

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 22, 2002 — 9:15 a.m. to 12:15 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 and United States History and Government*.

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

Global History
and Geography
January 22, 2002

Part I

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

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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.

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Global History and Geography
Content-Specific Rubric
Thematic Essay—January 2002

Score of 5:

- Shows a thorough understanding of how specific geographic factors have influenced the historical development or a specific historical event in a nation or region
- Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* nations and/or regions, describing the *two* geographic factors identified for *each* nation and/or region, and explaining the influence of *each* of these *four* factors on the historical development or on a specific historical event in these nations and/or regions
- Shows an ability to analyze and evaluate the influence of geographic factors by including comments of an analytical and/or evaluative nature, e.g., the island location of Japan provided protection from invasion and allowed Japan to practice selective borrowing, but it also forced Japan to seek an overseas empire in the 20th century to obtain the raw materials necessary to become an industrialized nation
- Richly supports the theme with relevant facts, examples, and details, e.g., the need to acquire warm-water ports led to Peter the Great's wars; the central location of the Ottoman Empire helped encourage the Age of Exploration in Europe
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the influence of geographic factors on nations and/or regions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 4:

- Shows a good understanding of how specific geographic factors have influenced the historical development or a specific historical event in a nation or region
- Addresses all aspects of the task but may do so unevenly, completing the different aspects of the task more thoroughly for one nation or region than for the second nation or region
- Shows an ability to analyze and evaluate the influence of geographic factors by including some comments of an analytical and/or evaluative nature
- Includes relevant facts, examples, and details but may not support these details evenly, e.g., discussing rivers and coal deposits in England and their connection to the start of the Industrial Revolution in England but not providing specific details such as the use of water power, the canal system, new inventions, mining, the effect of abundant natural resources, or new imperialism
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the influence of geographic factors on nations and/or regions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 3:

- Shows a satisfactory understanding of how specific geographic factors have influenced the historical development or a specific historical event in a nation or region
- Addresses most aspects of the task or addresses all aspects in a limited way
- Shows some ability to analyze and evaluate the influence of geographic factors, but not in any depth, and is more descriptive than analytical
- Incorporates some facts, examples, and details; may contain some inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the influence of geographic factors on nations and/or regions by repeating the task and concludes by repeating the theme

Some Examples of Limited Treatment of Task at Level 3

| Nation or Region | Geographic Factor | Influence of Geographic Factor |
|-------------------------------------|---|---|
| Identifies 2 nations and/or regions | Describes 1 factor for <i>each</i> nation | Explains the influence of each of the 2 identified geographic factors |
| Identifies 2 nations and/or regions | Describes 2 factors for <i>each</i> nation | |
| Identifies 2 nations and/or regions | Identifies, but does not describe, 2 factors for <i>each</i> nation | Explains the influence of each of the 4 identified geographic factors |
| Identifies 1 nation and/or region | Describes 2 factors for that nation | Explains the influence of each of the 2 identified geographic factors |

Score of 2:

- Shows a limited understanding of how specific geographic factors have influenced the historical development or a specific historical event in a nation or region
- Attempts to address the different aspects of the task
- Develops a faulty or weak analysis and/or evaluation of geographic factors and their influence on specific nations and/or regions, e.g., identifying a geographic factor, but incorrectly explaining its effect on a historical development
- Includes few facts, examples, and details, and may include information that contains inaccuracies, e.g., mountains protected Japan from invasion
- Is a poorly organized essay, lacking focus; may contain digressions; and may not clearly identify which aspect of the task is being discussed
- May fail to introduce or summarize the theme of the influence of geographic factors on nations and/or regions or might not refer to the theme in the introduction and/or conclusion

Some Examples of Limited Treatment of Task for Level 2

| Nation or Region | Geographic Factor | Influence of Geographic Factor |
|-------------------------------------|---|---|
| Identifies 2 nations and/or regions | Describes 1 factor for <i>each</i> nation | Explains the influence of 1 identified geographic factor on <i>one</i> nation |
| Identifies 2 nations and/or regions | Describes 2 factors for <i>one</i> nation and 1 for the <i>other</i> nation | |
| Identifies 2 nations and/or regions | Identifies, but does not describe, 2 factors for <i>one</i> nation and 1 factor for the <i>other</i> nation | Explains the influence of each of the 3 identified geographic factors |
| Identifies 2 nations and/or regions | Describes 2 factors for <i>one</i> nation and identifies, but does not describe, 1 factor for the <i>other</i> nation | Explains the influence of 1 identified geographic factor on <i>one</i> nation |
| Identifies 2 nations and/or regions | Describes 1 factor for <i>one</i> nation and identifies, but does not describe, 2 factors for the <i>other</i> nation | Explains the influence of 2 identified geographic factors on <i>either</i> nation |
| Identifies 1 nation and/or region | Describes 2 factors for that nation | Explains the influence of 1 identified geographic factor |

Score of 1:

- Shows a very limited understanding of how specific geographic factors have influenced the historical development or a specific historical event in a nation or region
- Makes little effort to address the different aspects of the task
- Lacks an analysis or evaluation of the theme of the influence of geographic factors beyond stating vague or inaccurate facts
- Includes few or no accurate or relevant facts, examples, or details, dealing with generalities
- Attempts to complete the task, but demonstrates a major weakness in organization
- May fail to introduce or summarize the theme of the influence of geographic factors on nations and/or regions or might not refer to the theme in the introduction and/or conclusion

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

Notes:

1. Geographic isolation, soil, climate and monsoons are acceptable geographic factors.
2. The same two geographic factors can be used for the two nations and/or regions as long as the response discusses them separately.
3. The same geographic factor can *not* be used for the same geographic area at different times in history, e.g., climate in Russia affected both the defeat of Napoleon in 1812–1813 and the Germans during World War II. **Two** geographic factors must be chosen for each nation or region.
4. Two geographic factors can be used to explain one historical development or specific historical event in a nation or region, but each factor's influence on the historical development or specific historical event must be explained separately, i.e., deserts and mountains as natural geographic barriers should be explained and discussed separately.

Many nations have been affected by their geographic makeup. Africa's civilizations were very much affected by their geography. The Persian and Ghana civilizations adapted to their supposed disadvantages by trading with sources they could cultivate to obtain needed resources. Trade also played an important part in Italy between 1300 and 1600. Italy also benefited from its location in one of the major trading waters, the Mediterranean Sea. Though Africa and Italy had totally different geographical features, the two relied on trade and used their location to their advantage.

Italy is a peninsula that is divided down the center by mountains. As a result, many city-states developed along the coasts and in the northern plains. These city-states were independent and became powerful. The temperate climate and fertile soil of Italy allowed it to grow abundant food for its people. These factors have allowed the peoples of the peninsula to expand their power throughout history. The Romans expanded their empire and traded for luxury goods all over the Mediterranean. Between 1300 and 1600, the Italian Renaissance, rebirth, was spurred by Italy's location. Many trade routes had been established, such as the Silk Roads that stretched from China to the Mediterranean Sea. Italy juts out into that strategic waterway. Italy's location played a significant role in the process of trade. Merchants settled in cities such as Venice and opened banks. As a

result, Italy became a wealthy nation and the merchants used their wealth to support the Renaissance, which stressed the ideas of humanism. Italy became the center of the Renaissance as early as 1300. Because of the wealth of Italy, art, literature and scholarship flourished. Albrecht Dürer, a German artist, visited Italy in the late 1400s and soon returned to Italy with wonderful information and spread the Italian Renaissance to Germany. In Germany, Gutenberg invented the printing press and books soon spread Renaissance ideas throughout Europe. Without Italy's location, climate, fertile soil and its source of trade, the Renaissance may not have happened when it did. Its geographic factors were extremely important.

Africa has many geographic barriers such as the Sahara Desert, grasslands, wetlands, rain forests, and a smooth coastline that make it difficult for civilizations to exist. There have to be adaptations. Before the 1600s, Africa had many civilizations such as Benin, situated in a rain forest, and Ghana, situated in northwest Africa between the Sahara Desert and the tropical forests. The Ghana Empire grew wealthy due to the gold-salt trade. Ghana relied on the abundance of gold they obtained from the tropical gold mines. They traded the gold for salt brought from the Sahara by the Muslim traders. Salt was important to Ghana and the surrounding peoples. It preserved meat and was needed in a diet. Ghana taxed every exchange

of salt for gold. With the wealth they obtained, they were able to improve the standard of living of their people. Ghana's location between the source of gold and salt made it a rich and prosperous civilization. Further south, the Benin controlled a large area of western Africa. They became wealthy on the tribute they collected from the peoples they ruled. Although the Benin lived in the rain forests, they built walled cities. The surrounding farms supplied food to the cities. Benin became an artistic society. They carved in wood and ivory as well as making bronze, brass, and copper sculptures. Many of the sculptures record the history and the power of the Kingdom. They used elephants' tusks to produce ivory, making jewelry, statues and everyday items. The bronze sculptures are very intricate and many survive today. Although Benin did not become wealthy from gold, they used the rain forest to obtain the resources they needed to maintain a good life style. Ivory, gold, and salt are still prize possessions today. Ghana and Benin both contributed to their existence due to their geographic factors - location, deserts and rain forests. Ghana and Benin both adapted to their geographical setup so that they could survive.

Many civilizations or nations have been truly affected by geography. One of the amazing things is

*that they all seem to adapt and wonderful things
such as gold jewelry and Italian art are a result.
What some may see as a disadvantage, other civilizations
and nations use to their advantage.*

Anchor Level 5-A

The response:

- Shows a thorough understanding of how specific geographic factors have influenced historical developments and specific historical events in Italy and Africa
- Thoroughly addresses all aspects of the task evenly and in depth
- Shows an ability to analyze and evaluate the influence of geographic factors on Italy and Africa by including comments of an analytical and evaluative nature (Italy became wealthy and merchants used the wealth to support the Renaissance; wealth helped Ghana and Benin improve the standard of living; ivory, gold and salt are still prize possessions)
- Richly supports the theme with relevant facts, examples, and details (Roman Empire expansion; advantage of peninsula in Mediterranean trade; Muslim traders in the Sahara; bronze sculptures)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by identifying Italy, describing the peninsula and its geographic characteristics, explaining the advantage that these factors provided to the historical development of the nation, and then repeating the process for Africa and the civilizations of Ghana and Benin
- Introduces the theme of the influence of geographic factors on Italy and Africa by establishing a framework that is beyond a simple restatement of the task and concludes with an analysis of the way people use geographic factors to their advantage

Conclusion: Overall, the response fits the criteria for Level 5. The introduction is particularly strong. The geographic factors are connected to the historic development of Italy and Africa with many excellent details. The analysis of developments is sophisticated, showing how the development of Italy influenced the development of Germany and the rest of Europe and how Ghana and Benin used their natural resources to develop their wealthy civilizations.

Geography is a very important factor in the development of any area or region. It affects a civilization's advancements in society in both positive and negative ways. The presence of mountains, rivers, deserts, rain forests, natural resources and many other geographic factors have had a significant effect on the historical development of almost every region around the world. The absence of easy access caused by natural geographic barriers can protect a region from foreign invasion and prevent cultural diffusion. The location of mountains, deserts, and river valleys can affect where and how people live.

The continent of Africa was considered to be the dark continent for an extremely long time because of its geographical features. All around, Africa is surrounded by an extremely regular coastline. This happens to be a bad thing for an area because it creates a lack of natural harbors. Because Africa has a limited number of natural harbors, it makes it very hard for ships to land and for others to explore the interior of the continent. Africa also has waterfalls, plateaus, and rapids. The plateaus, which have tall cliffs along the coast of Africa, are another reason Africa was not explored early on. The waterfalls make going up a river by boat impossible. During the Age of Exploration when many European countries were sending ships to foreign lands, most avoided Africa because of its lack of natural harbors.

A second geographic factor that has had an impact on Africa has been the Sahara Desert. The Sahara Desert covers most of northern Africa, from the west to the east coast. Because of this, the Sahara became a barrier for explorers and traders from the North. Africa's reputation as the dark continent was reinforced because most feared to cross the dreadful Sahara Desert. Because of this and the regular coastline Africa developed on its own almost entirely without much outside influence (except for the Muslims). Many ancient civilizations like Ghana, Mali, and Songhai flourished for hundreds of years before the Europeans began exploring Africa. These civilizations developed on their own without Western influence because of Africa's geographical features. Africa enjoyed its hundreds of years of isolationism until the period of imperialism. It took until the mid to late 1800s until Europe had the technology to overcome these geographic barriers. By then, European nations began exploration of Africa. People like Cecil Rhodes, Richard Burton, and David Livingstone armed with inventions such as the steam engine and new medicines that fought disease explored the interior rain forests of the dark continent. This European exploration resulted in European domination of the continent. The Berlin Conference of 1884 partitioned Africa into European controlled areas.

China is another area that was majorly affected by

its own geographic features. To the southwest of China, there are extremely tall and treacherous mountains. These mountains, the Himalayas, create an excellent natural barrier from foreigners. To the east and the south, the Pacific Ocean surrounds China. ~~Because of these natural barriers.~~ Because of these natural barriers, China was somewhat protected from outside influence. The Chinese used to believe they were at the center of the world, perhaps because of their lack of knowledge about other foreign lands. As a result, the Chinese developed a strong belief that their culture was superior to others. When the rulers chose, the Chinese were able to use their barriers of mountains, deserts, and oceans to close China off from western influence. The Chinese lack of western technology left them vulnerable to western control later in the 1800s.

Another geographic factor of China is its river valleys. China has the Yellow River valley and the Yang-zee river valley. Most of early civilization in China developed along these two major rivers. The rivers provided water and good sediment for farming. They also provided excellent transportation for the Chinese in ancient times. Because most people lived near these rivers, the Chinese population was not evenly distributed across the land. Most lived near the rivers in the east and few lived in the deserts of northern and western China.

Geographical factors can have major effects on the historical development of many regions. Some features have good effects, like the river valleys in China. But some features are bad, like the natural barriers (mountains, deserts, etc.) that kept Chinese and African societies from easy access to the rest of the world. Because of these barriers, these regions found themselves behind when the rest of the world was rapidly advancing and industrializing.

Anchor Level 5-B

The response:

- Shows a thorough understanding of how specific geographic factors have influenced historical developments and specific historical events in Africa and China
- Thoroughly addresses all aspects of the task evenly and in depth
- Shows an ability to analyze and evaluate the influence of geographic factors on Africa and China by including comments of an analytical and evaluative nature (Africa was considered to be the dark continent because of its geographic features; river valleys contributed to uneven distribution of population; geographic features determined that Africa and China did not industrialize rapidly)
- Richly supports the theme with relevant facts, examples, and details (waterfalls; plateaus; Ghana; Mali; Songhai; Cecil Rhodes; Richard Burton; David Livingstone; Berlin Conference of 1884; Age of Exploration; Yellow River; Yang-zee River Valley)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by identifying Africa, identifying and describing the regular coastline of Africa, explaining its influence, then describing the Sahara and its impact, and then repeating the process for China's geographic barriers and river valleys
- Introduces the theme of the influence of geographic factors on Africa and China by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. Although the discussion of China is less detailed than that of Africa, the depth of understanding and the level of analysis reflects the overall quality of the response. The essay is well organized and well written, having an abundance of historical facts about the influence of geographic factors in both Africa and China.

