

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 15, 2010 — 1:15 to 4:15 p.m., only

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

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

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

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

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

General:

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

Part I

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

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

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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 Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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Global History and Geography
Content-Specific Rubric
Thematic Essay
June 2010

Theme: Change—Ideas

The ideas of individuals have had a significant influence on groups, nations and regions.

Task: Select **two** individuals and for **each**

- Explain a specific idea developed by the individual
- Describe the historical circumstances that surrounded the development of the idea
- Discuss how the idea influenced a group **or** a nation **or** a region

You may use any individual whose ideas had a significant influence from your study of global history. Some suggestions you might wish to consider include Confucius, Niccolò Machiavelli, Galileo Galilei, John Locke, Simón Bolívar, Karl Marx, Kemal Atatürk, Nelson Mandela, Deng Xiaoping, and Mikhail Gorbachev.

Scoring Notes:

1. This thematic has a minimum of **six** components (explaining a specific idea developed by **each** of **two** individuals, describing the historical circumstances that surrounded the development of **each** idea, and discussing how **each** idea influenced the development of a group **or** a nation **or** a region).
2. The historical circumstances may be similar for both individuals, e.g., Mikhail Gorbachev and Deng Xiaoping attempted to reform stagnant command economies dominated by an entrenched bureaucracy.
3. The ideas of individuals may have influenced the same nation, region, or group of people, e.g., Confucius and Deng Xiaoping both influenced China.
4. The influence of the idea may be immediate or long term.
5. The response may discuss how an idea influenced the development of a nation or region from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing a specific idea developed by each of two individuals, the historical circumstances that surrounded the development of each idea, and how each idea influenced the development of a group **or** a nation **or** a region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *John Locke*: characterizes the application of natural law and natural rights as the essential element in the emerging idea of consent of the governed, demonstrating that his ideas were developed to defend and legitimize the Glorious Revolution, and connecting Locke's ideas to the American and French Revolutions and the denunciation of the divine right theory; *Mikhail Gorbachev*: explains key elements of perestroika, linking his perestroika policy to efforts to improve the efficiency and reliability of the economy of the Soviet Union, and connecting Gorbachev's policies with discrediting communist elites in Eastern Europe as well as in the Soviet Union
- Richly supports the theme with relevant facts, examples, and details, e.g., *John Locke*: life, liberty, and property; inalienable rights; right to revolt; English Bill of Rights; *Two Treatises on Government*; Declaration of Independence; Declaration of Rights of Man and the Citizen; *Mikhail Gorbachev*: reduction of bureaucratic control; implementation of free market practices; limited capitalism; heavy industry; consumer goods; decentralization; market reforms; "new Russians"; half measures; hard-liners
- 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 all aspects of the task for one individual more thoroughly than for the second individual *or* discussing one aspect of the task less thoroughly than the other aspects of the task for both individuals
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *John Locke*: discusses the idea of contract theory of government, the differences between Locke's ideas on government and the practices of Stuart monarchs in England in the 17th century, and his influence on the American Revolution; *Mikhail Gorbachev*: explains that elements of limited capitalism were key parts of perestroika, that perestroika was a response to shortages of consumer goods and a stagnate economy, and that policy failures contributed to the collapse of the Soviet Union
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, **all** aspects of the task for **two** individuals should be developed.

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

Score of 3:

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

Note: If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** individual 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

Score of 1:

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

Score of 0:

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

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

Throughout global history, the ideas of a select few individuals have become so influential that they changed the entire course of history for a people or for a region. These individuals took advantage of opportune historical circumstances to spread revolutionary ideas that would have repercussions for many generations. No two such individuals have been more influential than Martin Luther and Karl Marx.

Martin Luther's protest against the Roman Catholic Church led to seismic shifts in how Christians practice their faith and created permanent divisions in Christianity. Luther emerged as an important figure in the early 16th century, a period characterized by corruption on the part of the Catholic Church. The abuses of some clergy included nepotism, simony, absenteeism and a poorly educated clergy. Luther, a Catholic monk, was bothered by these abuses, but the one that pushed him over the edge was the sale of indulgences (an alleged "free pass" out of purgatory) by Johann Tetzel in 1517. Luther responded by publishing his 95 Theses, which contained his most radical ideas that led to the formation of Protestant Christianity. One of Luther's most influential ideas was his "priesthood of all believers," which rejected the idea that Christians need their clergy to attain salvation. Luther argued that individual lay people could be saved through a personal relationship with God based on faith. Luther's rejection of the traditional clerical hierarchy had profound effects on the social situation in Germany (a political domain of the Holy Roman Empire at this time). Many German peasants saw Luther's call for religious equality as a call for socioeconomic equality. Although Luther never approved of this interpretation of his ideas, the peasants used Luther's idea as justification for violent revolts, which permanently shook

The foundations of Germany's social structure by threatening the stability of feudalism. This turn against manorial obligation was only one of the countless effects of Luther's ideas. The Thirty Years War in Germany was, at least partially, fought over the legitimacy of Lutheranism.

Karl Marx also put forth ideas that had incalculable import. Marx's great achievement was his idea of "Scientific Socialism," which used historical evidence to support the prediction that the proletariat would violently overthrow the oppressive bourgeoisie. Marx and his coworker Friedrich Engels published this idea in 1848, in The Communist Manifesto. 1848 was a time of much political unrest, as can be seen in the many revolutions of 1848 in Europe. Europe was still struggling to regain its footing after the French Revolution, which had encouraged revolts elsewhere and directly influenced the early socialist leaders like Saint-Simon. This was all set against the backdrop of the Industrial Revolution where Marx claimed the inevitable workers' revolution would occur first in England and then spread to other industrialized countries. In this time of unrest, radical ideas such as Marx's spread more easily, especially among the working classes. A further effect of Marx's ideas was the formation of the USSR. Lenin, Trotsky and the Bolsheviks used Marx's ideas in the early 20th century to justify their violent actions in ~~revolution~~ Russia. They claimed that they were carrying out his prediction and building the first Marxian Socialist State. Lenin, a devout marxist, believed the socialism he established in Russia would naturally spread throughout the world. However, in the USSR the working class was never freed or in charge. Instead a brutal Stalinist dictatorship came to define communism. Varying degrees of marxian socialism continue to hold influence in many areas of the world.

even after the fall of the USSR in the early 1990s, Marx and Luther will both forever be remembered for their immensely influential ideas.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing specific ideas developed by Martin Luther and Karl Marx, the historical circumstances that surrounded the development of these ideas, and how these ideas influenced Germany and Europe (Luther) and the USSR (Marx)
- Is more analytical than descriptive (*Martin Luther*: early 16th century characterized by corruption on the part of the Catholic Church; sale of indulgences, an alleged “free pass” out of purgatory; most radical ideas led to the formation of Protestant Christianity; individual lay people could be saved through a personal relationship with God based on faith; many German peasants saw Luther’s call for religious equality as a call for socioeconomic equality; violent revolts shook the foundations of Germany’s social structure by threatening feudalism; Thirty Years War was partially fought over the legitimacy of Lutheranism; *Karl Marx*: great achievement was the idea of scientific socialism, which used historical evidence to support the prediction that the proletariat would violently overthrow the oppressive bourgeoisie; time of much political unrest, as can be seen in the many revolutions of 1848 in Europe; radical ideas spread more easily, especially among the working classes; Lenin and Trotsky claimed they were carrying out Marx’s prediction and building the first Marxian socialist state; Lenin believed the socialism he established in Russia would naturally spread throughout the world; in the USSR, the working class was never freed or in charge; brutal Stalinist dictatorship came to define communism; varying degrees of Marxian socialism continue to hold sway in many areas of the world even after the fall of the USSR)
- Richly supports the theme with relevant facts, examples, and details (*Martin Luther*: permanent divisions in Christianity; nepotism, simony, absenteeism; poorly educated clergy; Johann Tetzel; Ninety-five Theses; “priesthood of all believers”; Holy Roman Empire; manorial obligation; *Karl Marx*: Friedrich Engels; *Communist Manifesto*; French Revolution; early socialist leaders like Saint-Simon; Industrial Revolution; inevitable workers’ revolution; Bolsheviks)
- Demonstrates a logical and clear plan of organization; includes an introduction that characterizes Martin Luther and Karl Marx as individuals who took advantage of opportune historical circumstance to spread revolutionary ideas that influenced many generations and a general concluding statement

Conclusion: The response fits the criteria for Level 5. A comprehensive thesis is developed in a strong narrative that displays a good depth of knowledge and comfort with the subject matter. A particular strength of the response is that it shows a strong grasp of the dynamics of history. The absence of a separate concluding paragraph does not affect the quality of the response.

