

# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

### GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 15, 2000 — 1:15 to 4:15 p.m., only

## SCORING KEY AND RATING GUIDE

### Mechanics of Rating

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

### Scoring the Part I Multiple-Choice Questions

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

### Contents of the Rating Guide

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

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

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

- A question-specific rubric
- Sample responses at different score levels

### Global History and Geography

June 15, 2000

### Part I

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

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## GLOBAL HISTORY and GEOGRAPHY

### Rating the Essay Questions

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

### Rating the Scaffold (open-ended) Questions

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

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

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay—June 2000**

**Score of 5:**

- Addresses all aspects of the task evenly and in depth
- Provides a clear definition of the term “human rights”
- Identifies *two* examples of human rights violations with reference to specific time and place
- Accurately describes the causes of *both* violations
- Fully discusses *one* specific effort that was made to deal with *one* of the violations
- Summarizes key points by incorporating accurate facts, examples, and details, using key terms such as “apartheid” and “genocide,” or using historic context such as the Holocaust, or the Age of Imperialism
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of human rights violations by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

**Score of 4:**

- Addresses all aspects of the task, but may do so somewhat unevenly
- Provides a clear definition of the term “human rights”
- Describes the causes of *both* violations of *two* examples chosen
- Discusses *one* effort that was made to deal with *one* of the violations
- Incorporates relevant facts, examples, and details, but may not support all aspects of the task evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of human rights violations by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

**Score of 3:**

- Addresses most aspects of the task *or* addresses all aspects in a limited way
- Provides a vague definition of the term “human rights”
- May lack an in-depth treatment of the tasks
- Includes some facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of human rights violations by repeating the task and concludes by repeating the task

**Score of 2:**

- Attempts to address the theme or problem
- Provides a weak definition of the term “human rights”
- Provides a weak description and discussion of human rights violations, using few facts, examples, and details, and including information that contains inaccuracies
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme of human rights violations

**Score of 1:**

- Lacks a definition of the term “human rights” or uses an incorrect definition
- Lacks a description and discussion of human rights violations beyond stating vague and/or inaccurate facts
- Uses little or no accurate or relevant facts, details, or examples
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme of human rights violations

**Score of 0:** Fails to address the theme, is illegible, or is a blank paper

Throughout history, the human rights of certain groups of people have been violated. Efforts have been made to address these violations. Such cruelty and disregard for life has heightened cultural awareness and put various human right violations under the international microscope.

Before one can determine if a violation occurred, the term "human rights" must be standardized. As recognized by the global community, human rights are inherent gifts, ones that every one should possess. Every person on this earth has the right to be respected + honored for their beliefs. No one can <sup>such as a different religion</sup> punish someone for simply believing in another thing. Nor can anyone be persecuted based on the color of their skin. However, at certain points in history such violations based on religion and race have taken place.

South Africa has been the site of much unrest, mostly due to various human rights violations of the oppressive white government on other races, primarily black Africans. Instituted in the early 1900's, "apartheid", ~~Africa~~ <sup>Africans</sup> for apartness, has crippled the blacks in south africa. For many years, blacks were denied education, civil rights, and opportunity. Blacks were forced to live on so called "tribal homelands," which happened to be the worst possible land in South Africa.

The goal of the white government was to suppress the various other racial groups existing in Africa. The whites were the minority, population wise, and apartheid gave them a leg up. As long as apartheid was in effect, the whites would have all the social and political power. There were also economic benefits of apartheid for white South Africans. It allowed them to reap <sup>all of</sup> the benefits of the economy. The human rights violations associated with apartheid propelled white supremacy and the unequal distribution of power appealed to the white government.

The root of most human rights violations appears to be power. The fire that feeds <sup>such systems as</sup> genocide and apartheid is supremacy. Adolf Hitler + the Nazi party had a relentless quench for power. It resulted in the mass genocide of over six million Jews, an event <sup>new</sup> known as the Holocaust. Jews were rounded up and torn from their homes. They were pushed onto trains like cattle and could barely breathe inside the cars. Once the train stopped, most Jews ended up in ghettos or concentration camps. Either way, death was usually the last step. Jews were killed through various means, including hard labor, gas chambers, and lethal injections. The Nazi party was on a mission to eliminate

The Jews and create an "aryan" race, one in which the people were all of German descent, and had blond hair and blue eyes. The Germans wanted to be supreme among all others, especially after the humiliating Treaty of Versailles, in which the Germans were forced to pay millions in reparations and take total blame for WWI. To the Nazi Party, the Holocaust would make up for Germany's own struggles through out history.

Many years later, as we near the end of the 20<sup>th</sup> century, the German government has admitted their wrongs, and are trying to clear their names in the global community. The government has set up a system of reparations, as to return the valuables lost by the Jews in the separation from the world they knew. While it can never make up for the millions of lives lost, the Germans are showing regret and shame for their civil rights violations.

Perhaps the most important thing that can result from these examples of human rights violations is a heightened cultural awareness. Through understanding and conflict resolution, these human rights violations will never occur again. It is ultimately of no ones benefit to recreate Apartheid in South Africa or the horrors of the Holocaust.

## Anchor Level 5-A

### **The response:**

- Conveys an in-depth understanding of human rights violations in South Africa in the 20th century and in Europe during the Holocaust and discusses an effort to deal with the violations in post-war Germany through a system of reparations
- Provides a full definition of human rights
- Understands and uses key terms, such as human rights, apartheid (including Afrikaan's derivation), genocide, and Aryan
- Shows a richness of detail in presenting relevant facts, examples, descriptions
- Describes both violations fully; the discussion of German reparations, though imaginative, lacks the complete detail of the descriptions of the violations
- Demonstrates a clear plan of organization with a flow of ideas from one paragraph to the next with excellent transitions
- Establishes a framework in an original introductory paragraph and brings the essay to closure with more than a summation

**Conclusion:** Overall, the response best fits the criteria for Level 5. It is strong in organization and specific detail. The essay is somewhat weaker in discussion of the efforts to deal with human rights violations than in the description of the violations themselves.

Throughout history, the human rights of certain groups such as the blacks in South Africa and the Jews in Nazi Germany, have been violated. A human's rights are the basic rights that they are entitled to when they are born. These rights include life, liberty and happiness. No human should be denied their basic rights. That is why efforts have been made to address these violations.

For years, the Jews in Nazi Germany were violated their human rights. They were treated as "impure" and became the victims of a well-known genocide during World War II, known as the Holocaust. When the Nazi party came into power in Germany with Adolf Hitler as their leader they had a goal. This goal was to create a perfect, Aryan human race. They believed that people who weren't "perfect" would corrupt their race, and they needed to be killed off. They mainly focused on the Jews. The Nazis came up with the Nuremberg Laws which denied any Jewish contact with German society. They were excluded from every aspect of German life and because of this, they were denied their human rights.

Another group that has been denied their human rights is the blacks in South Africa. In 1948, the "South African" government which was made up of all



whites passed the Apartheid. This law separated all races, including whites, blacks, Asians, and mixed, from every aspect of life. These groups had their own schools, libraries and even their own bathrooms. They were not allowed to intermarry or have any relations with each other. The Apartheid had a motto, "Separate but equal". This motto was not played out and whites had superiority over all the races. That was the point of denying the blacks their human rights, the whites wanted to remain superior so they made it so that the blacks would never be strong enough to gain power.

There were some efforts made to end the Apartheid and the violation of the Blacks rights. When other countries got word of the Apartheid, with help from Nelson Mandela, they began to boycott South African made goods to prove that they did not like what was going on in South Africa. With the help of many people the apartheid law was abolished in 1997 and blacks in South Africa are no longer denied their human rights.

Throughout history there has always been groups that were denied their human rights and in the future there will probably be groups that will be violated of their rights. What people have done and should do is resist. Resistance.

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**Anchor Paper – Thematic Essay—Level 5 – B**

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is the key to defeating these violators. Everyone must help the people who are being denied their rights because when it is their turn to be violated they will have people to help them.

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

- Conveys a complete understanding of human rights violations in Europe during the Holocaust and in South Africa since 1948 and discusses efforts to deal with apartheid and the violation of rights of blacks through boycotts and the work of Nelson Mandela
- Provides a clear definition of human rights
- Understands and uses key terms, such as human rights, genocide, Aryan, apartheid, boycott
- Presents relevant facts, examples, and descriptions in their proper historical setting
- Demonstrates a balance between the descriptions of the violations in Nazi Germany and post-1948 South Africa and the discussion of the efforts to end apartheid
- Demonstrates a logical and clear plan of organization
- Establishes a framework in an introductory paragraph but does not conclude with a solid summation

**Conclusion:** Overall, the response best fits the criteria for Level 5.

Human rights are rights given to a person by god. Examples of these rights are, the right to live, and the right to pursue happiness. Human rights free people from ~~mis~~ treatment, cruel and unusual punishment. Although throughout history, the human rights of certain groups of people have been violated. Several efforts have been made to address these violations. Some some violations that have occurred were the killing of the city-dwellers in Cambodia by the Khmer Rouge. Another example is the treatment and killing of the Jews in Nazi Germany.

In Cambodia during the mid-1900's a civil war was erupting. The war was between the city-dwellers and the Khmer Rouge or country-dwellers. At the end of the war, the Khmer Rouge won, and Pol Pot came to power. At the end of the war, the human right violations started to occur. Pol Pot and the Khmer Rouge targetted the people who lived in the city before and after the war. Pol Pot also targetted the educated. The Khmer Rouge killed over 2-million people. The "people" were killed in several different ways. In some cases the a person was tied to a tree were he/she was left for days without food or water. In other cases the "people" were sufficated with plastic bags over their heads.

In many cases the "people" were just plain shot.

In Germany Germany during the mid-1930's to the mid-1940's. Germany was in an economic crisis, a result from WWI. Adolf Hitler came to power promising reform. Adolf needed an escape goat from the economic problems his country faced. Hitler blamed the allied countries and the Jews. The Jewish community had the most wealth of all the other communities. Hitler targeted the Jews. Hitler's targeting of the Jews led to a period of time called the Holocaust. During the Holocaust many of the violations started. First, most of the Jewish community was rounded up and placed in concentration camps. There food and water quality and quantity was low. These factors were ~~not~~ the better part of the Holocaust. <sup>pregnant</sup> Jewish mothers had their babies cut out of them to do experiments on the baby and on the mother. Other Jewish people had test done to see how much pain a person could ~~with~~ take before they died. The list of ~~ex~~ experiments go on and on. The experiments and the Holocaust would have continued if the allied countries, England, America, U.S.S.R, Italy and others did not defeat Germany. At the end of WWII the Jewish community was set free.

Throughout history, the human rights of certain

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Anchor Paper – Thematic Essay—Level 4 – A

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groups of people have been violated. But efforts have been made to address these violations. Some efforts ~~are~~ <sup>are</sup> war and protest. But the fact that humans try to end the human right violations is wonderful. Throughout history and probably throughout the future human right violations will occur. But with those violations there will be efforts to end them the violations.

Anchor Level 4-A

**The response:**

- Conveys a detailed understanding of human rights violations in Cambodia under the Khmer Rouge and in Germany during the Holocaust and includes a brief, generic discussion of efforts to address these violations through war and protest
- Provides a good definition of human rights
- Understands and uses key terms, such as human rights, Holocaust
- Presents relevant facts, examples, and descriptions in their proper historical setting (especially strong in the description of Pol Pot and Khmer Rouge)
- Describes both violations fully; but discussion of efforts to deal with violations is brief and does not relate specifically to either violation
- Is a well-developed essay, except for some unevenness of efforts to deal with human rights violations
- Establishes a framework that is beyond a simple of restatement of the task and provides a brief conclusion.

**Conclusion:** Overall, the response best fits the criteria for Level 4. It is strong in descriptive detail of violations. The essay is somewhat weaker in discussion of the efforts to deal with human rights violations than in the description of the violations themselves.

Throughout much of history, human rights have been violated. Human rights are the rights entitled to every person, regardless of race, religion, or any other factors in life. Some examples of violations of human rights are the Holocaust—conducted by Nazi Germany against Jews & other minorities, and the horrible treatment of the "untouchables" in India. Since these atrocities, certain ~~provisions~~ actions have been made to bring justice to those who violated the rights, & also to prevent such events from occurring again.

In India, throughout many hundreds of years, the Caste system flourished. People (especially males) were labeled by classes, & were treated based on ~~the~~ such. Most everyone fit into one tier or another, but always there were the untouchables. The untouchables were below the caste system, & ~~were~~ were treated horribly by all in India. They were spit upon, denied access to rivers ~~that~~ ~~and~~ and other sources of bathing & drinking, as well as public areas ~~in~~ around the country. This policy of bad-treatment toward untouchables was especially powerful during Britain's imperialistic stage over India, & though since then the Caste system has been brought to pieces by Gandhi & his followers.

In Germany & other areas of Europe, Jews were being mistreated (and even mass-murdered) by Nazis. The years in which these atrocities took place were 1932 - 1945, and ~~the~~ the results of these times are horrifying. The

human rights of Jews were first broken in Germany ~~to the~~ when Adolf Hitler came to power. He put in to affect ~~many~~ the Nuremberg laws which stripped Jews of their "god-given" rights. They were forced to wear Stars of David on their clothing, & began to face horrifying prejudice from all around them. Next, they were moved to ghettos, & lived segregated from society. After that, they were sent to concentration camps, where they would soon be killed for their faiths. The Nazis violated the human rights of the Jews all over Europe.

After World War II the United Nations was set up, in part, to prevent ~~the~~ ~~day~~ genocide & the violations of human rights from occurring ever again. The Nuremberg trials were prepared, & those who had committed crimes against humanity in WWII were tried & put into prison on terms for life. Justice was served, to those who committed the crimes, although the 6 million dead Jews & the millions who were affected ~~may~~ may never fully ~~be~~ ~~br~~ ~~ing~~ ~~justice~~ ~~to~~ bring justice to those who tortured them.

In conclusion, human rights have been broken over the course of the world, and in many cases actions have been taken to bring justice to the perpetrators of the rights of all mankind.