The geography of our planet has had a great influence on its inhabitants. The earth and its land have made it easier and harder for civilizations to be created or to expand. Early peoples had to settle by rivers for the water. They would also use mountains like the Himalayas for natural barriers.

The Nile river valley had great effects on the people who settled there. First the people had to settle there because the rest of Africa was desert all around them, which did offer protection against invasion. Since the only way to sneak up on them would be through the water, which the Egyptians controlled. The Nile also gave the people a source of food; at first they just used it for fish, but later once they realized the Nile would flood every year predictably, they then were able to ~~use~~ use the silt for fertilizer for farming. This made the land extremely rich and fertile with nutrients. Also they had a constant supply-

of water for their crops with the use of irrigation systems. The River Valley greatly helped the Egyptian civilization to flourish and become better.

With India having natural barriers for invasion and the Monsoons to worry about. With the natural barriers they had the Himalayan Mts to the north protecting them from invasion. They also had water surrounding the entire southern edge. These two places completely surrounded India and made it practically impervious to invasion. The only area that was of worry is the Guba pass which was the only way in or out by land. Also the people of India had to worry about the monsoon totally building up over the water and then completely dumping all their causing floods and the people to not be able to grow food. If the monsoons built up over land they would not have enough water for their crops and they would be in a drought or have to again worry about famine. So they would have to be given a surplus of food for

The monsoon season. Sometimes they were not able to do this because the monsoons were entirely unpredictable.

With these geographical features all people have learned to adapt to what they got. The Egyptians learned to use the predictability of the Nile flooding. The people of India learned how to work around the unpredictability of the monsoons. Both of these people had natural land barriers so they did not have to worry about invasion from other places they could just live and flourish with almost no worries. Now we are more technologically advanced and we do not need to settle near water or in a enclosed places surviving, today we just bring water and defenses with us. These places the Nile River Valley and the India had a better start. Because of their areas surrounding geography, it helped them to start great civilizations that flourished to great apices because of geography.

Anchor Level 4-A

The response:

- Shows a good understanding of how specific geographic factors have influenced historical developments in the Nile River Valley and India
- Addresses all aspects of the task but does so somewhat unevenly (discusses how deserts in Africa have provided protection against invasion, but does not identify the Sahara Desert nor any specific invasion)
- Shows an ability to analyze and evaluate the influence of geographic factors on the Nile River Valley and India by including some comments of an analytical and evaluative nature (the Himalayan Mountains were a natural barrier to invasion; monsoons caused floods and droughts and resulted in the Indian people learning to work around their unpredictability)
- Includes relevant facts, examples and details (silt; irrigation systems; Khyber Pass; surplus of food), but contains some inaccuracies (rest of Africa was desert)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the influence of geographic factors on the Nile River Valley and India by establishing a framework that is somewhat beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response does not discuss all aspects of the task as consistently as in a Level 5 response. The discussion of the desert in Africa is much weaker than that of the monsoons in India. However, the analysis in the conclusion is strong.

Throughout the span of world history, geography has played a large role in the way in which a certain region or nation developed. Geographic features like rivers, deserts, natural resources, and being an island can impact the way in which that place developed in history. The Nile River Valley development has ~~been~~ been affected by the surrounding geography. Two features that had an affect on the development were the surrounding deserts and the Nile River. The fact that Great Britain is an island nation has influenced its historical development. Also, the abundance of natural resources contained in Great Britain has had an impact on the nation's development. Various geographical features found in nations or country have had a historical influence in the way that the place developed.

The Nile River Valley's development has been impacted by the fact that they have the Nile River. In ancient times, people settled and started to form ~~there~~ civilizations in this area because of the yearly floods. The floods ^{allowed} ~~provided~~ for silt to settle on the riverbanks, making the surrounding land very fresh and fertile. This allowed for food to be easily grown so that a surplus would be produced, and therefore allow others to pursue other things, such as becoming artisans. Thanks to the Nile River, this river valley was able to develop into the unique civilization that it became. This civilization was able to stay unique, prosper, and grow due to another geographical feature, the deserts that were surrounding it. These deserts protected the Nile River Valley from invasion and attack. These deserts provided such an obstacle to possible invading armies that

they were not able to conquer the land in most cases throughout history. Because of the protection that the deserts provided the Egyptian civilization and culture had the freedom and capacity to develop into the unique identity that it is today. The deserts and the Nile River had an historical impact on the development of the Egyptian region, likewise to the features of geography in Great Britain.

Great Britain, being an island nation and also having a great wealth in natural resources, has had an certain historical impact on its development. The fact that Great Britain is an island nation has affected the historical development in different ways. In the World Wars, Great Britain has been a major player. However, the country itself was protected because the sea separating it from the rest of Europe provided an obstacle. But before the World Wars started, there was an Industrial Revolution in the world that had its birth in Great Britain. The Industrial Revolution was able to start in Great Britain because of the natural resources that were present there. ~~But~~ Minerals like iron ore and coal helped fuel the development of factories that started to mass produce ~~to~~ goods. As Great Britain improved on the technologies, it helped propell the country into economic prosperity, but also presented problems with child labor. Laws were developed to prevent abuses and

set a precedent for other countries in the world as they started to develop industry. The resources ~~and~~ on the island nation of Great Britain had impact on historical developments.

Since the Nile River was present, it allowed for civilization of Egypt to blossom and grow. Also the surrounding deserts provided protection and allowed for the culture to remain unique and be its own little special thing in the world.

Anchor Level 4-B

The response:

- Shows a good understanding of how specific geographic factors have influenced historical developments and specific historical events in the Nile River Valley and Great Britain
- Addresses all aspects of the task, although the depth of the discussion is somewhat limited
- Shows an ability to analyze and evaluate the influence of geographic factors on the Nile River Valley and Great Britain by including some analytical comments (the fertile soil in Egypt allowed food to be easily grown so that a surplus would be produced and therefore allow some individuals to pursue other occupations such as becoming artisans)
- Includes relevant facts, examples and details (yearly floods; silt; isolation; protection; World War I; Industrial Revolution; child labor)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the influence of geographic factors on the Nile River Valley and Great Britain by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. All the aspects of the task are addressed, but in a limited way, lacking a thorough discussion. While details are mentioned, they are not explained or supported with historical facts. Some of the conclusions that are drawn do not relate to the task (child labor in Great Britain).

Throughout history, geographic factors have influenced a nation's or region's historical developments or events. Geography shapes a nation and molds it into what it will become. From the beginning of civilization, geography has played the biggest influence on nations or regions like Ancient Egypt and India. Various factors have shaped these two regions into who they are today.

Ancient Egypt flourished for many years, reasons, but the main reason of their success is the Nile River. It's the longest river in the world, and flows from the middle of Africa to the Mediterranean Sea. Egyptians figured out when the Nile's annual flood occurred, and based their calendar on that. The Nile River allowed them to irrigate and to harvest crops. Pharaohs got their power by claiming they could control the Nile. The success of Egyptian dynasties depended on the agricultural production of the region. This may not sound outstanding, but because Egypt was located in the Sahara Desert, the river was even more of a blessing.

Egypt is referred to as the "Gift of the Nile" for good reason. The Sahara Desert is a barren region where heat rules by day and cold by night. The Sahara was a formidable obstacle to invaders, and protected

Egypt from various nations until the Kush invaded from the south and the Romans invaded from the north across the Mediterranean Sea.

The Nile River and the Sahara Desert shaped Egypt into the modern country it is today. Without these two factors, Ancient Egypt would not have thrived the way it did, serving as an example to the rest of the world.

India is right in the middle of south Asia, and is therefore the cultural center of south Asia. Its survival in the world is based upon many geographic factors, ^{to it} which are monsoons and the Himalaya Mountains. The monsoons are India's source of water for people, plants, and living creatures. India heavily relied, and still relies on these rains to maintain survival. However, the monsoons can affect them in negative ways. If there is too little, then a drought will occur and many people will go hungry because there won't be enough water for crops. If, however, there is too much rain, then flooding will occur and could devastate villages, towns, and/or cities as well as flooding the farmland. The monsoon is something that has to be exactly right, otherwise, it could have disastrous effects.

The Himalayas are a formidable mountain range that occupy the northern part of India. These mountains have protected India from invaders in the past, and house rivers such as the Ganges that flow out of it. In Ancient India, they protected it from invaders, except those who were able to enter through the Khyber Pass in the Hindu Kush such as the Aryans, and were the source of water for people, and also allowed India to concentrate on infrastructure & not worrying about invasions.

Both India and Ancient Egypt were shaped thanks to their geography. It plays a huge role in the development and progression of nations. It is a key part of nations that shapes societies and countries into who they are today. Interaction with the environment plays a key role in progression and advancement of nations.

Anchor Level 4-C

The response:

- Shows a good understanding of how specific geographic factors have influenced historical developments and specific historical events in Ancient Egypt and India
- Addresses all aspects of the task but does so unevenly, completing the different aspects of the task more thoroughly for Ancient Egypt than for India
- Shows an ability to analyze and evaluate the influence of geographic factors on Ancient Egypt and India by including some comments of an analytical and evaluative nature (development of the Egyptian calendar based on the flooding of the Nile)
- Includes relevant facts, examples and details (Mediterranean Sea; annual flood; pharaohs; Kush; Romans; Khyber Pass; Aryans; Ganges River)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the influence of geographic factors on Ancient Egypt and India by establishing a framework that is a little beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits most the criteria for Level 4. Although the influence of the monsoons and the Himalayas on the historical development of India is weak, the details and depth of analysis of the other aspects of the task are strong.

Throughout history, a region or nation's location have very ~~to~~ great affects on its development socially and agriculturally. ^{Geographic factors} ~~Location~~ has some affect on almost all aspects of life, whether it be climate, agriculture or just the variety of people living in one place. These factors can be rivers, mountains or any geographic feature.

The middle east has many geographic factors but two of the more important ones are its oil reserves and the desert.

The middle east's oil reserves have been the subject of many conflicts over the past 30 years. People are constantly ~~fighting~~ fighting over who has control over the oil. It has caused some countries like Kuwait to become very rich off oil distribution. The ~~oil~~ oil producing countries ~~have~~ ~~are~~ indirectly make the world run. Most countries need oil either for industry or transportation so these countries are willing to pay tons of money to keep their country running.

The deserts have also played a significant role in the development of the middle east. They have isolated the middle east more, causing them to develop their own way of life with less influence from western civilization. They have their own culture that at one time, was exclusive to that part of the world. The desert has also made it more difficult to grow food so new methods had to be invented in order to stay alive. Most civilizations were based around river valleys because of this. Different methods of farming and irrigation were invented. This way, crops

could be grown without waiting for an occasional rain shower.

A country where geographic location was also important was in Great Britain. Britain's coastlines were essential to the industrial development of the islands. Many harbors allowed for ships to dock and bring food and other items that were not produced on the islands themselves. Ships also brought a variety of people with new ideas and ways of life. It aided in cultural diffusion as well as industrial development.

Farmland and fields were also a big factor in the development of Great Britain. Since there is ample rain-fall and a lot of open land, growing crops and raising cattle are ideal industries for Britain. ~~They~~ This has greatly affected Britain's industrial and agricultural development. They have many agricultural exports now but some things still have to be imported.

In conclusion, geographical factors have amazingly large affects on the way countries have developed. If a country is isolated, it develops in its own unique way. If it is influenced by other cultures, its obvious which ones. Geographical factors are the most important aspect of any kind of developmentsⁱⁿ a country because geography is giving them something to work with. The people have to build off of what they already have.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of how specific geographic factors have influenced historical developments and specific historical events in the Middle East and Great Britain
- Addresses all aspects of the task, but in a general way with few historical details (mentions the conflict over oil reserves in the Middle East, but does not mention the Persian Gulf War)
- Shows an ability to analyze causal relationships between a geographic factor and historical developments (oil money brought wealth to Kuwait; the deserts isolated the Middle East from Western civilization)
- Incorporates a few facts, examples, and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the influence of geographic factors on the Middle East and Great Britain by establishing a framework that is somewhat beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. Although the discussion of oil in the Middle East is strong, the lack of details and the lack of analysis weaken the response. In most cases, no connection is made between the geographic features and specific historical events. The discussion of Britain's farmland and fields makes only a general reference to Britain's "industrial and agricultural development."

Many regions or countries have developed according to the region's ~~topo~~ geographical factor. This has either aided or prevented the development of the regions.

One example of a nation harmed by its geographical factor is the island nation of Japan. Because Japan is an island nation, it has had a limited amount of room for expansion for its growing population. To solve this problem, Japan has applied the belief of imperialism and conquered its neighbors such as China and Korea. Their goal was both to gain the invaluable natural resources of ~~that~~ those nations, ~~which are~~ and to exercise the might of its powerful navy. The conquest of its neighbors has ~~be~~ earn prestige and power for Japan.

~~One~~ Another example of geography harming the development of Japan is the abundance of mountains and therefore the scarcity of good farmland. Japanese farmers have tried to use the method of terrace farming to help them produce more food to feed the increasing population.

The lack of good farmland has also forced the Japanese to turn to the sea for food and transportation. Fishing is one of Japan's largest industries and it is because of the presence of the sea that Japan was able to develop a strong navy. Other products are also ~~produced~~ ^{harvested} from the sea such as salt and seaweed.

Not all nations have been harmed by its geography. The Middle East for example has benefited to some degree, from its enormous supply of oil. Oil is responsible for bringing investment capital into the nations of the Middle East, like Kuwait and Iran. This capital has helped pay for the development of schools, roads, hospitals, etc. Oil well have also created many jobs for the people, helping to bring many out of poverty. The ~~the~~ ~~nation~~ of OPEC ~~the~~ have used oil as a weapon as well as bargaining chip. If prices of oil were raised in countries when OPEC ~~did~~ not approve of the nations' actions in international policies.

Not all changes caused by oil is positive however. Oil has also led to conflict between nations in the Middle East and also Western nations. ^{Disputes} Disputes over oil have caused the ignition of wars such as the Iran-Iraq war. Oil have also contaminated drinking water lines, essential in the Middle East, if the oil lines were worked haphazardly.