Confucius and Ataturk both created a way of life for their respective countries. Each developed a set of behaviors which, taken together, represented a program for achieving social order. Each believed in the power of their ideas to rejuvenate society.

In China, followers of Confucius created the Analects. The Confucian Analects created a way of life based on respect and loyalty in all human relationships. According to this philosophy, a wife must listen to her husband, a younger brother must listen to the older brother, children must respect their parents, and subjects must obey the emperor. The harmony established by this conduct was central to establishing peace and prosperity. Similarly in Turkey, Ataturk created the ideology of Kemalism. While Confucius sought to restore the strengths of traditional society, Ataturk's doctrine was thoroughly revolutionary. Kemalism was Ataturk's game plan for creating a secular nation in Turkey. Kemalism banned all religious influence on government and attempted to ~~westernize~~ westernize Turkey. It rejected much of tradition in favor of modernization and nationalism under a republican government.

These ideologies were created in quite similar situations. Before the unification of China under the Qin dynasty, Confucianism was created to restore order during the period of warring states. Confucius believed that if his rules were

universally adopted, institutions would be strengthened and order restored. Kemalism was created by Ataturk after the fall of the Ottoman Empire after World War I. The fall of the empire forced Ataturk to rebuild a nation out of shambles. Kemalism created opportunities for everyone. Ataturk wanted to provide jobs and strengthen Turkey's economy. Encouraging western ideas and styles was a way of establishing a new attitude toward change. Ataturk also thought that it was important to Westernize at a fast pace to prevent nations from invading the newly formed Turkey.

Confucianism and Kemalism greatly affected the Chinese nation and the nation of Turkey. Confucianism gave China's population a set of values to rely on, where there is a clear totem pole set for people to follow. From the Han to the Qing dynasty, the Confucian-inspired civil service exam emphasized the value of education in leaders. Examples of Confucianism can easily be spotted today in China. Children respect their parents (though not always the case) and women are still given the lesser role being inferior to the men (still common in China). Kemalism has helped Turkey grow into the nation it is today. Ataturk remade Turkey into the model of a modernizing secular state. Separating religious influence from the affairs of politics ~~were~~ was a cornerstone of this state. Men and women were and still are given equal opportunities in chances of getting an education.

Anchor Paper – Thematic Essay—Level 5 – B

Women are encouraged to actively participate in the government as preached by Kemalism. Today there are programs to get women involved in Turkey's government.

Clearly many philosophies are still in effect today. Kemalism in Turkey and Confucianism in China have been incorporated into the people's very way of thinking.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing a specific idea, the historical circumstances that surrounded the development of the idea, and how the idea influenced a nation for Confucius and for Atatürk
- Is more analytical than descriptive (*Confucius*: created a way of life based on respect and loyalty in all human relationships; harmony established by conduct central to establishing peace and prosperity; Confucianism created to restore order during period of warring states; believed if rules were adopted, institutions would be strengthened and order restored; civil service exam emphasized the value of education in leaders; *Kemal Atatürk*: while Confucius sought to restore the strengths of traditional society, Atatürk's doctrine was thoroughly revolutionary; banned all religious influence on government and attempted to westernize Turkey; Kemalism created after the fall of the Ottoman Empire forced Atatürk to rebuild a nation out of shambles; westernize at fast pace to prevent invasion; separating religious influence from politics was a cornerstone of this state; women encouraged to participate actively in government)
- Richly supports the theme with relevant facts, examples, and details (*Confucius*: followers created the *Analects*; wife-husband, younger brother-older brother, children-parents, subjects-emperor; Qin dynasty; *Kemal Atatürk*: Kemalism was his game plan for creating a secular nation in Turkey; rejected tradition in favor of modernization and nationalism under a republican government; encouraged western ideas and styles; equal opportunities in getting an education)
- Demonstrates a logical and clear plan of organization, addressing each aspect of the task separately within a comprehensive whole; includes an introduction that states the transition of the ideas of Confucius and Atatürk created effective social order and a conclusion that states Kemalism and Confucianism has been incorporated into people's very way of thinking

Conclusion: The response fits the criteria for Level 5. The response effectively portrays Confucius and Atatürk as individuals who believed in the power of ideas to achieve social cohesion. Numerous points of comparison and contrast impart a strong analytical quality.

The ideas of individuals can have significant impact on the world when their philosophies are adopted by governments. Two such individuals are Confucius and Karl Marx, both of whom invented political and social philosophies adopted by governments.

During the Era of Warring States in China, Confucius invented his philosophy, known as Confucianism, it focused on relationships within families and between individuals and the government. It emphasized obedience to superiors, the inferiority of women, and a meritocratic bureaucracy as government. Confucius created this philosophy due to the political situation in China during the Era of Warring States, which was marked by many small states controlled by warlords. Confucius' system was designed to enable a state to remain intact and powerful during this period. Other philosophies, such as Daoism and Legalism, were also designed to help stabilize China during this period as well, but it was Shi Huangdi and the Qin empire who finally unified China under legalism. This government persecuted Confucian ideas and burned their texts, but the next Chinese government, the Han, adopted Confucianist government and social structure. Confucianism gave them a powerful central government with an organized bureaucracy, an examination system for government jobs, and patriarchal families. Confucianism would have these same effects in China for many future dynasties.

The ideas of Karl Marx were influential both before and after

they became the basis for governments. Along with Friedrich Engels, Karl Marx wrote *The Communist Manifesto*, which laid down the principles of scientific socialism. These were that society and government should not be controlled by a wealthy elite but that all workers should share equally in the profits of labor, and be equal regardless of what task they performed in society. Marx developed these ideas after he saw the effects of the Industrial Revolution. This period saw a great number of workers being oppressed and unfairly paid for labor, while a few wealthy controlled government. Marx claimed that the workers would free themselves from oppression. Marx popularized communism, specifically a workers' revolution, as a means to overthrow capitalist systems, then set up socialist democracies. However, all nations that adopted Marxist ideology never made it to the socialist democracy phase. One country that adopted it was Russia, which became the Union of Soviet Socialist Republics after the Bolshevik Revolution in 1917. This communist nation was eventually led by a dictator, Joseph Stalin, who controlled a vast system of agricultural and labor resources designed to increase the wealth of the state, but rarely gave individuals a chance to succeed. Soviet communism supposedly saw an increase in gender equality. Communism was also adopted in China, Cuba, and Vietnam after world war

or revolutionaries, and had similar effects on government, economy, and society as in the U.S.S.R. Rebel groups who adopted communism, then became governments, greatly increased the influence and spread of communism. It influenced the world by becoming one of the dominant political theories of the twentieth century during the Cold War.

