

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
1 OF **2**
MC & THEMATIC

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 25, 2013 — 9:15 a.m. to 12:15 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

Global History and Geography
Content-Specific Rubric
Thematic Essay
January 2013

Theme: Change—Collapse of Government

The sudden death of a ruler, a defeat in war, or a successful revolution has often led to the collapse of a government. Political, social, and economic changes have occurred as a result of the collapse of a government.

Task: Select *two* situations where the collapse of a government has led to significant changes in a country or region, and for *each*

- Describe the historical circumstances that led to the collapse of a government
- Discuss the political, social, *and/or* economic changes that occurred as a result of the collapse of that government

You may use any situation from your study of global history and geography in which the collapse of a government led to significant changes in a country or region. Some suggestions you might wish to consider include collapse of the Roman Empire, collapse of Louis XVI's government, collapse of the Tokugawa shogunate, collapse of Czar Nicholas II's government, collapse of the Ottoman Empire, collapse of the Nationalist government in China [Guomindang], collapse of Batista's government in Cuba, fall of Reza Pahlavi's government in Iran, breakup of Yugoslavia, and collapse of the Soviet Union.

You are *not* limited to these suggestions.

Do *not* use an example from United States history as one of your situations.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* collapses of government, describing the historical circumstances that led to the collapse and discussing *at least two* changes that occurred as a result of the collapse).
2. The same country or region may be used to discuss the collapse of government, e.g., the collapse of Czar Nicholas II's government in Russia and the collapse of the Soviet Union.
3. *At least two* changes that occurred as a result of each collapse should be discussed. The changes can be both political, both social, both economic, or a combination of any two.
4. The classification of changes as political, social, or economic does not need to be specifically identified.
5. The changes that occurred as a result of the collapse of a government may be immediate or long term. The response may discuss changes taking place during the collapse and/or changes that took place after the collapse.
6. Changes may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
7. If more than two collapses of government are discussed, only the first two should be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to the collapse of **each** of **two** governments and **at least two** political, social, and/or economic changes that occurred as a result of the collapse of each government
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Roman Empire*: connects the shortcomings of emperors after Pax Romana, the immensity of internal problems, and the inability of the government to protect Rome's borders from invasions to the collapse of the western Roman Empire that led to the development of a strong Byzantine Empire in the East and the development of feudalism in the West; *Louis XVI's government*: connects the abuses of power and large debt of Louis XVI, the social inequality between the estates, and the ideas and writings of the Enlightenment to the overthrow of the French monarchy that led to chaos during the Reign of Terror, the sweeping nature of the Napoleonic reforms, and the resulting nationalist movements throughout Europe
- Richly supports the theme with relevant facts, examples, and details, e.g., *Roman Empire*: civil war; economic inequality; inflation; Diocletian; use of mercenaries; decline of cities; preservation of Greco-Roman knowledge; rise of power of the Catholic Church; manorialism; *Louis XVI's government*: Versailles; Marie Antoinette; three estates; bourgeoisie; John Locke; Rousseau; Montesquieu; American Revolution; storming of the Bastille; Robespierre; guillotine; Law of Suspects; Code Napoleon; Haitian Revolution
- 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 collapse of government more thoroughly than for the second collapse *or* by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Roman Empire*: discusses the weak rulers, the end of expansion, the spread of Christianity, and the successful attacks by Germanic peoples as they relate to the collapse of the western Roman Empire, the development of feudalism, and the political role of the Catholic Church; *Louis XVI's government*: discusses the unfair tax system, the Estates system, the rule of Louis XVI, and the Enlightenment as they relate to the collapse of the French monarchy, the establishment of Napoleon as emperor, and sweeping change throughout Europe
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If **all** aspects of the task are thoroughly developed evenly and in depth for **one** collapse of government and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

No government lasts forever. Throughout global history, whether through a leader's poor decisions, war, or other kinds of unrest, many established governments have been removed from power. Often these shifts bring significant changes to the politics, economy, and society of the country in question. Louis XVI and Nicholas II, who led the monarchies of France and Russia, respectively, each saw themselves tumultuously thrown from power as a result of conditions in their countries. The changes they experienced by those nations have had a lasting impact on the events of history.

Much like other monarchies of the time, France under Louis XVI was characterized by stark contrast, in terms of rights and prosperity, between social groups. France's feudal legacy divided society into three estates. The Third Estate was made up of peasants, a rising bourgeoisie that sought political influence to match its economic success, and day laborers who were especially vulnerable to inflation. This estate clearly had a lot of grievances. While the first and second estates, made up less than 5% of society and contained some of the wealthiest people, they paid no direct taxes. The Third Estate saw the injustice of this as the responsibility for taxes fell on them. Many French citizens felt they were victims of economic and social injustice. This discontent was exacerbated by a shortage of food, resulting from several poor harvests. France's dilemma was increased by a monarch who was ill-suited to deal with a staggering national debt.

