

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 13, 2003 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Contents of the Rating Guide

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

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

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

- A question-specific rubric

Global History
and Geography
August 13, 2003

Part I

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

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Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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Global History and Geography
Content-Specific Rubric
Thematic Essay—August 2003

Theme: Human and Physical Geography (Geographic Impact on Societies)

Geographic factors such as land features, resources, location, and climate of nations and regions affect how people live.

- Task:**
- Select *one* geographic factor that influenced life in a nation or region *before* A.D. 1500, and using specific examples, discuss the influence of that geographic factor on the people of that nation or region
 - Select a *different* geographic factor that influenced life in a nation or region *after* A.D. 1500, and using specific examples, discuss the influence of that geographic factor on the people of that nation or region

You may use any examples from your study of global history and geography. You must select a *different* geographic factor for each time period discussed. For example, you may not write about two rivers in different parts of the world. **Do not use geographic factors from the United States in your answer.** Some suggestions you might wish to consider include the Nile River in Egypt, the mineral wealth of Africa, the monsoons in South Asia, oil in the Middle East, Japan's location near China, the plains of Northern Europe, rain forests in Latin America, and mountains in eastern Europe.

You are *not* limited to these suggestions.

Scoring Notes:

1. The response must include *two different* geographic factors, but may use either two nations or regions *or* may use a single nation or region as long as the impacts for that single nation/region occur both *before* and *after* A.D. 1500. If the response discusses the influence of the same geographic factor in the two different periods, only the first should be scored. If the response discusses the influence of two geographic factors that are in the same time period, only the first should be scored.
2. The response may address the time periods in any order, e.g., the response may discuss the impact of oil in the Middle East before discussing the isolating effects of mountains on ancient China.
3. If the discussion of the geographic factor addresses the time period both before and after A.D. 1500, it should be scored as satisfying the requirement for the time period not already addressed by the other part of the discussion, e.g., the response discusses the effect of river valleys on ancient India and then discusses the impact of island location on feudal Japan. Because Japanese feudalism spans the time period both before and after A.D. 1500, it meets the requirement for the after A.D. 1500 discussion.
4. The time period does not have to be identified in the discussion as long as it can be inferred from the response.
5. The response must indicate *two* specific geographic factors and associate them with a specific nation/region. However, the response does not have to state the specific names of the geographic factors, e.g., the response may discuss how mountains in Greece acted as geographic barriers without mentioning the Pindus or Taygetus Mountains.

Score of 5:

- Shows a thorough understanding of the impact of geographic factors on the people of a nation or region
- Thoroughly addresses both aspects of the task, evenly and in depth, by discussing the influence of *one* geographic factor on the people of a nation or region *before A.D. 1500* and by discussing the influence of a *different* geographic factor on the people of a nation or region *after A.D. 1500*
- Shows an ability to analyze and evaluate the impact of the geographic factors on the people of a nation or region such as the Nile River in Egypt produced great agricultural yields for the ancient Egyptians, which allowed the people to diversify their labor, resulting in a more advanced civilization *or* the mineral wealth of Africa encouraged the imperialistic policies of the Europeans, resulting in the division of ethnic groups along colonial lines
- Richly supports the theme with relevant facts, examples, and details such as for *Nile River in Egypt*: irrigation, flood plain, pharaohs, slavery, trade, pyramids, social classes, papyrus, hieroglyphics, polytheism, silt, Sahara Desert, Neolithic Revolution, diversification of labor; *or for mineral resources in Africa*: gold, diamonds, copper, Cecil Rhodes, Boer Wars, DeBeers, “Cairo to Capetown,” “Scramble for Africa,” Berlin Conference, King Leopold, Belgian Congo
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the impact of geographic factors on people 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 impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task, but may do so somewhat unevenly by discussing one geographic factor more thoroughly than the other
- Shows an ability to analyze and evaluate the impact of the geographic factors on the people of a nation or region
- Includes relevant facts, examples, and details
- 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

Score of 3:

- Shows a satisfactory understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task in a limited way *or* addresses one aspect of the task fully, applying Level 5 criteria
- Shows some ability to analyze and evaluate the impact of the geographic factors on people, but not in any depth; is 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 by repeating the task and concludes by repeating the theme

Score of 2:

- Shows a limited understanding of the impact of geographic factors on the people of a nation or region
- Addresses one aspect of the task in a limited way *or* addresses both aspects of the task by mentioning, but not discussing, the influence of two different geographic factors
- May develop a faulty or weak analysis or evaluation of the impact of geographic factors on the people of a nation or region
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May be a poorly organized essay, lacking focus; may contain digressions; may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Score of 1:

- Shows a very limited understanding of the impact of geographic factors on the people of a nation or region
- Makes little effort to address the different aspects of the task
- May lack analysis and evaluation *or* develops a faulty or weak analysis and evaluation of the impact of geographic factors on people
- Includes few or no accurate or relevant facts, examples, or details, consisting of generalities and little specific accurate information
- May demonstrate a major weakness in organization
- May lack an introduction and/or 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

An important factor in how a nation develops is the geography and climate. Life on an island is different than that of a land-based country. Different adaptations are made depending on a warm or cold climate. Resources play an important role in what happens to different countries. A nation with more favorable geography becomes more prosperous.

An example of the effect of geography in the ancient world is the development of Egypt near the Nile River. Egypt developed along the Nile rather than in the surrounding Sahara desert because water is one of the most important resources. The Nile flooded regularly leaving a fertile silt which made the land around it fertile enough to grow crops. This is one of the most important factors in beginning a civilization. Without water to grow crops every year, the Egyptians would have to continue wandering to get food. An important thing in the development of cities is that people stay in one place rather than wandering which is what they did before the Neolithic Revolution. Because

The farmers had good soil and were able to produce enough, other people could take on other jobs which led to the diversification of labor. The very navigable river also provided a means of transportation. The Egyptians used boats to transport the materials to build pyramids. Travel by water ~~was~~ was more efficient than travel by land. The Nile River was the reason why Egypt became an early civilization. The Nile also allowed Egypt to connect with other cultures. They were able to trade with people like the Phoenicians and Greeks which brought cultural diffusion to the different civilizations and made them all more advanced.

Other resources can also have an effect on the development of a nation. An example of this is the industrial revolution beginning in Britain and Britain becoming one of the most powerful nations in the world. Without natural resources, the industrial revolution may have begun elsewhere. Britain had a supply of iron and coal which were important in building up industry. Coal was necessary for the steam engine that British inventors like James Watt were

building. ~~⊗~~ This resource powered the British textile mills which became the basis of the British Industrial Revolution. Iron was used to make the machines which were operating in those textile mills and the railroads which transported the goods. Later on, coal and iron were used in steel production after the Bessemer process was developed. Britain then used the steel to build merchant ships and to build a navy. When Britain began colonizing places in Africa and Asia to gain more raw materials, raw materials were necessary to manufacture goods, and without raw materials industrialization wouldn't be ~~⊗~~ possible.

The way of life in a country is heavily dependant on geography, such as rivers and also resources. Without favorable geography and a wealth of raw materials, a region faces many problems. The way a society develops depends on the physical features it develops in.

Anchor Level 5-A

The response:

- Shows a thorough understanding of the impact of geographic factors on the people of a nation or region
- Thoroughly addresses all aspects of the task, evenly and in depth, by discussing the influence of the Nile River on Egypt and then discussing the influence of natural resources on Britain
- Shows an ability to analyze and evaluate the impact of geographic factors on people (*Nile River in Egypt*: allowed the Egyptians to grow enough crops so that there could be diversification of labor; the navigable river led to trade which resulted in cultural diffusion; *natural resources in Britain*: the availability of natural resources made it possible for the Industrial Revolution to begin; the need for additional raw materials led to the colonization of Africa and Asia)
- Richly supports the theme with relevant facts, examples, and details (*Nile River in Egypt*: Sahara Desert; Neolithic Revolution; fertile silt; navigable river; pyramids; trade; Phoenicians; Greeks; cultural diffusion; *natural resources in Britain*: coal; iron; steam engine; James Watt; textile mills; Industrial Revolution; railroads; Bessemer process; colonization)
- 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 best fits the criteria for Level 5. The strength of the response is in its analysis, evaluation, and understanding of the continuity of historical events. The introduction and conclusion are strong in that they indicate an understanding of the cause-and-effect relationship between geographic factors and the development of societies.

The world that we live on, and so many others have lived on for thousands of years, is made up of geographical factors. These factors affect the life of everyone and everything around them.

Geographic factors possess strength and power that humans are not always capable of overcoming, therefore they work with or around the factor. In ancient times, civilizations developed because of a geographical factor, as in Egypt. More recently, as in the middle east, nations have benefitted from geographic factors.

In ancient Egypt, the center of civilization was the Nile River. The flooding of the river provided the land with water and minerals to fertilize it for farming. The Nile River was also a source of food in itself, consisting of fish and fresh water. For Egyptians, the Nile was a major "highway," providing the fastest way of traveling from one place to another within the empire, thus bringing Upper Egypt and Lower Egypt together. Due to its importance to the Ancient Egyptian civilization, the Nile River was worshiped in ancient times. People respected the river and honored it. Its importance led to polytheistic religious beliefs amongst the Egyptians. The Nile River also provided a breeding ground for technology such as that used to build the pyramids. Types of transportation and irrigation developed as a result of the river. Without the Nile river, ancient Egypt would probably not have flourished

as it had in such a harsh environment, or possibly, would never have existed at all.

More recently, natural resources have been a source of interest involving geographic factors. In the Middle East, oil has had a major effect on the development of nations. In today's age, oil is "black gold," it is the major source of power globally. The middle east is rich in oil, which provided them with an economic advantage in the past and in the world today. OPEC's control over the price of crude oil has, in the past, been used as an "economic weapon" against the West. In 1973, after the U.S. support of Israel in the Arab-Israeli Conflict, Arab OPEC nations placed an oil embargo against the United States which resulted in high fuel prices and shortages in the United States. Oil has raised the standards of living and drastically benefitted the economies of some parts of the Middle east. However, at the same time, oil has led to conflict in the area. Competition for land claims and oil sources has sparked war amongst neighboring countries, as when Iraq invaded Kuwait in 1990 resulting in the Persian Gulf War. While oil has had some advantages in the Middle east, it has also had disadvantages as well.

Since it is almost impossible to change the world and its geography, we've seen how civilizations have adapted and developed to their surroundings. While these changes

may have been good or bad, it is obvious that geographic factors are more powerful than humans themselves.

Anchor Level 5-B

The response:

- Shows a thorough understanding of the impact of geographic factors on the people of a nation or region
- Thoroughly addresses all aspects of the task, evenly and in depth, by discussing the influence of the Nile River in Egypt and then doing the same for oil in the Middle East
- Shows an ability to analyze and evaluate the impact of geographic factors on people (*Nile River in Egypt*: existence of the Nile was a unifying factor within the empire; it provided a breeding ground for technology which enabled it to build the pyramids and develop transportation and irrigation systems, which sustained its existence; without the Nile River, ancient Egypt would probably not have flourished or existed; *oil in the Middle East*: the existence of oil led to hostilities as people competed for oil resources; oil gave them economic power which they used as a weapon via the embargo)
- Richly supports the theme with relevant facts, examples, and details (*Nile River in Egypt*: Nile was a highway; Upper and Lower Egypt; polytheism; pyramids, harsh environment outside Egypt; *oil in the Middle East*: black gold; OPEC; Israel; Arab-Israeli conflict; 1973 oil embargo; 1990 Iraqi invasion of Kuwait; Persian Gulf War)
- 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. While the response is a little uneven, providing more detail for the oil discussion than for the Nile discussion, the depth of analysis throughout the response shows a deep understanding that pre-existing geographic conditions dictate human history, as stated in the conclusion.

Growing civilizations along with long-existing nations are influenced by the geographic features surrounding them. In China, the mountains caused a change in the people and the way they built communities, and the fact that Japan is an island has modified their conditions. Both the mountains in China and the island of Japan have caused problems and given advantages for the people who lived there.

The Himalaya mountains in China caused many changes to occur in this region. China was isolated from the rest of the world by the rugged and dangerous mountains. Isolation caused the Chinese to feel as though they were the most prosperous and elite country. This ethnocentrism also effected the belief that all the people not living in China were barbarians. These ideas influenced China into thinking that they were the greatest dubbing themselves with the title "Middle Kingdom" a term which they use to name China even today. The Chinese built the Great Wall in the North in

order to keep barbarians out of their nation. Along with this pride, the inhabitants feel a sense of unity. The isolation however allowed for limited trade with any outside influences. The only form of cultural diffusion occurred using the silk road, a passage way through the mountains that allowed for some trade, although many robbers used this transportation to their advantage. The advantage to isolation was that China was able to build their own government and their culture grew. New technology such as the wheel barrow, civil service exams, and porcelain were made. China prospered and its people were united without a need for imperialism or other outside influences. The mountains in China isolated its people with limited trade, but also allowed for improvement and prosperity within its kingdom.

Japan, being an island, caused advantages and problems within its country. Japan was isolated, because it was separated from any other nation. The

separation, similar to China, caused improvement and kept out imperialism. With independence from other nations, Japan's economy was dependant on its own prosperity and wealth. They were able to develop on their own and borrow some ideas from the mainland. They took ideas like Buddhism, which they were able to incorporate into their feudal society. Japan developed into a society where everyone shared the same values and there was no individualism.

Japan's condition of being an island caused it to develop its own unique culture.

Geographic features tend to change the ways in which countries develop and grow. The Mountains in China, and the fact that Japan is an island have effected many changes in their trade, government and culture which prevade their culture even today.

Anchor Level 4-A

The response:

- Shows a good understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task, but does so somewhat unevenly by discussing the impact of mountains in China more thoroughly than the impact of island location on Japan
- Shows an ability to analyze and evaluate the impact of geographic factors on people (*mountains in China*: mountains led to isolation; isolation led to ethnocentrism and the belief that outsiders were barbarians; the Chinese did not need imperialism; *island location of Japan*: Japan's island location had an effect similar to China's mountains; island location led to isolationism; Japan was able to borrow ideas and form its own cultural characteristics)
- Incorporates relevant facts, examples, and details (*mountains in China*: Himalaya Mountains; ethnocentrism; barbarians; Middle Kingdom; Great Wall; cultural diffusion; Silk Road; wheelbarrow; civil service exams; porcelain; imperialism; *island location of Japan*: selective borrowing; Buddhism; feudal society; shared values; no individualism)
- 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 4. Although the response overstates the effects of geographic isolation on China, the use of supporting details is strong. This response clearly shows that the same effect can occur with two different geographic factors. The discussion of Japan is not as strong, nor as well supported, as the discussion of China. The discussion on Japan spans both time periods and thus meets the requirement for the post-A.D. 1500 aspect of the task. The minor error of referring to the Chinese civil service exams as “technology” does not have any impact on the score.

In History, geography has played one of the largest roles in civilizations, nations and their economy and influences in the world. A good surrounding geographic factor is the best advantage to a country, such as coastal location, and vast natural resources.

