

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 13, 2002 — 12:30 to 3:30 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
August 13, 2002

Part I

1... 1 ...	26... 4 ...
2... 2 ...	27... 2 ...
3... 2 ...	28... 4 ...
4... 1 ...	29... 4 ...
5... 2 ...	30... 2 ...
6... 4 ...	31... 1 ...
7... 4 ...	32... 1 ...
8... 4 ...	33... 3 ...
9... 2 ...	34... 2 ...
10... 3 ...	35... 2 ...
11... 3 ...	36... 2 ...
12... 1 ...	37... 4 ...
13... 3 ...	38... 3 ...
14... 4 ...	39... 1 ...
15... 3 ...	40... 2 ...
16... 3 ...	41... 3 ...
17... 2 ...	42... 1 ...
18... 1 ...	43... 1 ...
19... 2 ...	44... 1 ...
20... 4 ...	45... 4 ...
21... 2 ...	46... 3 ...
22... 2 ...	47... 2 ...
23... 2 ...	48... 2 ...
24... 1 ...	49... 3 ...
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—August 2002

Theme: Change

Individuals have brought about great changes in history. These individuals have had positive and/or negative effects on nations or regions.

Task: Choose *two* individuals from your study of global history and geography and for *each* individual chosen:

- ∞ Discuss *two* specific changes made by the individual in a specific nation or region
- ∞ Evaluate whether these changes have had a positive or a negative effect on that nation or region

You may use any example from your study of global history and geography. Some suggestions you might wish to consider include Elizabeth I, Genghis Khan, Muhammed, Martin Luther, Napoleon Bonaparte, Toussaint L'Ouverture, Nelson Mandela, Fidel Castro, Boris Yeltsin, Deng Xiaoping, and Yasir Arafat.

You are *not* limited to these suggestions.

Do not use an individual from the United States in your answer.

Score of 5:

- ∞ Shows a thorough understanding of the theme that individuals have brought about great changes in history and these changes had positive and/or negative effects on *at least one* specific nation or region
- ∞ Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* individuals, discussing *two* specific changes made by each individual in a specific nation or region, and evaluating whether these changes have had a positive or a negative effect on that nation or region
- ∞ Shows an ability to analyze and evaluate the effect of changes made by individuals, e.g., Martin Luther's breaking away from the Catholic Church stirred nationalistic feelings among German princes and encouraged strong monarchies throughout Northern Europe *or* Gandhi's nonviolent campaign enabled India to gain independence from the British
- ∞ Richly supports the theme with relevant, facts, examples, and details, e.g., Gandhi's "Quit India" Campaign; Martin Luther's 95 Theses; Truth and Reconciliation Commission of Nelson Mandela's government
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in history 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 the theme that individuals have brought about great changes in history and these changes had positive and/or negative effects on *at least one* specific nation or region
- ∞ Addresses all aspects of the task, but may do so unevenly
- ∞ Shows an ability to analyze and evaluate the effect of changes made by individuals
- ∞ Includes relevant facts, examples, and details
- ∞ Is a well-developed essay, demonstrating a logical and clear plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in history 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 the theme that individuals have brought about great changes in history and these changes had positive and/or negative effects on *at least one* specific 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 effect of changes made by individuals
- ∞ Includes some facts, examples, and details; may contain some inaccuracies
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in history by repeating the task and concludes by simply repeating the theme

Some Examples of Limited Treatment of Task at Level 3

Individual Who Made Changes	Changes Made by Individuals	Positive/Negative Effects
Identifies <i>two</i> individuals who have made changes	Discusses <i>two</i> specific changes made by <i>each</i> individual in a specific nation or region	
Identifies <i>two</i> individuals who have made changes	Discusses <i>one</i> specific change made by <i>each</i> individual in a specific nation or region	Evaluates whether <i>each</i> change discussed has had a positive or a negative effect on the identified nations or regions
Identifies <i>two</i> individuals who have made changes	Discusses <i>one</i> specific change made by <i>each</i> individual in a specific nation or region	Evaluates whether <i>one</i> change discussed has had a positive or a negative effect on the identified nations or regions
Identifies <i>one</i> individual who has made changes	Discusses <i>two</i> specific changes made by that individual in a specific nation or region	Evaluates whether <i>each</i> change discussed has had a positive or a negative effect on the identified nation or region

Score of 2:

- ∞ Shows a limited understanding of the theme that individuals have brought about great changes in history and these changes had positive and/or negative effects on *at least one* specific nation or region
- ∞ Attempts to address some aspects of the task
- ∞ Develops a faulty or weak analysis or evaluation of the effect of changes made by individuals
- ∞ Includes few facts, examples, and details; may contain some inaccuracies
- ∞ Is a poorly organized essay, lacking focus; may contain digressions; and may not clearly identify which aspect of the task is being discussed
- ∞ May lack an introduction and/or a conclusion or these elements may not refer to the theme that individuals have brought about great changes in history

Some Examples of Limited Treatment of Task at Level 2

Individual Who Made Changes	Changes Made by Individuals	Positive/Negative Effects
Identifies <i>one</i> individual who has made changes	Discusses <i>two</i> specific changes made by an individual in a specific nation or region	
Identifies <i>two</i> individuals who have made changes	Discusses <i>one</i> specific change made by <i>each</i> individual in a specific nation or region	
Identifies <i>two</i> individuals who have made changes	Identifies but does not discuss changes made by <i>each</i> of the individuals in specific nations or regions	States whether the changes identified have had a positive or a negative effect on the identified nation or region
Identifies <i>one</i> individual who has made changes	Discusses <i>one</i> change made by that individual in a specific nation or region	States whether the change discussed has had a positive or a negative effect on the identified nation or region

Score of 1:

- ∞ Shows a very limited understanding of the theme that individuals have brought about great changes in history and these changes had positive and/or negative effects on *at least one* specific nation or region
- ∞ Makes little effort to address the different aspects of the task
- ∞ Lacks an analysis or evaluation of the effect of changes made by individuals
- ∞ Includes few or no accurate or relevant facts, examples, or details; deals simply with generalities
- ∞ Demonstrates a major weakness in organization
- ∞ May lack an introduction and/or a conclusion or these elements may not refer to the theme that individuals have brought about great changes in history

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

Scoring Notes:

1. The effects may be identified as either positive or negative as long as that determination is supported by specific historical information.
2. The response may collectively address the positive and/or negative effect of the changes made by the individual, e.g., Gandhi’s ahimsa and economic boycott collectively had a positive effect because they resulted in Indian independence.
3. The change discussed does not have to be a specific event, but may be a change that occurs over a long period, e.g., Martin Luther and his connection to the Protestant Reformation or Prince Henry the Navigator and his influence on the Age of Exploration.
4. The effects must be specific to the nation or region identified, e.g., if the response discusses Gandhi’s changes in India, then the effects must refer to India and not to the effect Gandhi’s policies had on Desmond Tutu of South Africa or on Martin Luther King, Jr. in the United States.
5. The changes can occur in different places, e.g., Queen Victoria became Empress of India and ushered in the Victorian Age in England. However, the effects of these changes must refer to the specific places mentioned (India and England, respectively).

History changes^{are} due to many factors such as geography, events, and people. Individuals can have and have had great effects that change a nation's history forever.

Two such people who have had tremendous effects are Deng Xiaoping^{of China} and Mikhail Gorbachev^{of USSR}. Each changed life in their respective countries forever and for the better.

After the death of Mao Zedong in 1976, there was a power struggle that showed that people didn't know the direction that China should take. Some people believed that Mao's economic policies and the extremism of the Cultural Revolution had brought China to its knees. Some, like Deng Xiaoping, believed that Mao was misguided. When Deng Xiaoping came to power, he felt that China needed to revise its economic policies. In fact, he adopted a system that is often compared to Lenin's New Economic Policy. He instituted the responsibility system which said that people would be paid according to their

work. He believed that people would work harder and people would produce more if they were given economic incentives for their work. So, he allowed people to own small plots of land or small businesses where they could sell their products at a profit. This profit motive, which is a little bit capitalistic resulted in an increase of production. China's economy began to improve.

~~Deng Xiaoping also instituted the Four Modernizations.~~ Deng Xiaoping was right when he said "it doesn't matter if the cat is black or white as long as it catches mice." China's economic growth is the mice, which is certainly a positive change.

Deng Xiaoping also instituted the Four Modernizations. They called for progress in agriculture, industry, defense and science and technology. By focusing on these areas, China was able to break away from the stagnation that existed under Mao and to create

a new modern society in china. Together with the responsibility system emphasis on agriculture and industry resulted in dramatically increased food production and available of consumer goods like appliances and televisions. He created Special Economic Zones and allowed for joint business ventures with foreign businesses. By encouraging modernization he allowed for Westernization. This led to some unexpected problems. Western political ideas began to enter china and people began asking for democracy this led to the prodemocracy movement and the incident at Tiananmen Square 1989.

In that same year, 1989, major changes were taking place in the Soviet Union and Eastern Europe brought about by Mikhail Gorbachev. Gorbachev believed in Glasnost or openness and Perestroika or restructuring.

Like Deng Xiaoping, ~~the~~ Gorbachev wanted to make changes to improve the economy of the USSR. He believed that centralized planning didn't provide enough incentive for people to improve production and efficiency. That's why there were shortages of consumer goods in the USSR. Gorbachev allowed ~~the system to allow~~ for small private businesses and to make the Communist system more efficient and productive just as Deng had wanted in China. ~~Perestroika~~ ~~and~~ Perestroika restructured the Soviet economy. This, ~~resulted~~ along with glasnost resulted in Soviet citizens demanding even more change.

These demands for change spread to Eastern Europe, where ^{reform} movements were underway! Solidarity, led by Lech Walesa and Havel in Czechoslovakia. These reform movements called for democratic

elections. Where as in Hungary in 1956 and Czechoslovakia in 1968, the USSR had sent in tanks and troops to put down similar movements, in 1989, Gorbachev said that there ~~was~~ must not be any interference. He said that these countries, need to decide for themselves. This was a radical change of Soviet policy. The effect of Gorbachev willingness to let them decide was the collapse of Communism in Eastern Europe, and which ~~is~~ was symbolized by the tearing down of the Berlin Wall in November of 1989.

Both Deng Xiaoping and Gorbachev have had tremendous impact on respective areas. While both instituted major economic restructuring which resulted in westernization, ~~and~~ development ~~they~~ and calls for reform, they differ in their

response to those calls. Gorbachev was willing to accept political change along with the economic changes. ^{however,} Deng Xiaoping rejected the calls for Democracy.

Anchor Level 5-A

The response:

- ∞ Shows a thorough understanding that Deng Xiaoping and Mikhail Gorbachev changed world history and these changes had positive and negative effects on China and in the USSR and Eastern Europe
- ∞ Thoroughly addresses all aspects of the task evenly and in depth
- ∞ Shows an ability to analyze and evaluate the effects of changes made by Deng Xiaoping and Mikhail Gorbachev (Deng Xiaoping's responsibility system and Four Modernizations led to economic restructuring and calls for political changes; Gorbachev's tolerance for reform led to the collapse of communism in Eastern Europe)
- ∞ Richly supports the theme with relevant facts, examples, and details (Mao's Cultural Revolution; Lenin's New Economic Policy; Responsibility System; Four Modernizations; Special Economic Zones; Tiananmen Square Incident 1989; Glasnost; Perestroika; Solidarity; Lech Welesa; Vaclav Havel; Hungary 1956; Czechoslovakia 1968; fall of the Berlin Wall)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, i.e., identifies Deng Xiaoping in China, discusses the responsibility system as one change, evaluates the effects of that changes, then does the same for the Four Modernizations; identifies Mikhail Gorbachev in USSR and Eastern Europe, discusses the changes of perestroika and glasnost, evaluates the effects of these changes and then does the same for the tolerance for reform movements
- ∞ Introduces the theme that individuals have brought about great changes in the history of China and the USSR/Eastern Europe by establishing a framework that is beyond a simple restatement of the topic and concludes with an analysis of how Deng Xiaoping and Mikhail Gorbachev have brought about these changes

Conclusion: Overall, the response fits the criteria for Level 5. The discussions and evaluations are sophisticated. The response uses excellent details and provides extensive historical background to the changes. The transition between the discussion of Deng Xiaoping and Mikhail Gorbachev shows a depth of understanding and level of analysis that reflects the overall quality of the response.

Throughout history individuals have brought about many changes. Whether political, economical, social or religious changes were brought about, the change impacted the nation. The changes positively and negatively effect the nation in which it occurred.

Martin Luther and Mao Zedong are two individuals who brought about changes.

Martin Luther's effect was in Germany and the rest of the world. The Renaissance had picked up momentum and people began questioning the governments and church. Martin Luther was one such person. Luther went against the church. He did not ~~believe~~ believe in the church's sellings of indulgences, or passes into heaven. To change this, Luther nailed his 95 Theses to the Wittenburg Church in 1517. These theses told of all the wrongs of the church and criticized indulgences. As a result, less people bought indulgences. Martin Luther's victory was shortlived. He was excommunicated from the church. That meant he wasn't allowed to participate with the Roman Catholic Church and receive sacraments. So, Luther brought about another change. He created Lutheranism. This religion was similar to Catholicism, except the bible was the only true source of religious information, and by faith alone one could obtain heaven. As a result many people converted, especially northern Europeans. He was the first of many others to

split from the Catholic church. Others, soon followed including Calvin, Henry VIII, John Knox.

Luther's changes had a positive effect on Europe. It weakened the power of the church and strengthened regional monarchs powers. With the loss of power of the Catholic Church, kings gained more and more of the power. This is especially in the case of Henry VIII who broke with the Catholic Church and became the head of the Church of England as well as the powerful King of England. Strong central governments were developing. These were unknown during the dark ages. As monarchies were re-appearing, uniformity and laws were returning to the land. The Renaissance continued to produce more ideas and philosophies and Europe was starting to dominate the world, which in some people's eyes is a bad thing but the dominance of Europe led to the spreading of western and modern ideas and technology which many people benefited from. These effects can be traced back to Martin Luther's criticism of the Catholic Church and the forming of a new Church, Lutheranism. The entire Protestant Reformation as well as the rise of the great European monarchies began as a result of Martin Luther's actions.

Another individual who brought about changes was Mao Zedong. He brought about changes to China in the

mid 20th century. After years of fighting the nationalists or Guomindang, Mao created the People's Republic of China, a Communist state. This is one of his major changes. Before Mao, China was in chaos. There was a civil war that had been going on for decades. Along with Communists, there were the Nationalists, the warlords and the Japanese all fighting. After many struggles such as the Long March, Mao defeated the Nationalists (the warlords and Japanese were defeated earlier). When the Communists took over politically, they also took over economically. The government dominated the industries and controlled the means of production. Another change Mao made was the rapid industrialization of China. By using his own Five-Year Plans, (which set goals for production) Mao rapidly industrialized China. The most famous five year plan was called the great leap forward.

Mao's changes positively and negatively affected China. For one he re-distributed the land to peasants and improved their lives. He also created more jobs and increased education and equal rights. Mao also returned law and order to China and made it a world power. These all were effects of the Communist Revolution in China. However, the effects of the great leap ~~from~~ forward were negative generally.

The great leap forward set unrealistic quotas that

the people of China could not meet. Because people concentrated on industrialization, they forgot about farming and millions died of starvation. It also didn't produce the industry it set out to produce.

Throughout history many individuals have brought about change. Mao Zedong and Martin Luther are two individuals who brought about change. Their individual actions have had complicated effects. It is sometimes difficult to determine whether, in the long run, they are entirely positive or negative. Ultimately only one thing can be said about these changes - they absolutely changed history.