Though the monarchy of Louis XVI was ultimately brought down, the revolutionary period was by no means peaceful. The mob that stormed the prison known as the Bastille was an indication of things to come. At the start, declarations by the National Assembly such as the Tennis ^{Court} Oath and the Declaration of the Rights of Man raised hope for a solution to grievances. The government abandoned the old tax system and began to write a new constitution. However, the country soon found itself in political turmoil. During what became known as the Reign of Terror, led by Maximilien Robespierre, thousands of French citizens lost their lives as the result of unrest and the radical politics of the Jacobins. Louis XVI and Marie Antoinette were among those executed. After the fall of Robespierre, the Directory appointed Napoleon as leader. The revolution culminated with the dictatorship of Napoleon Bonaparte. Napoleon codified laws, won the support of the peasants by letting them keep land acquired when the nobles fled, and created a bureaucracy based on merit. While Napoleon ended much of the internal violence in France and gained a large amount of territory through wars, he did not fully bring the democratic reforms the revolution originally sought. He disregarded elected assemblies and used censorship to ensure support. The rise of nationalism and a couple more revolutions would be needed to bring these reforms to France.

The revolution in Russia shared many characteristics with France's, although it produced a vastly different result. Like Louis XVI, Nicholas II was a monarch deeply resented by his people. Russia, which had failed to modernize as quickly as other European nations, was forcing an industrial revolution that produced an exploited working class who would be big supporters of revolutionary change. This effort helped destabilize Russia. Russia was made up predominantly of peasant farmers who had been liberated from serfdom but still felt they were victims of an unfair landholding system. Poor harvests added to their discontent. In addition, Russia's defeat in the Russo-Japanese War and the massacre of peaceful protestors in the event known as Bloody Sunday led to a promise of a constitution and the sharing of power with the Duma. However, Russia's damaging involvement in World War I caused the majority to lose faith in the czar's government. Nicholas II's reputation was destroyed. Russia's inability to manage a long war led to the abdication and then to the execution of the czar.

The Russian Revolution brought about a very different government than in France, and many citizens lost their rights rather than gained them. The monarchy was replaced with a single-party communist system headed by Lenin and the Bolsheviks. A three-year bloody civil war left Russia exhausted. Although he was unhappy about it, Lenin established elements of capitalism in the NEP to restore the economy and keep the communists in government. However, it was

Anchor Paper – Thematic Essay—Level 5 – A

Stalin that initiated collectives, five-year plans, industrialization and a police state, giving the world a totalitarian model of communism. Collapse of governments creates an opportunity for those who seek power to shape history. The changes experienced have immediate and lasting impacts on history.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the collapse of the government of Louis XVI of France and of the government of Nicholas II of Russia and changes that occurred as a result
- Is more analytical than descriptive (*Louis XVI's government*: stark contrast in terms of rights and prosperity between social groups; feudal legacy divided society into Three Estates; rising bourgeoisie sought political influence to match its economic success; France's dilemma increased by a monarch who was ill-suited to dealing with staggering national debt; mob that stormed Bastille was an indicator of things to come; declarations raised hope for a solution to grievances; the rise of nationalism and a couple more revolutions would be necessary to bring reforms to France; *Czar Nicholas II's government*: Russia failed to modernize as quickly as other European nations; forced industrial revolution produced an exploited working class that would be big supporters of revolutionary change; peasants had been liberated from serfdom but felt they were victims of unfair landholding system; poor harvests added to their discontent; damaging involvement in World War I caused majority to lose faith in the government of Nicholas II; Russian Revolution brought about very different government than in France; many citizens lost their rights rather than gained them; monarchy was replaced with single-party communist system; Lenin established NEP to restore economy and keep Communists in government; Stalin gave the world a totalitarian model of communism)
- Richly supports the theme with relevant facts, examples, and details (*Louis XVI's government*: peasants; day laborers were vulnerable to inflation; clergy and nobles, less than 5% of society, contained some of the wealthiest people; responsibility for taxes fell to the Third Estate; economic and social injustice; shortage of food; several poor harvests; Tennis Court Oath; Declaration of Rights of Man; National Assembly; Reign of Terror; Jacobins; Maximilian Robespierre; execution of Louis XVI and Marie Antoinette; Napoleon; *Czar Nicholas II's government*: Russia made up predominantly of peasant farmers; Russo-Japanese War; Bloody Sunday; inability to manage long war led to abdication and execution of czar; Bolsheviks; three-year bloody civil war; elements of capitalism; collectives; five-year plans; industrialization; police state)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: The response fits the criteria for Level 5. The response effectively employs numerous facts, examples, and details enhanced by good analysis. Some comparative elements found between the French and Russian revolutions are included in the discussion. The discussion of change in both societies highlights the theme of instability following periods of civil strife.

