

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 18, 2003 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

The following procedures are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Administering and Scoring the Regents Examination in Global History and Geography 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
June 18, 2003

Part I

| | |
|-------------|-------------|
| 1... 1 ... | 26... 3 ... |
| 2... 3 ... | 27... 1 ... |
| 3... 2 ... | 28... 1 ... |
| 4... 1 ... | 29... 3 ... |
| 5... 3 ... | 30... 1 ... |
| 6... 3 ... | 31... 1 ... |
| 7... 2 ... | 32... 2 ... |
| 8... 4 ... | 33... 3 ... |
| 9... 4 ... | 34... 2 ... |
| 10... 2 ... | 35... 3 ... |
| 11... 1 ... | 36... 4 ... |
| 12... 4 ... | 37... 3 ... |
| 13... 1 ... | 38... 3 ... |
| 14... 2 ... | 39... 2 ... |
| 15... 1 ... | 40... 2 ... |
| 16... 2 ... | 41... 3 ... |
| 17... 2 ... | 42... 1 ... |
| 18... 4 ... | 43... 3 ... |
| 19... 3 ... | 44... 4 ... |
| 20... 4 ... | 45... 2 ... |
| 21... 2 ... | 46... 4 ... |
| 22... 1 ... | 47... 3 ... |
| 23... 3 ... | 48... 4 ... |
| 24... 4 ... | 49... 1 ... |
| 25... 2 ... | 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—June 2003

Theme: Conflict

Differences among groups have often led to conflict.

Task: Identify *two* ethnic, religious, political, and/or cultural conflicts and for *each*:

- Discuss the historical circumstances that led to the conflict
- Analyze the effect of this conflict on *two* groups involved

You may use any examples from your study of global history and geography. Some suggestions you might wish to consider include the persecution of Christians during the Roman Empire, the Reign of Terror, the Armenian massacres, the forced famine in Ukraine, the Holocaust, Apartheid in South Africa, the Killing Fields of Cambodia, the conflict in Northern Ireland, the Sandinistas in Nicaragua, and the Tiananmen Square rebellion.

You are *not* limited to these suggestions.

Score of 5:

- Shows a thorough understanding of the historical circumstances that led to conflict and of the effect the conflict had on *two* groups involved
- Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* ethnic, religious, political and/or cultural conflicts, discussing the historical circumstances that led to the each conflict, and analyzing the effect of each conflict on *two* groups involved
- Shows an ability to discuss and analyze the historical circumstances that led to conflicts and the effect of these conflicts on the groups involved, e.g., a discussion of *forced famine in Ukraine* is used to demonstrate how Stalin’s collectivization policies could be considered genocide *or a* discussion of the *Tiananmen Square Rebellion* is used to show how economic modernization created a desire for political reform but also led, in the short run, to the strengthening of authoritarian rule
- Richly supports the theme with relevant facts, examples, and details, e.g., in a discussion of *forced famine in Ukraine*, details might include: destruction of village life, division of families, increased Ukrainian nationalism, Five-Year Plans, kulaks, exile of homeless peasants, peasant retaliation by destruction of crops and livestock *or* in a discussion of the *Tiananmen Square Rebellion*, details might include: Deng Xiaoping’s Four Modernizations, Beijing, use of tanks, role of media, student leaders, hunger strikes, martial law, “Goddess of Democracy” statue, government campaign to end protest, pro-democracy movement
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of conflict 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 historical circumstances that led to conflict and of the effect the conflict had on *two* groups involved
- Addresses all aspects of the task but may do so unevenly by discussing all aspects of the task for one conflict more thoroughly than for the other conflict *or* by discussing one aspect of the task more thoroughly than the other aspect in both conflicts
- Shows an ability to discuss and analyze the historical circumstances that led to conflicts and the effect of these conflicts on specific groups but may be more descriptive than analytical, e.g., discussing famine in the Ukraine as an example of Stalin’s collectivization policies *or* describing the clash and reactions between protestors and Communist government in Tiananmen Square
- Includes relevant facts, examples, and details
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of conflict 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 of conflict and of the effect conflict had on *two* groups involved
- Addresses most aspects of the task fully *or* addresses all aspects of the task in a limited way by providing some details to discuss the historical circumstances that led to conflicts and the effect on specific groups
- Shows some ability to discuss and analyze the historical circumstances that led to the conflicts and the effect of these conflicts on specific groups but not in any depth; may be more descriptive than analytical
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of conflict by repeating the task and concludes by simply repeating the theme

Some Examples of Limited Treatment of the Task at Score Level 3

| Discussion of Historical Circumstances | Analysis of Effect |
|---|---|
| one conflict, two groups | full analysis of effect on both groups, applying Level 5 criteria |
| two conflicts, one group for each conflict | satisfactory analysis of effect |
| two conflicts, two groups for one conflict | satisfactory analysis of effect |
| two conflicts, two groups for each conflict | limited analysis of effect |

Scoring Reminder: Because a particular response fits one of the examples outlined in the chart above, this should not imply that the response is automatically scored a 3. When using holistic scoring, these examples are but one factor to consider in the criteria that must be met for a score of 3.

Score of 2:

- Shows a limited understanding of the theme of conflict and the effect of conflict on specific groups
- Addresses some aspects of the task
- May develop a faulty or weak analysis of conflicts and the effect of these conflicts on specific groups
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; 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

Some Examples of Limited Treatment of the Task at Score Level 2

| Discussion of Historical Circumstances | Analysis of Effect |
|--|---------------------------------------|
| one conflict, two groups | limited analysis of effect |
| two conflicts, one group for one conflict | limited analysis of effect |
| two conflicts, two groups for each conflict | very limited or no analysis of effect |

Score of 1:

- Shows a limited understanding of the theme of conflict and the effect of conflict on specific groups
- Addresses some aspects of the task with a limited discussion of at least **one** conflict
- Lacks an analysis of the historical circumstances that led to conflicts and the effect of these conflicts on specific groups
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions or extraneous information; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or a conclusion or these elements may not refer to the theme

Score of 0:

- Fails to address the task, is illegible, or is a blank paper

Scoring Notes:

1. While a conflict that occurred in the United States cannot be used, the discussion of the effect of the conflict can involve the United States.
2. At Level 5 and 4, the effect of the conflict on specific groups must involve the discussion of at least **two** groups.
3. The conflicts do *not* have to be identified as specifically ethnic, religious, political, or cultural.
4. The two conflicts can be any combination of ethnic, religious, political, or cultural conflicts.
5. The effect of a conflict on different groups could be the same.
6. The group could be identified by its leader, e.g., Hitler, Stalin, Napoleon, Pol Pot.
7. The group must be directly involved in the conflict and cannot be a tertiary group that is affected by the conflict, e.g., the effect of the civil war in Lebanon on Israel.
8. The effect of the conflict on a group may have occurred during the conflict or after the conflict.

Differences in ethnic, religious, political, and cultural backgrounds have often led to conflicts between two groups. The effects on the groups involved are usually devastating, and long remembered. The two prime examples of this are the Holocaust and the ongoing battles between Israel and Palestine.

The Holocaust is one of the most brutal conflicts between two groups in our recent history. The conflict between the GERMAN Nazis and the Jews, along with other minorities, was started by Adolf Hitler. Adolf Hitler came to power after World War I when the GERMANS were bitter about the terms of the Treaty of Versailles that they had accepted in defeat after the war. They wanted to blame someone for their sorry economy and state, and Adolf Hitler promoted the idea of using the Jews as a scapegoat. As Hitler gained power and popularity, so did his Final Solution, his plan of genocide. Hitler built a cult of personality, brainwashing his people, and he used the cover of World War II to send millions of Jews to be executed in concentration camps. He also executed gypsies, the diseased and others not belonging to the Aryan race. He promoted nationalism and patriotism and the killing of Non-Aryans. In the end, Hitler managed to execute 2/3

of the Jewish population in Europe.

The effects of the Holocaust were horrifying, as well as staggering. The effects on the Jews were brutal and terrible, and much emotional pain remains today. Two-thirds of the Jewish population was extinguished in the absolutely most appalling ways. The sense of security for Jews had completely vanished. Most Jews that lived through the Holocaust lost family and friends, and gained a bitter and brutal legacy of pain and anguish. One positive result was that the Jews were given their own state after World War II ended, which is Israel. The effects on the German Nazis were also staggering, but for ~~many~~^{many}, deserving. Hitler committed suicide, and the many Nazis fled Germany to places like Argentina. The ones that were found were put on trial for war crimes. After Germany was defeated in World War II, Germany was divided between the Allied countries. The Holocaust left the legacy of terror for many, and guilt for others, and that brutal conflict between the Jews and Nazis won't soon be forgotten.

The conflict between Israel and Palestine is for some a religious battle, but for others it has become just another political and land dispute. After

World War II, and as a result of the Balfour Declaration the State of Israel was created for the Jews in the Middle East. But with the creation of Israel, Theodor Herzl's dream of Zionism was fulfilled. Israel was surrounded by mainly Muslim countries. Palestinians in the area did not agree with the U.N. creation of a Jewish homeland and land disputes ensued. In 1967 Israel gained a victory and won territory in the six day war. Since then, many muslim groups such as Hamas have sworn that they could not coexist with a Jewish state. The Palestinians not only wanted their own state, but they didn't want the state of Israel to exist. These disputes stem from the differences in their religions and cultures. The fighting still goes on today, and peace does not seem to be in the foreseeable future.

There were, and are, many effects on both groups involved with the conflict. Neither side wants to be controlled or taken over, and there have been attempts at peace such as the Camp David accords, the Dayton accords, and the Paris Peace talks. However, a solution is not in their grasp yet. Both sides have resorted to terrorist activities, which kill harmless civilians and political leaders on both sides. They have

suffered global displeasure, and also been on the receiving end of peace attempts from diplomats around the world. Nothing seems to ever be accomplished because of extremist groups on both sides, and the conflict remains even today in full swing. Both sides will probably dispute until religion can be completely removed from the arguments.

Differences between religious, political and cultural background can cause major conflicts between groups. These conflicts can last for long times, and their legacy even longer. The effects of conflicts are usually brutal, and will be remembered, and hopefully learned from, for many, many years.

Anchor Level 5-A

The response:

- Shows a thorough understanding of the historical circumstances that led to the Holocaust and to the Israeli-Palestinian conflicts and the effect of these conflicts on the groups involved
- Thoroughly addresses all aspects of the task evenly and in depth by discussing the historical circumstances and analyzing the effect of the Holocaust on the Nazi leaders and the Jews and by discussing the historical circumstances and analyzing the effect of the Israeli-Palestinian conflict on the Jews and the Muslims
- Shows an ability to discuss and analyze the historical circumstances that led to conflicts and the effect on the groups involved (*Holocaust*: the use of Jews as scapegoats for other problems; Hitler's use of World War II as a cover for his execution of non-Aryans; loss of security for Jews; *Israeli-Palestinian*: inability of Muslims to coexist with a Jewish state; many attempts for peace have not worked; terrorist activities have led to global displeasure)
- Richly supports the theme with relevant facts, examples, and details (*Holocaust*: role of the Treaty of Versailles; Hitler; Final Solution; cult of personality; brainwashing; concentration camps; Nuremberg Trials; division of Germany after World War II; *Israeli-Palestinian conflict*: creation of the state of Israel by the United Nations; Theodor Herzl and Zionism; six-day War; Hamas; Camp David accords; Dayton accords; Paris Peace talks; use of terrorism)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response is particularly strong in its analysis about the role of the groups involved in each conflict. The discussion of the Holocaust is particularly strong. The statements are sophisticated and insightful conclusions are drawn.

Often in history, conflicts have arisen between peoples because of differences in political ideologies, culture, religion, and ethnicity.

Two such conflicts include the India-Pakistan conflict, and the Israeli-Palestinian conflict. The root of both conflicts is because of differences in culture, religion, and ethnicity. These conflicts have a history that goes back a long time and both have had significant effects on the groups involved.

Pakistan was partitioned off of India after the Muslim League demanded that Muslims be granted a separate state from the Hindu-dominated India. The Muslims feared that if only one state was created, they would have no voice in the government. The Muslims under the leadership of Ali Jinnah worked to create a separate state despite Gandhi's attempts to keep the nation one. Finally, Britain consented to the partition because of increasing violence between the two ethnic groups. Muslims and Hindus also have differences in religious and cultural beliefs. Muslims practice Islam which is monotheistic and believes in equality, and Hindus practice Hinduism which is polytheistic and promotes the caste system. Even after the partition, the India and Pakistan tensions between the two groups still existed. Indian Muslims fled to the newly created Pakistan, Pakistani fled to India and millions died. They have already had 3 wars over a disputed piece of land called Kashmir which lies on the border. The Hindu leadership

Claims they are part of India, even though most of the population is Muslim. It should be noted that more Muslims live in India than in Pakistan, so the fight over Kashmir is probably far more political than religious. Today, another war threatens ominously to break out as the nations prepare for conflict. There have been many terrorist attacks between the two nations, especially in Kashmir. What once used to be a beautiful tourist attraction is now dominated by the military and suffers from constant clashes between Pakistanis and Indians over who should control Kashmir. Now it is estimated that if the two nations do go to war, nuclear weapons could be involved and a death toll of at least 12 million people is estimated. Not only has this conflict been brewing for decades, but it is also extremely violent and tense.

Jews living in Israel never really had a state or "home land" of their own, and they were ecstatic when Britain promised them a Zionist homeland in the Balfour Declaration. Jews moved in and realized they were not the only ones living there. The Palestinian Arabs claimed the land as their own, while the Jews said that it was their land promised to them in a covenant made by God. Constant fighting between the two ethnicities erupted, beginning with the War for Independence. Both sides refused to give up their claims, and were willing to use violence to defend them. Many Palestinians believe Israel should not exist because the land belonged to them and that they had occupied it for hundreds of years. Even today,

this conflict still is not resolved, despite numerous wars and attempts to solve the problem diplomatically. Many Arab nations have continued to support the Palestinians and the Western nations ally themselves with Israel. In the most recent peace agreement the Palestinians have been offered the West Bank and the Gaza Strip. However, Israelis continue to occupy these areas. Terrorism has increased even more. Terrorists, including women and children, use a popular tactic called suicide bombing to injure ordinary citizens to prove their points, hoping that the government will respond. As a result of the Intifada, many innocent civilians have been injured and the fighting does not seem like it will stop. The Israeli leader, Ariel Sharon and Palestinian leader Yasser Arafat have tried to make negotiations and compromises to end the conflict, but the people have become so infuriated that they are taking the fighting into their own hands.

It was differences between Muslims and Hindus that led to conflict between Pakistan and India. It was also differences between Palestinians and Israelis that led to their conflict. Unfortunately both of these conflicts continue on today. The differences between the groups are rooted so deeply that negotiations and compromises seem like meek solutions when compared to war and aggressive fighting. The conflicts seem never-ending, especially since most of the differences between the groups will not just disappear.

Anchor Level 5-B

The response:

- Shows a thorough understanding of the historical circumstances that led to the India-Pakistan conflict and to the Israeli-Palestinian conflict and the effect of these conflicts on the groups involved
- Thoroughly addresses all aspects of the task evenly and in depth by discussing the historical circumstances and analyzing the effect of the India-Pakistan conflict on the Hindus and Muslims and by discussing the historical circumstances and analyzing the effect of the Israeli-Palestinian conflict on the Palestinians and Israelis
- Shows an ability to discuss and analyze the historical circumstances that led to conflicts and the effect on the groups involved (*India-Pakistan conflict*: consent of Britain to partition India because of increasing violence; comparison of Muslim and Hindu practices; conflict over the disputed border land of Kashmir; threat of the use of nuclear weapons in upcoming conflicts; relation of the war over Kashmir to the number of Muslims in India versus the number in Pakistan; *Israeli-Palestinian conflict*: fighting because of the same land claims and willingness to use violence to solve the conflict; killing of innocent civilians as part of the conflict; people taking fighting into their own hands because of the failure of the governments to solve the issue)
- Richly supports the theme with relevant facts, examples, and details (*India-Pakistan conflict*: Muslim League; Ali Jinnah; Gandhi; caste system; Kashmir; *Israeli-Palestinian conflict*: Zionism; Balfour Declaration; suicide bombings; Ariel Sharon; Yasir Arafat; West Bank; Gaza Strip)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Many details are used to support the historical circumstances and the position of the groups involved. The conclusions as to why the conflicts in both areas continue are particularly strong.

Throughout history, differences among ethnic, religious or racial groups have often led to conflict. The Holocaust is a prime example because the Germans blamed the Jews for their problems because the Jews were different. Pol Pot's efforts to make a pure society during the Killing Fields also prove this point to be true. During these times, endless genocide of the Jews and Cambodians took place.

The Holocaust took place in the 1930s and 1940s in Germany. The Germans had fallen into debt after World War I because of the reparations dictated by the Treaty of Versailles and the worldwide depression and did not have the money to pay it back. As a solution, Hitler blamed the Jews and used the Jews as a scapegoat. He said that their economy and government was failing because of the Jewish-owned stores and Jewish-controlled government. Adolf Hitler decided that genocide of the Jews would be the course of action. This course of action would only lead to disaster.

Adolf Hitler began the Holocaust by moving Jews into ghettos and then shipping them off to concentration camps. At the camps, the Jews were forced to work all day in factories. If a worker was slow, or did something wrong they were beaten and often killed. Hitler's purpose was to have the Jews work and suffer, but at the same time help pay off Germany's debt. The Nazis were able to get

Germany out of their economic depression. As a result of these actions, millions of innocent Jews were killed.

The Killing fields took place in Cambodia in the 1970s during the Vietnam War. Pol Pot with his Communist rebels known as the Khmer Rouge were in control at this time and he wanted a society completely free from Western influence. He also wanted his society to be based on agriculture and to return the society to traditional Cambodian ways. He wanted all people in his society to be pure Cambodians, like during the Golden Age of Cambodia. He wanted to erase the French influence from their years of colonization. Pol Pot also chose the path of forcible work and genocide to fulfill his dream.

On April seventeenth of 1975 Cambodians were removed from their homes in the cities and forced to walk many miles to various camps. This left the cities empty. The Cambodians had to work in the rice fields for twelve to fourteen hours a day. They were given a small portion of soup and bread for their labors. If someone was thought to be a slow worker or did something wrong, they were beaten or killed as in the Holocaust. The Cambodians were given a small straw house for each family to live in. The camps were infested with disease and death. Conditions worsened when Vietnam invaded Cambodia and overthrew the Khmer Rouge. When Vietnam

withdrew, a democratic government was set up and Pol Pot was arrested. Cambodians still feared Pol Pot but started to return home. Many of the people who were killed were the educated and Cambodia has to modernize without these people. As a result of the killing fields, thirty percent of the Cambodian population was destroyed.