Anchor Level 5-B

The response:

- ∞ Shows a thorough understanding that Martin Luther and Mao Zedong changed world history and these changes had positive and negative effects on northern Europe and China
- ∞ Thoroughly addresses all aspects of the task evenly and in depth
- ∞ Shows an ability to analyze and evaluate the effects of changes made by Martin Luther and Mao Zedong (Martin Luther's creation of the Lutheran Church caused the rise of strong central governments and strengthened regional monarchs in northern Europe; Mao Zedong restored law and order to China)
- ∞ Richly supports the theme with relevant facts, examples, and details (95 Theses on the Wittenberg Church in 1517; sale of indulgences; Lutheranism; Calvin; Henry VIII; John Knox; Communist Revolution; Guomindang; Great Leap Forward)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, i.e., discusses Martin Luther's changes of speaking out against the Catholic Church and creating Lutheranism, then evaluates the positive and negative effects of these changes; discusses Mao Zedong's Communist Revolution and the Great Leap Forward, then evaluates the positive and negative effects of those changes
- ∞ Introduces the theme that individuals have brought about great changes in the history of northern Europe and China by establishing a framework that is beyond a simple restatement of the topic and concludes with an analysis of how Martin Luther and Mao Zedong have brought about these changes

Conclusion: Overall, the response best fits the criteria for Level 5. The use of strong historical detail in the discussion of the rise of strong central governments that led to European domination and the spread of Western and modern ideas is particularly interesting. There is a complexity to the evaluations, particularly in noting that, although Mao Zedong restored order to China, his economic policies were disastrous.

In history, individuals have had both positive and negative effects on their nations. Two examples of people who have left lasting impacts on their nations are Adolf Hitler and Toussaint L'Ouverture. Adolf Hitler was a ~~Nazi~~^{Nazi} oppressor and dictator in Germany during World War II while Toussaint L'Ouverture ~~Smith~~ was a independence activist and freedom fighter in the Latin American nation of Haiti. Both leaders are similar in that they used nationalism as a powerful weapon but they differ in that Hitler has left a profound and lasting negative impact on Germany, while L'Ouverture's efforts were positive.

During World War II, Germany's dictator, Adolf Hitler, aroused two policies in the nation, Nazism and extreme nationalism. After being destroyed as a result of World War I and the treaty of Versailles, which included the war guilt clause and reparation pay, Germany needed a strong leader who could bring a sense of pride in their nation. The unfair treaty of Versailles and the weak Reichstag helped Hitler gain power when he told the German people that he would provide a better life for them. Hitler's speeches and Nazi propaganda increased both German nationalism and Hitler's power. As German pride grew so did Nazism. The extreme nationalism of Nazism allowed Hitler to become the dictator of Germany and eventually led to World War II. This brought about a negative impact because a new desire for only an Aryan race aroused. As a result Germans leaded by ^{Hitler} turned to the "final solution." What the final solution did was promote ethnic cleansing and mass genocide. A prime example of this is the Holocaust, when six million Jews and millions of other people of different races including gypsies, slaves, mentally ill,

and homosexuals) were murdered. Germany has been greatly affected as well as the surrounding nations in Europe that were occupied by Germany and had concentration camps. Adolf Hitler hasn't been remembered for the great pride he instilled into Germans, but for his ruthlessness and evil.

Another individual who has left a profound impact on his nation is Toussaint L'Ouverture. Toussaint L'Ouverture was an independence leader and freedom fighter in Haiti, a Latin American nation. In Latin American nations, countries were colonized, controlled, by European nations. At the time France controlled Haiti's government, economy, and social status. The people were not allowed any say in governmental affairs. The economy was controlled mercantilism. Mercantilism is a policy by which a country cannot export its goods to any other nation except its colonial nation. All resources and goods produced by Haiti's economy went to France, and no profit was gained. Because of France, the colony depended on slavery. Some slaves wanted to be free and started a slave revolt led by Toussaint L'Ouverture, a former slave, who became angry and impatient at this state of affairs. Before the end of the revolution, L'Ouverture died after being captured by Napoleon's troops but the slaves did win their freedom. As a result of the revolution, the government changed from a French colony to an independent nation. Haiti became the second independent nation in the Americas. Toussaint L'Ouverture's actions had a positive effect on Haiti and it changed Haiti for the better. Nationalism was a strong force behind

his actions and the actions of others.

In conclusion, history has shown that it only takes one person to have a great impact on an entire nation. Both Hitler and L'Ouverture gained the support of their people by offering and promising beneficial results. The effects of individuals are not always going to be positive, as seen with Hitler, but it shows that one person can be just as powerful as many. Changes have been made in history as well due to the actions of these individuals, both positive and negative. Lasting negative impacts have been left on people's lives as a result of the Holocaust but Haiti has been left as an independent free nation with opportunities.

Anchor Level 4-A

The response:

- ∞ Shows a good understanding that Adolf Hitler and Toussaint L'Ouverture changed world history and these changes had positive and negative effects on Germany/Europe and Haiti
- ∞ Addresses all aspects of the task, but does so somewhat unevenly by discussing the changes brought about by Adolf Hitler in more depth than the changes brought about by Toussaint L'Ouverture
- ∞ Shows an ability to analyze and evaluate the effects of changes made by Adolf Hitler and Toussaint L'Ouverture (the extreme nationalism encouraged by Hitler was partially a product of the Treaty of Versailles; the mercantilist system in the French colonies promoted slavery and caused slaves to rebel against the French government in Haiti)
- ∞ Includes relevant facts, examples, and details (World War II; Nazism; war guilt clause; reparation payments; the Aryan race; the final solution; ethnic cleansing; genocide; Holocaust; six million Jews; French mercantilism; Napoleon; Haitian independence)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of Germany and Haiti by establishing a framework that goes well beyond a simple restatement of the topic and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strong introduction and conclusion frame the discussion and the effects of individuals. The weaker discussion of Toussaint L'Ouverture's changes and effects is overcome by the good historical detail and good conclusions throughout the response.

Individuals have brought about great change in history. These individuals have had positive or negative effects on nations or regions. Two individuals who brought about change are Mohandas Gandhi and Fidel Castro.

One of the two changes Gandhi made in India was for people to stand up to the British for their rights. He did this by leading the Indians in strikes and boycotts to let the British know that the Indians wanted to be treated with respect and dignity. Before that many of the English did not even consider that they were mistreating the Indians. By setting an example of resistance, Gandhi let the British know that the Indians would no longer let the British push them around.

Another change that Gandhi made was that he made India's struggle the rest of the world's business by making sure that there were always reporters around to "get the word out." This not only helped India to get independence and respect, but it encouraged other colonies to struggle for independence, too. People all over the British Empire were reading about India's nationalist movement, and within a few years other colonies were also demanding independence and using the public press to help get it. Ghana and Kenya are just two examples of other British colonies which got their independence. And word of his non-violent resistance spread, too.

He also influenced Martin Luther King Jr. Gandhi was beaten because he believed that people should do the things the right way. But, positive effects resulted because he gained independence and dignity for Indians and also for others around the world.

Fidel Castro is another of the individuals who influenced history. The two changes Castro made in Cuba was to adopt communism after coming to power in 1959 and not letting his people leave the country.

Under communism, the economy of Cuba was weak. The plantations were nationalized by the communist government. Because of the Cold War, the United States did not want a communist country so close by. Relations between Cuba and the U.S. were tense; the U.S. put a trade embargo in place. Cuba's economy survived only with the help of its Cold War ally, the Soviet Union. This alliance led to the Cuban Missile Crisis.

Because the conditions in Cuba were poor, many Cubans wanted to leave, but Castro put a ban on Cubans leaving the country. This, combined with other restrictions and repressions made many Cubans want to flee to freedom. Many came to the United States and settled. This hurt the Cuban economy.

even more, because many trained workers left.

Overall Castro's policies, though intending to help Cuba, made things even worse. His negative attitude hurt Cuba. Gandhi, on the other hand, had a positive attitude and positive effect on India and the world because he was able to gain independence and make India a democracy.

Anchor Level 4-B

The response:

- ∞ Shows a good understanding that Mohandas Gandhi and Fidel Castro changed world history and these changes had positive and/or negative effects on India and Cuba
- ∞ Addresses all aspects of the task, although the depth of the discussion is somewhat limited
- ∞ Shows an ability to analyze and evaluate the effects of changes made by Mohandas Gandhi and Fidel Castro (Gandhi used the international press to win India's independence, which also spread nationalist ideals throughout the world; the adoption of communism by Castro led to economic decline in Cuba)
- ∞ Includes relevant facts, examples, and details (strikes and boycotts; nationalist movements in Ghana and Kenya; nationalization of plantations; trade embargo; Castro's restrictions on emigration; Cold War; Cuban missile crisis)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- ∞ Introduces the theme that Mohandas Gandhi and Fidel Castro have brought about great changes in history by repeating the theme and concludes with an analysis of the impact of these individuals

Conclusion: Overall, the response best fits the criteria for Level 4. The response has some analytical and evaluative statements, but the somewhat limited details to explain the different aspects of the task detract from the overall quality.

Throughout history, individuals have had large effects on regions. These people change the course of time through their actions. Their actions are often more powerful than violence & government.

One such person is Nelson Mandela. As a leader of the African National Congress, or ANC, Mandela led the fight for majority rule and the right to vote for Blacks in South Africa. He has changed the country forever.

First of all, the Black majority can now vote. They also have freedoms that they never had before like not having to carry passes.

Nelson Mandela also helped to abolish apartheid, leading the fight from prison because he was arrested for his efforts against Apartheid. Apartheid was the segregation of ethnic groups in South Africa. This led to numerous changes. The end of Apartheid has allowed a black African president to be elected. Nelson Mandela was elected and then pushed

for Black rights. He also pushed for elimination of homelands. Now the Black South Africans are not restricted to the homelands in South Africa. As a result of Mandela's changes, this has caused the world to end the sanctions or the cutting of trade against South Africa. Black South Africans have better economic and political opportunities.

Another individual that has had a large impact on history is Mahatma Gandhi. Mahatma Gandhi used peaceful resistance such as the salt marches & the Textile boycotts to achieve political rights. Peaceful resistance is the use of non-violent method to achieve a political end. The entire world had sympathy for this peaceful cause & this helped gain independence for India in 1947.

Mahatma Gandhi also fought for an end to tyranny and equality for all Indians. He did this by promoting the participation of all people in government. Now India is a parliamentary democracy. All people from all the castes including untouchables can participate in the government. India is ruled by the majority & is the largest

democracy in the world. India has become a fully independent & democratic country partly because of Mohandas Gandhi.

Individuals often effect history. Every single person on our planet has worth & is extremely valuable. Remember this when someone says, "I'm only one person, what can I do?" Gandhi and Mandela did something. They changed their countries forever.

Anchor Level 4-C

The response:

- ∞ Shows a good understanding that Nelson Mandela and Mohandas Gandhi changed world history and these changes had positive effects on South Africa and India
- ∞ Addresses all aspects of the task, although the depth of the discussion is somewhat limited
- ∞ Shows an ability to analyze and evaluate the effects of changes made by Nelson Mandela and Mohandas Gandhi (the abolition of apartheid in South Africa led to better economic and political opportunity for blacks; Gandhi's belief of equality and the abolition of tyranny has led to democracy and increased participation of all people in the government)
- ∞ Includes relevant facts, examples, and details (apartheid; ANC; economic sanctions; homelands; peaceful resistance; Salt March; Textile Boycott; parliamentary democracy; caste differences; Indian Independence 1947)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- ∞ Introduces the theme that that individuals have brought about great changes in the history of South Africa and India by establishing a framework that goes beyond a simple restatement of the topic and concludes with a challenge to other individuals to do something that counts

Conclusion: Overall, the response fits most of the criteria for Level 4. Many facts and details are included in the response, but in many cases, they are not explained and discussed. Although all aspects of the task are addressed in a somewhat limited way, the essay lacks the development that would be seen in a Level 5 response. While at times sophisticated ideas are mentioned, they are not dealt with fully.

Throughout the course of history, there have been individuals that have brought about great change in history. These individuals have had positive and negative effects on nations or regions. Two examples of these individuals are Mohandas Gandhi and Adolf Hitler. Gandhi had positive effects while Hitler had negative ones. Gandhi helped bring peace while Hitler caused unrest.

Mohandas Gandhi was a leader in India. He believed in the theory of non-violence. He was a peaceful man and he just wanted peace. In India, people were persecuted and exploited by the British. The British took their land, its people, and every aspect of life. Mohandas Gandhi, instead of using violence to fight back, he used his mouth. This is a good effect because he proved that violence does not solve anything. An example of his non-violent act was when he led the salt march in which many people joined him to march to the sea and get salt. Salt was an important part of Indian life. This helped Gandhi win more support. This was a positive effect because it helped India win independence from the British. Later, India finally won independence from Britain.

Adolf Hitler was the German leader before and during World War II. His first action was him gaining power. He turned Germany into a dictatorship. This took away people's

right to live and think for themselves. This is especially true for the Jews and other people that Hitler despised. He put many of these people into concentration camps and killed 6,000,000 Jews and many others. This is definitely negative. People lost their rights and lives because of Hitler.

In my opinion, Hitler should go to Hell for his crimes. Gandhi deserves to go to heaven for all his good deeds. These individuals have brought about great change in history. These individuals have had positive and negative effects on nations or regions. Both these individuals have affected people's lives through good and bad ways. They both deserve recognition and we, in the present, have given it to them.

Anchor Level 3-A

The response:

- ∞ Shows a satisfactory understanding that Mohandas Gandhi and Adolf Hitler changed world history and these changes had positive and negative effects on India and Germany
- ∞ Addresses most aspects of the task but fails to discuss a second change made by Gandhi
- ∞ Shows an ability to analyze and evaluate the effects of changes made by Mohandas Gandhi and Adolf Hitler (Hitler's dictatorship caused people to lose their rights and lives; Gandhi used his words to gain independence for India)
- ∞ Includes some facts, examples, and details (nonviolence; persecution and exploitation by the British; Salt March; Indian independence; concentration camps; 6,000,000 Jews killed by the Nazis)
- ∞ Is a satisfactorily developed essay, demonstrating a logical and clear plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of India and Germany by establishing a framework that is a simple restatement of the topic and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of Gandhi includes a good historical context of the problems in the Indian subcontinent. The treatment of Hitler is limited and lacks details. The response has good, thought-provoking ideas, but lacks the detail to support the discussions. The subjective assessment of the two individuals in the conclusion does not detract from the overall quality of the response.

Individuals have always brought about great change. Throughout history they have had both positive and negative affects. Adolf Hitler of Germany and Elizabeth I of Britain were two individuals who brought great change to their nations.

Elizabeth I of Britain was queen during the last part of the sixteenth century to the beginning of the seventeenth century. During her reign, she was a patron of the arts, helped to settle disputes between protestants and catholics, defended her country against the Spanish Armada, and made Britain into a major power of that time. She is considered one of Britain's best rulers to this day.

Adolf Hitler of Germany influenced his country in the worst ways. He rose to power during an economic depression in the 1930s. He went against the Versailles Treaty and built up Germany's military. Within a few years, Hitler had turned Germany into the center of the European Axis power and caused World War II to start. Hitler's army

invaded neighboring countries in hopes of European domination. His "Final Solution," a plan to cleanse Europe of all Jewish people, was an atrocity that resulted in the deaths of millions of people. Hitler propelled Germany into military domination, but plunged Germany into economic ruin with the end of the war. In the long run, Hitler destroyed much of Germany itself and had ended countless lives. Today, Germany is embarrassed of Hitler's rule.

Throughout history, individuals have impacted ~~in~~ their nations. Single people have brought about change. That change could be either good or bad.

