

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 16, 2005 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

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
- Four prescored practice papers

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

- A question-specific rubric

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*.

Global History
and Geography
August 16, 2005

Part I

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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.

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

Global History and Geography
Content-Specific Rubric
Thematic Essay
August 2005

Theme: Change

Throughout history, the actions of leaders have changed the society in which they lived.

Task: Identify *two* leaders who changed the society in which they lived and for *each*

- Describe *one* situation the leader attempted to change
- Describe *one* action the leader took to change this situation
- Discuss the impact of that action on the society in which the leader lived

You may use any leader from your study of global history and geography *except* **Johann Gutenberg** and **James Watt**. Some suggestions you might wish to consider include Martin Luther, Queen Elizabeth I, Toussaint L'Ouverture, Napoleon Bonaparte, Simón Bolívar, Otto von Bismarck, Mohandas Gandhi, Mao Zedong, Ho Chi Minh, Fidel Castro, and Nelson Mandela.

Do *not* use a leader from the United States in your answer.

Scoring Notes:

1. This thematic essay has a minimum of *six* components of the task (*three* aspects for change in a society [the situation, the action, and the impact] for each of *two* leaders who lived in the society).
2. The societies of the two leaders can be the same, e.g., both Lenin and Stalin took actions that changed the Soviet Union.
3. The situation that the two leaders attempted to change can be the same, e.g., freedom from control of a foreign nation is appropriate for both Toussaint L'Ouverture and Mohandas Gandhi.
4. The actions that the two leaders took to change the situations can be the same, e.g., both Otto von Bismarck and Ho Chi Minh used invasion of another part of the region to unify territory.
5. The impact of two leaders' changes on their societies can be the same, e.g., the actions of both Simón Bolívar and Mohandas Gandhi led to independence
6. The impact of an action on a society can be on a nation, a region, or a group of people.
7. The impact of the leader's action must be on the society in which he or she lived.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by identifying two leaders and describing one situation each leader attempted to change; describing one action each leader took to change the situation; discussing the impact of each action on the society in which the leader lived
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., for *Mohandas Gandhi*: Britain’s discouragement of local Indian industries to tie the Indian economy closely to its own; connection between encouraging Indian farmers to shift from growing food crops to raising cotton and the famine that killed millions; importation of British goods at low prices, ensuring little competition from local artisans, which resulted in economic hardships and periodic uprisings; Gandhi’s urging of Indians to use nonviolent resistance by boycotting British goods and returning to Indian traditional ways of textile production in the “Quit India” campaign; use of hunger strikes and the Salt March to gain global visibility and embarrass the British into granting independence; Gandhi’s fostering of unity between Muslims and Hindus in order to fight the British; India continued to have problems between Hindus and Muslims which led to the Indian Independence Act creating India and Pakistan and leading to tensions between those countries today; for *Nelson Mandela*: African National Congress (ANC) led protests to end the separation of the races and gain equal rights for black South Africans; Nelson Mandela’s activities in the ANC led to his imprisonment; Mandela’s imprisonment brought attention to the injustices of apartheid and made it possible for him to lead the anti-apartheid movement from prison; after his release from prison, Mandela, deKlerk, and others developed a new constitution that led to the first democratic election in South Africa; after taking office, Mandela’s government established The Truth and Reconciliation Commission to make public the injustices committed under apartheid
- Richly supports the theme with relevant facts, examples, and details, e.g., for *Mohandas Gandhi*: East India Company; Indian National Congress; Amritsar Massacre; Sepoy Mutiny; Government of India Act; civil disobedience; passive resistance; satyagraha; ahimsa; Muhammad Ali Jinnah; Muslim League; Pakistan; textile boycott; for *Nelson Mandela*: Sharpeville Massacre; charged with treason; 27 years in prison; Stephen Biko; passbooks; apartheid; homelands; Soweto Uprising; P. W. Botha; Bishop Desmond Tutu; F. W. deKlerk; president in 1994; Nobel Peace Prize winner
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by completing all aspects of the task for one leader more thoroughly than for the other leader or completing two aspects of the task for both leaders more thoroughly than the third aspect
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., for *Mohandas Gandhi*: economic hardships caused by British rule led to Gandhi’s nonviolent protests, boycotts, and the Salt March; as a result of Gandhi’s actions, Britain granted independence to India; for *Nelson Mandela*: as a result of activities after the Sharpeville Massacre, Mandela was arrested; the time he spent in prison was an inspiration to others to continue the work to end apartheid; election of 1994 led to Mandela becoming the first black president of South Africa
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all *three* aspects for *each* of the *two* identified leaders should be discussed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1. A response meeting this criterion does not, by itself, make it a level 4 or a level 5 response.