Geographical features has affected the development of many regions and countries. Some have benefited and some have harmed. But they have all led to the ~~deve~~ formation of that nation's unique way of life.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of how mountains and islands have affected the historical development of Japan and of how oil has affected the historical development of the Middle East
- Addresses most aspects of the task but fails to discuss a second geographic factor for the Middle East
- Shows an ability to analyze and evaluate the influence of geographic factors on Japan and the Middle East by including some comments of an analytical and evaluative nature (because of the mountains, the lack of good farmland has forced the Japanese to turn to the sea for food)
- Includes relevant facts, examples and details (imperialist Japan taking over Korea and China; terrace farming; OPEC; Iran-Iraq War)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces and concludes the theme of the influence of geographic factors on Japan and the Middle East by repeating the task

Conclusion: Overall, the response fits the criteria for Level 3. The weakness in the response is not addressing a second geographic factor for the Middle East. Although the discussion some of the aspects of the task is strong, as a whole, the response is more descriptive than analytical.

Throughout our world's history, geographic factors have influenced a nation's or region's historical developments in technology, religion, or events that take place. I will be discussing the influence's from geographic factors for Egypt and Japan.

Egypt one of the most amazing civilizations to ever be on our earth had two very important factors that influenced every thing they did one was the great Nile River valley and the other was the desert that surrounded it. ~~it was the Nile River Valley~~ The Nile River Valley influenced the development of Egypt greatly in many ways. For the Egyptians used the Nile River for ~~protection against invaders~~, water, and to make their soil fertile with the silt it washed down from the mountains. It gave Egypt life. The Egyptians planted their calendar around it and waited, plaid, and prayed for it's flooding every year. The ~~desert~~ ^{desert} not only protected them but developed their way of life so they learned how to dress for sand storms, grow food, horses ~~and~~ not camels, and how to survive while you were in it. These factors in Egypt influenced

Everything they did and the people who they had become. ~~They~~ Their many ~~the~~ gods came from the natural things around them such as things influenced by the desert and the Nile.

Japan is an island nation that had two very important geographical factors that helped them develop and become what they are. Having an irregular ^{or} coast line helped them greatly when they decided to trade with other peoples.

Their ports were used for many things and they were able to have these excellent ports because of ~~the~~ Japan's natural irregular coast line. Also because of its irregular coast line and island surrounded by water they ~~rely~~ relied heavily ~~and~~ on fishing making them very dependent on sea food. ~~Japan also had natural resources that helped it successfully grow such as its soil. This helped them become rich enough to get other things.~~

So these are two very important nations and the ~~to~~ resources that

helped them develop the way they did. It goes to show how much natural resources or geographical features can help form a nation or region in many ways in many developments.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of how specific geographic factors have influenced historical developments and specific historical events in Egypt and Japan
- Addresses all aspects of the task but does so in a limited way (the desert not only protected Egyptians but developed their way of life so they learned how to dress for sandstorms, grow food, use camels and not horses)
- Shows an ability to analyze and evaluate the influence of geographic factors on Egypt and Japan, but not in any depth with few comments of an analytical nature
- Includes few relevant facts, examples and details
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the influence of geographic factors on Egypt and Japan by repeating the task and concludes by repeating the theme

Conclusion: Overall, the response fits most of the criteria for Level 3. While the response includes some analysis of the effect of the Nile River on the development of Egyptian culture, the lack of historical detail and the use of generalities, especially for Japan, weaken the response. The impact of the island location of Japan is particularly weak. As a whole, the response is much more descriptive than analytical.

Throughout history, Geography has affected the way a civilization has lived and thrived. If the land wasn't good for production, no farms could be accomplished so alternatives were taken.

One civilization that struggled because of these very things, land was set up in geography was Greece. These empires were made up of islands and mountains so that it wasn't one complete empire. The Greek city-states would constantly fight leaving Greece weak for incoming attacks from other nations. This led to the fall of Greece.

Another nation that was affected by their geography was China. China was a mountainous and arduous land. There for there was a large population in a small area. China though they were the only center of the earth, there for they and there also had many natural barriers around which kept them from being with other nations. So they didn't battle other nations. While other nations were advancing China stayed unadvanced so they were not powerful any more.

The geography of a nation had to be good for a nation to thrive and be successful. Some nation were lucky because they had this & other had to find other ways to thrive.

Anchor Level 2-A

The response:

- Shows a limited understanding of how specific geographic factors have influenced historical developments and specific historical events in Greece and China
- Attempts to address most aspects of the task
- Shows some ability to analyze and evaluate the influence of geographic factors on Greece and China, but not in any depth (constant fighting between the city-states left Greece weak for incoming attacks)
- Mentions few facts, examples and details (city states; high population density in China; China was the center of the earth; China had natural barriers; isolationism)
- Is a satisfactorily organized essay, although the effect of mountains and islands on the historical development of Greece is combined in the discussion
- Introduces the theme of the influence of geographic factors on Greece and China and concludes by making statements that are more than a restatement of the task

Conclusion: Overall, the response best fits the criteria for Level 2. The response makes some attempt at analysis, but few facts are included to support the attempt. Although the geographic factors are identified, they are not described and the discussion of the influence of these factors is limited.

Throughout history, geographic factors have influenced a nation's or region's historical developments or events. Geography has helped with trade and cultural ideas being spread. Without the mountains, valleys, oceans, deserts, and other geographic features life would be seriously changed.

The Nile River in Africa helps with food production in Egypt every year. When the rains come and the river overflows its banks it allows crops to be irrigated and has allowed a way for water to be able to ~~soak~~ soak the ground so it can be farmed on. They may have better ways of doing this today, but without this happening in the past, this area may not have been ~~so~~ suitable to live in.

The island nation of Great Britain has been one of Europe's strongest nations. Since ~~it~~ it's an island, trade works very well here. Great Britain has many natural resources and this helps the economy because it increases trade and there are many jobs in the mines. Without the natural resources of England, England might not have been such a strong nation.

In Africa some coastal nations have developed very fast due to trade. Since Africa is in a very centered location trade routes go right through it. This has helped cultural ideas spread and the extent of trade. Any tradeable goods from inner Africa go to the coasts which help them develop.

Without certain geographic features in some nations their economies may not have developed as good as they have. Geography does help with trade and how life is lived.

Anchor Level 2-B

The response:

- Shows a limited understanding of how specific geographic factors have influenced historical developments in Africa and Great Britain
- Attempts to address the task
- Develops a faulty analysis or evaluation of geographic factors and their influence (Africa's coastline and interior facilitate trade)
- Includes few facts, examples, and details, and includes information that contains inaccuracies (Africa's coastal nations have developed very fast due to trade; "rains come" in the Nile River valley)
- Is a poorly organized essay, first discussing the Nile River in Africa, then mentioning the island location and natural resources of Great Britain, then returning to Africa's coastline and trade
- Contains a simple introduction and conclusion

Conclusion: Overall, the essay best fits the criteria for Level 2. Much of the specific information is partially incorrect. The failure to indicate a period when Great Britain had many resources makes it difficult to discern the intent of the response. Although four geographic features are identified, only one is described. The discussion of the influence of these factors on the historical development on Africa and Great Britain is generally vague.

In the Middle East the desert and oil production has been good for the Middle East. The desert has

Geographic factors have influenced the Middle East and India historical development in a few ways.

The desert and oil ~~had~~ has influenced the Middle East in a few ways. The desert help the Middle East in the way that people who tried to come over the Middle East would need to cross a desert in order to get into M.E. Not all would survive the trip. Then the oil the M.E produced was beneficial to alot of countries. The big countries would ~~purchase~~ buy the oil and the M.E would sell the oil. The oil helps many countries and factors.

River Valley and the Himalaya Mountains had influenced India in a few ways. The river valleys were useful because the river would flood one a ~~month~~ year and when it floods the people would get the water and put it in a dam. They would use the ~~the~~ water for their crops. The water made the soil rich so it was good to grow a crop there. Then the Himalaya Mountains were a type of protection for India. When intruders try to come in the would setup hiding places to get or capture their intruders. The Mountains were barriers.

These factors were good for both nation. There are many factors which contributed to each nation. Without these factors where would we be?

Anchor Level 2-C

The response:

- Shows a limited understanding of how specific geographic factors have influenced historical developments in India and the Middle East
- Attempts to address the task by identifying but not describing the four geographic factors
- Lacks an analysis and evaluation of these geographic factors and their influence on the Middle East and India
- Includes few facts, examples and details and deals mostly with generalities (Middle East sells oil; the Himalaya Mountains served as protection for India)
- Is a somewhat satisfactorily organized essay, but lacks focus, not making clear which aspect of the task is being discussed
- Contains a simple one-sentence introduction and a simple conclusion

Conclusion: Overall, the essay best fits the criteria for Level 2. The discussion of how deserts and oil have influenced the historical development of the Middle East is very limited. The response is a series of general statements that address some aspects of the task but as a whole, these statements are vague and lack depth and detail.

In time past the development and history of a country has been greatly influenced by its geography.

An example of this would be the location of the British colonies in comparison to Great Britain itself. ~~There~~ The British settlers did not have direct contact with Britain therefore there they started to form their own ideas. As the idea arose that they wanted to become an independent nation the British could not be there to control their thoughts and ideas. When the war of independence finally began, all of the people that were fighting against the British were already here. The British on the other hand had to come all the way over the Atlantic just to get to the people they were at war with.

The location of present day America greatly effected the history and outcome of a war that gained ~~the~~ the colonies independence from Great Britain.

Another example of how the geography of a country or region effected its history

would be the location of the civilization of the Hindu Kush people. Their culture, religion and traditional way of life was preserved because of the Hindu Kush mountains that surrounded them. They had a long history lacking war and violence mainly because either the mountains prevented people from attacking them or they simply were not aware that such people even existed.

Some countries can be very lucky as to have the convenience of natural land formations such as ~~mountain~~ an ocean, mountain range of deserts to protect them and help them develop into a great country or nation

Anchor Level 1-A

The response:

- Shows a very limited understanding of how specific geographic factors have influenced historical developments in British colonies and among the “Hindu Kush people”
- Makes little effort to address the different aspects of the task, identifying only the ocean that separated Great Britain from its colonies
- Lacks an analysis and evaluation of the influence of geographic factors beyond stating vague and inaccurate facts
- Includes few accurate or relevant facts, examples, or details, dealing with generalities
- Is a somewhat organized essay, but lacks focus
- Contains a simple one-sentence introduction and a simple one-sentence conclusion

Conclusion: Overall, the response fits most of the criteria for Level 1. Most of the discussion of Great Britain deals with the United States (America) and can *not* be scored. There are few relevant and accurate details to support the theme of the influence of geographic factors on nations, not including the information on the United States. The discussion of the Hindu Kush people is weak, confusing, and inaccurate.

In many regions and nations of the world geography has had an impact. Climate and Terrain of the land usually affect the development of the nation economically, socially and militarily.

One region which has demonstrated this effect is the Mediterranean. This area is surrounded by water and it is mountainous. The water in the Mediterranean sea has greatly impacted the trade of the countries in that region. Beginning with the original trade of the Phoenicians and now with the trade of Italy and the surrounding countries. The mountains there have affected the military development of the region. The countries are generally protected by mountains so their military is not as strong as Germany and the Soviet Union.

Another nation which has been affected by geography is the United States. The United States is generally isolated and is surrounded by water. Being on a separate ~~continent~~ continent and "isolated" from some original nations such as

Germany or China, the U.S. has learned to survive as an independent nation with little help from others. Being surrounded by water has also helped the U.S.'s trade with other nations greatly and helped them aid other countries during war times.

Such as during WWII, the U.S. came to the aid of Great Britain with military supplies, but was later dragged into the war because of this.

These two regions/nations have showed a great need of the differing geographies. If every nation had the same geography there would be little innovation and probably little to no trading.

Anchor Level 1-B

The response:

- Shows a very limited understanding of how specific geographic factors have influenced historical developments in the Mediterranean region and the United States
- Attempts to address the different aspects of the task but does not describe the geographic features of the Mediterranean
- Contains a weak analysis and evaluation of the influence of geographic factors in the Mediterranean region
- Includes few accurate and relevant facts, examples, or details (Phoenicians; trade in Italy; the countries are generally protected by the mountains so their military is not as strong as Germany and the Soviet Union)
- Attempts to complete the task and is somewhat organized
- Contains a simple introduction and conclusion

Conclusion: Overall, the response fits most of the criteria for Level 1. Although trade by water is mentioned, the discussion of the Mediterranean is weak in that the region is not specifically defined and it is unclear what is being discussed. The discussion of the United States can *not* be scored.

Africa has many different features which changes the way they live, what they eat and, what kind of government they have. In Africa the Sahara Desert has a big influence on how people live not being able to travel very far and it also blocks the way to the Mediterranean Sea. The monsoons in Africa are a way to see the way people live by what homes look like how people dress and this also brings out rainforests such as the Amazon.

India is much like Africa because it has rainy seasons (monsoons) which affect their lives having to build their homes up high and by helping their food supplies of rice.

Thematic Essay—Practice Paper – B

Geographic factors have, throughout time, played an important role in the development of each nation and region. Factors like mountains, coast lines, arable land, and bodies of water have all influenced many nations, whether they be noticeably present or absent. ~~Advers~~ These factors have been instrumental in the history of countries like Italy and Egypt.

The role of the mountains in ~~Italy~~ the politics of Italy began ~~as~~ before the days of Ancient Rome. The peninsula was divided into territories or city-states due to the mountains ~~which~~ isolating each respective region from the next. The Roman Republic survived its first few years because it was close enough to the sea to ~~allow~~ ~~for~~ make it a good port but the mountains protected it against any invaders. As the Republic flourished and became an empire, its central location allowed for ~~any~~ easy access to many conquerable territories. The mountains divided Italy again into territories which merely cooperated with one another until the unification by Cavour and Piedmont, in the 19th century. The Italian mountains, all along, were a protective barrier ~~for~~ but also an internal divider for the Italians all along, while the peninsular setting was an advantage for the growth of commerce as well as ~~self~~ military strategy.

The peninsular location of Italy jutting into the Mediterranean Sea encouraged trade and the diffusion of ideas which ~~which~~ allowed for the beginning of the Renaissance.

Ancient Egyptian society was also dramatically effected by geographic factors. Both the Nile River and the desert played a

huge role in the development of the nation and the culture. Egyptian society was one of the first to ~~function~~ emerge in the world. This was due, for the most part, to ~~its~~ its location along the Nile River. The river banks and delta were a source of silt and fertile soil for the Egyptians. ~~This was~~ Not only did it bring to them food but it allowed for the development of a more cohesive group of people. People could communicate and trade by traveling along the Nile. Egyptian growth was hindered, ~~slightly~~ at times, by the desert lands of the nation. The desert had no arable land and ~~occasionally~~ every few years the Nile would not flood, making it hard to grow food even at the delta. The desert made it hard for the people to find food but the Nile River often counteracted ~~that~~ that. The desert also protected the Egyptians from invaders and allowed for the Egyptians to concentrate on other things like art, learning and architecture (pyramids).