When a nation experiences a decline economically, socially and politically, the government of that nation often falls and must be replaced. The collapse of Louis XVI's government during the French Revolution and the collapse of the Ottoman Empire's government following World War I demonstrated discontent among a nation's people, the impact of war and economic decline on the collapse of both governments.

King Louis XVI's government collapsed largely due to the discontent of a class of people called the third estate. This group, over 90% of the population, included peasants, city workers, and the middle class (bourgeoisie). They were forced to pay most of the taxes although they were denied any say in government affairs. Clergy (first estate) and nobles (second estate) were closest to the king and essentially tax exempt. Ironically, the king's authority was also challenged by the clergy and nobles who refused to give up their privileges. At the same time, the government was close to bankrupt because King Louis XVI inherited debts from past wars. He and his wife Marie Antoinette were known for an extravagant lifestyle.

The Estates-General was called by the king to ^{help} solve the government's financial problems. The ideas of the Enlightenment, which promoted freedom and natural rights and inspired some members of the Third Estate became the basis for a revolution.

As a result of demands by the Third Estate the French Revolution began. The new National Assembly created the Declaration of the Rights of Man, which proclaimed natural rights as the basis for change. However, despite their success in writing a new constitution, the limited monarchy did not last. The rule that followed violated Enlightenment ideas. Robespierre, a Jacobin, or radical who supported the revolution, took power. His rule was characterized by fear and was known as the Reign of Terror. Robespierre had the king, the queen, nobles and clergy executed as traitors to the nation and as a threat to the revolution. Thousands more were executed simply because they were suspected of disloyalty. Robespierre was also executed and eventually Napoleon Bonaparte rose to power. Napoleon preserved elements of the Revolution by implementing the merit system and establishing the Napoleonic code which gave equal rights

to people, but he also used censorship and a secret police.

Despite their successful overthrow of King Louis XVI's government, turmoil resulted for close to ten years. The extent of reforms based on the Enlightenment in the years directly following the collapse of Louis XVI's government were limited.

The Ottoman Empire also experienced a collapse due to economic, political, and social hardships. The Ottoman Empire was known as "the sick Man of Europe" because of the issues it faced, such as the failure to modernize industry and the military, rising nationalism among ethnic minorities, loss of territory, and weak rulers. The Ottoman Empire fought on the side of Germany as a central power during World War I. The war was very taxing on the already failing economy. When the central powers lost the war, the Treaty of Sevres was negotiated and resulted in the break up of the Ottoman Empire. Many territories within the empire were divided between France and Britain and called mandates. The mandates were treated as colonies by France and Britain. The British and the French

exploited the oil resources of some of these mandates. The peoples of Lebanon, Syria, Palestine, and Iraq came to resent this treatment and their lack of independence. These regions formerly under the Ottoman Empire were still experiencing economic hardships due to imperialism. In contrast, much of the remaining territory became the country of Turkey. Unlike the "sick man", Turkey became a model of the modern secular state under Kemal Atatürk who successfully responded to many of the problems of the Ottoman Empire.