In conclusion, ~~difference~~ differences among any groups most often have a negative effect. These differences should be seen through because in reality, people are all the same and equal. The people who can not see through these differences are the main source of conflict. In most instances, many innocent people are killed because of them.

Anchor Level 4-A

The response:

- Shows a good understanding of the historical circumstances that led to the Holocaust and to the Killing Fields of Cambodia and the effect of these conflicts on the groups involved
- Addresses all aspects of the task but does so unevenly by discussing all aspects of the task for the Killing Fields of Cambodia more thoroughly than for the Holocaust
- Shows an ability to discuss and analyze the historical circumstances that led to conflicts and the effect of these conflicts on specific groups (*Holocaust*: German debt attributed to reparation payments dictated by the Treaty of Versailles; Hitler blamed economic and political problems on Jewish-owned stores and Jewish control of the government; *Cambodia*: erasing the French influence; forced removal of civilians emptied cities; Cambodians returned home despite fear of Pol Pot; modernization difficult without the educated), but is more descriptive than analytical
- Includes relevant facts, examples, and details (*Holocaust*: worldwide depression; Jews as scapegoats; *Cambodia*: Khmer Rouge; Golden Age of Cambodia; French colonization; Pol Pot; Vietnamese occupation; democratic government)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. In the discussion of the Holocaust all parts of the task are addressed; however, while the effect of the Holocaust on the Jews during World War II is thorough, the effect on the Nazis is weak and limited to one general statement. The many specific examples given about conditions in Cambodia under Pol Pot strengthen the response.

Often many problems are a direct result of ethnic, religious, political or cultural differences. These are very important aspects of a civilization and when there is a clash between two differing religion, ethnicities etc. problems can arise. We can see a religious and ethnic conflict during the holocaust between the Nazis and the Jews. Another example of religious conflict can be seen in post-imperial India, between the Hindus and the Muslims.

During the Holocaust Hitler led the Nazis in a war against Jews. The Nazis promoted ethnic cleansing; the aryan race was seen as superior to all others. The war began in Germany. The Nazis look to extinguish minority groups but their main target was Jews. The Nazis began to spread their influence throughout Europe. The Nazis put restrictions on Jews. Jews could only shop at certain stores and had to wear the star of David on their clothing. Finally Hitler launched his final extermination plan. Concentration camps were set up throughout Europe and Jews were sent to work and die. Somewhere around 6 million

Jews died in concentration camps. After the war had ended and Germany had lost, the Nazi leaders were put on trial and convicted of war crimes.

The reason Hitler had been able to mindwash Germany into doing this was because of Germany's economic state. Post World War I Germany was at all time economic low. People were desperate inflation was high and unemployment was unbelievably high. Hitler blamed the Jews and with his charismatic public appearances he gained many followers. People were looking for someone to believe in, someone to blame.

In the early 1900's India was fighting for its independence from Great Britain. Led by Ghandi, the people of India united and overcame British imperialism using passive resistance.

It seemed that India was finally united as one, but this did not last long. The Hindu and Muslim populations were at odds. Not even Ghandi could appease Muslim separatists who wanted their own country separate from the Hindus. Finally the country was divided by the British and a North western region became the

primarily Muslim Pakistan. Many Muslims in India now migrated to Pakistan and many Hindus living in Pakistan moved to India. Although the division was an attempted appeasement, the fighting persisted. On the border fighting occurred between the migrating populations. Still today Pakistan and India are at odds and nuclear threats are imminent.

The differences in culture, ethnicities, Religion and Politics are the reasons our world is so diverse but often diversity can cause problems. The differences between Jews and Nazis resulted in the Holocaust. The differences between Hindus and Muslims still persist. Until complete tolerance of other culture exists the conflicts will continue.

Anchor Level 4-B

The response:

- Shows a good understanding of the historical circumstances that led to the Holocaust and to the Indian-Pakistani conflict and the effect of these conflicts on the groups involved
- Addresses all aspects of the task, but does so unevenly by discussing the historical circumstances of the Holocaust and the Indian-Pakistani conflict more thoroughly than the effect of these conflicts on the Jews and Nazis and the Hindus and Muslims
- Shows an ability to discuss and analyze the historical circumstances that led to conflicts and the effect of these conflicts on specific groups (*Holocaust*: Nazis promoted ethnic cleansing; spread of Nazi influence throughout Europe; desperation of people because of high inflation and unemployment; charismatic public appearances gained followers and support of Hitler's ideas; *India-Pakistani conflict*: passive resistance used to overcome British imperialism; division of India and Pakistan an attempt at appeasement; failure of Gandhi to appease Muslim separatists), but is more descriptive than analytical
- Includes relevant facts, examples, and details; (*Holocaust*: Aryan race; Nazi restrictions on Jews; Hitler's extermination plan; war-crime trials; post-World War I unemployment and inflation; *India-Pakistani conflict*: role of Gandhi in post-imperial India; Muslim separatists; British imperialism; primarily Muslim Pakistan; fighting continues on border; imminent nuclear threats)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme that states conflict will continue until tolerance is achieved

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a very good understanding of the historical circumstances that led to the conflicts and uses many details to discuss each conflict. The discussion of the Holocaust is different because the historical circumstances that led to the Holocaust are discussed after the extensive description of the effect on the Jews and the brief statement about the effect on the Nazis. However, the analysis of the effect of the India-Pakistani conflict on the Hindus and Muslims is somewhat superficial.

Many times in history differences among groups can lead to conflict. It has often occurred that one group sees themselves as a better culture or that their way of life is better. During the Holocaust, Nazis persecuted Jews and in the French Revolution Robespierre executed non-radicals in the Reign of Terror.

Following WWI, Germany was a nation with many problems and struggles they had a weak government and poor economy, prompting them to look for a strong leader. They found this leader in Hitler and his political party the Nazis. One of his goals during the years building up to WWII was "Ethnic cleansing". He passed various laws that limited the citizenship of Jews in Germany and made them wear the Star of David. This led to a mass execution during WWII at labor and death camps. At the conclusion of the war 6 million Jews had been executed. When the world found out about this Holocaust they were ~~so~~ shocked and angered. In a series of trials known as the Nuremberg trials Nazi leaders were found guilty of war crimes.

In France, a weak monarch and growing debt led to the French Revolution. Through a series of governmental turnovers and an outside war, the Committee

of Public Safety took control. It was headed by Robespierre, a radical extremist. He believed many French people were not revolutionary enough. Those who he suspected were brought to the guillotine. Tens of thousands of people were executed during the Reign of Terror.

Eventually people saw that the committee of public safety was no good. Those who were targeted for execution started to rebel. This caused the Thermidorean Reaction, in which the extremist radicals were executed. These events led to thousands of deaths. Eventually the Directory became the form of government in France. The years of revolution left the people angry and disillusioned. The Old Regime was gone and a series of weak governments did not fulfill the needs of the people.

Throughout history disagreements and conflicts have led to violence. In the Holocaust and the Reign of Terror many were killed for no significant reason other than having wrong beliefs. These events led to hostilities and distrust of the parties involved.

Anchor Level 4-C

The response:

- Shows a good understanding of the historical circumstances that led to the Holocaust and to the Reign of Terror and the effect of these conflicts on the groups involved
- Addresses all aspects of the task but does so unevenly by discussing the historical circumstances of each conflict and describing rather than analyzing the effect of the Holocaust on the Jews and Nazis and the Reign of Terror on the Radicals and non-Radicals
- Shows an ability to discuss the historical circumstances that led to conflicts and the effect of these conflicts on specific groups (*Holocaust*: weak government and poor economy prompted the Germans to look for a strong leader; Hitler's goal of ethnic cleansing led to mass executions of Jews; *Reign of Terror*: Robespierre believed that many French people were not revolutionary enough; execution of extreme radicals by the Thermidorian Reaction; years of revolution left people angry and disillusioned), but is much more descriptive than analytical
- Includes relevant facts, examples, and details; (*Holocaust*: ethnic cleansing; laws limited citizenship of Jews; mass executions at labor and death camps; Nuremberg Trials; *Reign of Terror*: Committee of Public Safety; Robespierre; guillotine; Directory; Old Regime)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. This response connects the Reign of Terror to the French Revolution, but concentrates on the events of the Reign of Terror. Good, relevant historical information about both conflicts is provided in a chronological narrative. However, the analysis and explanations are somewhat weak.

When two parties of different backgrounds meet they often clash. The customs of the Black South Africans and the white Boers led to the persecution of South Africans and civil war. The apartheid, legal racial segregation, imposed by the Boers on the natives was the spark that started the fire.

During the age of imperialism, European settlers divided Africa into sections for themselves at the Berlin Conference. The Europeans gave no thought to the people in the boundaries they bound enemies together and separated families because they didn't care about keeping traditional African tribal groupings. The white settlers took lands that had been in African families for generations.

South Africa was originally settled by the Dutch who used the location as a refueling station. Once they found the farmland and later discovered gold and diamonds the Dutch set up permanent settlements and established colonial governments. Furthermore, the imperialists overworked and underpaid native workers with no land and little money, the South Africans were starving. Europeans sat in the lap of luxury enjoying the wealth they robbed Africa of.

Both the Boers and the British who later took over the Cape Colony informally separated the races. They denied Black South Africans their rights to increase their control and gain more wealth for themselves. Once the British gave up control and the Afrikaners, descendants of the Boers, were in power, they formally legalized apartheid separating the black South Africans and the whites in every aspect.

of life. South Africans even had to bring passports if they were traveling out of their own area. Even though the Afrikaners were a fraction of the population, the Black South African majority could not gain any rights. This was in part due to that the non-white schools had very little funding, so they were run down and always in need of materials. This inequality that surrounded the South Africans built growing resentment in them. South Africans argued that their ancestors had lived and owned the property that was now dominated by the Afrikaners who were only recent arrivals that never possessed the right to confiscate land already owned. However, some Afrikaners whose previous relatives had been the first imperialist felt entitled to their property. The grudges that both groups felt led to violence and protest such as the Soweto uprising and the actions of the ANC. The members of the ANC such as Mandela, Biko and Tutu were fearless in their efforts to bring down the white Afrikaner government. The South Africans who tried to change their ill-fortune were beaten, jailed or killed. To protest these actions many countries instituted economic sanctions against South Africa. When de Klerke was elected he saw there was no choice but to end apartheid. He started by releasing Mandela from jail and calling for the first democratic multi-racial elections to be held in South Africa. Mandela won the election and became the first Black South African President with de Klerke as his vice-president. Blacks and

whites were working together for the first time in South Africa's history.

The differences that the Boers and South Africans could not overcome led to violence and war. The barriers of culture and customs hindered them but after many years South Africans are working together to end these differences. In the course of history, parties that were dissimilar often fought with each other and then worked together to fix the problems.

Anchor Level 3-A

The response:

- Shows a thorough understanding of the historical circumstances that led to apartheid in South Africa and the effect of that conflict on black South Africans and Afrikaners
- Addresses most aspects of the task by discussing the historical circumstances that led to apartheid and analyzing its effect on the Afrikaners and the blacks in South Africa
- Shows an ability to discuss and analyze the historical circumstances that led to this conflict and the effect on the groups involved (Europeans gave no thought to tribes and their boundaries because they didn't care about keeping traditional African tribal groupings; Europeans enjoyed the wealth they robbed from Africa; little funding for non-white schools led to further inequality and resentment; black South Africans argued that Afrikaners were recent arrivals and illegally confiscated land owned by them; de Klerk had no choice but to end apartheid)
- Richly supports the theme of conflicts with relevant facts, examples, and details (Berlin Conference; Afrikaners who were descended from the Boers; passbooks; economic sanctions; Mandela; Biko; Tutu; F. W. de Klerk; democratic multiracial elections; Soweto uprising)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although only apartheid in South Africa is discussed, the abundance of relevant facts, examples, and details, and the level of analysis make this a sophisticated response. If a second conflict were discussed with the same thoroughness and analysis, this response would have received a Level 5 rating.

The world as we know it has been plagued with conflict. Ever since recorded history the majority of these conflicts have occurred because of differences among groups. Both in the Holocaust and the creation of Israel, differences have had catastrophic results. Adolf Hitler committed mass genocide by killing almost 6 million Jews, while the Palestinians and Israelis continue to fight even to this date.

In Hitler's demented quest to create a pure Aryan race, he destroyed the lives of nearly 6 million Jews. Simply because they were of a different race, Hitler began to round up Jews and send them to ghettos. These ghettos were run-down towns surrounded by barbed wire. They were disease ridden, unsanitary, and contained minuscule amounts of food. From this area, the survivors were either taken to work in factories for the German war effort, or sent to death camps where they were slowly killed. What could have led to such a horrific action by an insane leader? Bad economic times allow extremist groups to assume power. Germany was in economic turmoil before World War II

and they needed a scape-goat. Hitler cruelly and unfairly chose the Jews. The Holocaust resulted in the deaths of about 12 million people half of which were Jews. After Germany lost the war, the Nazis lost power and Germany was divided into 4 zones. It has a strong emotional effect on the global Jewish community even to this date.

After World War II drew to a close, the United Nations elected to give the Jews their own Jewish State. Backed by the United States and the U.N., Israel has been fighting with Palestinians for over 30 years. The results of this fighting have been catastrophic. Terrorist bombings in Israel make life difficult for civilians, while Israeli soldiers and the entire population are constantly ready for war. Israel created many settlements in Palestinian areas, so it will be difficult for Israel to leave these areas. As a result, the conflict will continue.

Ever since the dawn of recorded history, the world has been plagued by conflicts. This conflict is often caused by various differences within groups. Two clear examples of this are Palestinian-Israeli fighting and the Holocaust.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of the theme of conflict and the effect on the groups involved
- Addresses most aspects of the task by discussing the historical circumstances that led to the Holocaust and analyzing the effect of the Holocaust on the Nazis and the Jews and by mentioning the creation of Israel and then analyzing the effect on the Israelis
- Shows some ability to analyze the historical circumstances that led to conflicts and the effect on specific groups, but not in any depth, and is more descriptive than analytical (*Holocaust*: Hitler rounded up Jews because they were a different race; Germany's economic turmoil before World War II; strong emotional effect of the Holocaust on the global Jewish community; *creation of Israel*: terrorist bombings in Israel make it difficult for civilians)
- Includes some relevant facts, examples, and details (*Holocaust*: Aryan race; description of ghettos; death camps; economic turmoil in Germany; Jews as scapegoats; division of Germany into four zones after the war; *creation of Israel*: United Nations role in establishment of Israel; settlements in Palestinian areas)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. As each historical circumstance that led to the Holocaust is presented, it is followed by a discussion of the effects of that circumstance on the group involved. The use of the creation of Israel as a conflict because of the outgrowth of the Jewish situation in World War II is well thought out, but unfortunately, few specific historical details are provided and the discussion of the creation of Israel is weak.

Conflict - a struggle or a strife between two opposing forces. Often times, throughout global history, the theme of conflict arises because of differences between people. The Holocaust - an attempted genocide against the Jews led by Adolph Hitler, as well as the religious conflict in Lebanon are two very vivid and concrete examples of how conflict can arise, and then have major and lasting effects.

During the time of World War II, Adolph Hitler led the Holocaust, an attempt to wipe out the entire population of Jewish people. Many economic problems before the time of the Holocaust caused the Jews to be scapegoats - which was a major reason for the Holocaust. Europe was in a declining state and in order to please the people there, Hitler promised to kill the Jews, the suspected causes of the current economic situation. During the course of events of the Holocaust, people were forced out of their homes, stuffed onto trains, and shoved into concentration camps, simply because they did not match the identity of the "ideal" Aryan race. Auschwitz, one of the most severe and brutal concentration camps, is where many Jews were sent. At concentration camps such as Auschwitz, women's hair

was cut off, people's gold teeth were pulled out, every personal belonging that anyone owned was taken away. In some instances, the Jewish people valued their jewelry so much that they hid it inside bread which they then ate. Out of desperation, unfortunately this was what most people did. In order to avoid being killed, people hid in the utmost, most secret and sometimes most dangerous places, just to escape the Nazis - who were trying to kill them. As a result of the Holocaust, nearly no Jewish people remained in Nazi Germany, as well as the rest of Europe. Yet some people survived this heinous and inhumane attack. The outcome of the Holocaust was extremely devastating to so many people - families were split apart, never to be reunited, friends were killed, and most importantly - an entire race of people was almost wiped out.

During the time after World War II, the Middle East was swarming with conflicts stemming from religion - as well as diversity. For example, in Lebanon, because of the diverse population, civil war broke out. The Maronite Christians and the Muslims did live peacefully there . . . until Palestinian refugees were sent there. This increased the Muslim population and thus, the Christians felt threatened, especially when

Palestinians used the location to set up bases to attack Israel. This is when a bloody civil war broke out that led to the occupation of Lebanon. For many years, conflict continued until the PLO was driven out of Lebanon. Fighting continued in Lebanon, but peace was eventually obtained. Because of the extremists in Lebanon, the idea of peace was often unimaginable. While leaders strove for peace, Islamic + Arab extremists hindered the peace process, and made it nearly impossible to attain peace. As a result of different religious backgrounds, as well as diversified populations, conflict in Lebanon hindered the peace process and destroyed relationships, economies, and cities.

The Holocaust and problems in Lebanon are two extremely blatant examples of how conflict can arise in an area due to differences among peoples, as well as how these conflicts led to devastating results.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of the theme of conflict and the effect on the groups involved
- Addresses most aspects of the task by discussing the historical circumstances that led to the Holocaust and the effect on Jews in Germany and by discussing the historical circumstances that led to the civil war in Lebanon and the effect on the Palestinians in Lebanon
- Shows some ability to analyze the historical circumstances that led to conflicts and their effect on specific groups, but not in any depth, and is more descriptive than analytical (*Holocaust*: many economic problems before the Holocaust caused the Jews to be treated as scapegoats; Hitler killed the Jews in order to please the people; Jews suspected causers of the economic situation; *Lebanese Civil War*: Christians and Muslims in Lebanon peaceful until the arrival of the Palestinians; increased Muslim population made the Christians feel threatened; civil war broke out because of diverse population)
- Includes some relevant facts, examples, and details (*Holocaust*: Adolf Hitler; scapegoats; concentration camps; Aryans; Auschwitz; genocide; *Lebanese Civil War*: Maronite Christians; Palestinian refugees; PLO; occupation of Lebanon)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response describes the historical circumstances of the conflicts and provides a sufficient amount of details for the discussion. However, the discussion of the Holocaust includes some information that is irrelevant to the task. Placing all the blame on Arab extremists in Lebanon is clearly a simplification of that conflict.