Throughout history the growth and development of many nations have been due to ~~the~~ certain geographical factors. Countries like Egypt and Italy, at times, had their growth either hindered or encouraged by these factors, which include mountains, oceans, or flatlands. They have ~~influenced~~ dramatically influenced the ~~history~~ events of the world throughout time.

Throughout history, geographical factors have influenced a nation's or region's historical events and developments. Of these nations or regions 2 of them are England & ~~JAPAN~~ China.

England is an island on the west coast of Europe. It has an irregular coastline which is host to many natural harbors. Having many natural harbors increased the amount of trade dramatically. Irregular coastlines were one of the major reasons why England's trade was booming. They allowed more materials to come and go from England to all over the world. Also another geographical factor was being an island. Being an island isolated itself from Europe, therefore it was much easier to defend itself from invaders. But being isolated was not always a good thing because it did not allow cultural diffusion to happen. So sometimes England was not "up to speed" with some things in Europe.

Throughout, geographic factors have influenced a nation's or region's historical developments or events. These influences have helped and hindered industrial growth. The results can be beneficial or harmful to economic growth as well.

The Middle East has many geographical factors that have influenced the region's developments. One major factor has been the production of oil from the Middle East. Saudi Arabia is one of the countries with the most oil. Many nations around the world depend on the Middle East for oil. The economy of countries in the Middle East such as Libya, Saudi Arabia and Iran have grown because of the selling of their oil. The boost in the economy from sales of oil have helped create jobs more people in these areas.

Another factor that has had an influence in the Middle East is the many deserts. The most famous desert is probably the Arabian Desert. Some of the countries in the Middle East have been isolated because the desert hinders trade. Also, there are many nomads that move around in the desert and move toward sources of water to stay alive. The economy of these countries are weaker because of this hindrance in trade.

Geographical features in India have influenced

their development as well. One feature would be the monsoons. The monsoons are weather conditions that can bring cold, dry temperatures or hot rainy weather. When the monsoons bring rain, the people's crops grow more rapidly and healthier because of the increased rain. This helps more food to be grown and given to the people to feed their families.

Another feature in India is Himalayan Mountains. These mountains have caused a little isolation and protection from outsiders because of the difficulty in passing these mountains. ~~It is not as much as some nations because of this.~~ Isolation has hindered cultural diffusion in India.

These and many other features continue to affect a nation's development all around the world. They have brought both benefits and hindrances.

Geographic factors are important parts of a country's history and development. They influence many important events. Geographic factors also play a significant role in determining a nation's fate. In both Great Britain and Japan their similar geographic features of limited natural resource and island locations helped them to become the countries they are today.

Great Britain's location was very important to its development. Being separated from the rest of Europe had some negative effects but many positive ones too. Its location allowed for industrialization. While other European countries were being ravaged by wars, Great Britain remained fairly stable. Also, its location was very good for trade because it was surrounded by water. Britain's location also helped for the development of colonies. The colonies were a ~~guaranteed~~ guaranteed market. Also because Britain had limited natural resource the colonies provided a source for raw materials.

Japan had very similar geographic factors to Great Britain. It too was also surrounded by water. This allowed for

easy trading. Also it was close to the other Asian countries. When European nations had enforced imperialism upon Japan the Japanese had accepted it and used it to further their own country. They then, being in the prime location, imposed their own imperialism on other Asian nations. Japan had very few natural resources. Similarly to Great Britain they too imported raw materials from the countries they dominated.

Geographic factors are very influential in the development of a nation. They affect the history and the future of that country. Throughout history, geographic factors have played a major part in deciding the ~~part~~ outcome of various situations in various countries.

Practice Paper A—Score Level 1

The response:

- Shows a limited understanding of how specific geographic factors have influenced historical developments in Africa and India
- Attempts to address some aspects of the task, identifying the Sahara desert and monsoons in both Africa and India and making statements as to the effect of these factors
- Lacks an analysis and evaluation of the influence of geographic factors beyond stating vague and inaccurate facts (monsoons in Africa bring out rain forests such as the Amazon)
- Includes few relevant facts, examples, or details, dealing with generalities and containing little specific accurate information (monsoons are seasonal rains; the Sahara Desert limited travel)
- Demonstrates a major weakness in organization, repeating some of the same information in the two paragraphs (monsoons affect the way people build their houses)
- Lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response attempts to address the task but uses limited, vague information with no facts about historical development or historical events in India or Africa.

Practice Paper B—Score Level 4

The response:

- Shows a good understanding of how specific geographic factors have influenced historical developments and specific historical events in Italy and Ancient Egypt
- Addresses all aspects of the task, but does so somewhat unevenly, completing the different aspects of the task more thoroughly for Italy than for Ancient Egypt
- Shows an ability to analyze and evaluate the influence of geographic factors on Italy and Ancient Egypt by including some comments of an analytical and evaluative nature (the peninsula of Italy was divided into territories or city-states due to the mountains isolating each respective region from the next)
- Includes relevant facts, examples and details (Roman Republic; Cavour; Piedmont; Renaissance; Nile River delta; pyramids)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the influence of geographic factors on Italy and Ancient Egypt by establishing a framework that is a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits most the criteria for Level 4. The discussion of Ancient Egypt lacks specific details, but the depth of analysis and the details in the discussion on Italy are sophisticated. Especially strong is the discussion of how the geography of Italy has affected Italian history at different times.

Practice Paper C—Score Level 2

The response:

- Shows a satisfactory understanding of how specific geographic factors have influenced historical developments in England
- Attempts to address the task by identifying England and China and two geographic factors of England (irregular coastline and island location), but fails to follow up on China
- Shows some ability to analyze and evaluate the influence of geographic factors on historical developments in England but not in any depth (island location prevented cultural diffusion from happening)
- Includes few facts, examples and details (natural harbors; isolation from Europe; lack of cultural diffusion)
- Is an organized essay
- Contains a simple introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the essay best fits the criteria for Level 2. While the discussion of England is somewhat adequate, the response does not address the second nation. In addition, the information about England lacks specific historical detail.

Practice Paper D—Score Level 3

The response:

- Shows some understanding of how specific geographic factors have influenced historical developments and specific historical events in the Middle East and India
- Addresses most aspects of the task by identifying a nation and a region, describing two geographic factors for each but only explaining how three of these factors influenced the historical development of the areas
- Shows an ability to analyze and evaluate the influence of geographic factors on the historical development of the Middle East and India but not in any depth
- Includes some facts, examples and details (Saudi Arabia, Libya, and Iran as oil producing nations; Arabian Desert; nomads; wet and dry monsoons; cultural diffusion)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the influence of geographic factors on the Middle East and India by restating the task and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. The limited number of facts and details relate to the geographic factors, but as a whole, do not support historical developments. In addition, there is no discussion of any historical development resulting from the monsoons.

Practice Paper E—Score Level 3

The response:

- Shows a satisfactory understanding of how specific geographic factors have influenced historical developments and specific historical events in Great Britain and Japan
- Addresses all aspects of the task, but in a limited way (the discussion of Japan is weaker than that of Great Britain)
- Shows some ability to analyze and evaluate the influence of geographic factors on historical developments and specific historical events of Great Britain and Japan but not in any depth (Britain's location helped development of colonies; colonies were a guaranteed market for Britain and provided Britain with a source of raw materials)
- Incorporates some facts, examples and details without fully discussing them (imperialism; natural resources; industrialization; Japan as an imperialized nation and as a colonizer)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is somewhat beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The response addresses all aspects of the task, although unevenly and with general information and few details. Although there are some thought-provoking statements (Britain's isolation from Europe provided them with stability, since it was not ravaged by wars), the response generally is more descriptive than analytical. The weakness of the response lies in its lack of specific facts pertaining to the historical development of both Great Britain and Japan.

Global History and Geography
Part A Specific Rubric
Document-Based Question—January 2002

Document 1

Tokugawa Laws of Japan in 1634

- Japanese ships shall not be sent abroad.
- No Japanese shall be sent abroad. Anyone breaking this law shall suffer the penalty of death. . . .
- All Japanese living abroad shall be put to death when they return home.
- The arrival of foreign ships must be reported to Edo [Tokyo] and a watch kept over them.
- The samurai shall not buy goods on board foreign ships.

1 What was the Tokugawa policy toward foreign trade?

Score of 1:

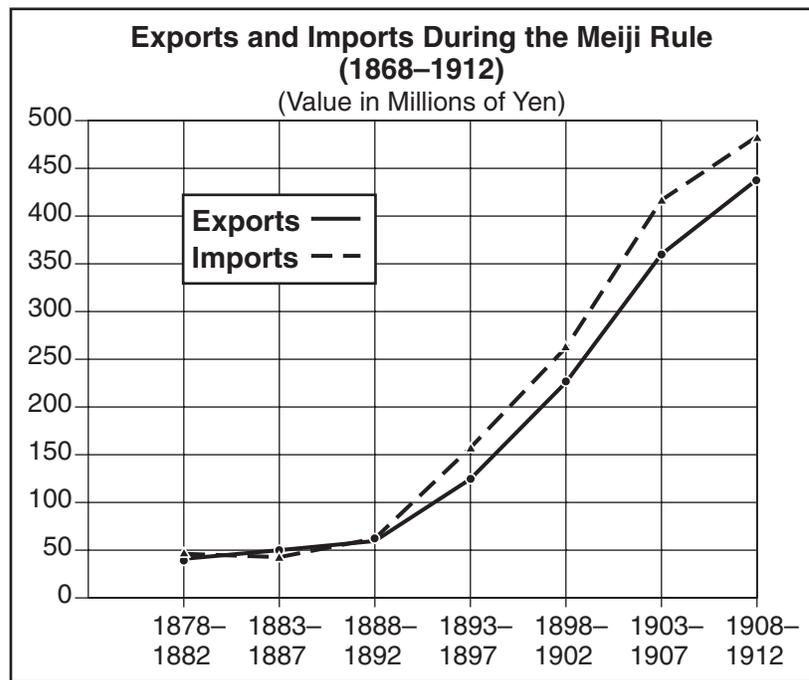
- Identifies the Tokugawa policy toward foreign trade
Examples: isolationist policy; no foreign trade

OR
- Quotes a portion of the document that identifies the Tokugawa policy toward foreign trade
Example: The samurai shall not buy goods on board foreign ships directly from foreigners.

Score of 0:

- Incorrect response
Example: Tokugawa laws encouraged trade with foreigners
- Vague response that does not answer the question
Example: Japan traded
- No response

Document 2



2 According to this graph, what economic change occurred during the Meiji rule?

Score of 1:

- Identifies the economic change that occurred under Meiji rule
Examples: imports and exports increased during Meiji rule; trade greatly increased during Meiji rule

Score of 0:

- Incorrect response
Examples: trade decreased during Meiji Rule; Japan became isolated during Meiji rule
- Vague response that does not answer the question
Example: trade
- No response

Document 3

In *The Wealth of Nations* (1776), Adam Smith described laissez-faire philosophy:

Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interests his own way, and to bring both his industry [efforts] and capital into competition with those of any other men or order of men.

3 According to this document, what limits should the government place on an individual's actions in the economy?

Score of 1:

- Identifies the limits government should place on an individual's actions in the economy
Examples: laissez-faire; government should place no limits on an individual's actions in the economy; an individual cannot break the law (laws of justice) in pursuing his own interest
OR
- Quotes a portion of the document that identifies the limits government should place on an individual's actions in the economy
Example: Every man is left perfectly free to pursue his own interest his own way.

Score of 0:

- Incorrect response
Example: the government controls the economy
- Vague response that does not answer the question
Example: the individual should be loyal to his country
- No response

Document 4

This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

| |
|--|
| <p><i>Sadler:</i> When did you first begin to work in mills? <i>Cooper:</i> When I was ten years of age. <i>Sadler:</i> What were your usual hours of working? <i>Cooper:</i> We began at five in the morning and stopped at nine in the night. <i>Sadler:</i> What time did you have for meals? <i>Cooper:</i> We had just one period of forty minutes in the sixteen hours. That was at noon. <i>Sadler:</i> What means were taken to keep you awake and attentive? <i>Cooper:</i> At times we were frequently strapped. <i>Sadler:</i> When your hours were so long, did you have any time to attend a day school? <i>Cooper:</i> We had no time to go to day school.</p> |
|--|

This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

| |
|--|
| <p><i>Sadler:</i> Do you know of any other children who died at the R ____ Mill? <i>Hebergam:</i> There were about a dozen died during the two years and a half that I was there. At the L ____ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live. <i>Sadler:</i> Did the accident occur because the shaft was not covered? <i>Hebergam:</i> Yes.</p> |
|--|

4 To what extent are the conditions described in this testimony a result of the economic system in place in 1832?

Score of 1:

- Explains the extent to which the conditions described in the testimony are a result of the economic system in place in 1832
Examples: there were no laws to stop the bad conditions; laissez-faire economics meant no government interference; no laws to protect the workers

Score of 0:

- Incorrect response
Examples: conditions were horrible; the shaft was not covered
- Vague response that does not answer the question
Example: no laws
- No response

Document 5

British Factory Legislation

- 1833 Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.
- 1847 The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.
- 1880 The first Employers' Liability Act granted compensation to workers for on-the-job injuries not their own fault.

5 Identify *two* actions taken by the government to change economic policy.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each correctly stated action that the government took to change economic policy
Examples: limiting hours for children working in factories; requiring schooling for children under 13; forbidding employment of children under 11; guaranteeing breaks during the work day for workers; limiting hours for women working in factories; granting compensation to workers for work-related injuries
OR
- Award 1 credit (up to a maximum of 2 credits) for each correctly quoted portion of the document that identifies an action that the government took to change economic policy
Examples: Children under thirteen were required to have two hours of schooling per day; the Ten Hours Act limited the workday to ten hours for women and children

Score of 0:

- Incorrect response
Example: women and children were forced to work long hours without breaks
- Vague response that does not answer the question
Example: the government took action
- No response

Document 6

Stalin's first Five-Year Plan, adopted by the party in 1928, called for rapid industrialization of the economy, with an emphasis on heavy industry. It set goals that were unrealistic—a 250 percent increase in overall industrial development and a 330 percent expansion in heavy industry alone. All industry and services were nationalized, managers were given predetermined output quotas by central planners, and trade unions were converted into mechanisms for increasing worker productivity.

. . . the Socialist way . . . is to set up collective farms and state farms which leads to the joining together of the small peasant farms into large collective farms, technically and scientifically equipped, and to the squeezing out of the capitalist elements from agriculture. . . .

6a What was Stalin's economic policy toward industry?

