1) The river valley locations were advantageous to these civilizations because the steady supply of water could be used to irrigate the crops. In Egypt, for example, the Nile typically overflowed just once a year. The Egyptians developed an accurate calendar and made advanced mathematical calculations, which allowed them to keep track of the time between floods and plan their planting season. This caused more food to be grown which led to increased population and increased specialization. The Nile was so important in Egypt that it was regarded as a god. Unlike the Nile, the flooding of the Tigris and Euphrates Rivers was very unpredictable. The people of Mesopotamia built irrigation ditches to divert the water to their fields. Rich soil deposited by the floods allowed the land to be very fertile which caused many different groups to conquer the area. Hammurabi, one of the leaders of the Babylonians, developed a law code which helped to unify the different groups of people within his empire and helped the Babylonians keep control of this fertile land. The rivers and seas were also used for travel and exchange between cultures. For example, the Greeks

used the Aegean Sea to develop colonies in Sicily, western Turkey, and Crete. Greek life relied heavily on trade in the Aegean Sea area because Greece had few natural resources and lacked sufficient arable land. Location on the water as well as the surrounding mountains caused communities to be separate, which led to the growth of the independent city states Athens and Sparta. The rivers and seas definitely helped the ancient civilizations. One drawback of water location might have been in China: The Yellow River overflowed so violently that it was nicknamed "China's greatest sorrow", even though people continue to live in this river valley, because of its fertile soil.

Britain was greatly affected by its natural resource, coal, both positively and negatively. Partially due to its large deposits of coal, Britain was the first country to industrialize during the Industrial Revolution. Indeed, many of the major industrial centers sprang up around the coal fields in Leeds, Liverpool, Newcastle, and Cardiff. (Document 3) Coal was used as fuel for lighting and to run the heavy machinery in factories. This eventually led Britain to need more and more raw materials which led to colonization. Britain soon became a leading textile producer, importing most of its cotton from its colony, India, and exporting it to much of the Western world. Coal helped make Britain one of the most powerful countries in the world.

However, coal also hindered the development of Britain. During the 1800s, many poor British citizens worked in the coal mines. Coal mining was very dangerous; there was a constant threat that the mine would collapse, and the coal affected the miners' respiratory systems. Coal also polluted Britain, blackening the sky and ground (Document 4). In Manchester, the

Soot from coal blackened the white beech trees killing much of the white moths. Coal was also used for lighting; as a result the working day was extended. Workers worked before sunrise and after sunset (Document 4). Eventually legislation addressed many of the problems caused by coal.

Oil has generally improved the lives of the people of the Middle East. In the 1960s, the oil producing countries formed OPEC – Organization of Petroleum Exporting Countries. OPEC's goal was to control oil prices; by producing less oil, the price went up and some of the Middle East countries became fabulously rich. Some of the wealth was used to improve living standards. In Kuwait for example, the government used oil profits to build 1100 km. of roads, 176 government schools and 8 hospitals (Document 5). The U.A.E. has used its oil profits to build a thriving tourist industry in its capital city, Dubai.

Middle Eastern countries have also used oil as a political tool. In 1973, during the Yom Kippur War, OPEC severely limited their oil exports to America, because America had helped Israel win the Yom Kippur War. This drove up prices and Americans had to wait on long lines to receive their quota of oil. Oil also played a role when America asked the U.N. to support war with Iraq in 2003. France refused, many believe, because of its dependence on Iraq for oil (Document 6). Many countries did not support a war so President Bush set up his own coalition of our willing allies. This war caused instability in the region which has resulted in higher oil prices.

Clearly, natural resources have greatly affected the development of regions. Water allowed for irrigation and trade for the ancient civilizations. Coal deposits in England helped start the Industrial Revolution, but hindered England by worsening the lives of workers and polluting the air. Oil has greatly helped the Middle East in the past century by helping to raise the standard of living for some nations. Natural resources have definitely played a role in global history.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how water helped some early civilizations and hindered others, how coal helped and hindered Great Britain, and how oil helped and hindered the nations of the Middle East
- Is more analytical than descriptive (*water*: river valley locations were advantageous to civilizations because of the steady supply of water; rivers and seas were used for travel and exchange between cultures; *coal*: coal helped make Britain one of the most powerful countries in the world; *oil*: some of the wealth from oil was used to improve the standard of living of a country)
- Incorporates relevant information from documents 1, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*water*: Egyptians developed an accurate calendar and made advanced mathematical calculations to keep track of the time between floods; the Nile was regarded as a god; the flooding of the Tigris and Euphrates rivers was very unpredictable; people of Mesopotamia built irrigation ditches; fertile land from flooding caused many different groups to conquer the area; Greek life relied on the Aegean Sea because Greece had few natural resources and lacked sufficient arable land; location on the water as well as the surrounding mountains caused communities to be separated which led to the growth of independent city states; the Yellow River overflowed so violently that it was nicknamed “China’s Greatest Sorrow”; *coal*: coal eventually led Britain to need more and more raw materials, which led to colonization; there was a constant threat that coal mines would collapse; in Manchester, the soot from coal blackened the white beech trees killing many of the white moths; eventually legislation addressed many of the problems caused by coal; *oil*: in the 1960s, oil-producing countries formed OPEC to control prices; United Arab Emirates used its oil profits to build a thriving tourist industry; during the Yom Kippur War, OPEC severely limited its oil exports to America because America had helped Israel in the war; many countries did not support war in Iraq and President Bush set up a coalition of willing allies; war caused instability in the region and has resulted in higher oil prices)
- Richly supports the theme with many relevant facts, examples, and details (*water*: early civilizations developed in fertile river valleys or next to seas; *coal*: many of the major industrial centers sprang up around the coal fields; coal was used as fuel to run the heavy machinery in factories; coal was used for lighting and as a result the workday was extended; *oil*: Kuwait used oil profits to build roads, schools, and hospitals)
- Demonstrates a logical and clear plan of organization; includes an introduction that states cultures have been shaped by their natural resources as much as they have been shaped by their political leaders and a conclusion that summarizes how each natural resource has helped and/or hindered specific places

Conclusion: Overall, the response fits the criteria for Level 5. Insightful and analytical outside information enhances the interpretation of document information. A meaningful discussion results from the awareness of both the positive and negative roles played by natural resources in the interaction of geography and history.

Throughout the world many places have different geographic features. Geographic features, as well as natural resources such as, rivers, oil, coal, metal, and other land features can affect the development of a certain country or region. In ancient times, Egypt was affected because of the Nile River. In more modern times, in Britain and in Arab countries geographic factors and natural resources have had a positive affect on their countries.

In ancient Egyptian society, the Nile River was a center of civilization as seen in Document 1. The flooding of the river provided water and minerals for the land making it fertile for farming, to produce good crops. When the river flooded, it left a deposit of mud that created an area of rich dark soil that the Egyptians called the Black Land. Beyond this narrow strip of land were the deserts, which Egyptians called the Red Land. These deserts acted as natural barriers by keeping out invaders but they did not prevent the development of trade. The Nile also provided a water highway to travel, connecting Upper and Lower Egypt. Because of the Nile River's great benefits the Egyptians started worshipping ^{it} as part of the Egyptian polytheistic belief system. Egypt was said to be the gift of the Nile. The Nile allowed farmers to produce surpluses of food which helped Egypt become prosperous. Even today, most of Egypt's peoples are crowded along the banks of the Nile.

Natural Resources in Britain have also helped the Industrial Revolution begin and make Britain one of the greatest and strongest nations in the world (Document 3). Because of its coal, Britain was

able to have enough energy to help run the steam engine which was invented by James Watt. It also helped supply energy to run machines and factories and textile mills which were the basis of the Industrial Revolution (Documents 3 and 4). This coal plus the abundance of iron ore in Britain was the way the British created steel after the Bessemer process was developed. Not only was this steel used in the machines in the factories, but it was also used in the building of merchant ships and in the building up of the British navy. The British navy became so powerful that it was used to gain colonies all over the world. Some said the sun never set on the British Empire. However, there were also downsides to the overabundance of coal as a natural resource. Because of the tremendous industrialization and use of machinery, a great ^{amount} ~~number~~ of pollution was created. This created an unhealthy environment in which people's skin and clothing turned black and buildings and the ground were covered with coal soot making the air toxic and unhealthy causing lung problems (Document 4). Eventually, these conditions led to the rise of urban reformers who pressured city governments to clean up their cities.