Both Confucius and Marx had political philosophies designed to change their societies. These philosophies were modified by governments when adopted, and they often changed them to suit their needs.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the specific ideas developed by Confucius and Karl Marx and the historical circumstances that surrounded the development of these ideas more thoroughly than the influence of these ideas
- Is both descriptive and analytical (*Confucius*: emphasized obedience to superiors, the inferiority of women, and a meritocratic bureaucracy; system designed to enable a state to remain intact and powerful during this period; Han adopted Confucian government and social structure; gave them a powerful central government with organized bureaucracy, an examination system for government jobs, and patriarchal families; would have same effects on many future dynasties; *Karl Marx*: ideas influential both before and after they became the basis for governments; government should not be controlled by a wealthy elite; all workers should share equally in the profits of labor; developed ideas after he saw the effects of the Industrial Revolution; workers would free themselves from oppression; nations that adopted Marxist ideologies never made it to the socialist democracy phase; Stalin's communist state designed to increase the power of the state but rarely gave individuals a chance to succeed; Soviet communism supposedly saw an increase in gender equality; communism also adopted in China, Cuba, and Vietnam after wars and revolutions and had similar effects as in the USSR)
- Supports the theme with relevant facts, examples, and details (*Confucius*: Era of Warring States marked by small states controlled by warlords; relationships within families and between individuals and the government; Daoism; Legalism; Shi Huangdi; Qin empire; *Karl Marx*: Friedrich Engels; *Communist Manifesto*; scientific socialism; workers oppressed and unfairly paid; workers' revolutions; capitalist systems; Russia; Bolshevik Revolution in 1917)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that restates this theme

Conclusion: Overall, the response fits the criteria for Level 4. The response displays analysis and insight, although more is evident in the discussion of the ideas of Karl Marx. The details of historical circumstances surrounding Confucianism are less specific than those pertaining to Karl Marx.

The ideas of a single individual can have a monumental effect on the course of history. Ideas of individuals can shape and influence other's beliefs, and in certain instances, lead to significant change. The works of many individuals have certainly altered the course of history, especially those of Martin Luther and Karl Marx. Luther, whose ideas led to the creation of Protestantism, and Marx, who created Marxism, both had ideas that would have impacts on the world.

The works of Martin Luther greatly influenced the history of Western Europe, and later (as proselytism increased), the world. During Luther's time, the Roman Catholic Church was the predominant religious institution in Western Europe - in size, influence, and following. However, many believed the Roman Catholic Church was corrupt. The church controlled a significant amount of money and land, and the church's sale of indulgences to absolve sins was seen as spiritually immoral. In response to this, Luther posted the 95 Theses, which aimed to reform the "wrong doings" of the Catholic Church. In these theses, Luther said that the Bible, not the pope, should be people's religious authority. He thought secular rulers should have much of the power that the Pope had. Overall, he felt the church had lost much of its purpose - spiritual salvation. As his ideas spread throughout Europe, many people began to follow Luther. People saw Protestantism as a religion that was not controlled by the Catholic Church, so the religion grew in size and following. The birth of Protestantism, however, would completely change Western Europe as the region lost its religious

unity under Catholicism. In the sixteenth and seventeenth centuries, many religious wars would break out, such as the Thirty Years' War and the Dutch War of Independence, due to the creation of Protestantism. Nations such as England broke away from the Catholic Church in favor of Protestantism, and the Holy Roman Empire would divide into Catholic + Protestant states. Indeed, the creation of Protestantism by Luther certainly divided Europe into religious factions and ended the unity once provided by the Roman Catholic Church.

Furthermore, the ideas of Karl Marx also had a lasting impact on the course of history. Marx's ideas were in response to the Industrial Revolution in Europe, in which the bourgeoisie class exploited the proletarian factory laborers far too often. Marx looked back through history and determined that history was a series of class struggles - the oppressors versus the oppressed - and believed that the new class structure created by the Industrial Revolution allowed the middle class to exploit laborers. Marx believed that this class struggle would culminate in a proletarian revolution, and he provided a solution in his Communist Manifesto that he felt would end socioeconomic inequality: communism. In Marx's belief, communism would create a classless society characterized by complete socioeconomic equality - a revolutionary idea in his time. While never implemented successfully in Western Europe - Marx's region - or during Marx's time period,

Marxism greatly influenced 20th century revolutions in Russia and China. While neither country achieved an ideal communist society, both of them still used the key communist economic theory: gov't control of production + distribution. The adoption of communism would soon lead to great worldwide conflict! Communism's stark contrast to Western capitalism would factor into the Cold War.

The ideas of individuals are certainly capable of causing significant change. Both Luther's and Marx's ideas led to the formulation of new belief systems, and tragically, caused conflict due to contrast with existing ideas. Nevertheless, the ideas of these individuals certainly changed history and still influence the world today! Ideas of Protestantism + Communism still shape the beliefs of many in the modern world.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the ideas of Karl Marx more thoroughly than the ideas of Martin Luther
- Is both descriptive and analytical (*Martin Luther*: Roman Catholic Church was the predominant religious institution in western Europe; many believed the Church was corrupt; sale of indulgences to absolve sins was seen as spiritually immoral; western Europe lost its religious unity under Catholicism; nations such as England broke away from the Catholic Church in favor of Protestantism; *Karl Marx*: bourgeoisie class exploited proletarian factory laborers; determined that history was a series of class struggles—the oppressors and the oppressed; class struggle would culminate in proletariat revolution; solution would end socioeconomic inequality; Marxism greatly influenced 20th century revolutions; neither Russia nor China achieved an ideal communist society; both still used key communist economic theory—government control of production and distribution)
- Supports the theme with relevant facts, examples, and details (*Martin Luther*: Ninety-five Theses; Protestantism; Thirty Years' War; Dutch War of Independence; Holy Roman Emperor; *Karl Marx*: Industrial Revolution in Europe; *Communist Manifesto*; communism; western capitalism; Cold War)
- Demonstrates a logical and clear plan of organization; includes an introduction that ties the ideas of Martin Luther and Karl Marx to belief systems that altered the course of history and a conclusion that relates this theme to conflict with existing ideas

Conclusion: Overall, the response fits the criteria for Level 4. While the generalizations employed throughout are sound, some supporting details are brief. The strength of the response rests on the quality of analysis of Marxism.

Throughout history individuals have impacted their nation. Often times, the consequence of their actions and ideas is immediate. In other cases, their impact takes place over time.

Confucius was born during the Warring States period in China. Troubled by the violence, corruption, and overall lack of peace and prosperity, Confucius developed Confucianism. In his philosophy, Confucius sought to promote social harmony through five relationships: ruler and subject, husband and wife, father and son, older brother and younger brother, and friend and friend. Confucius taught filial piety, where obedience and loyalty towards the father was absolute. Confucius felt that if loyalty was displayed at home (between father and son, spouses, and brothers) it would translate to society. This would ultimately lead to loyalty and obedience to the ruler. Confucianism had an enormous effect on China. Confucius's ideas spread and heavily shaped China's culture. Many dynasties in China, such as the Han, had golden ages with Confucianism as the leading philosophy. Confucianism also led to the lowering of women's status in society by emphasizing the subservient nature of their relationship. Confucianism was responsible for the importance of the scholar gentry through its emphasis on the civil service exam. This strengthened the central government for many succeeding dynasties. Confucius and his ideas had an enormous impact on the value system of China.

Mahatma Gandhi is considered one of the most influential

individuals of the 20th century, his persistence in using peaceful means to liberate India from over a century of British rule influenced many other individuals, most notably Martin Luther King Jr. Gandhi and millions of Indians saw the injustices of British rule. Indians had been made second class citizens in their own country and they had seen native industries destroyed by British imports. Gandhi sought to achieve Indian independence through nonviolence and civil disobedience. One of the most famous pictures of Gandhi depicts him in a simple dhoti, sitting at a spinning wheel. This symbolized Gandhi's home spun movement where he encouraged Indians to make their own clothing and boycott textiles from England. Another famous example of Gandhi's methods is the Salt March. Gandhi felt that anything in India already belonged to Indians and did not understand why they should be taxed by the British. In the Salt March, Gandhi walked miles to the ocean and dramatically took back India's own salt. Though Gandhi was imprisoned several times, he never gave up his beliefs. He let himself really starve to death to protest violence, but not once did he raise his own hand. Gandhi is famous for the saying, "An eye for an eye makes the whole world blind." Gandhi's protest gave Indians hope and a nationalistic pride. His hard work eventually paid off, and in the end India won its independence from England in 1947.