Score of 1:

- Identifies Stalin's economic policy toward industry
Examples: emphasized heavy industry; rapid industrialization through government control; Five-Year Plans
- OR*
- Quotes a portion of the document that identifies Stalin's economic policy toward industry
Example: all industry and services were nationalized

Score of 0:

- Incorrect response
Example: increased competition in private business
- Vague response that does not answer the question
Example: increase everything as much as he could
- No response

6b What was Stalin's economic policy toward agriculture?

Score of 1:

- Identifies Stalin's economic policy toward agriculture
Examples: collectivization of agriculture; reducing private ownership
- OR*
- Quotes a portion of the document that identifies Stalin's economic policy toward agriculture
Example: the Socialist way is to set up collective farms and state farms

Score of 0:

- Incorrect response
Example: to increase capitalist elements of agriculture
- Vague response that does not answer the question
Example: Stalin had an agricultural policy
- No response

Document 7

The economic reforms urged by Gorbachev were called “market socialism.” . . . He proposed that the central planning system be altered [changed] so that government ministries would no longer closely regulate economic enterprises, and so that regional managers would play a more important role. He also advised that . . . wages be reformed to reflect more realistically the demands of a market economy.

— “Perestroika” from *The Collapse of Communism in The Soviet Union*

7 Identify *one* economic change recommended by Mikhail Gorbachev.

Score of 1:

- Identifies an economic change recommended by Mikhail Gorbachev
Examples: government would no longer regulate business; wages would reflect the demands of a market economy; introduction of free market
OR
- Quotes a portion of the document that identifies an economic change recommended by Mikhail Gorbachev
Example: central planning system be altered so that government ministries would no longer closely regulate economic enterprises

Score of 0:

- Incorrect response
Example: Gorbachev wanted to increase central planning
- Vague response that does not answer the question
Example: Gorbachev altered the economic system
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—January 2002

Economic Reforms in Selected Countries

Key Ideas from the Documents

| Nation | Economic System Prior to Change | Attempts at Economic Reform | Impacts of Economic Reform |
|---------------|--|---|--|
| Japan | Isolationism under Tokugawa (doc 1) | Increased trade under Meiji Restoration (doc 2) | End of isolation (doc 2) |
| England | Adam Smith's laissez-faire philosophy (doc 3) Abuses of workers in factory system (doc 4) | Hearings on the conditions in the factory system (doc 4) British legislation to improve conditions for workers (doc 5) | Limits on factory owners as a result of government intervention (doc 5) |
| USSR | Five-Year Plans (doc 6) Collectivization (doc 6) | Perestroika under Gorbachev (doc 7) | Change in government control of economy (doc 7) Acceptance of some capitalist ideas (doc 7) |

Relevant Outside Information
(This list is not all-inclusive)

| Nation | Economic System Prior to Change | Attempts at Economic Reform | Impacts of Economic Reform |
|---------------|--|---|--|
| Japan | Self-sufficiency/feudalism under Tokugawa | Westernization/modernization under Meiji | Attempts to gain natural resources led to imperialism and war Economic growth |
| England | Hands-off, invisible hand, supply and demand Domestic system Effects of Industrial Revolution in England | Writings of Charles Dickens Increase in power of Parliament because of extension of suffrage | Growth of labor unions Better working conditions |
| USSR | Totalitarian rule of Stalin Communism (Karl Marx, Lenin) | Glasnost and acceptance of foreign ideas | Protests by kulaks Fall of communism in the Soviet Union |

Note: Responses may describe either the characteristics of the economic system that was in place before the change (working conditions in British factories before legislation because of laissez-faire; no foreign trade in Japan under the Tokugawa regime because of self-sufficiency) or describe the economic system itself.

Score of 5:

- Thoroughly addresses all aspects of the task for *two* specific nations by discussing how each nation has attempted to bring about economic reform over time, describing the economic system that was in place before the change in each nation, and evaluating the impact of the economic reform in each nation
- Incorporates accurate information from at least **four** documents (see Key Ideas Chart)
- Incorporates specific and relevant outside information related to the economic systems and the impact of economic reform (see Outside Information Chart)
- Richly supports the theme of economic reform with the use of many relevant and accurate facts, specific examples, and details such as Tokugawa Shogunate; Meiji Restoration; isolationism; laissez faire economics; collectivization; Marxism; perestroika; conditions in the early factory systems of England; conditions in Russia under communism
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of economic reform in two specific nations by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task, although the treatment of the different aspects of the task may be uneven, discussing economic reform in the first nation more thoroughly than in the second nation
- Incorporates accurate information from at least **four** documents
- Incorporates relevant outside information related to economic reform in *two* specific nations
- Includes relevant and accurate historical facts, examples, and details, but the discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but may use the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of economic reform in two specific nations by establishing a framework that is beyond a simple restatement of the 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
- Includes some analysis and interpretation of the documents
- Incorporates some information from the documents
- Incorporates limited relevant outside information
- Includes some facts, examples, and details, but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in specific nations by repeating the historical context and concludes by simply restating the theme

Some Examples of Limited Treatment of Task for Level 3

- (1) Identifies two nations, discusses a way each nation attempted to bring about economic reform over time, and evaluates the impact of that reform in the two nations
- (2) Identifies two nations, discusses a way each nation attempted to bring about economic reform over time, and describes the economic system that was in place in each nation before the change
- (3) Discusses all aspects of the task for one specific nation and only one aspect for the second nation
- (4) Identifies, but does not discuss, an economic reform in two nations, describes the economic system that was in place in each nation before the reform, and evaluates the impact of the reform in each nation

Score of 2:

- Attempts to address some aspects of the task
- Makes limited use of the documents or may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few facts, examples, and details, and may include information that contains some inaccuracies
- Is a poorly organized essay, lacking focus; may contain digressions or extraneous information
- May lack an introduction and/or conclusion or the introduction and/or conclusion may not refer to the theme of economic reform

Some Examples of Limited Treatment of Task for Level 2

- (1) Discusses all aspects of the task for one nation in a limited way
- (2) Describes the economic systems of two specific nations
- (3) Identifies two specific nations and discusses a way in which each nation has attempted to bring about economic reform
- (4) Identifies an economic reform in two specific nations and evaluates the impact of those reforms in each nation
- (5) Identifies one nation and completes two aspects of the task for that nation

Score of 1:

- Shows a limited understanding of the task making some attempt to discuss one of the aspects of the task
- Makes vague or no references to the documents
- Presents no relevant outside information
- Includes few or no accurate or relevant facts, details, and examples
- Attempts to address the task, but demonstrates a major weakness in organization
- May lack an introduction and/or conclusion or the introduction and/or conclusion may not refer to the theme of economic reform

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

As a nation evolves, so will great nations policies and government. Throughout history, many regions have uprooted their old system and enstated new economic policies. The success of these actions was often short-lived. In the examples of England during the second wave of their Industrial Revolution, and Russia, from post WWI years to the present, economic restructuring has been a troubled process. Quick change from one system to another often results in the need for reversion back to old ways or assertion of new laws.

Russia, after World War I, was an evolving country. Emancipation of the serfs in 1831 was still causing problems. ~~and~~ The old system of small, privately owned farms was failing; due to inadequate distribution, poor roads, and corruption. Stalin's 5 year plan, as demonstrated in Document b, proposed drastic changes in economic policy. He uprooted the agricultural system in his attempt at consolidation of farmlands and imposition of new technology on the people. The peasants in the Ukraine protested his changes and destroyed their cattle and crops. He let them starve over the winter and many people died. Stalin attempted a total restructuring of ~~the~~ industry in Russia by deeming Communism the law of the land. His attempt to raise productivity and expansion by colossal rates in a very brief period of time (5 years!) was the most apparent flaw in his plan, but Russia did ~~been~~ become one of the major powers as a result.

Attempting to quickly impose an entirely new economic system (communism) in Russia resulted in large ~~sa~~ scale failure and chaos.

Destruction of lands by the Kulaks and overproduction and corruption in industry are examples of such. Although Stalin's plan had many flaws, the main problem was that the economic system he imposed (Communism) did not work! Acknowledging this was Mikhail Gorbachev. His attempt at reversion of these policies, a movement towards capitalism, failed initially, for reasons that the 5 year plan failed. He too (Document 7) He too attempted to impose a new economic policy (perestroika) on people in a short time window. The result of his plan, unforeseen by him, was the break-up of the Soviet Union.

Failing economic reforms were not only characteristic to Russia. England during the second part of the Industrial Revolution, had an unofficial movement towards capitalism. As described by Adam Smith (Document 3), England had something of a laissez-faire economy in existence. Change in parliamentary laws led to a large percentage of the population being forced off of their land. The movement of the proletariat from their private farms to the cities as a result of the enclosure movement led to a paradigm shift from agriculture to industry. The results were an enormous and disposable class of people willing to work under wretched conditions to support their family and themselves. The laissez-faire economy was hell for the proletariat and favoured the bourgeoisie greatly. The terrible conditions described in Document 4 make evident the disregard for welfare of the workers and their employees.

Lack of acknowledgement of the physical welfare and capacities

of the people, education falling to the wayside and death resulting from trying to make a living made apparent the need for reform. Document 5 shows the amendments made to the laissez-faire system, which would not work alone, similar to Stalin's 5 year plan. Government Regulations such as the Factory Act and the Ten Hours Act restricted hours of women and children and resulted in the ultimate altering of the system. Conditions for the workers began to improve and the employment of children started to decrease. Labor unions started to organize and working conditions were better.

Instituting economic reforms or new economic policies is common to many countries throughout history, Success is less common. Often the process includes chaos, revision, and sometimes massive change to the system. In the examples of England and Russia, one must make transitions easily and overtime with gover'n't supervision. Although mistakes have been made in the past, hopefully economic policies of the future will benefit.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task for economic reforms in England by discussing how legislation improved working conditions caused by laissez-faire and in Russia by discussing how Stalin's collectivization plan changed small private farms and led to Gorbachev's move to capitalism
- Incorporates accurate information from documents 3, 4, 5, 6, and 7
- Incorporates relevant outside information related to the economic systems and the impact of economic reform in England and Russia (enclosure movement; destruction of land by the kulaks; breakup of the Soviet Union)
- Richly supports the theme of economic reform with the use of many relevant and accurate facts, examples, and details (continuing problems from emancipation of the serfs; failures of Stalin's plans; acceptance of perestroika; division of classes in Britain as a result of industrialization; reasons for willingness of people to work in poor conditions in factories)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by discussing all aspects of the task for Russia and then doing the same for Great Britain
- Introduces the theme of economic reform in Russia and Great Britain by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. The details used to describe Stalin's plan of collectivization and laissez-faire are excellent and are strengthened by the connections made between events in Russia and England. Although the year 1831 for emancipation of the serfs is inaccurate, it is a minor error and does not detract from the overall quality of the response. Both the introduction and the conclusion are particularly strong because they are used to draw conclusions.

Throughout history, the great have attempted to be greater, the weaker have attempted to be better. This concept applies to nations, but in order to improve these nations had to change, to do something differently. After all as an old adage profoundly claims, insanity is doing the same as you have always done and expecting different results. Russia was a country on the verge of great political power. Britain already had this power. Both nations felt they had to undergo a series of economic reforms. During the industrial revolution, Great Britain changed its somewhat controlled economy to a laissez-faire economy and then instituted reforms to restrict laissez-faire because of its effects on the workers, after its economic reforms, the impacts were positive for workers. Russia changed its economy under the rule of Stalin, to an economy where there was some privatization of industry, to an economy where there was no privatization of industry and predetermined output demands. This economic change was negative for Russia and it led them to the economic reforms that many years later Gorbachev had to make. The impact of these subsequent reforms was the downfall of communism. Both Russia and Britain made a series of reforms over time from their old economic systems which later impacted the nations.

Before the Industrial Revolution Britain had many restrictions on trade and industry. Yet with the waning of the industrial revolution they began to change from these policies and adopt the laissez-faire ideas of economists such as Adam Smith. In Document 3 he suggests that the government should not place limits over an individual in industry. This is a very theoretical concept. Document 4 shows the impact of the realization of a laissez-faire economy. It is from the Sadler Committee which led investigations about the horrid conditions of the workers. It shows, by workers testimony, the effects of not restricting employers. Long hours, dead children and abuse. Document 5 shows economic reform and social reform. It steps away from laissez-faire economy and requires compensation for injured workers as well as shorter working hours for children. The impact of these reforms is perhaps a bit of a hindrance to economy because employers had to compensate workers, but it is a much more humane approach to working. Employers now had to follow laws, and could not use children to work long hours. (The Factory Act and the Ten Hours Act)

In 1928 it was only 10 years since the downfall of the tsarist regime. In that time the Russian economy,

run by various socialists and communists, controlled industry to different degrees. When Stalin came into power, some of industry was industrialized but Stalin began to implement reforms known as the Five Year Plans, to industrialize all industry. Many farms were privately owned by wealthier peasants or kulaks. Yet Stalin wanted to collectivize them completely. This led to protests by the kulaks in the Ukraine and Stalin's forced famine to punish them. In document six, Stalin a man without an extremely impressive economic background attempts to make unrealistic demands of both agriculture and industry. Now, "managers were given predetermined output quotas by central planners" instead of producing according to demand. Private farms were nationalized as well. All of this with unrealistic quotas and growth expectancy rates like 330% expectancy in industry alone. The impact of these reforms was an unproductive society, turning out clumsily made goods other nations were uninterested in buying and a society unable to compete in the world economy. Another impact of Stalin's reforms were the eventual reforms of Gorbachev. In Document seven, Gorbachev attempts to move closer to a market economy while still giving the illusion of communism for his idealistic comrades.

His perestroika proposes to "alter" centralized planning and offer workers more realistic wages. The impact of this reform is the eventual move towards a market economy followed by the collapse of the Soviet regime in the early '90's. Stalin moved towards collectivizing farms, rationalizing industry, while Gorbachev reversed these alterations.

Britain and Russia, in their own time, over time made economic reforms. Britain moving towards a more productive economy seeing the problems and fixing them. Russia, worked towards an unproductive ideal, saw it's own faults (reluctantly and still many in Russia would not view communism as a faulty system) and changed towards a market economy. In the future, nations will change economic policies forward and back reflecting on old systems and coming up with new ones.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by describing the working conditions in factories under laissez-faire and discussing how Parliament's legislation changed those conditions in Great Britain and discussing Stalin's collectivization of small farms leading to Gorbachev's changes under perestroika
- Incorporates accurate information from documents 3, 4, 5, 6, and 7
- Incorporates relevant outside information related to the economic systems and impact of economic reform in Great Britain and Russia (protest of the kulaks in the Ukraine; collapse of the Soviet regime as a result of Gorbachev's programs)
- Richly supports the theme of economic reform with the use of many relevant and accurate facts, examples, and details (change in privatization of industry in the Soviet Union; predetermined output demands; theoretical concept of Adam Smith's laissez-faire; compensation of workers by employers a hindrance to the economy)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by addressing all aspects of the task for Great Britain and then doing the same for Russia
- Introduces the theme of economic reform in Great Britain and Russia by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. The introduction is effective because it summarizes the economic programs in Great Britain and Russia. The use of information is thorough and analytical. The outside information tends to be general and mostly concerns Russia, but the conclusions and connections that are drawn are particularly strong.