Over the course of history conflicts have risen from differences in ethnicity, politics + culture. The holocaust occurred because of a difference in religion between Jews + Christians. Furthermore, there was a cultural conflict which occurred in Africa during the Apartheid.

The holocaust was a period of time in which millions of Jews were killed in concentration camps by Nazis in Europe. A man named Adolf Hitler believed that his Arian race was superior to the Jews. He blamed them for the shortage of jobs as well as the slumps of the economy in Germany. As a result WWII was launched. Allies such as the United States and Great Britain fought and won to stop this genocide. This historical conflict resulted in the death of millions of Jews as well as the end of ~~the~~ Nazi Germany. Adolf Hitler also killed himself.

The apartheid was a taking over of African culture by a group called the Afrikaners. Africans were denied basic rights such as the right to vote, hold office, and freedom of speech.

~~Two~~ ^{Two} ~~examples~~ ^{examples} of historical events which took place as a result were the Sharpsville massacre and ^{in Soweto} the ~~Soweto~~ other protests. The Sharpsville massacre was when 69 people were killed while protesting pass laws and an incident ^{Soweto} resulted in the killing of 600 students who were protesting the Afrikaners language in their classroom. The Afrikaners were eventually overrun and life went on in Africa.

These two conflicts had a major impact on history. Such problems will continue to arise as long as there are differences among people.

Anchor Level 2-A

The response:

- Shows a satisfactory understanding of the theme of conflict and the effect on the groups involved
- Addresses some aspects of the task by briefly discussing the historical circumstances that led to the Holocaust, the effects on the Jews, and one effect on Adolf Hitler as the head of the Nazis and by defining apartheid and mentioning the Sharpsville massacre as a historical event
- Develops a weak analysis of the Holocaust and of apartheid and their effects (*Holocaust*: Hitler believed Aryan race superior to Jews; Jews blamed for shortage of jobs and the economy; *Apartheid*: Africans denied basic rights)
- Includes few relevant facts, examples, and details (*Holocaust*: concentration camps; Aryan race; Nazis; *Apartheid*: Afrikaners; Sharpsville Massacre; Soweto; protests; pass laws; use of Afrikaner language in classrooms); includes some inaccuracies (*Holocaust*: Holocaust occurred due to differences in religion; Allies fought World War II to stop genocide; *Apartheid*: Afrikaners were eventually overrun)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. Some details and supporting information are provided, but the discussion is limited to general statements. The effect of both conflicts on specific groups consists of a one-statement summary about each.

Contrasts between different groups has often resulted in conflict. In Germany, there was a conflict between the Nazis and the Jewish people. This occurred during World War Two, and it led to the Holocaust. Another example was the rebellion at Tiananmen Square between a group of students and the Chinese government.

Adolf Hitler gained power in Germany, and became dictator. Hitler was prejudice against people who were of Jewish faith. During the 1940's Hitler and his group, the Nazis, gathered all the Jews within Germany, and sent them to concentration camps. At these camps the Jewish people were starved, and forced to do labor. Millions of them died and ^{were} executed.

The rebellion at Tiananmen Square was another example of conflict caused by differences among groups. Chinese students protested at Tiananmen because they wanted political freedom. They thought that if they were able to have economic

freedom; they could also gain political freedom. The government of China, who were communists, did not want to give political freedom. The government ordered for military forces to go to Tiananmen Square. They also ordered for them to attack the protestors if it was necessary. Many people were killed during the rebellion.

There can be a great deal of difference among groups, and it will often lead to conflict. The Holocaust and the rebellion at Tiananmen Square were both prime examples. These conflicts both led to millions of people dying.

Anchor Level 2-B

The response:

- Shows a satisfactory understanding of the theme of conflict and the effect on the groups involved
- Addresses some aspects of the task by discussing the conflict between Hitler and the Jews and the effect on the Jews and by discussing the historical circumstances of the rebellion at Tiananmen Square and mentioning that many people were killed as the effect
- Develops a weak analysis of the Holocaust and oversimplifies the rebellion at Tiananmen Square (*Tiananmen Square*: Chinese students thought that if they were able to have economic freedom then they could gain political freedom)
- Includes few relevant facts, examples, and details (*Holocaust*: Hitler became dictator; prejudice against Jews; Jews sent to concentration camps where many died and were executed; *Tiananmen Square*: protest by Chinese students for political freedom; military forces ordered by Communist government to attack protestors if necessary)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although only a few facts about the historical circumstances of the Holocaust are mentioned, the discussion of the protest at Tiananmen Square is adequate. The understanding that Chinese students thought that if they had economic freedom they could have political freedom is insightful. However, the discussion of the effects of these conflicts is limited.

In the world there are always conflicts between nations, ^{like} ethnic groups, ~~and religions~~. In Africa there are conflicts between South Africans and ~~the~~ ^{the apartheid} ~~people~~. Most of these conflicts are because of racial injustice. This also occurs in ^{the Holocaust} Germany ^{U.S.}

~~Apartheid~~ The ~~Apartheid~~ South Africans in South Africa were ruled by a white minority. The blacks are not allowed basic rights such as freedom of speech and freedom of press. They ~~was~~ ~~also~~ also had to have ~~to~~ a pass to ~~travel~~ travel when leave their village. Because of this the blacks protested and ~~the~~ sixty nine of them were killed in the Sharpeville massacre. The blacks did not have any freedom in their ~~land~~ country.

In Germany there was the Holocaust. Hitler hated the Jewish people. Because he didn't like them he build concentration camps or death camps. One of camp was called ~~the~~ Auschwitz. In this camp they killed millions of people. The ~~the~~ Jewish families were separated from each other. The women and children were send to the gas chambers and the men usually the strong ones were to

work to make the camps bigger. A lot of innocent people were killed for no reason.

In conclusion, there are always conflicts that are going on between countries, or ~~peop~~ between people in the same countries. People don't always get along and sometimes you can't help them get along.

Anchor Level 2-C

The response:

- Shows a limited understanding of the theme of conflict and the effect on the groups involved
- Addresses some aspects of the task by mentioning the historical circumstances that led to apartheid and to the Holocaust and by evaluating the effects on blacks of South Africa and Jews during the Holocaust
- Develops a weak analysis of apartheid and of the Holocaust and of their effect (*Apartheid*: blacks protested because of the pass system; *Holocaust*: Hitler's hatred of Jews led to the building of concentration or death camps)
- Includes few relevant facts, examples, and details (*Apartheid*: South Africa ruled by a white minority; blacks not allowed basic rights; pass required to travel; Sharpsville massacre; *Holocaust*: Auschwitz; Jewish families separated; gas chambers)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response minimally addresses both conflicts. Specific facts such as the Sharpsville Massacre and Auschwitz are mentioned but are not put into a historical context. The effect on groups involved in both conflicts is weak.

Since the start of religions and cultures, there have been many ~~conflicts~~ ethnic, political or cultural conflicts in the past. Some conflicts were very deadly and may have ~~lead~~ led to war. The outcome of the problem is always unpredictable but there is always one side that must win.

One major conflict was during World War I, the Jews were persecuted by the Germans. They were sent to concentration camps. ~~There~~ when you were sent ~~there~~ there, you would either be put in an oven, or killed by poisonous gas. In history, almost every problem ~~that occurred~~ that occurred was blamed on the Jews. Adolf Hitler and the Germans committed mass killings of the Jews. They blamed them for the start of ~~the~~ WWI. This action was called the Holocaust.

Another major conflict was the Crusades. The Christians controlled the Muslims land, and the Muslims wanted it back. The Muslims & Christians went through many wars called the Crusades. The outcome of all the wars was the Muslims conquering their old land.

In conclusion, since the start of religions and

cultures, there have been many ethnic, political, and cultural conflicts. Some conflicts have been very deadly and lead to war and mass killings. The outcome of the problem ~~have~~ has always been unpredictable, but one side must always win, or be punished.

Anchor Level 1-A

The response:

- Shows a limited understanding of the theme of conflict and the effect on the groups involved
- Addresses some aspects of the task with a limited discussion of the Holocaust and the Crusades
- Develops a weak analysis of the Holocaust and of the Crusades and of their effect (*Holocaust*: almost every problem that occurred was blamed on the Jews)
- Includes few relevant facts, examples, and details (*Holocaust*: Jews persecuted by Germans; concentration camps; Adolf Hitler; *Crusades*: outcome of Crusades was Muslim conquest of their old land); includes some inaccuracies (World War I instead of World War II)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the task and concludes by simply repeating the theme

Conclusion: Overall, the response fits the criteria for Level 1. Even though World War I is confused for World War II, the discussion of the Holocaust is generally accurate, minimally addressing the task with general knowledge of the events. The general discussion of the Crusades provides few facts and no analysis of the effects of the Crusades on the groups involved.

Often, different beliefs in religion, ~~and~~ Political, or cultural views lead to conflict. Such events have occurred all over the world. For example, ~~the Communist government in China~~ in China, the people don't always agree with the Communist government, this often leads to conflict. Another example is in South Africa. The Apartheid laws have led to conflicts. ~~and~~

In China, the Communist government is very restrictive of the people. One day, the people decided to hold a peaceful protest in Tiananmen Square. They people were there for days peacefully asking for change. The government did nothing at first, but then decided to open fire on the people.

Anchor Level 1-B

The response:

- Shows a limited understanding of the theme of conflict and the effect on the groups involved
- Addresses some aspects of the task with a limited discussion of the protest in Tiananmen Square and a mention of apartheid in the introduction
- Develops a weak analysis of the protest in Tiananmen Square (government did nothing at first and then decided to open fire; people did not always agree with the Communist government in China)
- Includes few relevant facts, examples, and details (Communist government in China was very restrictive; peaceful protest to ask for change held in Tiananmen Square; government opened fire on the people)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the task and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Only one conflict is addressed and few specific facts are used to summarize this conflict. The introduction shows an understanding of the task, but the body of the response does not carry through with this understanding.

Throughout global history, differences among groups have often led to conflict. Whether political, ethnic, or of another nature, these conflicts arose from various circumstances, and had various effects on the groups they involved.

Such a conflict surfaced in France during its infamous Revolution. The French majority were poor peasants, and instead of receiving rights like the clergy and nobility (a paltry percentage of France's population), the hardworking peasants were given few freedoms and were forced to work the land with few personal benefits. They also paid most of the taxes while the 1st and 2nd estates paid hardly any. Thus, the peasantry finally rebelled against its unjust monarchy and demanded rights. After a brief, ineffective period in which several Assemblies tried—and failed—to reform the government, from this chaos a new period emerged: the Reign of Terror. Led by the devious Maximilien Robespierre, this Reign was marked by a frenzied killing by the guillotine of anyone accused of disloyalty to the cause of the French peasantry or of supporting the old Regime. Most of the dead were from the nobility, including the king Louis XVI and the queen Marie Antoinette. Many of those who were ruthlessly killed during the Reign of Terror were guilty of no crime, not even "disloyalty", but because they were part of the French government, they were killed, and thereby became victims of a political conflict gone out of control.

The effects of the Reign of Terror were not what was expected by the nobility or the peasantry. Thousands were dead on both sides of the struggle, leaving the enemies with even more hatred of each other. And the destitute populace, although it gained a few rights, did not achieve as much freedom or equality as had been desired. As a result, Napoleon was able to

gain control and his rule was as absolute as King Louis' rule had been. More political differences were fostered, and the people of France were left hardly better than before: weary, bloodstained, and hateful, which would lead to many more conflicts in the future.

Another type of struggle arose in Africa, a century after the Reign of Terror had ravaged France. Dutch and British colonists in South Africa were the cause of a series serious ethnic conflict that would continue ~~into recent~~ even unto recent years. The colonists, holding the typical European view of ethnocentrism and white superiority, subjugated the black indigenous people and created a perfect furthering of their racism: apartheid, the legal and complete segregation of blacks from whites in South African society. This segregated condition existed for decades, and only recently has apartheid ended. But many of the whites have not lost their racist views. They still long for a white-dominated South Africa, showing that apartheid had a negative effect, if any, on the white people of the nation. The black opponents of apartheid have not lost their beliefs either, but are taking more steps to end the unfair segregation in South Africa. Both sides of the conflict agreed that apartheid must end, but their differences remain, and ~~but~~ while the black anger at apartheid has diminished, white pride still marches on. Although Afrikaner government under F. W. de Klerk dismantled apartheid by first releasing Mandela from his 30 year prison term, the white people in South Africa have been slow to give up their economic and social power.

Mandela has worked hard to unite all South Africans. After Mandela

was elected President, he organized a committee that exposed the abuse of apartheid, but these people were not tried for their crimes. Some black South Africans are not happy with this because they feel apartheid should be treated as a crime. Today black South Africans have legal and social equality but the underlying hatred continues to exist.

In global history, conflicts among groups have resulted from differences between those groups. France and South Africa are prime examples of these conflicts, both political and ethnic, these two nations also showcase the historical circumstances that create such conflicts, and the effects that result from them.

Throughout history differences among groups has often led to conflict. Two examples of this are the Holocaust in Germany, and the Civil War in Northern Ireland. In both cases, the ruling government of this time composed one of the groups, and they limited the rights of the other group. In Germany the Jews and other minorities were denied many basic freedoms and forced into concentration areas or camps, and in Ireland the Irish are similarly denied freedoms such as ownership of better property by the largely Protestant British.

The conflicts of Germany date back to Hitler's release from prison. During his 5 year sentence (of which he only served 1 year), he wrote a book entitled *Mein Kampf*. In it, he outlined his goals for Germany, including the destruction of all people who were different than the 'master race', or Arian people. He then went on to take over the Weimar Republic, and head the Nazi party (German Nationalist Workers Party). He was able to do all this because the Germans were suffering under the democracy and economic problems of the time, and blamed it for signing the treaty of Versailles and leaving the economy in ruins. Once he took power, he

immediatly went to his plans of creating the master race. The major group he sought out to destroy were the Jews, as they were a "disease" that he did not want the Arians to catch. As you can see it was the differences between the Nazis and Jews/minorities that led to conflict in Germany.

Ireland also had conflicts for similar reasons. The British occupied northern Ireland, and protestants from Britain were living with the Irish catholics as landlords. This made the Irish Catholics angry and they wanted the land back. Ironically, the differences between these people were religious ones, but they have led to some truly unreligious acts committed by both sides. In fact, these differences led to the rise of the IRA and almost daily for several years killing many British and destroying British landmarks. As a result the British have security checks every where.

If humans could learn to accept differences between each other, millions of people throughout history could have been saved. However, by looking at the past, it doesn't seem like this will happen anytime soon even though the Nazis were punished by the Nuremberg trials.

Diversity among people can often cause great conflict. The religious on-going conflict in Israel is a great example of this. Both the Palestinians and Israelis believe it is their land and they are entitled to it. Furthermore, their different religions ^{are} also ~~are~~ a major factor in this battle. Ever since the country of Israel has been established, there was ~~was~~ constant fighting. This conflict between two totally different groups of people affected both groups very drastically. Even today there are suicide bombers who kill innocent bystanders, along with themselves, in order to support their nation's beliefs. This is now getting out of hand, and must be stopped. The scary thing is, there is no present solution to stop this. Both groups want the land. Splitting the land has been tried, but obviously not successful. No group will be happy unless they get all the land. No one is willing to give it up. So as you can see there is great conflict and tension between the two rivals, Israel and Palestine.

Another example of differences that led to major conflict that changes history dramatically was the Holocaust. During WWII, when Adolf Hitler came into power, he tried to convince the Germans that they were superior to every one else. Furthermore, he tried to emphasize that he

Jewish race and religion was inferior and had to be exterminated. This was called "The Final Solution" in his terms. Just because of different religions and ethnicity, and difference in culture this ~~tragedy~~ tragedy took place. Millions of people (mostly Jews) were killed/murdered. The Jews did nothing wrong to deserve this. It just shows how some one's hate can lead to such an impact on society. These diverse people hated each other with a passion! So as the contemporary audience can tell, difference among people's way of life and culture (even religion) can amount to great tension and conflict.

In various times throughout Global History a groups cultural, religious, political, and ethnic disagreements would lead often to conflict. This aspect of Global History is defined through the persecution of the Jews in the Holocaust, and the Reign of terror in France where the killing machine killed many noble folk.

After World War I, (aka the Great War) Germany was left beaten, weak, and angry. The allied powers punished the German's severely taking away their military, not allowing use of the Rhineland, a big list of reparations and much more. All German's were pointing fingers at one another for who lost the war. Germany was going bankrupt where it was cheaper to burn money than buy firewood. In this state of distress the German people would look to anyone for a leader. After losing the election for chancellor of Deutschland he went on a rampage. The Nazi's destroyed everything. Because of the chaos Hitler was appointed chancellor - conveniently the Reichstag (German parliament) was burned down. Winning the Germans support and respect, Hitler ^{pointed} ~~appointed~~ his finger at the Jewish people for losing the war. Then the Holocaust began. It was a mass genocide (where one group tries to wipe out another) Jewish people were sent to ghettos, (blocks where only the Jewish lived) dirty, ugly places. After, they were relocated eventually to prison camps like ^{Auswitz} ~~Auswitz~~ where they worked, fed little and eventually gassed and cremated. About 6 million Jews died in the Holocaust. After World War II the Jews were released, Jerusalem was created for them to live, and the Nazi's were brought up on trial, (Nuremberg trial) most were hung for human rights violations and war crimes.

The French monarchy spent much of it's money on places such as Versailles and eventually almost led to bankruptcy. Prices for bread and food

skyrocketed. Taxes went most to the peasant class where the upper classes paid little to none. This led to a huge revolt. Bread riots broke out and a mob of women marched to Versailles and demanded to see the monarch. Other peasants stormed the Bastille. Eventually this led to crisis. The peasants used the killing machine called the Guillotine and went on a killing spree. They beheaded Kings, Queens, and worked their way down to the upper class. It was so quick and easy to kill people it became an addiction. Any one convicted of a crime was beheaded. In the few years this occurred thousands of people died—France was weakened. This period was the Reign of Terror!

In these cases it was political and religious differences that led to conflicts—Jews vs. NAZIS, and Upperclass vs. Lower. Also cultural and ethnic differences conflicts may cause conflicts also. Because of these petty differences millions of innocent people were killed, slaughtered, and murdered.

Throughout history, differences among groups of people had ^{often} led to conflict. Different religions, beliefs, races, and cultures were major causes of these conflicts. During the Holocaust, Jews were tortured and murdered because of their religious beliefs. This is similar to how Christians were murdered in the Roman Empire.