#### **Anchor Level 4-B**

##### **The response:**

- Conveys an understanding of human rights violations in traditional India and in Germany during the Holocaust and discusses the Nuremberg Trials and the creation of the United Nations as efforts to deal with these violations
- Provides an adequate definition of human rights
- Understands and uses key terms, such as human rights, untouchables, caste system, ghetto, concentration camps
- Presents relevant facts, examples, and descriptions regarding the treatment of Jews in the proper historical setting, but is more limited in the description of untouchables
- Describes the Holocaust well and discusses the Nuremberg Trials and the creation of the United Nations as efforts to deal with Nazi atrocities, but is superficial in its description of the untouchables in Indian society as it does not address the economic and political discrimination faced by this group
- Demonstrates a logical and clear plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 4. The essay is somewhat weaker in description of the treatment of the untouchables in India than in its description of the Jews during the Holocaust and in its discussion of efforts to deal with human rights violations.



Throughout history, many different groups of people have had their basic rights violated. Many people have been denied the rights of freedom of speech, choice of religion, ownership of property, happiness, justice, and the right to live. Most groups that have been denied natural rights were in the minority and were discriminated against because of hatred and the inability of people to accept others different from themselves.

The denial of basic natural rights is considered a human rights violation. Human rights are the rights to which every person is entitled. Some basic human rights are written in the Bill of Rights, the first ten amendments to the U.S. Constitution. Unlike the United States, many countries do not guarantee their citizens basic human rights by writing them down.

One example of human rights violations is the way the Jewish community was treated in Nazi Germany. Hitler, the leader of the Nazis in Germany,

ran a totalitarian government, which means that he had complete control over every aspect of society, economy, and government in Germany. Because Hitler did not like the Jews, he treated them horribly. He took away all their rights. They were forced to leave their possessions and work at concentration camps. They were stripped of their identity and were assigned a number to use instead of their name. Eventually, many millions of Jews were killed.

This holocaust was able to occur because of the amount of power and control Hitler gained. He became virtually unstoppable and would kill whoever was in his way.

A similar situation is occurring now in Yugoslavia. The "ethnic Albanians" people living in Serbia are being persecuted because of differences in religion. The ethnic Albanians are being stripped of their human rights. However, the main difference between the events occurring in Yugoslavia and the events that occurred during the

Holocaust is that something is being done to help the ethnic Albanians. The United States and other European powers have intervened and bombed Yugoslavia in an attempt to stop the violation of human rights.

Human rights violations are all too common in history. To rid the world of human rights violations and discrimination, people need to accept differences.

\* As you can tell, I know very little about human rights violations, but I hope you enjoyed my essay anyway.

Anchor Level 4-C

**The response:**

- Conveys an understanding of human rights violations in Germany during the Holocaust and in the former Yugoslavia and discusses bombings as a way to deal with ethnic cleansing
- Provides a full definition of human rights
- Understands and uses key terms, such as human rights, natural rights, totalitarian government, concentration camps, ethnic cleansing
- Presents relevant facts, examples, and descriptions in their proper historical setting, but not in any depth or detail
- Demonstrates a logical and clear plan of organization
- Establishes a framework in a original introductory paragraph and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 4. The essay addresses the tasks completely, but does not provide rich supporting detail.

Throughout history, the human rights of certain groups have been violated. Efforts have been made to address these violations. Jews in Nazi Germany and French Huguenots in the 1500s are two good examples of human rights being violated.

"Human rights" means, in part, the right to 'life, liberty, and the pursuit of happiness'. It means free ~~thought~~ religion, thought, and expression of that thought. "Human rights" is not being judged or separated by race, gender, birth, etc. These are the privileges ~~several~~ groups have been denied in history.

The Jews in Nazi Germany are a classic example of denial of the rights to life and freedom of thought. Discrimination was also a big part of this. Millions of Jews were killed in Germany, around the years 1941-1945, ~~beginning with Kristallnacht~~ in the Holocaust. The main cause was that Adolph Hitler, the dictator, blamed them for Germany's troubles. He explained this in his rambling

Book Mein Kampf (my struggle)

this was ended when the allies learned what the nazis were doing, and stopped them.

A second example of the denial of human rights is the French Huguenots. In 1572, in the Saint Bartholomew's Day Massacre, 10,000 Huguenots were killed because of their religion, by the regent Catherine De Medici. She did this because the Huguenots were at a wedding between a Catholic and a Protestant. This was the idea of an advisory cardinal Richelieu, and Catherine didn't want it to work out that way, her son the king would still listen to her, and she wouldn't lose influence. To help the Huguenots, Henry IV, a Huguenot who became Catholic when he was crowned, made Huguenots legal.

Though human rights have often been violated, efforts have been made to correct the wrongdoings. Jews in Nazi Germany and Huguenots in France in the 1500s are two good examples of this.

### Anchor Level 3-A

**The response:**

- Conveys an understanding of human rights violations in Nazi Germany and in France during the 16th century and briefly mentions an effort to deal with Huguenot discrimination
- Provides a good definition of human rights
- Understands and uses key terms, such as human rights; life, liberty and the pursuit of happiness; Holocaust
- Presents relevant facts, examples, and descriptions in their proper historical setting
- Describes both human rights violations, but contains a superficial discussion of the effort to deal with the human rights violation in France
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the essay by restating the theme of “Justice and Human Rights” as provided in the question and concludes with a summation
- **Conclusion:** Overall, the response best fits the criteria for Level 3. Despite an inaccuracy, i.e., Cardinal Richelieu’s role in the St. Bartholomew’s Day Massacre, the description of the treatment of the Huguenots is rich in detail.

Throughout the course of history certain groups have been violated. In many cases these groups have been minorities of huge empires, such as the Jews in Nazi Germany. There were many human rights violations against the Jewish people. A human rights violation consists of a nonhuman act done to a specific group of people by the government or a government official. If you are accused of violating human rights of any people you can be brought up on charges and be tried in the International Court of Justice in the United Nations. Two examples of human rights violations in history would be the Jews in Nazi Germany and women in Afghanistan today under the Taliban.

In Germany during the time between world war II, Adolf Hitler rose to power, after living in Austria for a certain amount of time during his childhood, and also fighting in world war I he grew a deep rooted hatred for Jews. When he came to power he acted on his ideals. He blamed the Jews for Germany's defeat in world war I, and also the debt the country was in. He blamed them for the

Same that had been brought to the country after their devastating defeat for all these reasons he persecuted the Jewish population of Germany, and many other countries. He set up concentration camps and before he was stopped he killed two-thirds of the world's Jewish population, over six million Jews. The rise of his totalitarian government and many others including Italy put the world on notice, and finally after he invaded Czechoslovakia six months after a Pearl Harbor world war II began, the United States did not enter until the Japanese bombed Pearl Harbor on June 7, 1941 we entered the next day. The world went to war to fight for the human rights of people and the injustices that were taking place.

Recently human rights violations have occurred in Afghanistan. The government is trying to move toward Islamic fundamentalism, and as a result of this women are being extremely persecuted. They are forced to wear covering from head to toe in all weather, they are not allowed to go outside their house.



without a male escort. Their educational systems have been taken from them, and if they don't obey their fathers they are often beaten or killed. These things are all a result of the Taliban, and the new government that has been put in place.

In retrospect, people throughout the world, throughout history have been persecuted. Government officials have committed serious acts of violating human rights. It is important for the future that the other parts of the world keep these countries in check, if we don't it could happen anywhere. We should help these people because our morals are right, and not for any other reason.

### **Anchor Level 3-B**

**The response:**

- Conveys an understanding of human rights violations of Jews in Nazi Germany and of women in Afghanistan in the 1990's, but lacks any discussion of efforts to deal with these violations
- Provides a good definition of human rights
- Understands and uses key terms, such as human rights, totalitarian government, Islamic fundamentalism
- Presents some facts, examples, and descriptions in their proper historical setting; provides an interesting description of treatment of women in Afghanistan. In some instances, correct but irrelevant facts are included (e.g., Japanese bombing of Pearl Harbor).
- Describes both human rights violations, but contains little discussion of the effort to deal with these human rights violations
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Has a weak introductory statement and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 3. It fails to address one of the tasks: the discussion of efforts to deal with human rights violations.

Human rights are the basic rights a human being needs to at least have a chance at being happy and successful during their life. However, throughout history man has been violated and taken advantage of.

In Nazi Germany the psychotic ideas of one anti-Semitic man were turned into a nation's identity and nature, when Adolf Hitler came to power he brought feelings of revenge and hatred to all that he found different or inferior, especially the Jewish community. Using his power of authority and large amounts of propaganda he developed a strong following of people who believed he could save them from economic despair. Soon his hatred of the Jews turned into a genocidal campaign to rid the world of anyone not believed to be Aryan. If a Jewish person was clearly smarter, more athletic, or more talented than an Aryan he was still considered ethnic trash because of his belief. This stripped the Jews of all basic human rights and made their existence pointless on this planet.

There is currently a human rights conflict going on in the world today in

Kosovo. The Albanian people of this small province are the targets of a ethnic cleansing genocide by the leader of Yugoslavia, Milosevic. These people are being taken away from their lives and either killed or sent to camps, depriving them of basic human rights.

This is similar to Nazi Germany because the Albanians are being discriminated against for nothing they've done and are paying the price of the loss of human rights.

The rights of humanity are an important aspect of everyone's lives but there will never be a perfect world where every person is given these rights to pursue happiness.

Anchor Level 3-C

**The response:**

- Conveys an understanding of human rights violations in Nazi Germany and in Kosovo today, but lacks any discussion of efforts to deal with these violations
- Provides a good definition of human rights
- Understands and uses key terms, such as human rights, anti-Semitic, genocide, Aryan, ethnic cleansing
- Presents some facts, examples, and descriptions in their proper historical setting
- Describes both human rights violations with a limited description of human rights violations in Kosovo
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 3. The descriptions of human rights violations are uneven. The persecution of the Jews receives more attention than the atrocities in Kosovo. In addition, the essay fails to address one of the tasks: the discussion of efforts to deal with human rights violations.

Throughout history, the human rights of certain groups of people have been violated. Efforts have been made to address these violations. Everyone should have fair justice and equal rights.

The term "human rights" is the basic rights that all humans should have. One example of a violation of human rights would be the ~~untouchables~~ untouchables in India. They are the lowest in the caste system. Untouchables are treated very unfair. People above them in the caste system won't even touch them because they think something bad will happen to them. This is still going on in India today.

Another violation of human rights was the Jews in Nazi Germany. Hitler had the idea of genocide, which is killing ~~of a specific race~~ <sup>of a specific race</sup> in the world. Hitler attempted to kill every Jew in Europe during WWII in the 1940's. Hitler put Jew, and other people like Austrians, Dutch and even some Germans in concentration camps. About 6 million Jews died in concentration camps.

The cause of these human rights violations are people being

prejudice. People sometimes don't get equal rights as other people because they are not liked or considered good people. During WWII other nations tried to stop the Nazi genocide of the Jews. Other countries tried to stop the killing in concentration camps by fighting against Nazis.

Throughout history, the human rights of certain groups of people have been violated. 2 examples are untouchables in India & the Jew in Germany. Efforts have been made to address these violations.

**Anchor Level 2-A**

**The response:**

- Conveys a vague understanding of human rights violations of the untouchables in traditional India and of Jews in Nazi Germany, but lacks any detailed discussion of efforts to deal with these violations.
- Provides a weak definition of human rights
- Understands and uses some key terms, such as human rights, caste system, untouchables, genocide, concentration camps
- Incorporates few facts, examples, and details
- States rather than describes information about both human rights violations with a brief mention of the effort to deal with Nazi atrocities (“by fighting against Nazis”)
- Demonstrates a general plan of organization
- Introduces the essay by restating the theme of “Justice and Human Rights” as provided in the question and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 2. Although a general plan of organization and a restatement of the theme is presented, the essay has an overall vagueness and several inaccuracies in the narrative.

Throughout history, the human rights of certain groups of people have been violated. Efforts have been made to address these violations. What many consider to be the basic human rights are rules that allow people to do things and live in reasonable conditions, as allowed by their governments.

One place where human rights were taken away from a group of people was in Germany. The Nazis in Germany took away all the Jews rights so far as to kill them just because they were Jews. In order to address this an allied force group (including the U.S., Europe, & Russia to be known as the allies) started a war with Germany until they won and the mass killing of Jews was over, (otherwise known as holocaust) which took place between 1941-1948.

Another area where human rights were taken away is with the Christians of the Roman Empire. When the first Christians arose, they were killed if they were in Rome accepting and using this as their religion.

In conclusion human rights for certain groups were destroyed and lost until an action was taken to get them back for that group.

## Anchor Level 2-B

### **The response:**

- Conveys a vague understanding of human rights violations of Jews in Nazi Germany and Christians in the Roman Empire, but lacks any detailed discussion of efforts to deal with these violations
- Provides a vague definition of human rights
- Uses one key term: human rights
- Incorporates few facts, examples, and details; includes inaccurate information (e.g., Holocaust between 1914-1928)
- States rather than describes information about both human rights violations; briefly mentions Allied forces as the effort to deal with Nazi atrocities
- Demonstrates a fundamental misunderstanding of the concept of human rights
- Introduces and concludes with weak statements that are meaningless

**Conclusion:** Overall, the response best fits the criteria for Level 2. Although the essay demonstrates a general plan of organization, it lacks focus and specific details and has both weak descriptions of human rights violations and a weak discussion of an effort to deal with these atrocities.



Justice and Human Rights are a very important thing. Human Rights are rights that every human being has regardless of your gender or ethnic background. Through history, the human rights of certain groups have been violated.

For example, African Americans' rights were violated. They were slaves and treated very unfairly. They were forced to attend only African American schools. They were not allowed to drink out of the same water fountains as white people, and they had to use their own separate restrooms. On a bus they were made to sit way in the back, and if the bus was full and there were no more seats, a black person was expected to give up their seat. This was very unfair treatment, but many African Americans were too afraid to do anything about it. An African American named Martin Luther King Jr. was willing to speak out. He made his "I Have a Dream" speech and millions of people saw it. He explained how everyone should be equal despite the color of their skin. His speech touched many

people around the world, and made them open their eyes to see what was really going on all around them.

