

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 13, 2012 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

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/apda/> 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.

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) 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 procedures on page 2 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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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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.

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

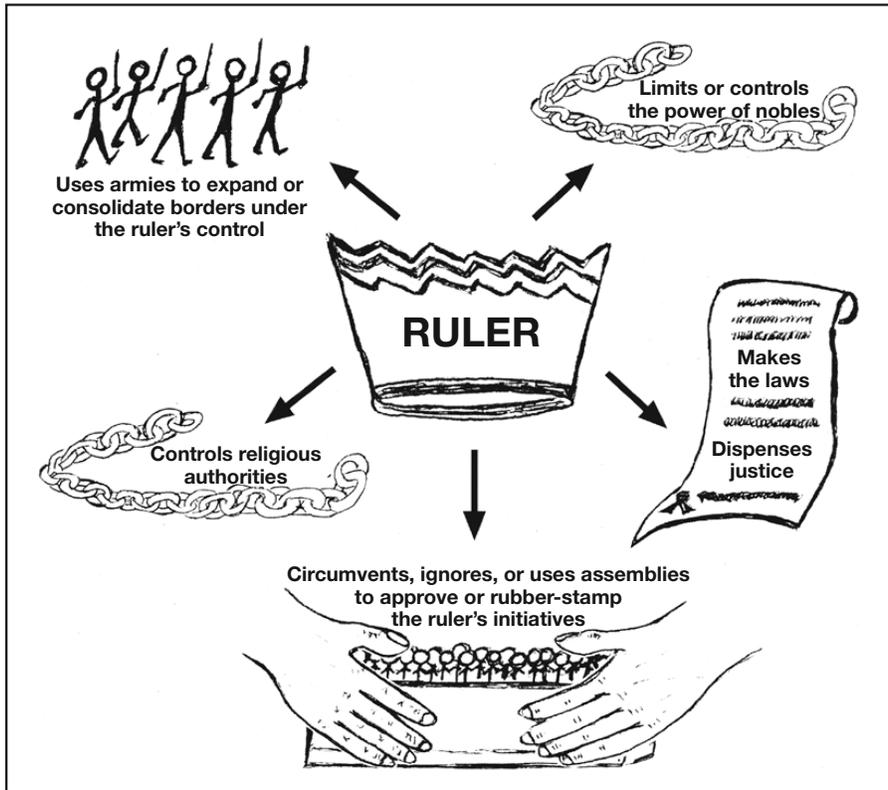
Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.p12.nysed.gov/apda/> and must be used for determining the final examination score.

**Global History and Geography
Content Specific Rubric
Document Based Essay
June 2012**

Document 1

Some Characteristics of an Autocrat



1 Based on the characteristics shown in this document, what is the *overall* goal of an autocrat?

Score of 1:

- States an overall goal of an autocrat based on the characteristics shown in this document
Examples: to centralize his power; control all/most aspects of the government; limit the authority/power of others to increase his own power; consolidate power; exert control over others; to have control over everything; to expand his/her power; to stay in control; control

Score of 0:

- Incorrect response
Examples: to control religious authorities; to make laws; to dispense justice; use/expand armies; circumvent/ignore/use assemblies; limit/control nobles; consolidate borders; rubber-stamp initiatives
- Vague response
Examples: centralize/consolidate; circumvent; limit
- No response

Document 2

Shi Huangdi, first emperor of the Qin dynasty, used warfare to weaken six of the seven warring states. His efforts to unify China led to the consolidation of his power.

... The Qin [under Shi Huangdi] made many changes that were meant to unify China and aid in administrative tasks. First, the Qin implemented a Legalist form of government, which was how the former Qin territory had been governed. The area was divided up in 36 commanderies which were then subdivided into counties. These commanderies had a civil governor, a military commander, and an imperial inspector. The leaders of the commanderies had to report to the Emperor in writing. The Legalist form of government involved rewards and punishments to keep order. Also, the state had absolute control over the people, and the former nobility lost all of their power. The nobility were also transplanted from their homes to the capital. Groups were formed of units of five to ten families, which then had a group responsibility for the wrongdoings of any individual within the group....

Source: "Qin Dynasty," EMuseum, Minnesota State University at Mankato

2 Based on this EMuseum document, what were *two* ways the Qin under Shi Huangdi attempted to control China?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the Qin under Shi Huangdi attempted to control China based on this EMuseum document

Examples: used war to weaken states/used war to unify China; implemented a Legalist form of government; created a bureaucracy/divided the area into 36 commanderies/subdivided commanderies into counties; civil governors *or* military commanders *or* imperial inspectors had to report to the Emperor in writing; made families that were grouped together responsible for the wrongdoings of any individual within the group; took all power from the former nobility; transplanted the nobility from their homes to the capital; used punishments and rewards to maintain order

Note: To receive maximum credit, *two different* ways the Qin under Shi Huangdi attempted to control China must be stated. For example, the responses *created a bureaucracy* and *divided the area into 36 commanderies* are the same way since *divided the area into 36 commanderies* is a subset of *created a bureaucracy*. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: used war to strengthen six states; abolished the Legalist form of government; gave the nobility more power; the state had absolute control
- Vague response
Examples: had control over people; they governed; people were made responsible; made many changes; consolidated; units of 5–10 families
- No response

Document 3a

... His [Shi Huangdi's] most significant reforms were to standardise Chinese script [writing], weights and measures and even the length of cart axles so that every cart could run smoothly in the ruts. An extensive new network of roads and canals improved trade and the movement of troops between provinces. ...

Source: "The Emperor with an ego big enough for all time," *Timesonline*

3a Based on this document, what was *one* way Shi Huangdi's actions helped China?

Score of 1:

- States a way Shi Huangdi's actions helped China based on this document
Examples: he standardized Chinese writing/script; standardization of cart axles provided improved transportation/made it so that carts could run smoothly in the ruts; new network of roads/canals improved trade; network of roads/canals improved movement of troops between provinces; he improved trade; standardized weights/measures to improve trade; standardized script to improve communication

Score of 0:

- Incorrect response
Examples: he wrote script; he eliminated roads/canals; he stopped the movement of troops
- Vague response
Examples: he made significant reforms; made networks; there was movement; troops moved between the provinces; standardized measures
- No response

Document 3b

Li Si was a strong supporter of legalism and served as the Grand Counselor to Emperor Shi Huangdi. In this passage, Li Si is responding to a scholar who has challenged the Emperor's movement away from traditional values.

... "I humbly propose that all historical records but those of Chin [Qin] be burned. If anyone who is not a court scholar dares to keep the ancient songs, historical records or writings of the hundred schools, these should be confiscated and burned by the provincial governor and army commander. Those who in conversation dare to quote the old songs and records should be publicly executed; those who use old precedents [examples] to oppose the new order should have their families wiped out; and officers who know of such cases but fail to report them should be punished in the same way.

"If thirty days after the issuing of this order the owners of these books have still not had them destroyed, they should have their faces tattooed and be condemned to hard labour at the Great Wall. The only books which need not be destroyed are those dealing with medicine, divination and agriculture. Those who want to study the law can learn it from the officers." The emperor sanctioned this proposal....

Source: Szuma Chien, *Records of the Historian*, The Commercial Press

3b According to Li Si's proposal, what was *one* way Shi Huangdi could control the people of China?