Throughout history, there have been individuals who not only impact their country, but influence the rest of the world. Often times, these

leaders rise up and influence their country when there is a time of tumultuous or unfavorable events. Leaders, such as freedom fighter ^{Mahatma} Gandhi and Confucius forever changed the world.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances surrounding the development of Confucius' idea and Gandhi's idea less thoroughly than other aspects of the task
- Is both descriptive and analytical (*Confucius*: troubled by violence, corruption, lack of peace; sought to promote social harmony; obedience and loyalty towards father absolute; if loyalty was displayed at home, it would translate to society and ultimately lead to loyalty and obedience to ruler; led to lowering of women's status by emphasizing the subservient nature of relationship; responsible for importance of scholar gentry; strengthened central government for many succeeding dynasties; *Gandhi*: persistence in using peaceful means to liberate India from over a century of British rule; Indians had been made second class citizens in their own country and had seen native industries destroyed by British imports; sought to achieve Indian independence through nonviolence and civil disobedience; walked miles to the ocean and dramatically took back India's own salt; "an eye for an eye makes the whole world blind")
- Supports the theme with relevant facts, examples, and details (*Confucius*: Warring States period; filial piety; five relationships: ruler/subject, husband/wife, father/son, older brother/younger brother, friend/friend; Han; golden ages; civil service exam; *Gandhi*: Martin Luther King Jr.; dhoti; spinning wheel; Home Spun movement; boycott; Salt March)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the discussion of Gandhi's idea and the influence of his idea are intertwined, the limited focus on his influence detracts from the rest of the essay. The treatment of Confucius is satisfactory, and the imagery conveyed in the discussion of Gandhi strengthens the response.

The enormous span of history has undoubtedly been paved by the likes of important individuals. Each had set the foundations onto which presently stand modern day civilizations. Siddhartha Gautama or the "Enlightened One" and Confucius are two people who have made such an impact. Siddhartha created Buddhism in a time and place where Hinduism and the caste system dominated India. Confucius created the philosophy Confucianism which has had a profound impact on the political and social realms of Chinese society, from its dynastical period to present day. Their beliefs have spread and affected whole nations and their influence is thriving still in present day.

The philosophy of Confucianism states that society will prosper and thrive if each individual is loyal and corresponds to his position in terms of relationships. Some of these relationships include ruler to servant, father to son, husband to wife and friend to friend. If one is respectfully in their place, there will be prosperity. This philosophy was Confucius's belief.

The basic principles of Buddhism laid out by Siddhartha are basically the Noble Truths. They state how life is suffering and suffering stems from desire. There is a way to eliminate desire and

therefore suffering by following the Eightfold Path. These ~~are~~ are the foundations in which all subdivisions of Buddhism are based upon. They come from one individual: Siddhatha Gautama.

Confucius had developed Confucianism during the earlier dynamical period of Chinese History. Confucianism rose as a significant philosophy in the era of the Warring States along with Legalism and Daoism. It had been a favorable choice of strategy to rule politically because the masses had to be subservient to the emperor.

Siddhatha Gautama sacrificed his position as a prince in order to find the answer to his ceaseless questions on suffering. As you know, the society of India at the time was dominated by the caste system and the religion Hinduism. In Buddhism, classes were obliterated and were also favorable to women.

Confucianism had a significant impact on the ~~country~~ country China. For one thing, it was an important component in the civil service examination which basically formed the scholar-gentry class and the bureaucracy. It is

an understatement to say that Confucian affected ~~was~~ the region of China only. Even today, Chinese families abide by the Analects, the ~~a~~ Confucian text.

Buddhism's effects begin in India, although it did not have a major impact. It is important to note that Buddhism did reach the higher levels of ruling peoples such as Ashoka. From India Buddhism traveled along the Silk Roads to Southeast and East Asia to countries like China, Korea and Japan. Even today, Buddhism is a major religion in the world with believers from beyond the Orient. In China, Buddhism mixed in with traditional beliefs and contributed significantly to the culture of China. Buddhism introduced new rituals such as meditation and was an alternate ~~and religious~~ way of life.

The effects and influence of Confucianism and Buddhism are endless. But both can be traced back to a single person's thoughts and ideas. Their beliefs have proliferated amongst the world's masses and are still blossoming today. Siddhartha Gautama and Confucius ~~are~~ are proof that the individual ~~can~~ change history.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for Confucius and Siddhartha Gautama but only mentions the historical circumstances surrounding the development of Gautama's idea
- Is more descriptive than analytical (*Confucius*: had profound impact on the political and social realms of Chinese society; society will prosper and thrive if each individual is loyal and corresponds to his position in terms of relationships; arose as a significant philosophy in the Era of Warring States; favorable choice of strategy to rule politically because the masses had to be subservient to the emperor; Confucianism was an important component of the civil service examination, which basically formed the scholar-gentry class and bureaucracy; *Siddhartha Gautama*: created Buddhism in a time and place where Hinduism and the caste system dominated India; life is suffering and suffering stems from desire; eliminate desire and therefore suffering; sacrificed position as prince to find answer to questions on suffering; although Buddhism did not have a major impact in India, it is important to note that it did reach the higher levels of ruling peoples such as Ashoka; traveled to Southeast and East Asia to countries like China, Korea, and Japan; mixed in with traditional beliefs and contributed significantly to culture of China); includes flawed application (*Confucius*: even today, Chinese families abide by the Analects; *Gautama*: in Buddhism, classes were obliterated and were also favorable to women)
- Includes some relevant facts, examples, and details (*Confucius*: dynastic period; relationships: ruler/servant, father/son, husband/wife, friend/friend; legalism; Daoism; *Gautama*: Noble Truths; Eightfold Path; meditation; alternate way of life)
- Demonstrates a satisfactory plan of organization; includes an introduction that places Gautama in a historical setting and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response is primarily descriptive with isolated instances of analysis. The discussion clearly focuses on the task.

Throughout the course of history there have been many ideas of individuals that have had significant influence on groups, nations or regions.

Galileo Galilei and Simón Bolívar are two perfect examples of these ideas. The revolutionary ideas and unique views of these two individuals have changed the areas around and the world we live in.

During the Middle Ages, most Europeans believed the earth was the center of the universe and accepted the Church's views on life. However in the 1600s, people began to rely on reason rather than traditional ideas. During this Scientific Revolution, Galileo Galilei was one of these thinkers. He built his own telescope and discovered that moons orbit the planets. Therefore, he concluded that the earth revolves around the sun. He published his ideas in a book but it was banned by the Catholic Church. The church wanted to hold on to tradition and oppose new ideas so Galileo stood trial in Rome by Pope Urban VIII. Sadly, he was forced to recant his ideas. However, Galileo did not give up and went on to discover physics and inertia. Galileo was the first person to question

tradition, go against the catholic church and stand up for his ideas. Galileo's ideas transformed the Europeans view of the natural world and led to new discoveries and ideas throughout Europe.

Another revolutionary individual was Simon Bolívar. During the 1800s, the Latin and South American Colonies were characterized by harsh colonial rule and rigid social order. When Napoleon took over the Spanish government, revolts erupted throughout the continent. The idea of Simon Bolívar, a creole from Venezuela, was to unite all South American Countries and free them from the bonds of colonialism. Bolívar was called "the liberator" and believed freedom was the only thing worth a mans life. With these ideas in mind, he successfully led a nine year revolt against the Spanish and achieved independence for Venezuela, Colombia, Bolivia and Ecuador.

Bolívar's ideas transformed the South American continent and eventually brought an end to colonialism and the mercantalist system.