Dr. Martin Luther King, Jr. was assassinated. Knowing that he made a difference was all he wanted.

Another example of a violation of human rights was the Holocaust.

The Holocaust was the process of exterminating all Jewish people.

Adolph Hitler was a very sick man and he blamed the Jews for everything that had gone wrong. He also

convinced other people to believe his sick beliefs. Millions and millions

of Jews were killed, men, women, and children. They were brutally murdered

by the Nazi soldiers. They were shot, taken to gas chambers, starved, and

beaten to death. Many people justified it in their own minds, but in actuality it was inhuman.

As you can see, there have been many horrible violations of human rights. History often repeats itself and people take rights for granted.

## Anchor Level 2-C

### **The response:**

- Reveals that student did not read the directions carefully. Conveys an understanding of human rights violations of Jews in the Holocaust, but uses mistreatment of African Americans in the United States as the second example. In addition, uses work of Martin Luther King, Jr., to discuss efforts to deal with this violation of human rights.
- Provides a vague definition of human rights
- Uses one key term: human rights
- Describes information about Holocaust
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 2. Although the essay demonstrates a general plan of organization and adequately describes Nazi atrocities, the focus on African Americans as an example of human rights violations does not meet the requirements of the essay.

Throughout history, the human rights of certain groups of people have been violated. Efforts have been made to address these violations.

In Germany, the Holocaust was a good example of the violation of human rights. Hitler stripped the Jews among others of their right to live and freedom. War and fighting the Nazis was an effort taken to try and stop this violation of rights. This occurred during WWII.

Genocide in Armenia and ~~Germany~~ Germany and Poland and many other countries are all examples. Kosovo is an example as well. All these groups of people were not given basic human rights.

Christians in the early Roman Empire, Natives in America, Blacks, Tibetan, Kurds, Muslims. Many people have been stripped of their human rights.

When the Europeans came they took the human rights from the natives.

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**Anchor Paper – Thematic Essay—Level 1 – A**

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Human rights were been taken  
from many groups of people and  
Not to many ways besides later  
were taken to stop them.

**Anchor Level 1-A**

**The response:**

- Conveys a vague understanding of human rights violations; lacks any detailed description and discussion
- Lacks a definition of human rights
- Uses few key terms, only human rights and genocide
- Incorporates few facts, examples, and details
- States rather than describes Nazi atrocities in the Holocaust; lists several other examples provided in suggested topics from question
- Demonstrates a major weakness in organization
- Introduces the essay with an extremely vague statement of purpose and has no conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 1. While including a laundry list of human rights violations, the response does not include anything of substance. The narrative is garbled and difficult to follow.

Human Rights is the right to ones own religion + beliefs. Take for example Jews in Nazi Germany, the Jews were all killed off. The Nazi's thought their race was the best.

Hitler wanted all men to be the same blond hair, blue eyes, if you didn't have those features you were killed. Another example of Human Rights violation is Blacks in South Africa (Apartheid) ⇒ Human Rights were violated by keeping blacks and whites separated like prisoners, turned their home into a jail. Causes for these actions is that ~~religious~~ religious leaders sometimes got carried away and attempted genocide.

Simon Bolivar protested and fought for Africa's freedom and now in the world today South Africa has its independent Nations.

## Anchor Level 1-B

### **The response:**

- Conveys a vague understanding of human rights violations of Jews in Nazi Germany and blacks in South Africa; lacks a discussion of efforts to deal with violations
- Provides a weak definition of human rights
- Uses some key terms, such as human rights, apartheid, genocide
- Incorporates few facts, examples, and details
- States rather than describes human rights violations; includes inaccurate facts (e.g., "Simon Bolivar protested and fought for Africa's freedom...")
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme of human rights violations.

**Conclusion:** Overall, the response best fits the criteria for Level 1. The essay shows no analysis of the issues, and the facts provided are inaccurate.

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**Anchor Paper – Thematic Essay—Level 0**

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Throughout history the human rights of certain groups of people have been violated. Efforts have been made to address these violations.

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**Anchor Level 0**

**The response:**

- Fails to address the theme

**Conclusion:** Overall, the response best fits the criteria for Level 0. Nothing more than repeating the lead to the essay is offered.



Throughout history, the human rights of certain people groups of people have been violated. Efforts have been made to address these violations.

Human rights are the rights that people get in order to feel they are being treated fairly and getting the respect they deserve. <sup>New #</sup> In 1980's in China, many Chinese students got together at Tianamen square to protest their rights. They were treated unfairly and their human rights were violated when troops came through the square and massacred them. The Chinese students were peacefully demonstrating democracy, when their rights as ~~citizens~~ peaceful protestors were shattered. In the 1930's Nazi Germany took away the rights of the Jews. The Jews were stripped of their human rights, <sup>when</sup> they were threatened, killed, and their <sup>race</sup> ~~people~~ <sup>was</sup> nearly wiped out. They had the right to their own religion and way of life, and the Germans made them out castes ~~castes~~. They had no say what went on in their country they were living in.

The violation of the Jewish people's religion in Germany was something that people all over the world could not believe. ~~When World War II~~ <sup>People</sup> ~~States~~ intervened and rescued the Jews that were left. They got the Jews out of the concentration camps and back on their feet.

Jews no longer had to fear the German soldiers taking their life. Many efforts ~~have been~~ were made for the Jewish people. ~~Some~~ Efforts to make sure nothing ~~the~~ like this would ever happen again was also made.

The human rights of many different people in different countries all over the world have been violated. People deserve the rights to live and praise the religion they choose. Human rights are one thing that all people are born with and if ~~we take~~ that is taken away from them how will people ever understand to respect the rights of others.

Throughout history, The human rights of certain people have been violated. The Policy of human rights means that human beings are treated with care, respect, understanding, and not treated like filth.

Blacks in South Africa were treated like dogs. They had to work with blacks only, they had to be in at a certain time and went about to own cars to get to work they either had to walk side a bus or not go to work and if they didn't go to work they'd lose their job.

Jews in Nazi Germany also were neglected of the policy of human rights. They were treated like gravel that gets stuck to the bottom of your shoe.

Hitler believed that they were corrupting the world. They were shot gassed and burned by the millions.

In the end we have walked around these issues, but there is still ~~the~~ Human Rights Policy's being denied and we have to do something about it.

The issue of human rights, the obligation of a government to insure them, and the impact on society if they are not insured has been speculated on by numerous philosophers. What kind of society emerges when people's basic needs are not met and they live in constant fear? What happens when these rights are violated, and whose obligation is it to help the people. But first, what are human rights. I believe human rights are the basic rights a person is entitled to when they are born. Our nation defines them as life, liberty, and the pursuit of happiness. I believe a country has the obligation to provide its citizens with an environment where they do not live in constant fear of ~~least~~ groups, other members of society, and or government officials. People are also entitled to freedom of speech, thought, writing and to express ~~themselves~~ <sup>themselves</sup> in any way they choose, unless at the cost of someone else's human rights.

Throughout the history of the world an unfathomable number of people have had their rights violated. ~~For~~ For the Jews in Nazi Germany the history of human rights violations is particularly gruesome. Prior to World War II, Hitler, ruler of the Nazi Party of Germany had built up a power fascist government with himself at the head. A racist and ~~antisemitist~~ antisemitist he blamed Germany's economic problems on the Jews. He set up enormous complexes that served as labor camps for Jews, which were hunted down and brought there to work as his influence spread across Europe. ~~As~~ These camps ~~after~~ became death camps, Jews were ~~just~~ killed in acts of genocide.

Hitler's hatred of Jews had spread throughout his country causing this to occur. For some time the world chose to do nothing. Finally however the time had come, and to stop Hitler from taking over Europe WWII

broke out at the end. Hitler and his Nazi forces had been crushed.

Another example of human rights violations can be found in Latin America's early history. During the age of exploration, Spain's policy of imperialism and the strong feelings of missionaries brought many explorers to Latin America. Upon arrival, these Europeans could only think of the wealth they all wanted. Feeling superior, they ~~also~~ felt no qualms as they conquered, one by one, native Indian tribes, crushing their culture. Indians were labeled as savages, and mistreated by the Spaniards. Because of their belief in their superiority, natives were used as forced laborers on the huge plantations set up in Latin America. Exposed to new diseases, they had no immunity to, as well as over exertion, and malnutrition they died. No efforts were made to protect native Americans with their deaths, slaves were brought from Africa to work the plantations instead.

Thematic Essay— Practice Paper - C

Those ~~two~~ examples are two  
notable stories of how humans,  
with feelings of superiority can  
so easily crush and kill an entire  
group of people. How can <sup>any</sup>  
human feel they have the right  
to choose another's destiny? This  
is certainly a disgusting part  
of world history, but hopefully  
is being analyzed and learned  
from so it won't happen again.

Throughout history, the human rights of certain people have been violated. Efforts have been made to address these violations.

Human rights consist of the rights that each individual should have; the right to practice their own religion, live as they wish and not be persecuted for it, unfortunately not all people receive these rights.

One example in which human rights have been violated was during World War II by the German ~~Not~~ Nazis. The Nazis, under Adolf Hitler's rule, set out on a mission of "ethnic cleansing", the Jews being their main enemy. The Jewish people were tortured, humiliated and murdered by the Nazis in concentration camps. Hitler's idea that the Germans were superior to the Jews and that they were indeed the enemy, led to ~~the murders of~~ more than six million Jewish deaths. Why were Jews killed based solely on their religion and way of life? One may never know, but there is no doubt in anyone's mind that their human rights were violated. Toward the end of World War II, as Germany's power declined, people all over the world learned of the atrocities that occurred at Nazi concentration camps. Unable to undo what had taken place, the only sense of closure



came from the trials of the ~~SISMS~~ Nazi soldiers accused of war crimes who were found guilty and punished.

Another example human rights being violated occurred in India. The "Untouchables" were the ones being violated and they faced heavy discrimination. The people of India practiced the Hindu religion and followed the caste system strictly, where people of a lower caste ~~and~~ <sup>were</sup> looked at as being less important and not in need of respect. They were asked to do the jobs no one wanted and were looked down upon by everyone. Although following the same religion (Hinduism) untouchables human rights were violated everyday.

Throughout history, in nearly every nation, human rights violations were present. People were discriminated against and sometimes killed due to their place in society, religion or way of life. Steps are being taken to end this all over the world, one hopes that one day it may end.

Throughout history, the human rights of certain groups, like the Africans and the Indians, have been violated. Efforts have been made to address these violations.

The term human rights refers to the way we treat humans of all kinds. One violation that occurred was when we Europe turned the Africans into slaves. The other example was when European imperialism affected India and turned them all to serfs. The Africans ~~Europeans~~ made slaves out of the Africans because of the way they dressed and looked.

For the African slaves we fought a war to try and save their rights.

### Practice Paper A—Score Level 3

**The response:**

- Conveys an understanding of human rights violations of students in China in the 1980's and of Jews in Nazi Germany, but lacks any detailed discussion of efforts to deal with these violations
- Provides a vague definition of human rights
- Uses few key terms, such as human rights, concentration camps
- Incorporates few facts, examples, and details
- States rather than describes information about both human rights violations; discusses superficially the efforts to deal with Nazi atrocities
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the essay by restating the theme of "Justice and Human Rights" as provided in the question and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 3. The essay describes human rights violations and discusses an effort to deal with one violation, but in a limited way.

### Practice Paper B—Score Level 2

**The response:**

- Conveys a vague understanding of human rights violations of blacks in South Africa and of Jews in Nazi Germany, but lacks any detailed discussion of efforts to deal with these violations.
- Provides a clear definition of human rights
- Uses one key term: human rights
- Incorporates few facts, examples, and details
- States rather than describes information about both human rights violations; lacks a discussion of efforts to deal with human rights violations
- Demonstrates a general plan of organization
- Introduces and concludes the theme with vague and meaningless statements that are reflected throughout the response

**Conclusion:** Overall, the response best fits the criteria for Level 2.

### Practice Paper C—Score Level 3

**The response:**

- Conveys an understanding of human rights violations of Jews in Nazi Germany and of native Americans in Latin America during the Age of Exploration, but lacks any discussion of efforts to deal with these violations
- Provides a full definition of human rights
- Uses few key terms, such as human rights, racist
- Incorporates relevant facts and examples in the proper historical setting, such as the Spanish treatment of native Americans in Latin America
- Describes both human rights violations
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 3. Despite its strong descriptions of human rights violations, the essay fails to address one of the tasks: the discussion of efforts to deal with these violations.

### Practice Paper D—Score Level 4

**The response:**

- Conveys an understanding of human rights violations in Germany during the Holocaust and in traditional India and discusses the Nuremberg Trials as an effort to deal with these violations
- Provides a good definition of human rights
- Understands and uses key terms, such as human rights, ethnic cleansing, untouchables, caste system
- Presents relevant facts, examples, and descriptions in their proper historical setting
- Describes both human rights violations succinctly, but discusses the Nuremberg Trials in a limited way
- Demonstrates a logical and clear plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and concludes with a summation

**Conclusion:** Overall, the response best fits the criteria for Level 4. The essay addresses the tasks completely, but does not provide rich supporting detail. The discussion of the Nuremberg Trials as an effort to deal with the Nazi atrocities is superficial.

**Practice Paper E—Score Level 1**

**The response:**

- Conveys a vague understanding of human rights violations of African slaves and Indians under imperialism; briefly mentions efforts to free slaves
- Provides a weak definition of human rights
- Uses few key terms, such as human rights, imperialism
- Incorporates few relevant facts, examples, and details
- States rather than describes human rights violations; includes inaccurate facts (e.g., "...European imperialism affected India and turned them all to serfs.")
- Is a poorly organized essay
- Attempts to introduce the theme, but fails to provide any summation

**Conclusion:** Overall, the response best fits the criteria for Level 1. Narrative is garbled and only vaguely addresses the theme.

**Global History and Geography**  
**Part A Specific Rubric**  
Document-Based Question

**Document 1**

Capitalists are rich people who own factories and have lots of money and workers. . . . A factory can belong to one person in Capitalism but in [Communism] it belongs to the government. . . . I am for the idea of [Communism]. It seems to me that you have more of an opportunity to live well. You won't lose your job in [Communism]. . . . I've heard about the unemployment problem in America. People can't find any kind of job . . . . That's the way we heard about it — that [in] the West, unemployment, everything there is bad, a real mess.