The break up of the Ottoman Empire and the fall of King Louis XVI's monarchy were examples of the collapse of a government. Economic, political, and social hardships created unrest in these regions and caused change.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the collapse of the governments of Louis XVI of France and of the Ottoman Empire and changes that occurred as a result
- Is more analytical than descriptive (*government of Louis XVI*: collapsed largely due to discontent of Third Estate, who were forced to pay most of taxes although denied any say in governmental affairs; First and Second Estate, clergy and nobles, were closest to king and essentially tax exempt; king's authority was also challenged by clergy and nobles who refused to give up their privileges; ideas of Enlightenment promoted freedom and natural rights and became the basis for revolution; despite the National Assembly's success in writing a new constitution, the limited monarchy did not last; the rule that followed violated Enlightenment ideas; Napoleon preserved elements of the revolution by implementing the merit system; Napoleonic Code gave equal rights to people but Napoleon also used censorship and secret police; *Ottoman Empire*: faced issues of failure to modernize industry and military, rising nationalism among ethnic minorities, loss of territory, and weak rulers; war was taxing on an already failing economy when the Central Powers lost the war; many territories were divided between France and Britain and were treated as colonies; peoples of Lebanon, Syria, Palestine, and Iraq came to resent their treatment and lack of independence; Turkey became a model of the modern secular state under Kemal Atatürk)
- Richly supports the theme with relevant facts, examples, and details (*government of Louis XVI*: Third Estate, over 90% of population included peasants, city workers, middle class or bourgeoisie; government close to bankrupt; inherited debt from past wars; king and wife known for extravagant lifestyle; Marie Antoinette; Estates General; Declaration of the Rights of Man proclaimed natural rights; Robespierre; Jacobin; king, queen, nobles, clergy executed as threat to revolution; *Ottoman Empire*: "sick man of Europe"; fought on side of Germany in World War I; Treaty of Sèvres resulted in breakup of Ottoman Empire; mandates; Britain and France exploited oil resources; much of remaining territory became known as Turkey)
- 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 the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a strong knowledge of subject matter, using numerous facts to discuss the manner in which governments collapse as a result of forces beyond their control. The treatment of France stresses the importance of Enlightenment ideas and their violation by Robespierre and manipulation by Napoleon. The discussion of the Ottoman Empire contrasts the imposition of imperialism through mandates and the emergence of a nation-state in Turkey.

The collapse of a government may have immediate effects, such as a change in leaders, or long-lasting changes in government structure or in economic systems. Two such examples are the fall of Batista's government in Cuba, and the breakup of Yugoslavia.

Batista's regime in Cuba was marked by extreme corruption and poverty. While many Cubans were poor, the rich ruled the country. Multinational companies used connections to the wealthy to exploit Cuba's labor and resources. After ~~World~~ World War II, Batista benefitted from American aid because of his anti-communist stand; very little of this aid reached the average Cuban. Landowners and foreign companies squeezed the peasants for profits while the secret police kept people in line through torture and imprisonment. As the conditions for the lower classes worsened, support for Batista disappeared and popular support for change increased. Led by the charismatic Fidel Castro, Cubans overthrew Batista. This completely altered the fate of their nation. Cuba became communist under Castro's rule. Communism under Castro is credited with increasing literacy rates and improving public health programs. However it also changed the economic & political scene in Cuba. Foreign companies were nationalized and land came under government regulation. Cuba's government turned into a one-party system that relied on secret police and the threat of prison. Cuba's relationship with the United

States changed drastically as Cuba came to be seen as a base for communist operations in Latin America.

Similarly, the breakup of Yugoslavia brought about drastic changes in the region and to its nation. Yugoslavia was set up as a federation of six states and two autonomous provinces designed to limit ethnic conflict in a multiethnic region. Yugoslavia's war-time hero and communist leader, Josip Broz Tito, seemed to hold the country together. However, after the death of Tito and weakening of Yugoslavia's command economy, the largest ethnic group, the Serbs, began to assert control. Ethnic groups such as the Slovenes and Croats became more nationalistic and showed how fragile Yugoslavia was. With the collapse of communism and the Soviet Union, ethnic hostilities were let loose and Yugoslavia was torn apart.

The Serbs wanted to dominate the ex-states, and in 1992—upon Bosnia's declared independence—they waged war with Bosnia. Bosnian Serbs, supported by the Serb army, carried out a program of ethnic cleansing against Muslims. Thousands were killed and thousands became refugees. Soon all sides were carrying out acts of revenge. Efforts by the United Nations to end the violence failed. Only when NATO forced the signing of an agreement did the fighting stop. The war that devastated the region was a shocking and terrible effect of the fall of a political system.

The cases of Cuba and Yugoslavia are evidence that change following collapse of a government may not always be positive.

Anchor Level 4-A

The response:

- Develops all aspects of the task in depth by discussing the collapse of Fulgencio Batista's government in Cuba and the breakup of Yugoslavia and the changes that occurred as a result
- Is both descriptive and analytical (*Batista's government in Cuba*: multinational companies used connections to the wealthy to exploit Cuba's labor and resources; Batista benefited from American aid because of his anticommunist stand; landowners and foreign companies squeezed peasants for profits while secret police kept people in line through torture and imprisonment; overthrow of Batista completely altered the fate of the nation; communism is credited with increasing literacy rates and improving public health programs; turned Cuba's government into one-party system that relied on secret police and threat of prison; Cuba came to be seen as a base for communist operations in Latin America; *breakup of Yugoslavia*: Yugoslavia designed to limit ethnic conflict in a multiethnic region; wartime hero and communist leader Josip Broz Tito held country together; largest ethnic group, the Serbs, began to assert control; Slovenes and Croats became more nationalistic; with collapse of communism and the Soviet Union, ethnic hostilities were let loose; all sides carried out acts of revenge; only when NATO forced signing of an agreement did fighting stop)
- Supports the theme with relevant facts, examples, and details (*Batista's government in Cuba*: regime marked by extreme corruption and poverty; rich ruled the country; Fidel Castro; foreign companies nationalized; land came under government regulation; *breakup of Yugoslavia*: set up as federation of six states and two autonomous provinces; Serbs wanted to dominate the ex-states; in 1992, Bosnia declared independence; Bosnian Serbs carried out ethnic cleansing against Muslims; thousands killed, thousands became refugees; United Nations failed to end violence)
- 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. Numerous facts and details demonstrate an understanding of the conditions that existed before and after the collapse of these governments. While analysis accompanies theme development, some segments of the response are more descriptive than analytical.