Score of 1:

- States a way Shi Huangdi could control the people of China according to Li Si
Examples: by destroying/burning all historical records but those of Chin/Qin; by confiscating and burning songs/writings held by those who were not court scholars; by letting only court scholars have access to ancient songs/historical records/writings; by using public executions; publicly executing any person who quoted old songs/records; punishing families of those who opposed the new order; punishing officers who did not take action against violators; tattooing the faces of owners of forbidden books; condemning owners of forbidden books to hard labor if they did not follow the emperor's order; letting only officers teach the law; by creating fear among the people; wiping out the families of those who use old precedents to oppose the new order

Score of 0:

- Incorrect response
Examples: by destroying books dealing with medicine/divination/agriculture; by quoting ancient songs; using old precedents to oppose the new order
- Vague response
Examples: by wiping them out; by sanctioning the proposal; condemning owners
- No response

Document 4

... On August 8, 1700, Peter made his historic decision to declare war on Sweden, in order to open a road* from Russia to the West by the conquest of the Baltic littoral [coastal region]. He had secured the collaboration of Poland and Denmark, but his alliance with these two rivals of Sweden was to prove ineffectual. With nothing to rely on but his own forces, Peter was defeated at Narva by the valiant Swedish King, Charles XII. Refusing to be discouraged by this defeat, Peter raised and equipped new armies; he put immense effort into creating a good artillery; he worked with his own hands on the construction of the frigates [ships] that were to give him mastery of the Baltic. Then his disciplined and well-trained regiments seized the mouth of the Neva [River] and entrenched themselves along the coveted [desired] littoral. On June 27, 1709, in a battle at Poltava, he put his great adversary, Charles XII, to flight...

Source: Constantine de Grunwald, "A Window on the West," in Christopher Hibbert, ed., *The Pen and the Sword*, Newsweek Books (adapted)

*road: a place less enclosed than a harbor where ships may ride at anchor

4a According to Constantine de Grunwald, what was Peter the Great hoping to accomplish with his war on Sweden?

Score of 1:

- States what Peter the Great wanted to accomplish with his war on Sweden according to Constantine de Grunwald
Examples: to get control of/gain mastery of/conquer the Baltic littoral/coastal region/the Baltic; to open a road from Russia to the West; to expand Russian territory; to create a window on/road to the West

Score of 0:

- Incorrect response
Examples: to become a rival of Poland/Denmark; form an alliance with Poland/Denmark; to ally with Charles XII; to make Russian territory smaller
- Vague response
Examples: to make a historic decision; gain control; mastery
- No response

4b According to Constantine de Grunwald, what was *one* action taken by Peter the Great to overcome his defeat at Narva?

Score of 1:

- States an action taken by Peter the Great to overcome his defeat at Narva according to Constantine de Grunwald
Examples: he raised/equipped new armies; he created good artillery; he built frigates/ships; had his regiments seize the mouth of the Neva/entrench themselves along the Baltic littoral/coastal region; engaged in battle at Poltava; put Charles XII to flight in the battle at Poltava

Score of 0:

- Incorrect response
Examples: he made a decision to declare war on Poland/Denmark; he relied on allies; he seized Charles XII
- Vague response
Examples: he made a decision; he built/constructed; he gained mastery
- No response

Document 5

... In 1722 the establishment of the Table of Ranks brought to its logical conclusion a process that had been evolving for three centuries. It imposed obligatory lifelong state service on all ranks of the nobility. It established fourteen equivalent grades in the military, naval, and civil service and required that even princes of the most exalted families should begin at the lowest grade and work their way up the ladder. The Table of Ranks offered the privileges of nobility to anyone who performed state service and made service to the state the principal basis for privilege....

Source: Peter Brock Putnam, *Peter, The Revolutionary Tsar*, Harper & Row, Publishers

5 According to Peter Brock Putnam, in what way did the introduction of the Table of Ranks attempt to reduce the influence of the old aristocracy?

Score of 1:

- States a way the introduction of the Table of Ranks attempted to reduce the influence of the old aristocracy according to Peter Brock Putnam

Examples: it created a new basis/standard for nobility, based on service to the state; privileges of nobility were offered to anyone who performed state services; it made service to the state the principle basis for privilege; imposed obligatory lifelong state service on all ranks of the nobility; it required that princes must begin at the lowest grade and work their way up the ladder

Score of 0:

- Incorrect response

Examples: it established fourteen equivalent grades in the military/naval/civil service; it required noble families to quit the military; it imposed privileges on nobles/gave privileges to nobles; it imposed rank; it allowed nobles to work

- Vague response

Examples: it established grades; became lifelong state service; brought change; privileges; it changed the rules

- No response

Document 6

... How great an effect did Peter have upon Russia? When he came to the throne, Russia was an insignificant state. He made it into a great power feared by all. At his accession [assumption of the throne] Russia had no armed forces except for the inefficient and untrustworthy Streltsy [hereditary military units]. When he died, there was a professional army of 210,000 men. He created a navy out of nothing, leaving behind him a fleet of forty-eight ships-of-the-line and many smaller vessels....

Peter signally [noticeably] failed to create the large, thriving middle class that Russia needed. In spite of the most strenuous efforts, Russia's commerce and industry remained dependent upon the Tsar, so that when he died, there were not enough wealthy, far-sighted traders and industrialists to develop what he had begun. This lack of private initiative and enterprise was to remain one of Russia's greatest social weaknesses until the Communist Revolution of 1917....

Source: Michael Gibson, *Peter the Great*, Wayland Publishers

6 According to Michael Gibson, what were *two* effects Peter the Great's rule had on Russia?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect Peter the Great's rule had on Russia according to Michael Gibson

Examples: transformed Russia into a great power; developed a professional army/Russia developed an army of 210,000 to replace the inefficient/untrustworthy hereditary military units; he created a navy/a fleet of forty-eight ships-of-the-line and many smaller vessels; unable to develop commerce/industry independent of the czar; does not succeed in developing private initiative/enterprise which weakens Russia beyond the period of his rule; failed to create a thriving middle class

Note: To receive maximum credit, *two different* effects Peter the Great's rule had on Russia must be stated. For example, *developed a professional army to replace the Streltsy* and *developed an army of 210,000 to replace the inefficient/untrustworthy hereditary military units* is the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Russia had no armed forces; the Streltsy were/became untrustworthy; created a thriving middle class; Russia was insignificant
- Vague response
Examples: Russia was made better; there were weaknesses; changed it
- No response

Document 7

How Louis Kept the Nobles in Order

...That it might be amusing for the nobles to obey the king, Louis built a splendid new royal residence at Versailles, near Paris, where he established the most brilliant court ever known in Europe. The most influential nobles were encouraged, and even commanded, to leave their castles in the country, where life at best was dull, and to come and live with the king at Versailles. Here the king provided amusements for them, and here he could keep his eye on them. The nobles could not well be discourteous or disobedient to the king while they lived in his house and ate at his table. Almost without knowing it, Louis's noble guests fell into the habit of trying to please him. The king's manners were imitated, his words repeated. All smiled when the king smiled, all were sad when the king was sad, "all were devout when the king was devout, and all were sorry not to be ill when the king was ill." If a noble at court displeased the king, he was sent back to the country to live in his own house, in which case everyone felt—and he did too—that he was in deep disgrace....

Source: Carl L. Becker, *Modern History*, Silver, Burdett and Company

7 According to Carl Becker, what was *one* way that Louis XIV attempted to control the nobility?

Score of 1:

- States a way that Louis XIV attempted to control the nobility according to Carl Becker
Examples: Louis established his court in Versailles/established a new center of power in Versailles; Louis XIV built Versailles to gain direct control over the nobles; he encouraged/commanded the most influential nobles to come to live at Versailles/to leave their castles in the country; by having nobles live at his house/eat at his table; created a situation where nobles wanted to please him; by making nobles feel obliged to behave in ways acceptable to him; sent nobles home if they displeased him; he provided them with amusements; he kept an eye on them

Score of 0:

- Incorrect response
Examples: by forbidding nobles to live at Versailles; by commanding nobles to live in Paris; he forced them to live a dull life
- Vague response
Examples: he was amusing; he used words; he was devout
- No response

Document 8

... More and more Louis tried to impose uniformity in religious affairs. In the 1680s he intensified persecution of Protestants; his actions made the edict [of Nantes] nothing but a scrap of paper. Finally in 1685 he declared that the majority of French Protestants had been converted to Catholicism and that therefore there was no need for the edict. It was revoked.

Now Louis launched a reign of terror. He refused to allow French Protestants to leave the country. He promised that those who remained could worship privately, free of persecution, but never kept the promise. Their churches were torn down, their gatherings forbidden, their children made to attend mass. The Waldensians in Savoy were massacred, and six hundred Protestants “caught making assemblies” were executed. Perhaps two hundred and fifty thousand fled abroad to escape persecution....