— “Katia,” a 16-year-old ninth grader from Moscow, 1980's

**Document 1—Question 1**

“Describe the speaker’s point of view about capitalism.”

**Score of 1:**

- Describes or states an accurate point of view by Katia that is critical of the capitalist system
- Cites part of the passage that offers an explanation

*Examples:* “Only the rich benefit; communism is better; I am for the idea of communism; It seems to me you have more opportunity to live well”

**Score of 0:**

- Incorrect response
- Vague response that does not address the question
- Blank paper

*Examples:* “Katia favors the capitalist system over communism; supports capitalism”

**Question 1—Sample A**

"Katia" doesn't like the idea of capitalism. She feels only the rich benefit from capitalism and the poor suffer.

**Score of 1:**

Describes an accurate point of view about the speaker's lack of support for capitalism

**Question 1—Sample B**

The speakers belief is that communism achieves more goals and is more stable. Unemployment in the west is big but in Moscow nobody has to worry about losing their job.

**Score of 1:**

States an accurate point of view and gives examples from the passage to support it

**Question 1—Sample C**

That everyone should be equal. That nobody shouldn't be rich or poor. Everyone should have a job.

**Score of 0:**

Does not express a point of view on capitalism, but instead discusses equality

**Question 1—Sample D**

The speaker point of view of capitalism is that, you can't make it if you don't try to help yourself.

**Score of 0:**

Does not express the speaker's point of view on capitalism

## Document 2

Wealth brings with it its own checks and balances. The basis of [a capitalist] economy is noninterference [by the government]. The only safe rule is found in the self-adjusting meter of demand and supply. Open the doors of opportunity to talent and virtue and they will do themselves justice, and property will not be in bad hands. In a free and just commonwealth [society], property rushes from the idle [non-working] and imbecile [fool] to the industrious [hard working], brave and persevering [dedicated].

—Adapted from Ralph Waldo Emerson

### Document 2—Question 2

“According to the author, why is capitalism successful?”

#### Score of 1:

- States or explains why capitalism is successful
- Cites part of the passage that offers an explanation

*Examples:* “Success is open to the industrious and hardworking; the self-adjusting meter of demand and supply; no interference by the government”

#### Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

*Examples:* “the whole; individuals will not compete; the government controls the economy”



**Question 2—Sample A**

It encourages people to work hard, and allows talented individuals to do what they are able to do. Those who don't work are left behind.

**Score of 1:**

Explains why capitalism is successful by encouraging people to work hard

**Question 2—Sample B**

It makes people work hard. If you are a lazy fool you won't have anything.

**Score of 1:**

States why capitalism is successful "because everyone has to work hard"

**Question 2—Sample C**

Capitalism is successful because in the checks and balances system.

**Score of 0:**

Incorrectly attributes success to a system of checks and balances, which is not suggested in the passage

**Question 2—Sample D**

Capitalism is successful according to the author because

**Score of 0:**

Incomplete statement does not answer the question

### Document 3

Above all, [the government] . . . will have to take the control of industry and of all branches of production out of the hands of . . . competing individuals, and instead institute a system as a whole, that is for the common account [good], according to a common plan, and with the participation of all members of society. It will . . . abolish [eliminate] competition. . . . Private property must therefore be abolished.

—Friedrich Engels, *Principles of Communism*

#### Document 3—Question 3a

“Who controls the means of production and all property in a communist system?”

##### Score of 1:

- Identifies who controls the means of production and all property in a communist system

*Examples:* “government not individuals; the government”

##### Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

*Examples:* “landowners; individuals”

#### Document 3—Question 3b

“What happens to competition in a communist system?”

##### Score of 1:

- States that competition is abolished

*Examples:* “eliminated; abolished; disappears”

##### Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

*Examples:* “individuals will compete; competition works best”

**Question 3a—Sample A**

The government controls the means of production in a  
communist system.

**Score of 1:**

Identifies the government as controlling the means of production

**Question 3a—Sample B**

The government controls it.

**Score of 1:**

Identifies the government as controlling industry and the means of production

**Question 3a—Sample C**

The landowners controls production and  
all property.

**Score of 0:**

Incorrectly identifies the landowners as controlling the means of production

**Question 3a—Sample D**

The competitors controls the means of production  
and all property in a communist system.

**Score of 0:**

Incorrectly identifies the competitors as controlling the means of production and all property

**Question 3b—Sample A**

It's abolished.

**Score of 1:**

States that competition is abolished

**Question 3b—Sample B**

The competition is eliminated in a  
Communist system

**Score of 1:**

States that competition is abolished

**Question 3b—Sample C**

Everything gets out of hand. Everybody try to get  
more than they should. Private property becomes a big  
problem because people with money would try to take all  
the land.

**Score of 0:**

Does not address question, discusses private property

**Question 3b—Sample D**

Competition get out of hand turning people sometimes  
bad.

**Score of 0:**

Incorrectly sees competition getting out of hand in communism

## Document 4

Andrei, his wife, his father, and [his] elder son all have to work on the collective farm-lands . . . He is not stupid and sees that almost all the produce ends up in the hands of the Government. The local Communist party boss is always coming back . . . for more and more. Andrei and his family know ahead of time that they are going to get [a] very small return for working on the collectivized fields. Naturally this conditions [changes] their attitudes. They are constantly on a sort of slow-down strike . . .

—T. P. Whitney, “The Russian Peasant Wars on the Kremlin,” 1954

### Document 4—Question 4

“Why are Andrei and his family slowing down the pace of their work?”

#### Score of 1:

- Explains or states a reason for a slowdown in work on the collective farm
- Cites information from the passage that explains a slowdown

*Examples:* “the system takes advantage of workers; hard work does not bring rewards; they get a very small return for working on the collectivized fields”

#### Score of 0:

- Incorrect response
- Vague response that does not address the question
- Blank paper

*Examples:* “workers will benefit from hard work; working conditions are improving on the collective farms”

**Question 4—Sample A**

They are slowing because they know that no matter how hard they work they still get very little back.

**Score of 1:**

States an accurate reason for slowing down the pace of work

**Question 4—Sample B**

They are slowing down their work because they see they aren't getting anything more for working harder or faster.

**Score of 1:**

Explains the rationale for slowing down the pace of work

**Question 4—Sample C**

They hope, that with decreased productivity more will end up in their hands.

**Score of 0:**

Incorrect response—decreased productivity would not result in more produce for them

**Question 4—Sample D**

This is because the government takes control of everything on the farm.

**Score of 0:**

Fails to address the question of why there is a slowdown

## Document 5

*The Wealth of Nations* carries the important message of *laissez faire*, which means that the government should intervene as little as possible in economic affairs and leave the market to its own devices. It advocates the liberation of economic production from all limiting regulation in order to benefit the people . . .

— Adam Smith, *The Wealth of Nations*

### Document 5—Question 5

“According to the document, what role should the government play in the economy?”

#### Score of 1:

- Explains or states that government should not interfere or intervene in the operation of the economy
- Cites from the document the section that calls for less intervention

*Examples:* “the government should leave business alone; the role of government should be small; the government should intervene as little as possible in economic affairs”

#### Score of 0:

- Incorrect response
- Vague response that does not address the question
- Misinterprets document
- Blank paper

*Examples:* “the government should control business; Adam Smith believed in government control of the means of production”

**Question 5—Sample A**

The government should have a very small role in economic affairs. This is so the people can benefit more.

**Score of 1:**

Suggests that the government should play a very small role in the economic system

**Question 5—Sample B**

The government should intervene as little as possible in economic affairs and leave the market alone.

**Score of 1:**

Cites the part of the passage that calls for less intervention on the part of the government

**Question 5—Sample C**

The government should take control and become the distributors, also.

**Score of 0:**

Suggests the opposite, calling for more control, not less

**Question 5—Sample D**

The government should pay the workers a little more instead of taking it all for themselves.

**Score of 0:**

Does not discuss the role of government in the economic system



## Document 6

... masses of laborers . . . crowded into factories. They are slaves of the machine and the manufacturer. Instead of rising as industry progresses, they sink deeper and deeper into poverty . . .

— Karl Marx and Friedrich Engels, *The Communist Manifesto*

### Document 6—Question 6

“According to Marx and Engels, what was the effect of the capitalist factory system?”

#### Score of 1:

- Describes, explains, or states the negative view that Marx and Engels had on the impact of the early factory system
- Cites appropriately from the document

*Examples:* “workers became slaves of manufacturing classes; they sink deeper and deeper into poverty”

#### Score of 0:

- Incorrect response
- Vague response that does not address the question
- Misinterprets document
- Blank paper

*Examples:* “workers came to own the factories; workers rose as industry progressed and became increasingly wealthier”

**Question 6—Sample A**

According to Marx and Engels the capitalist factory system led to the increase of poverty.

**Score of 1:**

States the negative effect of the capitalist factory system on the worker

**Question 6—Sample B**

There were masses of laborers crowded in factories. They become slaves. They sank deeper & deeper into poverty.

**Score of 1:**

Paraphrases the question to explain the negative view of the factory system's effect on laborers

**Question 6—Sample C**

The manufacture and machinery affected the capitalist factory system.

**Score of 0:**

Vague answer that does not address or understand the question

**Question 6—Sample D**

As more laborers came into the factory, the business went down and down.

**Score of 0:**

Inaccurate statement that does not reflect an analysis of the question

Document 7



Document 7—Question 7a

“Is capitalism or communism associated with the Five-Year Plans?”

Score of 1:

- Associates five-year plans with communism and not with capitalism

*Examples:* “communism; communism is associated with the five-year plans”

Score of 0:

- Incorrect response
- Misinterprets cartoon
- Blank paper

*Examples:* “capitalism; capitalism has five-year plans; free enterprise has five-year plans”

**Question 7a—Sample A**

Communism is associated with the Five-Year Plans  
because many workers do work for one piece of land.

**Score of 1:**

Associates five-year plans with communism

**Question 7a—Sample B**

Communism

**Score of 1:**

Identifies communism as being associated with five-year plans

**Question 7a—Sample C**

Capitalist

**Score of 0:**

Incorrectly identifies capitalism as being associated with five-year plans

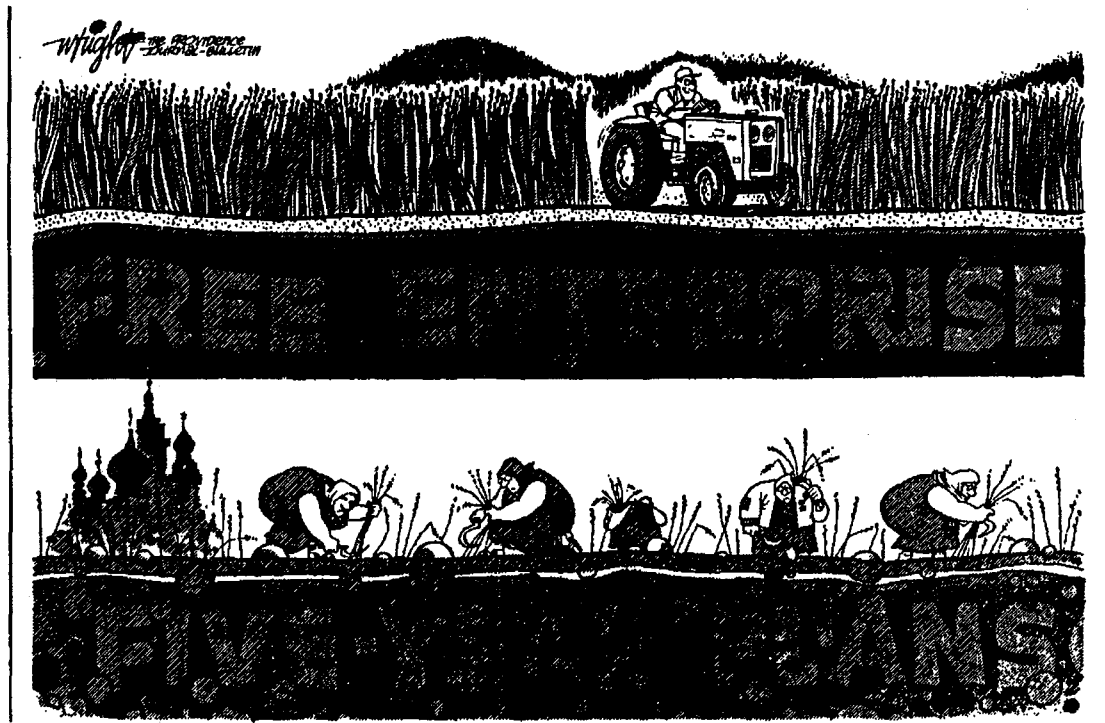
**Question 7a—Sample D**

Capitalism is associated with the five-  
year plans

**Score of 0:**

Incorrectly identifies capitalism as being associated with five-year plans

Document 7



Document 7—Question 7b

“Which system does the cartoon suggest is more successful at meeting the agricultural needs of people?”

Score of 1:

- Identifies free enterprise as being more successful than five-year plans

*Examples:* “free enterprise; capitalism”

Score of 0:

- Incorrect response
- Misinterprets cartoon
- Blank paper

*Examples:* “five-year plans; communism”

**Question 7b—Sample A**

The cartoon suggests that the capitalist system is more successful at meeting the agricultural needs of people.

**Score of 1:**

Identifies capitalist system as more successful than five-year plans

**Question 7b—Sample B**

The "free enterprise" ~~system~~ would be more successful at meeting agricultural needs because it has way more crops grown than the 5-year plans do.

**Score of 1:**

Interprets cartoon as showing that free enterprise grows more crops than five-year plans do

**Question 7b—Sample C**

The Five-Year-Plans were successful at meeting the agricultural needs of people suggested by the cartoon.

**Score of 0:**

Misinterprets cartoon by incorrectly identifying five-year plans as more successful

**Question 7b—Sample D**

five-year plans.

**Score of 0:**

Misinterprets cartoon by incorrectly identifying five-year plans as more successful

## Document 8

The [communist] worker's standard of living is raised by several benefits the government provides. He receives free medical care. He does not have to worry about being unemployed. Old and disabled people receive social insurance. . . . The government also provides nurseries and kindergartens for the children of working mothers. . . .