Throughout history, Governments rise and fall, due to popularity, or lack of it. When disunity and the collapse of a once strong government comes to mind, I think of two very prominent examples in history. One being France, under the leadership of Louis XIV and XV; it was at its peak in world ranking, but with Louis XIV's grandson, Louis XVI, France quickly lost its standing. While the Ottoman Empire also had leadership problems, its downfall was caused by many other factors.

France was in its Golden Age in the 1600's; no single nation could stand up to its might. But beginning with Louis XIV, the French government went deeper and deeper into debt. Louis XV's policies contributed greatly to this, and his heir, Louis XVI and his wife Marie Antoinette were not the greatest leaders for this situation. They liked to do everything EXCEPT govern their subjects.

The Enlightenment had brought along ideas of democracy. John Locke's words put simply were, "If your rights aren't protected by your Government, overthrow it." These ideas and philosophies gave the people of France a reason for Revolution. The American Revolution added to their debt and proved Enlightenment ideas worked. With a bread shortage taking place and heavy taxes, people were desperate and in 1789, the French Revolution began.

In the early days of the revolution, the National Assembly was created. It outlawed feudalism and tried to achieve "Liberty, Equality, Fraternity." Land was taken from the Church, the King's power was limited, and rule by the privileged was rejected. This constitutional monarchy did not last. Next came "The Reign of Terror," led by Robespierre. His government singled out nobles, clergy, and royalists, including Marie Antoinette and Louis XVI, and had them executed. His government did not

survive either. By 1809 Napoleon had emerged as leader of France. He took advantage of the people's desire for a stable government. He built on the nationalism of the revolution and even expanded it as he spread French influence throughout Europe, restoring to France some of the glory and status it had with Louis XIV.

While having a weak government also contributed to the collapse of the Ottoman Empire, it faced a different set of problems all together. Whereas nationalism might have brought France together at their time of need, it broke the Ottomans apart. The Ottoman Empire contained at its peak, Eastern Europe, The Balkans, and most of the Middle East. Over time this vast span of territory had a negative effect on The Ottoman Empire because they were an Empire that had many different ethnic groups with nationalist goals. Parts of the Empire, like Greece and Serbia, pulled away and formed independent countries. European expansion into other Ottoman territories further weakened the Empire.

When World War I broke out, the Ottomans supported the Central Powers and were on the losing side. As a result, the Ottoman Empire lost most of its territory in Europe, and as for the territory in the Middle East, it was split between France and England as mandates. So, the Ottoman Empire collapsed. Atatürk emerged as the leader of a modern secular Turkish state. His government brought about changes in education, language, and law by separating church and state. The economy was strengthened with government support for industrialization.

So, as you can see, two great powers were brought down. New governments replaced the old ones and brought many changes.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the collapse of Louis XVI's government more thoroughly than the collapse of the Ottoman Empire
- Is both descriptive and analytical (*Louis XVI's government*: France was in its Golden Age in 1600s; no single nation could stand up to its might; beginning with Louis XIV, France went deeper and deeper into debt; American Revolution added to debt and proved Enlightenment ideas worked; National Assembly outlawed feudalism and tried to achieve "Liberty, Equality, Fraternity;" land was taken from Church, king's power was limited, rule by privileged was rejected; Napoleon took advantage of people's desire for a stable government; Napoleon built on nationalism and even expanded it as French influence spread throughout Europe; some of the glory and status France had with Louis XIV was restored; *Ottoman Empire*: whereas nationalism might have brought France together, it broke the Ottomans apart; vast span of territory had a negative effect because the empire contained many different ethnic groups with nationalist goals; parts of the empire like Greece and Serbia pulled away and European expansion into Ottoman territories further weakened the empire; the Ottomans supported the Central Powers and were on the losing side in World War I; Atatürk emerged as leader of modern secular state; Atatürk's government brought about changes in education, language, and law by separating church and state)
- Supports the theme with relevant facts, examples, and details (*Louis XVI's government*: Louis XV; Enlightenment ideas of democracy; John Locke; bread shortage; heavy taxes; French Revolution; Reign of Terror; Robespierre; Marie Antoinette and Louis XVI executed; *Ottoman Empire*: eastern Europe; the Balkans, most of Middle East; nearly all territory in Europe lost; government support for industrialization strengthened the economy)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. While a good understanding of the history of France is demonstrated, the treatment of the Ottoman Empire lacks the same development. However, the response does contrast the role of nationalism in unifying France to its role in weakening the Ottoman Empire.