Another modern day region which has been greatly influenced by its natural resources is the Middle East. For example, Kuwait became a major supplier during the late 1940s and 1950s and its profits changed the way people earned a living in Kuwait. (Document 5). The profits of its oil production ~~led~~ ^{led} to a change in Kuwait's

economic infrastructure allowing it to get involved in many useful projects. A great many public buildings and commercial centers, apartment blocks, and suburban communities were built. Furthermore, lots of government schools, private schools, hospitals, health centers, dispensaries, sanatoria, paved roads, electric power stations, and street lighting were constructed in the city of Kuwait. It is obvious how the new found oil in Kuwait benefited the city of Kuwait and the country greatly. In addition, oil was used as a "political weapon" for the Arab countries. For example, when America sided with Israel in the Arab-Israeli conflicts in 1973, OPEC threatened the U.S. that it wouldn't provide oil for them anymore. This drastically increased the price. Even today, many Arab countries ~~are~~ ^{are} protected and not fought against mostly due to the fact that oil contracts with other countries such as France in 2003 (Document 6.) Oil has become such an important and expensive commodity that corporations and nations are actively looking for alternative fuel sources and better ^{ways} to conserve the oil we do have.

In conclusion, we see how natural resources have greatly influenced the development of the ancient Egypt civilization, the British in the eighteenth and nineteenth centuries during the industrial revolution, and the Arab countries today. Even though natural resources sometimes cause harmful effects, most of the effects are positive.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how water helped Egypt, how coal helped and hindered Great Britain, and how oil helped Kuwait and other countries in the Middle East
- Is more analytical than descriptive (*coal*: natural resources in Britain helped make it one of the greatest and strongest nations in the world; because of the tremendous industrialization and use of machinery, a great amount of pollution was created; coal created an unhealthy environment because the coal soot made the air toxic and unhealthy causing lung problems; *oil*: oil changed the way people earned a living in Kuwait; profits from its oil production led to a change in Kuwait's economic infrastructure; oil was used as a political weapon by the Arab countries)
- Incorporates relevant information from documents 1, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*water*: in ancient Egyptian society, the Nile River was a center of civilization; when the river flooded it left a deposit of mud that created an area of rich dark soil that the Egyptians called the Black Land; the Nile provided a water highway to travel, connecting Upper and Lower Egypt; because of its great benefits, Egyptians started worshipping the Nile as part of the Egyptian polytheistic belief system; Egypt was said to be the gift of the Nile; Nile allowed farmers to produce surpluses of food which helped Egypt become prosperous; even today, most of Egypt's peoples are crowded along the Nile; *coal*: Britain's coal enabled it to have enough energy to help run steam engines; coal plus the abundance of iron ore helped Britain create steel, using the Bessemer process; unhealthy conditions created by coal eventually led to the rise of urban reformers who pressured city governments to clean up their cities; *oil*: when America sided with Israel in the Arab-Israeli conflict in 1973, OPEC threatened the United States that it would not provide oil to them)
- Richly supports the theme with many relevant facts, examples, and details (*coal*: natural resources in Britain helped the Industrial Revolution begin; people's skin and clothing turned black; the buildings and the ground were covered with coal soot; *oil*: Kuwait became a major supplier of oil during the late 1940s and 1950s; public buildings, commercial centers, apartment blocks, and suburban community projects were built in Kuwait from oil profits)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both geographic features and natural resources affect the development of countries and regions and a conclusion that states even though natural resources sometimes cause harmful effects, most of the effects are positive

Conclusion: Overall, the response fits the criteria for Level 5. The response uses document information as a starting point which is then expanded upon with good outside information resulting in a knowledgeable discussion of the effects of natural resources. Solid historical references enhance the narrative.

Anchor Paper – Document–Based Essay—Level 4 – A

From the time of the first world civilizations up to the present, natural resources such as water, coal, ~~oil~~^{oil} and diamonds have both helped and hindered the development of nations and regions. Water, for the most part, has helped development but has caused its share of problems. Coal has also primarily been an asset to development but not without problems. Oil, perhaps, is more difficult to judge causing as many obstacles to development as benefits. Diamonds generally have been more of a problem for development than a help to development.

The presence of water has proven mainly beneficial to the development of regions although it has hindered development as well. The earliest civilizations developed around bodies of water, especially rivers, as can be seen in Document 1. River valleys proved to be extremely helpful in the development of societies. They provided drinking water, a source of food, and their floods spread fertilizing silt across the surrounding land which promoted agriculture. Especially in the Nile River Valley, where the floods were relatively regular, this silt allowed for farmers to produce a surplus of food, allowing for the development of civilization. Greek civilization developed in the Aegean Sea area, as shown also in Document 1. Due to the fact that the Greek peninsula extended out towards numerous islands, the sea and trading became an integral part of Greek civilization. Greece established colonies in the eastern part of the Mediterranean. Location on the water led to the development of a strong Athenian navy and this navy helped maintain the colonies and spread Athenian ideas. Water has also helped the country of India. A primarily agricultural economy runs the nation and the arrival of the seasonal monsoons brings water that is greatly needed by the farmers. Document 2b shows how the rains benefit the Indian economy by increasing the spending money of individuals and creating an increase in the GDP (gross domestic product). However, these same rains, or rather the lack thereof, can also cause great devastation. When the rains do not come, the entire economy can suffer due to the loss of that year's crop, as

Anchor Paper – Document–Based Essay—Level 4 – A

seen in Document 2a.

Coal, another natural resource has also both helped and hindered the development of regions. In Britain, the mining of coal fields allowed for the development of industrial areas, and large cities as seen in Document 3. This increase in industrialization changed the country, and the world, forever. It revolutionized the way products were made and were a large source of profit for the country because more products could be made and sold. It helped contribute to a later development of more advanced forms of technology especially with the improvements in the steam engine and the Bessemer process. However, coal also polluted the air, as seen in Document 4, which caused great problems later on in Britain, and ~~their~~ other industrialized nations. This pollution would force ~~the~~ governments to later spend great amounts of money to clean up the environment, and improve health care. Industrialized countries are now researching and investing in cleaner energy sources.

Oil helped development in the Middle East and also hindered ~~the~~ development there. It also has proven to have been slightly detrimental to developing North African countries. In Kuwait, the discovery of oil proved, for the most part, to be helpful. It provided money for the government to build schools, hospitals, and infrastructure, as seen in document 5. Oil has also helped both the French and Iraqi economies. Their oil contract undoubtedly has beneficial to both countries as France didn't want to risk losing the contract by going to war against Iraq as seen in Document 6. However it should be noted that the view as given by a political cartoonist who may not be completely representing the entire situation. Many people in the United States were angry that France did not support its view. Oil has also hindered development in the Middle East. Earlier Iraq decided to invade Kuwait for oil resulting in the Persian Gulf War and Iraq's forced removal from Kuwait. The presence of oil has not been completely beneficial to countries in North

Anchor Paper – Document-Based Essay—Level 4 – A

Africa either. When the nations in that region received their independence, many continued to remain economically dependent on other countries. In the 20th century, some countries still primarily export oil and other natural resources instead of developing more self-sufficient economies. This would later cause many economic problems and social unrest and in some cases contributed to the development of dictatorships, which certainly hindered development in the region.

Diamonds as a natural resource hindered more than helped the development of regions, which is not to say that they provided no benefits whatsoever. According to Document 7, from an article in the New York Times, the income provided by diamonds allowed the government in Botswana, a country in sub-Saharan Africa, to provide for the education and healthcare of its people. They also allowed for a higher GDP per capita than other countries in the area. The availability of healthcare helped increase the life expectancy as well. However, diamonds alone cannot solve all the problems in the ~~area~~ area as the presence of AIDS ~~has~~ has significantly lowered the life expectancy of a person in Botswana, also according to document 7.

Diamonds have also caused problems in Botswana, hindering development. ~~The~~ ^{The} government, after discovering the presence of diamonds in the traditional homelands of the Bushmen, evicted these natives, causing court cases and problems for Botswana, as depicted in Document 8. Diamonds have also hindered the development of countries in South Africa, a region rich in this natural resource. The area ~~was~~ ^{was} controlled by the British partially for ^{and gold} the fact that it had diamond deposits. In addition, those in charge of the diamond mine, and therefore the ones controlling the economy, were a minority white population. This led to the development of apartheid, a social system of extreme segregation, a hindrance to South African development.