— Harry Schwartz, *The New York Times*, 1952

### Document 8—Question 8

“Identify *two* benefits offered to workers in a communist economy.”

#### Score of 2:

Describes or states two specific benefits of communism

*Examples:* “unemployment insurance; social insurance; guaranteed employment; he receives free medical care and does not have to worry about being unemployed”

#### Score of 1:

Describes or states two specific benefits of communism, but only one example is correct

Describes or states two examples, but both are vague or too general or are the same

Describes or states only one example

*Examples:* “free medical care and health insurance” (both are the same); “standard of living is raised by benefits” (only one benefit)

#### Score of 0:

- Incorrect response
- Misinterprets cartoon
- Blank paper

*Examples:* “they have several benefits”

**Question 8—Sample A**

In communist economy,  
there are two benefit, receives  
free medical care and old or  
disabled people receive social insurance

**Score of 2:**

Specifies two benefits of communism: free medical care and social insurance

**Question 8—Sample B**

two benefits offered to workers in a communist economy  
are that he receives medical care for free, and  
the government provides nurseries and kindergartens  
for the children of working mothers.

**Score of 2:**

Specifies two benefits of communism: medical care and free nurseries and kindergartens for working mothers

**Question 8—Sample C**

The communist workers that are living in a  
standard form of government. And also when  
the government also provides nurseries and kindergartens  
for the children of working mothers.

**Score of 1:**

Specifies one benefit of communism: nurseries and kindergartens for working mothers  
Second response is incorrect: "standard form of government" is not a benefit to the economy



**Question 8—Sample D**

The government provides nurseries  
and kindergartens for the children of working  
mothers.

**Score of 1:**

Specifies only one benefit of communism: nurseries and kindergartens for working mothers

**Question 8—Sample E**

Old and Disabled are workers in a  
Communist Economy.

**Score of 0:**

Does not specify a benefit and is vague

**Question 8—Sample F**

Two benefits offered in a Communist economy  
to workers are food & security.

**Score of 0:**

Does not specify a benefit and is a vague generalization; "security" must be further explained

# Global History and Government

## Content-Specific Rubric for Document-Based Question—June 2000

Key Ideas from Documents that may be used in the essay:

Capitalism	Communism
Unemployment—doc 1	Classless society—doc 1 & 6
Success comes to industrious and hard working—doc 2	Concept of common good—doc 3
Supply and demand—doc 2	Government control of industry—doc 3
Rewards talent—doc 2	Elimination of private property—doc 3
Laissez faire—doc 2 & 5	Collectivization—doc 4
Private ownership—doc 3	Exploitation by leadership—doc 4
Economic class distinction—doc 6	Five-year plan—doc 7
Negative aspects of factory system—doc 6	Free social and medical services—doc 8
Free enterprise —doc 7	No unemployment—doc 8

### Score of 5:

- Addresses all aspects of the task by accurately analyzing and interpreting at least **four** documents
- Thoroughly describes and evaluates capitalism and communism
- Incorporates information from the documents in the body of the essay and may cite from the document in an appropriate fashion, but does not copy the entire document
- Incorporates relevant outside information such as early British factory system, Stalin five-year plans, collapse of communist system in Soviet Union
- Takes into account the point of view of the authors in the description and evaluation of capitalism and communism
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme

### Score of 4:

- Addresses all aspects of the task by accurately analyzing and interpreting at least **four** documents
- Describes and evaluates capitalism and communism, but treatment may be limited
- Incorporates information from the documents in the body of the essay and may cite from the document in an appropriate fashion
- Incorporates relevant outside information.
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical.
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme

**Score of 3:**

- Addresses most aspects of the task or addresses all aspects of the *Task* in a limited way, using some of the documents
- May have unequal treatment of task, i.e., all parts of the task are addressed with limited treatment or one part of the task may be missing
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the *Task* or *Historical Context* and concludes by simply repeating the *Task* or *Historical Context*

**Score of 2:**

- Attempts to address some aspects of the *Task*, making limited use of the documents
- May describe or evaluate only one economic system
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme

**Score of 1:**

- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Incorporates little or no accurate or relevant facts, details, or examples
- Attempts to complete the task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

**Score of 0:** Fails to address the task, is illegible, or is a blank paper

However, despite all of the benefits of communism, rarely is the system of government equitably and appropriately applied. Thus, more often than not, the communist system of government is far worse ~~far more~~ ~~for the~~ ~~economic needs of~~ ~~the people~~ than is capitalism. Not since Robert Owen's ~~social~~ (18) social experiment has communism been equitably and appropriately applied, and even then, after a few years of ignorant bliss, the system came crashing down. Owen's experiment failed. The basic reason for this is twofold, and closely mirrors Andrei's (Doc 4) situation. When people are not working for their own benefit, they have little motivation to work hard. In the Soviet communist environment, a collector came and took away the farm produce, leaving little for the consumption of the people. This created a situation ~~where~~ <sup>where</sup> people were not motivated to work and produce at their top form, and ~~the~~ ultimately leads to economic collapse. On the other hand of the matter communism presents to the party leaders enormous opportunity for corruption. With the entire industrial and agricultural output of a nation flowing ~~to~~ into the hands of an oligarchical council, the opportunity for "skimming off the top," often presents itself, and is often seized.

Capitalism and communism are two vastly different systems of government which

have grown in support and frequency of application in the post industrial revolution era. Communism + Capitalism benefit different classes of people and when applied in the wrong situations, ~~especially~~ <sup>especially</sup> communism, can be a detriment to the people. Communism, as applied in its present form, is a far worse system of government with regards to meeting the economic needs of the people.

Communism in its pure form is rather a utopian system of government. It employs the "Robin Hood" effect, taking from the rich, and providing for the poor. ~~As Ralph Waldo Emerson (1825) says: "wealth brings with it its own objects and"~~ ~~katia puts it rather plainly for us; communism~~ provides job security (Doc 2). Friedrich Engels provides for the people a common plan for the common man, echoing the Greek ideal of "the greater good, for the greater number." The ills of industrial society that Marx and Engels ~~promulgate to us~~ in Doc 6 illustrate the enlightened nature of a communist government. Communism, simply put, is the best form of government ~~for~~ for the protection of the rights and freedoms of the working man.

And thus, we are left with capitalism. Although Darwinian in nature, and thus intrinsically more beneficent for the upper class, this may be

considered the most equitable form of ~~economic~~ <sup>economic</sup> policy, allowing for the most social mobility, and economic gain. As Ralph Waldo Emerson states; "Wealth brings with it its own checks and balances." The laws of supply and demand govern the wages paid to workers, the prices charged for goods, and the types and numbers of goods produced. In a free enterprise society, people are motivated to work for their own good, and thus, as the cartoon in doc 7 indicates, output is increased. In the United States, Capitalism is slightly mixed w/ socialism in the form of a social security system, taking from the income of the working, and giving to the retired. ~~Labour~~ Labour unions, organizations that may only exist in capitalist societies work to improve the rights of the working man, preventing the "rape" of the proletariat that Marx and Engels ~~feared~~ feared so greatly.

In summation, Utopian communism is the most equitable form of government, though rarely, if ever, is it equitably applied. And thus, we can state that capitalism best meets the economic needs of the people it serves.

## Anchor Level 5-A

### **The response:**

- Thoroughly describes and evaluates capitalism and communism by accurately analyzing and interpreting the documents
- Uses documents 1, 2, 4, 6, and 7
- Places documents in correct historical context ( e.g., Marx and Engels writing in the early Industrial Revolution)
- Incorporates information from the documents in the body of the essay, citing document 2 in an appropriate fashion.(e.g., "...Emerson states, 'wealth brings with it its own checks and balances.' The laws of supply and demand govern the wages paid to workers....")
- Incorporates relevant outside information (e.g., Robert Owen's Utopian socialism).
- Understands and uses key terms such as Utopianism, oligarchy, Darwinian, supply and demand, socialism, social security system, proletariat
- Richly supports essay with relevant facts and examples
- Judges the condition of the two economic systems (i.e., reveals insight into the operation of capitalism and communism today as opposed to its theoretical underpinnings)
- Demonstrates a clear plan of organization with a flow of ideas from one paragraph to the next and excellent transitions
- Establishes a framework in a original introductory paragraph and brings the essay to closure, drawing inferences from the findings in the essay
- **Conclusion:** Overall, the response best fits the criteria for Level 5. It is strong in organization and specific detail. Essay integrates information from the documents, recognizes points of view, and draws inferences in its evaluation.

In the world, recently, two types of ~~economic~~ <sup>economic</sup> (ideas) ~~governments~~ Capitalism and Communism have tried to appease the people's needs. Both of these systems work, but one seems more effective than the ~~other~~ other. ~~Some~~ Capitalism lets the people do as they want. Communism the government controls all. In the end the system that works best is the one that can adapt more easily to supply and demand.

Capitalism is the most used ~~an~~ economic system. It takes a laissez faire(s) approach, this is that the government should stay out of the economy as much as possible. In capitalism since one person can own a factory and there are no restrictions on <sup>no monopolies</sup> ~~there tends~~ to be a surplus in a capitalist ~~economic~~ economy. Agriculture capitalism is more effective. The people's needs as well, the cartoon that pictures a free enterprise <sup>economic</sup> ~~system~~ system shows many crops and one worker, while as in the lower half it shows a five year plan which is a communist approach to the economy (1). Also in ~~an~~ ~~capitalist~~ capitalist society, free will is introduced, where the people have the choice to work and where to work, and depending how well they do their job will determine how well they live based on money (2) ~~the~~

Communism meets the people's need in a different way. In communism the government controls and owns everything. In a communist society the people work for the government who then distributes



## Anchor Paper - Document-Based Essay—Level 5 - B

goods to the people. In ~~more~~ other words, depending how well the people work will determine. How much food and ~~clothing~~ they get, yet the government can also limit how many goods are produced. Also in an ~~EEG~~ Communist economy workers have ~~free~~ Free medical care, there is no unemployment (1) and working mothers are provided with ~~nurseries~~ nurseries for their children (2) because the government runs everything, the society is very Nationalistic. This is good because people will work to make their ~~country~~ country great or else they would suffer. Communism also meets the needs of the people ~~by~~ ~~providing~~ ~~everything~~ ~~for~~ because their propaganda continuously shows that the government works for the people ~~and~~ ~~a~~ ~~capitalist~~ ~~idea~~ ~~is~~ ~~not~~ ~~the~~ ~~government~~ ~~and~~ ~~the~~ ~~people~~ ~~will~~ ~~feel~~ ~~pride~~ ~~and~~ ~~even~~ ~~if~~ ~~the~~ ~~government~~ ~~is~~ ~~not~~ ~~meeting~~ ~~the~~ ~~people's~~ ~~need~~ it will seem like they are.

Both economic systems meet the needs of their people, yet Capitalism seems to be more successful.

Even though there is no unemployment (1) in a Communist economy, they have so many people doing the same job they get paid little. The five year plans (3) have not worked well where as free enterprise there is no limit to how much you can produce and how much you can keep.

According to Whitney's story, the people work for the government, and the produce that they make is given to the government and little is given back to the people who produce, ~~and~~ ~~ultimately~~ ~~and~~ ~~control~~ ~~the~~ ~~food~~ because of this the people get angry and do not work as hard as Whitney puts it, it is a "slow-down" (4)

## Anchor Paper - Document-Based Essay—Level 5 - B

A Natural Human tendency is For one thing,  
to be better than the other, in Communism there  
is no competition so naturally people will not  
work as hard. Where as in a Capitalist Society that  
Also Another part of communism that shows how unsuccessful  
it has been, is that it hasn't met the people's needs, especially  
with the supply and demand factor. Since only the government  
controls everything, the government also decides what is in demand  
and what isn't. Capitalism has been much more successful,  
there are many more varieties of goods in a capitalist  
economy so there aren't really a shortage of supply, and  
since there are choices that Business's give people  
Demand rarely seems to be a problem. Also the people's  
needs are always heard in a capitalist society because to  
spoke get a <sup>fast</sup> reaction from a huge thing like a government  
shown is highly unlikely, where as in a capitalist  
economy there are many Business's so people's  
needs are heard and met. Although However,  
Capitalism Capitalism does not have a perfect  
employment, nor free medical care, but there is always  
room to grow in a capitalist economy.

The best Capitalism and Communism are both  
ideas of how a economic system should  
run in order to meet the people's needs. One is  
more successful, after all the other super power USSR,  
(crumbled, and China is having economic problems, even as  
while a capitalist nation like the U.S. is still  
thriving. thus being more successful.

## Anchor Level 5-B

### **The response:**

- Thoroughly describes and evaluates capitalism and communism by accurately analyzing and interpreting the documents
- Uses documents 1, 2, 4, 5, 7, and 8
- Incorporates information from the documents in the body of the essay, citing document 4 in an appropriate fashion (e.g., “According to Whitney’s story, the people work for the government, and the produce that they make is given to the government.... Because of this the people get angry and do not work as hard and as as Whitney puts it, it is a ‘slow-down’ ”
- Incorporates relevant outside information (e.g., crumbling of U.S.S.R., economic problems faced by China)
- Understands and uses key terms such as materialism, laissez-faire, surplus, free enterprise, supply and demand, five-year plan
- Richly supports essay with relevant facts and examples
- Presents balanced descriptions of economic systems, and then evaluates and draws inferences based on careful analysis
- Demonstrates a clear plan of organization with a flow of ideas from one paragraph to the next
- Establishes a framework in a original introductory paragraph and brings the essay to closure with more than a summation

**Conclusion:** Overall, the response best fits the criteria for Level 5. It is strong in organization and specific detail. The essay integrates information from the documents and draws inferences in its evaluation.

~~Capitalism~~ An economic system is designed to meet the ~~needs~~ needs of the people it is serving. Capitalism and Communism are two examples of said economic systems. They are both designed to serve their people.

Communism attempts to serve its people by putting the government in complete control of the economy. As is said in document ~~document~~ #3, the government takes control of industry and all branches of production. In a communist economy competition is eliminated, by eliminating private enterprise.