In the 1930's, Hitler came to power in Germany. He promised the people prosperity and wealth and brainwashed them into believing in his ideas. When the economy entered a depression he made the Jews the scapegoats. He blamed them for ruining the economy since most of them were wealthy and the non-Jews were not. He led his people into believing that Jewish people are bad and they should be killed. He began by limiting the political and economic rights of Jews. By the late 1930s he started putting the Jews in concentration camps and using them for forced labor. Nearby nations just looked the other way and continued to follow.

their policy of appeasement. Eventually other nations did step in. It was far too late though. Nearly six million Jews had been murdered. The Nazis were charged and most of them were found guilty of war crimes.

The Christians also had a hard time in the Roman Empire. They were considered to be a threat by the Romans because they refused to worship the emperor as a "god" and they believed in equality. They were persecuted and murdered just like the Jews in the Holocaust. Some of the Christians in the Roman empire were martyrs they were willing to die for their beliefs. They were placed in the Colosseum and what be shredded into pieces by tigers, and gladiators. The actions of the Romans backfired because people thought that if this religion was worth dying for, then it must be good and as a result many Romans converted to Christianity. In 312 A.D., Emperor Constantine passed the Edict of Milan which proclaimed Christianity

to be an accepted religion in the Roman Empire. Christians were now allowed to openly practice their religion. But some people blame the collapse of the Roman empire on the growth of Christianity.

Different Religions have been a big role in the source of conflict. The Jews were murdered in Germany during the Holocaust because of their different religion. Christians too were persecuted and tortured in the Roman Empire for hundreds of years. Differences among groups of people have often led to conflict. People feel that what they do not know and understand is a threat to them. Religious differences have been a major source of conflict throughout history.

Practice Paper A—Score Level 5

The response:

- Shows a thorough understanding of the historical circumstances that led to the French Revolution and to apartheid in South Africa and the effect of each conflict on the groups involved
- Thoroughly addresses all aspects of the task evenly and in depth by discussing the historical circumstances and analyzing the effect of the French Revolution on the peasants and the nobility and by discussing the historical circumstances and analyzing the effect of apartheid in South Africa on black South Africans and the Afrikaners
- Shows an ability to discuss and analyze the historical circumstances that led to conflicts and their effect on the groups involved (*French Revolution*: clergy and nobility were a paltry percentage of the population but received most of the rights; inability of assemblies to reform the government led to the Reign of Terror; many who were killed during the Reign of Terror were victims of a political conflict gone out of control; *Apartheid*: Dutch and British colonists were the cause of apartheid due to their typical European view of ethnocentrism and white superiority; black anger at apartheid has diminished; whites are slow to give up economic and social power; black South Africans not happy with freedom given to promoters of apartheid)
- Supports the theme with relevant facts, examples, and details (*French Revolution*: 1st and 2nd Estates; Robespierre; guillotine; Louis XVI; Marie Antoinette; Old Regime; Napoleon; *Apartheid*: Afrikaner government; F. W. de Klerk; Mandela)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by restating the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. This response includes the Reign of Terror as a part of the historical circumstances and effects of the French Revolution. The conclusion that both conflicts were not solved but instead created more problems is sophisticated as are the phrases used to describe the conflicts. The specific historical facts add to the overall quality of the response.

Practice Paper B—Score Level 3

The response:

- Shows a satisfactory understanding of the theme of conflict and the effect on the groups involved
- Addresses all aspects of the task in a limited way by providing few details to discuss the historical circumstances of the Holocaust and its effect on the Jews and the Nazis and the historical circumstances and the effect of the conflict in Northern Ireland on the Irish Catholics and British Protestants
- Shows some ability to analyze conflicts and their effect on specific groups, but not in any depth, and is more descriptive than analytical (*Holocaust*: Hitler’s destruction of all people who were different; Hitler able to rise to power because Germans were suffering under democracy and economic problems; Treaty of Versailles left the economy in ruins; Hitler’s view that Jews were a “disease” that he didn’t want the Germans to catch; *conflict in Northern Ireland*: religious differences between Irish Catholics and Protestants led to other problems; bombings led to security checks)
- Includes some relevant facts, examples, and details (*Holocaust*: Jews and other minorities denied basic freedoms; concentration camps; *Mein Kampf*; “master race”; Weimar Republic; Versailles Treaty; Aryan race; Nuremberg Trials; *conflict in Northern Ireland*: British occupation of Northern Ireland; IRA bombing of British landmarks; security checks)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While all aspects of the task are addressed, the discussion of the historical circumstances in Northern Ireland lacks specific historical detail. The introduction and the conclusion are used to address the effects, although in a somewhat cursory manner.

Practice Paper C—Score Level 2

The response:

- Shows a limited understanding of the theme of conflict and the effect on the groups involved
- Addresses some aspects of the task by mentioning the historical circumstances that led to both the conflict in Israel and the Holocaust and by providing some discussion on the effects of the Israeli conflict on Palestinians and Israelis and the effect of the Holocaust on Jews
- Develops a weak analysis of the conflict in Israel and the Holocaust and the effect of these conflicts (*Israel*: both Palestinians and Israelis believe it is their land and they are entitled to it; suicide bombers kill themselves to support their nation’s beliefs; splitting the land has been tried but has not been successful; *Holocaust*: Hitler tried to convince Germans of superiority by emphasizing the inferiority of Jews)
- Includes few relevant facts, examples, and details (*Israel*: instant fighting after and since the establishment of Israel; *Holocaust*: extermination of the Jews; Final Solution)
- Demonstrates a general plan of organization but lacks focus and contains digressions
- Lacks an introductory paragraph and a concluding paragraph; however, a general topic sentence begins and concludes the essay

Conclusion: Overall, the response fits the criteria for Level 2. The inclusion of personal opinions and tangential statements overshadow the few historical facts that are included.

Practice Paper D—Score Level 3

The response:

- Shows a satisfactory understanding of the theme of conflict and the effect on the groups involved
- Addresses most aspects of the task by discussing the historical circumstances and analyzing the effect of the Holocaust on the Jews and the Nazis and by discussing the historical circumstances that led to the Reign of Terror but only mentioning the effect on “thousands of people”
- Shows some ability to analyze conflicts and their effect on specific groups, but not in any depth, and is more descriptive than analytical (*Holocaust*: Allied powers punished Germans severely; Germans pointed fingers at one another as to who lost the war; it was cheaper to burn money than firewood; *Reign of Terror*: money spent on Versailles led to bankruptcy; peasants paid most of the taxes; killing became an addiction)
- Includes some relevant facts, examples, and details (*Holocaust*: loss of Rhineland; reparation payments; burning of the Reichstag; mass genocide; ghettos; Auschwitz; Nuremberg trials; *Reign of Terror*: Versailles; role of women in the Revolution; storming of the Bastille; guillotine); contains minor inaccuracies (chronology of Hitler becoming chancellor and the burning of the Reichstag; Jerusalem being created for the Jews); contains overgeneralizations (Nazi destruction of everything after Hitler lost an election; most Nazis hung for human rights violations as a result of the Nuremberg trials)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the historical circumstances of the Holocaust is more fully developed than the discussion of the historical circumstances of the Reign of Terror. The Reign of Terror is identified as a conflict in the first paragraph; however, the entire French Revolution is included under that term in the discussion. Multiple causes are discussed for each conflict and many specific historical facts are included, but overgeneralizations tend to confuse the discussion.

Practice Paper E—Score Level 4

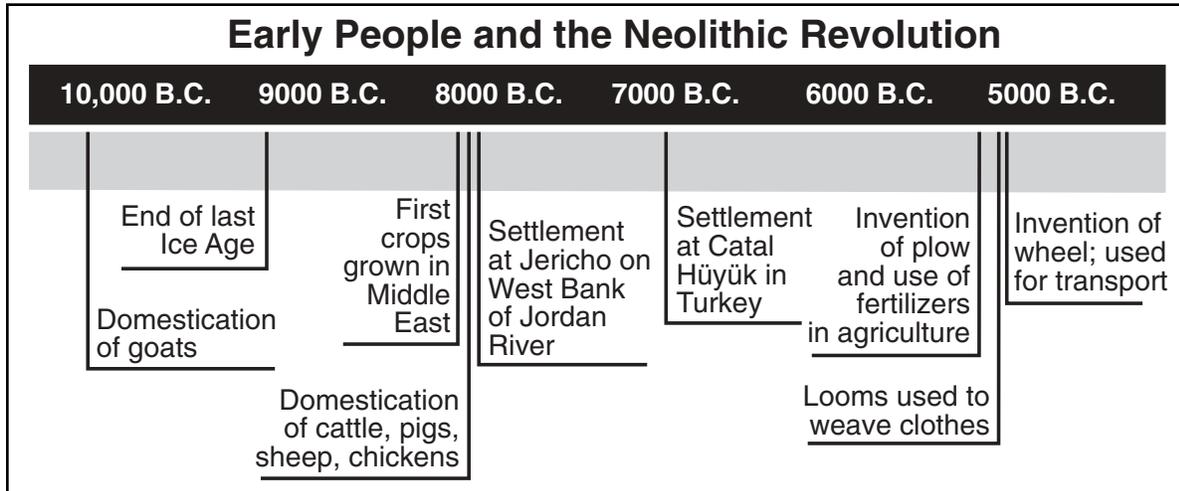
The response:

- Shows a good understanding of the historical circumstances that led to the Holocaust and to Christian persecution during the Roman Empire and the effect of these conflicts on the groups involved
- Addresses all aspects of the task by discussing the historical circumstances and analyzing the effect of the Holocaust on the Jews and Nazis and the conflict in the Roman empire on the Christians and the Roman leadership, although the historical information that substantiates the discussion of the conflicts could be more thorough
- Shows an ability to discuss and analyze the effect of conflicts on specific groups (*Holocaust*: Hitler brainwashed the people into believing his ideas; Hitler used the economic problems of the country and wealth of the Jewish people to lead people into thinking that Jews are bad and should be killed; nations ignored the Jewish plight because of appeasement; *Christian persecution in the Roman Empire*: actions of the Roman Empire backfired because of martyrs; the growth of Christianity may have led to the fall of the Roman Empire), but is more descriptive than analytical
- Includes relevant facts, examples, and details (*Holocaust*: depression in Germany; limiting the political and economic rights of Jews; concentration camps; appeasement; war crime trials; *Christian persecution in the Roman Empire*: refusal to worship the Roman emperor as a god; Christian belief in equality; martyr; death in the Colosseum by gladiators and animals; Emperor Constantine; Edict of Milan)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The generalizations drawn in the discussion and analysis are excellent, but adequate details and explanation are not provided. Stating that “people feel that what they do not know and understand is a threat” as a means of comparing the Holocaust and the persecution of Christians in the Roman Empire is an effective way to conclude the discussion.

Global History and Geography
Part A Specific Rubric
Document-Based Question—June 2003

Document 1



Source: Vivienne Hodges, *New York State Global History Regents Coach*, Educational Design, Inc. (adapted)

1 Based on this time line, identify *two* ways that people’s lives changed during the Neolithic Revolution.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way that people’s lives changed during the Neolithic Revolution as identified on the timeline

Examples: domestication of animals; invention of the plow; use of fertilizers; establishing settlements along Jordan River and in Turkey; first crops grown; looms used to weave; invention of the wheel

Score of 0:

- Incorrect response
Example: end of last Ice Age
- Vague response that does not answer the question
Examples: inventions; food; settlements
- No response

Document 2

My name is Ogg, and I am a hunter. I usually walk a great distance each day to find my food. . . .

I continue to hunt for a living, even though many of my friends have given up. They have learned to plant crops and keep animals. They live in houses made of brick, stone, and grass.

One day, while returning from the hunt, I happened to pass the field of my friends Ulana and Lute. . . .

“Look how well we live,” Ulana replied. “We have a steady supply of meat, milk, vegetables, and wool. In fact, we have everything we need.” . . .

“We are not afraid, nor are we hungry. We all work together and help one another. Some till the soil. Others care for the animals. Still others make weapons and tools. We trade goods with people in other villages. You should give up the hunt and join us, Ogg. You will have a better life.” . . .

I left Ulana and continued to hunt for my food. But last week I returned from the hunt empty-handed every day. I was cold, tired, and hungry. . . .

Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO

2 Identify *one* way that progress during the Neolithic Revolution helped Ulana and her friends.

Score of 1:

- Identifies one way in which progress during the Neolithic Revolution helped Ulana and her friends
Examples: steady supply of food; now live in houses; different people do different jobs; steady supply of meat, milk, vegetables, and/or wool

Score of 0:

- Incorrect response
Examples: life is not dangerous; everyone gave up hunting
- Vague response that does not answer the question
Example: everything is better
- No response

Document 3

Then, about 6000 B.C., and somewhere in the Near East (as far as we know), the Neolithic way of life began. It is still called “Neolithic” (New Stone Age, as Mesolithic means Middle, and Paleolithic means Old Stone Age), because the older anthropologists saw everything in the light of stonework, and thought of this “period” as the age of polished stone axes. But it means, rather, a state of culture in which food is planted and bred, not hunted and gathered — in which food is domesticated, not wild. If we had to choose the greatest single change in human history right up to the present, this would be it. I mean, of course, a change by cultural evolution, as distinct from a biological change like standing erect, or gradually becoming able to use culture and language in the first place. And I do not mean that the change was sudden, or dramatic to those who were changing, as though a light were being switched on. It was dramatic, but long after, in its consequences, because everything else we have achieved flowed out of this as a beginning. . . .

— William Howells, *Back of History*, Doubleday & Co.

3 Based on this document, identify *one* important result of the Neolithic Revolution.

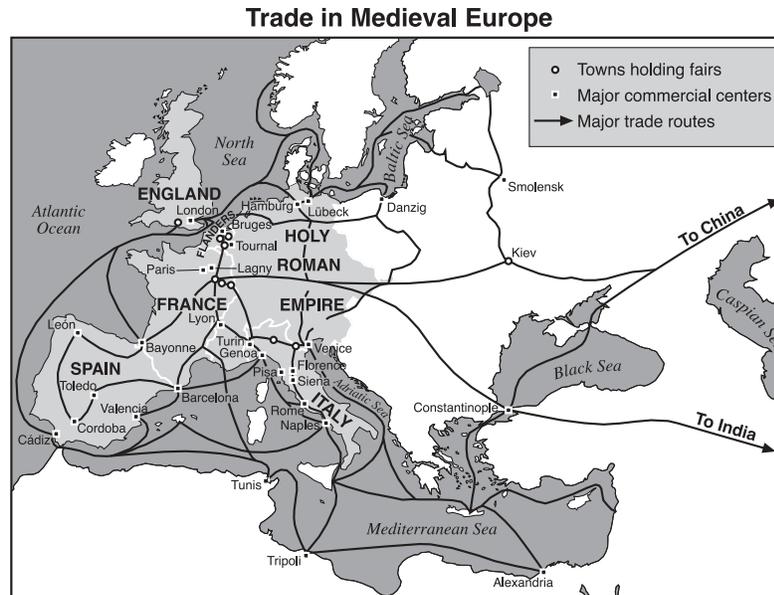
Score of 1:

- Identifies one important result of the Neolithic Revolution identified in the document
Examples: food is now grown not gathered; food is domesticated; food is not wild

Score of 0:

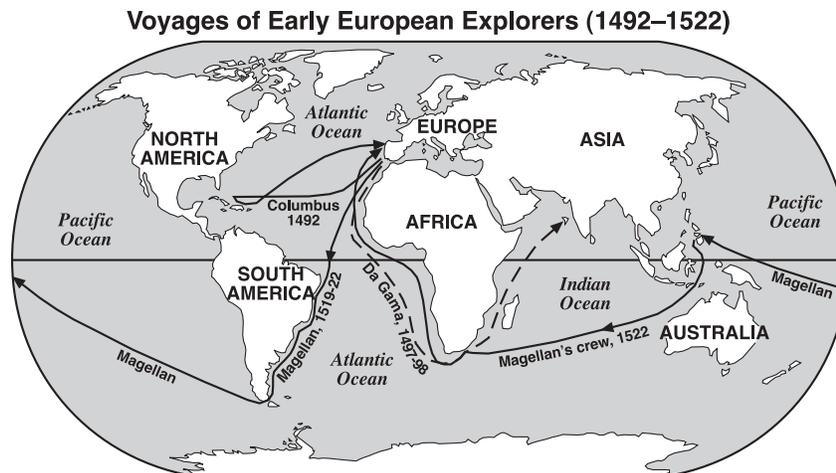
- Incorrect response
Examples: food was hunted and gathered; people stood erect; people were able to use culture and language; lights were switched on
- Vague response that does not answer the question
Examples: how they processed their food; state of culture changed
- No response

Document 4A



Source: Elisabeth G. Ellis et al., *World History: Connections to Today*, Prentice-Hall (adapted)

Document 4B



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

4 According to these maps, how did the early voyages of discovery change European trade routes?

Score of 1:

- Identifies one way the early voyages of discovery changed European trade routes as shown on these maps
Examples: expanded sea routes beyond the Mediterranean; expanded water routes to include Asia and Africa; Europeans started trading with the West Indies and South America

Score of 0:

- Incorrect response
Examples: they sailed into the North Sea; Spain had many ports
- Vague response that does not answer the question
Examples: they were longer; new lands
- No response

Document 5

The conquest of the New World, beginning in 1492, set in motion complex processes of cultural diffusion and population mixture. The seizure and control of the Americas became so important to Europe economically and politically that it had the long-term consequence of altering European interests worldwide. Before 1492, Europe's center was the Mediterranean. After 1492, Europe's orientation shifted radically; it became centered at first around the Atlantic, and much later around the Pacific Ocean.