One civilization that proves the importance of geographic location on a society is the Phoenicians, of the Fertile Crescent. This society was located on the Mediterranean Sea. This area proved to be one of the biggest impacts on trade and development of early civilizations. This civilization made many technological improvements in sailing technology. The Phoenicians spread culture around the Mediterranean Sea through trade between ancient civilizations, which is proven by the archaeological findings of certain civilizations artifacts and technologies on other regions. They were called the "Carriers of Civilization," because they brought ideas such as the alphabet, purple dye, and paper from Byblos to civilizations around the Mediterranean Sea. These ideas were used in later civilizations and can also be seen today in our alphabet.

Another factor and time period of the influence of geography would be the abundant natural resource of oil, in the Middle east. The Middle east has a large ability to control the supply on oil of the world. Such as was proven by the oil Embargo by OPEC, or Organization of Petroleum Exporting Countries. OPEC put forth a limited amount of oil to the world. It caused tremendous price hikes, and the price of oil skyrocketed. OPEC and the nations of the Middle east realized the world was quite dependent on the Middle East and with the control of most of the worlds oil, the middle east could improve on their own economy and political influence. This proved how the resources in the Middle east helped the advancements in the economy and power.

In conclusion, geographic factors influence civilizations and nations greatly on their economy and society. The location on the Mediterranean Sea and Oil resources proved the good geographic factors of regions, could prove a benefit to a society.

Anchor Level 4-B

The response:

- Shows a good understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task, but does so somewhat unevenly by discussing the impact of the location of the Phoenicians on the Mediterranean Sea more thoroughly than the impact of oil in the Middle East
- Shows an ability to analyze and evaluate the impact of geographic factors on people (*Phoenician location on the Mediterranean Sea*: location allowed for trade and development; trade brought cultural diffusion; Phoenician ideas can be seen today; *oil in the Middle East*: oil gives the Middle East political and economic power)
- Incorporates relevant facts, examples, and details (*Phoenician location on the Mediterranean Sea*: Fertile Crescent; sailing technology; carriers of civilization; alphabet; paper from Byblos; purple dye; *oil in the Middle East*: embargo; OPEC; dependence on the Middle East for oil)
- 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 4. The discussion of the effect of oil in the Middle East, while correct, is not very well supported by historical detail. However, this is balanced by the good historical detail in the Phoenician discussion and in the conclusions reached throughout the response.

The land and resources near where a group of people live can greatly effect the customs and daily lives of these people.

In Egyptian history, mainly before A.D., 1500 the Nile River was an important factor in Egyptian life. It would flood every year and when the Nile receded, it left silt deposits that made the soil fertile once again. The people of Egypt depended on this flood to bring a good harvest for the next year, because without fertile soil their crops wouldn't grow. The Nile River also supplied Egyptians with the water that was needed for those crops, as well as for other things. The river was also important to Egyptian economy and traders. It provided a mode of transportation and this led to trade with other lands. This trade gave Egypt all the items that they needed or desired and couldn't make themselves. The Nile River was also celebrated by the Egyptian people. They'd celebrate the yearly flood and pray to their gods for a good crop and fertile soil. The Nile provided fertile soil, water,

transportation, and trade to the people of Egypt and was therefore the center of their ancient civilization.

Japan's geography on the other hand lacked both good farm land and many important natural resources, and although this limited the Japanese people, it also greatly influenced them.

Japan's lack of farmland created a problem with food. If the Japanese people depended on crops for their food supply, they'd most likely starve, so they started to terrace ^{farm} farming is the process of ^{cutting} ~~cutting~~ into mountains to create more farmland. They also turned to the sea. The Japanese became good fishermen and sailors and ate fish and other sea food. This increased dependence on the sea also led to more sea travel, which in turn led to contact with other people and the spread of cultures. From this, the Japanese came into contact with many Chinese ideas and adapted them to their own culture. Japan lacked many natural resources needed to industrialize and this need for resources led to imperialism. If Japan couldn't supply their own resources, then

they'd have to gain control of land that could. For this reason, the Japanese people colonized uninhabited places. Japan's lack of natural resources, which was a problem at first, led to a dependence on the sea, seatravel, contact with other lands, and even imperialism.

A land's natural resources, geography, and location have a great impact on a people's culture. They help a civilization to survive, or force it to look elsewhere for the resources they need.

Anchor Level 4-C

The response:

- Shows a good understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task by discussing the impact of the Nile River on Egypt and the impact of the lack of natural resources on Japan
- Shows an ability to analyze and evaluate the impact of geographic factors on people (*Nile River in Egypt*: the flooding of the Nile allows crops to grow; river allowed for trade; trade gave Egypt all the items that they could not make themselves; river was the center of their ancient civilization; *lack of natural resources in Japan*: lack of natural resources both limited and influenced them; caused them to be good fisherman and sailors, which led to more sea travel, which in turn led to contact with other people and the spread of cultures; the need for resources led to imperialism and colonization)
- Incorporates relevant facts, examples, and details (*Nile River in Egypt*: silt; yearly floods; fertile soil; *lack of natural resources in Japan*: terrace farming; dependence on the sea; industrialization; imperialism; spread of cultures)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by rephrasing the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the response is not richly supported with historical detail, it demonstrates a clear understanding of the theme by providing a multitude of strong analytical statements. The discussion on Japan spans both time periods and thus meets the requirement for the post-A.D. 1500 aspect of the task.

Geography can have a major impact on people and its society. Where people live affects every aspect of their life, including trade, agriculture and government.

Many early civilizations were located/situated near river valleys. This was important because here, there was fertile land good for farming. An example is Mesopotamia and Sumer. This civilization was in between the Tigris and Euphrates Rivers. This is also referred to as "the crossroads," because this is where Asia and Europe meet. This rich fertile crescent was great for farming. These two rivers often flooded, which was both good and bad. Bad because it would wash everything out; good because it left behind fertile soil. The fertile crescent was a good spot for trade also because it was not very isolated. Many early civilizations were established in river valleys because it was great for agriculture. As you can see, geography affects societies in many

different ways.

Another example is China in general. China was very isolated. It was surrounded by mountains, the Gobi desert and the Pacific Ocean. Chinese people were very ethnocentric. During their time of isolationism all the other countries were modernizing both technologically and governmentally. For example, they were very badly beat in the opium war because everybody else was more technologically advanced than China.

They soon realized that they needed to modernize, which they did during the Meiji Restoration when China became very powerful. China, because of its geographical ~~loss~~ boundaries, were not as advanced as other countries, but they soon caught up.

Geography has a major affect on civilizations/societies and its people. Depending on where you live also depends on natural resources, ways of agriculture and also how goods are transported and

traded. Geography has a major impact on world history.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of the impact of geographic factors on people
- Addresses both aspects of the task by discussing the impact of the Tigris and Euphrates Rivers in Mesopotamia and the isolating geographic factors of China but does so in a limited way
- Shows some ability to analyze and evaluate the impact of geographic factors on people, but not in any depth; is more descriptive than analytical (*Tigris and Euphrates Rivers in Mesopotamia*: rivers provided fertile land; rivers often flooded causing good and bad effects; rivers allowed for trade; *isolating geographic factors in China*: Chinese people were very ethnocentric; during their isolationism, other countries modernized; Chinese were badly beaten in the Opium Wars because of their lack of technology)
- Incorporates some facts, examples, and details (*Tigris and Euphrates Rivers in Mesopotamia*: Sumer; crossroads; fertile crescent; flooding; *isolating geographic factors in China*: Gobi Desert; Pacific Ocean; ethnocentrism; isolationism; Opium War) and contains an inaccuracy (Meiji Restoration)
- 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 has a good understanding of the theme, but often fails to go beyond generalities. Despite some good, thought-provoking ideas, the detail to support these statements is missing. The isolating factors of China's geography are overstated, omitting the self-imposed isolation of the Ming Dynasty and incorrectly identifying the Meiji Restoration as the modernization period of China.

The wealth of natural resources promotes the growth of civilizations, their technologies, and their trade. In the river valley of Mesopotamia between the Tigris and Euphrates Rivers, people have harnessed the powers of geography for millenias. Mesopotamia gave rise to the greatness of several civilizations.

The Tigris and the Euphrates Rivers are abundant sources of water and flowing passages for trade. During the Sumerian civilization, these rivers were used for irrigation. The rivers would flood, leaving fertile soil that lies between the two which allowed for many crops to be planted. The people of this civilization were able to settle into permanent residences and give up hunting and gathering because of the constant source of food from the rivers and also made progress in agricultural technology. When the Hitites invaded, they brought iron for plows and after the domestication of animals, the fields made fertile by this geographic factor could be tilled more easily. The trade that the rivers admitted also brought new technologies to the

"crossroads of civilization" including silk from the end of the Silk Road in China. The Babylons also prospered in this River Valley, growing grain and creating new social policies. Hamurabi's Code was created because the growing population needed a written code of law. The rivers also allowed for unification of the area under Assyrians. These two rivers have engendered much sustenance for the people and have resulted in the development of technology and civilization warranted by the well-fed growing population.

The world is full of natural wonders and people who reap the benefits of geographic factors in their areas. The Tigris and Euphrates river valley encouraged population growth and technology which caused a need to create strong governments such as under Hamurabi. The people of Mesopotamia and their lives have been shaped by the geography of their regions.

Anchor Level 3-B

The response:

- Shows a thorough understanding of the impact of geographic factors on the people of a nation or region
- Thoroughly addresses one aspect of the task by discussing how the Tigris and Euphrates Rivers affected Mesopotamia
- Shows an ability to analyze and evaluate of the impact of geographic factors on people (rivers were used for irrigation; people were able to settle into permanent residences due to the constant source of food; people were able to make progress in agricultural technology; fields could be tilled more easily due to advances by the Hittites; the trade that the rivers admitted brought new technologies; the growing population created a need for a written code of law; the rivers allowed for unification of the area)
- Richly supports the theme with relevant facts, examples, and details (Sumerian civilization; irrigation; flooding; switch from hunter-gatherer to permanent residences; Hittites; iron technology; crossroads of civilization; Silk Road; Babylonians; Hammurabi's Code; Assyrians)
- 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 3. The response has a wealth of historical detail and is strong in its analysis. If the response included a second geographic factor that was written with the same detail, this response would meet the criteria for a score of 5. However, due to its lack of a geographic factor after A.D.1500, the response cannot be scored any higher than level 3.

Geography has affected the way of life since civilizations began. Whether it was mountains, rivers, oceans, etc., they all helped to shape the lives, cultures, and etc. of these civilizations. Two of these civilizations/nations include China with its mountainous barriers, and Brazil, with its rich ^{rain} forests.

China's mountainous surroundings helped to isolate it for centuries. Because of this isolation, China never saw what other civilizations were developing around them. They believed themselves to be the most advanced civilization, and called themselves the "Middle Kingdom." China, due to its isolation, flourished in many aspects. Its culture flourished because there were no other cultures to interfere with it. They developed a system of writing using symbols and drawings, developed a method of paper making, and

even developed a way to make silk. The Chinese also made advances in science and medicine, using herbs for medicinal purposes, using acupuncture to heal the sick, and studying astronomy. They developed a unique culture, with their unique styles of art, traditional dances, philosophical ideas like Daoism and Confucianism, and even a Chinese tea ceremony. Due to its mountainous barriers that isolated it, China was able to flourish under a rich and unique culture.

Brazil's rich rain forests have affected it in many ways. Since most of Brazil was made out of rain forests, most of its economy was in the rain forests. Brazil's economy made a lot of money due to the natural resources the rain forests supplied them with, such as lumber, rubber from the rubber trees, and many different types of vegetation

that were used for medicinal purposes. Because of its economy, Brazil began to flourish with their resources from the rain forests, but their geography suffered. It went through a process of deforestation, in which many acres of its forests were taken down in one day. Brazil had many positive and negative effects due to its rich rain forests.

Geography affected both China and Brazil in positive and negative ways. It isolated China, while enriching its culture. It made Brazil's economy grow, while destroying its geography. Geography may have negative or positive effects on a nation.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task by discussing the impact of the mountains on China and the rain forest on Brazil but does so in a limited way
- Shows some ability to analyze and evaluate the impact of geographic factors on people, but not in any depth; is more descriptive than analytical (*mountains on China*: mountainous surroundings helped to isolate it; because of isolation, they believed themselves to be the most advanced civilization; due to isolation, China's culture flourished; *rain forest on Brazil*: because of rain forests, Brazil's economy made a lot of money; as Brazil's economy flourished, the geography suffered through deforestation)
- Incorporates some facts, examples, and details (*mountains on China*: isolation; Middle Kingdom; writing system; paper making; silk production; advances in science and medicine; acupuncture; astronomy; Daoism; Confucianism; Chinese tea ceremony; *rain forest on Brazil*: lumber; rubber; vegetation for medicinal purposes; deforestation)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task and concludes with summation of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The generalizations that are drawn are adequate, but sometimes overstated (most of [Brazil's] economy was in the rain forests). The discussion on Brazil is somewhat simplistic. However, the response includes several facts about ancient China that support the idea that China's mountainous surroundings helped lead to the development of its unique isolated culture.

They're places all over the world that have been influenced geographic factors such as natural resources, location, climate and land features. Two geographic factors that have influenced the life in a nation are the mountains in the Eastern Europe and the oil in the Middle East. These factors have changed many peoples' lives throughout history.

During the 1900's, oil seemed to be a highly talked about resource in the world. Many countries were in need of it and some countries had an abundant amount of it. So many people now had machines and cars that needed oil to keep it working properly, but trade sometimes was not always possible. Because countries had so much oil and others had none, the countries that had oil could raise the prices as high as they wanted and manufacturers would still have to buy it. Business stopped making a lot of money and poor ordinary people couldn't even afford the oil anymore. This led

to poverty and unemployment. This influenced many countries and caused major damage to factories and people across the nation.

Another geographic feature that led to changes were the mountains in Eastern Europe. They were used for a number of different resources. Used in battle, they protected people and houses from wars and sneaky attacks. They were also a great place to grow crops. People in Eastern Europe would usually want their house on or near a mountain, but at the same time own flat land too. Mountains were usually good barriers between countries. They helped many people live their lives in peace.

As you can see many geographic factors helped people across the world. In one way or another it changed nations all over in different countries.

Anchor Level 2-A

The response:

- Shows an understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task by discussing oil in the Middle East and mountains in Eastern Europe but does so in a limited way
- Shows some ability to analyze and evaluate the impact of geographic factors on people, but not in any depth; is more descriptive than analytical (*oil in the Middle East*: oil is needed because people have machines and cars; because countries had so much oil and others had none, they could raise the prices as high as they wanted; businesses were hurt by the rise in prices; *mountains in Eastern Europe*: mountains are used in battles to protect people; mountains were good barriers between countries)
- Incorporates few relevant facts, examples, and details (increase in the need for oil in the 1900s); contains an inaccuracy (mountains are a great place to grow crops)
- Demonstrates a general plan of organization
- Introduces the theme by establishing a framework that is a little beyond the task and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response provides a cursory treatment of the task with a general lack of detail and analysis. Solid historical background and supporting details are not provided. For instance, the same information could be used to discuss any mountain range in the world and is not specific to Eastern Europe. Much of the discussion of the influence of oil in the Middle East focuses on its influence on other countries and not on its influence on the people of the Middle East.