In Conclusion, Galileo Galilei and Simon Bolívar were two individuals whose ideas influenced

a group, nation or region. Galileo transformed European thinking by going against the Catholic church and promoting new ideas about the universe. Similarly, Simón Bolívar transformed South America by gaining independence for many countries and ending harsh colonial rule. As shown, these two individuals have shaped the region they live in and shaped the world as it is today.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth for Galileo Galilei and Simón Bolívar by discussing an idea and the historical circumstances surrounding the development of that idea in more depth than the influence of the idea
- Is more descriptive than analytical (*Galileo Galilei*: during the Middle Ages, most Europeans believed Earth was the center of the universe; in the 1600s, people began to rely on reason rather than traditional ideas; concluded Earth revolves around the Sun; published his ideas but book was banned; transformed the European view of the natural world; *Simón Bolívar*: harsh colonial rule and rigid social order; when Napoleon took over the Spanish government, revolts erupted throughout the country; idea was to unite all South American countries and free them from the bonds of colonialism) includes weak application (*Galileo Galilei*: discovered that moons orbit the planets; discovered physics)
- Includes some relevant facts, examples, and details (*Galileo Galilei*: Scientific Revolution; telescope; recant; *Simón Bolívar*: Liberator; Creole; Venezuela; colonialism; mercantilist system); includes minor inaccuracies (*Galileo Galilei*: Pope Urban VII; first person to question tradition or go against the Catholic Church)
- Demonstrates a satisfactory plan of organization; includes an introduction that casts the ideas of Galileo and Bolívar as revolutionary with unique views and a conclusion that describes the impact of the ideas of Galileo and Bolívar in terms of transformations in Europe and South America

Conclusion: Overall, the response fits the criteria for Level 3. While the discussion of Galileo has a tendency to overstate the related content, an understanding of history is evident. The discussion of Bolívar is a general overview of the impact of his efforts.

Throughout history, many individuals have risen to the occasion in times of need where change must be made. The actions^{based on ideas to make life better}, carried out by these individuals can have powerful effects on nations. Both ~~Ronald~~ Mikhail Gorbachev and Nelson Mandela ~~had~~ took actions using ideas ~~to~~ which had significant effects on their nations.

Mikhail Gorbachev, leader of the Soviet Union, entered office determined to make major reforms to the Soviet Union. ~~He did this because~~ He recognized that life in the Soviet Union had been too repressive in the past. The Soviet Union, which had been hit hard by failing economies, totalitarian rulers and costly military campaigns, was in need of drastic reform. First of all, Gorbachev desired ^{the country} people to become more open, believing if people had the freedom to express their opinion about the government, the Soviet Union could address these concerns. Therefore, Gorbachev instituted a policy of glasnost, or openness. He encouraged people to talk, granting freedom of ~~the~~ speech. Along with encouraging individuals to speak up, he also granted freedom of the press for the first time in many years. Soviet citizens could finally

weigh in their ideas and opinions. Unfortunately, Gorbachev's policy backfired on him as it led to the development of nationalistic feelings and independence movement which directly resulted in the ultimate breakup of the Soviet Union.

Nelson Mandela, another leader who impacted the lives of thousands of people like Mikhail Gorbachev, was living in South Africa during the time of racial tension. ^{The government} South Africa, dominated by the white minority ~~by whites~~, had instituted a policy of apartheid, in which there was a complete separation of races.

This meant that there were separate bathrooms, restaurants and schools for black and white South Africans. Mandela believed that these many injustices existed in South Africa. He became involved in the African National Congress, the ANC, where he continued civil disobedience, ~~which is breaking the law in protest~~ and participated in boycotts, sit-ins and marches in hopes of gaining equality for blacks in South Africa. During the ANC's fight for equality, Mandela was arrested and sent ^{the moderate South African} in jail. ~~for many years~~. It was not until President De Klerk came into office ~~as~~ that he was released. However, while Mandela waited his time out in prison, ~~the~~ more Africans joined the struggle for equality.

~~to push for
the end
of apartheid.~~

~~as they~~ inspired by Mandela's work. By the time Mandela was released from prison, he had become a symbol in the forefront of the campaign for ~~the~~ ^{the} freedoms of Black South Africans. After President de Klerk's term ended, a free election took place in which Black South Africans voted. Mandela became president of South Africa, marking the successful end to racial discrimination and segregation in South Africa as Mandela restored the rights and freedoms to all South African citizens.

The power of the individual should never be underestimated as the impact of an individual can be lifechanging. Mikhail Gorbachev and Nelson Mandela both followed their ideas to take actions that greatly impacted their nations. ~~Both~~ ^{Both} ~~men~~ ^{men} Mandela, believing the apartheid to be unjust, led ~~South~~ ^{South} Black South Africans to the gain of freedoms.

~~However,~~ Mikhail Gorbachev tried to institute his reform of glasnost, thinking it would have a positive effect on the Soviet Union, but it ended up leading to the break up of the Soviet Union.

No matter whether the impact was positive or negative, these two individuals led their country into a new era of time.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth for Mikhail Gorbachev and Nelson Mandela by discussing an idea and the historical circumstances surrounding the development of that idea in more depth than the influence of the idea
- Is more descriptive than analytical (*Mikhail Gorbachev*: the Soviet Union, hit hard by failing economies, totalitarian rulers, and costly military campaigns, was in need of drastic reform; believed if people had freedom to express their opinion about government, the Soviet Union could address these concerns; unfortunately, policy backfired as it led to the development of nationalistic feelings and independence movements that resulted in the ultimate breakup of the Soviet Union; *Nelson Mandela*: South African government dominated by the white minority group; by the time Mandela was released, he had become a symbol in the forefront of campaign for the freedoms of Black South Africans; became president of South Africa) includes weak application (*Nelson Mandela*: marking the successful end to racial discrimination and segregation)
- Includes some relevant facts, examples, and details (*Mikhail Gorbachev*: glasnost; openness; *Nelson Mandela*: apartheid; African National Congress; civil disobedience; boycotts, sit-ins, marches; de Klerk)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is a synopsis of the response

Conclusion: Overall, the response fits the criteria for Level 3. While the response clearly ties Gorbachev to authoring and implementing an idea, the portrayal of Mandela as a symbol of an idea is also an appropriate response. The extensive and repetitive conclusion does nothing to enhance the response.

One person can make an impact during the duration of their life. History is shaped by the acts and behaviors of individuals. ~~It is individual people living at the time period and area, each individual that counts.~~ The time period and area, along with the ideas mostly accepted by the populace, has an affect on each individual that ~~has~~ has had an influence in history.

One individual that has changed the course of history is Galileo Galilei. This man was the one who supported Copernicus' theory of Heliocentrism as opposed to the geocentrism theory of the Church. He made the sun-centered theory known to the public and was threatened by the ~~Pope~~ Pope. Even though he agreed to withdraw his ideas the Church still placed him under house arrest. However, since people ~~knew~~ now knew of the heliocentric theory they were able to apply it ~~to~~ to things such as navigation and sailing. Galileo was a brave man to speak out against the ideas of the Church because during his time ~~per~~ period the Church ~~was~~ was all

powerful.

Another person ~~to~~ whom has had an influence on history ~~is~~ is Confucius, the founder of Confucianism. Confucius was a Chinese philosopher who developed the ideas of Filial Piety and the five key relationships. He ~~also~~ taught that accepting your place in society and carrying out ~~your~~ necessary duties led to ~~a~~ ~~easy~~ life a happier life. Confucius lived during ~~the~~ Ancient China when emperors prevailed. His ideas greatly appealed to ~~both~~ both the rulers and the population. ~~because~~ The people followed Confucianism because it was easy to do so and gave them a sort of purpose. The rulers used ~~the~~ ^{Confucian} ideas ~~in their power over~~ ~~in order to~~ ~~influence~~ ~~their~~ ^{aid} in their power over their people. Confucianism spread throughout China and eventually ~~even~~ into Japan.