In communism the worker is looked after well. He receives several benefits. Mentioned in document #8 the worker has the right to free medical care, he ~~will always be employed~~ ~~will always be employed~~ will always be employed, if you are old or disabled you receive social insurance, and nurseries and kindergartens are offered to mothers + parents.

The capitalist economy brings with it great responsibility for the people it serves. The basis of the capitalist economy is laissez faire economics, and, as described in document #5, ~~the~~ the government is ~~to~~ interfere as little as possible. In a capitalist economy the people are to benefit themselves.

In a capitalist economy the people are the driving force behind the economy. Private enterprise runs rampant. And this creates competition. In an economy you want and need competition because it results in cheaper and better goods. People also are able to prosper in a capitalist society. As is said in document #2 people who are diligent, crafty and hard working are the ones who prosper.

And with this prosperity comes an inherited responsibility in

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

which they naturally look out for their own interests, and prosper even more.

Communism as an economic policy has failed for most governments which use it. Countries with a communist government are poorer than those without because ~~the~~ everything is controlled by the government, and because it is not allowed to prosper. If you look at countries like ~~Cuba~~ Cuba ~~and~~ ~~the~~ industrial ~~countries~~ for behind countries with the capitalist economies like Great Britain and the United States.

The people in communist governments also seem to be more unhappy with their lives; for instance the influx of Cuban refugees is an example of how unhappy these people are.

Countries ~~with~~ with capitalist economies are quite prosperous, and their people are happy, and poverty levels are low, unlike communist countries. The capitalist economy has met its people's needs very well. Although its dog-eat-dog mentality has left many people poor and upset.

In closing, the economic systems of communism and capitalism both meet the needs of their people. Capitalism, however, meets its people's needs much better than the communist society.

## Anchor Level 4-A

### **The response:**

- Describes and evaluates capitalism and communism by accurately analyzing and interpreting the documents
- Uses documents 2, 3, 5, and 8
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information (e.g. influx of unhappy Cuban refugees to the United States)
- Understands and uses key terms such as laissez faire, private enterprise
- Supports essay with relevant facts and examples
- Presents balanced descriptions of economic systems, and then evaluates and draws logical conclusions
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and provides a brief conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 4. Essay is more descriptive than analytical and uses the documents, but does not fully integrate the contents into the body of the essay.

Different cultures have different, effective ways to meet the needs of ~~its~~ people. The two main types of economies are capitalism and communism. Both of these are effective in their own way, and they are complete opposites of each other.

Capitalism economies attempt to meet the needs of the people by letting the people decide what goes on the market and for what price (supply and demand). Capitalism also allows plenty of new talent to come into a business and lead-on. (Adapted from Emerson) It allows the brave, young, and virtuous to push out the old. Capitalism also allows the workers to have an incentive and work harder (T.P. Whitney, "The Russian Peasant Wars on the Kremlin"). In a capitalist economy the government keeps intervention to a minimum (Adam Smith, The Wealth of Nations).

Communism attempts to meet the needs of its people by not letting their greed take control. Communist economies provide their workers with free medical care, social insurance for the elderly and disabled, and nurseries and kindergartens for the children (Document 8). You also do not have to worry about losing your job in communism (Katia, a 16-year-old ninth grader from Moscow). Prices of the products would be lower in a communist economy because all competitors would be eliminated (Friedrich Engels, Principles of Communism).

Capitalism seems to be the most successful type of economic system between capitalism and communism. There ~~are~~ is only two real problems with it. We get taxed to death, and there is high unemployment rate. Other than them, capitalism has been successful at meeting our needs. Workers in a capitalist

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**Anchor Paper – Document-Based Essay—Level 4 – B**

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economy tend to work harder and longer because of incentives like overtime pay, bonuses, and raises.

Communist economies have been pretty much successful in its present days. There is a much, much less unemployment rate. Most of its advantages are because of the extremely limited, if not abolished competition between groups and individuals because the government controls all of the economy. Another great benefit which greatly eliminates the cost for the individual is the free medical care.

Different cultures have different, effective economies to meet the needs of its people. Between capitalism and communism, clearly the most beneficial economy to the people is capitalism. Both economies seem to be effective in their own way. What one economy lacks, the other economy has. We all think that our economy is better than the other, mainly because it is what we grew up with, and we don't understand it.



## Anchor Level 4-B

### **The response:**

- Describes and evaluates capitalism and communism by accurately analyzing and interpreting the documents
- Uses documents 1, 2, 3, 4, 5, and 8
- Incorporates information from the documents in the body of the essay
- Incorporates limited relevant outside information (e.g., allusion to contemporary functioning of two systems)
- Understands and uses key terms such as supply and demand, unemployment
- Supports essay with relevant facts and examples
- Presents balanced descriptions of economic systems, but discussion is more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Establishes a framework that is beyond a simple restatement of the task and brings the essay to closure with more than a summation

**Conclusion:** Overall, the response best fits the criteria for Level 4. The essay is more descriptive than analytical and uses the documents, but does not fully integrate the contents into the body of the essay.

In order for a country and its people to survive, a viable economic system must be in place. Different types of economic systems attempt to meet the needs of the people.

Capitalism and Communism are two such systems, which attempt to provide for the people in almost exactly opposite ways. In capitalism, the government stays out of the way of the market, while the government in a communist system owns and controls completely all economic affairs. However, capitalism is more successful than communism at meeting the economic needs of the people.

Capitalism is an economic system that is successful, in which the government does not interfere. The government goes by a policy of laissez faire, where it leaves the market to its own devices (5). This ends limiting regulations that could hinder the benefits to the people. It promotes hard work, by rewarding people based on the amount of work they do, which encourages the workers to try harder to achieve success (2). This brings control into the hands of those who are most qualified, keeping the market self-sufficient and profitable. In addition, when workers own the land, they take pride in it and keep it in good condition, resulting in larger product yields with more satisfied workers (7). They will also care more for the proper upkeep of their tools, since they own them. Despite unemployment and small

groups of people owning most of the means of production (1), or some laborers working in sub-standard conditions for little pay (2), the people as a whole benefit from the capitalist system of economics.

In opposition to capitalism is the system of communism. In it, the government owns all land and means of production, and it tells the people what they must do. Although it has a few redeeming qualities, communism does not provide well enough for the needs of the people. Regardless of how hard people work, they are paid a small, flat rate, which is generally not enough to support themselves and their families (4). The government always wants more production, but for the same or less money, which discourages people from working to their potentials. In addition, not owning their land or tools makes the workers indifferent to doing an exceptional job, for they will not be rewarded, nor will they have the opportunity to take pride in their accomplishments (7). Even though communism provides for a few things to raise the people's standard of living, such as free medical care, guaranteed employment, and social security for the old and disabled (8), these little things get lost in the big picture of how the masses are being exploited. They feel that eliminating all competition with the participation of all people would benefit the masses (3), it actually hurts them. Without competition, there is no reason good enough for

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**Anchor Paper – Document-Based Essay—Level 4 – C**

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companies, owned by the government, to improve their products or lower prices. This leads to a decrease in the standard of living of the people. Communism fails to meet the needs of the people.

While differing economic systems exist, not all are successful in meeting the needs of the people. Capitalism, through its policy of non-interference in economic affairs, on the other hand, communism is unsuccessful in providing for the people, since the government controls everything. The government must not get in the way of the market in order for the people to be happy.

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

- Describes and evaluates capitalism and communism by accurately analyzing and interpreting the documents
- Uses documents 1, 2, 3, 4, 5, 6, 7, and 8
- Incorporates information from the documents in the body of the essay
- Incorporates limited relevant outside information
- Understands and uses key terms such as laissez faire, government controls, market
- Supports essay with relevant facts and examples
- Presents balanced descriptions of economic systems, and then evaluates and draws logical conclusions
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and brings the essay to closure with more than a summation

**Conclusion:** Overall, the response best fits the criteria for Level 4. Very little outside information weakens what otherwise is a strong essay.

Throughout history, different leaders have created different concepts for governing a country. Some had a positive effect, while others had a negative. However, all ~~concepts~~ had an impact. Capitalism and Communism represent two different ways to meet people's economic ~~needs~~ needs. } in order to meet the needs of the people

The idea of communism was that the government would own all ~~the~~ businesses and there would be economic equality for everyone. There was "more of an opportunity to live well." (document 1). There would be no unemployment because the government would have a job for everyone.

This is not how things happened, however. The main powers in the government became too involved with what would benefit them that they neglected to think about the rights of the people. There was no incentive for the people to work, because there was no profit to make and no way to succeed. Instead, workers slacked off and were "constantly on a slow-down strike." (document 4).

The idea of Capitalism is almost the exact opposite ~~as~~ that of communism. A capitalist society encourages individual people to prosper and own their own businesses. The other main idea is that the government "should intervene as little as possible in economic affairs." (document 5). ~~While~~ While this idea did not promise that all people will profit, it left more room for growth than a communistic society.

As a result, capitalism is a much more effective process. People ~~will~~<sup>are</sup> encouraged to do well on their own because the harder they work, the more they earn. Because the government does not intervene, there is no reason for a person not to attempt to make his/her business succeed. There ~~is~~ still is competition, however that merely serves as a motivating source. The people in a capitalist country have more freedom to make choices of their own and do what they choose in life.

While both ideas have the potential to meet the needs ~~more~~<sup>of</sup> citizens of a country, ~~capitalism~~ communism, when carried out, fails. Instead, it meets the economic needs of the leaders of that particular country. Capitalism, ~~however~~, on the other hand, rewards people for their time and effort and is the only way to ensure just distribution of wealth (based on who works for it.)

### Anchor Level 3-A

**The response:**

- Describes and evaluates capitalism and communism in a limited way, using some of the documents
- Uses documents 1, 4, and 5
- Incorporates information from the documents in the body of the essay, citing document 4 in an appropriate fashion (e.g., “Instead, workers slacked off and were ‘constantly on a slow-down strike’”)
- Incorporates limited relevant outside information
- Understands and uses key terms such as competition, unemployment, distribution of wealth
- Supports essay with some facts and examples
- Presents balanced descriptions of economic systems with limited analysis
- Is a satisfactorily developed essay, demonstrating a clear plan of organization
- Introduces the theme by repeating part of the *Historic Context* and brings the essay to closure with more than a summation

**Conclusion:** Overall, the response best fits the criteria for Level 3. The essay is more descriptive than analytical. It uses only three documents, does not fully integrate the contents into the body of the essay, and includes limited outside information.

Economic systems attempt to meet the needs of the people. Capitalism and communism represent two different ways to meet people's economic needs.

Communism which was presented to Russians for the first time by Lenin and then continued by Joseph Stalin, appealed to many. Communism promised many things to people that they were missing or couldn't get in capitalism. Communism appealed mostly to the factory workers and farm workers because they were the ones that got paid very little, and had to work long hours and were living in poverty. Communism promised those workers equal pay, free health care, guaranteed jobs, social insurance. From what "Katia" a 18-year-old ninth grader in Moscow what mostly appeals to Russian people in communism is the feeling that "~~in communism it's free~~" "You won't lose your job in communism." But there are prices that the workers and the people have to pay. Not all people in communism have almost no rights, they can't own land or sometimes even their own house. They don't get a fair pay for the work they did and communist governments always tend to be totalitarian.

Capitalism is another system that attempts to meet the needs of the people. The main idea of capitalism is free market and private property. Economy works with as little government intervention as possible, free market opens many opportunities to every one that's ambitious and hard working. Another important thing that comes with capitalism is democracy. People have their guaranteed rights and can choose their government if they're not happy with the one they have. They have freedom of speech and religion.



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**Anchor Paper – Document-Based Essay—Level 3 – B**

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Communism and Capitalism are different in many ways and both systems try to meet the needs of people it is the capitalism that guarantees people rights, and freedoms, without totalitarian depression like in communism. Also recent events in late 1980's and early 1990's have proved that communism fails to meet the needs of people.

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

- Describes and evaluates capitalism and communism, making limited use of the documents
- Uses documents 1 and 8 with vague references to document 4
- Incorporates some information from the documents in the body of the essay, including a description of totalitarianism, the nature of government, and its effect on the economy
- Incorporates limited relevant outside information (e.g., a brief discussion of development under Lenin and Stalin)
- Understands and uses key terms such as factory conditions, social insurance
- Includes some relevant facts and examples
- Presents limited descriptions of roles of capitalism and communism in meeting people's economic needs, but the evaluation is more descriptive than analytical.
- Is a satisfactorily developed essay, lacking focus on the economic factors and placing too much emphasis on political rights and freedom
- Establishes a framework that is beyond a simple restatement of the task and brings the essay to closure with more than a summation

**Conclusion:** Overall, the response best fits the criteria for Level 3. The essay addresses the problem, but the judgments are more political than economic regarding the needs of the people.

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

Capitalism and communism are two different economies. They both try to meet the needs of the people. However, each economy goes at it a different way. Some people have different opinions on which one is the best. While maybe this essay will help you to decide which one you think best fits the need of the people.

In a capitalist economy you are allowed to have any job you want. According to document 2 it allows you to expand your horizon. It also says that your property will be protected and you own it not the government. In document 5 it says how the government shouldn't play a role in the economy. It says in order to benefit the people you must set no limits to production. Also in document 7 it shows how a free enterprise is able to supply more goods for the people.

Communism is also successful in meeting people's needs. In document 3 the government controls the communist economy. With this method all competition is abolished. In document 6 it explains that in a capitalist economy their industries don't thrive. They just sink into poverty. In document 8 it shows the benefits that a communism economy provides for the people. In a communist economy you will get medical care. You also won't have to worry about unemployment. Also old and disabled people will receive social insurance. It also provides day care centers for working moms.

In a capitalist economy they have met the needs of the people. They have carried out all the plans they said they would. However, in a communist economy the

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

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government has taken advantage of the people. As stated in document 4 the government takes the farmers production. Even though capitalism and communism are two different economies they both try to meet the needs of the people. After reading this I hope you have decided which economy is best in meeting the needs of the people. In my opinion I believe that the capitalist economy did a better job in meeting the peoples needs.