Geography plays an important part on everyday life. Government Economy, and religion can be determined by the geographical settings. The land features, resources, location, and climate of nations and regions affect how people live, how people and goods are moved, and how people can develop institutions to help meet their needs.

• In Greece, geography influenced the people's way of life. Many city-states were formed because of their different geography. Mountains separated and isolated the different communities so that they formed different governments such as Athens and Sparta. Once ~~the~~ technology came about (that allowed communication) Greece grew more united.

• In Japan, the geography is very mountainous. It's poor for growing crops and building. Because of the mountainous geography Japan government, religions and teachings differed from that of its western neighbors. Commodore Matthew Perry force Japan to open its port to trade. Because of this, Japan received cultural diffusion causing new beliefs and help Japan modernize and industrialized.

Geography plays an important part on everyday life. The land features resources, location and climate of nations, and regions affect how people live, and how people and goods are moved, and how people can develop institutions to help meet their needs. Greece and Japan to examples of how ~~geography~~ geography can affect ones government and everyday life.

Anchor Level 2-B

The response:

- Shows a limited understanding of the impact of geographic factors on the people of a nation or region
- Addresses one aspect of the task by discussing the influence of mountains on Greece
- Develops a weak analysis and evaluation of the impact of geographic factors on people (many city states were formed because of their different geography; separated communities formed with different governments; once technology came about, Greece grew more united)
- Includes few relevant facts, examples, and details (mountains; city states; isolation; Athens; Sparta)
- Demonstrates a general plan of organization
- Includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response contains an adequate discussion of the effects of mountains on Greece. However, because the same geographic factor (mountains) is chosen for both Greece and Japan, the discussion on Japan can *not* be scored.

Geographic Impact on Societies

The way a certain civilization makes prosper can be through trade, farming, or any other means of survival. In order to accomplish this, they must have all the necessities which is based on the civilization's location. Because of this, Geography has been a longtime influence of a civilization's survival.

An example of this is the Nile River. The Nile is a river which runs along the coastline of Egypt and was used for growing crops along its fertile coastline. Ancient Egyptians saw the Nile as a source of food and spirituality. They believed that crossing the river would land you into the afterlife. Because of this, they based their very polytheistic religion partly on the Nile.

Another region in which geography influenced its way of life is China. Since China was enclosed by mountains and deserts, they had no real contact to the outside world. They relied only upon themselves and gained a sense of superiority towards other nations creating an ethnocentric attitude.

In the end, it is really the location that decides what a nation will become.

Anchor Level 2-C

The response:

- Shows a limited understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task by briefly discussing the influence of the Nile River in Egypt and mentioning the isolating geographic factors in China without identifying the time period
- Develops a weak analysis and evaluation of the impact of geographic factors on people (*Nile River in Egypt*: the ancient Egyptians saw the Nile as a source of food and spirituality; they base their very polytheistic religion partly on the Nile; *isolating geographic factors in China*: since China was enclosed by mountains and deserts, they had no real contact with the outside world)
- Includes few relevant facts, examples, and details (*Nile River in Egypt*: fertile soil; belief in afterlife; polytheism; *isolating geographic factors in China*: mountains; deserts; ethnocentric attitude) and contains inaccuracies (*Nile River in Egypt*: the Nile is a river that runs along the coastline of Egypt; they believed that crossing the river would land you into the afterlife; *isolating geographic factors in China*: China had no real contact with the outside world)
- Demonstrates 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 simple summation of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The very limited specific information is neither discussed nor explained. While the time period in the discussion on China is not identified, it most probably addresses the period prior to 1500 and should not be scored. Even if it is referring to China's continued isolation after 1500, the information provided has no impact on the final score for this response.

The land features, resources, location and climate of nations and regions affect how people live, how people and goods are moved, and how people can develop institutions to help meet their needs. China was isolated from the rest of the the advancing world. ~~the the advancing world.~~
~~the the advancing world.~~

An ocean on one side and mountains on the other isolated China from the advancing Egyptians ~~and~~ and Aryans. China called that time period the Middle Kingdom because they thought they were the only people on Earth. China advanced in their own way. They would invent something and Europe and Mesopotamia would not know so they had to invent it on their own. Since there were no boats that could go a long distance the Chinese could not cross the Pacific Ocean and find other civilizations. People could not cross the mountains on the other side because they did not know there was anything on the other side.

Anchor Level 1-A

The response:

- Shows a very limited understanding of the impact of geographic factors on the people of a nation or region
- Addresses the different aspects of the task by briefly mentioning how mountains and oceans isolated China
- Develops a faulty analysis and evaluation of the impact of geographic factors on people
- Includes few accurate facts, examples, or details (Pacific Ocean; mountains; Middle Kingdom) and contains many inaccuracies (advancing Egyptians and Aryans; time period was called the Middle Kingdom because they thought they were the only people on earth; Mesopotamia and Europe would not know of Chinese inventions so they had to invent it on their own; people could not cross the mountains on the other side because they did not know there was anything on the other side)
- Demonstrates a general plan of organization
- Repeats the theme in the introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The attempt at analysis is confused and includes many inaccuracies.

The Nile River in Egypt has caused a major influence in the lives of people living there. This river has continual flooding that served a purpose. It would water crops if there was a drought. It affects the people, and the movement of people and goods, and it also may meet the needs of people and be very useful. Also the great development of ~~technology~~ ^{rivers} and oceans. Rivers and oceans have helped people all over coastlines create a growing economy.

The Nile River has helped Egyptians through many years. As a source of transportation and irrigation system. ~~Egypt~~ Egyptians have used this ~~geological~~ ^{geological} feature ~~for many~~ through generations. The Nile River is a delta which leads from the middle of Egypt out. It is a non stop flow which rises ~~at~~ at a certain time which Egyptians have clocked and figured out. The best part is knowing when this all happens. So they can ~~be~~ not be stuck in the water in the middle of the night.

Anchor Level 1-B

The response:

- Shows a very limited understanding of the impact of geographic factors on the people of a nation or region
- Addresses the task by briefly mentioning the influence of the Nile on Egyptians
- Develops a faulty analysis and evaluation of the impact of rivers on people (river has continual flooding that served a purpose because it would water crops if there was a drought; coastlines create a growing economy)
- Includes few accurate facts, examples, or details (flooding; transportation; irrigation; delta) and contains many inaccuracies (drought; delta leads from the middle of Egypt out; river rises at a specific time which the Egyptians have clocked so that they cannot be stuck in the water in the middle of the night)
- Lacks focus at times; contains digressions
- Includes an introduction that refers to Egypt but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Few relevant details are provided to support the theme. The influence of the Nile as a source of irrigation and transportation is mentioned, but not discussed.

The land features, resources, and location of nations and regions affect how people live, how people and goods are moved, and how people can develop institutions to help meet their needs.

One geographic feature that influenced life in China before A.D. 1500 was the Huang He Valley. The river was also known as the "Yellow River." Neolithic people settled there to use the fertile land for farming. Another advantage this river provided was the transportation for trade. Although this river provided positive influences, it was also very disastrous. The Yellow River flooded and ruined many homes, ruined crops, and left many people to starve.

One geographic feature that influenced the lives in a nation or region after A.D. 1500 was Japan being an island. This created Japan

to be isolated. This isolation changed the lives of people because Japan was less influenced by other nations. Also, Japan being on an island created a limited supply of natural resources which ~~allowed~~ made them imperialize. Also, the irregular coastlines helped Japan with its trade, which allowed for ~~the~~ influence by western nations.

This shows that land features, resources, and geographic locations do affect nations and regions, and the people that live in it.

Throughout time geography has always had an impact on society. The mountain ranges of Northern India have influenced its nation ^{and} ~~and~~ ^{culture.}

The mineral resources in Africa have also impacted on its nation ^{and} ~~and~~ its people.

India has always had a unique society and culture. This is due in part to its isolation from other cultures. The Himalayas and the Hindu Kush mountain ranges have hindered the spread of cultural diffusion into and out of India. India has produced a culture with unique and distinct qualities such as religion, art, architecture, and social order.

However, unlike India, the geographic qualities of Africa, especially its mineral resources, have had a negative effect on its development. Many regions of Africa are rich in a substance called "coalite". Recently, coalite has been used in many electronic products, such as the cell phone. Many companies go out to Africa to mine this resource and in effect have stripped the land of other resources, wildlife, and have devastated certain areas.

There are, land features, resources, and locations of nations and regions can affect how people live, how goods are produced, how institutions can be developed, and how needs can be met. Geographic features can have a positive or negative effect on society. Geographic features can help ~~develop~~ developing nations be established and it can help create a unique society.

“Geographic impact on Societies” Before AD, 1500, rivers were vital for civilization. Land next to rivers tend to be richer. The land between the Tigrus and Euphrates rivers, were perfect for non-nomads. Not only were rivers good for agriculture, they were great for protection. Although they meant isolation they were important to the civilizations. After AD 1500, mountains were common barriers of protection. Keeping civilizations on both sides isolated. India is a peninsula, India touching the main land was blocked by the Himalayan mountains. These mountains were vital for the keeping up of Indian culture. The mountains, also blocked India from being taken over by the Turks. By not having communications with other countries laws and regulations were not compared to or challenged. Mountains also determine weather climate, the windward side of a mountain stays relatively cool which India was. There are also more geographic features not mentioned for example valleys, islands, forests, deserts and location. All of which carry a deep impact on the evolution of different civilizations.

The land features of regions, as well as their resources, locations, and climate, can affect how people live, how their society develops, and how they interact with other cultures. Two examples of this are the mountains in Greece and the oil located in the Middle East.

The peninsula that the cities of ancient Greece were located on was divided by rugged mountains. The Greek city-states developed in the open areas between these mountains. These city-states were often far apart, and travel was very difficult. As a result, many different cultures developed in Greece. For example, there were the polar opposites of Athens and Sparta. Athens was democratic, loved the arts, and was home to great philosophers such as Socrates, Plato and Aristotle. Sparta was famed for its military fierceness and spent little time on frivolities like the arts. Because of such great differences, the city-states were often at war with each other as during the Peloponnesian Wars. These wars, involving brutal enemies and changing alliances, could last several years. Because of their geographic and cultural differences, the Greeks were unable to defend themselves against Alexander the Great.

The Middle East's involvement with other nations has been affected by its resources. Oil, which is a nonrenewable resource because it takes thousands of years to make, is a precious commodity. Deposits of it are not found in many nations. So when oil was discovered in the Middle East, other nations wanted to use the supply. This resulted in more trade, and the Middle East having a near monopoly on oil. The Middle Eastern oil countries tried to influence United States support for Israel by controlling the supply of oil to the United States. At one point, the amount of oil being exported from the Middle East was dramatically reduced. This resulted in higher prices for oil products such as gasoline. The price changes were especially noticeable in the United States, where the cost of one gallon increased by over a dollar. The Middle Eastern countries took advantage of this situation to increase their profits. Tensions over exporting oil and high prices are still an issue today.

There is no doubt that if there had not

been mountains in Greece and if oil was not located in the Middle East, these cultures would have developed differently and dealt differently with other cultures. This is proof that the land features and resources of an area do have a significant impact

Geographic Impact on Societies

Geography can be defined as the physical aspects of a landscape of a region or the location of that region in respect to others. Geography has played a major role in the history of the world. The Nile River in Egypt was the center of life in that river-valley civilization. After A.D. 1500, geography continued to impact history. Japan's lack of natural resources was a cause of many struggles.

The ancient Egyptian empire would not have existed if it weren't for the benefits of the Nile River. Regular flooding deposited a silt layer rich in minerals on the surrounding farmland. Because the flooding was so regular and led to the successful cultivation of crops, Egyptians were able to sustain life in that river-valley and they developed a positive view of life. This was reflected in their views of an afterlife and of religion.

Their polytheistic beliefs focused on pleasing the gods such as Ra and Isis and Osiris, and in the continuation of life after death as provided for in the construction and furnishing of the pyramids. Papyrus, a plant that grew in the Nile basin, became a valuable economic product and export because you can use it to write on. The Nile also had cataracts, or waterfalls, that prevented the invasion of Egypt by foreign powers from the South.

Japan's unique geographic features involving the physical

structure of the land have shaped both its history as well as the rest of the world's. As a result of Matthew Perry's opening Japan to trade and the subsequent Meiji Restoration of 1868, Japan had become westernized and industrialized. They required raw materials for their factories and markets for their manufactured goods. It's lack of natural resources including oil and other fossil fuels, led to Japanese imperialism. Before and during World War II, Japanese soldiers invaded and occupied several regions of eastern Asia including Manchuria, Oceania, China, and South East Asia. Japan imported natural resources from these regions in order to produce manufactured goods, but at the same time Japanese soldiers raped and tortured Asian civilians. When the U.S. placed an embargo against Japan, the Japanese bombed Pearl Harbor, thus bringing the United States into the war. Japanese aggression led to the establishment of internment camps by the United States government because they believed that the Japanese-Americans would remain loyal to Japan and would attack Americans. Japanese military action eventually led to the US decision to drop atomic bombs on Hiroshima and Nagasaki, Japan. This action ended World War II, and it also opened up Japan under General Douglas MacArthur to even more Western influence. Even with its lack of natural resources, Japan developed into

an economic superpower due to its irregular coastline and excellent ports as well as more technological advances brought over from Western nations.

Throughout the ages, geography has impacted billions of lives. In ancient Egypt the Nile River determined Egypt's religious beliefs, successful agriculture, and its economic and political security. Within the last couple of centuries, Japan's lack of natural resources has led to both terrible conflict as well as economic development. Japan was forced to Westernize after World War II, which has made it such a successful nation today. Geography is truly an all-powerful force that dominates all livelihood on Earth as we know it.

Practice Paper A—Score Level 3

The response:

- Shows a satisfactory understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task by discussing the impact of the Yellow River on China and island location on Japan but does so in a limited way
- Shows some ability to analyze and evaluate the impact of geographic factors on people, but not in any depth; is more descriptive than analytical (*Yellow River in China*: Neolithic people settled there to use the fertile land for farming; river provided transportation for trade; the Yellow River flooded and ruined many homes; ruined crops and left many people to starve; *island location of Japan*: island location caused isolation; isolation changed lives because Japan was less influenced by other nations; island created limited supply of resources which made them imperialize; irregular coastlines helped Japan with its trade which allowed for Western influence)
- Incorporates some facts, examples, and details (*Yellow River in China*: Huang He; Neolithic people; flooding; *island location of Japan*: limited natural resources; irregular coastline)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Simply repeats the theme in the introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response contains some good generalizations, but these are not supported with additional facts. The limited discussion on Japan has a seeming contradiction (island location led to isolation; irregular coastlines led to trade). The response also refers to separate historical eras in Japan without providing important details, which would clarify the discussion.