— Sidney W. Mintz, anthropologist

5 Based on this document, state *one* way Europe's focus on the world changed after 1492.

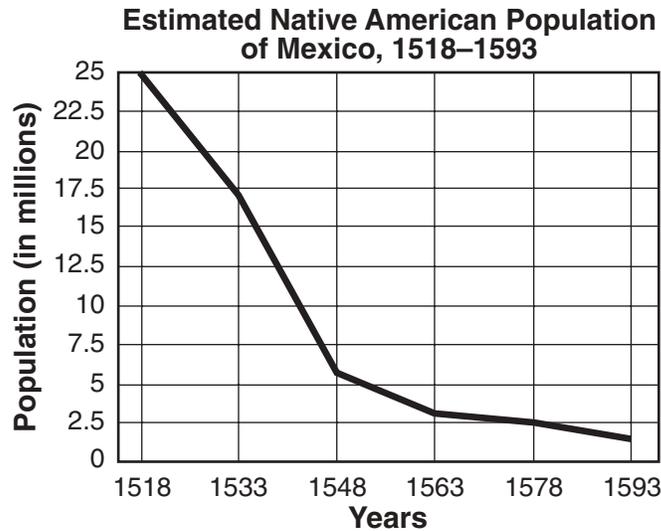
Score of 1

- Identifies one way Europe's focus on the world changed after 1492 as stated in the document
Examples: European interests changed as the Atlantic and the Pacific became more important; Europe's orientation became centered at first around the Atlantic and much later around the Pacific Ocean

Score of 0:

- Incorrect response
Examples: complex processes of cultural diffusion; Mediterranean was the center of attention
- Vague response that does not answer the question
Examples: oceans; European interests were a consequence
- No response

Document 6A



Source: James Killoran et al., *The Key to Understanding Global History*, Jarrett Publishing (adapted)

6a Based on this document, identify *one* population change that took place in Mexico during the Age of Exploration.

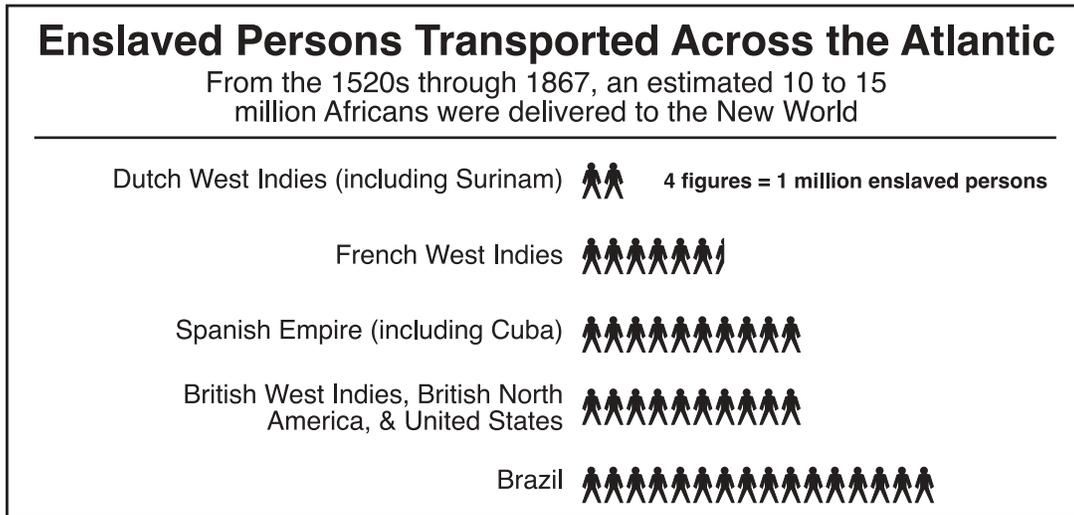
Score of 1:

- Identifies one population change that took place in Mexico during the Age of Exploration as shown on the document
Examples: Native American population of Mexico went down; native population of Mexico dropped by millions

Score of 0:

- Incorrect response
Example: native population of Mexico increased
- Vague response that does not answer the question
Example: it changed
- No response

Document 6B



Source: Sue Ann Kime and Paul Stich, *Global History*, N & N Publishing (adapted)

6b Based on this document, identify *one* population change in the Americas that began during the Age of Exploration.

Score of 1:

- Identifies one population change that took place in the Americas during the Age of Exploration as shown in the document
Examples: the number of African slaves in the new world increased; more African slaves went to Brazil than to other places

Score of 0:

- Incorrect response
Examples: population is up and now it is down; the slave trade slowed down; population in Africa decreased
- Vague response that does not answer the question
Example: population changed
- No response

Document 7

Glasnost and Perestroika

To achieve his overall objective of making the Soviet Union a more open society, Gorbachev has formulated and is in the process of implementing a strategy of radical reform consisting of ten specific strategies:

1. Economy: Decentralization of decision making of state-owned enterprises including such decisions as product mix, prices, output, wages, employment, investment, research and development, domestic and international sales and marketing, and incentives. Creation of new financial institutions to finance the expansion of Soviet enterprises. Authorization of private enterprises in the service sector of the economy.
2. Agriculture: Decentralization of state-owned farms and strengthening of agricultural cooperatives. Greater use of market incentives and an increase in the number of private farms. . . .
6. Democratization: Decentralization of the Communist party, the Soviet government, and the Soviet economy. Increased democracy in the workplace. Greater freedom of political dissent. Improved possibilities to emigrate from the Soviet Union. . . .

Source: Thomas H. Naylor, *The Gorbachev Strategy*, D.C. Heath and Co.

7 Based on this document, identify *two* changes proposed by Gorbachev's program.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each change proposed by Gorbachev's program
Examples: decentralization of state-owned enterprises; decentralization of the Communist Party; decentralization of decision making of state owned enterprises; increased democracy in the workplace; creation of new financial institutions; glasnost (2nd proposed change cannot be an example of glasnost); perestroika (2nd proposed change cannot be an example of perestroika)

Score of 0:

- Incorrect response
Example: economy
- Vague response that does not answer the question
Examples: different programs; emigration; democracy
- No response

Document 8

The main thing that now worries communists and all citizens of the country is the fate of perestroika, the fate of the country and the role of the Soviet Communist Party at the current, probably most crucial, stage of revolutionary transformation. . . .

The crux [center] of the Party's renewal is the need to get rid of everything that tied it to the authoritarian-bureaucratic system, a system that left its mark not only on the methods of work and interrelationships within the Party, but also on ideology, ways of thinking and notions of socialism. . . .

The platform states clearly what we should abandon. We should abandon the ideological dogmatism [doctrine] that became ingrained in past decades, outdated stereotypes in domestic policy and outmoded views on the world revolutionary process and world development as a whole.

We should abandon everything that led to the isolation of socialist countries from the mainstream of world civilisation. We should abandon the understanding of progress as a permanent confrontation with a socially different world. . . .

— Mikhail Gorbachev, speech delivered at the Soviet Communist Party Central Committee Plenary Meeting, Moscow, February 5, 1990

8 Based on Gorbachev's proposal, state *one* change that the Communist Party needed to make to achieve perestroika.

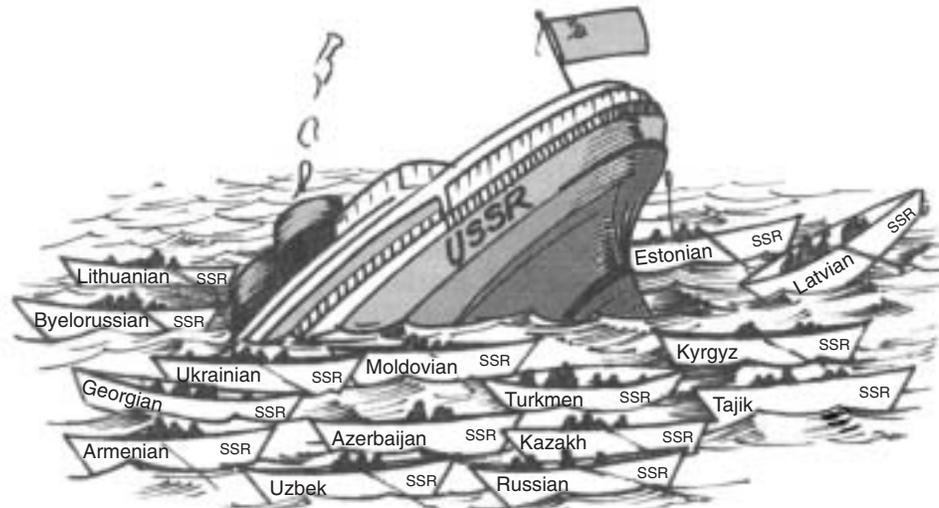
Score of 1:

- States one change Gorbachev believed the Communist party needed to make to achieve perestroika
Examples: abandon outmoded views; give up stereotypes; abandon isolationist policies; needs to get rid of everything tied to the authoritarian-bureaucratic system; abandon outdated stereotypes in domestic policy

Score of 0:

- Incorrect response
Examples: get rid of the platform; main thing that worries Communists is the fate of perestroika
- Vague response that does not answer the question
Examples: get rid of ties; need to get rid of everything
- No response

Document 9



Source: Sue Ann Kime and Paul Stich, *Global History*, N & N Publishing (adapted)



Source: David Horsey, *Seattle Post-Intelligencer*

9 According to these cartoons, what were *two* effects of the collapse of communism in the Soviet Union?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each effect of the collapse of communism in the Soviet Union as shown in the cartoons

Examples: break-up of the Soviet Union; food shortages in the Soviet Union; new products have been introduced; many republics gained their independence

Score of 0:

- Incorrect response
Examples: new foods; Yeltsin is a good president
- Vague response that does not answer the question
Example: better ships
- No response

Global History and Geography
Part B Content-Specific Rubric
Document-Based Question—June 2003

Historical Context: A *turning point* is defined as a period in history when a significant change occurs. Three of these turning points were the *Neolithic Revolution*, *the Age of Exploration*, and the *collapse of communism in the Soviet Union*.

Task: Choose *two* of these turning points and for *each*:

- Explain why it is considered a turning point
- Evaluate whether the impact of the turning point has been positive *or* negative

Scoring Notes:

1. A specific point of information with a different explanation could be used to address both parts of the task, e.g., perestroika.
2. The impact of the turning point may be positive **or** negative or a combination of positive **and** negative.

Score of 5:

- Thoroughly addresses all aspects of the task for *two* turning points by explaining why each is considered a turning point and evaluating whether the impact of each turning point has been positive or negative
- Incorporates accurate information from at least *four* documents (see Key Ideas Chart)
- Incorporates relevant outside information related to turning points and their positive or negative impact (see Outside Information Chart)
- Richly supports the theme with relevant facts, examples, and details, and the discussion is more analytical than descriptive such as contrasting how the Age of Exploration was economically and politically positive for western European powers and/or predominantly negative for native American peoples and enslaved Africans *or* showing the relationship of perestroika and glasnost to the collapse of the Soviet Union and evaluating the negative or positive effects on the people of the Soviet Union (economy, independence)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task, but may do so unevenly by discussing all aspects of the task for one turning point more thoroughly than for the second turning point *or* discussing one aspect of the task more thoroughly than the other aspect for both turning points
- Includes accurate information from at least *four* documents
- Incorporates some relevant outside information related to turning points and their positive or negative impact
- Includes relevant facts, examples, and details, but the discussion may be more descriptive than analytical such as mentioning the change in status of European powers as a result of the Age of Exploration and the decrease in native populations as a result of the Encounter *or* explaining the introduction of economic reforms by Gorbachev as they relate to the break-up of the Soviet Union
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but may use the documents in a less integrated manner than in a level 5 response
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Key Ideas from the Documents

| Turning Point | Doc # | Why a Turning Point | Doc # | Impact |
|---|----------------|---|--------------|--|
| Neolithic Revolution (documents 1–3) | 1 | Settled communities New technologies | 2 | Steady supply of food Better housing Trade with other villages Division of labor |
| | 1 & 3 2 & 3 | Domestication of animals and crops Shift from nomadic lifestyle Shift from hunting and gathering lifestyle | 3 | Planting instead of gathering Breeding instead of hunting More control over food supply |
| | 4 | Shift from mostly land routes to water routes Development of global trading patterns | 4 & 5 | Cultural diffusion |
| Age of Exploration (documents 4–6) | 4 & 5 | Shift in trade routes from Mediterranean to Atlantic and Pacific | 5 | New population mixture Political and economic changes for Europe Change in European interests |
| | 5 | Altered European interests worldwide | 6 | Decline in native population in Mexico Increase in number of African slaves in the New World |
| | 7 & 8 | Decentralization of the Soviet economy Democratization in the Soviet Union Glasnost and perestroika Decrease in the role of the Soviet Communist party | 7 | New financial institutions Private enterprise Market incentives Allowing political dissent Improved possibilities for emigration |
| Collapse of Communism in the Soviet Union (documents 7–9) | 9 | Independence for subject nationalities | 9 | End of the United Soviet Socialist Republics (USSR) Availability of consumer goods Food shortages for some products |

Relevant Outside Information

(This list is not all-inclusive.)

| Turning Point | Why a Turning Point | Impact |
|--|--|--|
| Neolithic Revolution | <ul style="list-style-type: none"> Development of government Beginning of social stratification Development of agriculture Growth of towns Spread of farming to other areas | <ul style="list-style-type: none"> Emergence of interdependence Population growth Increased time for different activities (art) Basis for social class system Surplus food Slash-and-burn farming methods Conflict as a result of competition |
| Age of Exploration | <ul style="list-style-type: none"> Change in European balance of power Columbian exchange (Encounter) Availability of new lands Increase of European power in world affairs Emergence of new world powers Change in circumstances of Native Americans from free people to exploited subjects | <ul style="list-style-type: none"> Loss of indigenous cultures Creation of new cultures Spread of Christianity Encomienda system Effect of population drain on Africa New social hierarchy and new social status within the hierarchy “Middle Passage” Triangular Trade Mercantilism |
| Collapse of Communism in the Soviet Union | <ul style="list-style-type: none"> End of Cold War Democratically-elected government in Russia End of communist rule Defining perestroika and glasnost | <ul style="list-style-type: none"> Increased risk of nuclear materials in hands of the terrorists Increased ethnic rivalries Freedom of religion Formation of the Commonwealth of Independent States (CIS) Reunification of Germany Admittance of Eastern European nations to North Atlantic Treaty Organization (NATO) War in former Yugoslavia War in Chechnya |

Score of 3:

- Addresses most aspects of the task fully *or* addresses all aspects of the task for **two** turning points in a limited way
- Incorporates some information from some of the documents
- Incorporates little or no relevant outside information
- Includes some relevant facts, examples, and details; may be more descriptive than analytical; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by simply repeating the theme

Some Examples of Addressing the Task at Level 3

1. Explains why **one** period in history is considered a turning point and evaluates the positive or negative impact of that turning point, applying Level 5 criteria.
2. Explains why **two** periods in history are considered turning points and evaluates the positive or negative impact of **one** of the turning points.
3. Identifies **two** periods in history, explains why **one** of those periods is considered a turning point, and evaluates the positive or negative impact of **both** of those turning points.

Score of 2:

- Addresses some aspects of the task
- Makes limited use of the documents or may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions or extraneous information; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or a conclusion *or* these elements may not refer to the theme

Some Examples of Addressing the Task at Level 2

1. Explains why **one** period in history is considered a turning point and evaluates the positive or negative impact of that turning point.
2. Explains why **two** periods in history are considered turning points.
3. Identifies **two** turning points in history and evaluates the positive or negative impacts of **both** of those turning points.

Score of 1:

- Shows a limited understanding of the task, but makes some attempt to discuss some aspects of the task
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes few relevant or accurate facts, examples, or details; may include inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions or extraneous information; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or a conclusion *or* these elements may not refer to the theme of turning points

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

THERE ARE MANY PERIODS IN WORLD HISTORY THAT HAVE RESULTED IN ENORMOUS CHANGES IN THE SOCIETIES OF MANY PEOPLES. IF THE EFFECTS OF THESE PERIODS ARE VERY SIGNIFICANT IN THE ANALYSIS OF SOCIETY TODAY, THESE BLOCKS OF TIME CAN BE LABELLED AS TURNING POINTS. ONE OF THE MOST IMPORTANT TURNING POINTS IN HISTORY COULD BE THE NEOLITHIC REVOLUTION. ALTHOUGH IT OCCURRED MANY CENTURIES AGO, IT STILL HAD A GREAT IMPACT ON THE WORLD. ANOTHER PERIOD IN HISTORY THAT COULD BE CALLED A TURNING POINT IS THE AGE OF EXPLORATION. ONE CAN NOT DENY THE IMPORTANCE OF THE EVENTS AND DISCOVERIES MADE DURING THAT PERIOD. THE NEOLITHIC REVOLUTION AND THE AGE OF EXPLORATION ARE TWO VERY IMPORTANT TURNING POINTS IN HISTORY.

THE NEOLITHIC REVOLUTION ESSENTIALLY REFERS TO THE TIME WHEN MAN CEASED TO BE NOMADIC. ~~ORIGINALLY~~ THIS IS WHEN MAN ~~ORIGINALLY~~ TURNED AWAY FROM HUNTING AND GATHERING AS HIS MAIN SOURCE FOR FOOD. DURING THIS PERIOD, PEOPLE LEARNED TO PLANT SEEDS AND GROW FOOD FROM THE GROUND. THEY ALSO LEARNED TO DOMESTICATE ANIMALS TO ORDER TO USE THEM FOR FARMING THE FIELDS OR FOR FOOD. THE REASON THE NEOLITHIC REVOLUTION IS CONSIDERED A TURNING POINT IN HISTORY IS BECAUSE IT LED TO THE SETTLEMENT OF PEOPLES. EVENTUALLY, THE SMALL TOWNS THAT WERE FORMED BY THESE FORMERLY NOMADIC PEOPLES BECAME CIVILIZATIONS SUCH AS THE INDUS VALLEY CIVILIZATION, AND THE ANCIENT EGYPTIAN CIVILIZATION ON THE NILE RIVER. DOCUMENT #1 CLEARLY SHOWS THAT THE INVENTION OF FARMING AND THE DOMESTICATION OF ANIMALS DIRECTLY RESULTED IN THE CREATION OF SETTLEMENTS IN JERICHO ON THE WEST BANK OF THE JORDAN RIVER WHERE THE LAND IS FERTILE, AND AT CATAL HÜYÜK IN TURKEY. FOLLOWING THE SETTLEMENTS IN THESE AREAS IS THE INVENTIONS OF NEW MACHINES INCLUDING THE PLOW AND THE WHEEL. THESE INVENTIONS WOULD HELP THE PEOPLE ^{BE MORE EFFICIENT IN} ~~IMPROVE THEIR~~ WORK. THIS WILL LEAD TO THE FORMATION OF CIVILIZATIONS.

IN THESE AREAS. THE NEOLITHIC REVOLUTION ~~AND~~ CAUSED THE CREATION OF MANY CIVILIZATIONS ALSO BECAUSE IT RESULTED IN AN INCREASE IN POPULATION. IN DOCUMENT # 2, THE NEOLITHIC WOMAN ULANA SPEAKS ABOUT HOW GOOD LIFE IS NOW BECAUSE THERE IS A CONSTANT SUPPLY OF FOOD. ULANA AND HER PEOPLE NO LONGER HAD TO RELY ON THE VARYING RESULTS OF THE HUNT, THEREFORE THEY WERE ABLE TO EAT MORE FOOD AND INCREASE THEIR POPULATION. THE NEOLITHIC REVOLUTION IS CLEARLY ^A ~~A~~ TURNING POINT BECAUSE IT CHANGED THE COURSE OF HISTORY AND IMPACTED SOCIETY TODAY.