Anchor Level 3-B

The response:

- ∞ Shows a satisfactory understanding that Queen Elizabeth and Adolf Hitler changed world history and these changes had positive and negative effects on England and Germany
- ∞ Addresses all aspects of the task, but in a general way with few supporting details
- ∞ Shows a somewhat limited ability to analyze and evaluate the effects of changes made by Queen Elizabeth and Adolf Hitler (Hitler turned Germany into the center of the European Axis power and caused World War II)
- ∞ Includes some facts, examples, and details (Protestant and Catholics in England; Spanish Armada; Versailles Treaty; economic depression in the 1930's; Axis Powers; Final Solution)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of England and Germany by repeating the topic and concludes by simply repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The response lists and identifies Queen Elizabeth's changes rather than discussing them. Although there are some thought-provoking statements (Hitler propelled Germany into military domination but plunged Germany into economic ruin), the limited facts and examples are not explained and are not incorporated into the discussion.

Many people have made changes throughout history. The changes made by these people have had positive as well as negative effects. Two individuals who have made great changes are Ghandi and Napoleon.

Ghandi was a Hindu. He wanted to unite Indians—Hindu and Muslim—to fight the British. He didn't want to use violence in his efforts. He was the leader of many people. He led these people in many non-violent protests such as boycotts. He got both Hindu and Muslims to oppose Great British rule in India. He led India to Independence. After Independence, the Hindus and Muslims separated. These changes made by Ghandi have had a positive effect on India.

Napoleon became a dictator of France by means of Coup d'etat. This brought the people stability. He helped put France back on its feet. The people were thankful for the stability but, they didn't like having a dictatorship. What they did like was the nationalism Napoleon brought. They fought many wars and won a lot of land because of it. The changes made by Napoleon were positive changes.

There are many people who have made positive and negative changes throughout history. Ghandi and Napoleon are only two.

Anchor Level 3-C

The response:

- ∞ Shows a satisfactory understanding that Mohandas Gandhi and Napoleon Bonaparte changed world history and these changes had positive effects on India and France
- ∞ Addresses all aspects of the task, but in a general way with few historical details
- ∞ Shows a somewhat limited ability to analyze and evaluate the effects of changes made by Mohandas Gandhi and Napoleon Bonaparte (boycotts and nonviolent protests led to Indian independence; Napoleon's coup d'état brought stability to France)
- ∞ Includes some facts, examples, and details (Hindus; Muslims; boycotts; nonviolent protest; Indian independence; nationalism; wars under Napoleon)
- ∞ Demonstrates a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of India and France by repeating the topic and concludes by simply repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 3. Some analysis of the effects of the changes made by Gandhi and Napoleon on India and France, respectively, is included but the discussion lacks depth. The response provides a cursory treatment of the task with a general lack of detail and substance. Important information, such as historical background and supporting details, is not provided.

Individuals have brought about great change in history. These individuals have had positive and/or negative effects on nations or regions. Some individuals that have had effects on their country are Fidel Castro.

Each individual has done something good or bad for their country. In Fidel Castro's case, in a way, he has done both. Fidel Castro is the leader of Cuba. Ways he has effected Cuba is giving all the people equality. Since everyone is equal, everyone has a job, same size houses, about same amount of money, + everyone must share things they have. This can be look as a positive effect. Some negative effects are that no one really has freedom. Very few or all most none are allowed the privilage to leave or come into the country. Also, ^{almost} no one in Cuba can excede the ~~for~~ average person since you are all equally. Fidel has become a power ful man, and is

in power today.

Another individual which effected their country was Napoleon Bonaparte. Napoleon was a positive influence on France. He was a strong, + courageous man. He invaded many countries He gained a lot of land for ~~country~~ his country.

A third individual is Mohandas Gandhi. He was a positive influence not ~~at~~ only on his country but on many leaders. He was a peace leader. He wanted peace, and didn't believe in violence. Gandhi had many campaigns of noncooperation against British rule.

In conclusion there are so ~~pe~~ many people in world history to day that have caused great changes in the world. Some of these individuals effects were positive others were ~~a~~ negative. They will always be remembered

Anchor Level 2-A

The response:

- ∞ Shows a limited understanding that Fidel Castro and Napoleon Bonaparte changed world history and these changes had positive and negative effects on Cuba and France
- ∞ Attempts to address most aspects of the task, but fails to discuss a second change for Napoleon and to evaluate his positive and/or negative effect
- ∞ Shows a very limited ability to analyze and evaluate the effects of changes made by Fidel Castro and Napoleon Bonaparte
- ∞ Includes a few facts, examples, and details, dealing mostly with generalities (Castro is leader of Cuba; Castro gave all the people equality; Napoleon was a strong and courageous man)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of Cuba and France by repeating the topic and concludes by restating the theme

Conclusion: Overall, the essay fits the criteria for Level 2. The discussion is very limited. Facts and examples are mentioned but are not explained nor incorporated into the discussion. Important information is omitted. The treatment of Napoleon is especially weak. Since the task does not require that a third individual be discussed, Gandhi's changes must be disregarded and should not be scored.

Nelson Mandela has made a huge impact in everyone's life. He's altered the world and the way the world operates on a daily basis. Nelson Mandela fought apartheid laws and got imprisoned for 28 years for expressing a strong belief, a belief that the authorities did not agree with.

The apartheid restrained African Americans from doing such things as voting, and being a part of society. Mandela didn't agree that this mistreating was fair. He was later thrown in jail for 28 years due to protestations. When De Klerk freed Nelson Mandela in 1993, everything changed for the better, the apartheid was ceased, Nelson Mandela became president of South Africa and De Klerk became vice-president.

After these things took place, the African Americans began getting their share of their deserved human rights. I think that things were

starting to be run the right way.
Nelson Mandela pleased the people
and definitely angered the Afrikaners.
In my opinion, Nelson Mandela
did a favor for South Africa. He
helped end apartheid and he led
the rest of the citizens toward
peace and freedom to their human
rights.

Anchor Level 2-B

The response:

- ∞ Shows a limited understanding that Nelson Mandela has brought about great changes in history and these changes had positive effects on South Africa
- ∞ Attempts to address some aspects of the task but fails to identify a second individual and fails to discuss a second change for Mandela
- ∞ Shows a very limited ability to analyze and evaluate the effects of changes made by Nelson Mandela
- ∞ Includes a few facts, examples, and details (apartheid; Nelson Mandela was in prison; De Klerk became vice-president; Afrikaners) and contains inaccuracies (black South Africans identified as African Americans; Nelson Mandela released from prison in 1993 [actual year was 1990])
- ∞ Demonstrates a general plan of organization
- ∞ Introduces the theme that an individual has brought about great changes in the history of South Africa by repeating the topic and concludes with a summation of the theme

Conclusion: Overall, the essay best fits the criteria for a Level 2. While the response tends to be focused on the individual rather than on the individual's changes, it does state a change made by Nelson Mandela and how that change has affected life in South Africa. The errors do not detract from the overall quality, but the absence of a discussion of a second individual dramatically weakens the response.

Many Individuals have brought about great change in history. And these Individuals have had a positive and a negative effect on nations and regions. The two Individuals that brought ^{change} through history is Napoleon Bonaparte, and Martin Luther King Jr.

Napoleon was a leader in France. He was a great leader and fight for France and he conquer other Nation from different part of Europe. Napoleon was a powerful leader in all nations. He fight every Country and conquer their land, and took over from every them.

Mahatma Gandhi Campaign of noncooperation against the British rule. Mahatma Gandhi was a great leader in India. He wanted to make India free, from the British rule. And he fight for the independence. A Nonviolent way.

He was born in a loyal family,
And he was a lawyer and very
rich man. But he don't want
anything, he want to fight for
the Country to be free. When
the british Court the government
in ~~made a march~~ - a Salt march
law. And then after world War
II, India had Independence August
1945. After India had Independence
there was a problem with the
regions. So he started Hinduism
and Muslim together but they divided into
a started country called Pakistan
and Bangladesh.

These ~~found~~ ~~independence~~, brought
about great change in history.
Fight for their Country and brought
Independence and become free
Country.

Anchor Level 2-C

The response:

- ∞ Shows a limited understanding that Napoleon and Gandhi changed world history and these changes had positive effects on France and India
- ∞ Attempts to address some aspects of the task but fails to discuss a second change for Napoleon
- ∞ Lacks an analysis or evaluation of the effect of changes made by Napoleon and Gandhi
- ∞ Includes some facts, examples, and details, dealing mostly with generalities (Gandhi in India; noncooperation against British rule; nonviolence; a lawyer; Salt March; World War II; post-independence problems with religions), and contains some inaccuracies (mentions a nonviolent law and a Salt March law; independence in 1945 [actual year was 1947]; identifies Martin Luther King, Jr. but discusses Gandhi)
- ∞ Demonstrates a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of France and India by repeating the topic and concludes by simply restating the theme

Conclusion: Overall, the response fits most the criteria for a Level 2. The very limited specific information that is included is neither discussed nor explained. The response does, however, indicate an understanding that individuals can change history.

Individuals have brought about great changes in history. These individuals have positive effects on the nations Muhammed, and Ghandi:

Ghandi tried to get India back together and by doing so everytime war broke out he fasted and people stopped fighting. He had a big influence on people in India. He wanted everyone to be Hinduism and it worked pretty good till he was killed.

Muhammed was a good leader he was kinda of like Ghandi but a long time before Ghandi he wanted everyone to come together also and be one religion instead of many.

The changes both of these two heroic men did in the history of India were great they both had an impact on India and many people still use their teachings and follow them.

In conclusion individuals have brought about great changes in the world and are still recognized today some from a long time ago and some recent.

Anchor Level 1-A

The response:

- ∞ Shows a very limited understanding that Gandhi and Muhammad changed world history and these changes had positive effects on India
- ∞ Makes little effort to address the different aspects of the task
- ∞ Lacks an analysis or evaluation of the effect of changes made by Gandhi and Muhammad
- ∞ Includes two relevant facts (Gandhi fasted; Gandhi came from India) and contains some inaccuracies (Gandhi wanted everyone to be Hinduism)
- ∞ Demonstrates a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of India by repeating the topic and concludes by restating the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response attempts to address the theme but provides no specific details about Muhammad. In addition, the connection of Muhammad's impact on India is not explained.

Individuals have brought about great changes in history. These individuals have had positive and/or negative on nations and/or regions. Mohammad was the best. He delivered the Islamic Religion to everyone. He was the best, ~~that~~ ^{moses} ~~moses~~ was good, ~~that~~ ~~was~~

I think that ^{moses} ~~Mohammad~~ was the one who impacted the world the most because his people were the ones with the first religion. Moses contributed to the Christians and Islamic people because those 2 religions derived from the Hebrew religion.

Mohammad created a good system. Muslim mathematicians helped people understand math and gave them a good system.

In conclusion these two prophets gave the world in something to believe in.

Anchor Level 1-B

The response:

- ∞ Shows a very limited understanding that Moses and Muhammad changed world history and these changes had positive effects in the world
- ∞ Makes little effort to address the different aspects of the task
- ∞ Lacks an analysis or evaluation of the effects of changes made by Moses and Muhammad
- ∞ Includes a few relevant facts, examples, and details (Christianity and Islam have common roots; Muslim mathematicians) and contains inaccuracies (identifies Moses' religion as the first religion)
- ∞ Demonstrates a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in history by repeating the topic and concludes with a simple one-sentence statement

Conclusion: Overall, the response fits the criteria for Level 1. The response attempts to address the theme but does not identify a second change made by Moses or any changes made by Muhammad. The discussion of Muhammad is particularly weak. How the “system” which Muhammad created would help people understand math is not explained. In addition, no nation or specific region is identified in “the world.”

A single individual can have such an impact, that it not only affects their region, but the whole world for generations to come. This has been demonstrated several times through history, Nelson Mandela's end of apartheid in Africa, Deng Xiaoping's Communist revolution in China, Gandhi's passive resistance in India and Toussant L'Ouverture's freedom ~~refor~~ reforms in Haiti. Though the examples are plentiful, I think 2 of the most significant were, Napoleon Bonaparte with French reforms, and Gorbachev of the USSR with his actions which helped end communism and the Cold War completely.

With Gorbachev in office, the Soviet government moved more away from fundamental communism, and to a more socialist, you could say, communism. Gorbachev made international relations prosper when a market type economy was allowed to be used.

Gorbachev introduced Capitalist ideas

into the Communist economy because he believed that this would help the Soviet Union economically. With the opening of the economy with policies like perestroika, Gorbachev encouraged private ownership and incentives to work. Gorbachev also gave more born rights than any other communist leader.

Gorbachev lowered the level of government controlled censorship, and by this, appeasing the people of Russia, and the United States. He very well could have prevented a war.

Gorbachev ended the Cold War because relations between the US and USSR became better. Also, both of Gorbachev's actions led to the collapse of the Soviet Union. Because of these changes, introducing capitalism and allowing more freedoms, Russia and the world are better places.

Napolean Bonaparte, of France also had quite an impact, both good, and bad. Putting an end to the reign of

terror, with his coup d'état, the people of France were enthralled with his nationalism. Napoleon stopped the chaos of the French Revolution and allowed for some stability and rule of law for the French people. This brings to the second change, the instituting of the Napoleonic Code on French conquered territories. The Napoleonic Code gave citizens their natural rights and encouraged Enlightenment ideas. When Napoleon and his army conquered much of Europe, with the exception of the unsuccessful attempt at Russia, Enlightenment ideas spread through the continent with the Napoleonic Code. France owning more land, prospered and flourished. Napoleon's actions have indeed shaped modern day France as well as the rest of Europe because of the Napoleonic Code. The actions of one person, can affect history. Just look at all of the examples. I'm sure won't run out. Life today would be very different without people like Stolbecker & Napoleon.

Individuals have brought about change in history. These individuals have had positive and/or negative effects on nations or regions. ~~Muhammed and Maulana Khatim Yasin~~ ~~Ahmed and Mahandas Gandhi~~ have both tried to change specific nations or regions.

Yasin Arafat tried to change the Israel. He wanted Israel to be independent and receive the land it was promised. Many violent struggles and rebellions have occurred. Although Yasin Arafat had a negative result because Israel has still not changed for the better. People are starving, and they continue to fight for the land.

Mahandas Gandhi led non-violent protests to rid the rule of the British. Mahandas Gandhi was involved in many things that tried to change Africa such as

The salt march and the burning of British made clothes. Gandhi's actions had a positive effect on his followers because when protests started getting out of control and resulting in violence Gandhi would fast until his people stopped with the violence. Even after Gandhi people still carried on his ideas and Africa became independent from Britain. So Gandhi had a chance so Gandhi's chance of Africa was positive. Because Africa no longer had to pay from Britain.

Many individuals have had impact on the positive and negative outcomes of nations and ~~reason~~ regions. Some countries were affected positively and others negatively, either way this brought about a chance in that country and a world.

Individuals have brought about great change in history. These individuals have had positive and/or negative effects on nations or regions.

An example of a leader who made a great change was Adolf Hitler. Hitler had an enormous impact on Germany and the rest of the globe during World War II. One change made by Hitler was the Nazi Army. He brainwashed his army to set out to conquer all people who weren't of the "perfect race." Another extremely drastic change brought about ^{under} by Hitler's rule was the Holocaust. The Holocaust was an attempt to terminate all Jews. Over six million were killed. Many were sent to concentration camps where they suffered and ~~sometimes~~ ^{often} died from starvation, horrible conditions, and excessive work. ~~Others~~ ^{Others} were put into ~~merciless ovens~~ ^{ovens} where they were ~~sent~~ ^{sent} to death.

Changes that occurred under Hitler's dictatorship were definitely that of a negative impact. His attempt to ~~kill~~ ^{exterminate} all the Jews ~~he~~ ^{very} killed a large amount of the population. As soon as he rose to maximum power, in 1939, World War II broke out. Obviously this is not positive.

Another leader who brought about a great change under his leadership was Fidel Castro

Castro was determined to ~~help~~^{make} Cuba a communist nation and not let democracy overtake it. Tensions between Cuba and The United States increased as an effect because of the nations different ^{opinions} ~~opinions~~.

The tensions resulted in ~~a~~ a decrease in trade between the two nations. It is ~~almost~~ nonexistent.