Practice Paper B—Score Level 3

The response:

- Shows a satisfactory understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task by discussing the impact of the mountain ranges of Northern India and the mineral resources in Africa but does so in a limited way
- Shows some ability to analyze and evaluate the impact of geographic factors on people but not in any depth; is more descriptive than analytical (*mountains in India*: India had a unique society due in part to its isolation from other cultures; the mountain ranges have hindered the spread of cultural diffusion into and out of India; *mineral resources in Africa*: mineral resources have had a negative impact on development because the companies have mined the resources and stripped the land of other resources and wildlife)
- Incorporates some facts, examples, and details (*mountains in India*: Himalayas; Hindu Kush; cultural diffusion; *mineral resources in Africa*: use of coltan in cell phones)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the task and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. The understanding that geography influences people is present, but the response mainly deals with generalities. The use of coltan as the mineral resource in Africa is interesting, but the discussion is superficial and the discussion of the effects is simplistic and overstated.

Practice Paper C—Score Level 2

The response:

- Shows a limited understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task by mentioning, but not discussing, the influence of the Tigris and Euphrates Rivers on the area surrounding them and the influence of mountains in India
- Develops a faulty analysis and evaluation of the impact of geographic factors on people (*Tigris and Euphrates*: land between the Tigris and Euphrates great for protection; *mountains in India*: Himalayas isolated India and led to the keeping up of Indian culture; since India is on the windward side of a mountain, it stays relatively cool)
- Includes few relevant facts, examples, and details (*Tigris and Euphrates*: land between rivers good for agriculture; non-nomads; *mountains in India*: peninsula; Himalayas; Turks; mountains determine climate); contains inaccuracies (rivers meant isolation; India is relatively cool)
- Does not clearly indicate which aspect of the task is being addressed
- Lacks an introduction and concludes by referring to the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response merely identifies the influence of geographic factors on people without providing an adequate description or explanation. Some generalizations suggest analysis, but they are not clarified with supporting details. However, the response does indicate a basic understanding of the theme.

Practice Paper D—Score Level 4

The response:

- Shows a good understanding of the impact of geographic factors on the people of a nation or region
- Addresses both aspects of the task, but does so somewhat unevenly by discussing the impact of mountains in Greece more thoroughly than the impact of oil in the Middle East
- Shows an ability to analyze and evaluate the impact of geographic factors on people (*mountains in Greece*: city-states were far apart and travel was difficult, resulting in many cultures; the polar-opposite qualities of Athens and Sparta; because of the geographic and cultural differences, Greece was not able to unify to defend itself; *oil in the Middle East*: the non-renewable quality of oil makes the product precious; the Middle East used its monopoly on oil to try to influence United States support for Israel))
- Incorporates relevant facts, examples, and details (*mountains in Greece*: city states; Athens; Sparta; democracy; arts; philosophers; Socrates; Plato; Aristotle; military; Peloponnesian War; Alexander the Great; *oil in the Middle East*: nonrenewable resource; monopoly; Israel; United States support of Israel; control of the supply of oil; higher prices for oil products)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by simply restating the material provided and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The details about the impact of the mountains on Greece are particularly strong. The discussion of oil in the Middle East deals with the control of its export, its impact on the United States, and its effect on Middle Eastern profits and not on its impact on the people of the Middle East or a specific nation in the Middle East.

Practice Paper E—Score Level 5

The response:

- Shows a thorough understanding of the impact of geographic factors on the people of a nation or region
- Thoroughly addresses all aspects of the task, evenly and in depth, by discussing the impact of geographic factors for the Nile River in Egypt and for natural resources in Japan
- Shows an ability to analyze and evaluate of the impact of geographic factors on people (*Nile River in Egypt*: flooding led to successful cultivation of crops; physical conditions in Egypt allowed for a positive view of life, which is reflected in their religious beliefs; the Nile had cataracts that prevented invasion; *lack of natural resources in Japan*: the need of raw materials for industrialization led to imperialism and military action; Japanese aggression led to the establishment of internment camps; Japan became an economic superpower due to its irregular coastline, excellent ports, and technological advances brought from the West)
- Richly supports the theme with relevant facts, examples, and details (*Nile River in Egypt*: silt; flooding; papyrus; afterlife; Ra; Isis; Osiris; polytheistic; pyramids; cataracts; *lack of natural resources in Japan*: Matthew Perry; Meiji Restoration; westernization; industrialization; lack of natural resources; Pearl Harbor; imperialism in Manchuria, Oceania, China, and Southeast Asia; World War II; torture; internment camps; atomic bombs; Hiroshima; Nagasaki; occupied Japan; Douglas MacArthur; economic superpower; irregular coastline; ports; western technological advances)
- 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 discussion of the similarities between Meiji Japan and post–World War II occupied Japan is particularly strong. The connections between historical events are clear as are the ways that geography affects many different aspects of life such as religion, economics, political stability, and foreign policy. Rich in historical detail, the response provides a multitude of impacts for each geographic factor.

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

Document 1

. . . Therefore, if we so ardently desire the emancipation [unification] of Italy — if we declare that in the face of this great question all the petty questions that divide us must be silenced— it is not only that we may see our country glorious and powerful but that above all we may elevate her in intelligence and moral development up to the plane of the most civilized nations. . . .

— Camillo di Cavour, 1846

1 According to Camillo di Cavour, what would be *one* positive result of Italian unification?

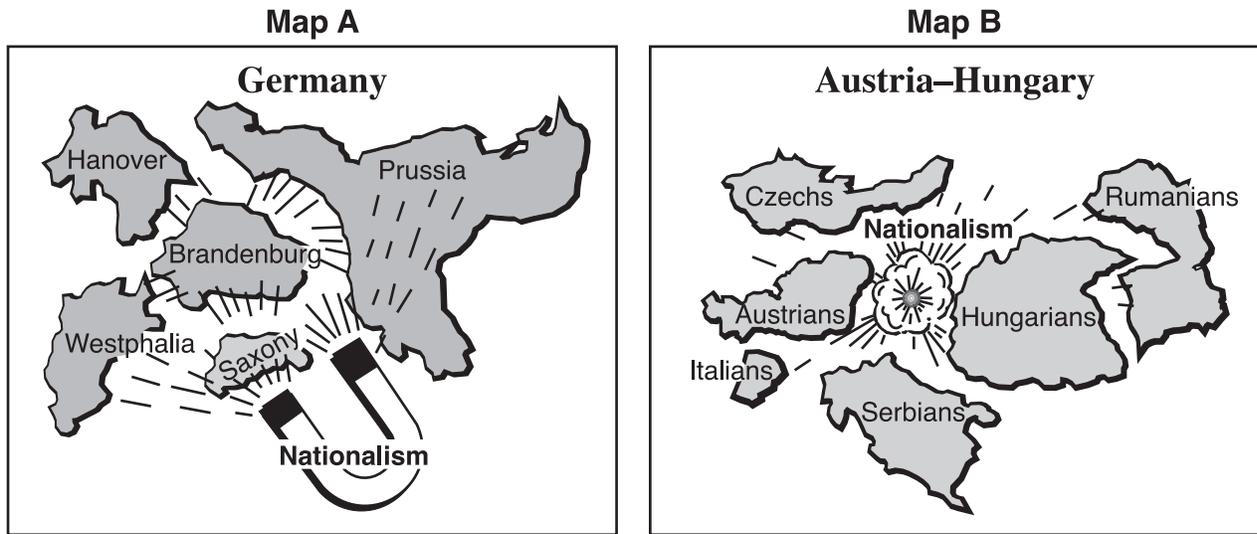
Score of 1:

- States a positive result of Italian unification
Examples: make Italy glorious and/or powerful; elevate Italy’s intelligence and/or moral development; make Italy great; make Italy one of the most civilized nations

Score of 0:

- Incorrect response
Examples: it is ardently desired; petty questions divide us
- Vague response that does not answer the question
Examples: it is a great question; it is a declaration
- No response

Document 2



Source: Sol Holt and John R. O'Connor, *Exploring World History*, Globe Book Co. (adapted)

2a According to Map A, how did nationalism affect the German states?

Score of 1:

- Identifies how nationalism affected the German states
Examples: pulled it together; it unified Germany

Score of 0:

- Incorrect response
Examples: Germany was separate states; Prussia was the biggest state
- Vague response that does not answer the question
Examples: it made German states easier; it had more of an impact on them
- No response

2b According to Map B, how did nationalism affect the Austro-Hungarian Empire?

Score of 1:

- Identifies how nationalism affected the Austro-Hungarian Empire
Examples: empire was broken up; new nations were created

Score of 0:

- Incorrect response
Examples: it was blown up; it was divided in two; Italians almost disappeared
- Vague response that does not answer the question
Examples: it is bad
- No response

Document 3

A

As long as the Jewish spirit is yearning deep in the heart,
With eyes turned toward the East, looking toward Zion,
Then our hope — the two thousand year old hope —
will not be lost:
To be a free people in our land,
The land of Zion and Jerusalem.

— *Hatikvah* (The Hope), Israel's national anthem

B

. . . O those who pass between fleeting words
It is time for you to be gone
Live wherever you like, but do not live among us
It is time for you to be gone
Die wherever you like, but do not die among us
For we have work to do in our land
We have the past here
We have the first cry of life
We have the present, the present and the future
We have this world here, and the hereafter
So leave our country
Our land, our sea
Our wheat, our salt, our wounds
Everything, and leave
The memories of memory
O those who pass between fleeting words!

— Mahmoud Darwish, *Those Who Pass Between
Fleeting Words*, Palestinian poet laureate

3a How does passage *A* express Israeli nationalism?

Score 1:

- States how passage *A* expresses Israeli nationalism
Examples: Jews are returning to the land of Zion/Jerusalem; hopeful for a new nation; to be a free people in our land; it is Israel's national anthem; it expresses the hopes of Jews

Score of 0:

- Incorrect response
Examples: so it won't be lost; Jews have spirit
- Vague response that does not answer the question
Example: it has been two thousand years; they looked to the East
- No response

3b How does passage *B* express Palestinian nationalism?

Score of 1:

- States how passage *B* expresses Palestinian nationalism
Examples: they want others out of their land; Palestinians want to be left alone; past is here

Score of 0:

- Incorrect response
Examples: they pass between fleeting words; it is finished and should be forgotten; leave
- Vague response that does not answer the question
Examples: memories of memory; go to different lands
- No response

Document 4

. . . Attention: all people in markets and villages of all provinces in China — now, owing to the fact that Catholics and Protestants have vilified [made damaging statements about] our gods and sages, have deceived our emperors and ministers above, and oppressed the Chinese people below, both our gods and our people are angry at them, yet we have to keep silent. This forces us to practice the I-ho magic boxing so as to protect our country, expel the foreign bandits and kill Christian converts, in order to save our people from miserable suffering. After this notice is issued to instruct you villagers, no matter which village you are living in, if there are Christian converts, you ought to get rid of them quickly. The churches which belong to them should be unreservedly burned down. Everyone who intends to spare someone, or to disobey our order by concealing Christian converts, will be punished according to the regulation when we come to his place, and he will be burned to death to prevent his impeding [interference with] our program. We especially do not want to punish anyone by death without warning him first. We cannot bear to see you suffer innocently. Don't disobey this special notice.

Source: Ssu-Yü, Teng and Fairbank, John K., *China's Response to the West: A Documentary Survey, 1839–1923*, Harvard University Press

4 Identify *one* expression of Chinese nationalism from this passage.

Score of 1:

- Identifies an expression of Chinese nationalism from this passage
Examples: expel the foreign bandits; save our people from miserable suffering; practice the I-ho magic boxing to protect our country; foreigners and their actions have oppressed our country

Score of 0:

- Incorrect response
Examples: Chinese are inferior; a special notice was issued; Catholics and Protestants have outnumbered the Chinese
- Vague response that does not answer the question
Examples: punish anyone by death; Christian converts
- No response

Document 5

. . . Why do you want to drive away the English?
. . . Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [disrespectfully] towards us and disregard our feelings. . . .

Source: M. K. Gandhi, *Indian Home Rule*, Navajivan Publishing House

5 Based on the document, identify *one* criticism Gandhi expressed about British rule.

Score of 1:

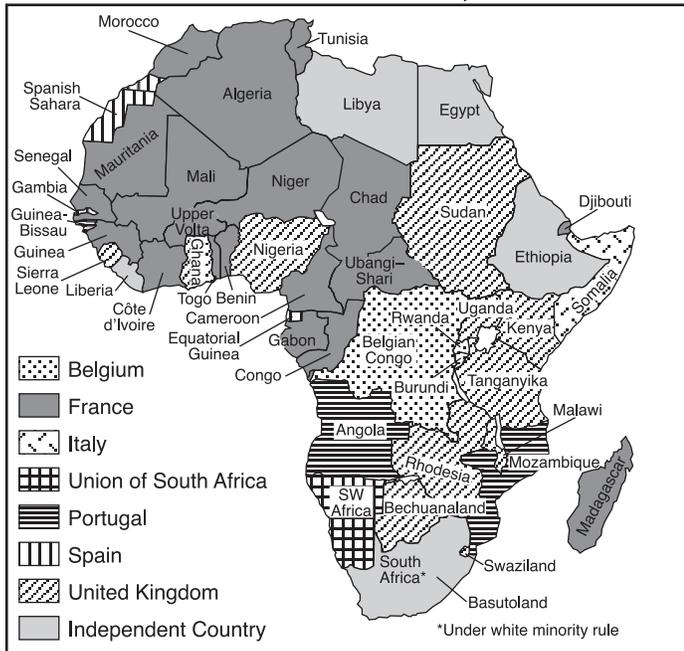
- Identifies a criticism Gandhi expressed about British rule
Examples: India has become impoverished; they take away our money from year to year; the most important posts are reserved for the British; we are kept in a state of slavery; they behave insolently towards us and disregard our feelings; because the British mistreated and exploited India

Score of 0:

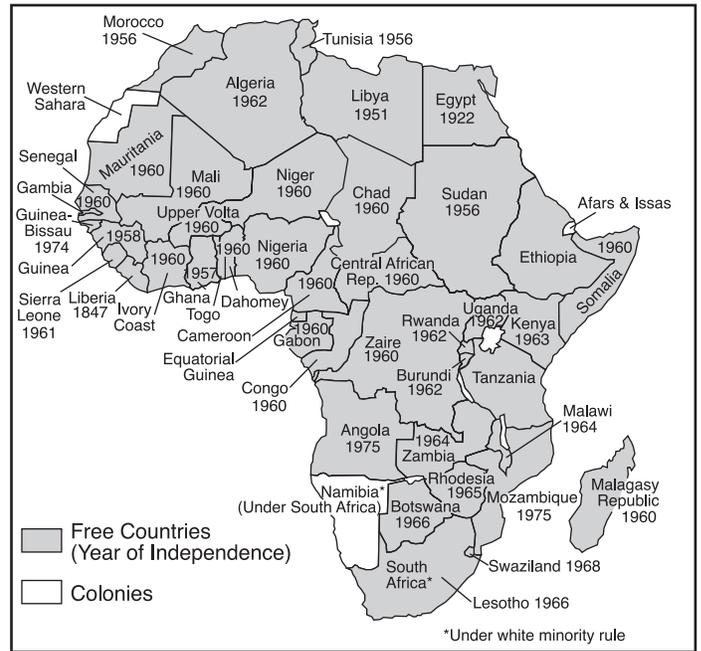
- Incorrect response
Examples: he wants to drive away the English; India wants British government
- Vague response that does not answer the question
Examples: impoverishment; slavery; important posts are reserved
- No response

Document 6

**Map A:
Colonialism in Africa, 1952**



**Map B:
Africa in 1975**



Source: Sidney Schwartz and John R. O'Connor, *Imperialism and the Emerging Nations*, Globe Book Company, Inc. (adapted)

6 According to these maps, how did nationalism affect the continent of Africa between 1952 and 1975?

Score 1:

- Identifies how nationalism affected the continent of Africa between 1952 and 1975
Examples: almost all of Africa is free; most African countries under foreign rule became independent; colonialism ended in most of Africa

Score of 0:

- Incorrect response
Examples: there was no change; more colonies were created; Africa united
- Vague response that does not answer the question
Examples: got more land; there were many changes
- No response

Document 7

. . . From Iraq to the former Soviet empire to the Balkans, the authoritarian state exists as a piece of machinery, man-made, breakable, the borders etched by diplomats ignorant of or indifferent to ancient claims and tribal hate. Kurds fight for their freedom from Iraq and Turkey; Tamils battle Sinhalese in Sri Lanka; Armenians fight Azerbaijanis in Nagorno-Karabakh; Albanian Muslims and Serbs circle each other in Kosovo. Last week Yemen was the latest country to break apart, as those in the south accused the northerners of attempting to further impoverish [weaken] them. The struggles can be ancient and visceral [deep], religious and racial, the oppressed against the oppressors. Where the valves of democracy allow for ethnic pressures to escape, differences are settled by discussion; in the embattled outposts of the new world order, it is the tribes that rule, and the nature of war and peace in the next century may be largely determined by their ambitions. . . .

— *Time*, May 16, 1994

7a Based on this document, identify *two* examples of nationalistic conflict.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each example of nationalistic conflict
Examples: Kurds in Iraq and Turkey; Tamils battle Sinhalese in Sri Lanka; Albanian Muslims and Serbs; Armenians fight Azerbaijanis; southern and northern Yemen

Score of 0:

- Incorrect response
Examples: struggles can be ancient; war and peace; religious and racial
- Vague response that does not answer the question
Examples: difference in each ethnic group; tribal rule
- No response

7b Based on this document, identify *one* cause of these nationalistic conflicts.

Score of 1:

- Identifies a cause of these nationalistic conflicts
Examples: tribal hate; ethnic pressures; religious differences; racial differences; ignorance of ancient claims; indifference to ancient claims

Score of 0:

- Incorrect response
Examples: democracy; new world order; control of the mother country
- Vague response that does not answer the question
Examples: there are differences; determined by ambitions
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—August 2003

<p>Historical Context: Nationalism is a powerful force that can have positive and negative effects on nations and regions.</p> <p>Task:</p> <ul style="list-style-type: none"> • Define the term <i>nationalism</i> • Discuss how nationalism has had positive <i>and/or</i> negative effects on specific nations <i>and/or</i> regions • Evaluate whether nationalism in general has had a more positive <i>or</i> a more negative impact on the people of the world
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NOTE: As is the case with many historical topics, what constitutes a positive and/or negative effect of nationalism is subject to the point-of-view of the evaluator. The response may discuss effects from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

Key Ideas from the Documents

Positive Effects of Nationalism	Negative Effects of Nationalism
Italy: unification; make Italy equal to the most civilized nations; make the country glorious and powerful; raise intelligence and moral development of the country (Doc 1)	
Germany: unification (Doc 2)	Germany: German states lost independence (Doc 2)
Austria-Hungary: freeing of subject nationalities (Doc 2)	Austria-Hungary: breakup of empire (Doc 2)
Middle East: Jews: Zionism; free people in own land Palestinians: freedom in their own land (Doc 3)	Middle East: disagreement and conflict between Jews and Palestinians (Doc 3)
China: remediation of Chinese grievances; expression of national pride; to improve people's lives (Doc 4)	China: violence towards foreigners and Christians (Doc 4)
India: social justice; desire for self-rule (Doc 5)	India: breakup of the British Empire; loss of employment for many British subjects (Doc 5)
Africa: end of European colonialism; establishment of national independence (Doc 6)	Africa: Western Sahara and Namibia remain colonies; continued white minority rule in South Africa for many years (Doc 6)
Iraq and Turkey, Sri Lanka, Nagorno-Karabakh, Serbia, Yemen: self-determination (Doc 7)	Iraq and Turkey, Sri Lanka, Nagorno-Karabakh, Serbia, Yemen: ethnic, racial, and religious conflict (Doc 7)

Relevant Outside Information

(This list is not all-inclusive.)

Positive Effects of Nationalism
France: “Liberty, equality, and fraternity”
Latin America: overthrow of Spanish rule
Italy: establishment of parliamentary monarchy; reduction in papal power
Germany: increasing economic and political strength
Austria-Hungary: dual monarchy
Middle East: Jews: establishment of Israel as homeland for Jews; Israel only democracy in region; exodus after World War II; Palestinians: increased sense of identity
China: principles of Sun Yixian; overthrow of colonial rule; extension of territory
India: India National Congress; Muslim League; civil disobedience; division of India in 1948
Africa: return of ownership of natural resources; continuing development of national identity
Iraq and Turkey, Sri Lanka, Nagorno-Karabakh, Serbia, Yemen: details about national self-determination (Dayton Accords; United Nations protection of Kurds)
Other: reunification of Germany; Velvet Revolution in Czechoslovakia; Solidarity movement in Poland; redefinition of nationalism in South Africa under Mandela; repercussions of breakup of the Soviet Union

Negative Effects of Nationalism
France: Reign of Terror
Latin America: mistreatment of native peoples
Italy: reduction in papal power; rise of Mussolini and fascism
Germany: “blood and iron”; militarism; Hitler’s extreme nationalism
Austria-Hungary: loss of power for empire; “Balkanization” of central Europe; assassination of Archduke Ferdinand as a result of nationalist desires
Middle East: details about the Arab-Israeli conflict
China: split between Republic of China and Nationalists over Formosa; extension of territory
India: continuing conflict between Muslims and Hindus; division of India in 1948
Africa: tribal conflicts; conflict over ownership of natural resources
Iraq and Turkey, Sri Lanka, Nagorno-Karabakh, Serbia, Yemen: details about ethnic, racial, and religious conflicts; ethnic cleansing; rise of terrorism
Other: rise of terrorism; conflict in Rwanda; conflict in Chechnya; repercussions of breakup of the Soviet Union

Score of 5:

- Thoroughly addresses all aspects of the task by defining the term *nationalism*, discussing how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions, and evaluating whether nationalism in general has had a more positive **or** a more negative impact on the people of the world
- Incorporates accurate information from at least **four** documents (see Key Ideas Chart)
- Incorporates relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive such as connecting Bismarck’s nationalism in uniting Germany to Hitler’s extreme nationalism **or** emphasizing common elements of militarism and “ends justifies the means” mentality **or** connecting the breakup of the Austro-Hungarian empire to the nationalist issues in the area today
- 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, although treatment of the different aspects of the task may be uneven such as discussing two parts of the task more thoroughly than the third part
- Incorporates accurate information from at least **four** documents
- Incorporates relevant outside information
- Includes relevant facts, examples, and details; may be more descriptive than analytical such as contrasting the differences between Bismarck’s unification of Germany and the breakup of the Austro-Hungarian Empire **or** describing the similarities in the growth of nationalism in China and Africa as a result of imperialism
- 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 by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 3:

- Addresses all aspects of the task in a limited way **or** addresses most aspects of the task fully
- Incorporates some information from some of the documents
- Incorporates limited or no relevant outside information
- Includes some 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 repeating the theme

Some Examples of Addressing Most Aspects of the Task Fully at Level 3

1. Defines the term *nationalism*; discusses how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions, applying Level 5 criteria. Fails to evaluate the impact of nationalism.
2. Defines the term *nationalism*; discusses how nationalism has had a positive **and/or** negative effect on only **one** specific nation **or** region; evaluates whether nationalism in general has had a more positive **or** a more negative impact on the people of the world.
3. Discusses how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions; evaluates whether nationalism in general has had a more positive **or** a more negative impact on the people of the world. Fails to define the term *nationalism*.

Score of 2:

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

Some Examples of Addressing Some Aspects of the Task at Level 2

1. Defines the term *nationalism*; discusses how nationalism has had positive *and/or* negative effects on only **one** specific nation *or* region.
2. Discusses how nationalism has had positive *and/or* negative effects on specific nations *and/or* regions.
3. Defines the term *nationalism*; evaluates the positive *or* negative impact of nationalism.
4. Discusses how nationalism has had positive *and/or* negative effects on **one** specific nation *or* region; evaluates whether nationalism has had a more positive *or* a more negative impact.

Score of 1:

- Shows a very limited understanding of the task, but addresses some aspects of the theme
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes few or no accurate facts, examples, or details
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or 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. The definition of nationalism may be included in the introduction or in the discussion of positive and negative effects of nationalism.
2. The same effect of nationalism may be positive *or* negative, depending on the supporting information.
3. At least **two** effects of nationalism must be discussed. Both effects may be positive *or* negative *or* one effect may be positive *and* one effect may be negative.
4. The discussion of positive *and/or* negative effects of nationalism must identify **specific** nations *and/or* regions.
5. The evaluation of nationalism may support *either* a positive *or* a negative position if the information provided supports the stated position.
6. The evaluation of whether nationalism has had either a more positive *or* a more negative impact on the people of the world may be included in the conclusion or in the body of the essay. However, a single sentence as part of the conclusion does not constitute an adequate evaluation.
7. The inclusion of specific facts from *either* part of documents 2, 3, or 6 that support the positive or negative impact of nationalism and the evaluation of that impact may be used to meet the criteria for incorporating information from up to **three** of the **four** documents required.

Nationalism, or extreme pride in one's country has been a powerful force in the world. The love citizens of a nation feel towards their ethnicity cannot be underestimated whether it be in warfare, disputes over land or political issues. The power and force stirred up by nationalism has positive effects on a nation and its people.

National pride and honor dates back centuries and still emanates today. In the early to mid-1800's, Camillo di Cavour wrote of the longing of the Italian people to rule themselves and gain respect as Italians. Also, during Benito Mussolini's reign as Italian dictator, Italian nationalism held the sometimes weakened Fascist nation together.

Current day conflicts sometimes extend from century-old nationalistic disagreements. In the Middle East, Israeli's and Palestinians are in constant conflict over the lands of Jerusalem. No one knows who the city belongs to, yet both sides claim national ownership to it. The radical nationalists who will die for their country's cause make the conflict extremely difficult to resolve. Groups and organizations like Hamas have ^{exploited} ~~exploited~~ nationalism

to justify violence. Similar violent acts in Chechnya and Pakistan show this is not confined to the Middle East.

Nationalist movements have always spanned the entire globe, with no nations lacking pride in their ethnicities. In the early 1900's, China's Boxer Rebellion called for Chinese to help drive foreigners from China and take control of every aspect of the nation themselves. Later Sun Yixian made nationalism one of the main principles of his nationalist movement and today the Chinese government lays claim to Taiwan on the basis of nationalism.

During wartime, nationalism can either help or hurt one's cause. In the thralls^{sp?} of World War II, Adolf Hitler seized surrounding lands around Germany, using nationalism as an excuse. Hitler declared that he was merely uniting the German people, while in reality gaining territory to expand the influence of Nazism to the world.

After World War II, many nations declared independence from the imperialistic powers that once ruled them. Between 1952 and 1975, over thirty nations in Africa declared independence in nationalist

movements from colonial imperialistic countries such as Belgium, France, Italy, Spain, Portugal and the United Kingdom. The citizens of these new nations developed fierce pride in their nation. The success of people like Nkrumah and Kenyatta depended on their ability to harness nationalist feelings. Today the strongest organizing principle of many African nations remains nationalism.

In conclusion, nationalism's positive effects such as unification, protection and economic growth far outweigh the few negative effects. Although nationalism has sometimes resulted in conflict, these conflicts are often the result of a nation or people not being allowed to exist as a nation. - Serbia before World War I, China between World War I and World War II, and the Kurds today. Much of this violence could be eliminated if the principle of national self-determination was applied equally to everyone. On the other hand, a free India has developed the world's largest democracy to govern a diverse nation and since the fall of the Soviet Union in 1991 the countries of Eastern Europe have not only become independent, but have strengthened their national identity and economy by joining NATO and the European Union. The benefits of nationalism ~~is~~ far outweigh the negatives.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by defining the term *nationalism*, discussing how nationalism has had positive effects on specific nations and regions, and determining that nationalism in general has had a more positive impact on the people of the world
- Incorporates accurate information from documents 1, 3, 4, 6, and 7
- Incorporates substantial relevant outside information (Mussolini; fascism; Hamas; constant conflict of Israelis and Palestinians over Jerusalem; radical nationalists; conflicts in Chechnya and Pakistan; Boxer Rebellion; Sun Yixian; Taiwan; Hitler and World War II; Nazism; imperialistic powers; Nkrumah; Kenyatta; self-determination; India—world’s largest democracy; independence of Eastern Europe since fall of Soviet Union; NATO; European Union)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (ethnicity cannot be underestimated; nationalism stirred up by power and force; national pride and honor dates back centuries; Italian nationalism held sometimes weakened Fascist nation together; current-day conflicts sometimes extend from century-old nationalistic disagreements; conflict over ownership of Jerusalem; radical nationalists die for country’s cause; use of Boxer Rebellion to take control of nation; Hitler used nationalism as an excuse when in reality regaining territory and expanding influence of Nazism to world; new nations in Africa develop fierce pride in their nation; much violence could be eliminated if principle of self-determination applied)
- 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 an evaluation of the effects of nationalism

Conclusion: Overall, the response fits the criteria for Level 5. Information from the documents is integrated with analytical statements. Topic sentences are used as historical generalizations that are illustrated in the paragraphs. References and conclusions show good knowledge and understanding of nationalism beyond that which is suggested by the documents.

Nationalism is a belief in which the people of a nation want to unite and become independent based on their common traditions and history. The rise of nationalism could be provoked by several factors, some of which include the want to expand and the right to be a free and independent nation. To accomplish the desires of the people desperate measures may be taken to achieve their goals such as war like Cavour or Bismarck or even non-violent protests, like Gandhi.