Many leaders have made reforms to help better their country or area in which they rule in. Two nations specifically have made their economic reforms for their countries a success. Britain and Japan. Both countries have gone great lengths to make their economy better.

During the 1800's Britain had a rise in textile mills they had become a great success for industry in Britain. Although the enclosure movement had forced many farmers off their land, many moved to the cities to work in the factories. Although the factories were a great success and brought wealth to Britain, inside the mills were very harsh conditions. Because of the rapid population growth in cities, people were struggling to live. People who worked in these mills worked an eighteen hour day with no rest. Mothers and fathers would have to bring in their children so they could bring more income into their household. Children as young as six years old were brought into the harsh conditions of textile mills. Children were working over sixteen hours a day and over sixty-nine hours a week. Children were beaten if they did their job wrong or if they were falling asleep from no rest. Some children were even killed by the power of the machinery they were working with. These harsh conditions were not noticed until a few years later. Factory owners had control because laissez-faire was practiced in England. This meant that factory owners did not have to worry about the government.

In 1832, past children workers testified about the harsh

conditions of the textile mills in front of Sadler Committee. In 1833 after Parliament had heard about the conditions of the mills they passed the Factory Act. The Factory Act stated that children under the age of ~~10~~ eleven were prohibited to be employed by the mills. Children between the ages of eleven and thirteen were not allowed to work more than forty-eight hours a week and nine hours in a single day. Children under 13 must attend at least two hours of school and they must have an hour and a half of resting time to eat. Parliament then passed another act in 1847 called the Ten-Hour Act in which women and children only were allowed to work ten hours in a single ~~10~~ workday. Britain made great changes in their economic system and helped better the conditions of workers. Factory owners were not happy because now they had to follow laws.

In Japan, during the 1800's to the early 1900's, the Meijis made many reforms to change the trade policy in Japan. When the Tokugawa's ruled, Japan did not allow foreign trade. They were upset when Commodore Perry's fleet arrived in Japan wanting trade. In 1878 the exporting and importing of goods were very low and Japan did not have enough goods for its growing population. The Meijis saw the trouble and went into action. Japan could no longer be self sufficient. The Meijis introduced westernization and capitalism.

The Meijis knew that Japan was in great need for many goods. The Meijis started small by trading minerals and natural resources which Japan did not have. The trading soon increased rapidly trading many different goods and products. Japan was finally coming in contact with the rest of the world.

Japan today trades different products for other goods with several countries and nations around the world. Japan's lack of oil makes it especially dependent on other countries. Japan is now also one of the most modernized countries of the world with its high technology.

Britain and Japan made excellent reforms for their economies that effects their countries today. Britain's working conditions are of one of the best in the world. Japan is now trading full speed and is high in technology and science.

Anchor Level 4-A

The response:

- Addresses all aspects of the task, although the description of the economic systems that were in place in Great Britain and Japan before the change is somewhat weak
- Incorporates accurate information from documents 1, 2, 3, and 4
- Incorporates relevant outside information related to economic reform in Great Britain and Japan (enclosure movement; Commodore Perry; Japan's lack of natural resources)
- Includes relevant and accurate historical facts, examples and details, but the discussion is more descriptive than analytical (poor working conditions in Great Britain because of laissez-faire; Parliament passed legislation; Japan's abandonment of isolation; Meiji modernization of Japan)
- Is a satisfactory essay, demonstrating a plan of organization
- Introduces the theme of economic reform in Great Britain and Japan by establishing a framework that is a little beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. Although the response only briefly addresses specific economic systems, the facts and details that are given describe the economic conditions in Great Britain and Japan. The strength of the response is in the specific details that are included.

Two nations, England and Russia, have attempted to bring about economic reform over time. These economic reforms have brought many changes in these countries.

During the nineteenth century, England's economy was on the rise as a result of the rapid growth of industry. With many new inventions appearing in the country, technology was growing as the building of factories and the manufacturing of new products. Major supplies of iron ore helped the Industrial Revolution.

Despite the rapid growth of England's economy, many individuals, particularly children suffered as a result of the horrible conditions that took place in the factories. The machines that were used in the factories were unsafe and often caused injury and sometimes even death to many workers. Another problem that the workers faced was the lengthy amount of time that they were forced to work at the

factories. In William Cooper's (a worker as a child in the factories) testimony before the Sadler committee in 1832, he stated that he was forced to work for sixteen hours in one day with only one forty minute period during the day to eat a meal. He also stated that the days were so long that the children were not allowed to attend school.

In 1833, the British Parliament made the first step in improving the conditions for the workers. They passed a factory act, which forbade nearly all textile mills from employing children between ages eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. The work periods would include an hour and a half for meals as well. In addition, children under thirteen were required to have two hours of schooling per day.

The next step that was taken to improve conditions in the textile mills and factories was The Ten Hours Act which was passed in 1847. It limited the work day to ten hours for women and children who worked

in factories.

In 1880, the First Employer's liability Act was passed. This Act granted compensation to workers for on-the-job injuries not their own fault.

The passing of these acts by the British Parliamentary Legislation were great steps in the reforming of England's economy. The better conditions made more people willing to work in factories and textile mills. This rise of employment made the manufacturing of products faster and this gave a boost to Britain's economy even though the factory owners were not happy because they had to follow laws. Another nation that has attempted to bring about economic reform over time is Russia. Before 1928, Russia's economy was poor and in lack of technology and scientific advancements. The nation was not industrialized and lacked a place in world trade because they were self-sufficient. This was partly a result of the years they had spent under Mongol domination.

In 1928, Stalin launched a Five Year Plan, which caused for rapid industrialization of the

economy with an emphasis on heavy industry. It set goals that were unrealistic - a 250 percent increase in overall industrial development and a 330 percent expansion in heavy industry. All industry and services were nationalized, managers were given predetermined output quotas by central planners, and trade unions were connected into mechanisms for increasing work productivity.

Stalin also set up the developing of collective farms, which joined small peasant farms together into one technological farm. These farms would operate much like the industrial plants.

Another Russian ruler, Mikhail Gorbachev urged "market socialism." He proposed that the central planning system be changed so that the people would have more of a say in the government. His perestroika introduced elements of a free market economy into Russia. Unfortunately his plan led the people to want more freedom and communism and the Soviet Union fell apart. The Soviet Union became many independent countries trying capitalism.

Economic reforms have led to changes in Britain and Russia. In Russia the economic reforms led to political changes which are still not settled.

Anchor Level 4-B

The response:

- Addresses all aspects of the task, although the discussion of the economic system in Great Britain is weaker than the discussion of the economic system in Russia
- Incorporates accurate information from documents 4, 5, 6, and 7
- Incorporates relevant outside information related to economic reform (Mongol domination of Russia; fall of communism)
- Includes relevant and accurate historical facts, examples and details, but the discussion is more descriptive than analytical (growth of factories as a result of the abundance of iron ore; unhappiness of British factory owners because of legislation; rapid industrialization because of the Five-Year Plans; predetermined output under communism)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but tends to be a summary of the documents
- Introduces the theme of economic reform in Great Britain and Russia with a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. Although the information about the British laws is summarized and many general statements are made, the historical background that is given and the conclusions that are drawn strengthen the response.

Throughout history, many nations or regions have changed their economic systems with mixed results. For example, Japan's policy toward foreign trade became more open during the Meiji Rule. Similarly, the British Parliamentary legislation passed three legislative acts, which benefited the workers.

At first, the Tokugawa Laws of Japan in 1634 isolated Japan from foreign trade. These laws stated that Japanese ships shall not be sent to other nations. In addition, anyone who breaks this law would be penalized to death. Similarly, all Japanese living out of Japanese territory would be killed when they did return back to Japan. When foreign ships arrived in Japan they must be reported to Edo (Tokyo) and careful watch kept over them. Another Tokugawa Law stated that the Samurai should not buy goods on board foreign ships, directly from foreigners. This meant that Japan must be self-sufficient under Tokugawa rule.

The Tokugawa Laws stated above proved the negative perspective that the Japanese had on foreign trade. However, over time

their economic status increased as they developed a more open trade system when the Meiji's came to power. The Meiji's wanted to modernize and westernize Japan and they could only do this by changing the economic system in Japan.

During the Meiji Rule from 1868-1912, Japanese exports and imports increased. From 1868-1912, the value of imports rose from under fifty million Yen to a value just over four-hundred and fifty million Yen. The value of Japanese exports also rose dramatically from 1868-1912. Japan started to look to other countries like Manchuria for natural resources.

Before the British Parliamentary Legislation passed liability acts, children could work in factories as young as six years old. Their day started at around five in the morning and ended approximately nine at night. They had a small period of time in which they could eat. In addition, children laborers were frequently strapped, in order to keep them awake and attentive during the work day. The children had no education, because they worked all day. The time that was left was used for sleeping. Dozens of children

died due to the unsanitary working conditions and lack of safety precautions. William Coper, a young boy who testified before the Sadler Committee in 1832, described the harsh working conditions stated above under which he laboured. These conditions were allowed to exist because Britain was following laissez-faire, which meant there were no laws to stop the employers.

After children such as William Coper and Joseph Hebergam testified before the Sadler Committee, the British Parliamentary Legislation passed three important acts.

The Factory Act of 1833 forbade nearly all textile mills from employing children under eleven years and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. Children, under the Factory Act, were given an hour and a half for meals. In addition, children under thirteen were required to have two hours of schooling per day.

Secondly, the Ten Hours Act of 1847 limited the workday to ten hours for women and children who worked in factories.

Thirdly, the First Employer's Liability Act

of 1880 granted compensation to workers for on-the-job injuries not their own fault. This act let those who were injured time to recover without having to worry about their financial loss. Their families would not suffer due to an accident they had at work.

The Tokugawa Laws negatively affected the Japanese. Under the Tokugawa Laws in Japan (1634) the Japanese citizens suffered the most. They were culturally deprived because they only knew what the Japanese taught them, such as religious customs, art, music and educations.

At first, children who lived in Britain went to work at a young age in order to assist their family. However, after the British Parliamentary Legislation passed various acts, children under the age of eleven were required to have two hours of schooling each day.

In conclusion, as time went on the Japanese and British civilizations grew culturally and policies were put in place to change the economic systems.

Anchor Level 4-C

The response:

- Addresses all aspects of the task, although the discussion of economic systems in Great Britain is weaker than the discussion for Japan
- Incorporates accurate information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information related to economic reform in Great Britain and Japan (self-sufficiency in Japan under the Tokugawa; westernization and modernization of Japan under the Meiji; invasion of Manchuria for natural resources)
- Includes relevant and accurate historical facts, examples and details, but the discussion is more descriptive than analytical (self-sufficiency of Japan under Tokugawa rule; modernization and westernization by the Meiji; lack of safety precautions in British factories; relation of Japanese culture to isolation)
- Is a well-developed essay, demonstrating a logical and clear plan of organization by discussing the economic systems and changes for Japan and then doing the same for Great Britain and then evaluating the impact of those economic changes in both countries
- Introduces the theme of economic reform in Japan and Great Britain by establishing a framework that is beyond a simple restatement of the historical context and concludes by restating the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. Although the information about British legislation is summarized, the response makes good connections between the isolation of the Tokugawa and the westernization of the Meiji.

Throughout history, many countries and regions have changed their economic systems with varied results. There are many ^{different} styles of economic systems, ranging from the idea of "laissez faire" to the opposite spectrum of hardline command economies completely controlled by a central government. Many countries are provoked to change their systems too, in different ways for different reasons.

One such country was Great Britain. After the Industrial Revolution eliminated the "cottage system" and factories came about, urbanization grew throughout the country. People needed to support their new lifestyles, so most all of the able members of a family worked. However, conditions in the factories were not always good. Children like William Cooper and Joseph Hebergram in Document 4 endured the hardships of 14+ hour days, strappings, and limited break time during the years after the Industrial Revolution. These children were often uneducated and were paid only pennies for their toils. Another group that years of factory system growth in Great Britain were women. No longer did they remain in the home, they were forced to work too, and more often ~~x~~ than not subjected to the same poor conditions their children lived and

worked with each day.

By the mid 1800's, something had to be done to correct the situation. The problem came before the British Parliament many times, and new resolutions were passed, as shown in Document 5. Parliament passed legislation to restrict factory owners. The Factory Act forbade most textile mills from employing children who had not reached the age of 11. Children were required to go to school.

In Japan under the Tokugawas there was no trade and Japan remained isolated and self-sufficient. Meiji rule changed that and Japan started to trade and industrialized.

The economic systems of both Britain and Japan changed ^{over} ~~our~~ time as a result of industrialization.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way by discussing economic reforms in Great Britain and Japan
- Incorporates some information from documents 1, 2, 3, 4, and 5
- Incorporates limited relevant outside information (cottage industry; end of role of women as only homemakers)
- Includes some facts, examples, and details, but most of the discussion is more descriptive than analytical (elimination of cottage system by the Industrial Revolution; new lifestyles as a result of the Industrial Revolution; requirement for children to attend school; isolation and self-sufficiency of Japan under Tokugawa)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in Great Britain and Japan that goes somewhat beyond a simple restatement of the historical context and concludes by simply restating the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the economic systems in Japan contains few details, but the response does mention the economic change between Tokugawa and Meiji. Although some analytical statements are made, most of the information is not supported with appropriate details.

Through time, economic changes are brought about. This was the case in Russia during the Perestroika and in Britain during the Industrial Revolution.

In 1832, the economic situation taking place was the Industrial Revolution. People stopped working on farms to come to the cities and work on machines. However, these workers were paid so little that their children had to work long hours too, just for the family's survival. In ~~the~~ ^{front of the} Sadler committee, William Cooper testified that at the age of 10, he worked 16 hours a day, was strapped to make him stay awake, and was not allowed to go to day school because he didn't have time for it. Change was needed.

In 1847, the workday was limited to 10 hours for women and children in factories. In 1833 a law was passed that children

under 13 were required to have two hours of schooling per day. These were great reforms that were beneficial to the children.

In the Soviet Union, Stalin wanted to increase industrialization and agricultural output. His five-year plan was to increase output by putting together small farms into more productive large ones. This was a very socialistic idea. Stalin killed millions of kulaks, ~~people~~ people who did not agree with his idea. Stalin's quotas for industrialization were also very difficult to meet. He did not care about the people, only the industrial output.

Gorbachev set forth economic changes that were very good. He changed over from whole government monitoring to regional management. He also paid workers better wages. These were much needed changes in Russia.