The natural resources of water, ^{coal} ~~coal~~, oil, and diamonds have proved to have ~~both~~ helped and hindered the development of nations and regions throughout history. From the beginning of time to the present day, the presence, or lack of, natural resources have contributed to the development of areas in the world in both positive and negative ways. It is almost certain that they will continue to do so in the years to come.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing how water helped early civilizations and helped and hindered India, how coal helped and hindered Great Britain, how oil helped and hindered many countries, and how diamonds helped and hindered Botswana and South Africa
- Is both descriptive and analytical (*water*: the sea and trading became an integral part of Greek civilization because the peninsula extended out toward numerous lands; lack of rains can cause great devastation to the entire economy; *coal*: industrialization changed Great Britain and the world forever; coal revolutionized the way products were made; *oil*: oil contracts with Iraq were beneficial to both France and Iraq because France did not want to risk losing the contracts by going to war with Iraq)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (*water*: flooding of rivers spread silt, fertilizing the surrounding land; Nile River valley floods were relatively regular; Greece established colonies in the eastern part of the Mediterranean; location on water led to the development of a strong Athenian navy which helped maintain the colonies and spread Athenian ideas; *coal*: industrialization was a large source of profit for Great Britain because more products could be made and sold; coal led to improvements in the steam engine and the Bessemer process; pollution would force governments to spend large amounts of money to clean up the environment and improve health care; countries are now researching and investing in cleaner energy sources; *oil*: oil resulted in the Persian Gulf War and Iraq's forced removal from Kuwait; in the 20th century, some countries in North Africa continued to export oil and other natural resources instead of developing more self-sufficient economies; *diamonds*: South Africa was controlled by the British partially because it had diamond and gold deposits; because the British were in charge of the diamond mines, a minority white population controlled South Africa which led to the development of apartheid)
- Supports the theme with relevant facts, examples, and details (*water*: earliest civilizations developed around bodies of water, especially rivers; arrival of seasonal monsoons bring water that is greatly needed by the farmer; rains increase the spending money of individuals and create an increase in the GDP; *coal*: mining of coal fields allowed for the development of industrial areas and large cities; coal polluted the air; *oil*: oil provided money for the government in Kuwait to make improvements; *diamonds*: income from diamonds allowed the government of Botswana to provide education and health care to its people; diamonds were discovered in traditional homelands of the Bushmen)
- Demonstrates a logical and clear plan of organization; includes an introduction that briefly summarizes the effects of each natural resource discussed and a conclusion, mentioning that the presence or lack of natural resources affects the development of areas of the world in both positive and negative ways

Conclusion: Overall, the response fits the criteria for Level 4. Document details about every natural resource are offered and indicate a general knowledge of the effects of different natural resources; however, a lack of depth in the discussion weakens the response. A few analytical statements are integrated with the outside information throughout the response.

Natural resources have helped and slowed the development of nations and regions throughout the world. The founding of these resources have caused the development of early civilizations and the development of modern ones. Many nations among Europe, Asia & Africa have both advanced and suffered over time due to the use of natural resources.

Document 1 (Map) shows that many of the earliest civilizations have started around water from the Mediterranean all the way to China. The early Egyptian civilizations located in the Nile River valley used the annual flooding of the Nile River for irrigation and as support for cities. The flooding of the Nile also helped the Egyptians to create an accurate calendar to predict the yearly floods. Flooding was also important to the Mesopotamian civilizations found in the Tigris and Euphrates valley. However, this flooding was not predictable which led to the need for strong governments to coordinate irrigation projects. The location near these rivers helped to increase agriculture and development.

Document 2b (The Wall Street Journal) shows how geography has helped India and the civilizations near the Indus River valley. The yearly monsoons that occur in India have helped it to increase agriculture and capital when rain is brought to the area. India's geographic location and closeness to the Indian Ocean helped it to develop early civilizations in the Indus Valley. Today the Indus River has also been a place where

agriculture has been able to thrive and has helped to increase India's financial gain and capital.

Document 3 (Map of Great Britain) shows the overall development of Great Britain from 1750-1850. The mining of coal helped to increase the number of cities in Great Britain. This was also a way to help development as it helped lead to the Industrial Revolution in Europe. The establishment of major coal fields throughout Great Britain increased the growth of urban centers and factories which helped increase trade. The location of factories and the Enclosure Movement caused many farmers to move to the cities in search of a better life which helped the development of Great Britain's economy. However, coal also caused many new problems for the British working class.

Natural resources can also hinder development and hurt ^{many} nations. In Document 4 (Barbara Freeman), the negative effects of the use of coal are mentioned. The workers in coal factories were subject to this overall deadly substance throughout the work day. Because of this, the health of the workers started to deteriorate. Eventually, the government started interviewing workers about their health and working conditions inside factories and mines as part of the Sadler Commission. Their testimony showed how people's health suffered because of coal.

The use of coal also caused a major increase in pollution among the nearby cities. This pollution rate caused the health of many civilians to also falter and weaken. One of the largest problems was overpopulation of cities. As the Industrial Revolution

continued, more rural workers migrated to the cities in order to find work. This led to crowding of cities and pollution which eventually led to a lower standard of living among the citizens of the cities.

Document 8 (The Ecologist) shows what happens to a nation when its ~~po~~ people and government are consumed by greed. The ~~fishermen~~ ^{Businessmen} who live in the CKGR were being evicted in order to establish diamond mines in the area. The discovery of diamonds in this game reserve ~~has~~ ^{have} caused the government to overlook the rights of the people in order to increase their income. Although Botswana's economy may be helped by this discovery, it will be an empty reward since the native inhabitants of the CKGR will have been moved all for the search of wealth. This type of behavior is what caused corruption in the government in many nations. In places like Sierra Leone, diamonds created a war zone. Human rights violations were common because people cared more about diamonds than each other.

The natural resources of many nations and regions have helped and hindered their development throughout history. The use of these resources for good purposes are what help the development of nations. The way in which these resources are used or found, however, may ^{also} hinder this development. This shows that the way in which development of natural resources is accomplished is just as important as the use of natural resources itself.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing how water helped early civilizations and India, how coal helped and hindered Great Britain, and how diamonds hindered nations in Africa
- Is both descriptive and analytical (*water*: today, the Indus River has been a place where agriculture has been able to thrive and it has helped to increase India's financial gain and capital; *coal*: establishment of major coal fields throughout Great Britain increased the growth of urban centers and factories which helped increase trade; *diamonds*: discovery of diamonds in the game reserve caused the government to overlook the rights of people in order to increase its income; although Botswana's economy may be helped by diamonds, it will be an empty reward since the native inhabitants will have been moved, all for the search of wealth; human rights violations were common because people cared more about diamonds than each other)
- Incorporates relevant information from documents 1, 2, 3, 4, and 8
- Incorporates relevant outside information (*water*: early civilizations used the annual flooding of the Nile for irrigation and support for cities; Egyptians created an accurate calendar to predict the yearly floods; unpredictable flooding of Tigris and Euphrates in Mesopotamia led to the need for strong governments to coordinate irrigation projects; *coal*: location of factories and the Enclosure Movement caused many farmers to move to the cities in search of a better life; the government started interviewing workers about their health and working conditions inside factories and mines as part of the Sadler Commission; *diamonds*: in places like Sierra Leone, diamonds created a war zone)
- Supports the theme with relevant facts, examples, and details (*water*: yearly monsoons that occur in India have helped it to increase agriculture; India's geographic location and closeness to the Indian Ocean helped it to develop early civilizations in the Indus Valley; *coal*: mining of coal helped to increase the number of cities in Great Britain; *diamonds*: Bushmen were evicted in order to establish diamond mines)
- Demonstrates a logical and clear plan of organization; includes an introduction, stating that nations in Europe, Asia, and Africa have both advanced and suffered as a result of the use of natural resources and a conclusion that discusses the importance of the way natural resources are used

Conclusion: Overall, the response fits the criteria for Level 4. The response first discusses how natural resources can help the development of nations and regions and then discusses how natural resources can hinder the development of nations and regions. Some analytical statements and outside information are scattered throughout the discussion, strengthening the list of details included from the documents.

Natural resources have played a large role in the development of regions and nations throughout the course of history. Some of these natural resources include water, coal & oil. Though each one is different, their impacts on the nations or regions that have taken advantage of them have been great. The development of the areas that have had access to the natural resources would most likely not have taken place had they not been there.

Water has played a large role in the development of many early civilizations. Civilizations going back to 3500-1500 B.C. have been very dependent on water, as water brings life. The one major detail all of the early civilizations had in common was the fact that they were all located near water. People who lived in the Yellow River Valley, Indus River Valley, Tigris & Euphrates River Valley, the Nile river valley and the Aegean Sea area all used water to their advantage. The water helped crops to grow supplying these regions with food for their people. The water also acted as a primary trade route for merchants who had boats or floating vessels. Without water it is not likely that these regions would have become populated. Another way water has benefited a nation is by rainfall. In the nation of India the annual monsoon rains help farmers' crops to thrive and in some years farmers are able to plant and harvest two crops. Resulting from this is a successful Indian economy where

farmers have money to spend on consumer goods. But when the monsoon rains do not fall the Indian economy does not prosper leaving the economy in a slump and people with barely enough to survive.