~~The US can't import certain items into Cuba, however Cuba's imported goods are illegal.~~

The effect of ~~Fidel~~ Castro's choice to remain Communist is in fact negative. The trade is decreased, resulting in less goods ~~to~~ that are necessary to a nation's economy. Also, the tensions with Cuba are not good either.

In conclusion, many leaders throughout history have made an enormous impact on society today. Some ~~we~~ may have been negative, however there has also been many positive. It shows that the way a leader rules, does in fact affect the rest of the globe as well as the nation itself.

Individuals bring great changes to nations or regions. They can bring positive or negative changes to these areas. There are many individuals that have made a large impact in history.

One individual that brought change to a region is Simón Bolívar. Simón Bolívar was a South American leader. One change he brought to South America was helping the colonies break free from their mother countries. He brought nationalism to South America. Another change Simón Bolívar brought to South America was trying to unify the independent nations in South America. He brought them together, but they did not stay together. Simón Bolívar brought ~~positive~~ positive and negative changes to South America. Bringing nationalism to South America left a positive effect but trying to unite all of South America brought negative effects.

Another individual that brought change to a nation is Adolf Hitler. Hitler brought many large changes to Germany. Hitler strengthened Germany's military. The strengthening of the military helped strengthen Germany.

Another change that Hitler brought to Germany was hope. The people of Germany needed hope. They needed Hitler to tell them he will strengthen their ~~eco~~ country and the economy. It gave them something to look forward to. Hitler brought ~~positive~~ ~~and~~ negative changes to Germany. ~~Hitler~~ Hitler strengthening the military brought a negative effect on Germany because it brought world war II ~~to~~ on. Hitler giving the people of Germany hope brought a negative effect to Germany because they supported Hitler ~~when~~ ^{at the time} he was killing the Jewish people of Germany.

One individual can bring both negative and positive changes to a nation or region. Hitler brought negative changes to Germany and Simon Bolivar brought positive and negative effects to South America. These individuals have impacted ~~the~~ history forever.

Throughout time many people have taken important actions that have changed the course of history. Such actions have caused both good and bad effects. Most people take action due to a belief they may have about political, social or economic policies or events. In the case of Mohandas Gandhi it was a political issue. For Adolf Hitler, it was also a political issue, along with a social and an economic issue.

During the Age of Exploration many countries were imperialized by Europe. Among these countries there was India. By the time Mohandas was around, India had been Imperialized for many years, starting with the explorations of Vasco da Gama in 1498. In Gandhi's mind it was time for change. With the help of his followers he began a political revolution, demanding home rule for India.

Instead of using force and violence, as some other nationalist leaders had, Gandhi used a different method. It was non-violence. Gandhi was a strong Hindu follower. Being part of this religion meant Gandhi had to follow the rule of ahimsa or non-violence. Gandhi thought that it would hurt Europeans more if they attacked their economy. The people of India boy-cotted European goods, particularly cloth, as in the Textile Boy-cott. They refused to buy products from Europe but instead chose to spin their own thread and weave their own cloth. As a result of this one would always see Gandhi dressed in loincloth for which he spun his own thread and for which he sewed personally.

In other attempts to boycott European goods, Gandhi led the people

of India to the Sea in what is known as the Salt March. Once there they gathered salt from the Indian Ocean instead of buying it from European merchants. It was Gandhi's idea, taken in part from Christ and from Thoreau to use non-violent protest and civil disobedience to get independence from Britain. He called his ideas satyagraha or "soul force."

It was a long battle, and many suffered. European soldiers killed many Indians but very few fought back. Whenever and if they did fight back, just to show how important this issue was to him Gandhi would fast (not eat) until the fighting stopped. In 1947, as a result of Gandhi's leadership, India finally gained their independence. The following January, Gandhi, unfortunately, was killed by a Hindu fanatic.

Gandhi was able to help gain Independence for India. In his battle against the British, he focused on the equalness and unity of all people, including Muslims and Hindus and people of all castes. This was another effect of Gandhi's fight. Today it is illegal to discriminate on the basis of caste. However, in his desire to unite Hindus and Muslims, he was less successful. The subcontinent was divided into Pakistan and India and even today there is a lot of tension between the two countries. Gandhi was one of the most famous and influential people during the Indian Independence movement but the effects are everywhere. People today all around the world use his ideas of passive resistance and equality. The list of Nobel Peace Prize winners shows his positive effect. He has become a symbol of peace.

Hitler is another example of someone who has had a major impact on the

world. His part in WWII was a huge one. When Hitler came to power, Germany was going through the Great Depression. There were job-shortages and life was hard. Many people committed suicide as a result. However, along came Hitler and through nationalism gained the support of the German people. He promised jobs and a better life.

As a member of the Nazi Party, he was democratically elected to the Reichstag. As leader he made several changes that were unchecked by the other nations of Europe who practiced a policy of appeasement. He claimed areas like the Sudetenland and rearmed Germany and the Rhineland which was against the Treaty of Versailles. These changes had an obviously bad effect on history. His greed and unwillingness to follow the Treaty of Versailles were direct causes of World War II. Millions were killed trying to check the power of Hitler. Once the war started Germany became responsible for what is known as the Holocaust or Genocide. Jews, Gypsies, homosexuals, the elderly and disabled were all targets of Nazi soldiers. These Nazi soldiers brought these people to concentration camps where many were murdered. Some burned in ovens, others with poison gas, some of starvation or disease, while others were simply shot. Some didn't die and were buried alive.

The Holocaust became known as the worst massacre in history. Only because Hitler thought the Aryans were the master race, he had over 10 million people murdered. If it hadn't been for Hitler, these people would have had happy normal lives and would have been productive

members of their societies. Hitler took away or ruined the life of many people. Definitely a negative effect of his arrival into power.

While certainly not the first human rights violation, it was partly because of Hitler's actions the world started believing that human rights should be protected. After WWII, Hitler's crimes were put on trial in the Nuremberg Trials where many of Hitler's men were tried for crimes against humanity. Hitler's crimes were fresh in the memory of people when the UN wrote the Universal Declaration of Human Rights which is still used today as the basis of everyone's human rights. The UN still tries to fight against these violations to make sure that Hitler's crimes never happen again.

In conclusion, there have been many people that have affected parts of the world and their history. Some have had positive effects and others had negative effects. Gandhi had opinions about political issues in India and, as a result of his actions, he was instrumental in getting India its independence and in fostering equality. He also influenced people such as Martin Luther King, Jr. Hitler is another example. His takeover of Germany led directly to WWII, and his war crimes in Europe resulted in trials and agreements to bring attention to, and maybe prevent, human rights violations. One individual can make a difference.

Practice Paper A—Score Level 4

The response:

- ∞ Shows a good understanding that Mikhail Gorbachev and Napoleon Bonaparte changed world history and these changes had positive and negative effects on the USSR and France/Europe
- ∞ Addresses all aspects of the task, but does so somewhat unevenly, discussing the impact of Gorbachev with more detail than the impact of Napoleon
- ∞ Shows an ability to analyze and evaluate the effects of changes made by Mikhail Gorbachev and Napoleon Bonaparte (Gorbachev’s relaxation of control led to more international stability and the end of the Cold War; Napoleon’s conquest of Europe spread Enlightenment ideas throughout Europe with the institution of the Napoleonic Code thus shaping modern-day France and Europe)
- ∞ Includes relevant facts, examples, and details (perestroika; market-type economy; Cold War; Napoleonic Code; Enlightenment; Reign of Terror; French Revolution)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of the USSR and France/Europe by establishing a framework that goes beyond a simple restatement of the topic and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. Details are mentioned but are not explained or supported with historical facts. Conclusions and connections are drawn but are not consistently supported with adequate discussion.

Practice Paper B—Score Level 2

The response:

- ∞ Shows a limited understanding that Gandhi and Yasir Arafat changed world history and these changes had positive and negative effects on Africa and Israel
- ∞ Attempts to address some aspects of the task but fails to identify the changes made by Gandhi and Yasir Arafat
- ∞ Develops a weak evaluation of the effect of these individuals (Israel still has not changed for the better)
- ∞ Includes a few facts, examples, and details (Salt March; Gandhi would fast until the violence stopped; promised land; nonviolent protest) and contains some inaccuracies (Arafat bringing about the independence of Israel; people are starving in Israel; Gandhi leading protests for the independence of Africa from British rule)
- ∞ Is a poorly organized essay, lacking focus
- ∞ Introduces the theme that individuals have brought about great changes in the history of Africa and Israel by repeating the topic and concludes by simply repeating the theme

Conclusion: Overall, the essay meets the minimum criteria for Level 2. Although some attempt to address the effects of change, the aspect of the task being discussed is not clear and much of the information for Yasir Arafat is incorrect.

Practice Paper C—Score Level 3

The response:

- ∞ Shows a satisfactory understanding that Adolf Hitler and Fidel Castro changed world history and these changes had negative effects on Germany and Cuba
- ∞ Addresses most aspects of the task but fails to discuss a second change for Castro
- ∞ Shows some ability to analyze and evaluate the effect of changes made by Adolf Hitler and Fidel Castro but not in any depth (Castro’s choice to remain communist resulted in less goods that are necessary to a nation’s economy)
- ∞ Includes some facts, examples, and details (Nazism; “perfect race”; concentration camps; Holocaust; communism; end of trade)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of Germany and Cuba by simply repeating the topic and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response lacks specific details about Hitler and Castro and omits a second change for Castro. The limited facts and examples that are mentioned are not explained and are not incorporated into the analysis.

Practice Paper D—Score Level 3

The response:

- ∞ Shows a satisfactory understanding that Simón Bolívar and Adolf Hitler changed world history and these changes had positive and negative effects on South America and Germany
- ∞ Addresses all aspects of the task, but in a general way with few historical details
- ∞ Shows some ability to analyze and evaluate the effects of changes made by Simón Bolívar and Adolf Hitler but not in any depth (strengthening the German military led to the start of World War II; giving people hope led to their support of Hitler)
- ∞ Includes some facts, examples, and details (mother country; militarism; nationalism; World War II; killing of German Jews)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme that individuals have brought about great changes in the history of South America and Germany by simply repeating the topic and concludes with a summation of the theme

Conclusion: Overall, the essay best fits the criteria for a Level 3. The discussion of Hitler is interesting and some good information is provided about Bolívar. As a whole, the response is more descriptive than analytical. The response tends to rely on stating facts rather than discussing them.

Practice Paper E—Score Level 5

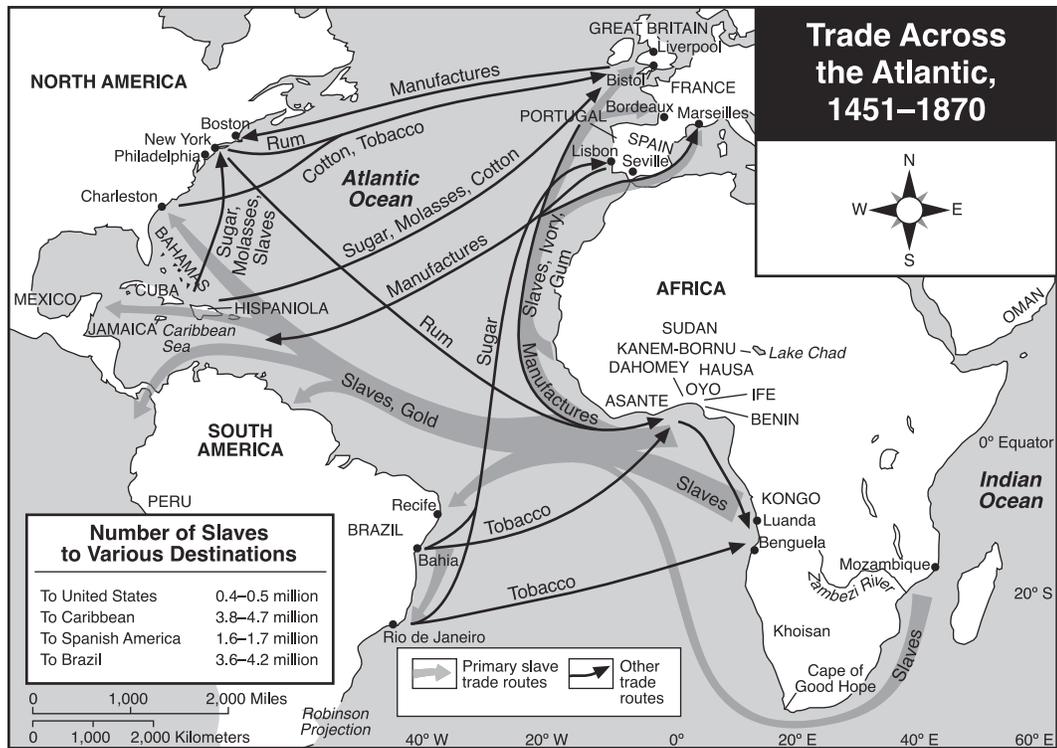
The response:

- ∞ Shows a thorough understanding that Mohandas Gandhi and Adolf Hitler changed world history and these changes had positive and negative effects on India and Germany/Europe
- ∞ Thoroughly addresses all aspects of the task evenly and in depth
- ∞ Shows an ability to analyze and evaluate the effects of changes made by Gandhi and Hitler (Gandhi's nonviolent methods helped India gain independence from the British; Gandhi fostered equality in India; Hitler's takeover of Germany led directly to the start of World War II; Hitler's war crimes resulted in trials and agreements that help bring attention to human rights violations)
- ∞ Richly supports the theme with relevant facts, examples, and details (ahimsa; satyagraha; 1947 India Independence; 1919 Amritsar Massacre; Vasco daGama; Textile Boycott; Salt March; Christ; Thoreau; civil disobedience; Holocaust; appeasement; Treaty of Versailles; Nuremberg trials; Universal Declaration of Human Rights)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, i.e., discusses each change and the effects of that change and then moves on to the next change and its effect
- ∞ Introduces the theme that individuals have brought about great changes in the history of India and Germany by establishing a framework that is beyond a simple restatement of the topic and concludes with an analysis of how individuals have brought about great changes in history

Conclusion: Overall, the response best fits the criteria for Level 5. Although the response mentions information not directly related to the topic (discussion of Gandhi's effect on the selection of the Nobel Peace Prize winners), it has an abundance of excellent examples and good historical detail. The connection between human rights violations during World War II and the attempts to address such violations in the post-war period is particularly effective.

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

Document 1



1 According to this map, what is *one* reason African slaves were traded to countries in the Western Hemisphere?

Score of 1:

- ∞ Explains one reason African slaves were traded to countries in the Western Hemisphere
Examples: work on plantations; traded for rum or tobacco; part of the triangular trade; exchanged for products or goods

Score of 0:

- ∞ Incorrect response
Examples: needed for many new colonies in the Western Hemisphere; to become citizens; traded for gold
- ∞ Vague response that does not answer the question
Examples: gold; trade
- ∞ No response

Document 2

We entered a cabin. Stretched in one dark corner, scarcely visible, from the smoke and rags that covered them, were three children huddled together, lying there because they were too weak to rise, pale and ghastly, their little limbs— on removing a portion of the filthy covering— perfectly emaciated, eyes sunk, voice gone, and evidently in the last stage of actual starvation.

—William Bennett, *The Peoples of Ireland*

2a According to this passage, what was *one* reason for Irish emigration between 1845 and 1851?