The power an individual has to make a difference in the world is ~~an~~ astounding though ~~it~~ is greatly underestimated. The thoughts and ideas of a single person may ~~lead to~~ influence others therefore leading to actions taken by a group or ~~an~~ organization.

~~Ever~~ Any one person can make a difference in the world because "No hand is too small to leave a handprint on the world."

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by discussing an idea and an influence of an idea for Galileo and an idea for Confucius
- Is descriptive (*Galileo*: he made the Sun-centered theory known to the public; people able to apply heliocentric theory to things such as navigation and sailing; *Confucius*: taught that accepting your place in society and carrying out necessary duties led to a happy life; ruler used Confucianism to aid in their power over their people; spread throughout China and into Japan) includes weak application (*Confucius*: lived when emperors prevailed)
- Includes relevant facts, examples, and details (*Galileo*: Copernicus; geocentric theory; *Confucius*: Chinese philosopher; filial piety; five key relationships)
- Includes a general plan of organization; includes an introduction that vaguely restates the theme and a conclusion that emphasizes the power of the individual to shape history

Conclusion: Overall, the response fits the criteria for Level 2. Although the historical circumstances that surround the development of an idea are absent and the treatment of the influence of Confucius' idea is quite general, discussion of the remaining aspects of the task have some focus and detail.

Throughout history, problems within nations allowed many multifarious rulers, or persons, to rise in power, knowledge, and influence. These individuals either proposed great ideas to improve society, or rid their societies of the specific characteristics hampering the society's success. The solutions and ideas of these esoteric individuals had significant impacts on every aspect of their nation's people, culture or way of life.

During the 18th century, European philosopher John Locke promoted many ideas that altered all of Europe's intellect and knowledge. Being a philosopher stemming out of Enlightenment-era ideas, John Locke pushed for individual rights, equality to all, and a right to "life, liberty, and the pursuit of happiness." After the Renaissance, ideas of new mathematical and scientific concepts paved the way for Locke, as well as many other Enlightenment philosophers such as Jean-Jacques Rousseau and Voltaire. Like these individuals, Locke pressed the ideas of democracy and individual rights into society. The ideas of John Locke were later seen all over post-revolutionary Europe, as well as the rest of the modernizing world.

Another important individual that greatly impacted his society, both culturally and politically, was Turkish leader Kemal Atatürk. Atatürk was known worldwide for his audacious tactics to improve Turkey and all aspects of his society. Formerly known as "General" Atatürk, he was known as founder, and "Father" of modern-day Turkey. He modernized and westernized the country, and one of his most widely-known achievements was the secularization, or separation of church and state, of Turkey. Atatürk also banned the fez, which came as a cultural shock to society. He promoted ~~the~~ Western ideas, books and even some culture. Mustafa Kemal Atatürk implemented many changes into Turkey, and his ideas greatly altered the entire region in the Middle East.

Certain individuals, throughout the stretch of time, have implemented changes into certain areas of their society. Politics, economics, religion, education, technology, architecture and social classes are just some of the factors influenced by these individuals. Whatever the area of impact may be, the changes brought on by these individuals dispersed to all areas of the nation/region.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth by discussing an idea and the historical circumstances surrounding development of the idea for John Locke and the influence of Kemal Atatürk and by mentioning an idea of Atatürk
- Is primarily descriptive (*John Locke*: pushed for individual rights; after the Renaissance, ideas of new mathematical and scientific concepts paved the way; *Kemal Atatürk*: known as founder and father of modern-day Turkey; modernized and westernized the country; banned the fez;); includes weak application (*Locke*: ideas seen all over post-revolutionary Europe)
- Includes few relevant facts, examples, and details (*John Locke*: Enlightenment; life, liberty; Jean-Jacques Rousseau; Voltaire; *Kemal Atatürk*: secularization; separation of church and state; Western ideas); includes inaccuracies (*Locke*: 18th century philosopher; pursuit of happiness)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: The response fits the criteria for Level 2. The response limits the treatment of Atatürk to categorization of his actions. These actions (influences) cannot simultaneously be credited as ideas. The discussion of the influence of Locke's idea is too brief and overly general.

Famous historical characters usually ~~had~~ have developed new ideas that strongly influenced groups, nations, and regions. Galileo Galilei and Nelson Mandela are both significant figures in history who brought new influencing ideas that changed the people and ~~the~~ spread around the world.

Galileo Galilei was a astronomist who was a very important figure in the scientific revolution. During the times he lived, the church had great power and taught the people how the stars orbited around the earth and how god placed earth in the center of the universe. Since the development of science was not very successful in those days, people believed this theory that involved no observation at all. Galileo observed the ~~the~~ stars with his own telescopes and discovered that the sun was in the center and the earth was ~~is~~ orbiting around it. This new theory was called the geocentric theory which was the cause of the scientific revolution. However, the people did not soon believe Galileo's theory and the church caught him and sent him on trial for opposing the church's ~~the~~ ideas. Later, this theory ~~was~~ replaced this old theory and was proved right and made a new age of scientific studies.

Nelson Mandela was also a very important historical figure that had a great influence on the people ~~in~~ in his countries and other other countries all around the world. During the time he lived, in South Africa there was a ~~social~~ social system called Apartheid. This system was a system of legal Segregation built by the government. Since the government was controlled by the whites, blacks had to live in poverty even if they were the majority of the country. Nelson was a protester and he was caught and was imprisoned. He had some chances and opportunities to get out but he refused to and continued to oppose this policy. When Appartheid ended, Nelson became the first Black president of South Africa. He promised his people equality, freedom, and peace.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth, discussing an idea and the historical circumstances surrounding development of this idea for Galileo and discussing the historical circumstances that promoted Mandela's opposition to apartheid
- Is primarily descriptive (*Galileo*: Church had great power and taught people how the stars orbited around Earth and how God placed Earth in the center of the universe; discovered that the Sun was in the center and Earth was orbiting around it; theory proved right and made a new age of scientific studies; *Mandela*: apartheid was a system of legal separation built by the government; blacks had to live in poverty even if they were the majority of the country; promised people equality, freedom, and peace)
- Includes few relevant facts, examples, and details (*Galileo*: Scientific Revolution; telescope; *Mandela*: protester; South Africa); includes an inaccuracy (*Galileo*: new theory called the geocentric theory)
- Includes a general plan of organization; includes an introduction that restates the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response contains a general discussion of apartheid in South Africa, only mentioning Mandela's opposition to the policy. The strength of the response is in the discussion of Galileo.

The ideas of individuals have had a significant influence on groups, nations and regions. The ideas of Karl Marx and Galileo Galilei had a definite impact on these throughout the course of history.

Karl Marx created the political idea of Marxism. Marxism was an early form of communism. Its ideas were to make everything economically equal, but as history has proven, Marxism and communism can be corruptive. Germany and the Soviet Union (now Russia) have had communist governments in the past. During this time, there was much terror within the societies because of cruel dictators coming to power. In many places, the wars seemed to be the capitalism vs. the communist. In most cases, capitalism was won and communism was destroyed.

Galileo Galilei was an extremely important icon in the development of science. With his new invention of the telescope, he discovered many celestial bodies such as comets and planets. This came at a time when religion was strictly followed so

Galileo was prosecuted for his non-religious views. But, many kept those views alive. Now, there is a worldwide acceptance of Galileo's discoveries, ~~every by one even by religious groups such as the Roman Catholics.~~

Without these men's ideas, the world could and most likely would have been a very different place.

Anchor Level 1-A

The response:

- Minimally develops a few aspects of the task by discussing an idea of Marx and the influence of the idea and providing some information about Galileo
- Is descriptive (*Marx*: Marxism and communism can be corruptive; communist governments in the past have had much terror within the societies because of cruel dictators coming to power; *Galileo*: discovered many celestial bodies; now there is a worldwide acceptance of Galileo's discoveries)
- Includes few relevant facts, examples, or details (*Marx*: Marxism; Germany; Soviet Union; Russia; capitalism vs. communism; *Galileo*: telescope; prosecuted for his non-religious views)
- Includes 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. Discussion of the potential for corruption that comes with communism is the substance of the response. The very limited statement related to the impact of Galileo without supporting details further limits the response.