Source: Milton Meltzer, *Ten Kings and the Worlds They Ruled*, Orchard Books

8 According to Milton Meltzer, what was *one* action Louis XIV took in an attempt to control the Protestants in France?

Score 1:

- Identifies an action Louis XIV took in an attempt to control the Protestants in France according to Milton Meltzer

Examples: imposed uniformity in religious affairs; intensified persecutions; revoked the Edict of Nantes; he refused to allow French Protestants to leave the country; he tore down Protestant churches; he forbade Protestant gatherings; forced Protestant children to attend Mass; massacred Waldensians in Savoy; executed 600 Protestants “caught making assemblies”; launched a reign of terror against them

Score of 0:

- Incorrect response
Examples: kept his promises to Protestants; those who remained could worship freely; he fled to avoid persecution; allowed French Protestants to leave
- Vague response
Examples: Protestants could worship privately; he refused them; never kept the promise
- No response

Document 9

In this excerpt, Barbara Tuchman is commenting on the effects of Louis XIV's policy toward the Huguenots.

... Recent [1960s and 1970s scholarly] studies have concluded that the economic damage done to France by the Huguenot [French Protestants] emigration has been overrated, it being only one element in the larger damage caused by the wars. Of the political damage, however, there is no question. The flood of anti-French pamphlets and satires issued by Huguenot printers and their friends in all the cities where they settled aroused antagonism to France to new heat. The Protestant coalition against France was strengthened when Brandenburg entered into alliance with Holland, and the smaller German principalities joined. In France itself the Protestant faith was reinvigorated by persecution and the feud with Catholics revived. A prolonged revolt of the Camisard Huguenots in the Cévennes, a mountainous region of the south, brought on a cruel war of repression, weakening the state. Here and among other Huguenot communities which remained in France, a receptive base was created for the Revolution to come....

Source: Barbara W. Tuchman, *The March of Folly: From Troy to Vietnam*, Alfred A. Knopf, 1984

9 According to Barbara Tuchman, what was *one* political consequence of Louis XIV's policy toward the Huguenots?

Score of 1:

- States a political consequence of Louis XIV's policy toward the Huguenots according to Barbara Tuchman
Examples: antagonism toward France increased with Huguenots' anti-French pamphlets; his policy strengthened the Protestant coalition against France; persecution reinvigorated the Protestant faith in France; revived the feud between Protestants and Catholics; his policy brought on a cruel war of repression in Cévennes; his policy ended up weakening France; a receptive base for the (French) Revolution in Huguenot communities was created; prolonged revolts in the mountainous region of the south; Huguenot emigration led to political damage

Score of 0:

- Incorrect response
Examples: Protestants and Catholics united; Huguenots supported Louis XIV; the Protestant coalition was weakened; Huguenot printers settled in cities
- Vague response
Examples: they were damaged; a receptive base was established; Huguenot emigration/economic damage has been overrated; political damage
- No response

Global History and Geography
Content Specific Rubric
Document Based Essay
June 2012

Historical Context: Throughout history, autocratic leaders have exercised authority over their countries and the lives of their people. The actions of autocratic leaders have both helped and hurt their countries and their peoples. Examples of such leaders include *Emperor Shi Huangdi*, *Czar Peter the Great*, and *King Louis XIV*.

Task: Select *two* leaders mentioned in the historical context and for *each*

- Describe actions taken by the leader that show this individual was an autocrat
- Discuss the extent to which this leader's use of autocratic power helped *and/or* hurt his country or his people

Scoring Notes:

1. This document-based question has a minimum of *six* components in the task (describing *at least two* actions taken that show that *each* of *two* leaders was an autocrat and discussing the extent to which *each* leader's use of autocratic power helped and/or hurt his country or his people).
2. The extent to which a leader's use of autocratic power helped and/or hurt his country or his people may be immediate or long term.
3. The response may discuss the extent to which a leader's use of autocratic power helped his country or his people, hurt his country or his people, or both helped and hurt.
4. Information that is used to discuss an action taken by a leader may also be used to discuss the extent to which a leader helped or hurt his country or his people.
5. The response may discuss the extent to which an action helped and/or hurt a country or people from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
6. Only *two* autocratic leaders may be chosen from the historical context. If three autocratic leaders are addressed, only the first two leaders discussed may be rated.
7. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a and 3b may be considered as separate documents *if* the response uses specific, separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing *at least two* actions taken by **each** of **two** leaders that show that each leader was an autocrat and discussing the extent to which each leader's use of autocratic power helped and/or hurt his country or his people
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Shi Huangdi*: connects his use of warfare and his application of Legalist philosophy to his attempt to unify China and control his people, resulting in fear, cruelty, death, and eventual discontent that led to the weakening of the Qin dynasty; *Peter the Great*: connects his development of a navy, his war with Sweden, and the limits placed on the nobility and the Church to the strengthening of his autocratic rule, contrasting the benefits of expanding and westernizing Russia with the drawbacks of the subjugation of society to his rule
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to autocratic leaders (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Shi Huangdi*: Zhou dynasty; Confucianism; forced labor; book burning; standard weights and measures; Great Wall; terra-cotta soldiers; Han dynasty; *Peter the Great*: Table of Ranks; state service; "Window on the West"; Great Northern War; shaved beards and cut coats; St. Petersburg; westernization; modernization
- 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 autocratic leader more thoroughly than for the second autocratic leader *or* by developing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Shi Huangdi*: discusses his implementation of harsh laws, his building of the Great Wall with forced labor, and the expansion of his power in an attempt to unify China and increase the state's authority at the expense of the people; *Peter the Great*: discusses how his war with Sweden, his building of a modern navy, and his limiting the power of the nobility and Church resulted in westernization, modernization, and expansion of Russia
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If **all** components of the task have been thoroughly developed evenly and in depth for **one** autocratic leader **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
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

*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.

Characteristics of an Autocrat***Key Ideas from Document 1***

<i>Autocratic Actions</i>
Doc 1 —Used armies to expand territory or consolidate existing borders
Limited or controlled the power of nobles
Controlled religious authorities
Circumvented, ignored, or used assemblies to approve or rubber-stamp initiatives
Created the laws
Dispensed justice

Emperor Shi Huangdi

Key Ideas from Documents 2–3

Autocratic Actions of Shi Huangdi	Extent to Which the Use of Autocratic Power Helped or Hurt China or its People
<p>Doc 2—Used warfare to weaken warring states, resulting in unification Established Legalist form of government Divided area into commanderies with a civil governor, a military commander, and an imperial inspector Required written reports to the emperor from the leaders of the commanderies Used rewards and punishments to keep order Took power away from the former nobility Transplanted the nobility from their homes to the capital Had groups formed of units of five to ten families, making these groups responsible for the wrongdoing of any individual within the group</p> <p>Doc 3—Standardized Chinese writing, weights and measures, axle lengths to improve trade Built an extensive new network of roads and canals to improve trade and the moving of troops Censored or burned all historical records but those of Chin (Qin) Publicly executed those who quoted old songs and records</p>	<p>Doc 3—Standardizing Chinese writing, weights and measures, axle lengths improved communication, commerce, and control Trade and the movement of troops improved by building an extensive network of roads and canals Traditional values became less important All historical records but those of Chin (Qin) destroyed Those who quoted old songs and records were publicly executed Families of those who used old precedents to oppose the new order were wiped out Officers punished for failing to report opposition Owners still in possession of books that should have been destroyed had their faces tattooed and were condemned to hard labor on the Great Wall Medical, divinational, and agricultural books were not destroyed</p>

Relevant Outside Information

(This list is not all-inclusive.)