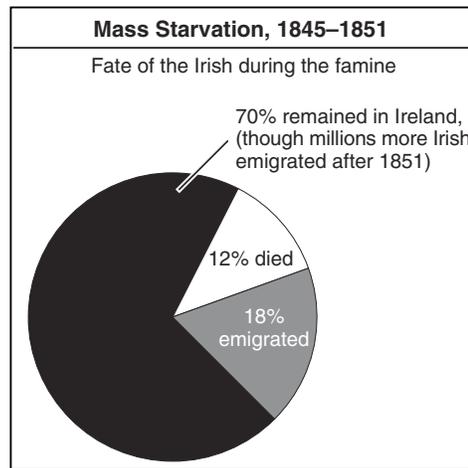
Score of 1:

- ∞ Explains one reason for Irish emigration between 1845 and 1851 stated or inferred by the document
Examples: poverty; lack of food; people were starving to death; potato famine; famine; potato blight

Score of 0:

- ∞ Incorrect response
Examples: fire; overpopulation
- ∞ Vague response that does not answer the question
Examples: they were filthy; they wanted to go to America; they were too weak to rise
- ∞ No response

2b According to this graph, state *one* impact of the mass starvation on the Irish population between 1845 and 1851.



Source: R.F. Foster, *Modern Ireland, 1600–1972*

Score of 1:

- ∞ States one impact of the Mass Starvation on the Irish population between 1845 and 1851
Examples: 12% died; 12% starved to death; 18% emigrated; only 70% remained in Ireland; Irish emigrated; the Irish population declined

Score of 0:

- ∞ Incorrect response
Examples: 70% left; 18% died
- ∞ Vague response that does not answer the question
Examples: they were hurt; they were harmed; death; starvation
- ∞ No response

Document 3

. . . Hundreds of thousands of Hindus and Sikhs who had lived for centuries on the Northwest Frontier [of India] abandoned their homes and fled [the riots] toward the protection of the predominantly Sikh and Hindu communities in the east. They traveled on foot, in bullock carts, crammed into [trucks], clinging to the sides and roofs of trains. Along the way — . . . at crossroads, at railroad stations — they collided with panicky swarms of Muslims fleeing to safety in the west. The riots had become a rout. By the summer of 1947, when the creation of the new state of Pakistan was formally announced, ten million people — Muslims, Hindus and Sikhs — were in flight.

— Khushwant Singh, *Train to Pakistan*

3 According to the document, why did Hindus, Sikhs, and Muslims abandon their homes during this period?

Score of 1:

- ∞ Explains one reason Hindus, Sikhs, and Muslims abandoned their homes
Examples: riots; creation of Pakistan; seeking protection; fleeing to safety; Hindus and Sikhs moving out of new nation of Pakistan; Muslims moving to new nation of Pakistan

Score of 0:

- ∞ Incorrect response
Example: they were kicked out; they had lived for centuries in the Northwest
- ∞ Vague response that does not answer the question
Example: panic; ten million people were in flight
- ∞ No response

Document 4

The Nazi Holocaust, which engulfed millions of Jews in Europe, proved anew the urgency of the re-establishment of the Jewish State, which would solve the problem of Jewish homelessness by opening the gates to all Jews and lifting the Jewish people to equality in the family of nations.

— David Ben-Gurion, “Declaration of the State of Israel” (1948)

4 Why did many Jews move to Israel (Palestine) after World War II?

Score of 1:

- ∞ Explains one reason many Jews moved to Israel (Palestine) after World War II
Examples: Nazi Holocaust; the problem of Jewish homelessness; looking for equality in the family of nations; re-establishment of the Jewish State

Score of 0:

- ∞ Incorrect response
Examples: overpopulation of Jews in Europe; they were sent by the Nazis
- ∞ Vague response that does not answer the question
Example: the gates were opened
- ∞ No response

Document 5

When I was in the Sinai with Anwar [Sadat], I was shocked by what I saw. The war had left its mark on everything and everyone. Wherever I went I saw Palestinians who had been forced from their homeland by the creation of Israel and the fighting that had ensued [followed] in 1948. Dressed in black, mothers with their children squatted silently alongside the roads, in the towns. . . . More than one million Arabs had suddenly become homeless, depending on the United Nations Relief Fund for subsistence. . . .

Refugee camps lined the roads, the tents so close they seemed like a canvas city.

“Is your family faring well?” I asked our cook, a Palestinian woman from one of the refugee camps.

She dropped her eyes. “It is not like before,” she said quietly.

. . . “From the camp we can see the tops of the lemon and orange trees on our old farm,” she said slowly, as if reluctant to remember. “On our land it was always green and warm, but here in the desert it is very cold. . . .”

. . . “Tell me about your husband,” I pressed. “What work does he do?”

The woman’s eyes dropped even lower. “At home he was a farmer. Here in the desert there is nothing for him. . . .”

— Jehan Sadat, *A Woman of Egypt*

5 According to the document, state *one* reason Palestinians were forced into refugee camps in the Sinai.

Score of 1:

∞ States one reason Palestinians were forced into refugee camps in the Sinai

Examples: creation of Israel; traditional home areas of Arabs were taken over; homelessness; the 1948 war with Israel

Score of 0:

∞ Incorrect response

Examples: In the desert they didn’t have to farm; there is nothing for them in the desert; United Nations Relief Fund helped them

∞ Vague response that does not answer the question

Examples: the war had left its mark; Israelis did not like them

∞ No response

Document 6

Where is the village of Asyaf? . . . It had been eighteen years since he left the village . . . With every passing year he dreamt of his village. . . . Now they said the village was taken over by the desert sand, its people deserted [abandoned] it . . . there remained nothing but the thorn and tall bushes, a few palm trees and some goats . . .

— Sudanese short story of a man returning to his village

6 According to the document, what caused the abandonment of the village of Asyaf?

Score of 1:

- ∞ Explains what caused the abandonment of the village of Asyaf
Examples: taken over by desert; taken over by sand; desertification

Score of 0:

- ∞ Incorrect response
Examples: there remained nothing but the thorn and tall bushes; goats took over the village; famine
- ∞ Vague response that does not answer the question
Examples: the village disappeared; people deserted it; people left
- ∞ No response

Document 7

Late on a cool summer evening, against a faint glow from the city lights below, 18 Mexicans struggled up the side of a towering hill in the Mexican state of Sonora . . . Most were new arrivals at the northern edge of Mexico. Pushed from the south by rural poverty and vast unemployment, pulled to the north by the promise of jobs in . . . factories, they had joined the productive work force of a new industrial revolution on the border. Now their arms laden with clothes, blankets, and flattened cardboard boxes, they move slowly up the darkened hillside to claim a place to live.

— Sandy Tolan, *Hope and Heartbreak*

7 According to the document, why have many Mexicans moved to the northern part of Mexico?

Score of 1:

∞ Explains why many Mexicans have moved to the northern part of Mexico

Examples: rural poverty in the south; vast unemployment in the south; promise of jobs; factories in the north; a new industrial revolution

Score of 0:

∞ Incorrect response

Examples: they liked the area in the north more; cities were in the north; they wanted to claim a place to live

∞ Vague response that does not answer the question

Examples: the glow of the city lights; Sonora is better

∞ No response

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

Historical Context: Throughout global history, people have migrated as a result of political, social, and economic conditions.

Task: Discuss the political, social, and/or economic reasons for the mass movement of peoples throughout global history.

Do not use examples from the United States in your answer.

Key Ideas from the Documents

Political Reasons	Social Reasons	Economic Reasons
Creation of new nations (doc 3, 4, and 5)	Religious conflict (doc 3)	Triangular trades (doc 1)
War (doc 4 and 5)	Riots (doc 3)	Poverty (doc 2 and 7)
Self-determination (doc 3 and 4)	Protection (doc 3)	Famine / starvation (doc 2)
	Ethnic conflict (doc 3, 4, and 5)	Loss of farms and land (doc 5 and 6)
	Nazi Holocaust (doc 4)	Effects of desertification (doc 6)
	Equality of peoples (doc 4)	Jobs available in factories (doc 7)
	Homelessness (doc 4, 5, and 7)	Unemployment (doc 7)
		New industrial revolution (doc 7)

Relevant Outside Information

(This list is not all-inclusive.)

Political Reasons	Social Reasons	Economic Reasons
Nationalism	Anti-Semitism	Collapse of communism
Collapse of communism	Resurgence of ethnic tensions	Profit motive
Political instability	Denial of human rights	Impact of natural disasters
End of imperialism	Ethnocentrism	End of mercantilism
International conferences		Need to follow food supply
Conquests by other peoples		
Expansion of empires		
Change in government		
Forced migration by government		

Score of 5:

- ∞ Thoroughly addresses the task by discussing *at least two* political, social, and/or economic reasons for the mass movement of peoples throughout global history
- ∞ Incorporates accurate information from at least *four* documents (see Key Ideas Chart)
- ∞ Incorporates relevant outside information (see Outside Information Chart)
- ∞ Richly supports the theme of with many relevant facts, examples, and details such as the conflict over the creation of Pakistan led to the movement of Sikhs and Hindus, the promise of the creation of the Jewish State caused the migration of Jews from Europe, or famine caused by potato blight led to mass starvation and the immigration of the Irish to North America
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, and is more analytical than descriptive
- ∞ Introduces the theme of mass movement of peoples 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 the task by discussing *at least two* political, social, and/or economic reasons for the mass movement of peoples throughout global history, although the treatment of the reasons may be uneven, discussing the first reason more thoroughly than the others
- ∞ Incorporates accurate information from at least *four* documents
- ∞ Incorporates relevant outside information related to the mass movement of peoples
- ∞ Includes relevant facts, examples, and details, but may only mention examples rather than explain them
- ∞ Is a well-developed essay, demonstrating a logical and clear plan of organization, but may be more descriptive than analytical
- ∞ Introduces the theme of mass movement of peoples 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 *one* political, social, and/or economic reason thoroughly *or* addresses *two or more* reasons in a limited way
- ∞ Incorporates some information from some of the documents
- ∞ Incorporates limited or no relevant outside information
- ∞ Includes some facts, examples, and details
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization, but is more descriptive than analytical
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and concludes by simply repeating the theme

Score of 2:

- ∞ Attempts to address *one* political, social, and/or economic reason *or* attempts to address *two or more* reasons in a very limited way
- ∞ Makes limited use of the documents or may only restate the contents of the documents
- ∞ Presents no relevant outside information
- ∞ Includes few facts, examples, and details, and may contain some inaccuracies
- ∞ Is a poorly organized essay, lacking focus; may contain digressions or extraneous information
- ∞ May lack an introduction and/or a conclusion or these elements may not refer to the theme of mass movement of peoples

Score of 1:

- ∞ Shows limited understanding of the task, but makes some attempt to discuss the mass movement of people
- ∞ Makes vague, unclear references to the documents
- ∞ Presents no relevant outside information
- ∞ Includes vague or no accurate or relevant facts, details, and examples
- ∞ May demonstrate a major weakness in organization
- ∞ May lack an introduction and/or a conclusion or these elements may not refer to the theme of mass movement of peoples

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

Scoring Notes:

1. For the higher score levels, *at least two* reasons for the mass movement of people must be discussed fully, but these reasons could both be social, political, or economic.
2. The reasons may refer to the mass movement of peoples in general or to specific groups of people at a specific time in global history.
3. Examples from United States history are acceptable only if the United States involvement is perceived as an effect or result of the reasons for migration. For example, Mexican and Irish migration to the United States is acceptable because it represents a response to the conditions that caused the migration, but the Cherokee movement within the United States is not acceptable because the reason for the migration was caused by a policy of the United States government.

Throughout global history, people of all different ethnic backgrounds and nationalities have had to migrate due to poor economic, social, and political situations. Many of the migrations in history have been because of ethnic cleansings and wars.

The Jewish people are a classic example of a people who have been forced from their homelands by war and ethnic cleansing. For example, the Romans caused the Jews to leave their homeland in 70 A.D. The Jews throughout history have been the scapegoat for everything that has ever gone wrong in a society. In the middle Ages, the Jews were blamed for the Plague. Since the time of Christ - to present day, Jews have been migrating all over the world. During WWII Hitler was committing genocide to the Jews because they were thought to be inferior. Politically and socially, Hitler saw the Jews as nothing, so he decided to wipe the population out. While millions of Jews were murdered, millions more migrated into neighboring countries. According to document number four, the Nazi Holocaust created an urgency for the creation of a Jewish State, because they had no other place to go and in 1948 Israel declared itself a country.

In Mexico, many Mexicans are in a poor economic

situation. In Southern Mexico, there is vast unemployment and rural poverty, according to Document number seven. People in Mexico are forced to migrate into Northern Mexico in search of jobs and homes. They have gone to cities where new factories provided jobs.

The people of Ireland during 1845-1851 were suffering through the Potato Famine. The Irish depended on potato farming as their main source of food and economy since the Columbian exchange introduced the potato to Europe. Between 1845 and 1851 the crops became useless because of crop failure causing millions to starve to death. Millions of Irish who did not perish were forced to migrate to different countries in the world in search of food, shelter and work. The U.S. were major recipients of millions of Irish emigrants who contributed to the US economy by building canals and railroads. In document two, William Bennett describes the scenes he saw; "children pale and ghastly, their limbs emaciated."

Africans were forcibly migrated all over the world as slaves. According to document number one, slaves were migrated to all different countries for the political and economical gain of European powers, such as the British and Dutch, who needed a cheap source of labor. This

did not help the Africans, but their migrating did provide great economical gains for European countries. The passage across the Atlantic Ocean was very difficult and many people died as a result.

Great conflict has been occurring in the states of the Middle East. Due to the creation of the Jewish State after WWII upon the orders of the U.N., millions of Palestinian refugees have been forced from their homelands. According to document number 5 the Palestinians have been migrating to all different Middle Eastern states because of political fighting of major powerhouses. Politics created the Jewish state, so now wars are brewing up because nobody wants refugees trying to make permanent residence in their countries. In addition, acts of terrorism have caused great violence as a result of Palestinians wanting their own homeland.

Throughout Global History, people of all ethnic backgrounds and nationalities have been forced to migrate due to poor economic, social, and political situations. Many of these disasters are due to the greed and power of other nations, and some are due to uncontrollable problems like the Potato Famine. People throughout history have been migrating and in the future people will still be migrating because there will always be conflicts and wars.

Anchor Level 5-A

The response:

- ∞ Thoroughly addresses the task by discussing several political, social, and economic reasons for the mass movement of peoples throughout global history (migration of Jews to Israel; migration of Mexicans to the North; immigration of Irish to the United States; slavery of Africans; homelessness of Palestinian refugees)
- ∞ Incorporates accurate information from documents 1, 2, 4, 5, and 7
- ∞ Incorporates relevant outside information (Roman Diaspora; Jews as the scapegoat of causing the Plague; positive impact on jobs in Mexico; role of Irish in building canals and railroads in the United States; recognition of the Middle Passage; impact of terrorism on the Middle East)
- ∞ Richly supports the theme with many relevant facts, examples, and details, (connecting the history of anti-Semitism to Jewish migration; connecting the Columbian exchange and the introduction of the potato as a staple crop to the Irish famine; recognizing the connection between slavery and cheap labor)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, and is more analytical than descriptive
- ∞ Introduces the theme of mass movement of peoples 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 historical connections illustrating cause-and-effect are particularly strong. For the most part, the documents are integrated into the discussion of the reasons for migration and are supplemented with substantial outside information.

Throughout much of history many groups of people were given many political, social or economic reasons for mass movements. Some whole groups of people move entirely to be freed of their hardships. From the Irish to Jews, many things occur causing these movements.

In Western Europe, many peoples have been used, discriminated and abused in many ways. In the British Isles, the Irish people have faced many hardships. They had to survive harsh British rule, famine, and many other predicaments. The British once took over Ireland and forced many Irish into servitude to the British landlords. If the Irish revolted, they were severely punished and not allowed to practice their religion openly. At one time the Irish food supply was greatly hampered because of the potato blight and was in a total food emergency. The British, however, ignored pleas for help and Ireland was in total famine (doc 2). This time was known as the Irish Potato Famine in the years 1845-1851. While starving about 12% of the Irish population died, 18% emigrated and the other 70% stayed as is and endured the devastation (doc 2b). Eventually

The conflict between the Irish and the British resulted in the division of Ireland into two parts and continues to be a source of conflict today.