THE AGE OF EXPLORATION CAN BE DEFINED AS THE PERIOD OF COLUMBUS, ~~AND~~ MAGELAN AND DA GAMA. THESE MEN LED THE WAY TOWARDS ~~THE~~ AN AGE OF GLOBAL INTERACTIONS. THE AGE OF EXPLORATION INTRODUCED EUROPEAN SOCIETY TO THE NEW WORLDS ~~■~~ INCLUDING THE AMERICAS, SOUTHERN AFRICA AND THE FAR EAST. THIS AGE IS CONSIDERED A TURNING POINT BECAUSE FOR MANY REASONS. THE DISCOVERIES MADE DURING THIS TIME AFFECTED NOT ONLY EUROPEAN SOCIETY, BUT ALSO THE SOCIETIES OF THE NEW LANDS. IN EUROPE, NEW TRADING ROUTES WERE FORMED. DOCUMENT # 4 SHOWS THE DRASTIC CHANGE IN TRADE ROUTES. ~~PEOPLE~~ MERCHANTS NO LONGER HAD TO TRAVEL BY LAND AND WERE NO LONGER RESTRICTED TO EUROPEAN ~~WATERS~~ ~~MARKETS~~ WATERS. NEW MARKETS ~~■~~ ALL OVER THE WORLD WERE FOUND DURING THE AGE OF EXPLORATION. THE EUROPEAN COUNTRIES ADOPTED ~~THE~~ ECONOMIC POLICIES OF MERCANTILISM AND ~~AND~~ EVENTUALLY COLONIALISM. THE 'MOTHER' EUROPEAN COUNTRY WOULD ^{TAKE RAW MATERIALS/RESOURCES FROM} ~~EXPORT MORE THAN THEY IMPORTED. THIS~~ COLONY, MANUFACTURE PRODUCTS IN EUROPE, AND THEN SELL THE PRODUCTS ~~BACK~~ IN THE COLONIAL MARKET. THIS WAY, EUROPEAN NATIONS WERE EXPORTING MORE THAN THEY WERE IMPORTING. THIS BOOSTED THE EUROPEAN ECONOMY SIGNIFICANTLY. HOWEVER, IN THE PROCESS THE COLONIES SUFFERED ~~ECONOMICALLY~~ AS A RESULT. THE PEOPLES OF

THE NEW WORLDS WERE NOT ONLY AFFECTED ECONOMICALLY, BUT THEY ALSO SUFFERED SOCIALLY/CULTURALLY. ~~THE~~ THE AGE OF EXPLORATION ~~DES~~ MAY HAVE RESULTED IN EUROPEAN HAPPINESS, BUT IT ALSO RESULTED IN THE DESTRUCTION OF MANY SOCIETIES IN THE NEW WORLDS. DOCUMENT # 6a SHOWS HOW THE POPULATION OF NATIVES IN ~~INDIA~~ MEXICO DRAMATICALLY DECREASED DURING THE AGE OF EXPLORATION. ~~ASIDE~~ ASIDE FROM THE FACT THAT MANY NATIVES DIED FIGHTING THE EUROPEANS, ~~FOR~~ A GREAT NUMBER OF NATIVES DIED AS RESULT OF FOREIGN DISEASES THAT THE EUROPEANS HAD CARRIED TO THE NEW WORLD. ~~THE PEOPLES~~ THE PEOPLES OF THE NEW WORLD HAD NOT COME INTO CONTACT WITH THESE DISEASES BEFORE AND HAD NO IMMUNITIES OR EVEN MEDICINES FOR THEM. ~~THE CONQUEST OF THE NEW WORLD~~ THE AGE OF EXPLORATION IS A MAJOR TURNING POINT IN HISTORY BECAUSE IT ^{DRAMATICALLY AFFECTED} CHANGED THE SOCIETIES OF REGIONS AROUND THE WORLD.

THE NEOLITHIC REVOLUTION CAN BE CLEARLY DEFINED AS A POSITIVE TURNING POINT IN HISTORY. IT LED TO THE SETTLEMENT OF PEOPLES AND THE BUILDING OF CIVILIZATIONS. THE AGE OF EXPLORATION IS NOT SO CLEARLY DEFINED. FOR EUROPEAN SOCIETIES, THIS AGE WAS EXTREMELY POSITIVE. EUROPEANS GREATLY BENEFITTED FROM MAKING CONTACT WITH NEW PEOPLES ALL OVER THE WORLD. HOWEVER, THIS AGE COULD BE SEEN AS A NEGATIVE TURNING POINT IN HISTORY ^{FROM} ~~THE~~ THE VIEW OF THE CONQUERED SOCIETIES OF THE NEW WORLDS. THEY SUFFERED GREATLY IN MANY WAYS. SOME PEOPLES LOST THEIR CULTURES IN THE COMING OF THE EUROPEANS. OTHERS WERE COMPLETELY DESTROYED. WHETHER OR NOT THE AGE OF EXPLORATION WAS A POSITIVE TURNING POINT IN HISTORY IS A MATTER OF PERSONAL OPINION. HOWEVER, BY STUDYING AND ANALYZING THE ^{SIGNIFICANT} EFFECTS OF THE NEOLITHIC REVOLUTION AND THE AGE OF EXPLORATION, IT IS NEARLY IMPOSSIBLE TO DENY THAT THEY ARE MAJOR TURNING POINTS IN HISTORY.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task for the Neolithic Revolution and for the Age of Exploration by explaining why each is considered a turning point and evaluating whether the impact of each turning point has been positive or negative
- Incorporates accurate information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information related to turning points and their positive or negative impact (*Neolithic Revolution*: Indus Valley civilization; ancient Egyptians; Nile River; *Age of Exploration*: global interdependence; explanation of mercantilism; “mother” European country; favorable balance of trade; death of natives because of foreign diseases and lack of immunity)
- Richly supports the theme with relevant facts, examples, and details, and the discussion is more analytical than descriptive (*Neolithic Revolution*: small towns formed by formerly nomadic peoples became civilizations; new inventions to help the people be more efficient; *Age of Exploration*: exploration led to an age of global interactions; discoveries affect both European society and societies of new lands; new economic system as a result of change in markets; positive impact on European economy but negative impact on colonies; European happiness but destruction of many societies in new world and loss of cultures)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The introduction is used to establish a working definition of a turning point, which is then adhered to throughout the response. An insightful evaluation and application of the documents and sophisticated generalizations are used to address all aspects of the task. The conclusion is used to show that while people can agree that a certain period in history is a turning point, the viewpoint of the impact depends on each individual’s understanding.

A turning point is a period in history in which significant change occurs. There have been many turning points in world history that have made our present world what it is. Two significant turning points in world history have been the Neolithic Revolution and the Age of Exploration.

The Neolithic Revolution was the time between 10,000 and 5000 BC wherein many lifestyle changes occurred. Originally nomadic because they were searching for food, early peoples were now learning how to cultivate crops and domesticate animals. With a steady food supply, these nomadic bands were able to build permanent homes and establish the first civilizations and develop government. Necessity was the mother of invention and as the need for food to feed an increasing population brought about the invention of plows, new fertilizers, and wheels (Document 1). Development of agriculture led to the use of slash and burn farming methods in some areas and irrigation of crops in other areas.

Document #2 shows that the Neolithic Revolution also brought a sense of security. The Neolithic Revolution had a positive impact because now people could focus on other aspects of their life such as educating each other or inventing devices to make their lives easier, instead of devoting every waking moment

to survival. Some had time for different activities like art. The beginnings of different social classes was evident.

Thousands of years later, another turning point in history was made. The Age of Exploration brought about the interaction of civilizations and peoples from around the world. As shown in Document #4, Medieval European trade routes consisted mainly of European countries and minor contact with China, India, and other parts of Asia. Most routes were by land, and ships stayed close to coasts when traveling. This pattern changed in the 15th century when explorers like Columbus, Magellan, and de Gama went in search of more efficient trade routes and brought back greater knowledge of the world. As stated in Document #5, Europe's focus shifted from the Mediterranean to the New World in 1492. From the Americas came raw goods, such as furs, whale oil, sugar, and molasses, and a market for European products as well as items like the potato and tobacco which changed European lifestyles. Cultural diffusion occurred when Europeans controlled the Americas, and the New World was important to Europe both economically and politically. This new age of global interaction positively affected Europe, but was disastrous

to the native people of America. Not only were their homes controlled by foreigners, but new enemies of disease had also made the voyage across the Atlantic, destroying much of the native population and culture. Slaves imported from Africa also paid the price of European success.

These two examples of turning points in history were very significant in their own way. While the Neolithic Revolution was considered an advancement when people settled down to form civilizations, instead of remaining nomadic, the Age of Exploration was defined as the time when explorers left the safety and security of their homeland to visit and explore new areas of the global community. Together, these positive turning points were significant in changing the way the world is today.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task for the Neolithic Revolution and for the Age of Exploration by explaining why each is considered a turning point and evaluating whether the impact of each turning point has been positive or negative
- Incorporates accurate information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information related to turning points and their positive or negative impact (*Neolithic Revolution*: slash and burn farming methods; irrigation of crops; population explosion; new uses of time; social classes; *Age of Exploration*: contact with Asia before the Age of Exploration; coastal travel for trade; raw goods from the Americas; significance of potato and tobacco on European society)
- Richly supports the theme with relevant facts, examples, and details, and the discussion is more analytical than descriptive (*Neolithic Revolution*: steady food supply led to permanent homes and first civilizations; “necessity the mother of invention”; brought sense of security which led to population explosion; *Age of Exploration*: interaction of civilizations; greater world knowledge because of explorers and more efficient trade routes; New World important to Europe both politically and economically; enemies of disease from across the ocean; slaves paid price of European success; explorers left safety and security of homeland)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response shows a good integration of generalizations and outside information combined with brief effective statements from the documents. The strength of the response is in its organization, which establishes a theme, analyzes the implication of the theme, and then supports the theme with historical facts and details.

~~There have been many turning points throughout history.~~
(indented) → A turning point ^{has been defined as} ~~is~~ a period in history during which significant change occurs. There have been many turning points throughout history, all with different magnitudes of lasting results and ^{impacts} ~~effects~~ on the future. Two turning points that have had a big impact on the ^{world} ~~area~~ are the Neolithic Revolution and the collapse of communism in the Soviet Union.

The Neolithic Revolution ^{is considered} ~~is a turning point~~ was the point in history when nomadic people settled down into villages and began farming + raising domesticated animals, rather than always moving around, ~~now~~ following wild animals to hunt for food. This settling down allowed minor advancements to be made, that made farming easier. ~~According~~ According to Document #1, peoples settled in the Middle East, + Turkey between 8000 BC and 7000 BC, and by 6000 BC the plow and fertilizers ^{had been} ~~were~~ invented to help with agriculture and looms had been invented to weave clothes, rather than sewing completely by hand. ~~These newly~~ In 5000 BC, the wheel was invented, which was a great help in transporting items. ~~These~~ These newly invented tools assisted people a great deal, and paved the way for future advancements. The Neolithic Revolution is considered a turning point because it was a ~~is~~ time of major change for nomads and was the start of Ancient Civilizations. Had the Neolithic Revolution

never occurred. ~~regenerate~~ Life as known today would be impossible. ~~Nothing to document~~

The collapse of communism in the Soviet Union basically began when Gorbachev came to power in 1985. He realized that the system Lenin had instituted when he first took over in 1917 was failing and needed to be changed in order for Soviet survival. What he failed to see was that ~~the~~ ^{lesser} ~~that~~ degrees of communism cannot really exist. As shown in Document #7, Gorbachev allowed, for the first time in over 65 years, ^{limited} privately-owned enterprises were allowed, and people were given more freedoms, like freedom of speech. According to Document #8, Gorbachev felt that in order to ~~endure~~ ~~survive~~ survive as a nation, was to get rid of their old communist way of thinking, and views that supported their outdated bureaucratic system. ~~As a result~~

⊙ Gorbachev's policy, however, eventually brought the collapse of ~~the~~ ~~the~~ communism in the Soviet Union, which ~~also~~ also winded up resulting in the break up of the Soviet Union. This was a major turning point in history because it meant a huge ^{global} change, ^{not only} for the people who had been part of the empire that had existed for close to a century, but for the outside countries as well.

As shown in document #9, two effects of the collapse of ~~the~~ communism, inside the Soviet Union, was that there

was more freedom of choice involving merchandise, but also widespread poverty. Many other events resulted, characterizing the Fall of Communism as one of the most major turning points in the 20th century.

The results of the Neolithic revolution were positive, allowing for ~~many~~ ^{many} advancements, and differing the lives of both the people living at that point in history and the lives of people in the future. It improved the quality + standard of living and paved the way for future advancements. The fall of Communism in the Soviet Union ~~was mixed~~ ^{had mixed} ~~initial~~ ^{initial} results, but ultimately turned out to be a positive event. Initially, people were given many more choices and freedoms, but were not really prepared for it. Also, this major change caused widespread poverty and ~~social~~ social unrest for at least a decade. Eventually, though, people began exercising their new democratic rights and realized that they were able to change their own lives, and didn't have to wait for the government to change their lives for them anymore.

Turning points have occurred throughout history, but these are two of the most memorable and two that ~~had~~ had rather global impacts. Were it not for these two events, the world today would be a very different place. Of course, this is the very fact that characterizes these events as turning points in the first place.

Anchor Level 4-A

The response:

- Addresses all aspects of the task but does so unevenly by explaining why the Neolithic Revolution and the collapse of communism in the Soviet Union are turning points more thoroughly than evaluating the positive or negative impact of these turning points
- Includes accurate information from documents 1, 2, 7, 8, and 9
- Incorporates relevant outside information related to turning points and their positive or negative impact (*Neolithic Revolution*: beginning of ancient civilizations; *collapse of communism in the Soviet Union*: Gorbachev came to power in 1985; failure of Lenin's system; Lenin's takeover in 1917; privately owned enterprise for first time in 65 years; collapse caused widespread poverty and social unrest for a decade)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical, mentioning examples rather than explaining them (*Neolithic Revolution*: settling in villages rather than always moving to follow wild animals for food; settlement led to advancements; *collapse of communism in the Soviet Union*: Soviet system needed to be changed for survival; Gorbachev failed to see that lesser degrees of communism cannot really exist; views that supported outdated bureaucratic system needed to be eliminated; Gorbachev's policy cause of collapse; collapse of communism led to breakup of Soviet Union; collapse was a global change; collapse led to freedom of choice and widespread poverty; mixed initial results; people not prepared for freedom)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Even though there are minor errors (loom replaced sewing by hand and Neolithic Revolution led to "minor" advance), the analysis, particularly the discussion of the collapse of the Soviet Union, is sophisticated and the outside information is adequate. Even though the evaluation of the impact of the two turning points is somewhat general, it does fulfill the task.

The Age of Exploration and the collapse of communism in the Soviet Union were two greatly important turning points in human history. Both have had major effects that ~~have~~ affected ^{much of the world} ~~the~~ even to today.

The Age of Exploration during the late 1400's and 1500's, was a time of great change and the shift of ideals. According to document 5, the ~~discovery~~ conquest of the New World, spurred and excited desires and wantings of controlling Atlantic trade routes. The discoveries made by ~~the~~ and took away some attention from Mediterranean trade routes. People saw the New World, especially those in seats of power, as ~~possit~~ new lands to be taken and to be used for ~~their~~ ~~attento~~ benefit. The discovery of the Americas led to colonization and the increase use of the mercantile economic system. The mother countries used their overseas colonies as sources of cheap raw materials and as markets for refined goods.

The Age of Exploration brought with it much wealth for ~~the~~ European nations, but in effect helped cause much death and suffering. When Columbus landed on the Hispaniola in 1492, he ~~is~~ saw to claim ~~it~~ it for Spain, and so he did. ~~By~~ Taking the lands from the Tainos (the natives), Columbus brought them disease and total annihilation, killing all the natives on the island. According to document 6, between 1518 to 1593, ~~the~~ the Native American ~~population~~ population in Mexico went from 25 or so million inhabitants to less than 2.5 million in less than 80 years. The Age of Exploration brought with it hope for those with ~~so~~ much wealth, and death to many innocent people. Even today, the ~~a~~ mass genocide committed by the European explorers have ~~been~~ affected ~~our~~ modern society. ~~The~~ ~~Nations~~ ^{Mexico}, the USA and several other nations all over Northern and Southern America have reserved and given land to the families and tribes of the millions of victims.

The collapse of communism in the Soviet Union ~~and the break up of the USSR.~~ have affected an enormous amount of people, and has been the ~~to~~ most important turning point in history since the beginning of World War I. The collapse of ~~the~~ USSR, attributed mostly to Gorbachev, ~~and the peoples~~ ~~it~~ was huge here in ~~the~~ the US, and more importantly in the new Freed republics. ~~According to document 9, ~~over~~ about 15 new republics were created due to the fall of the USSR, and much of what Gorbachev hoped to achieve. However, these newly freed nations faced a great amount~~ ~~According to ~~document~~ 9, ~~around~~ 15 new ~~nations~~ were formed ~~great~~~~] During ~~the~~ Gorbachev's rule, many new ideas and many drastic and ~~constant~~ irregular changes were made to the ~~system~~ ~~govt.~~ government. According to document 8, Gorbachev stressed ~~that~~ the idea that ~~the~~ communism and ~~the~~ the USSR's governing body was ~~out~~ outdated and had to be "abandoned." ~~He stressed the governments~~

~~attitude~~ ~~and~~ ~~the~~ ~~idea~~ Gorbachev, according to ~~the~~ document 7, wanted to decentralize the power of the state, he wanted to give the people a more democratic government system and wanted the people to have more freedoms. Gorbachev was ~~not~~ a ~~pe~~ man who wanted to change and defy the status quo.

~~The~~ Gorbachev's eagerness and demand for change unfortunately made things much worse. After the fall of the USSR, around 15 new republics were formed as illustrated in document 9. However, these newly freed nations were too quickly exposed to a free market and led themselves in to economic turmoil. Russia, the strongest of the former Soviet states has a huge global debt and its people are poverty stricken. After the collapse of the USSR, the new republics were fraught with crime and large economic instability.

The Age of Exploration and the collapse of the USSR were two of the largest turning points in human history, altering the lives of millions. ~~and possibly altering the rest of the world~~ Both presented benefits to people, but in the long run, only suffering and malice was accomplished.