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

- Describes and evaluates capitalism and communism, making limited use of the documents
- Uses documents 2, 3, 4, 6, 7, and 8
- Incorporates some information from the documents in the body of the essay and briefly states the meaning of the documents
- Incorporates little outside information
- Understands and uses key terms such as free enterprise, government ownership
- Includes few relevant facts and examples beyond those in the documents
- Presents limited descriptions of capitalism and communism with little evaluation beyond that supplied by the documents
- Is a satisfactorily organized essay, lacking specificity and focus, and reading like a “laundry list” of the documents
- Introduces the theme by repeating the task and concludes by making inferences from the body of the essay

**Conclusion:** Overall, the response best fits the criteria for Level 3. The essay addresses the problem, but lacks depth.

There are several economic systems that many countries use. But the two <sup>of them are</sup> ~~most common~~ Capitalist and communism. This essay will tell you about the differences between the two.

First in a Capitalist economy every one can choose where they want to work and for how much money they want to make at that job. Some of the bad things about a capitalist economy is at any time you can be unemployed and have no job and have no money. Most countries in the world have a capitalist economy but over all these countries around the world are most of the major powers in the world today. Capitalist have been very successful in the world.

The other economy type is Communism. Communism is the belief that all people and business are equal, and therefore the people never have to worry about being with no food, ~~no water~~ no water and all those needed things. But most of all all people don't have to worry about losing their job because of poor work, so because of this people work slower and don't do as good ~~good~~ job on the product that they are making.

~~The~~ In general the two economies are very different in the ~~sense~~ sense on how they do business. Capitalist have been very successful and have helped the world economy. Communism on the other hand ~~has~~ has not had very good luck in the world economy because the workers of their countries have no reason to work hard because they won't loose their job ~~if~~ if they don't work hard.

In conclusion out of the two economic systems discussed I think in the long run Capitalist will prevale

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**Anchor Paper – Document-Based Essay—Level 2 – A**

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over communism. Now you should know a little more about these two economic systems and how they work in their countries.

**Anchor Level 2-A****The response:**

- Vaguely describes and partially evaluates capitalism and communism
- Uses no documents specifically, but makes a vague reference to document 8
- Incorporates some information from the documents in the body of the essay, stating the contents of them without working them into the fabric of the essay
- Incorporates little relevant outside information
- Understands and uses few key terms such as capitalist economy, unemployed
- Supports essay with few facts and examples
- Presents limited descriptions of economic systems with vague evaluation of the roles (e.g., “in the long run capitalist will prevale over communism”)
- Is a poorly organized essay, lacking specificity and focus
- Fails to introduce or summarize the theme, but repeats the task in the introduction and the conclusion with a vague judgment on the success of the two economic systems

**Conclusion:** Overall, the response best fits the criteria for Level 2. The essay attempts to address the problem, but uses limited and vague information with little attention to the documents.

Throughout history, economic systems have contributed to the well-being of a nation. Economic systems are set up to supply the people with goods and services in an orderly fashion. Ideas of the perfect economic plan have led to national conflict. The two main economic systems are communism and capitalism.

In a communist state, the government controls all aspects of the country's industry. Karl Marx and Friedrich Engels stated in the book The Communist Manifesto, that the factory-owning upper class was getting rich while everyone else was getting poorer. The book also stated that the government should control industry and give benefits to the workers.

A communist society has no classes. The agriculture needs in a communist state are met by collectivized farming. The goods produced by the farms would be given to the government.

In a capitalist state, there would be social classes. The factories would supply the public with the goods that were wanted and needed. All farmland and factories are owned by private investors. The agriculture needs are produced by the farmland owners.

The communist state has failed to meet the needs of the people. The economy is weak because the workers reap no rewards for hard work. The farmers have no inspiration to produce more because it is all taken away. The capitalist government does not meet the needs of the people. The workers provide themselves with their needs. Hard work is the key to financial gain in the capitalist state.

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**Anchor Paper – Document-Based Essay—Level 2 – B**

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In an ideal situation both systems could work effectively and efficiently. The capitalist state is more effective because the people have to work hard for be successful. The communist idea is hard to maintain because there is no quality control.

**Anchor Level 2-B****The response:**

- Vaguely describes and partially evaluates capitalism and communism, making limited use of the documents
- Uses only document 6, but makes a vague reference to documents 2 and 4
- Incorporates some information from the documents in the body of the essay, stating the contents of them without working them into the fabric of the essay
- Incorporates little relevant outside information (e.g., "All farmland and factories are owned by private investors.")
- Understands and uses few key terms such as economic systems, social class
- Supports essay with few facts and examples
- Presents weak descriptions of capitalism and communism with little evaluation of the systems' roles
- Is a poorly organized essay, lacking specificity and focus with an uneven treatment of the two systems
- Fails to introduce the theme adequately and concludes with a brief judgment

**Conclusion:** Overall, the response best fits the criteria for Level 2. The essay attempts to address the problem, but uses limited and vague information with little attention to the documents.

This essay is about capitalism and communism. How the two economic systems meet the people's economic needs? I will show ~~an~~ 2 different ways. How successful each system at meeting the economic need of the people?

Capitalist own factories and businesses. Capitalism is ~~an~~ meet the economic need of the people because it is noninterference. Capitalist are free and a commonwealth society. Hard working and dedicated. That are reason why they are successful at meeting the people needs.

Communism business belong to the government. The ~~e~~ communists meet the people economic needs because there is no competition in a communist system is abolish. This system is successful because living raised by several benefits the government provides. There is free medicare old and disable people



get social insurance  
there are benefits for  
workers

In conclusion Capitalist  
own there own business.  
There are noninterference  
Capitalist is successful  
because it a commonwealth  
society. Communism is successful  
because of the benefit it's free medical  
care and old and disable people get  
social insurance. In the  
Communist family are a solid  
down strike.

Anchor Level 2-C

**The response:**

- Vaguely describes and partially evaluates capitalism and communism, making limited use of the documents
- Uses only document 8, but makes vague references to documents 2 and 4
- Incorporates some information from the documents in the body of the essay, stating the contents of them without working them into the fabric of the essay (e.g., “hard working and dedicated.” “...they is no competition in a communist system.”)
- Incorporates little relevant outside information
- Understands and uses few key terms such as competition, social insurance
- Supports essay with few facts and examples, using sweeping generalizations
- Presents weak descriptions of economic systems, but contains a better evaluation of the roles of the systems
- Is a poorly organized essay with a vague, general description of the role of communism and capitalism
- Restates the theme in the introduction and repeats this approach in the conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 2. The essay attempts to address the problem, but lacks specific detail and examples as well as outside and background information.

Two economical systems attempt to meet peoples needs today. Capitalism and communism represent the two different ways to meet peoples economic needs.

Capitalism are usually and upper class wealth man or women.

Capitalism has many benefit | the check and balance with no interference from the government to with make things a lot easier.

Communism a government control without any competition bet rival firms. the communism tend to be lower class under paid hard no king men and women. Communism you work & loss you job.

I think that most effect economy would be the Communism. so you dont have alot of money but you will all ways have a job

## Anchor Level 1-A

### **The response:**

- Shows limited understanding of capitalism and communism
- Uses no documents specifically, but makes vague references to documents 5, 7, and 8
- Incorporates limited information from the documents, stating the contents of them without working them into the fabric of the essay
- Incorporates little relevant outside information although it alludes to no government interference under capitalism
- Understands and uses few key terms such as upper class, competition
- Supports essay with few accurate facts and examples
- Presents weak and somewhat inaccurate descriptions of communism and capitalism with an inaccurate evaluation of the roles in meeting the needs of the people
- Is a poorly planned essay, lacking specificity and focus and demonstrating a major weakness in organization
- Restates the theme in the introduction and repeats this approach in the conclusion with a brief judgment statement

**Conclusion:** Overall, the response best fits the criteria for Level 1. The essay attempts to complete the task, but uses limited, vague, and inaccurate information with a jumble of facts and fiction.

Economic systems attempt to meet the needs of the people. Capitalism and Communism represent two different ways to meet people's economic needs.

In capitalism, factories are owned by one person, and the government does not interfere with your life. Capitalism opens the doors of opportunity to talent and do people justice. And property is not in the hands of evil. In capitalism, factories are overpopulated and the people are slaves to the machines and to the manufacturers. Instead of them rising as the industry grows, they sink deeper into poverty.

In a Communist government, factories are owned by the government and they have more employment than unemployment.

## Anchor Level 1-B

### **The response:**

- Shows limited understanding of capitalism and communism
- Uses few documents, but makes vague references to documents 2, 5, and 8
- Incorporates little information from the documents, stating the contents of them without working them into the fabric of the essay
- Incorporates little relevant outside information (e.g., "...[communists have less] unemployment," "In capitalism, ...the government does not interfere with your life")
- Understands and uses few key terms such as factory system, poverty, property
- Supports essay with few accurate facts and examples (e.g., description of factory system is distorted; describes capitalist factories as overpopulated and the people as slaves to machinery)
- Presents weak and somewhat inaccurate descriptions of communism and capitalism with little accurate evaluation of the systems
- Is a poorly planned essay, lacking specificity and focus and demonstrating a major weakness in organization
- Adequately introduces the theme, but does not have a summary

**Conclusion:** Overall, the response best fits the criteria for Level 1. The essay attempts to address the problem, but uses limited and vague information from the documents and includes exaggerations and inaccuracies.

Two Economically involved systems are Capitalism and Communism. Many Organizations have peeked to settle on one system. That's why there has been various Revolutions

Capitalism has been successful in a few ways. Having the Government not intervene with Capitalistic Society has released most individuals. Ofcourse the people should agree on what they choose to do with the economic situations they have in their Community. Capitalism also has its other side, not having the Government's interfering with the Community's economic problems makes things difficult

## Anchor Level 1-C

### **The response:**

- Shows limited understanding of capitalism and communism
- Uses no documents specifically, but makes a vague reference to document 5
- Incorporates limited information from the documents, stating the contents of them without working them into the fabric of the essay (e.g., “Having the government not intervene...”)
- Incorporates little relevant outside information
- Understands and uses few key terms such as economic situations, economic problems
- Supports essay with few accurate facts and examples, using vague generalizations for the most part
- Presents a weak description of capitalism, but no description or evaluation of communism
- Is a poorly planned essay, lacking specificity and focus and demonstrating a major weakness in organization
- Adequately introduces the theme, but does not have a summary

**Conclusion:** Overall, the response best fits the criteria for Level 1. The essay attempts to address only part of the task in an uneven fashion.

Anchor Paper – Document-Based Essay—Level 0

The communism and capitalism are two thing  
that are in the essay they both help the  
society in many different way and  
there are so many way that I cant think  
of them all because we didn't know we were  
going to have all this stuff in the today but  
they did meet the needs of the people and they  
both were very successful help in  
economic needs and that is how long my essay  
is because ~~the~~ we weren't worried a day before

Anchor Level 0

**The response:**

Fails to address the task

**Conclusion:** Overall, the response best fits the criteria for Level 0. The essay makes no attempt to complete the task, merely copying the words “capitalism” and “communism.” There is no use of the documents.



Throughout time, there has been many attempts to meet the <sup>economic</sup> needs of the people. Two economic systems, are capitalism and communism. Each system tries to help the people in every way possible. It has been a failure or successful according to everyone differently.

One of the attempts of a successful economic system for the people is capitalism. Many say the basis of capitalism is noninterference by the government. It's plain and simple to some with "Open doors of opportunity to talent and virtue." (Doc. 2) They say there is justice and commonwealth, and where gov't won't take away what you earn. This is all supposedly for the people, and only to help them. For the brave, hardworking, dedicated people who want the best for their country. One example of how communism hurt the people is ~~old~~ Andrei and his family, (Doc. 4) He says how they think the gov't thinks his family is stupid and all there produce will end up in the hands of the government. They know ahead of time that they will get back very little in return. Now because of that they

will work less and less and slow-down  
Strike. "laissez-faire", "which is a term  
in french means the gov't ~~should~~  
should intervene as little as possible  
in economic affairs." (DOES) They should  
leave the people as they are, and ~~let~~ leave  
them alone ~~to~~ to do for themselves.  
Unlike communism, which controls  
and regulates the gov't, capitalism  
lets you freedom <sup>earn</sup> a living.

~~ref~~ referring to the cartoon is document 7,  
Free Enterprise is more successful at  
meeting the agricultural needs of  
people, which is capitalism. For communism,  
the gov't takes what the worker earns.  
well depending on the person and how  
they feel, everything is interpreted  
differently.

Another economic system is  
communism, which can be interpreted  
differently by each individual.  
It basically means that government  
controls and regulates all means the  
economic production. many that don't  
live in America worry about the problems  
of capitalism and how it brings  
unemployment. They feel there is competition  
blw individuals says a 16 year-old

from Moscow in ~~the~~ document 1. Going into document 3, saying the gov't will have to take the control of industry and of all branches of production out of the hands of competing individuals. There are saying how abolish and eliminate competition, so ~~they~~ they should abolish private property. Others say how we are reaching poverty with because people are being used as slaves in factories, and it's getting worse and worse. In document 2, there is said to be many benefits to communism and how the gov't helps us, as people, such as, free medical care, old and disabled people receive social insurance and how the gov't provides nurseries for kindergartens for the children of working mothers. As all of this goes on, ~~and~~ some say communism is the best for the people.

As a result, there are ~~successful~~ many different views on how successful capitalism and communism really are. There are many benefits as well as detriments to both these economic systems that try to benefit the people and how they live. The views on this subject vary from place to place differently.

Economic systems attempt to meet the needs of the people. Capitalism and Communism represent two different ways to meet people's economic needs. Both have ups and downs to people's economic needs to live a happy and healthy life.

In the former USSR, or Communist Russia, Communism was a form of government that the country was run by. Russia is now a democratic government run by the first ever, freely elected President Boris Yeltsin. Although Russia left Communism because of a failing government, most Russians would like to return to a Communist system. As "Katia" said "It seems to me that you have more of an opportunity to live well... In the west unemployment, creating a mess is bad, a real mess." When "Katia" speaks of the west she is referring to America and capitalism.