Coal, being another natural resource has both benefited and hindered nations like Great Britain. Coal has many uses and creates multiple job opportunities. Coal can be used to forge iron into steel which is then used to manufacture machines to be used in factories. Whole coal gas is used for lighting. The job opportunities available because of coal are numerous. First, there are the coal miners, digging under ground to find this precious resource that runs their society. Next are the people who use coal to make iron, which was then used to build machines and eventually run factories. Other jobs include those who operate any machine or do other jobs in factories. With all these jobs, Great Britain's economy was boosted because of coal. The coal brought industrialization and new cities with it. The negative impact of the coal would include pollution. There was always a cloud of coal smoke overhead and cities were dusted with a coating of coal soot. When this soot was inhaled damage could be done to a person's lungs. Quality of life was also affected by dumping of factory wastes into the rivers.

Oil has had a great impact on the region of Kuwait. Kuwait has greatly benefited from controlling oil and the

production of it. The oil has brought a fortune to Kuwait City allowing the standard of living to go up. Roads have been made, streetlights established, 208 schools have been created as well as many hospitals in Kuwait City. With all of the money oil has brought Kuwait City its construction has been the best the world can provide. Another benefit to having oil is that alliances can be made through oil contracts. For example, in 2003 France would rather have its oil contract than go to war with Iraq.

In conclusion, natural resources have helped the development of countries and nations in the world. Water sustaining life has allow civilization to rise as well as help economies such as in India, where monsoons mean everything to farmers. Coal has helped development in Great Britain by industrializing it and creating a new age. Oil has increased the standard of living for many in Kuwait, developing Kuwait City into a more modern city. These are all great examples of development occurring as a result of natural resources.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing how water helped early civilizations and how it helped and hindered India, how coal helped and hindered Great Britain, and how oil helped and hindered countries in the Middle East
- Is both descriptive and analytical (*water*: early civilizations were very dependent on water, as water brings life; water helped crops to grow which supplied food for the people; without water it is not likely that regions would have become populated; without monsoon rains, the Indian economy would be left in a slump and people would barely have enough to survive; *coal*: coal created multiple job opportunities; coal miners dug under the ground to find the precious resource that ran their society; coal brought industrialization and new cities; *oil*: alliances can be made through oil contracts; France would rather have had its oil contracts than go to war with Iraq)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, and 7
- Incorporates relevant outside information (*water*: water acted as a primary trade route for merchants; *coal*: coal could be used to forge iron into steel which was then used to manufacture machines which were used in factories; factory waste was dumped into the rivers)
- Supports the theme with relevant facts, examples, and details (*water*: early civilizations were located near water; annual monsoon rains in India help farmers crops to thrive; when monsoon rains do not fall, the Indian economy does not prosper; *coal*: coal gas was used for lighting; cities were dusted with a coating of coal soot which when inhaled could damage the lungs; *oil*: oil brought a fortune to Kuwait City and an increase in the standard of living)
- Demonstrates a logical and clear plan of organization; includes an introduction, stating that access to natural resources has affected the development of areas and a conclusion that summarizes the discussion

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of how water resources helped early civilizations is particularly strong. The discussion of document information, the integration of limited outside information, and the analytical statements add to the response.

many of the conflicts in world history have been fought over land and resources. Today wars are being fought over sources of energy such as oil but at the start of the civilized world water was the most important natural resource. Freshwater, in the form of lakes and rivers, allowed the first nations to develop, that would later fight for many natural resources.

As the first major civilizations were forming, farming was the main industry. Farming requires fertile land and plenty of water, so most civilizations started in river beds (see doc 1). The classic example of this is Egypt. Everyone knows of the advanced Egyptian culture but this culture developed only because of the regular flooding of the Nile river. The regular and predictable flooding allowed the farmers of the time to plant their crops and have them fertilized and watered by the river. This caused ideal growing conditions and allowed Egyptians to produce enough food to be able to do public works (such as the pyramids) during the dry season. This food surplus also allowed people to specialize, allowing written language, religion and science to begin to develop. Without the Nile river people could have never settled in Egypt or had such an advanced culture.

~~document~~

In well established cultures water is still an essential resource. In India (east of Egypt), ~~people~~ people rely on heavy annual monsoon rain to water their crops. In recent years drought has clearly shown just how important this rain is. When there is little water, food production decreases

resulting in a economic recession covering the whole country and all its industries. (see doc 2a) When India has a good year with plenty of water, farmers make plenty of money. This extra money is then spent on luxury items, benefiting other areas through trade. ~~document~~ document 2b shows how, when Indian farmers do well it benefits

not only the Indian economy but the entire world economy.

When people have enough food and water they begin to pursue other, less necessary, but still useful resources such as coal and oil. ~~For~~ To the west of India, in the middle east, many areas are rich in oil. As areas have food surplus people turn their attention to developing technology, much of which, requires oil. This creates a huge demand for oil and forces people to fight to get it, much like water thousands of years ago.

document 5 shows the economic benefits of having a natural resource not found in other areas. Middle eastern countries such as Saudi Arabia has been able to modernize, and greatly improve its basic infrastructure using profits from oil trade. The problem with this is that many foreign governments try to protect their interests by going to war with, and taking over, oil rich areas. Sometimes oil countries provide benefits to ~~countries~~ leaders who do not do this (as shown by the cartoon in document 6). This leads to many wars and widespread corruption in both the oil countries

and countries needing oil, like the current relationship between the US and Iraq.

no matter what the resource in question is, natural resources can make or break a country. In the middle eastern area alone great effort is put into obtaining, defending and selling oil. Before oil ~~was~~ water was just as important, selecting where ~~so~~ civilizations could develop. When there is a shortage of a resource, both the country producing that resource and its' trade partners suffer. This ~~forces~~ forces leaders and their nations to do what ever they can to obtain oil, water, coal and most importantly, land in order to be successful. Natural resources; and the shortages or surpluses of them are and have always controlled the world economy, and people's lives.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing how water helped Egypt and helped and hindered India and how oil has helped and hindered the Middle East
- Is both descriptive and analytical (*water*: at the start of civilized world, water was the most important natural resource; drought in India has shown how important water is; food production decreases when there is little water; when India has a good year with plenty of water, farmers make plenty of money; money spent on luxury items benefits other areas through trade; *oil*: demand for oil forces people to fight for it, much like water thousands of years ago; Middle Eastern countries have been able to modernize and greatly improve their basic infrastructure using the profits from the oil trade); includes weak application (*water*: most civilizations started in river beds; without the Nile, people would never have settled in Egypt; drought decreases production and results in an economic recession covering all of India and its industries)
- Incorporates some relevant information from documents 1, 2, 5, and 6
- Incorporates relevant outside information (*water*: farming was the main industry in early civilizations; Egypt developed an advanced culture because of the regular flooding of the Nile River; regular and predictable flooding allowed the farmers of the time to plant their crops and have them fertilized and watered by the river; Nile River allowed Egyptians to produce enough to be able to do public works during the dry season, such as the pyramids; food surplus allowed people to specialize, allowed written language, and allowed religion and science to begin to develop; *oil*: many developing technologies require oil which creates a huge demand; oil leads to many wars and widespread corruption in both the oil countries and countries needing oil, like the current relationship between the United States and Iraq; great effort is put into obtaining, defending, and selling oil)
- Includes some relevant facts, examples, and details (*water*: people in India relied on heavy monsoon rains to water their crops; *oil*: many areas in the Middle East are rich in oil)
- Demonstrates a satisfactory plan of organization; includes an introduction that states many of the conflicts in world history have been fought over land and resources and a conclusion that discusses how natural resources can make or break a country

Conclusion: Overall, the response fits the criteria for Level 3. The response relies extensively on interpretation of document information with limited discussion of factual references. Scattered analytical statements, especially in the discussion of the Nile River, strengthen the response.

Natural resources ~~have~~ are extremely important facets of the world, and have greatly affected various regions of the world. Usually, natural resources have a positive effect on nations, bolstering ~~the~~ economies and ~~not~~ creating wealthier societies. However, ^{dependence on} natural resources can also have unfortunate consequences on the populace of nations. One ~~in~~ India is an excellent example of a nation in which natural resources have had both positive and negative effects.

Much of India's economy is based on agriculture. Farming ~~forms the basis~~ is extremely important in many areas of India, as the Indus and Ganges rivers provide water and rich soil with which to grow crops. ~~Significant~~ Indian agriculture is very dependent on ~~the~~ monsoons, which bring heavy rains that can last for several days at a time. When monsoon rains fail to arrive, Indian agriculture is crippled, and economic growth can become stagnant or even decrease. However, when there are abundant levels of rain, Indian farming areas such as the Kashmir region become extremely prosperous, producing large harvests that result in lucrative gains for rural communities and the Indian economy as a whole. ~~Whole~~

Great Britain is another prime example ~~is~~ where natural resources have ~~not~~ had a significant impact, partly advantageous and partly harmful. The Industrial Revolution that began in the late 18th century was very prominent in Britain mainly because of abundant coal

and cities, such as Glasgow and Manchester, fields. Industrial areas sprang up near these coal fields, which supplied the coal ~~used~~ necessary to produce energy for factories. Factory machinery allowed goods to be produced much ^{and cheaply} more quickly than by hand, resulting in large amounts of goods that could be sold. While Britain's economy boomed due to the coal-powered factories, the widespread use of coal had an adverse effect on the environment and the people of Britain. Coal consumed the environment, blackening the ground, darkening the sky, and tainting the air with dense smoke. The abundance of coal in the air could lead to many health problems, possibly even as severe as lung cancer. Also, coal gas increased the average workday, as ~~workers~~ workers were forced to labor long^{er}, unfair hours because the ~~gas-gas~~ ~~was used to~~ gas-fueled lamps provided light so work could be done before sunrise and after sunset. ~~Industry~~ The coal-powered industry of Great Britain had both positive and negative effects on the common people, as did the discovery of diamonds in Botswana in 1969.