Autocratic Actions of Shi Huangdi	Extent to Which the Use of Autocratic Power Helped or Hurt China or its People
<p>Replaced Confucian philosophy, based on records and achievements of the past and the importance of family, with the philosophy of Legalism Ordered killing of Confucian scholars Ordered existing walls to be linked to form the Great Wall Ordered peasants and artisans to construct his tomb and to create terra-cotta statues to guard his tomb</p>	<p>Harsh laws for major and minor crimes used as a deterrent Forced labor used to link existing walls in a structure designed to halt Mongol and Manchu invasions from the north Time, labor, and resources commandeered to build a tomb to glorify the emperor's afterlife Use of harsh rule and forced labor resulted in only two Qin emperors before its conquest by the Han</p>

Peter the Great

Key Ideas from Documents 4–6

Autocratic Actions of Peter the Great	Extent to Which the Use of Autocratic Power Helped or Hurt Russia or its People
<p>Doc 4—Declared war on Sweden in 1700 to open Russia to the West Raised and equipped new armies following defeat at Narva by Charles XII of Sweden Worked to create a good artillery and to construct ships to gain control of the Baltic coastal region Seized the mouth of the Neva River by defeating Sweden at Poltava Doc 5—Established Table of Ranks in 1722, imposing lifelong state service on all ranks of nobility Required nobility to begin at the lowest level of rank for a military, naval, or civil service job and work their way up Stripped the nobility of privileges by offering these privileges to any one who performed state service, making service to the state the principal basis for privilege</p>	<p>Doc 4—New armies were raised and equipped Regiments were disciplined and well-trained Frigates were built to get control of the Baltic Control of the coastal region of the Baltic Sea was gained (“a Window on the West” was secured) Doc 5—Nobility required to begin at the bottom and work their way up the ladder of ranks of military, naval, and civil service Privileges of nobility awarded to anyone who performed state service Doc 6—Russian power became feared Inefficient, untrustworthy Streltsy replaced by a professional army of 210,000 men Navy created with a fleet of ships Russia was unable to create a large, thriving middle class under the czar Commerce and industry remained dependent on the czar Trade and industry lacked entrepreneurs to extend what the czar had developed Lack of private initiative and enterprise remained a social weakness</p>

Relevant Outside Information

(This list is not all-inclusive.)

Autocratic Actions of Peter the Great	Extent to Which the Use of Autocratic Power Helped or Hurt Russia or its People
<p>Sought warm-water ports on the Black Sea Subordinated Church to state; personally supervising church governance Ordered construction of St. Petersburg as his capital Forced nobility to acquire technical knowledge of western Europe Ordered beards shaved and traditional coats cut to imitate western customs Created a beard tax for those nobles who wanted to keep their beards Forced Europeanization of upper classes Simplified Russian alphabet to ease communication and educate nobles</p>	<p>Factories as well as iron and copper foundries built to produce military supplies Efforts to expand Russian territory produced tensions with the Ottoman Empire Taxes increased Power of the Russian Orthodox Church was limited European specialists, craftsmen, artists, and engineers brought to Russia to teach the Russians Literacy of Russian nobles improved Conditions of the serfs did not improve European technology and culture brought back to Russia Newspapers started Westernization/modernization promoted Division between westerners and Slavophiles became evident during ensuing Russian history Thousands died in the building of St. Petersburg</p>

Louis XIV

Key Ideas from Documents 7–9

Autocratic Actions of Louis XIV	Extent to Which the Use of Autocratic Power Helped or Hurt France or its People
<p>Doc 7—Built new royal residence at Versailles Encouraged/commanded most influential nobles to live with the king at the palace Kept nobles amused and kept an eye on them Sent nobles who displeased him back to their homes in disgrace</p> <p>Doc 8—Intensified the persecution of Protestants in the 1680s Declared the majority of French Protestants had converted to Catholicism and revoked Edict of Nantes Did not allow French Protestants to leave the country Broke his promise to allow private Protestant worship free of persecution Tore down churches, forbade gatherings, and made children attend Mass Executed Waldensians in Savoy Executed 600 Protestants for “making assemblies”</p>	<p>Doc 7—Nobles who displeased him were sent home in deep disgrace</p> <p>Doc 8—Uniformity in religious affairs imposed Persecution of Protestants intensified in the 1680s French Protestants forbidden to leave the country Protestant churches torn down, gatherings forbidden, and children made to attend Mass Waldensians in Savoy executed Six hundred Protestants executed for gathering together Estimated 250,000 Protestants fled France to avoid persecution</p> <p>Doc 9—Economic damage done to France due to Huguenot emigration overrated Antagonism toward France aroused by printed pamphlets and satires written by Huguenot printers and their friends Protestant coalition strengthened against France when Brandenburg and other German principalities allied with Holland Protestant faith in France reinvigorated with persecution Feud between Catholics and Protestants revived in France Prolonged revolt of Camisard Huguenots in Cévennes brought on a cruel war of repression, weakening the state Receptive base for the Revolution created among Huguenot communities remaining in France</p>

Relevant Outside Information

(This list is not all-inclusive.)

Autocratic Actions of Louis XIV	Extent to Which the Use of Autocratic Power Helped or Hurt France or its People
<p>Assumed the role of a divine right monarch and took the title of the Sun King to symbolize his power Embodied the phrase “I am the State” Appointed members of the middle class as intendants to become his eyes and ears in cities and towns Launched wars to expand French borders to their “natural boundaries” of the Rhine River, the Alps, and the Pyrenees Mountains Developed colonies in the Americas Made and annulled laws as supreme judicial authority</p>	<p>Wars fought with neighboring countries caused death and injury Accumulated debts led to economic problems leading to the French Revolution Mercantilist policies introduced under Colbert French industry and manufacturing promoted Tariff system set up to create a favorable balance of trade France became the center of Europe diplomatically, culturally, and militarily The arts flourished under his patronage</p>

Throughout the course of history Autocratic rulers have come to power. These rulers have tried to control their countries and their people. The steps they have taken to control these things have helped and hurt their countries. Two such rulers are emperor Shi Huangdi, also known as emperor Qin, and King Louis the XIV. Their actions drastically shaped the world.

Emperor ~~Qin~~ Qin, ruled China over 2000 years ago. After he rose to power during the period of warring states he defeated his enemies and consolidated rule in China. Emperor Qin was the first person to unify China in all of history. Emperor Qin was an autocrat, and used legalist policies to increase his power over his people. (doc 2) The Philosophy of Legalism says that all people are evil, and harsh laws must be made to keep them in line. If people are left alone, they will act badly. During the warring states period there were no strict laws, people rebelled, and the result was chaos and disorder. Emperor Qin's harsh laws based on Legalism made sure that the people were kept in line. He believed if people knew how to act and were forced to act properly they would follow the laws. If they did not, they should be severely punished. These punishments even included death. These laws would make it difficult for anyone to try to overthrow him. This philosophy of Legalism was developed during the same period that Confucianism was developed. Confucius stressed the importance of relationships in society, and at the same time as Daoism was developed which stressed harmony with nature. Each was a response to the problems of the warring states period. After Shi Huangdi took control he quickly tried to put down these other philosophies. He condemned Confucian scholars to death and had books burned that contained philosophies that disagreed with his. (Doc 3b) This increased his autocratic rule even more because people could not question him. Emperor Qin's

rule helped china tremendously. He standardized weights, script, measurement, and the length of cart axles. (doc 3a) This improved trade in china and may have allowed for faster travel. His legalist ideas may have further promoted trade because of the order and stability that his government created. Despite these changes for the better, which helped China's economy and strengthened his power, Shi Huangdi made bad decisions which hurt china, even to this very day. The Emperor joined many separate walls to make the great wall of china in order to keep ~~nomadic~~ nomadic invaders out and to protect China's borders. Eventually Emperor Qin, obsessed with becoming immortal, drank toxic substances such as mercury which killed him. When he died he was buried in a tomb filled with a Terra-cotta army. These terra-cotta soldiers also showed his autocratic power because it took thousands of forced laborers to build them and the only purpose was to protect him in the afterlife. His dynasty fell shortly after his death to be replaced by the Han dynasty. People didn't like his autocratic rule and wanted a change in government. His legacy is mixed as he unified china but contained it and halted science and learning.