Throughout history there have been many people who have influenced several people. Two of these people are Niccolò Machiavelli and Simón Bolívar. Both of their ideas influenced people in groups, regions and nations.

Simón Bolívar's idea was that he wanted to free Haiti. He wanted Haiti to be freed from Spanish rule. This was during the Haitian revolution. Simón Bolívar influenced many people to support Haiti in their quest for freedom.

Another person whose ideas influenced many people was Niccolò Machiavelli. Machiavelli's ideas were that the end justifies the means. This means that to accomplish the goals of an individual or nation anything can be done even if it hurts someone else. Machiavelli influenced many people. One of these people was Otto Von Bismarck. He started three wars in the attempt to unify Germany.

He believed that war was alright if it unified Germany. He didn't care how many people died for Germany's unification. Niccolò Machiavelli influenced several other leaders to do the same.

Finally the ideas of individuals have had a significant influence on groups, nations and regions. Two of them being Simón Bolívar and Niccolò Machiavelli.

Anchor Level 1-B

The response:

- Minimally develops a few aspects of the task by discussing an idea of Machiavelli and a historical influence of this idea
- Is descriptive (*Machiavelli*: to accomplish the goals of an individual or nation, anything can be done even if it hurts someone else; Bismarck started three wars in the attempt to unify Germany; he believed that war was all right if it unified Germany; he did not care how many people died for Germany's unification)
- Includes very few relevant facts, examples, or details (*Machiavelli*: end justifies the means)
- Includes a general plan of organization; includes a basic introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. While discussion of Machiavelli's idea and the example of its implementation by Bismarck is sound, the statements about Bolívar are completely inaccurate and receive no credit.

Throughout time, there have always been people who separated themselves from the popular beliefs of a certain time period by introducing new ideas. These people greatly influenced beliefs in that time period and are still influential today. Among these individuals are Niccolo Machiavelli and Karl Marx. Machiavelli greatly changed the way politics would be interpreted, while Marx influenced modern thought on the relationship between class and power. Both Niccolo Machiavelli and Karl Marx made an impact on the world with their ideas.

Niccolo Machiavelli was a political philosopher during the time of the Renaissance in Europe. Renaissance Italy was made up of city-states that were always at war with each other and also threatened by outside powers. Machiavelli was searching for a leader who could overcome chaotic circumstances. He reasoned that a great leader should gain respect by fear, and that the end result justifies whatever it took to get there. Machiavelli wanted leaders to have a strong upper hand and always be one step ahead. The image of a ruler that many have taken away from Machiavelli is someone who will ignore morality in taking actions. Many rulers up to this day have demonstrated Machiavellian tactics. An example of this would be Germany's Schlieffer Plan during WWI. Germany thought that if its troops could travel through neutral Belgium, then a pre-emptive strike on France could be executed. This shows how the ends

justify the means because Germany didn't care what country needed to be invaded, the only concern was initiating an attack for better secure success in the war. Very Machiavellian indeed.

Another influential individual in his time period was Karl Marx. Marx's ideas sprang from the unfair and unjust conditions that wage workers in the Industrial Revolution in Europe during the 1800's were facing. He reasoned that, throughout history, there has always been an upper class and lower class (in Rome: Patrician and Plebian; in the Middle Ages: lord and serf; in the Industrial Revolution: bourgeoisie and proletariat, etc.) He said that there has always been inequality and when ever the lower class succeeded in overthrowing the upper class, it would forget the injustice it endured and reap the rewards of being on top. Marx said, in his Communist Manifesto, the proletariat would form a classless society. These ideas were appealing to 19th century workers and had many effects. An example of this was ^{the} Germany's Chancellor Bismarck offered workmen's compensation and social security to defeat radical socialism.

Individuals like Niccolò Machiavelli and Karl Marx were and are very influential. From their ideas came revolution of thought all around the world. Both Machiavelli and Marx shaped history themselves and without them and their ideas, the world as we know it would be greatly changed.

Throughout history, certain individuals have worked to bring progress to the world and to help to bring his or her nation up to a higher status. Individuals such as Deng Xiaoping and Mikhail Gorbachev are clear examples of how one person can influence a specific region, China and the Soviet Union, respectively. In order to reform failing communist systems, these two individuals sought to implement elements of capitalism. Deng Xiaoping stuck strictly to economic reforms while Gorbachev also wanted to open up the political system and encourage new ideas.

In China, Deng Xiaoping helped to relieve China from the horrible straits imposed by Chairman Mao. As Mao's reign ended, he left China amidst the lingering effects of the "Great Fall Backward" (aka Great Leap Forward) where communism required peasants to meet certain agricultural quotas. The stupid notion that peasants could produce backyard steel crippled other parts of the economy. The pig iron produced by the communes was of very poor quality. On top of this, persecution of "counter-revolutionaries" during the Cultural Revolution added to the economic chaos. Many people lost their jobs. Others were sent to the countryside to work on farms.

Here is where Deng came into China, promoting a more capitalistic approach — greater competition, profit motive and exports. He got rid of communes and leased the land to individuals. He accepted foreign capital and technology. This led to China becoming a world economic power. Ironically, China now bankrolls the U.S. government with loans.

At home, cities like Shanghai and Beijing have a growing and wealthy middle class but in the countryside the gap between poor and wealthy is widening

Mikhail Gorbachev also had great significance within the USSR, as he actively promoted a greater turn away from the past. Toward the end of the 1900s, success in the cold war was seemingly impossible for the communist USSR. The Soviet government was in decline bogged down in Afghanistan, burdened by satellites in Eastern Europe and resented for its inability to produce consumer goods. When Gorbachev came into power, he was cheered as an agent of change. Economic change based on perestroika, was supposed to allow for some private markets and institute a turn toward capitalistic ways. He opened the door to criticism with glasnost. He even got rid of the Brezhnev Doctrine, now stating that Soviet satellite nations had the right to determine their own governments. These changes helped cause the demise of the Soviet Union. The Berlin Wall fell, soon followed by the Iron Curtain and the end of the Cold War.

Clearly, certain individuals have had such a great impact on the world, that specific groups have seen a more prosperous future due to them.

The ideas of Deng have allowed China to become a significant economic power in the world today. While it remains to be seen if Gorbachev's ideas were more beneficial or harmful, they initially brought a period of chaos to Russia.

Martin Luther and Adam Smith have impacted the development of religion and economics respectively. Through determination and dedication these individuals have marked history with innovative concepts. Luther was motivated by the pursuit of reforming the catholic church and Smith's motivation rested in his philosophical approach to ~~for~~ improving trade economies.

Luther led the Protestant Reformation with vigor as reflected through his accomplishments. In the early 16th century Luther ~~stated~~ posted his 95 theses to a church door in Wittenburg, Germany. The theses' were an attack on the Catholic church, which in Luther's eyes had strayed from the true message of God. The selling of indulgences (~~paying~~^{money}, in exchange for the cleansing of one's sins) sparked Luther's campaign that "Faith Alone saves." Luther believed that one should interpret the Bible one's self and establish an individual relationship with God. For five years Luther worked on translating the Bible into German, and with the help of Gutenberg's printing press he promoted literacy everywhere. His ideas promoted the creation of a new denomination of Christianity and freed people from the regulations

of the Catholic church. The idea that "Faith Alone saves," has affected Christians to the point of rejecting the Catholic church, and Protestants everywhere are living Luther's legacy.