In some countries war had been fought on a constant basis and tensions only worsened as time progressed especially after World War II. The Middle East had and still has two groups dominant in this location and the Jews and Palestinians have not been able to reach settlement for years even though many countries like the United States have tried to help beginning with Camp David. From the Balfour Declaration to today, nationalism helped to influence the people of Israel to fight for their rights and rise as one. As an effect of the process, some groups, like Hamas feel they must remove the enemy from the motherland and since both groups are fighting for the same land

imperialism where nations such as Britain and France sought land across seas to spread their beliefs and expand their empire. These nations developed new industry and changing technology but when resources were scarce, they wanted to locate and occupy land they would make them wealthy. Before Africans lived there and rightfully owned that land. South Africa was known for having diamonds. Africa was chosen as an imperialistic target for these nations. As the natives of Africa became nationalistic they sought independence to control their own destiny. Nationalism rose in Africa and as a result many countries were declared independent nations (doc 6)

China also became nationalistic because of foreign control which began when foreigners tried to Christianize them (Doc 4) Foreign countries divided China into spheres of influence and nationalist groups like the Boxers protested to regain control of the government and their economy. Later, much of the nationalist support for Mao came from his promises of land reform.

Nationalism is more positive because it helped to spread beliefs and helped to create

they often choose to use violence against each other (doc. 3)

As economies and ideas floundered in eastern Europe after the fall of the Soviet Union nationalism helped former Soviet satellites and Soviet republics regain control of their affairs. In some what of a chain reaction, the countries of eastern Europe became independent. Earlier extremists such as Hitler, abused the tactics of nationalism and created devastation from nationalistic influences. Thus nationalism can be both a positive and negative force.

Other nations choose peaceful nationalistic protests to gain independence and domestic organization. For example Mohandas Gandhi helped India to pursue its goal of Independence from England. Many countries believed that violence was the answer but Gandhi taught discipline and non-violent protests to achieve what the people wanted and needed most desperately, freedom (doc. 5) The people of India could not have achieved independence if they didn't have a common nationalistic purpose. Also nationalism has helped cause

independence for many countries, Tactics used for nationalism, were not always non-violent, which often led to conflicts that may still last to this day. Nationalism has created more positive results for nations across the world by allowing people to establish their independence and control their own government and economy.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by defining the term *nationalism*, discussing how nationalism has had positive and negative effects on specific nations and regions, and determining that nationalism in general has had a more positive impact on the people of the world
- Incorporates accurate information from documents 3, 4, 5, and 6
- Incorporates substantial relevant outside information (Bismarck; Camp David; Balfour Declaration; Hamas; Eastern Europe; independence for Soviet satellites and republics; Hitler; non-violence; imperialism; industrialization; diamonds in Africa; Boxer Rebellion; spheres of influence; land reform of Mao)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (Jews and Palestinians have not been able to reach a settlement for years; nationalism helped Israel survive; nationalism contributed to violence; enemy must be removed from the motherland; fall of the Soviet Union; faltering of economics and ideas in Eastern Europe started chain reaction; extremists abused nationalism; Africa chosen as imperialistic target; industrialism and changing technology made resources scarce; rightful ownership of Africans)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Evaluates the effects of nationalism as more positive than negative in both the introduction and the conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Information relates to the theme by implication, but it is relevant and complete. Document information is combined with outside information to discuss the effects of nationalism and provide support for the evaluation in the final paragraph.

Nationalism is the sense of a people united by language and culture, to form a unified political state. From the 19th century to the present, Nationalistic conflicts have filled the world. Such conflicts have led to wars of horrible violence such as World War I, the Boer Rebellion, or the Eritrean Civil War. There have also been positive outcomes of such conflicts such as independence for India or self-determination in Latin America. Although Nationalism is always a mix of positive and negative effects, it is often a positive force.

Positive effects of Nationalism include self-determination, cooperation, and stability. In Italy, foreign rulers were driven out, and their territory was united under Italian rule (Doc 1). Nations under Austro-Hungarian domination were given independence after World War I (Doc 4). The scattered German states were also unified under leaders like Otto von Bismarck (Doc 2). In India Gandhi and others freed their land from British abusive, imperialist rule (Doc 5). In the late 20th century, nearly all African states have gained independence and established native governments, though with varying success (Doc 6). Nationalism also gained freedom for the Baltic republics after the fall of the Soviet Union (Doc 7).

These movements for freedom have not come without a price. Often violence and costly wars are used to enforce the national ~~own~~ spirit as in the Boxer rebellion of China (Doc 1). A struggle for power often ensues the establishment of a new government as there was in India after that independence. The partitioning of India has left a lasting conflict between India and Pakistan to this day. Dictators often take advantage of the chaos to take the reins of power as Hitler did in the early 20th century.

Nationalistic fighters of different people in the same region can cause extreme and long-lasting conflict. The wars for independence in the former Yugoslavia and the fighting between Jews and Arabs in Israel give evidence to this (Doc 5).

The mixed negative and positive effects of Nationalism make it difficult to say if it is a productive or a destructive force. Nationalism often unites people to end abuse to themselves, but can start them abusing others. Any positive or negative effect that it has is often negated by another, later effect. For example Nationalism brought India independence, but it also tore it apart into three different nations. European

Nationalism excited imperialist policies, which in turn caused nations their own national movements like the Boxer rebellion in China. Nationalism is neither good nor bad. It simply exists in the world and always remains a force to be dealt with.

Anchor Level 4-A

The response:

- Addresses all aspects of the task, although the treatment of positive and negative effects of nationalism is based on a summary of document information
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (Boxer Rebellion; self-determination in Latin America; independence for Austro-Hungarian nations after World War I; Bismarck; imperialism; freedom for Baltic republics after fall of the Soviet Union; conflict between India and Pakistan; partitioning of India; Hitler; wars for independence in the former Yugoslavia; division of India into three different nations)
- Includes relevant facts, examples, and details; is more analytical than descriptive (World War I one of horrible violence; scattered German states unified under leaders; British abusive; imperialistic rule in India; Africans established native governments with varying success; movements for freedom have not come without a price; often violence and costly wars used to enforce national spirit; struggle for power often insures establishment of new government; dictators often took advantage of chaos to take reign of power; nationalist fighters in same region can cause long-lasting conflict)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with an evaluation that explains why it is difficult to say if nationalism is more productive or destructive

Conclusion: Overall, the essay fits the criteria for Level 4. Topic sentences enhance the theme and give focus to the paragraphs, but the supporting historical information is predominantly summary statements of the documents. The evaluation of nationalism establishes a good premise but then merely reiterates information already given.

One of the most powerful forces since the 19th century is nationalism. Nationalism is pride that a certain group of people have in their country, race or religion. Nationalism makes certain groups want independence for their country, race, or religion. Nationalism can have two effects on countries, it can tear them apart or bring them closer together. Nationalism also brings about national chauvinism, which can make different groups of nationalists to argue.

Many people used nationalism to try and create a unified, powerful country. Camillo de Cavour was one of these people. He believed by bring Italy together he would have a powerful country filled with nationalists. Garibaldi helped him achieve this goal. Bismarck of Germany also thought this way and united Germany under the leadership of Prussia. By declaring war on Germany's enemy, France, he knew that the German States would have to work together in order to defeat France. By declaring war on France the German States had one common goal which brought the separate States together. The German sense of nationalism in their country was a bond between the separate states that would overcome France. Therefore, for Germany and Italy nationalism united

them and had a positive effect on these countries. (Doc 142)

However, nationalism can become a disadvantage.

Austria was torn apart by nationalism. The country was divided and full of chaos. The Hungarians, Romanians, Czechs, Austrians, Serbians, + Italians all wanted their own separate country instead of being united in one country, Austria. Since there was constant tension between the groups Austria was weak and divided. (Doc 2)

The Chinese and Indian are two examples of countries who were colonized by Britain and wanted their independence. Britain took control of India's government never letting them rule their own country. The Indians disliked this because they were a prideful group and they wanted to rule their own country. India's Salt March led by Gandhi, demonstrated a new kind of nationalism based on self-reliance. China's people were still involved in the government but they still disliked Britain always intruding. This gave rise to the Boxer Rebellion and the Taiping Revolt. The Chinese + Indian people had pride in their country which a part of nationalism. This brought the people together for one common goal which in this case nationalism is thought of as positive.

Nationalism can be a positive or negative force depending on how the countries use it.

Nationalism was a big success for Bismarck and Germany yet it tore Austria apart. Nationalism gave China + India's people pride to stand up for themselves and demand their basic rights for independence. Using nationalism to gain independence brings the country together. Nationalism usually has a positive affect but once in a while it ~~takes~~ takes a turn for the worse.

Anchor Level 4-B

The response:

- Addresses all aspects of the task, although the evaluation is a generalized summary of nationalism
- Incorporates accurate information from documents 1, 2, 4, and 5
- Incorporates relevant outside information (national chauvinism; Garibaldi; Bismarck; leadership of Prussia; German declaration of war on France; Salt March; Boxer Rebellion, Taiping Revolt)
- Includes relevant facts, examples, and details; is more descriptive than analytical (nationalism used to create unified powerful country; war with France would force different German states to work together; Austria divided which led to constant tension; Salt March demonstrated a new kind of nationalism based on self-reliance)
- Is a satisfactorily developed essay, demonstrating a general plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes by determining that the effects of nationalism are more positive than negative

Conclusion: Overall, the essay fits the criteria for Level 4. General premises are made and then supported with descriptive statements that contain some specific historical information. A thesis, which shows an understanding of the effects of nationalism, is established and substantiated throughout the response.

Nationalism is pride in one's country or homeland. Nationalism has been a very powerful force in the world. It has had the power to unify, to break apart, to make wonderful advancements and, to devastate. It has been positively used as well as negatively used around the world.

In many instances nationalism has brought people together to produce wonderful benefits for the people and the nation. In Document 2, Map A shows how nationalism rallied together Germanic areas into one unified and powerful country. Bismarck's speeches managed to get everyone working together as they shared a common Germanic pride. In document 2, Italy wanted to free themselves from foreign rule in order to create a more morally and intellectually advanced people. In addition, many South Americans under the leadership of Bolivar rallied against their foreign rulers to set up a government based on the people's needs. Similarly in Africa a vast change occurred between 1952 and 1975 where almost all African nations had gained their independence (Doc 6). This could not be possible without the glorifying and mobilizing effects of nationalism.

On the contrary, nationalism can spread like weeds

and make one human turn entirely against another human. This can be seen in Document 7, where it explains how imperialist nations draw up border lines over areas where the people have already been in tribal conflict and further complicate the tension. This has a double effect. The imperialist nations may use force and violence which is motivated by nationalism, to takeover land. Meanwhile, the people being taken over will gain a sense of nationalism and use force to defend themselves. The Balkans and the "Divide and Conquer" methods of imperialism in Africa are two perfect examples.

Bitterness grows along with violence when a nation gains nationalism and they begin to hate those who aren't members of their country who get in the way. Document 3 shows the tensions of the Israelis and the Palestinians. Another example is the age old tensions in north western India between the Indian Hindus and the Pakistani Muslims as they fight for their sacred city. Also, nationalism can also take a unified nation and break it up into small ethnic areas, as seen in Map B concerning Austria in Document 2. The Chinese became defensive and prepare to fight the foreigners in Document 4. In some instances, the imperialist nations don't really harm the colony, but the people of the nation, who

are revived with nationalism are angered because they are being suppressed and taken advantage of. This occurred between Britain and India in Document 5.

All in all, it can be argued that nationalism is more trouble than it's worth. Even though it spurs pride, with pride comes violence and the desire to destroy things. The desire to destroy or take over other areas spreads and multiplies among a large unified people. This force is powerful and dangerous and it ends up in war.

Nationalism can be a positive aspect or a negative aspect in a country. It unifies and it divides. Either way, nationalism leaves its mark.

Anchor Level 4-C

The response:

- Addresses all aspects of the task by defining the term *nationalism*, discussing how nationalism has had positive and negative effects on specific nations and regions, and determining that nationalism in general has had a more negative impact on the people of the world
- Incorporates accurate information from all the documents
- Incorporates relevant outside information (Bismarck; Bolivar; tribal conflict; Balkans; “divide and conquer”; imperialistic nations; tensions between Indian Hindus and Pakistani Muslims; sacred city in northwestern India)
- Includes relevant facts, examples, and details; is more analytical than descriptive (nationalism rallied German areas together; Bismarck’s speeches managed to get everyone working together; Germans shared common Germanic pride; South Americans rallied against foreign rulers; African independence could not be possible without the glorifying and mobilizing effects of nationalism; nationalism can make one human turn entirely against another; border lines are drawn where people already have tribal conflicts and further complicates tension; force and violence motivated by nationalism; bitterness grows along with violence; hatred of those who are not members of the country and get in the way; nationalism can take a unified nation and break it up into smaller ethnic areas; anger because of suppression)
- 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 historical context and concludes with a summation of the theme

Conclusion: Overall, the essay fits the criteria for Level 4. The evaluation uses the information about positive and negative effects to formulate a conclusion that demonstrates an understanding of the causes and effects of nationalism. Analytical topic sentences are followed by a series of descriptive statements.

Nationalism is the desire of an ethnic group of people to be autocratic. The people want to be independent from the country or empire they are currently being ruled by.

Nationalism has impacted the world from the 1800s ~~through~~ thru World War I and II. It continues to impact the world today.

Nationalism has had positive and negative effects on nations and regions throughout the world. In Africa, most of the ~~countries~~ ^{colonies} became independent from their mother countries by 1975, so nationalism had a positive effect there. (Doc. 6)

Other countries positively affected by nationalism were; Germany, Italy, and most of Eastern Europe. ~~Germany~~ The small German states formed a larger, and stronger Germany. (Doc. 2) Camillo di Cavour worked to form a united Italy and attempted to improve the intelligence of the people. (Doc. 1)

Most of Eastern Europe was divided into small, ethnic, and autocratic countries. Nationalism also had negative effects on the Austrian Empire, and partially on Germany as well. The Austrian Empire was divided into Czechs, Austrians, Hungarian, Romanians, and ~~some~~ ^{some} Italians. (Doc. 2)

Nationalism affected Germany negatively because Germany felt that they deserved to expand and that caused WWII.

Nationalism has had a more negative effect on people than a positive. Yes, due to nationalism, the Jews got Israel and India was freed from British rule. (Doc. 3,5) But, there is still turmoil and fighting between Palistinians and Israelis in Israel and Palistine. There is fighting in India and Pakistan over kashmir. Countries have become wartorn due to fighting because of nationalism. Their is fighting throughout the middle east, fighting because of boarder disputes, religious, and racial differences, and ancient arguements. (Doc. 7) It may be nationalism that could lead to nuclear war.