Anchor Level 4-B

The response:

- Addresses all aspects of the task for the Age of Exploration and for the collapse of communism in the Soviet Union, although the historical information that substantiates the statements could be better incorporated
- Includes accurate information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information related to turning points and their positive or negative impact (*Age of Exploration*: discovery of Americas led to colonization; increased use of mercantilism; explanation of mercantilism; Columbus landed in Hispanola in 1492; Columbus claimed land for Spain which he took from the Tainos; mass genocide committed by European explorers; *collapse of communism in the Soviet Union*: Russia strongest of former Soviet states; Russia has huge global debt; new Russian republics fraught with crime and economic instability)
- Includes relevant facts, examples, and details, but the discussion is somewhat more descriptive than analytical (*Age of Exploration*: shift of ideals; conquest of new world spurred and excited desires; people in seats of power saw new lands to be taken and used for their benefit; brought much wealth to European nations and death to many innocent people; explorers affected modern society with continuing issue of homelands; *collapse of communism in the Soviet Union*: most important turning point since World War I; important for United States but more important for Soviet republics; irregular changes made to government; Gorbachev wanted to change and defy the status quo; eagerness of Gorbachev and demand for change made things worse; newly formed nations too quickly exposed to free market; economic turmoil)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Document information and outside information are woven into several descriptive statements. The evaluation of the positive or negative impact of both turning points is integrated throughout the response.

Throughout history there have been major turning points that have allowed human beings to advance. Two of these major advancements were the Neolithic Revolution and the Age of Exploration.

The Neolithic Revolution began around 6,000 B.C. [doc. 3] During this time people in the Middle East first began growing crops. Before this, tools ~~were~~ ^{had been} made and the first animals had already been domesticated. [doc. 1]

These things allowed humans a much more stable life. Allowing civilizations like the Indus River valley and Mesopotamia to grow and prosper.

The Age of Exploration was also another major turning point in the history of mankind. In 1492 when Columbus set sail from Spain, trying to find another route ^{to the} ~~to~~ Indias, he started a chain of events that would set the world ablaze.

Columbus' discoveries had a huge effect on the economies of Europe. At the time of his sailing the trade routes

were centered along the Mediterranean Sea. After that Europe's attention was shifted to the Atlantic. [doc. 5] This shift caused most of the businesses to take interest in the prospects of the new world.

Another major affect of the Age of Exploration was the slave trade and a decrease in the Native American Population. The many conquerors, like Cortez, brought diseases that ^{caused the} ~~wiped out~~ Native American population to drop ~~for~~ from 25 million to 2.5 million between 1518 and 1593. ~~to~~ [doc. 6]

When the Native American population dropped Europeans replaced them with a slave labor force brought over from Africa. Between 1520 and 1867 over 11 million Africans were brought to the Americas to labor as slaves. [doc. 6]

The Neolithic Revolution and the Age of exploration are different in two distinct ways. The Neolithic revolution was a positive advancement for mankind. It changed, but improved, the way human beings worked and live. Instead of living the

life of a nomad people settled down, and instead of hunting for the only source of food people began to farm.

The Age of Exploration was the exact opposite. We roamed to find new land instead of settling down and the Age of Exploration was not a positive advancement. Europeans ^{came} ~~wiped~~ close to wiping out a whole race of people and then to replace the labor source that they killed off the Europeans ~~of~~ ^{enslaved} another race of people.

Anchor Level 4-C

The response:

- Addresses all aspects of the task, but evaluates the positive or negative impact of the Neolithic Revolution and the Age of Exploration more thoroughly than explaining why each is a turning point
- Includes accurate information from documents 1, 3, 4, 5, and 6
- Incorporates relevant outside information related to turning points and their positive or negative impact (*Neolithic Revolution*: Indus River valley; Mesopotamia; *Age of Exploration*: conquerors brought diseases)
- Includes relevant facts, examples, and details, but the discussion is somewhat more descriptive than analytical (*Neolithic Revolution*: allowed early river valley civilizations to develop; *Age of Exploration*: Columbus's voyage started a "chain of events that would set the world ablaze"; effect of Columbus's voyage on the economies of Europe; shift in trade routes caused businesses to take interest in the prospects of the new world; slave trade linked to decrease in Native American population; population wiped out by Europeans led to enslavement of another population)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by restating the historical context and concludes with an evaluation and contrast of the turning points

Conclusion: Overall, the response fits the criteria for Level 4. Although outside information is limited, the many conclusions and contrasts strengthen the response.

Throughout history there have been many turning points that greatly affect people. It could be a positive or negative effect but either way these turning points shaped civilizations and society. One turning point is the Age of Exploration.

A turning point in history was the age of exploration. The age of exploration was a time when Europeans got out and saw the world around them. Europeans had gone off to the Middle East during the Crusades and came back with silks and spices they traded for. During this age trade boomed and large long trade routes were established throughout Europe and Asia after news of Marco Polo's journeys reached Europe. Europeans realized there was a vast world and they began to explore. Countries wanted to establish trade routes they could control. They soon discovered far off places such as the Americas with the voyages of Columbus, Cortez and Aztec. These places were full of raw materials and

were large moneymakers. Europeans wanted this money for themselves and used mercantilism to control trade. This also increased the political power of the kings of Spain, France, and England. Europeans began to expand and bring their civilization to places they colonized. Soon the Triangular Trade tied these new colonies to Africa and Europe. European explorers brought news of rich far away lands. Feudal Spanish lords became the rulers in South America. Many people in British colonies came to get away from religious persecution. Europeans soon began bringing in slaves. This is where the negative aspect of the age of exploration came in. Europeans settled in the Americas bring with them diseases. Native American had never had to deal with ^{these} diseases and soon their population began to decline because they had no immunity. Also Europeans destroyed cities and killed the Indians with their advance weaponry. Huge magnificent cities were destroyed.

and all the valuables taken as the Europeans colonized. The great civilization and riches of the Mayans, Aztecs, and Incas disappeared. Of course they needed slaves to do the dirty work. This was because the encomienda system had been based on forced labor. Soon a large slave trade was going and the slave population grew to fill in for Indians. Unfortunately many Africans did not make it to America. Conditions in the middle passage resulted in many deaths. This also weakened many African civilizations. The age of exploration went from Europeans exploring and realizing there was a very large world out there to taking over and destroying a weakened civilization. The Age of Exploration was both a positive and a negative turning point in history.

Throughout history people have developed themselves and their way of life. They soon realized there was more to life and began to explore. The neolithic revolution and the Age of Exploration civilized the world and helped develop cultures and civilizations that will be remembered forever.

Anchor Level 3-A

The response:

- Thoroughly addresses both aspects of the task for *one* turning point by explaining why the Age of Exploration is considered a turning point and evaluating its positive and negative impact
- Includes accurate information from documents 4, 5, and 6
- Incorporates relevant outside information related to the theme (Crusades introduce Europeans to silk and spices; news of Marco Polo’s journeys; voyages of Cortez and Pizarro; mercantilism; Triangular Trade; introduction of diseases and lack of immunity; feudal Spanish lords; escape of British colonists from religious persecution; encomienda system; disappearance of Mayan, Aztec, and Incan civilizations; Middle Passage)
- Richly supports the theme with relevant facts, examples, and details, and the discussion is more analytical than descriptive (influence of Marco Polo’s journeys on Age of Exploration; relationship of raw materials to potential for economic gain; European desire to establish trade routes they could control; colonies in Africa tied to Europe; increase in political power of kings of Spain, France, and England; slave system followed encomienda system; slaves used to fill in for Indians; European slave trade weakened African civilization)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although only one turning point is addressed, the outside information and analysis meet the Level 5 criteria. Both aspects of the task are thoroughly addressed for the Age of Exploration.

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

A turning point is a period in history in which a significant change occurs. Throughout world history there have been several major turning points. These turning points generally effect peoples lives and the way in which they live. Two of the greatest turning points in world history ^{are} ~~was~~ the age of exploration and the collapse of communism and the Soviet Union.

The Age of Exploration began with Columbus' journey to what he thought were the indies. The conquering of the Americas by European powers ~~has~~ proved to have a positive effect for Europeans ^{but} ~~add~~ a negative effect for natives, since the Europeans now had colonies across the ocean their trade boundaries expanded. The center of European trade switched from the mediterranean to the atlantic ocean. (Doc 4). These colonies were highly lucrative for the Europeans. New colonies supplied gold, silver and other ^{items} ~~things~~ such as tobacco.

However, the Europeans brought many negative aspects into native life. Millions of the natives were enslaved and put to work by Europeans (doc 6b). The population of natives dropped drastically. From 1518 to 1593 over 20 million natives had died, many from new disease brought by Europeans. (doc 6a).

The fall of communism in the Soviet Union ^{is} ~~was~~ another great turning point of world history. Several nations gained independence and the Eastern portions of Europe began to turn democratic. New changes for a ^{more} ~~free~~ free economy, private farming and a start of democracy began (Doc 7).

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

A new system of government and capitalist values in Russia could not bring it out of its poor economic state. Although there are new consumer goods in Russia many people do not have the money to pay for them (Doc 9). The communist rulers left Russia in a poor economic state and it has been extremely hard for the new Russian ^{democratic} rulers such as Yeltsin to pull them out of it.

These turning points have greatly effected how society operated. They have changed the economic status of countries. The age of exploration and the collapse of communism in the USSR are two of the greatest turning points in world history.

Anchor Level 3-B

The response:

- Addresses all aspects of the task in a limited way; providing only a few details in explaining why the Age of Exploration and the collapse of communism in the Soviet Union are turning points and in evaluating the positive or negative impact of these turning points
- Includes accurate information from documents 4, 5, 6, 7, and 9
- Incorporates limited relevant outside information related to the theme (*Age of Exploration*: Columbus thought he was in the Indies; colonial supply of gold, silver, tobacco; diseases brought by Europeans; *collapse of communism in the Soviet Union*: Eastern Europeans became more democratic)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical (*Age of Exploration*: positive for Europeans while negative for natives; expansion of trade boundaries with new overseas colonies; colonies highly lucrative for Europeans; natives enslaved and put to work by Europeans; *collapse of communism in the Soviet Union*: new government and capitalist values could not help Russian economy; difficult for new Russian leaders)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. Evaluation of the positive and negative impacts of the two turning points is used to illustrate why the Age of Exploration and the collapse of communism in the Soviet Union are turning points. Some insightful analysis of both turning points is demonstrated in the evaluations of the impacts.

There have been many turning points in history. They have ~~of~~ affected our world positively and negatively. The Neolithic Revolution and the Age of Exploration are two very important turning points.

During the Neolithic Revolution people began to stop wandering and settled in areas. New farming techniques were used. People began to farm and domesticate animals rather than hunt and gather for food. People began to use plows and fertilizers on crops to help them grow. (Doc 1)

~~Some~~ Not all people suddenly joined in the new technology. Many still hunted for food and these people often starved. The others who used the new ways flourished greatly. (doc 2) The impact of the Neolithic Revolution was greatly positive. It was man's first step to modern civilization. The first cities were built and the wheel was made (doc 1)

The Age of Exploration was another great turning point in history. New lands were discovered and new materials were traded in Europe. Instead of long travel over land which was dangerous people began to travel by sea to the new lands of America and Asia. (doc 4) Everything shifted ~~off~~ after 1492.

People looked to the Atlantic and soon after the Pacific ~~oceans~~ oceans for trade.

An unfortunate side effect was the slave trading that occurred. Many people were taken from ~~Africa~~ these new worlds. Brazil had one of the highest slave populations from 1570-1867. Four million people were enslaved in Brazil. (doc 6b) Also, native populations took a dramatic decrease by the cruel conquistadors. In a matter of 30 years the natives of Mexico went from 25 million to only 6 million people. (doc 6a) While these unfortunate things occurred the Age of Exploration was still very positive because without it, we wouldn't be here today.

Both of these events were very positive in the growth of the world ~~at~~ a society. Each had their own parts like Slavery and the not so quick to learn Neditnic people (like Ogy (doc 2)). Without these events we all might still be in Europe huddled around a campfire roasting a wild bird for our supper.

Anchor Level 3-C

The response:

- Addresses most aspects of the task by explaining why the Neolithic Revolution and the Age of Exploration were turning points and evaluating the positive and negative impacts of the Age of Exploration and mentioning an impact of the Neolithic Revolution
- Includes accurate information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information related to the theme (*Neolithic Revolution*: first cities; *Age of Exploration*: raw materials from new colonies; land trade routes; role of conquistadors)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical (*Neolithic Revolution*: man began to stop wandering; new farming techniques; contrasting of people who continued pre-Neolithic ways; first step to modern civilizations; *Age of Exploration*: use of land trade routes dangerous; methods of conquistadors led to decrease in native population)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. The explanation of why the Neolithic Revolution and the Age of Exploration are turning points is good. The response shows a comprehensive understanding of both the positive and negative impacts of the Age of Exploration, although the conclusion states that both events had only a positive impact.

During periods throughout history many significant changes have occurred, these changes are also known as turning points. Impacts of these turning points can be positive or negative depending on the circumstances during that period of time.

One example of a turning point throughout history is the Neolithic Revolution. ~~During the time~~ Before this period people were nomadic and almost never settled in one area because they would either be hunting or gathering food. During the Neolithic Revolution people began what is known as domestication of animals where people would grow pigs, cattle, sheep, chickens, goats and any other livestock that could be raised and either slaughtered for food, use for clothing or shelter, or traded to neighbors. Another way of making food was agriculture. This meant that they would grow crops instead of traveling in search of them. These two ways of ~~producing~~ ^{producing} food enabled people that once lived a nomadic life, to be able to settle into one area. (03)

For the people during ~~this time~~ this time the impact was very positive because people no longer had to worry about starvation or hoping to find their next meal because they now had the ideas and technology to produce their own food.

~~During~~ The Neolithic Revolution is an example of a turning point in history because it allowed the people during this time to settle and afterwards form civilizations and large communities.

Anchor Level 2-A

The response:

- Addresses some aspects of the task by explaining why the Neolithic Revolution was a turning point and mentioning the positive impact of that turning point
- Makes limited use of documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (before the Neolithic Revolution people almost never settled in one area; growth of crops instead of traveling in search of them)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although both aspects of the task are addressed for the Neolithic Revolution, much of the information is merely a brief extension of information from the three documents.

A turning point is a part of history in which a drastic change occurs. In the world's history, there have been many turning points at many different eras of time. Two of these turning points were, the Age of Exploration, and the collapse of Communism in the Soviet Union.

The Age of Exploration was an exciting time period that began in the late 1490s. (D4) This was a positive turning point in global history. It was the 1st time that European explorers, began to search for new land. This search turned out to be a major success. Christopher Columbus found land in the Americas, Francisco

Pizarro explored in Mexico, along with Hernado Cortez. (D4) The new center of attention, was to sail the oceans. (D5) Several sailing inventions were also created. The compass, astrolabe, and sextant were all devices created to improve and speed up sailing.

The Collapse of Communism in Russia was the ending of something

old and starting of something new. During the Cold War the Soviets were a world power and controlled much of Eastern Europe. But after communism was crushed after the 1980s, Mikal Gorbachev started reforming for the Soviets. He instituted new policies of capitalism, Perestroika, and other reform methods. The economy, society, and government were de-centralized. The Soviets ~~were~~ are now on the downfall and are nowhere near as powerful as they once were. So the turning point had a negative effect on Russia.

The collapse of communism in Russia and the Age of Exploration were two, huge turning points in our global history. They each had a different effect on the world and themselves. But regardless, they both were very important turning points in the world's history.

Anchor Level 2-B

The response:

- Addresses some aspects of the task by explaining why the collapse of communism in the Soviet Union was a turning point with some evaluation of why the impact is negative and addresses why the Age of Exploration is a turning point but focuses on information that does not directly relate to the task
- Makes limited use of documents 4, 5, and 7
- Presents some relevant outside information (*Age of Exploration*: Pizarro; Cortez; compass; astrolabe; sextant; *collapse of communism in the Soviet Union*: Soviet control of Eastern Europe; Soviet world power during the Cold War)
- Includes few relevant facts, examples, and details (*Age of Exploration*: devices to improve sailing; sailing the oceans led to new center of attention; *collapse of communism in the Soviet Union*: during the Cold War, Soviets were a world power and controlled much of Eastern Europe; Soviets now on the downfall); includes some inaccuracies (Pizarro explored Mexico; Age of Exploration first time explorers began to search for new land)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the Age of Exploration includes some historical facts, but these do not explain why this is a turning point nor does the response indicate whether the turning point is positive or negative. Although the discussion of the collapse of communism in the Soviet Union depends on information from one document, both parts of the task are addressed.

Throughout history, there has been many different ways and ideas to change the way the government or the lives of people. A successful or not successful job in these changes are turning points. A turning point is a period in history which significant change occurs. There have been many turning points which changed the life of everyone like the Neolithic Revolution, Age of Exploration, and the collapse of the USSR.

~~During the~~ Before the Neolithic Revolution many people just relied on hunting for their food. But when the Neolithic Revolution came along more and more people started to farm. (Doc 1). While other people were still hunting and coming up short others farmed and were living very well. (Doc 2).

Before the Age of Exploration many people only had few different

goods and didn't have good trade routes. But after many people found many different trade routes to farther away places that have more goods. (Doc 4)

Now both of those turning points had positive impacts on the people that they happened around. They were both positive things to their communities

Anchor Level 2-C

The response:

- Addresses some aspects of the task with a limited discussion explaining why the Neolithic Revolution and the Age of Exploration were turning points
- Makes limited use of documents 1, 2, and 4
- Presents little relevant outside information (before the Age of Exploration people had few different goods)
- Includes few relevant facts, examples, and details (*Neolithic Revolution*: people relied on hunting for food; people started to farm; people who continue to hunt came up short while farmers lived very well; *Age of Exploration*: trade routes before the Age of Exploration not good)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. Two turning points are addressed with a brief description of why they are turning points. The positive impact of both turning points is mentioned in a general way in the conclusion.

A turning point is defined as a period in history which significant change occurs. Three of these turning points were the Neolithic Revolution, the Age of Exploration, and the collapse of communism in the Soviet Union.

The Neolithic Revolution changed how many people lived during this period. ~~Many people would hunt for food~~ People in this time found escape from nomadism. People always would hunt for food, they escaped this from the domestication of animals.

The collapse of communism in the Soviet Union made the creation of new financial institutions, and decentralized the Communist Party which was proposed by Gorbachev's program. In document 7 it explains Gorbachev's program which decentralized the Communist Party, state-owned farms, strengthening of agriculture, and of the decision making of state-owned property.