A government regulates most political, economic, and social aspects of its citizens lives. In exchange, it creates order in society and protects its people from potentially dangerous conflicts. Therefore, when a government collapses, chaos can erupt and a new form of rule will rise up in its place, changing life as the citizens know it.

The Roman Empire was powerful and stretched across most of Europe, the Middle East, and parts of Africa. It was unified under one ruler, the Emperor, and his advisors. The Roman Empire was the center of trade and had cities, like Rome, that accumulated an abundance of wealth, knowledge, and culture. This made the Empire a target for outside invaders and barbarians. The Empire was too big, and all of their military conquests turned out to be a disadvantage because it was too hard to protect the vast Empire. A ruler named Diocletian separated the Roman Empire into two parts, one became the the Byzantine Empire in the East, and the West fell into the dark ages.

Both new places were different than Rome economically, politically, and socially. Western Europe used the Feudal system for their form of government.

This highly decentralized form of rule differed from the centralized government of Rome. In the Byzantine Empire, the capital moved to Constantinople. Furthermore, the Pope no longer had as much control, despite the practice of Christianity in the region. In the Byzantine Empire, the patriarch was the spiritual leader in the Eastern Orthodox Christian community and did not recognize the Pope's claim to lead the entire Christian Church. Back in Western Europe, the social system was also different. Most of the peasants were serfs, which means they were tied to the land. This was not practiced during the time of the Roman Empire. Economically, the Byzantine Empire was similar to Rome in that it was a major center of trade; however, Constantinople was the new trading capital and the richest city instead of Rome. The Western Roman Empire, could not have been more different than the Eastern Roman Empire, the Byzantine Empire. Western Europe was more isolated and had little contact or trade. The collapse of the Roman Empire's government was similar to other collapses.

The Incas were a society found in South America who were highly civilized, despite what

THEIR EUROPEAN CONQUERORS THOUGHT. THE INCAS HAD A HIGHLY ORGANIZED GOVERNMENT THAT WAS DIVIDED INTO FOUR PROVINCES. THEIR ROADS AND BRIDGES EXTENDED THEIR CONTROL THROUGHOUT THE ANDES. THEY ASSIMILATED THOSE THEY CONQUERED IN ORDER TO KEEP THE INCAN EMPIRE UNIFIED. WHEN THE SPANISH CONQUISTADORS ARRIVED, ALL OF THIS CHANGED. THE INCAS INVITED PIZZARO INTO THE SQUARE. THEY HAD ONLY CEREMONIAL WEAPONS. THEY WERE BASICALLY UNARMED AND THE SPANISH QUICKLY OVERWHELMED THEM.

THE INCA'S LIFE CHANGED DRAMATICALLY SOCIALLY, ECONOMICALLY, AND POLITICALLY. THEY WERE CONVERTED TO CHRISTIANITY, A RELIGION MUCH DIFFERENT THAN THEIR POLYTHEISTIC NATURE AND SPIRIT WORSHIP.

FURTHERMORE, MANY OF THE INCAS DIED OF DISEASES, LIKE SMALLPOX, THAT THE SPANISH BROUGHT OVER.

ECONOMICALLY, THE INCA WERE FORCED TO TRADE WITH AND LABOR FOR SPAIN AND THE POLICY OF MERCANTILISM WAS ESTABLISHED. INCA RAW MATERIALS AND SILVER WERE AN IMPORTANT PART OF SPANISH POWER. THIS WAS A MAJOR CHANGE FROM BEFORE THE GOVERNMENT COLLAPSED WHEN THEY WERE SELF-SUFFICIENT AND ISOLATED FROM EUROPEAN TRADE. THE INCAN EMPIRE HAD A DIFFERENT GOVERNMENT THAN THE NEW ONE SET UP

by their conquerors. The Incas were treated as second class people and had to be loyal to the king or queen of Spain. They were ruled from across the ocean but weren't really citizens.

Overall, the collapse of government created changes to the lives of the people they governed.