Another Autocratic Ruler was King Louis XIV of France. King Louis is the definition of an absolutist ruler or autocrat. Louis limited the nobility, used the military to increase his power, tried to control ~~the~~ religion and constructed elaborate palaces for himself and the nobility. To limit the nobility he built the palace of Versailles. At this palace he could keep an eye on all the nobility who were "invited" to live there. The nobles who used to have political power in their provinces had fewer connections to their people which meant that they could not challenge Louis' power. He also eliminated the nobles' private armies making them even

more dependent on him. He made sure nobody was, or could overthrow him. (doc 7) He also tried to suppress the French protestants, or Huguenots by revoking the edict of Nantes, and tearing down their churches, along with other ways of persecution (doc 8). He believed that because the Huguenots were Protestant that they were not loyal to him because he was Catholic. By limiting the rights of Huguenots Luis increased his control. However, the decision to persecute this religious group actually hurt France and damaged Luis' power. Thousands of protestants left France and aroused anti-French feelings in surrounding countries. (doc 9) He also pursued many conquests, and constantly building his army. His military expansion along with the building of Versailles bankrupted his country and set a precedent of high amounts of spending for future rulers, which helped lead to the monarchy being overthrown during the French revolution. Despite these bad things Luis also did much good. He inspired other European rulers to be like him, and brought France to become a major country in world affairs. Other European monarchs such as Catherine the Great of Russia tried to model themselves after France. Luis' policies helped and hurt his country, but France was strengthened because of his rule. He is the ~~definition~~ definition of an absolutist or autocrat. He knew this, and this is shown because the saying, "L'etat, c'est moi" or "the state is me" showing he had all political power and authority has been attributed to him. His rule brought France to the center of world politics and made it one of the most important nations in the world.

Autocratic rulers such as Shi Huangdi (Qin) and Luis XIV have taken control throughout history. Their rules have ~~had~~ lasting effects

Anchor Paper – Document–Based Essay—Level 5 – A

that could help or hurt their country, or both. They have, and continue to shape the world. Their control, or attempted control over religion, politics, and people often increased their countries power and changed the course of history.

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

- Thoroughly develops all aspects of the task evenly and in depth by discussing Emperor Shi Huangdi and King Louis XIV
- Is more analytical than descriptive (*Shi Huangdi*: harsh laws made it difficult for anyone to overthrow him; punishments included death; his Legalist ideas may have further promoted trade because of the order and stability that his government created; made bad decisions which hurt China; his legacy is mixed as he unified China; *Louis XIV*: to limit the nobility, he built the palace at Versailles; his decision to persecute the Huguenots hurt France and damaged his power because thousands of Protestants left France and aroused anti-French feelings in surrounding countries)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Shi Huangdi*: put down philosophies of Confucianism and Daoism; condemned Confucian scholars to death; joined many separate walls to make the Great Wall of China to help protect China's borders; his burial showed his autocratic power because it took thousands of forced laborers to build the terra-cotta soldiers; *Louis XIV*: eliminated the private armies of the nobles, making them more dependent on him; believed that because Huguenots were Protestant they were not loyal to him because he was Catholic; his military expansion bankrupted his country and set a precedent of high amounts of spending for future rulers, which helped lead to the monarchy being overthrown in the French Revolution; he inspired other European rulers to be like him and helped France become a major country in world affairs; European monarchs such as Catherine the Great tried to model themselves after France)
- Richly supports the theme with many relevant facts, examples, and details (*Shi Huangdi*: consolidated rule; standardized weights, scripts, measurement, and the length of cart axles; improved trade and allowed for faster travel; *Louis XIV*: used the military to increase his power, tried to control religion; revoked the Edict of Nantes, tore down Protestant churches)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states control or attempted control over religion, politics, and people by leaders often increased a country's power and changed the course of history

Conclusion: Overall, the response fits the criteria for Level 5. Numerous historic examples and explanations emphasize the depth and breadth of comprehension. Analytical statements about the effects of Shi Huangdi's and Louis XIV's rule on the future of their respective countries contribute to a meaningful discussion.

Through their actions and policies, autocratic leaders have sometimes helped but often hurt their nations in their effort to consolidate power. Two leaders who enforced autocratic rule were Louis XIV and Shi Huangdi. The way they led their nation and the way they controlled their people [Doc. 1, 2, 7, 8] often led to varying results of benefit. [Doc. 3, 9].

Both Louis XIV and Shi Huangdi were autocrats because they shared the same kind of ruling characteristics over their people. Both limited the power of nobles and controlled much of the law in their rule [Doc. 1]. Shi Huangdi removed the power of the nobility and managed to displace them to the capital city, taking away their homes and the connections and power the nobles had over the peasants. Peasants were forced to follow the newly set up commanderies who were directly controlled by Shi Huangdi. [Doc. 2] Similarly, Louis XIV took away much of the power of the nobles by commanding many of them to the grand court and to live there instead of their castles, keeping an eye over the nobility and yet keeping them busy inside. As a result, nobles found it difficult to control their own people, making the King even more powerful. This simply limited their power, as they followed the King wherever he went. Limiting their expression of opinion down to only agreeing with the King, Louis XIV was able to control his people.

Another way to muzzle the power of other classes was the persecution of those who challenged these leaders' faiths and policies. [Doc. 1]. People who didn't follow the leaders' religion or philosophy were targeted, often violently. Shi Huangdi's system of legalism practically rejected all other ideas that existed in China. He literally tried to destroy any other

ideas or beliefs in China. He targeted Confucian scholars who believed in respect and the Five Relationships. He even targeted historians, writers, and singers who didn't focus on the positive aspects of the Qin Dynasty [Doc 34]. His legalist system of punishment and incentive was often measured by complete annihilation of the family of those who opposed his rule [Doc 36]. Louis XIV was no different as he persecuted french protestants who practiced their religion and who spread their message of opposition (thanks to the printing press invented by Johana Gutenberg) [Doc 7,8] Louis XIV being a Catholic believed that the Huguenots might try to fight against his absolute power. He didn't trust them to be loyal french citizens. He targeted Huguenot families forcing many to leave France. He also tore down churches, banned gatherings, and executed many protestants. His plundering of the Edict of Nantes forced many protestants to convert to Catholicism, therefore weakening the rights of the protestants.

Despite their aggression toward the people and the policies they imposed on them, they did leave some sort of benefit for their countries and their people. One real obvious benefit Shi Huangdi left behind was a massive network of roads and canals to facilitate movement of his troops and trade between provinces. [Doc 3a]. He set up a system of standardized roads, weights, measures, and money that allowed China to prosper economically for centuries. An effective bureaucracy was set up that lasted even after Shi Huangdi died. Also Shi Huangdi left a standardized system of writing which could be used to communicate between areas more

efficiently. People in China could now communicate with each other in writing, limiting differences and helping to create a Chinese culture and identity.

Interestingly, even though Louis XIV was able to control his nobles effectively, this left behind a nation with revolutionary aspirations partly because of his treatment of the Protestants and the Protestants' resistance towards it. [Doc 9]

He had also created a system where the nobles and the Catholic Church were unquestionably loyal to the King. This system helped set up the eventual conflict between the three Estates. The Third Estate eventually believed that the only way to gain rights was to overthrow the King. This along with the Age of Enlightenment inspired the eventual overthrow of French monarchical rule.