These turning points had many ~~so~~ significant changes that makes the world what it is today. I think that the Neolithic Revolution had a positive effect, and the ~~so~~ collapse of communism had a negative effect.

Anchor Level 1-A

The response:

- Shows a limited understanding of the task, minimally explaining why the Neolithic Revolution and the collapse of communism in the Soviet Union are turning points
- Restates the contents of documents 1, 2, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Neolithic Revolution*: change in how people lived; escape from nomadic lifestyle; domestication of animals; increase in number of people; *collapse of communism in the Soviet Union*: decentralization of communist party; new financial institutions)
- Demonstrates a general plan of organization but does not clearly identify which part of the task is being addressed
- Introduces the theme by repeating the historical context and concludes by repeating the theme and evaluating the effect

Conclusion: Overall, the response fits the criteria for Level 1. An attempt is made to use the documents, but information is applied in confusing fashion. Listing of information from the documents does not demonstrate an understanding of the task.

TWO TURNING POINTS IN THE WORLD OF HISTORY WAS THE NEOLITHIC REVOLUTION & ALSO THE AGE OF EXPLORATION. THESE 2 THINGS ARE BOTH TURNING POINTS IN HISTORY BECAUSE IN SOME WAY THEY CHANGED THE WAY WE NOW DO THINGS.

THE NEOLITHIC REVOLUTION WAS A TURNING POINT BECAUSE INSTEAD OF US BEING ~~AT~~ NOMADS & HUNTERS, WE BECAME FARMERS. IN ABOUT 8000 B.C. IS WHEN THE NEOLITHIC REVOLUTION STARTED (DOC 1) THIS WAS A MAJOR CHANGE BECAUSE INSTEAD OF HAVING TO HUNT & SOMETIMES GET NOTHING, YOU WOULD HAVE A FARM FULL OF CROPS. (DOC 2)

Anchor Level 1-B

The response:

- Shows a limited understanding of the task, minimally explaining how the Neolithic Revolution was a turning point
- Makes limited use of documents 1 and 2
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (hunters and gatherers became farmers; instead of having to hunt you would have a farm)
- Demonstrates a general plan of organization but does not clearly identify which aspect of the task is being addressed
- Introduces the theme of turning points by repeating the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The explanation of the Neolithic Revolution as a turning point is weak. Much of the task is not addressed.

A turning point is defined as a period in history in which significant change occurs. Two examples of turning points are the Age of Exploration and the collapse of communism in the Soviet Union. During the Age of Exploration new lands were discovered. These discoveries opened trade barriers and influenced cultural diffusion. The collapse of communism in the Soviet Union resulted in the formation of new, independent nations and changes in government policies. Both turning points had both positive and negative effects.

The Age of Exploration began in the sixteenth century when European powers began to compete for claims on far off lands and trade routes. Early voyages of discovery from 1492-1522 opened a new world to European powers. The Age of Exploration started as an attempt to find new trade routes to Asia when the Ottoman empire controlled the area connecting the Mediterranean Sea to the Red Sea. During medieval times, trade routes were focused in Europe and the Middle East. (doc. 4) The Age of Exploration is considered a turning point because it opened trade routes around the world. The conquest of the Americas opened the world to cultural diffusion and population

mixture (doc. 5). This was a positive effect of the Age of Exploration.

In 1985 Gorbachev came to power in the USSR. He proposed a plan called perestroika to stimulate economic growth. To achieve perestroika, the Communist party planned to step away from authoritarian-bureaucratic ideologies (doc. 8). The collapse of the Communist party was a turning point in Soviet history because it opened Russia to capitalism and led to the formation of many independent nations such as Latvia and Estonia (doc. 9). The collapse of communism caused positive changes for Russia and the new independent nations because it opened the doors to capitalism and personal freedoms.

Many turning points have occurred throughout time which have changed the course of history. The Age of Exploration caused the formation of new trade routes and increased cultural diffusion. The collapse of communism allowed capitalism to enter the old USSR, providing more personal freedoms. Both turning points resulted in positive outcomes for the world.

A turning point is a period in history in which significant change occurs. In the history of the world, many turning points have occurred. Their outcome is sometimes positive, but can also be negative.

One of the very first turning points in history is the Neolithic Revolution. This is where man started to think better and make life a little easier. Food and water were the absolute necessities in life. Tools used to help make food were invented. Weapons were also made, with the intentions of killing animals for food. Animals were used both for food and other things, such as: clothing, companions, rope, housing. They produced their own food and no longer went where the food was. (Document 1) To make life easier, people of the Neolithic time period also settled by rivers. The rivers provided drink, food, transportation and a means of cleaning themselves. (Document 1) Working together became important because they realized that they could accomplish more with many people. The fact that each person was good at different things also gave variety in their lives by the foods they ate and the houses that they lived in. (Document 2) Because of all of the inventions and techniques, these people had more organized lives. Their families were also very important to them too.

The Age of Exploration was an important part of history also. During this time period, new countries were discovered and established. New trade routes were developed,

sometimes accidentally. (Document 4) Because of the new trade routes, new products were introduced to people. These new products became demands and the trade routes were used more often. The main means of travelling was by water. The oceans and seas were main trade routes. All of the exploration ideas started with Columbus in 1492 when he reached the Americas accidentally. By establishing countries, Europeans learned that they could gain more power by doing so. The European nations became "power hungry" and wanted whatever they could get their hands on. (Document 5) The establishment of countries by Europeans started cultural diffusion. (Document 5) The ideas of the Europeans were that they were the superior race. They were ethnocentric. These ethnocentric ideas caused them to have slaves and to mistreat natives. People from Europe were controlling these natives. Some tribes even split up because of the way Europeans acted. While the population of Europeans in their newly established countries increased, the population of natives decreased. The Europeans completely took over land that belonged to someone else. (Document 6)

Turning points have been occurring since the very first man walked on the earth. They will continue to happen until the very last human is alive. These occurrences give the countries character, and they wouldn't be the same without them.

The Neolithic Revolution began about 6,000 B.C. somewhere in the Middle East (document). It brought about a change in the way early people lived. They made the transition from hunting and gathering to farming. People had food readily available, so they didn't have to walk a great distance. (Doc 2) Another important characteristic is cooperation. People learned to function as groups and camps became villages. In these villages, skilled trades developed. This ~~was a very important~~ was a very important turning point in human evolution.

Another important change brought about was the domestication of animals. People learned to care for animals and not eat them immediately. The first animals to be domesticated were goats, ~~sheep~~ which were domesticated before the end of the last ice age. They were followed by the domestication of cattle, sheep, pigs, and chickens around 5000 B.C. (Doc 1.)

The Neolithic Revolution was one of the biggest turning points in the world.

The Neolithic Revolution took place along time ago back in the Ancient Civilization.

The Neolithic Revolution was the changing of life. It changed the way people get their food, the way they dress, their transportation and the way they live. One example is the way the people used to get their food. They would have to hunt for their food.

When the Neolithic Revolution took place it changed that perspective. Instead of hunting for food the people would learn how to grow crops.

The Neolithic Revolution helped people learn more about new technology and that's how we learned how to make better ways of technology.

through the Neolithic Revolution.

The age of exploration was people who go around the world searching for changes, new ways of life, and products. Also they wanted to see the different religions and how there cultures and religious beliefs were different.

It was positive because alot of countries got to learn more about the trades of the different countries and the way of living.

The history of mankind is nothing more than a series of turning points over time. A turning point is defined as a period in history in which significant change occurs. Two such periods, are the Age of Exploration and the collapse of Communism in the Soviet Union. Both, had a great impact on the contemporary world as well as the world today.

Significant change was definitely occurring during the age of exploration. Western European governments developed policies of imperialism that strengthened their economies and filled national treasuries at the expense of the colonies. Governments, power, trade and population all shifted drastically. As seen in Document 4, early European voyagers changed trade by discovering shorter and more easily accessible trade routes in the Atlantic which shifted power from the Mediterranean. This made it possible for ships to deliver ~~to~~ goods more quickly and in larger quantities. Exploration did not only yield positive change, however. Document 6 illustrates the ~~the~~ destruction of the native inhabitants of Mexico

during the age of exploration. From 1518 to 1593, the native Mexican population went from 25 million to about 2 million. This was certainly a drastic change. Unfortunately, European nations during the Age of Exploration were responsible for the destruction of native peoples in many parts of the world. Through superior military technology and disease, Europeans slaughtered millions and destroyed thousands of years of history and culture. Unfortunately, the Age of Exploration was mostly a negative turning point for Native Americans, while Europeans came to dominate the Atlantic politically and economically.

Another turning point was the collapse of Communism in the Soviet Union. Stalin's Five year Plans were rejected; satellites in eastern Europe gained their independence, and the Cold War came to an end. This was a major change for the Soviets as their government had been Communist, with a planned economy and a totalitarian government since the revolution in 1917 under Lenin. Document 7 shows some of the key points in Khrushchev's drastic Khrushchev's and

glasnost policies. There was some private ownership allowed in certain industries, something that was unheard of through most of the years of the Communist regime. Also, Document 9 shows the break up of the Soviet Union into many small independent states. As former possessions of the USSR gained nationalistic feelings, they began to break apart and form independent states. This was a significant change. The break down of Communism was both positive and negative. While many new ~~states~~ independent states were formed, granting independence to many groups, there was also a food shortage following Communism's fall. This is shown on Document 9. This turning point was positive for groups that became independent but economically negative for people living in Russia.

While there were many turning points over the history of man, there are a few significant ones. Among these are the Age of Exploration and the Collapse of Communism in the Soviet Union. Both of these events had both positive and negative effects on the world of their time, and continue to effect ~~the~~ society today.

Practice Paper A—Score Level 3

The response:

- Addresses all aspects of the task but does so in a limited way, providing weak evaluations of the impact of the turning points
- Includes some accurate information from documents 4, 5, 7, 8, and 9
- Includes little outside information related to turning points and their positive impact (*Age of Exploration*: attempt to find new routes to Asia because of Ottoman control of the Mediterranean Sea area; *collapse of communism in the Soviet Union*: 1985 Gorbachev’s rise to power)
- Includes some relevant facts, examples, and details, but the discussion is more descriptive than analytical (*Age of Exploration*: European competition for claims to far off lands and trade routes; voyages opened new world to European powers; *collapse of communism in the Soviet Union*: goal of perestroika to stimulate economic growth; collapse of communism opened Russia to capitalism and personal freedom)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing the points that will be discussed and concludes with statements about the positive effects of the turning points

Conclusion: Overall, the response fits the criteria for Level 3. The impact of both turning points is limited to a few statements and little outside information. The explanations of the Age of Exploration and the collapse of communism in the Soviet Union as turning points lack specific details.

Practice Paper B—Score Level 3

The response:

- Addresses most aspects of the task fully by evaluating the positive impact of the Neolithic Revolution, explaining why the Age of Exploration is a turning point, and evaluating its positive and negative impact
- Includes some accurate information from documents 1, 2, 4, 5, and 6
- Incorporates limited relevant outside information related to the theme (*Neolithic Revolution*: settlement by rivers which provided drink, food, transportation, and means of cleaning themselves; importance of families; *Age of Exploration*: new trade routes led to new products; new countries [colonies] led to power struggles; ethnocentrism; European actions led to breaking up of tribes)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical (*Neolithic Revolution*: man made life a little easier; working together important because realization could accomplish more; people good at different things; *Age of Exploration*: ethnocentrism led to slavery and mistreatment of natives; contrasting of European population to native population; European took over land of others)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. Most aspects of the task are fully addressed. Misapplication of general facts and irrelevant information weaken the explanation of why the Neolithic Revolution was a turning point. Theme development shows a good understanding of the task, especially in the good evaluation of the positive and negative impacts of the Age of Exploration.

Practice Paper C—Score Level 1

The response:

- Addresses one aspect of the task by explaining why the Neolithic Revolution is a turning point
- Makes limited use of documents 1, 2, and 3
- Presents little relevant outside information (cooperation led to functioning as groups; skilled trades developed in villages)
- Includes some relevant facts, examples, and details (change in the way people lived; transition from hunting and gathering to farming; food readily available so people did not have to walk great distances; people learned to care for animals and not eat them immediately)
- Demonstrates a general plan of organization
- Lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The narrative addresses only the first part of the task for one turning point.

Practice Paper D—Score Level 2

The response:

- Addresses some aspects of the task by explaining why the Neolithic Revolution was a turning point, describing a limited positive impact of the Neolithic Revolution, and mentioning the Age of Exploration
- Makes limited use of documents 1, 2, and 4
- Presents little relevant outside information (new technology)
- Includes few relevant facts, examples, and details (*Neolithic Revolution*: changed people’s perspective; growing crops replaced hunting); includes some inaccuracies (*Age of Exploration*: because people wanted to see different religions)
- Demonstrates a general plan of organization
- Lacks a traditional introduction and conclusion, although the initial paragraph introduces the Neolithic Revolution and the concluding paragraph mentions a general impact of the Age of Exploration

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the Neolithic Revolution somewhat addresses the task. However, the discussion of the Age of Exploration addresses the task in only a very limited way.

Practice Paper E—Score Level 5

The response:

- Thoroughly addresses all aspects of the task for the Age of Exploration and for the collapse of communism in the Soviet Union by explaining why each is considered a turning point and evaluating whether the impact of each turning point has been positive or negative
- Incorporates accurate information from documents 4, 6, 7, 8, and 9
- Incorporates relevant outside information related to turning points and their positive or negative impact (*Age of Exploration*: imperialism; accessibility of new trade routes; superior European technology; disease led to destruction of cultures; *collapse of communism in the Soviet Union*: planned economy; totalitarian government; 1917 revolution; Lenin; Stalin’s Five Year Plans; satellites in Eastern Europe; end of the Cold War)
- Richly supports the theme with relevant facts, examples, and details, and the discussion is more analytical than descriptive (*Age of Exploration*: national treasures filled at expense of colonies; shift of trade and population; shift of power from Mediterranean to Atlantic; role of European nations in destruction of native peoples; destruction of history and culture by Europeans; *collapse of communism in the Soviet Union*: some private ownership allowed in certain industries, which was unheard of during most of the years of the communist regime; growth of nationalistic feelings)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Document information and outside information are interrelated and support the brief explanations of why the Age of Exploration and the collapse of communism in the Soviet Union are turning points. Many good analytical statements are made and are supported with appropriate historical facts.

Global History and Geography Specifications Grid

June 2003

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | Standards |
|----------------------|---|--|
| Thematic Essay | Conflict: Human Rights; Nation State | Standards 2, 3, and 5: World History; Geography; Civics, Citizenship, and Government |
| Document-based Essay | Change: Cultural and Intellectual Life; Movement of People and Goods; Imperialism; Human Rights; Nationalism; Economic Systems; Political Systems | Standards 2, 3, and 4: World History; Geography; Economics |

Regents Examination in Global History and Geography — June 2003 Chart for Determining the Final Examination score (Use for June 2003 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 49 would receive a final examination score of 80.

**Total
Essay
Score →**

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|----|----|----|----|----|----|----|----|----|----|
| 0 | 2 | 4 | 6 | 9 | 12 | 15 | 19 | 22 | 26 | 30 |
| 1 | 2 | 5 | 7 | 10 | 13 | 16 | 20 | 23 | 27 | 31 |
| 2 | 3 | 6 | 8 | 11 | 14 | 17 | 21 | 25 | 28 | 32 |
| 3 | 4 | 6 | 9 | 12 | 15 | 19 | 22 | 26 | 30 | 34 |
| 4 | 5 | 7 | 10 | 13 | 16 | 20 | 23 | 27 | 31 | 35 |
| 5 | 6 | 8 | 11 | 14 | 17 | 21 | 25 | 28 | 32 | 36 |
| 6 | 6 | 9 | 12 | 15 | 19 | 22 | 26 | 30 | 34 | 38 |
| 7 | 7 | 10 | 13 | 16 | 20 | 23 | 27 | 31 | 35 | 39 |
| 8 | 8 | 11 | 14 | 17 | 21 | 25 | 28 | 32 | 36 | 41 |
| 9 | 9 | 12 | 15 | 19 | 22 | 26 | 30 | 34 | 38 | 42 |
| 10 | 10 | 13 | 16 | 20 | 23 | 27 | 31 | 35 | 39 | 43 |
| 11 | 8 | 11 | 14 | 17 | 21 | 25 | 28 | 32 | 36 | 41 |
| 12 | 9 | 12 | 15 | 19 | 22 | 26 | 30 | 34 | 38 | 42 |
| 13 | 10 | 13 | 16 | 20 | 23 | 27 | 31 | 35 | 39 | 43 |
| 14 | 11 | 14 | 17 | 21 | 25 | 28 | 32 | 36 | 41 | 45 |
| 15 | 12 | 15 | 19 | 22 | 26 | 30 | 34 | 38 | 42 | 46 |
| 16 | 13 | 16 | 20 | 23 | 27 | 31 | 35 | 39 | 43 | 48 |
| 17 | 14 | 17 | 21 | 25 | 28 | 32 | 36 | 41 | 45 | 49 |
| 18 | 15 | 19 | 22 | 26 | 30 | 34 | 38 | 42 | 46 | 50 |
| 19 | 16 | 20 | 23 | 27 | 31 | 35 | 39 | 43 | 48 | 52 |
| 20 | 17 | 21 | 25 | 28 | 32 | 36 | 41 | 45 | 49 | 53 |
| 21 | 19 | 22 | 26 | 30 | 34 | 38 | 42 | 46 | 50 | 55 |
| 22 | 20 | 23 | 27 | 31 | 35 | 39 | 43 | 48 | 52 | 56 |
| 23 | 21 | 25 | 28 | 32 | 36 | 41 | 45 | 49 | 53 | 57 |
| 24 | 22 | 26 | 30 | 34 | 38 | 42 | 46 | 50 | 55 | 59 |
| 25 | 23 | 27 | 31 | 35 | 39 | 43 | 48 | 52 | 56 | 60 |
| 26 | 25 | 28 | 32 | 36 | 41 | 45 | 49 | 53 | 57 | 61 |
| 27 | 26 | 30 | 34 | 38 | 42 | 46 | 50 | 55 | 59 | 63 |
| 28 | 27 | 31 | 35 | 39 | 43 | 48 | 52 | 56 | 60 | 64 |
| 29 | 28 | 32 | 36 | 41 | 45 | 49 | 53 | 57 | 61 | 66 |
| 30 | 30 | 34 | 38 | 42 | 46 | 50 | 55 | 59 | 63 | 67 |
| 31 | 31 | 35 | 39 | 43 | 48 | 52 | 56 | 60 | 64 | 68 |

Total Part I and Part III A Score (continued)

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