Adam Smith was an economist who developed the principals of Capitalism. Smith believed that a free trade economy was essential to countries pursuing world power status. He saw clearly that the individual pursuit of wealth, where a substantial amount of capital was earned and in the hands of business men (rather than the government) would in turn benefit the government. Smith supported a rule by laissez-faire principals in which the state did not intervene with the economy. Smith's policies as seen in his most influential book The Wealth of Nations have affected countries such as Great Britain, France^{and}, the United States,

Both Luther and Smith were individuals who rejected conformity to pursue a greater understanding of man's world.

There has been many people who have made a difference in the world millions of years ago until now. And people are still doing it today. For example, Confucius and Machiavelli. From their ideas, they have changed many peoples lives.

The idea Confucius developed was the caste system. In India people had to live in their own caste and could never move up or down a caste. Machiavellis idea was where people feared you and that you shouldn't be scared of anything but to be feared by everyone.

People for many years lived by these ideas and some still do today. In the Caste System people could not leave the one they are in. You're born into it and no matter what you were stuck. People couldn't even associate with another cast.

The ideas of individuals have had a significant influence on groups, nations, and regions. Examples of such individuals are Mahatma Gandhi and Simón Bolívar.

Gandhi did a lot for his country, India. He made popular the non-violent protest, because he did not believe that violence was a proper answer to India's problems. He is responsible ~~for~~ for the peaceful sit-ins and the civil disobedience you see at protests today, all over the world.

Simón Bolívar helped out South America, big time. He liberated the South Americans, when they were being oppressed. Simón could not stand what was going on in his native Peru, and so he fought for it and all of South America, in many battles. If ever there was an absolutely perfect word to describe someone, it would be Nationalist for Simón Bolívar.

Simón Bolívar and Mahatma Gandhi were nationalists, minds full of ideas. They greatly influenced and changed the areas they hailed from. Good jobs, champs.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by discussing specific ideas of Machiavelli and Marx, the circumstances surrounding the development of these ideas, but discusses the extent of an influence of Machiavelli more thoroughly than the extent of the influence of Marx
- Is both descriptive and analytical (*Niccolò Machiavelli*: Renaissance Italian city-states were always at war with each other and threatened by outside powers; searching for leader who could overcome chaotic circumstances; gain respect by fear; end result justifies whatever it took to get there; wanted leaders to have a strong upper hand and always be one step ahead; image of ruler that many have taken from Machiavelli is someone who will ignore morality in taking action; Germany didn't care what country needed to be invaded, the only concern was initiating an attack to better secure success; *Karl Marx*: ideas sprang from unfair and unjust conditions that wage workers were facing; throughout history, there has always been an upper class and lower class; when the lower class succeeded in overthrowing the upper class, it would forget injustice and reap the rewards of being on top; proletariat would form a classless society; ideas appealed to 19th-century workers)
- Supports the theme with relevant facts, examples, and details (*Niccolò Machiavelli*: Germany's Schlieffen Plan; neutral Belgium; ends justify the means; Machiavellian; *Karl Marx*: Industrial Revolution in Europe; patrician/plebian, lord/serf, bourgeoisie/proletariat; *Communist Manifesto*; Germany's Chancellor Bismarck; workman's compensation; social security)
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes primary areas of influence for Machiavelli and Marx and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response effectively draws on specific events in German history to illustrate the influence of ideas in a case-study approach. Good command of historical details is evident throughout the response.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing specific ideas of Deng Xiaoping and Mikhail Gorbachev, the historical circumstances that surrounded the development of these ideas, and the influence of Deng Xiaoping's ideas in China and Gorbachev's ideas in the Soviet Union
- Is more analytical than descriptive (*Deng Xiaoping*: helped relieve China from the horrible strains imposed by Chairman Mao; “The Great Fall Backward” aka Great Leap Forward; the notion that peasants could produce backyard steel crippled other parts of the economy; promoted more capitalist approach; led to China becoming a world economic power; ironically, China now bankrolls the United States government with loans; cities like Shanghai and Beijing have a growing and wealthy middle class; in the countryside, the gap between poor and wealthy is widening; *Mikhail Gorbachev*: toward end of 1900s, success in the Cold War was seemingly impossible for USSR; Soviet government in decline, bogged down in Afghanistan, and burdened by satellites in Eastern Europe; opened the door to criticism with glasnost; stated Soviet satellite nations had the right to determine their own governments; these changes helped cause the demise of the Soviet Union)
- Richly supports the theme with relevant facts, examples, and details (*Deng Xiaoping*: greater competition, profit motive, exports; agricultural quotas; counter-revolutionaries; Cultural Revolution; got rid of communes; leased land to individuals; *Mikhail Gorbachev*: agent of change; perestroika; consumer goods; some private markets; turn toward capitalistic ways; Brezhnev Doctrine; Berlin Wall; iron curtain; Cold War)
- Demonstrates a logical and clear plan of organization; includes an introduction that pairs Deng Xiaoping and Mikhail Gorbachev as individuals seeking to implement elements of capitalism to reform failing communist systems while characterizing Gorbachev's program as broader than Deng Xiaoping's and a conclusion that contrasts the influence of their ideas

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates that, while the broad economic objectives of Mikhail Gorbachev and Deng Xiaoping are similar, the effects of trying to implement their ideas are dramatically different. The historical circumstances surrounding the development of ideas effectively frame the discussion.

Practice Paper C—Score Level 3

The response:

- Develops a specific idea of Luther, the historical circumstances that surrounded the development of the idea and an idea of Adam Smith in some depth; however, the influences of both ideas and the historical circumstances surrounding Smith's idea are developed with little depth
- Is more descriptive than analytical (*Martin Luther*: attack on Catholic Church, which in Luther's eyes had strayed from the true message of God; selling of indulgences—money in exchange for the cleansing of one's sins—sparked Luther's campaign; believed one should interpret the Bible one's self and establish an individual relationship with God; promoted literacy everywhere; promoted the creation of new denominations; Protestants everywhere are living Luther's legacy; *Adam Smith*: believed free trade economy was essential to countries pursuing world power status; individual pursuit of wealth would in turn benefit the government; state not to intervene with the economy)
- Includes some relevant facts, examples, and details (*Martin Luther*: early 16th century; Protestant Reformation; Ninety-five Theses; “faith alone saves”; Gutenberg’s printing press; *Adam Smith*: laissez-faire principles; *Wealth of Nations*)
- Demonstrates a satisfactory plan of organization; includes an introduction that adds specific details to the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response is inconsistent in the development of various aspects of the task, which accounts for the uneven quality. The explanation of the ideas of Luther and Smith are the strength of the response.

Practice Paper D—Score Level 0

The response:

Only refers to the theme in a general way

Conclusion: The response fits the criteria for level 0 because it fails to discuss ideas, historical circumstances surrounding the development of ideas, or the influence of ideas. The mention of “feared by everybody” as it relates to Machiavelli points to a potentially relevant issue but is not explained.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning an idea of Gandhi and an influence of this idea and alluding to an idea of Bolívar
- Is descriptive (*Gandhi*: did not believe violence was a proper answer to India’s problems; responsible for peaceful sit-ins and civil disobedience you see at protests today; *Bolívar*: liberated the South Americans when they were being oppressed)
- Includes few relevant facts, examples, or details (*Gandhi*: nonviolent protest; *Bolívar*: nationalist); includes an inaccuracy (*Bolívar*: native of Peru)
- Includes a general plan of organization; includes a basic introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response consists of a very basic understanding of Bolívar’s nationalism, a minimal understanding of a key element of Gandhi’s beliefs, and a hint of an understanding of the global impact of Gandhi’s idea.

Global History and Geography Specifications

June 2010

Part I

Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Ideas	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Human and Physical Geography; Environment and Society; Movement of People and Goods; Science and Technology; Scarcity	Standards 2, 3, and 4: World History; Geography; Economics

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

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

The *Chart for Determining the Final Examination Score for the June 2010 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysesd.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.nysesd.gov/osa/teacher/evaluation.html>.
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.