The ~~so~~ southern part section of Africa ~~is~~ contains an abundance of precious stones and metals, such as ~~diamonds~~ diamonds, emeralds, and gold. (In fact, the Hope Diamond, the largest diamond ever discovered, was ^{once a colony of Great Britain,} mined in South Africa). Before the discovery of diamonds in Botswana, Botswana ^{had} was a fairly poor, agricultural economy. However, diamonds transformed the Botswana economy into a soaring, prosperous one. ~~Diamonds for~~ The diamond industry provided funding for government

programs, resulting in the construction of clinics, schools, and roads. The rapidly growing economy also resulted in a very high standard of living in Botswana, much higher than that of nearby African nations such as the Democratic Republic of Congo, Rwanda, and Zimbabwe. Unfortunately, the mining of diamonds was not completely beneficial to Botswana. In order to make room for diamond mines, peoples such as the Bushmen were forced to leave their ancestral lands that they had occupied for many years. While the new mines did bring more revenue to Botswana as a whole, the traditional culture of the Bushmen and other groups ~~have~~ has been damaged.

~~The use of~~ The use of and dependence on natural resources has both benefited and hindered nations throughout history. The coming or the absence of monsoon rains in India can severely decide whether its economy will be ~~boost~~ bolstered or severely hampered. The use of ~~so~~ coal in Great Britain has greatly boosted its industrial production, but also contaminated and tainted the environment. Finally, diamond mining in Botswana has generated prodigious amounts of wealth for the nation, ~~native people~~ ethnic groups ~~if~~ were forced to leave their native lands to allow for the construction of mines. Natural resources have, and will continue to, have both positive and negative effects wherever they are used.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing how water has helped and hindered India, how coal has helped and hindered Great Britain, and how diamonds have helped and hindered Botswana
- Is more descriptive than analytical (*water*: Indian agriculture is very dependent on monsoons which bring heavy rains that can last for several days at a time; when monsoons fail to arrive, Indian agriculture is crippled and economic growth can become stagnant or even decrease; with abundant levels of rain, Indian farming areas such as the Kashmir region became extremely prosperous; *coal*: Britain's economy boomed due to the coal-powered factories; widespread use of coal had an adverse effect on the environment and the people of Britain; coal consumed the environment, blackening the ground, darkening the sky, and tainting the air with dense smoke; *diamonds*: Botswana had a fairly poor economy before the discovery of diamonds; diamond industry provided funding for government programs; rapidly growing economy resulted in a very high standard of living in Botswana; the traditional culture of the Bushmen and other groups was damaged)
- Incorporates some relevant information from documents 2, 3, 4, 7, and 8
- Incorporates limited relevant outside information (*water*: Indus and Ganges rivers provide water and rich soil with which to grow crops; *coal*: factory machinery allowed goods to be produced much more quickly and cheaply than by hand, resulting in large amounts of goods that could be sold; abundance of coal in the air could lead to many health problems, possibly even as severe as lung cancer; *diamonds*: southern section of Africa contains an abundance of precious stones and metals, such as diamonds, emeralds, and gold)
- Includes some relevant facts, examples, and details (*water*: much of India's economy is based on agriculture; *coal*: abundant coal fields were located in Great Britain; industrial cities such as Glasgow and Manchester sprang up near the coal areas; coal gas-fueled lamps provided light so work could be done before sunrise and after sunset; *diamonds*: Bushmen were forced to leave their ancestral lands that they had occupied for many years); includes a minor inaccuracy (Hope Diamond, the largest diamond ever discovered, was mined in South Africa)
- Demonstrates a satisfactory plan of organization; includes an introduction that states natural resources can bolster economies and create wealthier societies and a conclusion that summarizes how natural resources both helped and hindered each country discussed

Conclusion: Overall, the response fits the criteria for Level 3. While outside information enhances the narrative, some of it is not directly connected to the task (Botswana was once a colony of Great Britain). The response focuses on both the positive and negative effects of natural resources.

Anchor Paper – Document-Based Essay – Level 3 – C

Throughout history, it has been evident that the prevalence or absence of natural resources like coal, water, oil, and diamonds can either help or hurt the development of nations, regions, and civilizations. This can be seen in the early civilizations, Great Britain, and developing nations such as Botswana, Kuwait, and India.

The most abundant natural resource that benefits a nation is water. It is seen that in the early civilizations, between 3500 and 1500 BC, areas like the Nile River Valley and Tigris and Euphrates Valley flourished early due to the presence of water around them (document 1). The Nile River was the life of Egypt. Since Egypt was an agricultural nation, it depended on good irrigation for its crops. Every year when the Nile flooded, the soil was able to be fertilized. This kept Egypt's economy strong. The Tigris and Euphrates River were also the life of Mesopotamia. In the Fertile Crescent – the land between the two rivers, the people's lives centered around the water provided by the Tigris and Euphrates.

The natural fall of rain could also make or break the success of a nation. India, for example, experienced both a horrible drought and much-needed monsoons. For 15 years, the Indian economy, which relied so much on its agriculture, suffered due to a lack of rain. The country's amount of rain was 24% below normal (document 2a). However, rains finally came and the economy soon began to prosper. The monsoons allowed the economy to flourish, increasing the sale of items like stampes and tractors, which in turn puts more money in the pocket of the rural consumer (document 2a).

The prevalence of coal in Great Britain greatly benefited it. Coal burning provided work for factory workers and the digging of coal provided work for

Anchor Paper – Document-Based Essay – Level 3 – C

coal miners (document 4). Light produced from coal allowed workers to labor for longer hours - before dawn until after dusk (document 4). This allowed Britain to get more hours in for the same wage. This fact boosted England's economy, which was based so much on the success of its factories, greatly.

The discovery of oil deposits in Kuwait largely benefited it as a developing nation. It led to a much-needed modernization. Schools, hospitals, roads, health centers, and dispensaries were established (document 5). A modernized economy and society opened up many jobs and created a large number of employment opportunities. Therefore, the discovery of oil built up Kuwait's economy.

Diamonds, for any nation, are a treasured resource. When they were found in Botswana in 1969, they greatly benefited its economy and society. After the discovery, Botswana became the fastest-growing ~~econ~~ economy. Roads, schools, and clinics were built (document 7). Modernization ~~accused~~ accounted for an increase in education among children, life expectancy, and the general standard of living (document 7). However, the benefits of diamonds did not help all peoples. In the Central Kalahari Game Reserve, Bushmen (native peoples of the land) were evicted from their rightful homeland. This was done so that diamond mines could be built on the ~~se~~ reserve.

Certain natural resources can either be the reason for benefit and modernization or the reason for a decline in the economy and in the way of life.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing how water helped Egypt, how water helped and hindered India, how coal helped Great Britain, how oil helped Kuwait, and how diamonds helped and hindered Botswana
- Is both descriptive and analytical (*water*: India experienced both a horrible drought and much needed monsoons; India's economy relied on agriculture; monsoons allowed the economy to flourish; *coal*: much of England's economy was based on the success of the factories; *oil*: discovery of oil benefited Kuwait as a developing nation; a modernized economy and society in Kuwait created a large number of employment opportunities; *diamonds*: diamonds are a treasured resource for any nation; benefits of diamonds did not help all of the people); includes weak application and analysis (*water*: sale of items like shampoo and tractors puts more money in the pocket of the rural consumer; *coal*: light produced from coal allowed Britain to get more hours for the same wage)
- Incorporates limited relevant information from documents 1, 2, 4, 5, 7, and 8
- Presents little relevant outside information (*water*: Nile River was the life of Egypt; Egypt depended on irrigation for its crops because Egypt was an agricultural nation; soil was fertilized every year the Nile flooded; Nile kept Egypt's economy strong; Tigris and Euphrates were the life of Mesopotamia)
- Includes few relevant facts, examples, and details (*water*: Nile River valley and Tigris and Euphrates valley flourished early due to the presence of water; Fertile Crescent; *coal*: burning of coal provided work for coal miners; light produced from coal allowed workers to labor for longer hours; *diamonds*: diamonds were found in Botswana in 1969; Bushmen were evicted from their rightful homeland); includes an inaccuracy (for fifteen years, Indian economy suffered due to a lack of rain)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The outside information on early river valley civilizations and the few good analytical statements are overshadowed by the few facts selected from each document to illustrate each natural resource. The strength of this response is the discussion on water resources.