Also in Western Europe, the ethnic Jews were sought out and punished. In Germany the political group the Nazis led by Adolf Hitler led a campaign blaming the Jews for their problems. They killed millions of Jews causing the United Nations to create a separate Jewish country known as Israel as a result of the work of Zionists like David Ben Gurion, 1st Prime Minister of Israel (doc 4). This creation of a Jewish homeland, Israel, caused a great problem. Israel was formerly Palestine, an Arab state. When Palestine was named Israel, many of the Arabs formerly living there felt they had to leave. This caused a mass migration of Palestinians to refugee camps and many uprisings starting with the conflict over the creation of Israel. Conflict continues today in the West Bank where Palestinians seek to establish a homeland (doc 5).

In Africa, and the Middle East, another force is causing migrations. Old Mother Nature, is causing whole communities to uproot. This is desertification, a process in which once fertile land turns into

desert. An example is the expanding Sahara, the Sahel. This is creating havoc on many towns and cities (doc. 4). In India nationalist leaders such as Gandhi pushed for freedom from England. When this was granted to India many people were forced to move. India was known to be Hindu, but some people were Muslims. When independence came the Hindus stayed in India and the Muslims moved to North West India or Pakistan when it was created (doc. 3).

Therefore, one can see how migrations have changed history. From the Hindus to Africans, at one time or another, were forced to leave "home" and move to another place!

Anchor Level 5-B

The response:

- ∞ Thoroughly addresses the task by discussing several political, social, and/or economic reasons for the mass movement of peoples throughout global history (famine in Ireland; Jews and Palestinians; desertification in Africa; Muslims and Hindus in India and Pakistan)
- ∞ Incorporates accurate information from documents 2, 3, 4, 5, and 6
- ∞ Incorporates relevant outside information (British influence in Ireland and the eventual division of Ireland; United Nations; David Ben Gurion's role and Zionism's role in the creation of Israel; desertification and the Sahel in Africa; Gandhi's role in India)
- ∞ Richly supports the theme with many relevant facts, examples, and details (British disregard for the plight of the Irish; role of anti-Semitism in leading to the creation of Israel and the resulting problems)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, and is more analytical than descriptive
- ∞ Introduces the theme of mass movement of peoples by expanding slightly on the historical context and concludes by simply summarizing the theme

Conclusion: Overall, the response fits most of the criteria for Level 5. The abundance of specific examples, analysis, and outside information strengthens the response. The discussion of the Irish, the Jews, and the Palestinians is particularly strong.

A result of political, social, and economic conditions have caused mass migrations throughout global history. Three examples are famine in Ireland, genocide in Germany, and the creation of Pakistan a Muslim state. All of these reasons have caused a population to migrate.

A political factor that has caused migration is the creation of new nations. Both the nations of Israel and Pakistan has caused migration and conflict. As shown in document 3, people of certain religions migrated to new areas according to political boundaries. Hindus moved to India while Muslims moved to Pakistan. This was a result of religious tensions in the area. Doc 5 shows how Palestinians became refugees, when Israelis moved into that area, this caused great conflict which still exists today.

A major economic factor that effects migration is famine. Both in Ireland and Sudan, populations faced the aspect of starvation. The chart in Doc 2 clearly shows how hard Ireland was hit by the Potato famine in 1848-1850. More than 12% of the people died and 18% migrated.

to America or Australia. In Doc 6, The Village of Asyaf is abandoned and forgotten. The people were forced out from hunger when the desert took over the farms. These examples show how much famine and economic conditions effect migration.

A social condition that leads to migration is genocide and ethnic cleansing. Both in Germany during World War II and in the Balkans ~~decisions~~ ^{during} the 1990's, social ~~elections~~ ^{cleansing} has led to mass migration. In Doc 4, a nation state of Israel is set up for all Jewish people and those who suffered during the Holocaust. German's used many ways such as placing people in ghettos and concentration camps to purge the Jewish people from their land. More violations never take place again. In the Balkans, Albanians were forced to flee their homes in Serbia. Many died or were injured during their migration. Serbian radicals took to a policy of ethnic cleansing. These statements show how social conflicts can lead to mass migration.

Most mass migration took place because of political, economic, or social conditions.

These factors can affect anyone throughout the world. The majority of these movements are caused by negative and hurtful conditions on a specific group of people.

Anchor Level 4-A

The response:

- ∞ Addresses the task by discussing several political, social, and economic reasons for the mass movement of peoples throughout global history (famine in Ireland; genocide in Germany; creation of Pakistan as a Muslim state), although the treatment of these reasons lacks supporting details
- ∞ Incorporates accurate information from documents 2, 3, 4, 5, and 6
- ∞ Incorporates relevant outside information related to mass movement of peoples (desertification; ghettos and concentration camps; ethnic cleansing in the Balkans)
- ∞ Includes relevant facts, examples, and details, (using Pakistan and Israel to discuss the migration caused by the creation of new nations; using Ireland and the Sudan to discuss migration caused by famine; using the Holocaust in Germany leading to the creation of Israel and ethnic cleansing in Serbia to discuss migration caused by social conflict)
- ∞ Is a well-developed essay, demonstrating a logical and clear plan of organization, and is more analytical than descriptive
- ∞ Introduces the theme of mass movement of peoples 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 the criteria for Level 4. The strength of this response is the connections that are made between the documents. The grouping of the documents according to political, economic, and social factors reflects a clear understanding of the relationship between events in different time periods and different locations and how they can have similar causes and consequences. The lack of specific details to support these conclusions prevents this from being a Level 5 response.

Throughout history people have migrated and emigrated to various parts of the world. Most of the people that emigrated or immigrated had very good reason, and others were just plainly forced to. Is it right to force people to move off their own land? There are many political, social and economical reasons for the mass movement of people throughout global history.

Way back when there was no civilization people moved around from place to place because they had to in order to survive. These people were nomadic. They moved from various place to various place in search of food. Where ever food went they were following it. In modern day society people have been forced to migrate and emigrate to various place for political, social, and economical reasons.

The blacks in Africa, for example, were herded around like cattle. They were brought from their homeland to the Americas by white man for slave labor. Millions of African's were taken right from their homeland and brought to various parts of the world for economic use. Another group of people that emigrated was the Irish. They moved

because ^{of famine} as a result of the potato blight they were ~~forced to move or else they would have to put~~ dying of starvation and poor health care. They were also very poor. They were forced to move or else they would have to put up with poverty and starvation. 18% of Ireland's population emigrated due to these facts. On the other hand in India hundreds of thousands of Hindus and Sikhs who had lived for centuries on the North west frontier of India abandoned their homes and fled the riots toward the protection of predominantly Sikh and Hindu communities in the East. The Sikh and Hindu were forced of their homelands, because of riots, they wanted protection. Muslims were migrating to the new nation of Pakistan. In document four, The Jewish people were given a homeland but that ~~but that homeland belonged to different people,~~ homeland belonged to different people, the Palestinian Arabs. ~~the Palestinian Arabs. The people who lived there were~~ ~~the people~~ who lived there were kicked off and the Jews established their new found homeland, Israel. In document five, the Palestinians were the ones that were forced of their land in order to give the Jews their homeland. After World War II, when Russia had buffer zones set up, the people were trying to get out of the communist country and into Europe.

were it was democratic. The government build the wall of Berlin which was heavily guarded, to keep the people from trying to migrate or emigrate. In Mexico people were migrating North, in search of work and opper tunity. They were pushed North because of ~~Rural~~ ^{Rural} poverty and unemployment. It doesn't Always have to be political or social or economical reasons for people to move to a different place, it could be caused by natural reasons, for example. In A village called A Syaf, over time it had been abandoned by its people. It was abandoned ~~because~~ because of Natural Reasons. It had been taken over by the desert sands in desertification. There remained Nothing but the torn and tall bushes, A few palm trees and some goats

As we can see there are many different reasons and purposes for mass movements of people. Sometimes they are good reason and sometimes they are very bad reasons, other times they are caused by Mother Nature. What ever the reason, mass movement has changed peoples lives and cultures. It has combined ~~the~~ many races and and religions. We live in a society where not everybody is the same.

Anchor Level 4-B

The response:

- ∞ Addresses the task by discussing several political, social, and economic reasons for the mass movement of peoples throughout global history (potato famine in Ireland; Hindus, Sikhs, and Muslims in India; Jews and Palestinian Arabs in Israel; movement of Mexicans for opportunity, desertification in Asyaf) although the treatment these reasons is uneven
- ∞ Incorporates accurate information from all the documents
- ∞ Incorporates relevant outside information related to the mass movement of peoples (potato blight; the Berlin Wall; buffer zones after World War II; desertification; nomadic life style of early peoples)
- ∞ Includes relevant facts, examples, and details (blacks in Africa were herded like cattle; Jewish homeland belonged to the Palestinians when Israel was established)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization, but the documents are used in a less integrated manner than in a Level 5 essay
- ∞ Introduces the theme of mass movement of peoples by establishing a framework that is beyond a simple restatement of the historical context by using early nomadic societies to introduce the concept of mass movement of peoples and concludes with a summation of the theme that alludes to cultural diffusion

Conclusion: Overall, the response fits most of the criteria for Level 4. Even though many of the documents are summarized in numerical order and are discussed in a single paragraph, the strength of this response is in the introduction and conclusion and in the way that the outside information is used to expand the theme. While the discussion is more descriptive than analytical, the inclusion of so much diverse outside information is significant.

Throughout history, people all over the world have migrated to new regions. The reason for the migrating has varied from political, social or economic reasons. Many nations have been victims of migration. Two of the most powerful causes of migration are political and economic conditions.

There have been times in the past where certain people have been victimized by persecution. During the holocaust, the Jewish people of Germany, Poland and other nations, were forced out of their homes and into ghettos or concentration camps by the Nazis. During this time, many Jews left Germany in hopes of finding refuge in other nations. Even after the holocaust ended, Jewish people who were left homeless had to find home in other countries (Doc 4). As a result of pressure, Israel was created. Other religious groups, such as the Hindu, the Sikh, and the Muslims sought protection from rioting that was infesting their homelands as a result of the independence from Great Britain. They fled to Eastern communities that were safe. (Doc 3) Yet again, with the creation of Pakistan, Hindu, Sikh and Muslim people ran again to India or Pakistan looking to be with their own religious group. Persecution and fear caused by political upheavals caused mass numbers of people to flee their homes.

Economic conditions have also caused a plethora of people to leave their homes. In Ireland, during the great potato famine, the lack of necessary food for life caused many people to emigrate to other countries, like the United States. Due to the scare of starvation, between the years of 1845 and 1850 Ireland lost 18% of the population due to famine related emigration. (Doc 2b) The famine caused death to many people. (Doc 2a) But many also came to the United States and found better jobs here. Geographical conditions have cause migration. Just as the village of Asyaf fell victim to desertification caused in part by overgrazing, many other nations fall victim to climate changes (Doc 6) Some nations like Bangladesh have severe floods as monsoons bring rain to the region each year. People have migrated away from these dangerous areas.

No matter what the course of the migration, the reason for it could very well be described as your desire to live. People who left countries for political reasons have often done so because they desire their basic right to life. Other peoples who might have migrated for economic purposes might have done so because they fear for their lives. All in all, the varied reasons for migration have caused a plethora of people to emigrate to other countries for survival.

Anchor Level 4-C

The response:

- ∞ Addresses the task by discussing several political and economic reasons for mass movement of peoples (potato famine in Ireland; desertification in Africa; Jews leaving Germany; Hindus, Sikhs, and Muslims in India), although the treatment of these reasons is somewhat general
- ∞ Incorporates accurate information from documents 2, 3, 4, and 6
- ∞ Incorporates relevant outside information related to the mass movement of peoples (ghettos and concentration camps in Germany and Poland; emigration of the Irish to the United States; overgrazing as a cause of desertification; flooding in Bangladesh)
- ∞ Includes relevant facts, examples, and details (mass movement took place because of victimization as a result of persecution; victims were seeking refuge/protection; plethora of people were forced to leave because of economic conditions)
- ∞ Is a well-developed essay, demonstrating a logical and clear plan of organization, but the documents are used in a less integrated manner than in a Level 5 response
- ∞ Introduces the theme of mass movement of peoples by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme that emphasizes survival as the key motivation for mass movements of peoples

Conclusion: Overall, the response best fits the criteria for Level 4. The outside information sometimes does not directly relate to the theme but is used to make an interesting transition to discuss facts from the documents. Many analytical points are made although the examples are mentioned rather than explained.

Many people have migrated out of political, social, & economic conditions, throughout history. There are numerous reasons for the mass movements of people over time.

on document
It is shown
that

From 1451 - 1870 the Atlantic Trade route took place. During this time millions of Africans ~~slaves~~ were traded. They were traded for other products, such as tobacco, sugar, and cotton, and for use as slaves. The slave trade caused many Africans to be uprooted from their homelands & beliefs. Because of the need for cheap labor & trade, the slave trade became a mass movement of people.

Document two is proof of the Potato Famine in Ireland. The famine caused 12% of the population to die. Because of the high rates of starvation that took place many Irish emigrated from 1845 - 1850.

There was a mass movement of Irish from Ireland to the United

States. Because of this movement, many people today ~~are~~ in the US are ^{from} Jewish descent.

In World War II the Nazi Holocaust took place. This was Hitler's idea to build a superior race. Document four discusses the relocation of the Jews. Because many Jews had lost their lives or homes, they had to be relocated. After World War II they were moved to Israel.

The movement of the Jewish people to Israel caused problems with the Arabs that already inhabited Palestine. There was a great deal of fighting ~~and~~ between the Jews and Arabs and that caused the formation of Israel. Document five shows how the Palestinians were forced from their homeland to refugee camps in Sinai up of the creation of Israel. This movement of people caused civil unrest.

People have often been moved because of poverty. Document 7 shows how the people of Southern Mexico were forced to migrate to Northern Mexico due to rural poverty and high unemployment. The people went to Northern Mexico with the hope of finding jobs and places to live.

Global history has been plagued with the mass movements of many people. The migration of these people have been due to political, social, and economic reasons. There has been the African slave trade, the Potato Famine, the Nanjing Holocaust, the relocation of Arabs, the migration of poverty stricken Mexicans, and many more reasons. Some of the movements have caused unrest, while others have been beneficial. There will always be mass movements of people in our world.

Anchor Level 3-A

The response:

- ∞ Addresses the task in a limited way by mentioning reasons for the mass movement of peoples (Atlantic slave trade; starvation in Ireland; creation of Israel; Palestinian refugees; migration to northern Mexico)
- ∞ Incorporates information from documents 1, 2, 4, 5, and 7
- ∞ Incorporates limited relevant outside information (movement of Africans as a source of cheap labor; potato famine; Hitler's notion of race superiority)
- ∞ Includes some facts, examples, and details (people have moved because of poverty; conflict in Israel because of Arabs who already inhabited Palestine)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization, and is more descriptive than analytical
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and concludes by summarizing the data

Conclusion: Overall, the response best fits the criteria for Level 3. Although the causes of mass movements of peoples are not grouped into categories (social, political, economic), the overall effect of the organization is satisfactory. The response mostly summarizes the contents of the documents and does not analyze them. Limited facts and examples are mentioned but not explained.

In history many groups of people have had to emigrate from their homes, seeking refuge from disease, famine, persecution, and just natural disasters. Each case is almost similar, many people must leave for the safety of themselves and the safety of others. Some examples are the Jews, the Hindus and Sikhs and many others as well as them faced the same problems. All of these ~~are~~ problems are either political, economic, or social.

Political reasons have been a factor in groups having to leave their land. As shown in document 4, the Jews were granted a homeland in Israel by the United Nations. Many Arabs had to give up their homes and because of this riots broke out. Also similarly after World War II the UN gave the Muslims Pakistan. Muslims and ~~the~~ Hindus had to leave their homes and once again riot broke out and so did terrorists acts against the opposing government. Document 3 states that in Pakistan Hindus and Sikhs were being persecuted which was another cause to the fighting.