In many parts of the world, economic change is needed. When countries do ~~the~~ take the effort to reform, the result is usually positive. This was the case when Britain made new labor laws, and Russia underwent perestroika.

Anchor Level 3-B

The response:

- Addresses most aspects of the task in a limited way by discussing economic reform and the impact of that reform in Great Britain and the Soviet Union, but not giving details about the economic systems that were in place before the change
- Incorporates some information from documents 4, 5, 6, and 7
- Incorporates limited relevant outside information (kulaks in Russia)
- Includes some facts, examples, and details, but the discussion is more descriptive than analytical (movement of people in Great Britain from the farms to the cities; required schooling as result of Parliamentary laws; Five Year Plans)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in Great Britain and the Soviet Union by mentioning the Industrial Revolution and perestroika and concludes by making a statement about the positive effects of perestroika on the Soviet Union and the new labor laws on 19th century great Britain.

Conclusion: Overall, the response fits most of the criteria for Level 3. The response relies mostly on information from the documents. Statements are made but little detailed information is given to support them.

Throughout history, many nations or regions have changed their economic system with varying results. Nations such as Japan and England have tried to change their economy without much success. Other nations have tried industrializing and some succeeded while others didn't.

The Japanese while under Tokugawa Law in 1634 tried to change their economy (as Document 1 states.) They tried to survive without trading with any other nations. They refused foreigners from being let in and they forbade anyone to be sent abroad. This plan failed because they couldn't survive without trading. During the Meiji Rule importing and exporting goods helped the economy. Document 2 shows that between 1878 and 1908 exporting and importing goods helped the economy by bringing in millions of yen. Japan was westernized and modernized under the Meiji.

Under the laissez faire philosophy a man can pursue his dreams and do as he wishes with his life as long as it doesn't endanger anyone. This is what Document 3 states. It allowed ordinary men to become whatever they wanted and start their own

business. In England when industrialization started, however the working conditions for people were deplorable. Many people were injured or killed because of the machinery. Others became sick because of the impurities in the air. Document 4 also states that people especially children were overworked and ate very seldom. But then the British Parliament passed legislation and working conditions especially for children started to improve under the Factory Act, children under 11 couldn't work and they had to go to school (Document 5)

Even though economic change can be good it can also hurt. Japanese economic policies of limiting trade was a drawback while importing and exporting was profitable and successful. England let people run their own businesses and that too was successful. The Industrial Revolution wasn't all bad. It helped to strengthen nations to become more stable and successful.

Anchor Level 3-C

The response:

- Addresses all aspects of the task in a limited way by discussing economic reform in Great Britain and Japan
- Incorporates some information from documents 1, 2, 3, 4, and 5
- Incorporates limited relevant outside information (westernization and modernization under the Meiji)
- Includes some facts, examples, and details, but most of the discussion is more descriptive than analytical (no trade under Tokugawa; exporting goods under the Meiji; impact of laissez-faire on working conditions; changes caused by legislation)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in Japan and Great Britain by establishing a framework that is beyond a simple restatement of the historical context and concludes by simply restating the theme

Conclusion: Overall, the response fits the criteria for Level 3. The description of the results of laissez-faire in Great Britain is good. Although the discussion about economic reform in Japan contains few details, there is a brief reference to changes in Japan's economic life under Meiji rule.

Throughout history, many nations or regions have changed their economic systems with mixed results. Nations have attempted to bring economic reform in many different ways.

One nation that has attempted to bring about economic reform over time is Japan. The Japanese imports were almost twice the amount of exports that occurred, this is because the Japanese were not allowed to be sent abroad, if anyone did break this law they would be sentenced to the death penalty. A light watch was kept over any foreign ships that were coming in, as cited in document number one and document number two.

Another nation that has attempted to bring new reforms to their nation is in ^{Britain} ~~Britain~~ about child labor. As cited in document number four, from the excerpt from William Cooper's testimony before the Sadler Committee in 1832. Children started working at the young age of ten years old and would begin at five in the morning and go to nine at night with only

a forty minute period for lunch at noon. Children could not attend school because they could not fit school into their sixteen hour workdays. As in the excerpt from the testimony of Joseph Hebergem who said that about a dozen children had died during the two and a half years that he was there. These problems and hard child labor was fixed through the British Parliamentary Legislation in 1833 as cited in document number five. Children were not allowed to work under the age of eleven, and children from eleven to thirteen could work only forty-eight hours a week or nine in a single day. And youths between thirteen and eighteen worked sixty-nine hours a week or twelve a day, this included an hour and a half period for meals. Children were required to attend school for two hours every day. In 1847 the Ten Hours Act limited the workday for women and children to ten hours a day. And in 1880, the First Employer's Liability Act granted compensation to workers for on-the-job injuries not their own fault.

Nations have changed their economic systems over time with mixed results, some for the better and some for the worse as shown above with Japan and Britain.

Anchor Level 2-A

The response:

- Attempts to address some aspects of the task by discussing economic conditions under Tokugawa rule in Japan and describing working conditions in Great Britain and the changes caused by legislation
- Makes limited use of documents 1, 2, 4, and 5
- Presents no relevant outside information
- Includes few facts, examples, and details (isolation of Japan; child labor in Great Britain; Parliamentary legislation)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in Japan and Great Britain by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 2. The response does not make any distinction between the economic conditions under the Meiji Restoration and Tokugawa Japan. The discussion of reform in Great Britain is merely a summary of documents 4 and 5.

Many nations have attempted to bring about economic reform over time due to conditions in the work industry. Some nations were successful, others were not.

One nation was Japan, who didn't trust foreign ships issued a law about them. The law said that all foreign ships must be sent to Tokyo and kept a watchful eye over them. Today, foreign ships are inspected to make sure that they are not carrying anything suspicious like drugs, or weapons that may harm civilians or start a war.

Another nation that brought about economic reform was Britain. Their factories were employing children under eleven. They were working complex machinery, working long long hours, and they had no education. Women and children were dying because of these conditions. Parliament decided to take action and issue laws that reduce the hours to 10, they couldn't hire children under age eleven, and paid workers for on-the-job injuries that didn't happen on purpose. Now, workplaces hire people with the experience and the education needed to work and hire children that over the age of eleven.

These two examples of nations that brought about economic change are doing much better now. Some nations have tried but failed in bringing change. Others have tried and succeeded. All those other ~~nations~~ nations who want to bring about economic reform should learn from the

Countries mentioned on the opposite side and try. Learn what they did and try to do what they did to bring about change in their economic system and have a strong economy.

Anchor Level 2-B

The response:

- Attempts to address some aspects of the task by discussing economic conditions under Tokugawa Japan and describing working conditions and the changes brought by legislation in Great Britain
- Makes limited use of documents 1, 4, and 5
- Presents no relevant outside information
- Includes few facts, examples, and details (Tokugawa laws; conditions of women and children in British factories; and British legislation), and includes information that contains some inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization, but contains extraneous information (current inspection of foreign ships)
- Introduces the theme of economic reform in Japan and Great Britain by repeating the task and concludes by attempting to evaluate the success of the reforms

Conclusion: Overall, the response fits most of the criteria for Level 2. The response uses limited information from some of the documents and then draws inaccurate conclusions from this information. The inclusion of irrelevant information detracts from the overall quality of the response.

Throughout history, many nations and religions have tried to change their economic systems and have had mixed results. Some nations have made out great but others have had worse problems than before.

In 1833, the British Parliamentary legislation started passing ~~laws~~ laws that they hoped would change their economic status. Many children were working in factories for long hours and with little pay and no free time to eat or go to school. To fix this the parliament passed the Factory Act, limiting the ~~number~~ age of children and how many hours they worked. It said that no children under 11 could work in a factory. All children under 13 were required to have 2 hours of school every day. All children under 18 had to have an hour and a half to eat ~~the~~ meals every day. In 1847, they passed another law hoping to help ~~the~~ the economy even more. They passed the 10 hours Act, it said women and children that worked in factories couldn't work more than ten hours a day. In 1880 the parliament decided to give compensation to workers who were injured or

the job, as a result of some one else's fault.

1 In order to keep financial stability, Japan was restricting trade in 1634. The Tokugawa laws said that no ship shall be sent abroad. No Japanese shall be sent abroad or they shall be killed. Japan didn't want any trading going on without them ~~knowing~~ knowing about it. Samurais were not allowed to buy goods directly from foreigners.

6 ~~Stalin~~ Stalin tried to bring his country out of depression a little too quickly. He set up a 5 year plan but he had unrealistic expectations for them. He put all his emphasis on heavy industry. He said that there would be a 330% ~~increase~~ expansion in heavy industry. He ~~also~~ tried to industrialize the agriculture too.

Over time most nations hit bottom and have to change their economic systems. Some countries and nations have tried, some have succeeded.

Anchor Level 2-C

The response:

- Attempts to address some aspects of the task by describing conditions in British factories and discussing how legislation corrected those conditions and then discussing isolation under Tokugawa Japan
- Makes limited use of documents 1, 4, and 5
- Presents no relevant outside information
- Includes few facts, examples, and details (British Parliamentary legislation; conditions in British factories; restriction of trade under the Tokugawa laws)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in Great Britain and Japan by repeating the historical context and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although the discussion of Great Britain uses the legislation to show how economic conditions changed, the discussion of Japan discusses only the Tokugawa laws. As a third nation, the section discussing Stalin's Five-Year Plans in Russia can *not* be rated.

Throughout history, many nations or regions have changed their economic systems with mixed results. In 1832 factory and mill conditions were not all that great.

The conditions of factory were so bad that Parliament passed a factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week.

But before the factory Act was passed the conditions were really bad. There was a sixteen hour work day.

So from 1832 to now there has been a lot of changes done to make work environment safer for people to work.

Anchor Level 1-A

The response:

- Shows limited understanding of the task by briefly describing conditions in British factories and explaining how legislation changed those conditions
- Makes limited use of documents 4 and 5
- Presents no relevant outside information
- Includes few relevant facts, details, and examples (terms of the Factory Act; conditions in British factories)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in Great Britain by repeating the historical context and concludes by attempting to evaluate the results of economic reform

Conclusion: Overall, the response best fits the criteria for Level 1. The response attempts to address the task but only discusses one nation. The conditions in the British factories are briefly described and the Factory Act is mentioned to explain how conditions were improved. Although information from the documents is used, the response lacks continuity and detail.

Throughout history, many nations or regions have changed their ~~own~~ economic systems with mixed results.

Japan has attempted to make economic change by providing Tokugawa Laws of Japan in 1634. The policy toward foreign trade was Japanese ships were not to be sent abroad, the arrival of foreign ships must be reported to Tokyo.

Adam Smith from England felt that the gov't should not place limits on an individuals actions in the economy. According to Smith, every man as long as he does not violate the laws is free. Economic systems have changed in countries.

Anchor Level 1-B

The response:

- Shows limited understanding of the task by briefly summarizing the terms of the Tokugawa laws in Japan and the ideas of Adam Smith
- Makes limited use of documents 1 and 3
- Presents no relevant outside information
- Includes few relevant facts, details, and examples (Tokugawa policy towards foreign trade; the ideas of Adam Smith)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in Japan and Great Britain by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 1. Some attempt is made to address the task, but most aspects of the task are not addressed.

Through history, many nations or regions have changed their economic systems with mixed results. These changes most often took place during important time periods, such as the Industrial Revolution, or when a new leader or group takes power. At other times, these reforms are made to compensate for the shifting needs of the country and its people. These economic reforms usually have advantages and disadvantages.

History shows that economic reform is often made to adjust already existing plans. One example of this is the Five-Year Plan laid out by Joseph Stalin for the Soviet Union. Though the plan had many good basic ideas, it called for too much growth and increase in too short a time. Stalin's plan set the goal of a 250% increase in industrial development over a five-year period. This was extremely unrealistic. Another requirement of the Five-Year Plan was that all industries and services in the Soviet Union would be regulated by the government in a central planning system. The purpose of this plan was to make the Soviet Union's competitor with other major powers. This meant Stalin had to force the abandonment of Lenin's New Economic Policy.

Stalin's successor, Mikhail Gorbachev, realized that many of Stalin's goals were impossible, so he altered them to better suit the Russian people and government by introducing elements of capitalism in his plan of perestroika. Gorbachev saw the need to get regional managers more involved in the regulating of economic enterprises. He also called for wage reform that would better reflect the new market economy of the Soviet Union (Document 7). Instead of forcing people to work, Gorbachev encouraged better working conditions and better wages as incentive—

for productivity. However, the economic wealth of Russia did not see a significant increase as a result of Stolobckev's reforms. Unfortunately his economic reforms led to the breakup of the Soviet Union.

Japan is one country that was the site of drastic economic change. For many centuries, Japan had practiced isolation. According to the 1634 Tokugawa Law, the Japanese people and their ships were not allowed to be "sent abroad." (Document 1) This isolation led to Japan being left behind in economic change and technology advances. When Commodore Matthew Perry arrived in Japan several centuries later, he forced Japan to begin importing, exporting and trading. Great economic change and prosperity followed in Japan. During the Meiji Rule, the value of Japanese imports and exports increased from around 50 million yen to over 400 million yen, (Document 2) since then Japan has continued to prosper. They are among the best in the development of new technology and have learned to capitalize on their resources.

Almost all countries of the world have undergone some economic change to address the changing needs of their economy. Sometimes the original economic system was successful, but needed to be improved after it ran its course. An example of this is the laissez-faire policy adopted by the British government during the start of the Industrial Revolution. This policy provided incentive for creativity to flow and encourage the Industrial Revolution.

However, after the Industrial Revolution was really going, new needs had to be addressed. Workers wanted safer and better working conditions. The British government responded by passing legislation such

the Ten Hour Act and the First Employers Liability Act that led to shorter work days and safer working conditions. (Document 5). A complete revolution in the economy was not needed; only slight adjustments had to be made.

In conclusion, economic reforms in nations have always been made to encourage economic growth and expansion. All over the world, changes are made by new leaders, new governments or new groups. Some of them work, others do not. No economic system will ever be perfect, but many will try to find the best one they can.

Two nations that have changed their economic systems are Britain and the Soviet Union.

In Britain it is stated ~~that~~ in document 5 that the Parliament Legislation took hold of their economic system by laying down labor laws for young children and women; that were being overworked and underpaid. This was happening so that the industries could make more profit b/c they didn't have to pay for injuries, and high wages to their workers. But then the Parliament ~~the~~ put together some different Acts such as the Factory Act, The Ten Hours Act, and The First Employer's Liability Act. All of which helped the young children and women to gain some rights such as only ten hours a day at work, ~~two~~ two hours of school per day, and compensation. So then the children & women bettered themselves.