Throughout history, natural resources have supplied many beneficial developments in countries. Natural resources have also led to the hinderance of the development of nations. While resources such as water, coal, diamonds, and oil can provide several benefits for the nations that harbor these resources, it can also be the causes of economic and social disaster.

Natural resources have aided ~~in~~ in the development of many great nations and civilizations. According to a map that shows the location of the earliest civilizations from 3500 to 1500 BCE, early civilizations developed near bodies of water (Doc 1). These bodies of water provided a steady supply of water and fertile land, for these civilizations to thrive on. These bodies of water also provided trade routes for these civilizations, allowing their economies to grow. According to a map showing the location of cities, coal mines, and industrial areas in Great Britain from 1750 to 1850, major cities ~~developed around coal mines~~ and industrial areas developed around coal mines (Doc 3). These coal mines were the center of industrial growth and helped Great Britain develop its economy.

Coal provided ~~heat~~, a source of heat that could create iron, cook food, and also provided power for machines & factories.

Natural resources can provide capital that ^{to improve several aspects of human life,} can be used ~~in several fields of human development.~~

According to the article "The Economic Transformation of Kuwait", by Jacqueline Ismael, Kuwait's oil production led to the creation of "a city with the best material and technologies the industrial world could supply" (Doc 5).

Kuwait's oil supply led to the construction of 176 gov't schools and 32 private schools, 8 hospitals, 1100 kilometers of paved roads, and 2 sanatoria. It also led to the addition of public buildings, commercial centers, apartment blocks, and suburban communities.

~~But~~ While natural resources can supply many benefits for a nation, it can also ~~pro~~ be the cause of many setbacks. According to the article "Farmers in India Await the Rains, and Despair" from the Wall Street Journal, the drought in India led to the hinderance of India's growing economy (Doc 2a). India's economy was largely based on agriculture and when ~~a~~ its farming faltered, the economy was headed for a downfall. By relying too much

On the monsoons to provide water, India was taking a gamble with mother nature. The wealth that natural resources bring can also cause nations to become greedy and go to any lengths to obtain their resources. According to the article "Why are the bushmen being evicted?", published by the Ecologist, the gov't of Botswana was evicting the Bushmen from their central Kalahari Game because of the recent discovery of diamonds in that area (Dogs). The Botswana gov't was willing to ruin the lives of their people in order to obtain the diamonds. Like most people would, the Botswana officials succumbed to their greedy emotions.

Natural resources can be a source of benefits as well as be the cause of disasters. While sources such as water, oil, diamonds, and coal can provide economic stability for countries, it can also ruin the lives of many. Natural disasters such as tsunamis, hurricanes, tornadoes, earthquakes, and volcanic eruptions can devastate economies and take lives when they strike. ~~with~~ Natural resources, just like most things have both ~~to~~ good advantages and disadvantages.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing how water helped early civilizations how coal helped Great Britain, how oil helped Kuwait, how water hurt India and how diamonds hurt Botswana
- Is primarily descriptive (*water*: monsoons were the cause of many setbacks in India; when drought caused Indian farming to falter, the economy was headed for a downfall; by relying too much on monsoons to provide water, India was taking a gamble with Mother Nature; *diamonds*: wealth that natural resources bring can cause nations to become greedy and go to any length to obtain resources; government of Botswana was willing to ruin the lives of its people in order to obtain diamonds)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 8
- Presents little relevant outside information (*water*: early civilizations thrived because there was a steady supply of water and fertile land; water helped early civilizations grow because it provided trade routes)
- Includes few relevant facts, examples, and details (*water*: early civilizations developed near bodies of water; India's economy was largely based on agriculture; *coal*: major cities and industrial areas in Great Britain developed around coal mines; coal provided a source of heat and power for machines and factories; *diamonds*: government of Botswana evicted Bushmen because of the discovery of diamonds)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. For the most part, document information is summarized. Some good conclusions are stated, but they are not developed or integrated into the discussion.

Natural Resources have acted as both help and a hinderance to the development of regions throughout the world. Place like India, Kuwait, Botswana, and England have been affected both positively, and negatively, by natural resources. Natural resources can affect a nations economy, and through human and sometimes natural causes ~~can~~ can harm nature, economy, and the health of people living in the region. Resources such as water, diamonds, ~~and~~ coal, and oil come into play when affecting nations.

Resources that are harvested by people, such as coal, oil, and diamonds, can affect a nation's economy positively. Document one shows how a natural resource can affect where a civilization is located. In this case its water. The water in document one is used as a marker for civilization, ~~simi~~ which is similar to other regions. The map in Document 3 displays England and ~~how~~ industry, originated around coal deposits. The coal is necessary to factories, and factories are necessary for the economy of England. Without factories, unemployment would rise, and no surplus of supplies would exist in England. Oil acts as coal does to sustain the nation of Kuwait. Kuwait's economy deeply benefitted from the country's oil ~~pe~~ supply. ^(Doc 5) Without the increased income,

Kuwait would have remained a simpler nation. Without ~~them~~ modernization, history has shown that illiteracy, ~~or~~ mortality, and unemployment would be on the rise. The same applies to Botswana, as shown in document ~~6~~ 7. Thanks to diamonds outside forces such as life expectancy ~~and~~ rose, and Botswana's economy stabilized. Natural resources can affect nations positively.

On the other hand, natural resources can hinder a nation's growth, when misused, or unreliable. In India (document 2a) the yearly monsoons proved unreliable, when a drought occurred. The drought affected the economy negatively. Agriculture is greatly affected by the monsoons. Botswana's diamonds can also be viewed as negative when human nature comes into play. Document 8 describes how Botswana's government relocated people in order to mine diamonds. Mass migration of people can hinder economy, such as the movement of Hindu's and Muslims between India and Pakistan. England is also an example of negative effects of natural resources. ~~The~~ In document 4, the burning of coal affected the city by polluting the air, and people by lengthening the work day, causing human rights violations.

Natural Resources can both help and hinder ~~the~~ developing nations, depending on their use. When misused resources can hinder a nation by negatively affecting health, and the environment. When used correctly, resources can greatly help a developing nation. Industry develops through natural resources, helping a nation's economy greatly. All in all a resource itself cannot harm or help a nation develop, it depends on how the people within a nation decide to use the natural resource at hand.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing how water affected location of early civilizations, how water hindered India, how coal helped and hindered England, how oil helped Kuwait, and how diamonds helped and hindered Botswana
- Is primarily descriptive (*water*: water was used as a marker for civilization; *coal*: coal was necessary for factories and factories were necessary for the economy of England; *oil*: oil sustained Kuwait as coal did for Britain; natural resources can hinder a nation's growth when they are misused or are unreliable); includes weak and isolated application (*water*: yearly monsoon proved unreliable when a drought occurred; *coal*: without factories, unemployment would rise and no surplus of supplies would exist in England; *oil*: without the increased income, Kuwait would have remained a simpler nation)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Presents little relevant outside information (*coal*: lengthening the work day led to human rights violations)
- Includes few relevant facts, examples, and details (*water*: agriculture is greatly affected by monsoons; *coal*: industry in England originated around coal deposits; burning of coal polluted the air and lengthened the work day; *diamonds*: Botswana's government relocated people in order to mine diamonds)
- Demonstrates a general plan of organization; contains digressions (mass migration of people can hinder an economy, such as the movement of Hindus and Muslims between India and Pakistan); includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. A few pieces of outside information are included in the response, but are either not developed or are not related to the task. Lack of explanation detracts from the effectiveness of good analytical statements.

Natural Resources have both helped and hindered the development of nations and regions throughout the world. Substances such as coal, oil, and diamonds have helped build up nations and economies. But the competition for resources needed by all industrialized nations has also had a negative effect on resource-marketing nations.

In Great Britain, coal deposits in England, Scotland and Wales ~~have~~ once shaped industry of the region. Factories and coal mines would be built on or close to the coal fields. (doc 3). Because employment was offered at the factories, towns and cities developed close to the coal ~~fields~~ fields as well. (doc 4). The coal production in ~~England~~ Great Britain helped to develop the nation's industry and economy, but it had a negative influence as well. Young children worked in the factories with very dangerous machines. Adults as well as children were often maimed or killed in machinery accidents. The coal they inhaled in the factories led to medical complications and a shorter life expectancy.