Anchor Level 4-C

The response:

- Develops all aspects of the task but discusses the collapse of the Roman Empire in more depth than the collapse of the Inca Empire
- Is both descriptive and analytical (*Roman Empire*: abundance of wealth, knowledge, culture made Rome a target for outside invaders; empire was too big and conquests turned out to be a disadvantage because it was too hard to protect the vast empire; highly decentralized feudal system differed from centralized government of Rome; Pope no longer had as much control despite the practice of Christianity; Byzantine Empire was similar to Rome as major center of trade; western Roman Empire could not have been more different than the eastern Roman Empire; *Inca Empire*: roads and bridges extended their control throughout the Andes; forced those they conquered to assimilate to keep empire unified; the Incas were basically unarmed and the Spanish overwhelmed them; Inca forced to trade with and labor for Spain; Inca treated as second-class people and had to be loyal to king or queen of Spain; were ruled from across the ocean but were not citizens)
- Supports the theme with relevant facts, examples, and details (*Roman Empire*: Diocletian separated Roman Empire into two parts; Byzantine Empire in east; West fell into dark ages; western Europe used feudal system; serfs tied to land; Eastern Orthodox Christianity; Constantinople; *Inca Empire*: highly civilized; Pizarro; ceremonial weapons; were converted to Christianity; many Inca died of disease; policy of mercantilism established)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response lies in the analysis of differences in the eastern and western portions of the Roman Empire resulting from its collapse. Although the response describes the dramatic contrast in pre- and post-collapse circumstances of the Inca Empire, it lacks the analysis found in the discussion of the Roman Empire.

The collapse of a government can be brought on by many ^{stimuli}. For example: the death of a ruler, a defeat in a war, and a successful revolution have all led to the collapse of a government. Following this collapse comes political, social, and economic changes which can either change the country for the better, or lead to the country's demise. Two governments that collapsed within the past century were the communist Soviet Union during the Cold War, and Germany after World War I. The collapse of the communist government in the Soviet Union was brought on by many key factors. The most important of these factors was the rise to power of a man named Gorbachev. Gorbachev was a smart man who had good ideas that, unfortunately for the communist government, went wrong. His plans to appease the people of the Soviet Union went wrong because no one really knew just how upset they were by their economy and political standing. Gorbachev tried to use two plans by the names of Perestroika and Glasnost. These plans allowed for some capitalism to be injected into the communist government, and for some less restricted speech. Instead of using these new policies to voice opinions on the changing economy, the Soviet people instead used their new

freedoms to portray their dissatisfaction with the current government system. The government of the Soviet Union had been using all of its money to build more nuclear weapons for the Cold War, instead of using it on things the people need like manufacturing consumer goods or agriculture. This increasing unhappiness among the Soviets led to the decrease of communist supporters. In addition, Gorbachev refused to use force to keep satellite nations under Soviet control. This led to the loss of its Eastern European empire and helped lead to the fall of the Soviet Union. The result of this fall meant the end of the Cold War, and arms reduction between the two major countries of the Soviet Union and the United States. Both of these countries were once known as superpowers, but with the fall of the Soviet Union, it left only the United States.

The collapse of the government in Germany was brought on by unhappiness as ~~the~~ ^{a result} ~~reason~~ of World War I. After the First World War, Germany was blamed, and in the Treaty of Versailles, Germany was forced to pay almost all of the reparation money. Because of this, Germany went through a massive recession and inflation. The inflation caused the

German form of currency to become almost worthless in its own country. The people of Germany were outraged by what had happened to their country, and they wanted a leader who could help them out of their current economic condition. The leader they elected was a man by the name of Adolf Hitler. Hitler's plans were simple: to ~~become~~^{help} become a strong imperialist nation, and to get rid of the "enemy." Hitler viewed the Jews as the enemy and blamed them for all of the problems in the country, as well as for their loss in WW I. ~~It was~~^{to} stop them, Hitler used his plan to get rid of them all using what he called the "Final Solution." Basically, Hitler wanted to round up all of the Jews and have them killed. This genocide was called the Holocaust. After WW I was lost by Germany, the fascist government fell.