Autocrats throughout history have left behind bittersweet impacts in their nation. Shi Huangdi and Louis XIV show these effects during and after their rule. The autocratic policies they used to increase their power led to the improvement of their nation in the case of Shi Huangdi and the eventual embracement of a different kind of government in the case of Louis XIV.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Emperor Shi Huangdi and King Louis XIV
- Is more analytical than descriptive (*Shi Huangdi*: peasants were forced to follow the commanderies that were directly controlled by him; Legalist system of punishment was often complete annihilation of the family of those who opposed him; effective bureaucracy was set up that lasted even after he died; left a standardized system of writing, which could be used to communicate between areas more efficiently; *Louis XIV*: limited the power of the nobles by limiting their expressions of opinion; his plundering of the Edict of Nantes forced many Protestants to convert to Catholicism further weakening their rights; left behind a nation with revolutionary aspirations partly because of his treatment of the Protestants)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Shi Huangdi*: his system of Legalism practically rejected all other ideas that existed in China; targeted Confucian scholars who believed in ideas of respect and the Five Relationships; targeted historians, writers, and singers who did not focus on the positive aspects of the Qin dynasty; people in China could communicate with each other in writing, limiting differences and helping to create a Chinese culture and identity; *Louis XIV*: as a result of living at Versailles, nobles found it difficult to control their own people, making the King even more powerful; being a Catholic, he believed that Huguenots might try to fight against his absolute power; did not trust Huguenots to be loyal French citizens; created a system where the nobles and the Catholic Church were unquestionably loyal to the King; set up the eventual conflict between the three Estates)
- Richly supports the theme with many relevant facts, examples, and details (*Shi Huangdi*: removed the power of the nobility; displaced them to the capital city, taking away the power they had over the peasants; massive network of roads and canals to facilitate movement of his troops and trade between provinces; system of standardized roads, weights, measures, and money that allowed China to prosper; *Louis XIV*: commanded many nobles to live at the grand court instead of their castles; persecuted French Protestants, who practiced their religion; targeted Huguenot families, forcing many to leave France; tore down churches, banned gatherings, executed many Protestants)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states autocrats have left bittersweet impacts in their country

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response is in the many effective comparisons and the linkage of document information to its historical context. Analytical statements demonstrate how the actions of Shi Huangdi benefited his country and how the actions of Louis XIV were detrimental to his country.

Autocracy has remained a popular form of government for land empires and nations throughout history. Two important autocratic leaders in world history include Emperor Shi Huangdi of China and Peter the Great of Russia. They performed highly autocratic actions such as conquering other territories and controlling many aspects of the government, thus affecting their respective cultures in different ways.

Many typical actions of an autocratic ruler were undertaken by both Shi Huangdi and Peter the Great. Firstly, both leaders have used armies to expand their own territories. Peter the Great recognized the weaknesses in military power and technology left behind by the isolation of Mongol Rule and sought to build up his army and navy. By the time of his death, he had created an army of 210,000 soldiers and over 48 fighting ships (6). The Tsar also concentrated on improving his artillery and disciplining his troops (4). These military actions were all taken to work towards the goal of creating a route from Russia to Western Europe through the Baltic Region which he achieved with the building of St. Petersburg (4). He learned much of the information he needed to build

his modern military from western areas such as Holland and England when he went on his tour of western Europe. His westernization and modernization allowed him to increase his power by being able to defeat the Swedish king and gain more land for Russia (4). Emperor Shi Huangdi expanded his territory from the previous Zhou dynasty. Shi Huangdi used warfare to get rid of his rivals in order to unify China. Under his rule, China was able to expand to almost its present day borders.

Another action listed in Document one that both leaders implemented was the repression or limitation of the rights of the nobility and others. Under the Legalist form of government in China (2), strict Legalist practicality was enforced and the excessive or frivolous traditions of the nobility were looked down upon. The ideas of Confucianism and the importance of the scholar, which were attentively practiced by Chinese nobility, were rejected by Shi Huangdi. Ideas about the Five relationships and the importance of education in the Confucian classics were not only discouraged but punished severely, oftentimes by death. He thus stripped the nobles and scholars of their power (2) and ordered many scholarly books to be burned (3b).

Peter the Great installed the Table of Rank in 1722 as a method to control Russian nobility (5). This edict made state military service required for all parts of the nobility in order for them to receive any aristocratic privileges (5). This made people who performed military service equal. He also passed laws to limit nobles' habits. One such law was regarding the traditional long coats that nobles wore. He created this law because he wanted them to look more western. Peter forced nobles arriving in Moscow to wear short European style coats.

In the case of Shi Huangdi, his autocratic policies did more to help China than it did to hurt it, while the opposite is true for Peter the Great. Shi Huangdi's highly regulated policies, including the regulation of Chinese script and cart axle lengths, encouraged increased literacy and improved trade (3a), which paved the way for their ^{Hard} Golden Age which came later. His total control over the people of China led to his ability to sanction the building of the Great Wall, which he hoped would provide protection from Northern invasions. However, the harshness of Legalist rule and the repression of intellect and traditional Chinese songs and stories (3b) led to rebellions that

eventually overthrew the Qin dynasty:

Peter the Great exercised his autocratic rule over the Russian people by raising taxes and forced labor to pay for the building of several lavish palaces, including the Summer Palace, which became home to a vigorous court life (7). He commanded that nobles build houses in a city that Peter founded, St. Petersburg. The nobles had to live in the city for half the year, helping to make St. Petersburg a successful city, even though it was far from the former city of power—Moscow. His taxation policies and lavish spending had a harmful effect on the Russian government and the economy became dependent upon him. Peter was unable to create a thriving middle class by the time of his death. This weakened Russia socially and economically.

To conclude, Shi Huangdi and Peter the Great were autocratic rulers, but interpreted their ideology in completely different ways, resulting in varied effects on their respective cultures. To this day, the world continues to be shaped by autocrats, such as in North Korea.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing Emperor Shi Huangdi and Czar Peter the Great
- Is both descriptive and analytical (*Shi Huangdi*: strict Legalist practicality was enforced and the excessive or frivolous traditions of the nobility were looked down upon; the harshness of Legalist rule and the repression of scholars and traditional Chinese songs and stories led to rebellions that eventually overthrew the Qin dynasty; *Peter the Great*: concentrated on improving his artillery and disciplining his troops; installed the Table of Ranks as a method to control Russian nobility; he wanted nobles to look more western; unable to create a thriving middle class by the time of his death)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Shi Huangdi*: used warfare to get rid of his rivals in order to unify China; under his rule, China was able to expand to almost its present-day borders; rejected the ideas of Confucianism and the importance of scholars; ideas about the Five Relationships and the importance of education in the Confucian classics were not only discouraged but punished severely; rule paved the way for the Han Golden Age; sanctioned the building of the Great Wall, which he hoped would provide protection from northern invasions; *Peter the Great*: recognized the weakness in military power and technology left behind by the isolation of Mongol rule and sought to build up his army and navy; goal was to create a route from Russia to western Europe through the Baltic region, which he achieved with the building of St. Petersburg; his westernization and modernization allowed him to increase his power; forced nobles arriving in Moscow to wear short European-style coats; used taxes and forced labor to pay for the building of several lavish palaces, including the Summer Palace which became home to a vigorous court life; commanded that nobles build houses in St. Petersburg where they had to live for half the year)
- Supports the theme with relevant facts, examples, and details (*Shi Huangdi*: ordered many books to be burned; regulated Chinese script, cart axle lengths; improved trade; *Peter the Great*: created an army of 210,000 soldiers and 48 fighting ships; defeated Swedish king and gained more land for Russia; Table of Ranks made state military service required for all ranks of nobility; left Russia weakened socially and economically)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions actions of an autocratic ruler and a conclusion that states Shi Huangdi and Peter the Great were autocratic rulers who had different effects on their respective cultures

Conclusion: Overall, the response fits the criteria for Level 4. The use of Document 1 as the framework to compare actions of the two rulers is effective. Analysis and the incorporation of document information are utilized to reach and support the conclusion that the autocratic rule of Shi Huangdi helped China while the autocratic rule of Peter the Great ultimately harmed Russia.

Autocracy has been a characteristic of societies throughout a large part of history. The effects of an autocratic ruler can range from unifying to oppressive. Emperor of Shi Huangdi of China's Qin Dynasty and Czar Peter the Great of Russia are both primary examples of autocratic leaders who both helped and hurt their countries and peoples.