In the middle east, oil has become a ~~very~~ extremely valuable resource. With the new capital accumulated by the middle east's exports, nations of the region can improve on their infrastructure and communication systems, as well as raise the standard of living for their people (doc 5). However, because of the value ~~and~~ of oil and the world's dependence on it, many nations can become corrupt and abuse their power. By using their influence on oil contracts and prices, corrupt leaders can

influence other nations. (doc 6).

~~Nations~~ Nations develop around natural resources. Early civilizations developed around rivers (doc 1), and later, as needs of industry changed, the locations of centers of civilizations, such as cities, grew around areas where the resource was accessible. The capital gained by nations through the exports of products and the resources themselves can help a nation modernize, but the power that exporting ^{certain} nations gain, whether over other governments or their own, can be abused. For everyone to gain from natural resources nations must find a balance between development and a hindrance-there-on.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing how coal helped and hindered Great Britain and how oil helped Kuwait and hindered other nations
- Is primarily descriptive (*coal*: employment at factories led to the development of towns and cities; *oil*: nations of the Middle East improved their infrastructure and communication systems with new capital; *water*: early civilizations developed around rivers)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 6
- Presents little relevant outside information (*coal*: young children worked in factories with very dangerous machines; adults as well as children were often maimed or killed in machinery accidents; coal which was inhaled in factories led to medical complications and a shorter life expectancy; *oil*: because of the world's dependence on oil, many nations can become corrupt and abuse their power; corrupt leaders can influence other nations)
- Includes few relevant facts, examples, and details (*coal*: coal deposits in England, Scotland, and Wales shaped industry in the region; factories and coal mines were built on or close to coal fields; *oil*: oil became an extremely valuable resource in the Middle East)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although a few analytical statements and outside information are included, the response primarily focuses on basic information from the documents. The minimal discussion of coal and oil demonstrates a basic understanding of the task.

Natural Resources have greatly helped the development of certain nations, but has also hurt some. Natural Resources, like rivers or streams are major sources of water for many civilizations. Monsoons may help or hinder development. Examples of natural Resources helping or hindering civilizations are monsoons, tsunamis, or the flooding of the Nile River.

Monsoons are large rainfalls. They could hinder or help a civilization. If they don't come, crops won't grow, or too much could come at once and destroy growing fields. Monsoons help civilizations because they are sources of rain to grow crops.

A tsunami is a large title wave that could kill thousands of people. It could take out a small country. The tsunami in 2004 killed an estimated 250,000 people. This hindered growth of a civilization because it could wipe out one!

The Nile River was a huge impact on Egyptian civilizations. It could also hinder because if it doesn't flood then rich soils aren't provided for farming. Farmers

depend on the Nile to flood.

Natural resources such as these help or hinder environments? Civilization in many ways.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning how monsoons have both helped and hindered India and how the Nile River helped Egypt
- Is descriptive (*water*: too much rain could come at once and destroy growing fields)
- Incorporates limited relevant information from documents 1 and 2
- Presents little relevant outside information (*water*: a tsunami could wipe out a civilization because it could take out a small country; tsunamis were large tidal waves that could kill thousands of people; if the Nile River does not flood, then rich soils are not provided for farming)
- Includes few relevant facts, examples, and details (*water*: monsoons were sources of rain to grow crops); includes inaccuracies (*water*: monsoons are large rainfalls; 250,000 people were killed in the 2004 tsunami)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although some aspects of the task are addressed, simplistic conclusions weaken the few good statements. Few details are provided to explain the information in the response.

Throughout history natural resources such as water, coal, oil, and diamonds have both helped and hindered the development of nations and regions. There have been many examples throughout history where natural resources have greatly benefited growing nations and regions. But there are also examples of how natural resources can harm or affect a growing nation or economy. An example of the good effects of natural resources is the region of Botswana where they found De Beers diamonds. They are now the world's fastest growing economy. There are now 90 percent of kids in primary schools and the life expectancy is now more than 70 years of age. They have improved their way of life drastically. One very bad ~~example~~^{example} of natural resources is in West Africa where ~~slave~~ countries pushed imperialism to get natural resources. They took natural resources and greatly damaged their culture and land. This led to the slave trade.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning how diamonds have helped Botswana and the taking of natural resources has hindered West Africa
- Is descriptive (*diamonds*: Botswana was the world's fastest growing economy; people in Botswana have improved their life drastically); includes faulty application (in Botswana, they found DeBeers diamonds)
- Incorporates limited relevant information from document 7
- Presents little relevant outside information (*natural resources of West Africa*: countries pushed imperialism to get natural resources; culture and land in West Africa was destroyed when natural resources were taken; imperialism led to the slave trade)
- Includes few relevant facts, examples, and details (*diamonds*: 90 percent of the kids in Botswana were in primary schools); includes an inaccuracy (life expectancy in Botswana is now more than 70 years of age)
- Demonstrates a weakness in organization; includes a few introductory statements and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response includes a description of new imperialism and then applies an example of old imperialism. However, a limited understanding of the task is demonstrated with information from only one document.

Natural resources are vital for the development of a nation. However, they do not always support positive growth, but hurt the state of living for people of that country.

Since the beginning of time water has played an important role in the development of civilizations. The first civilizations sprouted out of river valleys where water was abundant and the soil was fertile for growing crops. [doc 1] The Yellow River in China carried yellow silt called loess all the way from Mongolia to the Yellow Sea. This silt caused the river to flood and leave rich soil deposits along the river valley. Much food was produced in this valley which was good because mountains and deserts isolated China from the rest of Asia.

Today two-thirds of India's population relies on water + the monsoon season to irrigate its crops. Agriculture plays an extensive role in the country's economy. When there is a plentiful rainy season crops flourish and the economy benefits. Through a chain reaction of events, when farmers earn money from a good harvest they tend to spend more money increasing circulation and the wealth of average citizens. ~~When there is little or no rain~~

~~not only does the farmer suffer, but the~~ [doc 2b] However, August of 2002 was one of the worst droughts India had seen in several years. This drought stalled agricultural production and shaved "something like half a percentage point off overall economic growth...."

[doc 2a] When there is little or no rain not only does the farmer suffer, but the entire country.

Coal was the natural resource responsible for the success of the industrial revolution in England from 1750-1850. [doc 3] Coal was used in the refinement of iron which was used to build factories and machines that were at the heart of the revolution. [doc 4] Through these factories fueled by coal, a surplus of textiles was produced that were then exported to their colonies for profit, under its policy of imperialism. With the help of its strong navy, England flourished. During this time, however with great factories came the great need for

a larger labor force, coal-fueled lanterns lit factory rooms extending working hours and making working conditions even more dangerous. Factories even employed children to work long hours for close to nothing in return. Coal dust enveloped the cities polluting the air and food and endangering the health of the people. Coal was a great hindrance to people living in this era. [doc 4]

Japan is a country built on volcanic islands, little to none of it is farmable and there are not enough native natural resources to go around. Japanese rulers sought to conquer Manchuria and other lands to gain their resources. While this was somewhat successful Japan has turned to trading for its resources. Today Japan still seeks the resources of other lands, but it trades products such as automobiles that are made in her factories for these goods. It's economy is well off because of the trade-off between nations much like England did in the late 1700's to early 1800's. [doc 3]

Diamonds have played a large role in turning Botswana into a wealthy modern nation that is "devoted to improving the lives of the people..." [doc 7] Money from the precious stone went to expanding the public education system of the nation. More money means happier, healthier citizens. The gross national product of Botswana is considerably greater than other, average sub-Saharan African countries and its standard of living is greater than that of Thailand, Turkey, and South Africa. [doc 7] With the government's growing desire for more wealth has come to hinder the lives of its people. The government has uprooted + moved natives from their homes in order to pursue "economic interests." Even though they deny diamonds are at the heart of the matter, they built a diamond mine in the place the natives used to live. This is also causing environmental problems as almost an entire ^{national} park has been destroyed for mining. [doc 8]

As one can see through history natural resources has played a role in the success + hindrance of the development of civilizations, cities, + countries

Indians await the rains and despair when the monsoon rains that sweep across India every year failed to arrive late of June, the Farmers began to worry.

Indians Monsoon Drenches the consumer" after one year crippling drought+ plentiful rains are sweeping across India and delivering a flood of good news for its economy,

Coal was affecting every industrial area because it was in its way.

The government efforts to the city of Kuwait resulted in a construction in the period of 1952 to 1965.

In addition to a great many public buildings commercial centers apartment blocks, and community projects built in the period, the following were also constructed.

One aspect of human culture that has never changed since its beginnings has been its reliance on nature and its natural resources. Whether it has been water, coal, oil, or diamonds all humans have settled where they can make a profit or where they can better survive because of natural resources. Although, these resources do not always come year after year and can always harm the population living around them. For example, droughts can occur, or coal, oil, or diamonds can be overmined causing these resources to disappear. It is for these reasons that resources can help or harm many different regions throughout the world.