Economic reasons ~~are~~ are a major part in

immigration. Document 2a states that many Irish people were starving to death because of the potato famine, and Document 2b shows the percentage of people who left, who stayed, and who died. Also shown in Document 7 many Mexicans moved to the North to get away from the poverty and to find a job to support their families. Starvation and a need for money will cause many different groups and people to leave to find a better place.

Social problems have also been a factor in reasons for migration. Social problems have caused great conflicts among nations and persecution of many people. As shown in Document 5, the Israelis and Arabs dislike for each other ~~to~~ brought them both into war and ~~causing~~ casting the Arabs their homes.

Throughout the long period of history many groups have had to leave their homes for one reason or another. Each of these reasons fall under the ~~category~~ category political, economic, or social. Many people have fled their countries but for their own good and for the good of others.

Anchor Level 3-B

The response:

- ∞ Addresses the task in a limited way by discussing political, economic, and social reasons for the mass movement of peoples (Jewish migration to Israel; establishment of the State of Pakistan; Irish famine; Mexican migration)
- ∞ Incorporates limited information from documents 2, 3, 4, 5, and 7
- ∞ Incorporates limited relevant outside information (role of the United Nations in the creation of Israel)
- ∞ Includes some facts, examples, and details (lists persecution as a reason for Jewish, Muslim, Hindu, and Sikh migrations; states starvation and poverty as motives for Irish and Mexican migration) and contains some inaccuracies (UN gave the Muslims Pakistan)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization, but is more descriptive than analytical
- ∞ Introduces the theme of mass movement of peoples by establishing a framework that is beyond a simple restatement of the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the response relies mostly on information from the documents, the information is grouped according to political, economic, and social reasons. The discussion is mostly a summary of the documents and limited details are provided to support that information.

Throughout history people all over the world have been forced to migrate due to political, social, or economic problems. Some like the Irish and Mexican have migrated because of economic problems. Others like the Palestinians were forced politically. The abandonment of the village of Asyaf was due to social problems. Some people shared their reasons and others differed but all suffered.

Economic problems have always been a cause of migration. In Ireland they went through a severe time. Due to a famine the Irish were forced to migrate to North America and Australia. In Mexico the situation was less severe. Mexicans moved to northern Mexico in order to get jobs and live normal lives. Both countries were literally forced to abandon their lives in order to start a better one.

Another one of the world's problems has been political. Many countries strive for power and in order to get it people have to suffer. The Palestinians were only one of many people who went through this. They were forced to leave their homes and into refugee camps when the state of

Israel was created. Political changes were occurring around them and they soon became a problem and were forced to be put aside. Due to this the area of camps became crowded and people lived miserable lives.

The village of Asyaf is one example of how social problems cause migration. Before the migration the village had been a place where many people lived well. After years it became a desert and no one wanted to live there. Little by little everyone was leaving so what was left followed. I believe this migration was not only caused by social changes but by climate changes. People would not be able to plant or get any kind of food from this desert so they left where there was food.

Migration has been caused by many changes in the world. Whether it be political, economic, or social, it has been severe enough for thousands or millions of people to leave their homes and start a new life. The Palestinians, Mexicans, Irish, and people from the village of Asyaf were 4 of many groups of people that in order to survive changed the place and way of living they once knew.

Anchor Level 3-C

The response:

- ∞ Addresses the task in a limited way by discussing economic, political, and social reasons for the mass movement of peoples (Irish migration to North America; Mexican migration to northern Mexico; Palestinian migration; Sudanese migration from the village of Asyaf)
- ∞ Incorporates information from documents 2, 4, 5, 6, and 7
- ∞ Incorporates limited outside information (migration of Irish to North American and Australia; comments on conditions in Palestinian refugee camps)
- ∞ Includes some facts, examples, and details, (Mexicans move to northern Mexico to get jobs and live normal lives; people of Asyaf move to get food) and includes a minor inaccuracy (identifies abandonment of Asyaf as a social problem)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme of mass movement of peoples by establishing a framework that is beyond a simple restatement of the historical context and task and concludes with a summation of the reasons for mass movement of peoples

Conclusion: Overall, the response best fits the criteria for Level 3. Information is mentioned and analysis is limited to the concluding sentences of paragraphs. Furthermore, details and examples are mostly listed and not discussed. The discussion of conditions in Asyaf before desertification is weak (...the village had been a place where many people lived well).

Throughout History people have migrated all over the world. Their movements have occurred for many different reasons. These reasons are because people want political, social and economic change. In some way this change can make lives better, but it can also make lives worse.

In time, people of a country can disagree with their government. In the late 1800's and early 1900's many fled their countries because they did not have freedom. Freedom of religion, freedom of speech and many other examples of freedom. These people emigrated to other countries to have more political say in their government. In Document Three, the Hindus and the Sikhs abandoned their homes because they wanted protection. They left because their government wasn't giving them the protection they needed. In other countries and times in a different story people do not leave the country because they choose to, they are forced out of their country without say and they have to obey the way. In Document Five, Palestinians were forced into camps because of the creation of Israel.

Social changes are also why people leave their countries. Many people leave their old countries

to be with friends and family, but most of the time people leave for better jobs and a better way of living. In Document seven many Mexicans left because of unemployment.

Economic problems make it hard for people to live. When a country has no money or food, people become sick, and as a result of that many people die. In Document Two the Irish became sick because of the potato famine and they had no food so they starved to death. Some emigrated, some died, but most stayed. This affected the country greatly. Another example of problems is when a country can't keep up with its land. When a leader abandons or doesn't care about his country, terrible things come out of this. In Document six a village was covered in sand because a ruler did not take care of his village.

Political, social and economic reasons

causes many people to leave his or her country. These changes can be bad or good, but they happen. People just try their hardest to survive and that is how many countries are doing today.

Anchor Level 2-A

The response:

- ∞ Attempts to address the task in a very limited way by generally discussing political, social, and economic reasons for the mass movement of peoples (Sikhs in India; Palestinians; Irish)
- ∞ Makes limited use of documents 2, 3, 4, 5, 6, and 7
- ∞ Presents no relevant outside information
- ∞ Includes few facts, examples, and details, and contains some inaccuracies (suggests that villagers abandoned Asyaf due to poor leadership)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and concludes by summarizing the data

Conclusion: Overall, the response best fits the criteria for Level 2. Most of the response uses the basic information provided in the documents. Much of the information is general in nature; facts and examples are mentioned but not discussed.

Through the many years of history, people have migrated due to political, social and economic conditions.

Many people were taken from their homes and forced to move somewhere else. Palestinian's were forced into refugee camps and out of their homelands by the creation of Israel and the fighting which ensued in 1948. Mexican's were pushed from the south to the northern part of Mexico by rural poverty and vast unemployment, they pulled to the north by promise of jobs in factories, they had joined the productive work force of a new industrial revolution on the border. The village of Asyaf was abandoned due to desertification. The Hindus and Sikhs abandoned their homes on the Northwest Frontier of India and fled toward the east for protection from the Muslims. This is an example of ethnic conflict.

Throughout global history, people have migrated as a result of political, social and economic conditions.

Anchor Level 2-B

The response:

- ∞ Attempts to address the task in a very limited way by restating the contents of the documents (Palestinians; Mexicans; Sudanese; Hindus and Sikhs)
- ∞ Makes limited use of documents 3, 5, 6, and 7
- ∞ Presents limited relevant outside information (mentions desertification in the Sudan)
- ∞ Includes few facts, examples, and details (Palestinians forced into refugee camps; Mexican movement as a result of rural poverty)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization, but fails to categorize documents as social, political, or economic reasons
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and concludes by simply restating the theme

Conclusion: Overall, the response fits most of the criteria for Level 2. Although the amount of relevant specific information is limited, the essay does make an attempt to address the task and does so at a level higher than a Level 1 response.

Throughout global history there have been three major reasons for mass movement of people.

The three reasons are political, social, and economic.

One mass movement that almost no one can forget is the Atlantic Slave Trade. The Americas would get a load of African slaves for the exchange of some goods.

The time in global history that brought the Irish to America was during the potato famine. The Irish were starving to death because potatoes were a major food source. They had no other choice than to leave Ireland.

Some people would leave their area that they lived in for protection. A group of such people would be the Hindus & Sikhs. They left the Northwest frontier of India.

Some people were forced to leave their home. Of course no one can forget the Holocaust where Jews were forced to live in concentration camps. Or even the time during WWII the United States force Japanese Americans to move to an area in California. But what some people may not know is that the Palestinians were forced into

refugee camps in Sinai. The reason ~~was~~ for this was fighting between Israel and Palestinians.

In history, there have always been fighting for land. But when something didn't go correct they may force the people out of the land for ~~the~~ the land, or people may just give up, pack up, and leave.

Anchor Level 2-C

The response:

- ∞ Attempts to address the task in a very limited way by generally describing reasons for the mass movement of peoples (Atlantic slave trade; Irish famine; partition of India; Holocaust; Palestinian refugees)
- ∞ Makes limited use of documents 1, 2, 3, 4, and 5
- ∞ Presents irrelevant outside information (forced relocation of Japanese Americans in the United States) (See Scoring Note #3.)
- ∞ Includes few facts, examples, and details (African slaves exchanged for goods; starvation as a cause for Irish migration)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 2. The discussion of the reasons for mass movement of peoples is very limited. The content and analysis are weak.

Many times throughout history, people in different nations all over the world have abandoned their homes to go somewhere else. Their reasons can be for social, political or economic situations; some times people are forced out because of their race or because their country has been taken over, in search of work, or even because of famine.

According to document 6 the people of this village had to leave. These refugees were forced to leave their homes because of desert sands. Sometimes, people will leave because they are so poor and can't get themselves out of poverty. This is seen in document 7, the Mexicans left their homes and struggled up a very tall hill in the promise of finding jobs in the North.

Anchor Level 1-A

The response:

- ∞ Shows limited understanding of the task
- ∞ Makes references to documents 6 and 7
- ∞ Presents no relevant outside information
- ∞ Includes few relevant facts, details, and examples (migration of the people of Asyaf and of Mexicans)
- ∞ Demonstrates a general plan of organization
- ∞ Introduces the theme of mass movement of peoples by establishing a framework that is beyond a simple restatement of the historical context but lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 1. Limited information is presented with few details.

Throughout the ages mass amounts of people have left their homes for either political, social, and/or economic reasons. These mass migrations have happened all over the world during all different time periods for all different reasons.

My first example is in Ireland during the potatoe famine. Severe droughts in Ireland caused their cash crop of potatoes to spoil and famine to reach an all time high and thousands to leave the country in search for a new home and jobs. The majority of Irish immigrants came to the United States through Ellis Island.

The second example is when the Palestinians were forced to leave Israel after WWII. With the creation of a Jewish Homeland the Palestinians were left without a homeland and left Israel in search of their own homeland. A woman describes the situation in document 5.

Anchor Level 1-B

The response:

- ∞ Shows limited understanding of the task by briefly restating the contents of the documents
- ∞ Makes vague, unclear references to documents 2, 4, and 5
- ∞ Presents limited relevant outside information (relation of the drought in Ireland to the famine) and some incorrect information (Irish immigration through Ellis Island)
- ∞ Includes a few relevant facts, details, and examples (Irish search for new homes and jobs in the United States; reference to Palestinian loss of a homeland)
- ∞ Is a poorly developed essay, but demonstrates a general plan of organization
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 1. Some attempt is made to address the task; however, facts are mentioned and not discussed.

Note: The Irish of the potato famine did not come through Ellis Island, which opened in 1892, but through Castle Garden or some other port of entry.

Millions of people have been forced out of their homes because of many problems due to the economy, political, and or social reasons. Most of these people have become homeless and jobless due to this this terrible fact,

People from all different countries got forced out of their homes. Even people that have lived there all their lives. Albanians were forced to leave their homeland in Kosovo by serbians who wanted to remove these people of a different religion and customs. These people soon afterwards, were stranded in Albania and became refugees. UN peace keeping forces have tried to ease the tensions but have not succeeded.

Mexican's were forced to move from their homes on the South of Mexico to the North due to rural poverty and vast unemployment. These mexican's were now ~~working~~ looking for new places to settle themselves once again with the promise of jobs in the new factories in the cities. Some mexicans reached the cities and still wanted a higher standard of living. Even though it was illegal, they migrated to the United States. Wars since Israel was created in 1948 have

forced Palestinians out of their homes and into refugee camps. These camps were the only shelter these people had left. They were without jobs now, and could do nothing but try to reclaim their land which has led to constant conflict.

Some mass movements were even caused for a "want", to move somewhere else where conditions would be better. The Hindus and Sikhs were traveling as fast as they could to move away from the violence in the new state of Pakistan. The Muslims had their eye on this and were also on the move to claim the territory as their nation. They hoped to leave behind the persecution they had suffered in India.

The Nazi holocaust, which killed millions of Jews in Europe, had now come to rest. The state of Israel was created for the right for Jews to move in and re-establish their lives. Homeless Jews would now have shelter and the Jewish people could now become a part of equality in the family nations. This declaration made many Jews move to Israel after World War II, forcing many Palestinians to leave Israel for refugee camps.

Famine, this was another reason for mass movement

in the past. Between 1845 and 1850, a disease had attacked the potatoes. It was called "the Irish potatoe famine". After 1851, millions of Irish people migrated to safer places, including Boston and New York. In fact the basketball team in Boston is called the Celtics, a result of the Irish impact. Those who stayed behind were faced with starvation and poor economic conditions. Food supply had drastically decreased. Many of these people had actually died of starvation.

In the past, mass migrations were a terrible thing. People actually kicked out of their homes and forced to move somewhere else against their will; migrations actually had occurred of people trying to get away from their homes, mostly due to the want of people wanting to move to better homelands and also due to famines and disease. What ever the reason, many people were left without homes and without any knowledge on how to live.

People have migrated as a result of political, social, and economic conditions. The slave trade, Irish famine, ~~the~~ Jews during WW II, and the migration of Mexicans northward are all examples.

The western hemisphere needed development for the ^{newly} found land. ~~It~~ ^{Europeans} used African slaves to improve their economy.

~~The~~ The slaves harvested and grew crops ~~for~~ in order to give the raw materials back to the mother country (Doc 1).

"Three children huddled together, lying there because they were too weak to rise" (Doc 2). Starvation was the major

problem between 1845-1851 in Ireland. 12% of the population

died. ~~The~~ The economy could not support the population and

was still under British Rule. ~~Many~~ many fled the country and returned when

the problem was solved
(Doc 6)

The Nazis persecuted a large ~~number~~ number of the Jews.

This caused many to flee to Israel and establish a renewed

state. In this case the political leader Adolf Hitler (dictator) decided

to make the Jews flee (Doc 4). Because of this mass migration

more than one million Arabs became homeless. The Jews got

removed from their area so they remove the Palestinians

from their area (Doc 5). The social differences were great

and were hard to determine who deserves what land.

There were many political, economic, and social reasons for

movement of people throughout history. The ~~slave~~ slaves, ~~the~~ Jews, and

Palestinians have all had to migrate.

Many political, social, and economic ^{conditions} ~~reasons~~ contributed to the mass movement of ~~many~~ hundreds thousands of people throughout global history. This affected their lives in a dramatic way. The political, social, and ~~economic~~ economic reasons that have caused many people to migrate will be discussed in this essay.

There are many political reasons for the mass movement of people throughout history. One political reason was the Nazi Holocaust in ^{Europe} ~~America~~. During the Holocaust, millions of Jews were tortured and killed under the leadership of Adolf Hitler (Nazi party leader). Hitler hated the Jews and did not like anyone that was not of the white-Aryan race. This caused many Jews to flee Europe. (Doc 4) Many Cubans today also are trying

to escape ~~to the U.S.~~ Cuba and come to the U.S. because of the strict communist government in Cuba.