Peter the Great, an intimidating 6-foot 8 inches tall, initiated one of Russia's most autocratic regimes in history. According to Document 1 an autocratic ruler will typically amass a large military and use it to expand and consolidate power. This is true in Peter's case, when he created a professional army and Russia's first navy. (Document 6) Czar Peter used this military power to expand into Sweden; an expansionist policy is also a characteristic of autocratic rulers according to Document 1. Peter took his new territory and ordered the building of a new port city that he wanted on the Baltic Sea. This city was eventually called St. Petersburg. To build the city Peter forced many thousands of people to move there and work. Thousands died of diseases and overwork but this didn't seem to matter to the autocratic czar Peter. The superior military that Peter created also brought Russia to become a feared militaristic nation transforming Russia from a backward country to a competitive European power. (Document 6) He also attempted to level out social/political stratification by

decreasing the power of the nobles in Russia and forcing them to be dependent on the czar for their rank and power. Peter also tried to force people to dress and act in ways that he wanted. For example, he had a beard tax on nobles. In a way this tax was a way for Peter to control the nobility. In another way it was a way for Peter to make Russia more modern and European. (Document 5.)

However, despite these numerous efforts, Peter the Great failed to leave behind a successor. His failure to create a strong middle class to continue his developments in commerce and industry left these areas dependent on the czar. (Document 6) This led to continuing problems in Russian society which was a factor contributing to the Communist Revolution of October (November) 1917.

Emperor Shi Huangdi is another example of an autocratic ruler. Document 1 outlines that an autocratic ruler created the law and dispensed justice, which is clearly seen in Shi Huangdi's regime. Shi Huangdi implemented a strong central governing system and used legislation to maintain total control over his subjects. (Document 2) This policy included strict laws and harsh punishments. If anyone disobeyed Shi Huangdi they would be treated very cruelly, after times being punished by death for even small crimes. The harsh punishments were for anyone who

dared to challenge this autocratic regime. Scholars and their families who dared to quote old ideas or even songs would be publicly executed. The only books that were acceptable were those dealing with medicine, divination, and agriculture. If people kept other books they would be forced to perform labor. (Document 3b). Document 1 also points out that an autocratic ruler will typically limit and control the power of the nobility, which was a practice of Shi Huangdi's - "... the former nobility lost all its power" after he created a new government made up of commanderies whose leaders were loyal to only him. (Document 2)

However, although Shi Huangdi's rule was unforgiving and all-controlling, his regime brought about significant advancements that improved the condition of China and established the beginnings of a united China. One way that Shi Huangdi's actions were beneficial to China was his creation of a new network of roads to unify, improve trade, and expedite the movement of troops. This allowed China to prosper and also help keep China safe. (Document 3a). He also standardized the writing system and weights and measures to promote unity and stabilization. In addition, the consolidation of walls that would become the Great Wall during his regime helped protect northern China from outside

invasions and helped curtail its vulnerability to nomads.

But as with most autocrats, Emperor Shi Huangdi and czar Peter were both brutally oppressive rulers. Shi Huangdi controlled his subjects by having ~~any~~ historical records other than his own burned. Any subject who dared to oppose his rule was harshly punished, as Shi Huangdi did not hesitate to execute any people that were a threat to his autocratic rule. Peter, similarly, tried to control people's ideas and if he were ~~disobeyed~~ disobeyed, he used cruel methods such as beheading to force his ideas on people. It is debatable, however, that a country's improvements outweighed such atrocities.

Throughout history, autocratic rulers have exercised extreme power one way or another. The effects of their regime can bring stability and martial might to the empire and disastrous social upheaval.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing Czar Peter the Great and Emperor Shi Huangdi
- Is both descriptive and analytical (*Peter the Great*: expanded into Sweden; attempted to level out social and political stratification by decreasing the power of the nobles and forcing them to be dependent on the czar; wanted to make Russia more modern and European; failed to create a middle class to continue developments in commerce and industry; continuing problems in Russian society eventually led to the communist revolution of 1917; *Shi Huangdi*: although his rule was unforgiving and all-controlling, his regime brought about significant advancements that improved conditions and established the beginnings of a united China; benefited China when he created a new network of roads to unify, improve trade, and expedite the movement of troops; actions allowed China to prosper and also helped keep China safe; standardized the writing system and weights and measures to promote unity and stabilization)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Peter the Great*: ordered the building of a new port city on the Baltic Sea; to build St. Petersburg, he forced many thousands of people to move there and thousands died of diseases and overwork; tried to force people to dress and act in ways that he wanted; *Shi Huangdi*: Legalism included strict laws and harsh punishments; his consolidation of walls that would become the Great Wall helped protect northern China from outside invasions)
- Supports the theme with relevant facts, examples, and details (*Peter the Great*: professional army; Russia's first navy; used military to expand and consolidate power; *Shi Huangdi*: scholars and families were publicly executed; acceptable books dealt with medicine, divination, and agriculture; nobility lost all of its power; created commanderies)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion that states autocracy can bring stability or disastrous upheaval

Conclusion: Overall, the response fits the criteria for Level 4. The specific characteristics of an autocrat are employed to explain different facets of the rule of both leaders. The inclusion of analytical statements adds to a discussion of document information and is supplemented with some relevant historical outside information. The response demonstrates a good understanding of autocratic rule.

Throughout history, there have been ^{rulers} ~~rulers~~ who exercised total power over their countries. The actions of these leaders have both helped and hurt their countries and their peoples. Two leaders that were autocratic were King Louis XIV of France who ruled in the late 17th century, and Czar Peter the Great of Russia, who ruled in the early 18th century.

Louis XIV can be described as one of the best examples of autocratic ^{rulers} ~~rulers~~ of all time. Louis used his power and money to benefit only himself and to decrease the power of all others in society. Louis used ^{tax} ~~tax~~ money to build one of the most elaborate palaces in the world. Versailles inspired other rulers. In the palace Louis had built, Louis had the nobles live with him in the palace. While living with him, the nobles had little choice but to ~~do~~ ^{do} what Louis wanted them to, or risk being sent back to their homes in disgrace (Document 7). At Versailles, Louis threw large parties and had things going on throughout the day, so the nobles had little free time. Another way Louis tried to increase control was to tighten his hold on the religious situation with the Huguenots. Louis saw the Huguenots as a group of people who lived differently and separately from "French people." He believed that the Huguenots would not be loyal to him as a divine right monarch. In 1685, Louis declared the majority of French Protestants had been converted back to Catholicism, and used it as an excuse to revoke the Edict of Nantes (Document 8). By doing this, Louis took away the religious rights of the Protestants in his country. He then launched a reign of terror against the Huguenots, not allowing them to leave the country, and while he promised them the right to worship privately, their churches were torn down and their

gatherings^{or} were forbidden. He also executed 600 Protestants for worshipping together.

Some of these actions of Louis XIV expended a lot of money and led to France falling apart under future rulers. All of Louis' military adventures, building the palace of Versailles, and the parties he held there put France in enormous debt, which, when Louis XVI came to power helped lead to the French Revolution. Also, Louis' persecution of Huguenots led to problems as well. With a new fight to be fought, the Protestants were reinvigorated and revived the religious feud with Catholics (Document 9). Politically, the persecution led to the Protestant coalition against France growing, with Brandenburg and German principalities joining which led to religious wars.

Another autocratic leader who built up his country, but also partly set it up for a revolution, was Czar Peter the Great of Russia. When he rose to power, one of his main ^{goals} was to secure a port that could connect Russia to Western Europe. This required both an army and navy and westward expansion. During his reign as Czar, Peter took Russia from having an unorganized fighting force to an army of 210,000 men. (Document 6). To consolidate power, Peter got more control over the Russian nobles, known as boyars, by starting to westernize Russia. He did this by trying to require the boyars to dress in ^a western style, which included them having their beards shaved. Another thing Peter did was to establish the Table of Ranks in 1722 (Document 5). The Table of Ranks set up a process in which people gained privileges previously reserved for the nobility by doing civil services for the state.

The effects of Peter the Great had on Russia were largely military, social,

and economic. In the military, Peter went from Russia's only armed forces being mostly just the *Streltsy*, an untrustworthy hereditary unit, to a professional army of 240,000 men. Peter also built up a navy of more than 40 ships from nothing, modeled after the west. Peter did fail to secure an all year warm water port, which wasn't captured until the reign of Catherine the Great. In regards to social structure in Russia, Peter was able to control the nobility somewhat although he failed to create a large middle class, which Russia needed. Because of this industry and commerce depended on the Czar, so when Peter died, there were few industrialists to develop what he had begun (Document 6). This lack of creating a middle class and development of industry remained a social weakness until the Bolshevik Revolution and rise of Communism in Russia.