Agriculture has been the major reason that civilizations came to be thousands of years ago. As Document 1 shows most of the early major civilizations settled next to bodies of water for one reason, agriculture. These civilizations settled next to these regions so their crops could be irrigated and also for the fertile silt the rivers left. This is why water is such an important resource, as Document 2a tells of how a year of drought stops the yield of crops and cripples the economy of India. But in contrast Document 2b tells of how if the seasonal winds, known as monsoons,

bring rain, then there are plenty of crops, and India's economy increases dramatically. This is why water is the most vital of all of our resources, because without it food is destroyed and the population may starve.

Coal is another resource that greatly helped and harmed the population of Great Britain. As Document 3 shows, many cities and urban centers developed due to the mining of coal which greatly helped Great Britain's economy and started one of its strongest ages. But the mining of coal also had many negative effects on the island nation, hurting many workers and seriously polluting the cities, as told in Document 4. This shows how the mining of coal had many positive and negative effects and both helped and harmed the country.

Oil is another major resource that has had many positive and negative results from its mining. ~~The~~ The income from the mining of the oil has greatly helped Kuwait in that it funded the building of schools, hospitals, and roads, as told in Document 5. But, as Document 6 shows, the mining of oil has led to a war in Iraq and a rift between former allies the United States and France. This resource has also

helped and harmed many nations due to its mining. Diamonds are a resource that has helped the nation of Botswana escape poverty and become a more modern nation. As Document 7 tells the Botswanian government used the income to build roads, schools, and clinics for its people. But, for this a sacrifice must be made. As Document 8 tells the Botswanian bushmen must leave their homelands to make way for a mine. This is for the good the country will get from the diamonds income, and the help to fight the AIDS virus. Natural resources have determined the wealth of many nations for thousands of years. Countries should use these resources to their advantage and to help their countries peoples. Although using these resources may cause some harm, it is a small sacrifice for the greater good. Therefore, countries should always use their natural resources to benefit their country and their people.

Throughout history natural resources such as water, coal, oil and ^{Diamonds} ~~Diamonds~~ have both helped and hindered the development of nations and regions. The use of natural resources has become very important to many of the civilizations. A few of the nations that had been helped due to natural resources are the early civilizations such as Egypt, India, Brittain Kuwait and lastly Iraq.

One natural resource that was greatly adopted on was water. Water became something people needed desperately. According to document 1, the earliest civilization lived on the water. Water was needed for trade so ~~that~~ ^{they} could get materials in and out. Also, for transportation and exploration. Also, In document 2, water was needed for farming. Farmers would wait and wait for rain to come. Water was very important for people during 1500 BC.

Another one of the resources that were very important was coal. According to document 3 coal was a major trade item. Coal helped make iron to build machines and provided gas for lights. Coal was very important back then just like gas is ^{to us} today.

Another natural resource would be oil. According to document 5, oil was very important because it increased electricity and if you had oil you were a country with alot of trade. Also, Diamonds were very important. According to document 7, People could now pay for Diamonds and the more Diamonds you had the richer you were.

These resources were very important to the people of those days some things are still important today. Natural resources had a great impact on many thing and continue to do so today.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by discussing how water helped early civilizations and helped and hindered India, how coal helped and hindered Great Britain, how trading for natural resources helped Japan, and how diamonds helped and hindered Botswana
- Is both descriptive and analytical (*water*: first civilizations sprouted out of river valleys where water was abundant and the soil was fertile; when farmers earned money from a good harvest, they tended to spend more money which increased circulation; *coal*: coal was responsible for the success of the Industrial Revolution in England; with factories came the great need for a larger labor force; coal-fueled lanterns made working conditions even more dangerous; *diamonds*: diamonds turned Botswana into a wealthy modern nation; the government's growing desire for more wealth has come to hinder the lives of its people; a national park was destroyed for mining which caused environmental problems)
- Incorporates relevant information from documents 1, 2, 3, 4, 7, and 8
- Incorporates relevant outside information (*water*: Yellow River in China carried yellow silt called loess all the way from Mongolia to the Yellow Sea; silt caused the river to flood and left rich soil deposits along the valley; much food was produced in the Yellow River valley which was good because mountains and deserts isolated China from the rest of Asia; *coal*: surplus of textiles was produced and was then exported to the British colonies for profit under the policy of imperialism and with the help of its strong navy; *lack of natural resources*: little of Japan is farmable since it is a country built on volcanic islands; Japanese rulers sought to conquer other lands like Manchuria to gain their resources; Japan has now turned to trading products like automobiles to gain resources)
- Supports the theme with relevant facts, examples, and details (*water*: agriculture played an extensive role in India's economy; when there is little or no rain, not only does the farmer suffer but the entire country; *coal*: coal was used in the refinement of iron which was used to build factories and machines; coal-fueled lanterns lit factory rooms and extended working hours; coal dust enveloped the cities, polluting the air and food and endangering the health of the people; *diamonds*: a diamond mine was built in the place natives used to live)
- Demonstrates a logical and clear plan of organization; includes an brief introduction and a brief conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the lack of resources in Japan strengthens a response that is primarily centered on detailed document information. Some analytical statements and additional outside information lends substance to the narrative.

Practice Paper B—Score Level 0

The response:

Fails to develop the task of indicating whether the natural resources mentioned helped or hindered the development of the nations mentioned

Conclusion: Overall, the response fits the criteria for Level 0. The response copies statements from documents 2 and 5 and draws an inaccurate conclusion from the information in document 3.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing how water helped early civilizations and hindered India, how coal helped and hindered Great Britain, how oil helped Kuwait and hindered other nations, and how diamonds helped and hindered Botswana
- Is more descriptive than analytical (*water*: agriculture was the major reason that civilization came to be thousands of years ago; civilizations settled next to water so their crops could be irrigated; a year of drought crippled India's economy; if monsoons brought rain, then there were plenty of crops; water is the most vital of all resources because without water food is destroyed and the population may starve; *coal*: many cities and urban centers developed as a result of the mining of coal; mining of coal hurt many workers and seriously polluted the cities; *oil*: oil led to a war in Iraq; *diamonds*: diamonds helped Botswana become a more modern nation); includes weak application (a year of drought stopped the yield of crops)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (*water*: rivers left fertile silt; *coal*: coal had many negative effects on the island nation; *oil*: oil led to a rift between former allies, the United States and France; *diamonds*: provide income to help fight the AIDS virus)
- Includes some relevant facts, examples, and details (*water*: seasonal winds, known as monsoons, bring rain; *oil*: money from oil funded the building of schools, hospitals, and roads in Kuwait; *diamonds*: government of Botswana used income from diamonds to build roads, schools, and clinics for its people)
- Demonstrates a satisfactory plan of organization; includes an introduction that states humans have settled where they can make a profit or where they can better survive because of natural resources, but the population can be harmed, and a conclusion that states using natural resources may cause some harm, but is a small sacrifice for the greater good

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of natural resources adheres to the generalizations that are included in the introduction. Simplistic explanations are clarified with brief supporting statements, especially in the discussion of coal.

Practice Paper D—Score Level 1

The response:

- Minimally develops all aspects of the task by mentioning how water, coal, oil, and diamonds helped civilization in general
- Is descriptive (*water*: water was something people desperately needed; water was needed for trade so that materials could get in and out; farmers would wait and wait for rain to come; *oil*: if you had oil, you were a country with a lot of trade; *diamonds*: the more diamonds you had the richer you were); lacks understanding and includes faulty and weak application (*water*: water was important for people during 1500 B.C.; *coal*: coal was a major trade item; *oil*: oil was important because it increased electricity; *diamonds*: people could now pay for diamonds)
- Makes vague, unclear references to documents 1, 2, 3, 4, 5, and 7
- Presents little relevant outside information (*water*: Egypt was an early civilization; *coal*: coal was important like gas is today)
- Includes few relevant facts, examples, and details (*water*: water was needed for farming; *coal*: coal was used to help make iron to build machines; coal provided gas for lights); includes an inaccuracy (Britain, Kuwait, and Iraq are identified as early civilizations)
- Demonstrates a general plan of organization; 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 a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 1. Nations are identified in the introduction; however, they are not linked to specific natural resources. Although generalizations weaken the discussion, this response shows a minimal understanding of the task.

Global History and Geography Specifications Grid August 2007

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Political Systems; Cultural and Intellectual Life	Standards 2 and 5: World History; Civics, Citizenship, and Government
Document-based Essay	Natural Resources: Human and Physical Geography; Scarcity; Needs and Wants; Environment and Society; Factors of Production	Standards 2, 3, and 4: World History; Geography; Economics

The *Chart for Determining the Final Examination Score for the August 2007 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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