Under Communism, benefits are provided to all which doesn't occur under capitalism. Free medical care, elderly and disabled people receive social insurance and nurseries and kindergartens are provided for working mothers. Communism also has drawbacks such as Joseph Stalin's Five Year Plans and collectivized farming. In collectivized farming, all larger and smaller farms were split up into equal farms run by the government. Farmers were expected to produce rapid growth of crops under extremely bad conditions. Based upon the weather

conditions and the resources of machinery and tools, farmers could not grow products as fast as the government wanted them. Farmers and workers were also paid very little for all the hard work they did.

The other system of government is capitalism. Capitalism is used in all democratic nations across the world. Under the idea of capitalism the government is under the policy laissez faire, which means that the government should intervene as little as possible in economic affairs. Capitalism does not offer as many benefits as Communism but allows people to make a better life for themselves in the long run. Wages are higher and lives could be better for those who work.

As you can see, both Communism and Capitalism have ways to make a society a good and promising life. But both will always have negative effects too.

~~Communism~~  
~~Capitalism~~  
<sup>Capitalism</sup> meets the needs of the people because there is noninterference by the government, and because of that, the lazy people won't get a job. Only the hardworking ones will. With ~~Capitalism~~ <sup>Communism</sup> ~~Communism~~ <sup>Capitalism</sup> you have more of a opportunity to live well.

With ~~Capitalism~~ <sup>Communism</sup> the government owns, and runs everything, and it's not to your advantage.

Different nations across the world all have different lifestyles and governments. Some nations have different economic systems as well. Capitalism and Communism represent two major types of economy. Both types of economy ~~are~~ have their pros and cons, the following examples illustrate a few of the policies, ~~and~~ successes, and drawbacks of capitalism and communism.

Capitalism, the economic system of choice for the US and many other nations of the world, is based on personal gain. The thought process behind this system is as follows: people <sup>are</sup> ~~can~~ allowed to earn money any legal way they can. This open market policy creates competition between people trying to earn a living in the same field. This competition, ideally, insures that only the best products or <sup>the</sup> most skilled work force can survive on the market, thus giving the consumer the best possible product. Also, those who survive and do make money ~~at their~~ capitalist markets are only, again, in theory, the best, most intelligent, and most industrious people, ~~guaranteeing~~ guaranteeing that property and wealth will be in good hands. This idea is reflected in the following quote adapted from Emerson:

"... In a free and just commonwealth property rushes from the idle ... to the industrious, brave, and persevering. ~~It~~ For all of the positive

aspects of capitalism there are a few drawbacks, one of which being a high unemployment rate in some capitalist societies, another being a large gap between the wealthy poor, and another being the vicious, cut-throat atmosphere of the <sup>capitalist</sup> business world in which ~~anyone~~ <sup>people</sup> can and will do almost anything to reach the top. Some of the above listed points are reinforced by the following quote from Katia, a 16 year-old 9th grader in Moscow, "Capitalists are rich people who have lots of money own factories and have lots of money and workers... I've heard ~~capitalism~~ unemployment is a real problem..."

Communism as well has its good and bad points. Communism tries to serve its people by mandating that all property and funds are public, no one owns anything. This system has worked, to some extent, in relieving unemployment and lessening the class divisions within a country. Communism has also helped in raising the standard of living for its people, as the following ~~quote~~ <sup>excerpt</sup> suggests, "He receives free medical care. ~~He~~ <sup>She</sup> does not have to worry about being unemployed. Old and disable people receive



social insurance... " Some of the drawbacks of ~~from~~ communism include a lack of incentive to work, corrupt political leaders, and complete government control of the economy. This quote, taken from "The Russian Peasant Wars, on the Front" by T.D. Whitney explains why the above problems are related. "Andrei, ~~his~~ his wife his father and his elder son all have to work on the collective farmsteads... he is not stupid, he sees that all most all ~~of~~ the produce ends up in the hands of the government. The local Communist Boss is always coming back... for more... this conditions their attitudes. They are constantly ~~in a kind of~~ on a sort of slow-down strike."

As is illustrated by the above paragraphs no economic system is without its problems and obstacles, and no one is better than another. Yet solutions may be found in compromise. The Chinese, for instance, have instated some incentive programs into their communist society, and production increased dramatically. The U.S., a capitalist country, has made use ~~to~~ of some socialist programs like social security and ~~the~~ <sup>Welfare</sup>, this has in turn raised the quality of life for many Americans. So, by mixing economics,

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Document-Based Essay— Practice Paper – D

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\* The future looks bright with hope that many of the <sup>economic</sup> problems faced by nations today may be solved, in ~~the~~ time, by combine the <sup>positive</sup> ~~good~~ ~~parts~~ aspects of different economic systems.

## Document-Based Essay— Practice Paper – E

Through out History organizations were set up in order to  
face the peoples needs. Two famous ones were Capitalist  
and Communism.

Karl Marx brought about this idea when he saw that  
the economy is really suffering.

The Middle Class are the working class which  
make the most money, which they manage very well.  
However there are other classes in society which are  
managing poorly. This caused the idea of Communism to  
come about. Communism was not good for the working  
class, because it abolished private ownership, and free  
enterprise. They had to close up their businesses. On the  
other hand Communism helped out the rest of the  
society, by making sure to reduce the unemployment  
rate, by giving people jobs. It paid for peoples  
medical care. Today Communism isn't so famous because  
many are suffering - there is no say in governments  
there is not enough food to feed its people - and  
therefor various groups (ethnics) are rebelling against  
their Communist leader. For example the Soviet Union -  
all the rebellions ultimately led to the decline of  
Communism in the Soviet Union.

It began by Adam Smith who wrote "The Wealth of Nations".  
This book emphasizes how government should not  
own businesses and should only intervene a little.

This system helped the needs of the people - because  
it allowed free enterprises. People were allow to  
own their own businesses and keep the profit for

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**Document-Based Essay— Practice Paper – E**

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themselves, without government interfering. Countries that are capitalist became more industrialized, because they were able to start industries which led to the Industrial revolution. Examples of these was Great Britain - In the 1800's Britain was the first to industrialize because of their large working class, and a large source of labor supply.

These were two organizations formed in order to face its people's need. It was successful and unsuccessful as mentioned in the essay above.

## Practice Paper A—Score Level 4

### **The response:**

- Describes and evaluates capitalism and communism by accurately analyzing and interpreting the documents
- Uses documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates information from the documents in the body of the essay, citing document 2 in an appropriate fashion (e.g., “It’s plain and simple to some with ‘open doors of opportunity to talent and virtue’”)
- Incorporates limited relevant outside information (e.g., allusion to contemporary functioning of two systems)
- Understands and uses key terms such as laissez faire, free enterprise, private property
- Supports essay with relevant facts and examples
- Presents balanced descriptions of economic systems, but discussion is more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and provides a brief conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 4.

## Practice Paper B—Score Level 3

### **The response:**

- Describes and evaluates capitalism and communism in a limited way, using some of the documents
- Uses documents 1, 7, and 8 with vague references to 2 and 5
- Incorporates some information from the documents in the body of the essay in discussing the failures of the communistic system, but provides little information on capitalism
- Incorporates some outside information (e.g., Yeltsin, Stalin’s five-year plans, downfall of communism)
- Understands and uses key terms such as collective farming, laissez faire
- Includes some relevant facts and examples , but is more descriptive than analytical
- Presents limited descriptions of economic systems
- Is a satisfactorily developed essay, demonstrating a clear plan of organization, but shows an uneven treatment of communism and capitalism
- Establishing a framework in an original introductory paragraph, but concludes with a simple restatement of the task

**Conclusion:** Overall, the response best fits the criteria for Level 3. The essay addresses the problem, but mixing political and economic statements makes for an uneven product.

## Practice Paper C—Score Level 1

### **The response:**

- Shows limited understanding of capitalism and communism
- Uses no documents specifically, but makes vague references to documents 2 and 5
- Incorporates little information from the documents, vaguely stating the contents of them (e.g., “lazy people won’t get a job”)
- Incorporates little relevant outside information
- Understands and uses few key terms such as noninterference
- Supports essay with few accurate facts and examples
- Presents weak and somewhat inaccurate descriptions of communism and capitalism; only vague generalizations are offered
- Is a poorly planned essay, lacking specificity and focus and demonstrating a major weakness in organization
- Fails to introduce or summarize the theme

**Conclusion:** Overall, the response best fits the criteria for Level 1. The essay addresses the question with few specifics.

## Practice Paper D—Score Level 5

### **The response:**

- Thoroughly describes and evaluates capitalism and communism by accurately analyzing and interpreting the documents
- Uses documents 1, 2, 4, and 8
- Incorporates information from the documents in the body of the essay, citing document 1 in an appropriate fashion (e.g. “Some of the above listed points are reinforced by the following quote from Katia ...”). However, in other instances, full documents are repeated, where a paraphrase or a quoted sentence or phrase would have sufficed.
- Incorporates relevant outside information (e.g., Chinese incentive program, U.S. social security system)
- Understands and uses key terms such market, consumer, incentive programs, socialist
- Richly supports essay with relevant facts and examples
- Presents balanced descriptions of economic systems, and then evaluates and draws inferences
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Establishes a framework that is beyond a simple of restatement of the task and brings the essay to closure with more than a summation

**Conclusion:** Overall, the response best fits the criteria for Level 5, although the use of complete document repetitions should be curtailed with better use of paraphrased or limited citations.

## Practice Paper E—Score Level 2

### **The response:**

- Vaguely describes and partially evaluates capitalism and communism
- Uses only document 1, but makes a vague reference to document 8
- Incorporates some information from the documents, stating the contents of them without working them into the fabric of the essay
- Incorporates little relevant outside information although it alludes to the development of the factory system and the fall of communism
- Understands and uses few key terms such as private ownership, free enterprise, industrialize
- Supports essay with few facts and examples
- Presents weak descriptions of economic systems with some evaluation of the roles in meeting the needs of the people
- Is a generally organized essay, but lacks specificity and focus
- Fails to introduce or summarize the theme, vaguely restating the theme in the introduction and repeating this approach in the conclusion

**Conclusion:** Overall, the response best fits the criteria for Level 2. The essay attempts to address the problem, but uses limited and vague information with little attention to the documents. The essay does make some judgments about the success of the two systems.

**Regents Examination in Global History and Geography — June 2000**  
**Chart for Determining the Final Examination Score (Use for June 2000 examination only.)**

**Total Essay**

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part III A score of 50 would receive a final examination score of 79.

Score →	Total Part I and Part III A Score										
	0	1	2	3	4	5	6	7	8	9	10
0	0	6	12	18	23	26	29	32	35	38	41
1	6	12	18	21	24	27	30	33	36	39	42
2	10	16	19	22	25	28	31	34	37	40	43
3	14	17	20	23	26	29	32	35	38	41	44
4	15	18	21	24	27	30	33	36	39	42	45
5	16	19	22	25	28	31	34	37	40	43	46
6	17	20	23	26	29	32	35	38	41	44	47
7	18	21	24	27	30	33	36	39	42	45	48
8	19	22	25	28	31	34	37	40	43	46	49
9	20	23	26	29	32	35	38	41	44	47	50
10	21	24	27	30	33	36	39	42	45	48	51
11	22	25	28	31	34	37	40	43	46	49	52
12	23	26	29	32	35	38	41	44	47	50	53
13	24	27	30	33	36	39	42	45	48	51	54
14	25	28	31	34	37	40	43	46	49	52	55
15	26	29	32	35	38	41	44	47	50	53	56
16	27	30	33	36	39	42	45	48	51	54	57
17	28	31	34	37	40	43	46	49	52	55	58
18	29	32	35	38	41	44	47	50	53	56	59
19	30	33	36	39	42	45	48	51	54	57	60
20	31	34	37	40	43	46	49	52	55	58	61
21	32	35	38	41	44	47	50	53	56	59	62
22	33	36	39	42	45	48	51	54	57	60	63
23	34	37	40	43	46	49	52	55	58	61	64
24	35	38	41	44	47	50	53	56	59	62	65
25	36	39	42	45	48	51	54	57	60	63	66
26	37	40	43	46	49	52	55	58	61	64	67
27	38	41	44	47	50	53	56	59	62	65	68
28	39	42	45	48	51	54	57	60	63	66	69
29	40	43	46	49	52	55	58	61	64	67	70
30	41	44	47	50	53	56	59	62	65	68	71

**Total Part I and Part III A Score (continued)**

Score →	Total Part I and Part III A Score (continued)										
	0	1	2	3	4	5	6	7	8	9	10
31	42	45	48	51	54	57	60	63	66	69	72
32	43	46	49	52	55	58	61	64	67	70	73
33	44	47	50	53	56	59	62	65	68	71	74
34	45	48	51	54	57	60	63	66	69	72	75
35	46	49	52	55	58	61	64	67	70	73	76
36	47	50	53	56	59	62	65	68	71	74	77
37	48	51	54	57	60	63	66	69	72	75	78
38	49	52	55	58	61	64	67	70	73	76	79
39	50	53	56	59	62	65	68	71	74	77	80
40	51	54	57	60	63	66	69	72	75	78	81
41	52	55	58	61	64	67	70	73	76	79	82
42	53	56	59	62	65	68	71	74	77	80	83
43	54	57	60	63	66	69	72	75	78	81	84
44	55	58	61	64	67	70	73	76	79	82	85
45	56	59	62	65	68	71	74	77	80	83	86
46	57	60	63	66	69	72	75	78	81	84	87
47	58	61	64	67	70	73	76	79	82	85	88
48	59	62	65	68	71	74	77	80	83	86	89
49	60	63	66	69	72	75	78	81	84	87	90
50	61	64	67	70	73	76	79	82	85	88	91
51	62	65	68	71	74	77	80	83	86	89	92
52	63	66	69	72	75	78	81	84	87	90	93
53	64	67	70	73	76	79	82	85	88	91	94
54	65	68	71	74	77	80	83	86	89	92	95
55	66	69	72	75	78	81	84	87	90	93	96
56	67	70	73	76	79	82	85	88	91	94	97
57	68	71	74	77	80	83	86	89	92	95	98
58	69	72	75	78	81	84	87	90	93	96	98
59	70	73	76	79	82	85	88	91	94	97	99
60	71	74	77	80	83	86	89	92	95	98	99
61	72	75	78	81	84	87	90	93	96	99	100