A very demanding economic change was brought about by Stalin in document 6. He came up w/ a ~~five~~ plan called

the Five Year Plan which ~~time about~~ ^{adopted} in 1928 so that the industrialization of the economy could grow more rapidly. Before this there was no pre-determined goal that the industry had to make forcing the production rate to go up to a very competitive rate. But that was part of the Plan to have the highest, most impossible goals met to increase the economy. ~~These~~ These changes may have changed the economy for a little while but day after day the requirements were too high to reach which would eventually result in a down fall.

~~In~~ In the Soviet Union after the collapse of the Soviet Union it is shown in document 7 that Mikhail Gorbachev came up w/ "market socialism" where the government ministries could no longer have a say in the economic enterprises and that the regional managers have a more important role. He also advised that wages should go up b/c the market economy was going up and

it was making the workers work harder.

In document 1 it shows how Japan was a segregated country when it came to foreign trades. Japan came up with the Tokugawa laws which were set up so no one would trade, buy, or sell with ~~any~~ foreigners. There were punishments if these laws were broken such as death.

These were harsh laws to obeyed by.

All together, the nations were trying to do everything in their power to have a more successful industry. Many laws were set up to help the people that worked in industries to become more free. Free from no food, no education, no money, and long hours. ~~the~~ laws like this is the best thing b/c it showed the love and care for the younger generation.

Throughout history, many nations or regions have changed their economic systems with mixed results by fixing their economy.

Japan tried to fix their economy - but, they were really strict and had limits on what was brought in and shipped out. They had severe penalties if the laws were not followed. But Japan as an island and not having a lot of resources needed trade. They tried to have an economic reform by limiting what comes in and what goes out of their harbor. The impact made people suffer because they needed more than what was limited to come in.

A second nation Britain brought about change in the factories. Before they changed it children were dying, getting hurt, working twelve hour days, did not go to school, and had been paid very low. Now that they have made the Factory Act where no children under eleven could work and children between eleven and thirteen could not work over forty eight hours a week helped stop the deaths of children. The ten hour work day was important because it let women and children to only work a ten hour work day. The first employers liability Act granted compensation to those who got hurt at work. →

Many nations have tried and did fix their economy.

Throughout history, many nations or regions have changed their economic systems with mixed results. For example, in document 6, we are seeing Stalin's ideas for reforms. Stalin set up a five-year plan which called for rapid industrialization of the economy. ^{Stalin tried to industrialize to make better of Russia's backward economy.} He set unrealistic goals for workers to produce more. Stalin set up a command economy in the Soviet Union where government ruled over the economy. He set up collectives on peasants' farmers. The peasants became angry and revolted against the collectives. Stalin aimed to kill the Kulaks, who were wealthy peasant farmers. This led to starvation and hunger because the farmers began to grow only enough for themselves and their families.

In document 4, we are told about the working conditions of mills during the industrial Revolution. ^{in Britain in 1832} Children and adults were working in unsanitary and unsafe conditions. They were overworked and underpaid. In document 5, we see reforms starting to take action. ^{British} Parliament passed a Factory Act, ^{in 1833} which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven

and thirteen from working more than forty-eight hours a week. It made it so that youths between the ages of thirteen and eighteen could not work more than sixty-nine hours a week. Work periods had to include a hour and a half for meals. Children of thirteen had to have two hours of schooling per day.

In 1847, the Ten Hours Act limited hours in the workday to ten for women and children working in factories.

In 1880, the First Employers' Liability Act granted compensation to workers for on the job injuries not their fault.

All of these acts against working conditions improved the system greatly. People were not being overworked and were protected by laws to their own advantage.

Economic systems have been changed in these two regions with varying results. Stalin's reforms brought about discomfort while British reforms against labor conditions lead to ease.

Over time, many nations have successfully undergone economic reforms and have therefore developed themselves into a leading world power, both economically and politically. One nation that has done this is Russia, which has been influenced by many different governments and leaders. Another nation is England, which overcame the chains of feudalism and pioneered the Industrial Revolution.

Russia has a lengthy past and history, and has been under various governments including communism, dictatorship, absolute monarchy and democracy, among others. In the middle ages, Russia was an agricultural and feudal nation. Russia was a large trader, but without access to warm water ports, the economy suffered. For years, rulers like Catherine the Great and Peter the Great tried to gain a port on the black sea, as a route to the Mediterranean Sea. Harsh, long winters and mountainous soil made it difficult to provide enough food for Russia's large population.

Eventually, feudalism ended, when ~~Catherine the Great~~^{Alexander} gave freedom to the serfs. Russia remained an agricultural nation throughout the 1600s and 1700s. Wars fought with Napoleon in the late 1700s and early 1800s drained Russia's economy.

It wasn't until the 1920s + 1930s that Russia began to dramatically change economically. Under Joseph Stalin, a communist, Russia changed its methods in industry and agriculture. Stalin developed Five-Year Plans, which called for rapid industrialization with an emphasis on heavy industry, according to Document 6. He set unrealistic goals and nationalized all industries and services. Russia began to manufacture weapons, tanks, airplanes and boats because of rising tensions with the US and other countries. Stalin called for collective farms, and joined privately owned farms into a larger joint farm.

Stalin's Five-Year Plan wasn't successful according to his standards. Although his goals weren't met, Russia developed into one of the world's strongest countries, despite communist rule. Gorbachev's policy of perestroika ended this rule.

England also has a long economic past. England was feudal for many years, especially during the middle ages. After feudalism ended, England was somewhat agricultural, but its economy flourished because of its mercantilist policies with its many colonies. England was a wealthy country, because of this, but was often faced with political problems. England was involved in many colonial wars and, as a result, lost many of its colonies, like the US, during the 1700s and 1800s.

England in the 1700s and 1800s was mainly agricultural, with a focus on the domestic system. England was rich in natural resources, particularly coal and iron ore. England began a factory system ^{in the mid 1800s} particularly with textiles. Factories were built around rivers, and towns sprung up around them; the Industrial Revolution was born. Railroads began to be built to transport goods, and jobs were readily available.

However, jobs in the factories were often dangerous. According to documents 4 and 5, women and children worked in the factories. The hours were long, and the work was hard. The workers received little time off and little wages. The

conditions in the factories were often unsanitary and unsafe. Many children died while working in the factories. Over time, England took action against this and started the Ten Hours Act and the First Employers Liability Act.

With the Industrial Revolution, many changes were brought about. Individual inventors like Eli Whitney and Henri Bessemer developed useful products, like the cotton gin and steel, respectively. Labor unions were formed to bring about changes. Furthermore, the Industrial Revolution spread all across the world, bringing sweeping economic changes wherever it went.

The economic changes in England and Russia were very successful. In comparison with their feudal backgrounds, they grew economically and successfully and gained political and world power.

Practice Paper A—Score Level 4

The response:

- Addresses all aspects of the task, although the discussion of economic reform in Japan is weaker than the discussion for the Soviet Union
- Incorporates accurate information from documents 1, 2, 6, and 7
- Incorporates relevant outside information related to economic reform in the Soviet Union and Japan (Lenin’s New Economic Policy; Commodore Perry)
- Includes relevant and accurate historical facts, examples and details, but the discussion is more descriptive than analytical (purpose of the Five-Year Plan; reasons for Gorbachev’s changes; use of new technology by Japan)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of economic reform in the Soviet Union and Japan by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. The introduction is particularly strong because it states why nations need to change economic systems. The integration of information, including details and explanations of these details, is especially strong. Although the two paragraphs addressing the economic system of Great Britain (third nation) can *not* be rated, they do not detract from the quality of the response.

Practice Paper B—Score Level 3

The response:

- Addresses most aspects of the task in a limited way by discussing economic systems in Great Britain and the Soviet Union
- Incorporates some information from documents 1, 5, and 6
- Incorporates limited relevant outside information (collapse of the Soviet Union)
- Includes some facts, examples, and details, but the discussion is more descriptive than analytical (effect of Parliamentary laws on required schooling; Five-Year Plans of Stalin; Gorbachev’s changes)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform in Great Britain and the Soviet Union by repeating the task and concludes with a rambling assessment of the benefits of reform

Conclusion: Overall, the response fits most of the criteria for Level 3. Overall, the response lacks details to describe economic conditions in Great Britain and the Soviet Union. The economic systems that were in place before the change are not addressed and general statements are used to discuss the impact of the reforms. The paragraph about Japan as a third country can *not* be scored.

Practice Paper C—Score Level 2

The response:

- Attempts to address some aspects of the task by discussing economic conditions in Japan under Tokugawa rule and describing conditions of working children in Great Britain before and after legislation
- Makes limited use of documents 1, 2, 4, and 5
- Presents little relevant outside information (limited resources on the island of Japan)
- Includes few facts, examples, and details (isolation and trade limits of Tokugawa laws; effects of British legislation on working conditions)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform by repeating the historical context and concludes by simply restating the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of restrictions on Japanese trade because of the Tokugawa laws shows a limited understanding of economic reform. Much of the information about the effects of the Factory Act is taken directly from the documents.

Practice Paper D—Score Level 3

The response:

- Addresses some aspects of the task in a limited way by discussing the programs for economic reform in the Soviet Union and describing working conditions and the impact of legislation in Great Britain
- Incorporates some information from documents 4, 5, and 6, but most of the information is a simple restatement of the contents of the documents
- Incorporates some relevant outside information (kulaks protested against collectivization)
- Includes some facts, examples, and details, but the discussion is more descriptive than analytical (Stalin's Five-Year Plans; collectivization; conditions in British factories; British legislation)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of economic reform by repeating the historical context and concludes by simply restating the theme

Conclusion: Overall, the response fits most of the criteria for Level 3. The response is more descriptive than analytical and tends to paraphrase the documents. All aspects of the task are not addressed and the use of specific information is limited.

Practice Paper E—Score Level 5

The response:

- Thoroughly addresses all aspects of the task by discussing how Russia and Great Britain changed from a feudalistic economy to an industrial economy
- Incorporates accurate information from documents 4, 5, 6, and 7
- Incorporates relevant outside information related to the economic systems and impact of economic reform in Russia and Great Britain (emancipation of the serfs in Russia; westernization programs of Peter the Great and Catherine the Great; inventions of the Industrial Revolution)
- Richly supports the theme of economic reform with the use of many relevant and accurate facts, examples, and details (Russia’s need for warm-water ports; relation of Russia’s climate to need for industrialization; reasons for Stalin’s Five Year plans; England’s abundance of coal and iron and the relation to the Industrial Revolution; connection of railroads to Industrial Revolution)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by addressing all aspects of the task for Russia and then doing the same for Great Britain
- Introduces the theme of economic reform in Russia and Great Britain by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 5. The strength of the response is in the abundance of outside information, although some of it is not directly related to economic systems. The analysis used in the historical development of the economic systems is especially strong, discussing the isolation of Russia during feudalism, the changes under Stalin’s Five-Year Plans, and the mercantilist policies of Great Britain from the colonial period through the Industrial Revolution.

Regents Examination in Global History and Geography — January 2002 Chart for Determining the Final Examination score (Use for January 2002 examination only.)

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 55 would receive a final examination score of 79.

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

| Total Part I and Part III A Score | Total Part I and Part III A Score (continued) | | | | | | | | | | |
|-----------------------------------|---|----|----|----|----|----|----|----|----|----|-----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 30 | 56 | 59 | 61 | 62 | 64 | 65 | 67 | 68 | 69 | 70 | 71 |
| 31 | 57 | 59 | 61 | 63 | 65 | 66 | 67 | 68 | 69 | 71 | 72 |
| 32 | 58 | 60 | 62 | 64 | 65 | 66 | 67 | 69 | 70 | 71 | 72 |
| 33 | 59 | 61 | 62 | 64 | 65 | 67 | 68 | 69 | 70 | 71 | 73 |
| 34 | 59 | 61 | 63 | 65 | 66 | 67 | 68 | 69 | 71 | 72 | 73 |
| 35 | 60 | 62 | 64 | 65 | 66 | 67 | 69 | 70 | 71 | 72 | 74 |
| 36 | 61 | 62 | 64 | 65 | 67 | 68 | 69 | 70 | 71 | 73 | 74 |
| 37 | 61 | 63 | 65 | 66 | 67 | 68 | 69 | 71 | 72 | 73 | 75 |
| 38 | 62 | 64 | 65 | 66 | 67 | 69 | 70 | 71 | 72 | 74 | 76 |
| 39 | 62 | 64 | 65 | 67 | 68 | 69 | 70 | 71 | 73 | 74 | 76 |
| 40 | 63 | 65 | 66 | 67 | 68 | 69 | 71 | 72 | 73 | 75 | 77 |
| 41 | 64 | 65 | 66 | 67 | 69 | 70 | 71 | 72 | 74 | 76 | 78 |
| 42 | 64 | 65 | 67 | 68 | 69 | 70 | 71 | 73 | 74 | 76 | 78 |
| 43 | 65 | 66 | 67 | 68 | 69 | 71 | 72 | 73 | 75 | 77 | 79 |
| 44 | 65 | 66 | 67 | 69 | 70 | 71 | 72 | 74 | 76 | 78 | 80 |
| 45 | 65 | 67 | 68 | 69 | 70 | 71 | 73 | 74 | 76 | 78 | 81 |
| 46 | 66 | 67 | 68 | 69 | 71 | 72 | 73 | 75 | 77 | 79 | 82 |
| 47 | 66 | 67 | 69 | 70 | 71 | 72 | 74 | 76 | 78 | 80 | 83 |
| 48 | 67 | 68 | 69 | 70 | 71 | 73 | 74 | 76 | 78 | 81 | 84 |
| 49 | 67 | 68 | 69 | 71 | 72 | 73 | 75 | 77 | 79 | 82 | 85 |
| 50 | 67 | 69 | 70 | 71 | 72 | 74 | 76 | 78 | 80 | 83 | 86 |
| 51 | 68 | 69 | 70 | 71 | 73 | 74 | 76 | 78 | 81 | 84 | 87 |
| 52 | 68 | 69 | 71 | 72 | 73 | 75 | 77 | 79 | 82 | 85 | 89 |
| 53 | 69 | 70 | 71 | 72 | 74 | 76 | 78 | 80 | 83 | 86 | 90 |
| 54 | 69 | 70 | 71 | 73 | 74 | 76 | 78 | 81 | 84 | 87 | 91 |
| 55 | 69 | 71 | 72 | 73 | 75 | 77 | 79 | 82 | 85 | 89 | 93 |
| 56 | 70 | 71 | 72 | 74 | 76 | 78 | 80 | 83 | 86 | 90 | 94 |
| 57 | 70 | 71 | 73 | 74 | 76 | 78 | 81 | 84 | 87 | 91 | 96 |
| 58 | 71 | 72 | 73 | 75 | 77 | 79 | 82 | 85 | 89 | 93 | 98 |
| 59 | 71 | 72 | 74 | 76 | 78 | 80 | 83 | 86 | 90 | 94 | 100 |