Nationalism has had varying degrees of succes and failure. Nations had been aid and harmed by nationalism. Only time will tell weather nationalism causes more good or bad within the world.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way
- Incorporates some information from documents 1, 2, 3, 5, 6, and 7
- Incorporates some relevant outside information (independence from mother countries in Africa; most of Eastern Europe divided into small, ethnic countries; Germany's desire to expand is one of causes for World War II; turmoil and fighting between Palestinians and Israelis continues; fighting in India and Pakistan over Kashmir; border conflicts in Middle East)
- Includes some facts, examples, and details; is more descriptive than analytical (most countries in Africa independent by 1975; small German states formed larger, stronger Germany; Cavour worked to form a united Italy; negative effects of nationalism on Austrian Empire and partially on Germany; Austrian empire divided; Jews got Israel; India freed from British rule; nationalism could lead to nuclear war); includes some minor inaccuracies (use of "autocratic" instead of "independent"; Cavour wanted to improve the intelligence of the people)
- 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 historical context and concludes with a summation of the theme

Conclusion: Overall, the essay fits the criteria for Level 3. All aspects of the task are addressed; however, the definition of nationalism is weak and the evaluation of nationalism is overly dependent on a synopsis of Document 7. Most of the positive and negative effects consist of an expansion of statements from the documents.

Nationalism to me is wanting your country to strive and be the best. Nationalism has had many positive and negative effects on different places around the world. In some places, nationalism helped nations come together and work as one. In other nations, nationalism caused fighting and war-like conditions.

In Italy, nationalism caused a stir of hope and emotion. They wanted to rid themselves of foreign rule and elevate the Italian people in intelligence and moral development (Doc. 1) Italy was unified in the 1850's and the 1860's and it brought to Italy a sense of pride.

Gandhi thought that the British rule was suffocating his people. They disregarded his people, and behaved insolently towards them. Nationalism created a craving for justice and gave them the perseverance to become free and work towards their goal. (Doc. 5)

In 1952, Africa was mostly occupied

by other nations. After a great surge of nationalism, Africa became mostly independent. (Doc. 6)

In 19th century Europe, nationalism had a good effect on Germany. It caused them to unite and be as one. It did just the opposite for Austria, though. It caused them to break away (Doc. 2)

There was so much nationalism and such great diversity in Austria, that it corrupted them and made them weaker, not stronger.

Also, nationalism caused some conflicts. There were religious, and racial conflicts. People wanted to be the best, and therefore thought that they were better than others. A cause for these conflicts might be that their hatred for each other is deep and visceral. Now they are going to do something about while they feel they want to be the best due to nationalism in Iraq and Turkey to name a few. (Doc. 7)

Nationalism has helped nations come together, but it has also made nations grow apart. Hopefully one day we will all be equal.

Anchor Level 3-B

The response:

- Addresses most aspect of the task fully by defining nationalism and discussing positive and negative effects of nationalism on nations and regions
- Incorporates some information from documents 1, 2, 5, 6, and 7
- Incorporates limited relevant outside information (nationalism gave Indians perseverance to become free and work towards their goal; Italy unified in 1850s and 1860s)
- Includes some facts, examples, and details; is more descriptive than analytical (nationalism brought Italy a sense of pride; Gandhi felt British rule suffocating his people; nationalism created craving for justice; diversity in Austria corrupted them and made them weaker)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by defining nationalism and characterizing how it can be both a positive and a negative force and concludes with a summary of the introduction

Conclusion: Overall, the essay fits the criteria for Level 3. Although there is little integration of the documents, relevant statements with some analysis are made about each case. Positive and negative effects of nationalism are only implied, which weakens the development of the theme.

Nationalism has been a strong movement in many nations since the 1800s. From Napoleon to Ghandi nationalism has been thriving for about 200 years. (Doc. 1-7)

Nationalism is defined as loyalty and pride for one's country. This leads to the rejection of foreign influence. The countries no longer want to be economically dependent colonies of other countries. Thus, they want independence or freedom from the other countries. They want to have control over their own agriculture, economy, industry, etc. (Doc. 1, 3, 4, 5, 6)

Nationalism has had a number of both positive and negative effects on nations. A positive effect would be the unifications of countries. Nations such as Germany and Italy were brought together in large part due to nationalism. Since the countries rid themselves of foreign influence their cultures were allowed to thrive and develop. For example Italy was separated from the Austro-Hungarian Empire.

I think nationalism has had a more negative impact on people of the world.

Due to nationalism many people died. Ethnic cleansing or genocide is a by-product of nationalism. Large numbers of people were killed because they did not fully reflect what the nationalistic image of that country was. Many foreigners were killed in attempts to rid the country of outside influence. Wars were started which led to many deaths as well, like the Boxer Rebellion. (Doc. 4)

In conclusion, nationalism can have a number of effects. Some positive, some negative. The positive effects apply mostly to the nations who are directly involved in a nationalistic movement. The negative aspects, however, affect people throughout the world.

Anchor Level 3-C

The response:

- Addresses most aspects of the task fully by defining nationalism; discussing how nationalism has had a positive effect on Italy but a negative effect on other people of the world; and determining that nationalism has had a more negative impact on all people
- Incorporates some information from documents 1, 2, and 4
- Incorporates limited relevant outside information (Napoleon; ethnic cleansing; genocide; Boxer Rebellion)
- Includes some facts, examples, and details; is more descriptive than analytical (loyalty and pride to one's country; nationalism leads to rejection of foreign influence; countries no longer want to be economically dependent colonies of other countries; Italy separated from Austria-Hungary; ethnic cleansing or genocide is a by-product of nationalism; people killed because did not fully reflect nationalistic image of country; foreigners killed to eliminate outside influence)
- 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 historical context and concludes by repeating why nationalism has both positive and negative impacts on the people of the world

Conclusion: Overall, the essay fits the criteria for Level 3. The definition of nationalism also explains the goal of nationalism. The discussion of the positive effects of nationalism is based on information from the documents, which are not effectively employed. While the evaluation presents outside information, essentially only one point is made.

The most powerful force in the world was nationalism. That can explain Document #2, Map A. Germany seems to be drawn to the concept of Nationalism. In some cases nationalism is not a bad thing. When people protest or show support without getting hurt it's a good thing. Germany is a great example. Now looking back Germany really had hard times, after war but before they were invading other countries all because of those who believed in making their empire much better.

There were some negative effects as well. Document #2, Map B. This shows how Austria didn't have that strong of an empire in order to do the things that needed to be done. Austria-Hungary eventually got what they needed in order to partake in a world war. Now even though (as stated before) for some countries nationalism can be a bad thing it can also be a good thing. In Africa 1975 (Document #3), Africa has changed for the better because of nationalism. Why? or How? is the

question that is being asked right now but as you can see on the maps most of Africa's colonies soon became free states. If that's not a good thing I don't know what is. There were several states that were ruled by this or that even under dictatorship. But because of the people of those places, fight back and began to help them make a difference. This sounds a lot like patriotism.

Just because Nationalism has several things to do with the nation, weapons and army were a big part of it. In China (Document #4) the rulers were not allowing those who lived there to know the real truth about certain things. I feel that this was a negative effect, being that these civilians were being taught the wrong things. Now as stated before nationalism wasn't always about the people, it was about this government as well. Really the government does lie. The fall of others. I feel that nationalism has a more of a negative effect than a positive. When nations feel that they have had gained something because of nationalism

They turn right around and do something bad (negative) Ever Nation has done that. Even though they might think there intentions are good they are really not. And thats the bad thing about it. So in conclusion nationalism has been more of a negative effect than positive.

Anchor Level 2-A

The response:

- Addresses some aspects of the task by discussing the positive and negative effects of nationalism and minimally evaluating the impact of nationalism
- Makes limited use of documents 2, 4, and 6
- Presents little relevant outside information (Austria-Hungary participates in a world war; hard times for Germany after wars; patriotism)
- Includes few facts, examples, and details (Africa has changed for the better because of nationalism; most African colonies became free states; rulers in China did not allow subjects to know real truth); contains some misstatements and misapplication of information from the documents
- Demonstrates a general plan of organization but lacks focus; contains digressions
- Makes one general introductory statement in the first paragraph and concludes by stating that nationalism has been more negative than positive

Conclusion: Overall, the essay fits the criteria for Level 2. Documents are mentioned but the treatment of information is confusing and erroneous. Most statements lack the specificity that would indicate a clear understanding of nationalism. In addition, this response lacks a definition of nationalism.

Nationalism has affected many regions. Some areas that nationalism has affected include: Germany, Italy, China, India, Israel, and Palestine. Nationalism causes positive and negative effects on countries.

Nationalism has a negative effect on some countries. For example, document 3b shows Palestinian nationalism. The negative effect of nationalism is that one country thinks that they are more superior than another. That can lead to many wars and problems between countries. In document 7, there are many conflicts with nationalism. Religion and race have a negative effect on countries.

Nationalism also has a positive effect on countries. In Document 4, Chinese nationalism was aroused. What the Chinese realized was that they were strong, and they became proud of their country, and of who they were. Also, in document 5, Gandhi points out that the British kept them in a state of slavery. Because of this, the Indians wanted

independence.

Nationalism can have both a positive and negative effect on a region. It's positive because it could lead to the independence of a country, and it's negative because it leads to cultural differences, and wars.

Anchor Level 2-B

The response:

- Addresses some aspects of the task by alluding to the positive and negative effects of nationalism
- Makes limited use of documents 3, 4, 5, and 7
- Presents no relevant outside information
- Includes a few facts, examples, and details (negative effect of Palestinian nationalism; superior feelings of one country over another, which can lead to many wars and problems; religion and race have a negative effect on countries; growth of nationalist pride in China; Indians wanted independence because Britain kept them in a state of slavery)
- Demonstrates a general plan of organization
- Introduces the theme by repeating part of the historical context and concludes by explaining why nationalism can be both positive and negative

Conclusion: Overall, the essay fits the criteria for Level 2. With the exception of document 3b, the response depends on general statements based on the documents.

Nationalism has been a powerful force in the world. Nationalism has positive effects on various nations and regions.

In document six Africa went from a country of being owned by a lot of countries to being free all over the continent. Nationalism helped the a lot.

In document one Italy was freed to live on their own no one to rule for them. Nationalism is the belief that people should believe in the nation let the people do the work.

In document two nationalism did wonders for Germany but Austro-Hungarian Empire did terrible. It appears that no one believed in the system and pushed it away. Germany loved it and became one.

In document five, India was becoming mad about the British rule. So Gandhi criticized Britain and it made India stronger and come together.

In document six Nationalism let Africa be free. It went from being owned by every European country to free. This is very positive. They could do what they wish without telling them what to do.

Nationalism has had a positive effect on the

world, people used it people became free
people did what they wanted they weren't
bossed around.

Anchor Level 2-C

The response:

- Addresses some aspects of the task by briefly discussing the positive and negative effects of nationalism and incorrectly defining nationalism
- Makes limited use of documents 1, 2, 5, and 6
- Presents little relevant outside information (Gandhi made India stronger and helped it to come together)
- Includes few facts, examples, and details (Gandhi's criticism of Britain); includes some misstatements and some inaccurate conclusions (Africa went from a country of being owned by a lot of countries to being free all over the continent; Italy free to live on their own with no one to rule for them; nationalism is a system)
- Demonstrates a general plan of organization
- Introduces the theme by restating the historical context and concludes with a general opinion about the positive effects of nationalism

Conclusion: Overall, the essay fits the criteria for Level 2. The response shows a general understanding of nationalism. Imprecise, sweeping statements are made that show a minimal understanding of the documents.

Nationalism has been a powerful force. Nationalism is the love an individual has for their country. Nationalists are very powerful individuals and they take their culture and country very serious. Nationalism is a very powerful affect on countries. Nationalism has started world wars and torn the world to pieces. Nationalists ruled to conquer and to conquer, nationalists would do anything. In Britain the english took over the british and left them with no freedom (Doc 5). People were treated unfair and taken from their culture, religion, and rights. The chinese went along to worship the god they choose because out of a nationalist (Doc 4.)

Once one nationalist was successful and everything was going how they wanted then everyone started becoming nationalists and the countries were converting to nationalism (Doc 2).

Nationalism had a positive effect on people through, because everyone learned that war wasn't a good thing and that's what nationalism brought to them they didn't agree with it. And one war

were over the people out of gain land loat
land, like Africa from 1952-1958 (Doc 6)
and they became a free country. So everybody
learned from their mistakes and every thing
worked out for the better

Anchor Level 1-A

The response:

- Shows a very limited understanding of the task, but briefly discusses all aspects of the task
- Makes vague, unclear, and inaccurate references to documents 2, 4, 5, and 6
- Presents no relevant outside information
- Includes few accurate or relevant facts, details, and examples (world wars tore the world to pieces); includes several inaccuracies (Chinese not allowed to worship god they chose because of a nationalist; English took over Britain; everyone learned war was not a good thing; Africa became a free country)
- Demonstrates a general plan of organization but lacks focus; contains digressions
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a weak evaluation of nationalism

Conclusion: Overall, the essay fits the criteria for Level 1. Despite the good introduction and the attempts to address all parts of the task, the misstatements and erroneous conclusions seriously weaken the response. The documents are referred to, but the references show a lack of understanding of their content.

Anchor Paper – Document–Based Essay—Level 1 – B

People all over the world feel something special towards their own country. When talking about it they feel a sense of pride that no one can destroy, almost as if they feel their country is better. This is called Nationalism.

Anchor Level 1-B**The response:**

- Shows a very limited understanding of the task, addressing only the definition of nationalism
- Makes no references to documents
- Presents no relevant outside information
- Includes few relevant facts, details, and examples (people feel something special towards their own country)
- Demonstrates a weakness in organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and lacks a conclusion

Conclusion: Overall, the essay fits the criteria for Level 1. While only one part of the task is addressed, the definition of nationalism provides an adequate example to support the definition.

Document-Based Essay—Practice Paper - A

NATIONALISM HAD ITS GOOD EFFECTS AND ITS BAD EFFECTS. NATIONALISM HAS BEEN KNOWN TO BRING COUNTRIES TOGETHER TO UNITE AND MAKE THEM STRONGER. ALSO NATIONALISM HAS BEEN KNOWN TO BREAK COUNTRIES APART. NATIONALISM CAN BRING A COUNTRY TOGETHER AND MAKE THEM STRONGER. FOR EXAMPLE, NATIONALISM WAS LIKE A MAGNET, PULLING ALL THE GERMAN COUNTRIES TOGETHER DURING THE 19TH CENTURY. NATIONALISM CAN ALSO BRING HOPE TO A NATION AS IT DID FOR ISRAEL AND THEIR HOPE TO BE FREE. NATIONALISM ALSO HELPED MKHANDAS GANDHI WHEN HE SAID WHY HE WANTED TO DRIVE AWAY THE ENGLISH. ALONG WITH THE GOOD EFFECTS CAME THE BAD EFFECTS.