Throughout history, there have been leaders who held total control of their governments and ruled in an autocratic fashion. These leaders, who made their countries prosper under them, seemed to fail to ^{set} ~~get~~ the country up for ~~the~~ future continuation of said prosperity. Both Louis XIV and Peter the Great were autocratic rulers who did things that seemed great at the time, but down the road, their actions set up dominoes that influenced revolutions in both France and Russia.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing King Louis XIV more thoroughly than Czar Peter the Great
- Is both descriptive and analytical (*Louis XIV*: used his power and money to benefit only himself and to decrease the power of all others; had the nobles live with him at Versailles; nobles had little choice but to do what he wanted or risk being sent back to their homes in disgrace; saw the Huguenots as a group of people who lived differently and separately from French people; by taking away the religious rights of the Huguenots in his country, launched a reign of terror; actions led to France falling apart under lesser rulers; actions reinvigorated the Protestants and revived the religious feud with the Catholics; *Peter the Great*: connecting Russia to western Europe required both an army and navy and westward expansion; to consolidate power, he got more control over the Russian nobles although he failed to create a large middle class, which Russia needed)
- Incorporates relevant information from documents 1, 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Louis XIV*: used tax money to build one of the most elaborate palaces in the world; Versailles inspired other rulers; believed Huguenots would not be loyal to him as a divine right monarch; put France in enormous debt that when Louis XVI came to power helped lead to the French Revolution; *Peter the Great*: to westernize Russia, he tried to require the boyars to dress in western style, which included having their beards shaved; failed to secure an all-year warm-water port, which was not captured until the reign of Catherine the Great)
- Supports the theme with relevant facts, examples, and details (*Louis XIV*: large parties; declared that the majority of French Protestants had converted back to Catholicism; revoked the Edict of Nantes; tore down churches; executed 600 Protestants for worshipping together; *Peter the Great*: took an untrustworthy fighting force to an army of 210,000 men; established the Table of Ranks; set up a process in which people gained privileges previously reserved for the nobility; Streltsy; built up a navy of more than 40 ships)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states France and Russia prospered under the autocratic rule of Louis XIV and Peter the Great, but their actions set up the dominoes that eventually influence revolutions

Conclusion: Overall, the response fits the criteria for Level 4. The strength of this response is in the incorporation of appropriate outside information for both autocrats. However, the extent to which Peter the Great helped or hurt Russia is weak and needs more details.

Throughout world history, many autocratic leaders have used specific and effective measures in order to successfully control their country and people. This has led to leaders both improving and devastating their countries: whether it be economically, socially, or even politically. Two prime examples of autocrats are King Louis XIV of France and Emperor Shi Huangdi of China. All in all, many autocrats have tried total control over their people and countries.

In France, the royal autocrat King Louis XIV worked fiercely to control his state. The absolute monarchy used different methods to control the state and gain control of the people. Also known as the "Sun King," Louis XIV considered himself the state and wanted to let people know he was the absolute ruler and what he said was the final word. One way to do this and strengthen his power was to decrease the power of the French nobles. He did not want others, like the nobles, to interfere with his power, so he sought to decrease their importance. Louis XIV constructed a palace at Versailles near Paris. The palace was one of the greatest buildings in the world. It was meant to show the glory of the "Sun King" who represented God. Louis XIV also used the palace as a way to control the nobles. He commanded noble to live with him (Dix 7) This allowed him to watch over them. He was able to influence, guide, and

manage them. In fact, to be uninvited or dismissed from living at Versailles was considered disgraceful. Another example of Louis XIV's autocratic behavior was the treatment of the large portion of French Huguenots living in France. They were Protestant and Louis XIV was a Catholic. The Huguenots in France came about as a result of the Protestant Reformation. The Huguenots were allowed to worship as Protestants after the Edict of Nantes. However Louis XIV didn't want this religious divide in case they caused problems. To solve this, he persecuted the Protestants, revoked the Edict of Nantes, and banned any gathering of Huguenots (Doc 8). Louis' actions created unrest in France. Many Protestants fled France and were a source for anti-French pamphlets critical of Louis XIV (Doc 9). King Louis XIV's actions and lavish spending caused problems for future kings and helped cause the French Revolution.

Many years prior to Louis XIV, Emperor Shi Huangdi led China in a similar autocratic manner. Shi Huangdi was the first emperor of the ruling Qin dynasty, or family of rulers. Shi Huangdi led efforts to consolidate his power by unifying China's seven warring states. Huangdi wanted to unify China in order to create stability and establish law and order in China. He set up a Legalist and bureaucratic form of government in which China was divided and subdivided into counties. Each county was governed according to

Huangdi's intentions by a governor, commander, and inspector (Doc 2). These leaders were loyal to Huangdi and enforced the extremely harsh laws of the Qin dynasty. In this way Huangdi maintained complete control over all of his subjects. He also took away the nobles' power in order to not have anyone challenge or protest his authority. Huangdi was also able to set up control in China by destroying or suppressing traditional Chinese ideas such as Confucianism. The Emperor took all, non-Qin books and burned those that didn't ~~not~~ involve agriculture, medicine, and divination (Doc 3b). This allowed only his Qin beliefs to be in China. ~~This ended only his Qin beliefs to be in China.~~ This aided control of the state and the people. Some of the effects were mainly in the military and economy and mainly helped China even though his actions and laws were cruel and harsh. Huangdi set up and organized a road system which increased trade and movement in China (Doc 3a). He also standardized language, money, and weights and measures. These allowed domestic trade to prosper. They also allowed the military to effectively move throughout the state. These movements and acts of Huangdi led him to effectively rule China and the Chinese.

In global history, many leaders that were autocrats used certain methods in order to organize and control the affairs of their countries. ~~An~~ ^{For} example King Louis XIV of France and Emperor Shi Huangdi of China were somewhat effective autocrats. Ultimately, under the autocrats, the state and their people were controlled.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing King Louis XIV and Emperor Shi Huangdi
- Is both descriptive and analytical (*Louis XIV*: wanted to let people know he was the absolute ruler and that what he said was the final word; did not want nobles to interfere with his power so he sought to decrease their importance; able to influence, guide, and manage the nobles; to be uninvited or dismissed from living at Versailles was considered disgraceful; did not want a religious divide; *Shi Huangdi*: wanted to create stability and establish law and order in China; leaders were loyal to him and enforced the extremely harsh laws of the Qin dynasty; allowed only Qin beliefs to be in China; actions and laws were cruel and harsh; set up and organized a road system that increased trade and movement in China; standardized language, money, and weights and measures, allowing domestic trade to prosper and the military to move effectively throughout the state)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*Louis XIV*: known as the “Sun King” and considered himself the state; Versailles was meant to show the glory of the “Sun King,” who represented God; King Louis XIV’s actions and lavish spending caused problems for future kings and helped cause the French Revolution; *Shi Huangdi*: destroyed or suppressed traditional Chinese ideas, such as Confucianism)
- Includes some relevant facts, examples, and details (*Louis XIV*: constructed a palace at Versailles; commanded nobles to live with him; persecuted the Protestants; revoked the Edict of Nantes; banned any gathering of Huguenots; many Protestants fled France; anti-French pamphlets; *Shi Huangdi*: unified China’s seven warring states; set up a Legalist and bureaucratic form of government; divided and subdivided China into counties; governed by a governor, commander, and inspector; burned books that did not involve agriculture, medicine, and divination)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states Louis XIV and Shi Huangdi were somewhat effective autocrats because their state and their people were controlled

Conclusion: Overall, the response fits the criteria for Level 3. The strength of this response is in the description of the actions of these autocrats. Document information is enhanced with logical statements and good conclusions. The discussion of extent to which these rulers helped or hurt their country would have benefited by including more supporting details.