Many changes are caused by the fall of a government. Some can help the country, and some cripple it intensely. The fall of communism in the Soviet Union and the government in Germany are just two examples of this. There will always be people who have distaste in their government, and there will be many more governments to fall.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing the collapse of the Soviet Union and of the government in post–World War I Germany
- Is more descriptive than analytical (*Soviet Union*: most important factor in collapse of communist government was the rise to power of Gorbachev; plan allowed for some capitalism and some less restricted speech; Soviet people used new freedoms to portray dissatisfaction with governmental system; fall of Soviet Union left only the United States as a superpower; *post–World War I Germany*: collapse of government brought on by unhappiness as a result of World War I; in Treaty of Versailles, Germany was forced to pay almost all of the reparation money; inflation caused German currency to become almost worthless; people of Germany were outraged and wanted a leader who could help them out of their economic condition; Hitler’s plan was to become a strong imperialist nation and to get rid of the enemy; Hitler viewed Jews as the enemy and blamed them for problems in the country as well as their loss in World War I)
- Includes some relevant facts, examples, and details (*Soviet Union*: perestroika; glasnost; increasing unhappiness among Soviets led to decrease of communist supporters; fall of Soviet Union meant end of the Cold War and arms reduction; *post–World War I Germany*: Germany was blamed; massive recession and inflation; “final solution;” genocide; Holocaust; after World War II was lost by Germany, the fascist government fell); includes a minor inaccuracy (*Soviet Union*: had been using all of its money to build more nuclear weapons)
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a satisfactory understanding of historical sequence and cause and effect related to the task. However, a reliance on generalizations limits the response.

There are several reasons ~~was~~ for a collapse of a government. After the collapse, many changes occur in that nation that includes political, social, and economic changes. Some reasons that could lead to the collapse are: the sudden death of a ruler, a defeat in war, or a successful revolution.

Two nations that have experienced a collapse of the government are France ~~after~~ with the collapse of Louis XVI's government due to a revolution, and the Nationalist government in China, also due to a successful revolution.

There were many circumstances that lead to the collapse of ~~these~~ these two governments. In France, in the late 1700s, the old regime still existed, which has been there since the middle Ages. It divided the population into three estates, with the First and Second Estates with the least amount of people and the most power. The Third Estate was very angry, and did not have nearly as much power. After the Estates General was called ~~during~~ ^{for} economic problems, the Third Estate demanded that the other two estates meet in the same

room as them, but they refused. The Third Estates was locked out, and then declared the Tennis Court Oath, where they wrote a constitution for France. After a successful revolution by the Third Estate, ~~the~~ Louis XVI was executed, and a republic was formed. In China, the revolution happened much later, during the early 1900's. China was divided into two groups, the communists, and the democrats. After imperialism in China was gone, the last dynasty was overthrown, and the Guomintang government was formed. Although, the Communist ~~part~~ side, led by Mao Zedong, appealed to ~~now~~ the peasant. The communists led a successful revolution, while the ~~dem~~ Guomintang fled to Taiwan. Mao established a Communist government in China.

There were also different results in both of these. In France, the outcome was a disaster. The workers still had a hard time, and France was always at war and was weak. Its constitution changed several times. The power again shifted to one person Maximilian Robespierre, who executed anyone

who he thought was against him. Later Napoleon took power, and declared himself emperor. In China, the communist revolution had many political and economic effects. Mao established collective farming, where everyone had to work together to make profit and built for the government. He established the Great Leap Forward, and the Cultural Revolution, which were both a failure. China's economy was not doing well, and people wanted more political rights. Peasants were still poor. It was not until Mao died that a more capitalistic economy emerged, and people started making money, and cities grew. Although, people still have no political rights and free speech.

In conclusion, this is how the collapse of the government, that usually happens because of the death of a leader, a successful revolution, or a defeat in war leads to economic, political, and social changes.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing the collapse of Louis XVI's government and of the Nationalist government in China
- Is more descriptive than analytical (*collapse of Louis XVI's government*: population divided into three estates with First and Second Estates with least amount of people and the most power; constitution changed several times; power shifted to Maximilian Robespierre, who executed anyone he thought was against him; Napoleon took power and declared himself emperor; *Nationalist government*: after imperialism in China was gone, the last dynasty was overthrown and the Guomintang government was formed; communist appeal to peasants led to successful revolution; the Guomintang fled to Taiwan; collective farming where everyone had to work together to make profit and build for the government; it was not until Mao died that a more capitalistic economy emerged; people still have no political rights and free speech)
- Includes some relevant facts, examples, and details (*collapse of Louis XVI's government*: Old Regime from Middle Ages still existed; Third Estate angry; Estates General; Louis XVI executed; republic formed; *Nationalist government*: revolution during the early 1900's; Mao Zedong; Great Leap Forward and Cultural Revolution were both failures); includes a minor inaccuracy (*collapse of Louis XVI's government*: Third Estate declared Tennis Court Oath where they wrote a constitution)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although numerous facts and generalizations are employed, further development and analysis would have strengthened the overall response. The response establishes a framework to compare and contrast the historical circumstances and the changes associated with the collapse of two different governments.