THERE ARE MANY DIFFERENT EXAMPLES OF BAD EFFECTS, ONE IS HOW NATIONALISM BROKE APART THE AUSTRO-HUNGRIA EMPIRE. ANOTHER EXAMPLE OF HOW IT WAS BAD IS WHEN IT ~~STARTED~~ STARTED WARS. NATIONALISM WAS THE CAUSE OF MANY WARS SUCH AS THE KURDS FIGHTING IRAQ FOR THEIR FREEDOM, AND TAMILU BATTLING SINGHALESE.

ALTHOUGH NATIONALISM HAS HAD MANY BAD EFFECTS, I FEEL IT HAS HAD MORE POSITIVE EFFECTS. IT BROUGHT MANY COUNTRIES TOGETHER ~~AND~~ LIKE GERMANY WHEN IT WAS UNIFIED AND HELPED PEOPLE YET THROUGH MANY HARD TIMES. WHEN THE BRITISH CONTROLLED INDIA, GANDHI USED NATIONALISM TO PULL INDIA TOGETHER.

Nationalism is a very powerful influence on the world today. It is the cause of wars and fighting among groups of people, but it is also the motivation for oppressed people to gain their freedom. Nationalism can have both a harmful and helpful effect on countries.

Nationalism is defined as the pride and love some people feel towards their country or ethnic group. There can be two kinds of nationalism. One kind is the pride people have for their country, but the other kind is national chauvinism, which causes people of one country to believe that they are superior to other countries. An ~~example~~^{example} of this kind of nationalism is Japan before World War II. Japan took Nationalism to an extreme, demanding more and more land (Manchuria) for the Japanese at the cost of other people. This caused a World War to start. In most cases, national chauvinism has a negative effect on society. As another example, the conflict between Israel and Palestine resulted out of Nationalism. Both the Israelis and the Palestinians believe that the same land is part of their country, and this dispute has led to constant fighting and many deaths. Each group believes that they have the rightful claim to the land and

because of ~~their~~ their strong naturalistic beliefs, they can't really reach a peaceful compromise even today (Document 3). In the Balkans this same problem occurs, for example Albania and Serbia were involved in a war because of strong nationalism leading to ~~the~~ hatred of one another (Document 7). Many other countries around the world have also been involved in constant fighting because of nationalism. (~~Document~~ Document 7)

On the other hand, nationalism does have positive effects. It can inspire people to be loyal to their country and to follow their country's laws.

It can bring people of a nation closer together and can make the country united. For example in the 1800's the separate states in Germany became united together because of Nationalism and Bismarck (Document 2). It can inspire people to fight to get independence from harsh foreign rule.

Altogether nationalism has a more negative effect because even though it can inspire people of one country to become united it keeps the ~~peace~~ people of the world from being united. When there is strong nationalism, there are also conflicts between countries. It also causes one nation to believe that they are superior to another nation. One nation

may try to control another nation because the first nation believes they are superior. For example, England had control of India for a long time but always treated them as inferior and did not let them control their own land. (Doc. 5) Most wars happen at least in part due to nationalism, like World War I and World War II.

Nationalism has both a good side and a bad side. In moderation it can be helpful, but when it is taken to extremes it can lead to hatred and war.

This essay is about nationalism. Like it said in the historical context, Nationalism has been a powerful force in the world. This statement is oh such true. I feel this way because nationalism is important. It is important because it affects things in many ways.

Nationalism has had either a positive or a negative effect on various nations or regions. The positive + negative was that nationalism affects the Austro-Hungarian Empire in Europe. It help the Germany by joining it's countris together and nationalism affect Austria by spreading them about. Many countries had ~~them~~ their own nationalism like Israeli. A positive expression of the ~~Israeli~~ Israeli nationalism was to be free people in their land. Another positive expression of the palestinian nationalism was that they think that the could be ~~there's~~ there's if they wanted to be.

A negative expression of the chinese nationalism the chinese people, was suffering so that mean kill the all the chinese who workshop their god. This can be both positive

and negative because the Chinese people had to suffer a lot and the negative is that they want to kill their own people.

Nationalism can also be demands. Those are called nationalistic demands. One of the countries nationalism affected was Africa in 1952-1975. It affected it in a positive way by letting all the countries be independent.

I think there is more positive nationalism than negative. Positive nationalism has more impacts in the world.

Nationalism has had a positive effect on nations and regions. It also has effected the world in a variety of ways. Nationalism is the belief in one superior nation.

Nationalism had had a positive effect on some nations. Italy ^{Doc 1} was under foreign rule and wanted to rule themselves. After a battle, they finally took over. Under British rule, the Indians were unable to make their own decisions.

Nationalism has effected our world. In Europe, ^{Doc 2} it effected Austria because people wanted to keep in control and have their own religions. In Germany it pulled everyone together under a common government.

The Jewish people were not free. However after they came into power under nationalism, they drove all the foreigners (who were in control) out.

I do believe that nationalism has had a positive effect because people will not fight over who is in charge because people will separate into their own separate areas.

Throughout history, nations have been formed, destroyed and rebuilt with the help of nationalism. The meaning of nationalism and the effects it has on nations can be both positive and devastating. Nationalism is a strong feeling of patriotic spirit towards one's country. Because of this feeling, negative outcomes such as war, genocide, and atrocities have occurred.

Nationalism, the patriotic spirit felt towards one's country is a power much stronger than weapons. It is present everywhere, from our schools to the flags on the clothes we wear. Nationalism creates what ever is necessary to fulfill the patriotic, strong feelings felt. Whether it be wars, murder, or absence of civil liberties, nationalism is unyielding. Once it takes it grip on a country, the country is forever smothered in the values of nationalism.

Because of the power of nationalism, the power to control through this feeling is available to any power-hungry future dictator. We have seen so often the negative effects of nationalism and its partner ultranationalism. As seen in Document 3, nationalism doesn't only call for a patriotic spirit, but also an anti-zion sentiment as well. This anti-zion verses anti-palestine sentiment has been going on constantly in Israel ever since the declaration of a Jewish State (Israel). Obviously, nationalism has not been a unifier in this case and seems to cause much violence among the two groups. Bismarck and Hitler both used nationalism and war to unite the German people. If creation of a united Germany was a good thing, the Bismarck's wars with Austria

and France succeeded. Because of Hitler's nationalistic view of how to increase the ^{land} of the German people, WWII resulted.

These are examples of how ultra-nationalism causes war. Not only does his feeling for land deeply reflect his nationalistic views, but so does Hitler's ideas of an "Aryan" race. This "Aryan" race would represent everything that Hitler believed his country to be: anti-Jewish, blonde-haired, blue-eyed, and against all so called "mistakes" that resided in Germany (leading to mass extermination of Jews.) Another example of the harsh effects of nationalism is the result of the break-up of the Austro-Hungarian empire. Not so much was the break up of this empire the cause of the wars and violence. The cause was mostly due to the nationalistic feelings felt by these countries. In Document 2, the Austro-Hungarian empire is shown as group of countries separated due to nationalism. The nationalism led to the atrocities experienced by Albanians from the Serbs, and civil wars that occur in the smaller newly-independent countries today. Obviously nationalism seems to do more harm than good.

So how has nationalism an overall more negative role in the lives of the people in the world? Well, the only judge to that are the people who experienced these wars and atrocities themselves. At first when a person might look at Document 5, they may conclude that nationalism felt by the Indians allowed them to eventually gain independence from British. But that person might fail to remember the civil war the raged on after word between the Hindus and the Muslims. This resulted

in the death of thousands of people. The same incident resulted in Africa. Although nationalism helped Africa gain independence in 1952 and 1975 (as shown in document b), civil war and poverty raged afterwards. Even within countries, small nationalistic tribes fought to gain power leading to violence. Clearly it is shown that nationalism will break-up anything, even if it is the result of some good.

From WWII all the way up to the present day, nationalism is present everywhere. Nationalism is like a disease. It can take its grip on a country and squeeze it until there is nothing left. When ~~these~~^{there} are strong feelings felt, strong and harsh actions are taken.

Practice Paper A—Score Level 3

The response:

- Addresses most aspects of the task fully by discussing the positive and negative effects of nationalism and providing examples to show how the impact of nationalism was more positive than negative
- Incorporates some information from documents 2, 3, 5, and 7
- Incorporates limited relevant outside information (19th century German unification)
- Includes some facts, examples, and details; is more descriptive than analytical (nationalism has broken countries apart; brought hope to Israel; broke apart Austro-Hungarian empire; started wars)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is a little beyond a simple restatement of the historical context and concludes with an evaluation of nationalism

Conclusion: Overall, the essay fits the criteria for Level 3. The response lacks a definition of nationalism and depends mostly on information from the documents. Document references are used to demonstrate how nationalism is positive and negative. The evaluation reiterates ideas contained in the introduction.

Practice Paper B—Score Level 4

The response:

- Addresses all aspects of the task, although the evaluation is somewhat weak because it is more specific to the particular cases that are discussed
- Incorporates accurate information from documents 2, 3, 5, and 7
- Incorporates relevant outside information (national chauvinism; Japan before World War II; Manchuria; Bismarck; World War I; World War II)
- Includes relevant facts, examples, and details; is more analytical than descriptive (motivation for oppressed people to gain freedom; differentiation between different kinds of nationalism; national chauvinism causes people of one country to believe they are superior to other countries; Japan took nationalism to an extreme; both Israelis and Palestinians believe same land is part of their country; because of strong nationalist beliefs, peaceful compromise impossible; nationalism can inspire people to be loyal to their country and follow their country's laws; people fight to get independence from harmful foreign rule; people of one country can be inspired to become united, but the people of the world are prevented from becoming united because nationalism causes conflicts between countries; most wars happen at least in part due to nationalism)
- 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 historical context and concludes with a summation of the theme

Conclusion: Overall, the essay fits the criteria for Level 4. Although the outside information is somewhat limited and the evaluation of the effect of nationalism on the people of the world is restricted to specific cases, the ongoing analysis and theme development is effective.

Practice Paper C—Score Level 2

The response:

- Addresses some aspects of the task by briefly describing positive and negative effects of nationalism
- Makes limited use of documents 2, 3, 4, and 6
- Presents no relevant outside information
- Includes few facts, examples, and details (German nationalism joined countries together; Israelis wanted to be free people in their land); includes some inaccuracies (kill all the Chinese people who worship their god; Africa is a country; letting all countries in Africa be independent)
- Demonstrates a general plan of organization that lacks focus and contains digressions
- Introduces the theme with a general interpretation of the historical context and concludes with a brief premise that attempts to evaluate nationalism

Conclusion: Overall, the essay fits the criteria for Level 2. Positive and negative effects of nationalism on Austria and Germany are included, but the information on Chinese nationalism is confusing in its presentation. Accurate information that generally supports the positive and negative effects of nationalism is contained in a limited analysis of the other documents.

Practice Paper D—Score Level 2

The response:

- Addresses some aspects of the task although much of the information is general and does not address the task
- Makes limited use of documents 1, 2, 3, and 5
- Presents no relevant outside information
- Includes few facts, examples, and details (Italy under foreign rule and wanted to rule themselves); includes misstatements, faulty interpretation, and misapplication of facts (confusion of role of religion in Austria; nationalism pulled everyone together in Germany; misinterpretation of Jewish role in Palestine)
- Lacks focus and contains digressions that show a lack of understanding of the theme
- Introduces the theme by repeating part of the historical context and by including an incomplete definition of nationalism and concludes with an evaluation of nationalism that is not substantiated

Conclusion: Overall, the essay fits the criteria for Level 2. Information intended to support the positive and negative effects of nationalism is contained in a very limited analysis of the documents. The attempt to address positive and negative effects of nationalism in Austria and Germany is limited and the treatment of Israeli nationalism is unclear.

Practice Paper E—Score Level 5

The response:

- Addresses all aspects of the task by defining the term *nationalism*, discussing how nationalism has had mostly negative effects on specific nations and regions, and determining that nationalism in general has had a negative impact on the people of the world
- Incorporates accurate information from documents 2, 3, 5, 6, and 7
- Incorporates relevant outside information (civil liberties; genocide; ultra-nationalism; patriotism; Bismarck’s wars with Austria and France; Bismarck; World War II; Aryan race; mass extermination of Jews; civil war between Hindus and Muslims)
- Includes relevant facts, examples, and details; is more analytical than descriptive (strong feeling of nationalism often has negative outcomes; power of nationalism stronger than weapons; nationalism available to any power-hungry future dictator; nationalism and its partner ultra-nationalism; Hitler’s feeling for land and idea of the Aryan race deeply reflected his nationalistic views; breakup of Austro-Hungarian empire caused more by nationalism than wars and violence; roots of current unrest can be traced to breakup of the Austro-Hungarian empire; independence movement in India led to conflict between Hindus and Muslims; nationalism like a disease)
- 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 essay fits the criteria for Level 5. The introduction is a thorough treatment of the definition of nationalism and establishes the premise of nationalism as a negative force. The focus of negative outcomes of nationalism is sustained throughout an interpretative narrative.

Global History and Geography Specifications Grid

August 2003

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Human and Physical Geography	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Nationalism	Standards 2, 3, and 4: World History; Geography; Economics

Regents Examination in Global History and Geography — August 2003 Chart for Determining the Final Examination Score (Use for August 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 50 would receive a final examination score of 79.

**Total
Essay
Score →**

0	1	2	3	4	5	6	7	8	9	10
0	3	5	8	11	14	18	21	25	28	32
1	3	6	9	12	15	19	22	26	29	33
2	4	7	10	13	17	20	23	27	31	34
3	5	8	11	14	18	21	25	28	32	36
4	6	9	12	15	19	22	26	29	33	37
5	7	10	13	17	20	23	27	31	34	38
6	8	11	14	18	21	25	28	32	36	40
7	9	12	15	19	22	26	29	33	37	41
8	10	13	17	20	23	27	31	34	38	42
9	11	14	18	21	25	28	32	36	40	43
10	12	15	19	22	26	29	33	37	41	45
11	13	17	20	23	27	31	34	38	42	46
12	14	18	21	25	28	32	36	40	43	47
13	15	19	22	26	29	33	37	41	45	49
14	17	20	23	27	31	34	38	42	46	50
15	18	21	25	28	32	36	40	43	47	51
16	19	22	26	29	33	37	41	45	49	52
17	20	23	27	31	34	38	42	46	50	54
18	21	25	28	32	36	40	43	47	51	55
19	22	26	29	33	37	41	45	49	52	56
20	23	27	31	34	38	42	46	50	54	57
21	25	28	32	36	40	43	47	51	55	59
22	26	29	33	37	41	45	49	52	56	60
23	27	31	34	38	42	46	50	54	57	61
24	28	32	36	40	43	47	51	55	59	63
25	29	33	37	41	45	49	52	56	60	64
26	31	34	38	42	46	50	54	57	61	65
27	32	36	40	43	47	51	55	59	63	66
28	33	37	41	45	49	52	56	60	64	67
29	34	38	42	46	50	54	57	61	65	69
30	36	40	43	47	51	55	59	63	66	70

Total Part I and Part III A Score

Total Part I and Part III A Score (continued)

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