~~They~~ There are also many political social reasons why many people have migrated from their home country. The creation of Israel and the fighting between the Palestinians and the Jews was ~~aa~~ a big factor ~~why~~ for migration. (Doc 5) Many ~~pat~~ Palestinians were forced into refugee camps in the Sinai (Doc 5) The Hindus and Sikhs ^{also} abandoned their homes on the Northwest Frontier of India in need for protection. (Doc 4)

There were also economic reasons ~~why~~ for the mass movement of people through out global history.

The potato famine that occurred in Ireland in the 1800's was a major cause of the ~~e~~ Irish emigration to the Americas and Australia. Many

people ~~stra~~ starved to death became very ~~sick~~ sick or even starved to death (Doc 2) Also ~~the~~ in Africa, many Africans were traded to Americas because of the over-population in Africa and the need for slaves in the Americas (Doc 1)

Many people migrated throughout global history because of political, social, and economic reasons. Many people's lives were affected in both positive and negative ways. The mass movement of ~~all the~~ many people also caused these conditions.

Political, social, and ~~economic~~ economic instabilities or tragedies have led to caused the migration of people out of lands they had once inhabited. Sometimes these horrible events cannot be helped. At other times, it seems as though the littlest thing that could halt the injustices are never attempted. These social and economic causes of mass movements of people are tragedies all too clear to forget.

An economy of a country can have a huge impact on the lives of people. In Ireland, ^{in the mid 1800} potatoes ~~are~~ were a major crop. As a result of a potato blight ^{in 1845} famine hit crushing the economy. Food supply dropped, and which caused ~~of~~ inflation. The famine left millions hungry and starving. As shown in Document 2, the famine took a major toll on health. "they were too weak to rise... eyes sunk, voice gone, and evidently in the last stage of actual starvation." Ireland's economy plummeted drastically. It soon became evident to most Irish that emigration was their only escape. By 1851, as shown in the pie chart of Document 2, 18% of the population of Ireland had emigrated out, ^{settling in Canada and the United States} This strain on the economy was also shown in Mexico. In Mexico, the poor farmers of the south were in trouble. There was much poverty and unemployment down south. These two factors caused the

sudden movement of farmers to the north for a better life as stated in Document 7, "Pushed from the south by rural poverty and vast unemployment, pulled to the north by the promise of jobs in . . . factories, they had joined the productive work force of a new industrial revolution on the border." Mexico's rural south was losing money and workers quickly to the industrialized north. This, along with the threat of starvation, caused the movement of Mexican farmers to northern factories and is also a source of illegal immigration to the United States.

Social causes, on the other hand, are much more blatant and offensive causes for mass movement of peoples. Such was the case in Nazi Germany. The Treaty of Versailles after World War I made Germany pay \$30 billion for damages. This put them in an economic slide, bringing in the dictatorship of Adolf Hitler. These economic problems of Germany were all the Jews' fault, as Hitler made people believe. Soon, the Holocaust ensued, killing millions of Jews. After this and World War II ended, the UN set up a homeland for the persecuted Jews. Document 4 says, "The Nazi Holocaust . . . proved anew the urgency of the re-establishment of the Jewish state . . . opening the gates to all Jews." The mass movement of the Jews to their new home

OF ISRAEL WAS CAUSED BY IRREHENSIBLE PERSECUTION OF them over years and years. When some of the Jews reached their new home in Israel, it caused another problem as seen in document 5, the Palestinians who lived there were forced to leave and live in refugee camps. They were now the homeless people. Much was the same in Serbia. Slobodan Milosevic called for ethnic cleansing in the former state of Yugoslavia. This unfair declaration caused many Kosovo refugees to travel to the state of Albania. This mass heading of Kosovars and ethnic Albanians by the Serbs were unfair and cruel. Milosevic was later ^{prosecuted} ~~prosec~~ for his crimes against these peoples. Yet problems of ethnic conflict continue in the Balkans.

IN CONCLUSION, SOCIAL HATE CRIMES AND ECONOMIC tragedies have caused mass movements of people throughout history. The rapid urbanization of Mexico, and potato famine of Ireland led to emigration and starvation. IN NAZI GERMANY AND SERBIA, ethnic groups such as Jews and Albanians were forced to flee, or be killed. These injustices and unfair events have led to sad and heartbreaking travels of millions of innocent people.

Political, social, and economic problems have been the main reason for the mass movement of peoples throughout global history. Whether it be a food shortage, unemployment, war, ethnic cleansing, or government, they all have played a role in the migration of peoples throughout global history. All issues have caused people to uproot their lives and move elsewhere.

In the 1840's to 1850's Ireland faced several hard ships. As document two states, they migrated mainly because of the poor living conditions they had been facing. Poor living conditions, control by Great Britain, and lack of food because of the failure of the potatoe crop gave the Irish no other option but to leave Ireland and look elsewhere for food and shelter. Many of them migrated to the United States where they found jobs working on railroads and canals. Document two also shows that about 30% of the Irish either died or emigrated because of the harsh living conditions. History is full of homelessness and starvation. Stalin had his people starve when they refused to collectivize their farms in Russia. Unlike the Irish, the Ukrainians couldn't leave. It has also hit Latin America.

As stated in document 7, the Mexicans were pushed from the south by rural poverty and vast unemployment. Because they were unable to acquire the goods need to live in the south they migrated north to achieve any little bit of a life that the north could offer with the promise of jobs in the new factories.

During World War II the Jews suffered much harder hardships. Adolf Hitler was the dictator of Germany at the time and practiced anti-semitism or hate for the Jews. He used ethnic cleansing to get rid of them. In document 4 David Ben-Gurion explains how the Jews moved to Israel to re-establish their homes and he with others of the Jewish faith. The numbers of the Jews drop in very large numbers, and by moving they hoped to rebuild those numbers and gain back a home life. As a result, Palestinians too were forced into refugee camps. As stated in document 5 by Jehan Sadat, the Palestinians were forced from their homes because of the war as a result of the creation of Israel. They had been stripped of their house, belongings, and any other possessions they had had. They

were forced to move from a rich plentiful land to a desert. The migration of Jews to Israel and the forced migration of Palestinians continues to be a source of conflict. In document 3, Khushwant Singh explains the riots that had occurred in India just after independence. She explains how people fled just to get away from the riots, in seek of a more peaceful land. Families had been uprooted and people migrated by any means possible to either move to or escape from the new nation of Pakistan to escape ethnic conflict. This was also true for the people of Asoyof. They had to leave because of the locations as to which they lived in. They lived in a very dry sandy climate that was not very favorable to live in.

Therefore, as the rise of dictators comes about, the wars, ethnic cleansing, food shortages and the need for a safe living ground. The need for the migration of people will most definitely go up. A person only feels safe in a place where they can call home, and if their home is constantly in terror of war and starvation then they will of course move to a better and more promising land.

Practice Paper A—Score Level 4

The response:

- ∞ Addresses the task (Mexicans looking for places to settle; Palestinians forced into refugee camps; Hindus, Sikhs, and Muslims fleeing violence; Jews fleeing the Holocaust; famine in Ireland), although the treatment of these reasons is uneven
- ∞ Incorporates accurate information from documents 2, 3, 4, 5, and 7
- ∞ Incorporates relevant outside information related to mass movement of peoples (different religions and customs of Albanians in Kosovo; United Nations peacekeeping forces in Serbia; Irish immigration to the United States; Boston Celtics; illegal Mexican immigration to the United States)
- ∞ Includes relevant facts, examples, and details, but the examples do not directly explain the statements (reclaiming of lands by the Palestinians; migration by Mexicans to the United States to improve standard of living)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. While the response discusses reasons for mass movement of peoples, it does not break down the discussion into political, economic, or social causes, which weakens the response. Although many facts and details are included, there are few transitions linking the different reasons for movement. The strength is in the outside information, although in some cases, it is not directly supportive of the reasons for mass movement of peoples. Most of the discussion is descriptive rather than analytical.

Practice Paper B—Score Level 2

The response:

- ∞ Attempts to address the task in a very limited way by generally discussing the reasons for the mass movement of peoples (African slaves; Irish famine; Jews during the Holocaust; Palestinian refugees)
- ∞ Restates the contents of documents 1, 2, 4, and 5
- ∞ Presents limited relevant outside information (Hitler's role in the Holocaust; recognition of British rule in Ireland)
- ∞ Includes few facts, examples, and details, and contains misleading statements (the Irish returned when the problem was solved; Hitler decided to make the Jews flee; the Jews got removed from their area so they removed the Palestinians from their area)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and concludes by restating the theme

Conclusion: Overall, the response fits most of the criteria for Level 2. Although much of the information is copied from the documents, unlike a Level 1 response, the conclusions that are drawn support the main aspects of the task.

Practice Paper C—Score Level 3

The response:

- ∞ Addresses the task in a limited way by discussing political, economic, and social reasons for the mass movement of peoples (migration to Israel as a result of the Holocaust; migration of Palestinians due to war and conflict; migration of Hindus and Sikhs in India; Irish famine; desertification)
- ∞ Incorporates limited information from documents 1, 2, 3, 4, 5, and 6
- ∞ Incorporates relevant outside information (Cuban migration to the United States; Irish immigration to the United States and Australia)
- ∞ Includes some facts, examples, and details, (Hitler’s race policies as a cause of Jewish migration; Cuba’s communist government as a cause of migration; the need for slaves as a source of labor in the Americas)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization, but is more descriptive than analytical
- ∞ Introduces the theme of mass movement of peoples by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The analysis and evaluation of information is limited, but the organizational framework that is used to describe motives for mass movement of peoples strengthens the response. Despite attributing African mass movement to the Americas as a result of overpopulation, the response provides some interesting outside information.

Practice Paper D—Score Level 5

The response:

- ∞ Thoroughly addresses the task by discussing several political, social, and economic reasons for the mass movement of peoples throughout global history (famine in Ireland; poverty and unemployment in Mexico; effects of the Holocaust;)
- ∞ Incorporates accurate information from documents 2, 4, 5, and 7
- ∞ Incorporates relevant outside information (potato blight in Ireland; movement of Irish to Canada and the United States; illegal immigration to the United States from Mexico; Treaty of Versailles; examples of ethnic cleansing in Serbia; the role of Milosevic)
- ∞ Richly supports the theme with many relevant facts, examples, and details (connects the Treaty of Versailles to the Germans using the Jews as scapegoats; connects Mexican migration to the North to illegal immigration of Mexicans to the United States)
- ∞ Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, and is more analytical than descriptive
- ∞ Introduces the theme of mass movement of peoples 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 essay clearly separates the economic and social causes of migration. Even though the documents are quoted in many instances, the substantial and analytical use of outside information strengthens the response. Good connections are made between causes and effects of the migrations.

Practice Paper E—Score Level 4

The response:

- ∞ Addresses the task by discussing the reasons for the mass movement of peoples (famine in Ireland; movement of Mexicans to jobs; hardships of Jews under Hitler and anti-Semitism; Palestinians being forced into refugee camps by movement of Jews; Indians being forced to flee because of riots; climate in Asyaf) although the treatment these reasons is uneven
- ∞ Incorporates accurate information from documents 2, 3, 4, 5, 6, and 7
- ∞ Incorporates relevant outside information related to mass movement of peoples (control of Ireland by Great Britain; failure of the potato crop; Irish migration to the United States to work on canals and railroads; collectivization by Stalin and the Ukrainian starvation; anti-Semitism)
- ∞ Includes relevant facts, examples, and details (connection of the Jewish movement to Palestine and the subsequent Palestinian problems; connection of the rise of dictators to mass movement of peoples)
- ∞ Is a satisfactorily developed essay, demonstrating a general plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- ∞ Introduces the theme of mass movement of peoples by establishing a framework that is beyond a simple restatement of the historical context and concludes with an overgeneralization of how migration has affected people

Conclusion: Overall, the response fits most of the criteria for Level 4. The response is weak in the transitions between the discussion of different groups of people. The outside information and analytical comments are strong, but in some cases, lack specificity in assessing the impact of mass movement of peoples. For example, the treatment of Mexico is superficial.

Global History and Geography Specifications Grid

August 2002

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change	Standards 2 and 5: World History; Civics, Citizenship, and Government
Document-based Essay	Migration	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Regents Examination in Global History and Geography — August 2002 Chart for Determining the Final Examination score (Use for August 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 43 would receive a final examination score of 79.

**Total
Essay
Score →**

0	1	2	3	4	5	6	7	8	9	10
0	4	9	13	18	22	26	31	35	39	43
1	6	10	15	19	23	28	32	36	40	44
2	7	12	16	21	25	29	33	37	41	45
3	9	13	18	22	26	31	35	39	43	47
4	10	15	19	23	28	32	36	40	44	48
5	12	16	21	25	29	33	37	41	45	49
6	13	18	22	26	31	35	39	43	47	51
7	15	19	23	28	32	36	40	44	48	52
8	16	21	25	29	33	37	41	45	49	53
9	18	22	26	31	35	39	43	47	51	54
10	19	23	28	32	36	40	44	48	52	56
11	21	25	29	33	37	41	45	49	53	57
12	22	26	31	35	39	43	47	51	54	58
13	23	28	32	36	40	44	48	52	56	59
14	25	29	33	37	41	45	49	53	57	60
15	26	31	35	39	43	47	51	54	58	62
16	28	32	36	40	44	48	52	56	59	63
17	29	33	37	41	45	49	53	57	60	64
18	31	35	39	43	47	51	54	58	62	65
19	32	36	40	44	48	52	56	59	63	66
20	33	37	41	45	49	53	57	60	64	67
21	35	39	43	47	51	54	58	62	65	68
22	36	40	44	48	52	56	59	63	66	70
23	37	41	45	49	53	57	60	64	67	71
24	39	43	47	51	54	58	62	65	68	72
25	40	44	48	52	56	59	63	66	70	73
26	41	45	49	53	57	60	64	67	71	74
27	43	47	51	54	58	62	65	68	72	75
28	44	48	52	56	59	63	66	70	73	76
29	45	49	53	57	60	64	67	71	74	77

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	43	47	51	54	58	62	65	68	72	75	78
31	44	48	52	56	59	63	66	70	73	76	79
32	45	49	53	57	60	64	67	71	74	77	80
33	47	51	54	58	62	65	68	72	75	78	81
34	48	52	56	59	63	66	70	73	76	79	82
35	49	53	57	60	64	67	71	74	77	80	83
36	51	54	58	62	65	68	72	75	78	81	84
37	52	56	59	63	66	70	73	76	79	82	85
38	53	57	60	64	67	71	74	77	80	83	85
39	54	58	62	65	68	72	75	78	81	84	86
40	56	59	63	66	70	73	76	79	82	85	87
41	57	60	64	67	71	74	77	80	83	85	88
42	58	62	65	68	72	75	78	81	84	86	89
43	59	63	66	70	73	76	79	82	85	87	90
44	60	64	67	71	74	77	80	83	85	88	90
45	62	65	68	72	75	78	81	84	86	89	91
46	63	66	70	73	76	79	82	85	87	90	92
47	64	67	71	74	77	80	83	85	88	90	93
48	65	68	72	75	78	81	84	86	89	91	94
49	66	70	73	76	79	82	85	87	90	92	94
50	67	71	74	77	80	83	85	88	90	93	95
51	68	72	75	78	81	84	86	89	91	94	96
52	70	73	76	79	82	85	87	90	92	94	96
53	71	74	77	80	83	85	88	90	93	95	97
54	72	75	78	81	84	86	89	91	94	96	98
55	73	76	79	82	85	87	90	92	94	96	98
56	74	77	80	83	85	88	90	93	95	97	99
57	75	78	81	84	86	89	91	94	96	98	99
58	76	79	82	85	87	90	92	94	96	98	100