Score of 3:

- Develops all aspects of the task with little depth *or* develops *at least four* aspects of the task in some depth
- Is more descriptive than analytical (applies, analyzes, and/or evaluates information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: When evaluating the criterion in bullet 1 at score level 3, *at least four* components should be addressed (two situations, two actions, and/or two impacts or some combination of these aspects). A response meeting this criterion does not, by itself, make it a level 3 response.

Exception: When *all three* aspects for *one* leader have been thoroughly developed evenly and in depth and the response meets most of the other Level 5 criteria for that leader, the response may be a Level 3 paper. (See Anchor Paper 3A.)

Score of 2:

- Minimally develops all aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of 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 a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a 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 a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Some historians view history as a chain of events caused or involving certain extraordinary individuals. This viewpoint can certainly be supported by examining the impact that leaders, throughout history, had on their societies. Whether for good or evil, these exceptional individuals led their people in a new direction. Adolph Hitler, one of the most infamous figures in history, was able to lead Germany out of economic despair to a new height of prosperity and efficiency, ^{though} ~~those~~ his tactics were deplorable and horrific, his leadership changed the course of Germany and the world. On the other side of history, Mahandas Gandhi by using peace and nonviolence was able to win India's independence, a monumental feat. The actions of those two individuals changed their respective societies and world history forever.

After World War I and the Versailles Treaty, Germany was left without industry, capital, military or resources. The war had sapped all of their energies and resources and the Versailles Treaty gave them no opportunity to recover with its heavy reparations and guilt clause. The German people were angry and depressed by their hopeless situation. When Adolph Hitler came to the foreground, he held out a vision of a Germany rebuilt and strong enough to conquer Europe. Germany would once again be a world power to ~~reac~~ reckon with. To realize this great vision, Hitler

needed to mobilize the German people. With his fiery speeches and fierce propaganda, he promoted the concept of German racial superiority. According to him, the Aryan race, or the German people, were better than all other peoples and races throughout the world. By filling the German people's hearts and minds with this concept, they were able to mobilize and accomplish huge feats: rebuilding their economy, military and industry. This dramatic change from a down-hearted and depressed people to one that felt they could take on the world, which they did. Due to Hitler, the German people were able to band together and wield enormous power. Yet the atrocities that his power led to would resound throughout the world. Even today, many of the Germans are still living with the guilt of their actions during World War II - the whole-sale slaughter of Jews, Slavs, and other "genetically undesirable" individuals. Hitler rallied the Germans together to accomplish enormous goals, but many question if the repercussions were worth it. The Germans are still recovering.

Though Hitler will go down in history as one of its most horrific figures, another will be seen as the epitome of righteousness and peace: Mahatma Gandhi. India had been used by the British Empire for its natural resources, such as cotton and tea. By the beginning of the 20th century, many Indians wanted

independence and would do anything to gain it, including violence. Gandhi was one of those individuals who desired independence, but he was unwilling to use force because he knew that it was useless to use force against the better equipped British army. He envisioned India gaining her independence by means of civil disobedience and nonviolence. One of his most famous events that he organized in this endeavor was the March on the Salt Works. The protesters marched up to the salt works, facing maiming and death. However, the protest was just another event which brought shame to the British Empire and demonstrated the dedication of the Indian freedom fighters. Though the March on the Salt Works did not cause India to immediately gain independence, the unrelenting peaceful protest of Gandhi did. World public opinion turned against the British and people world wide started putting pressure on Britain to give India its independence. Indian independence dramatically changed that country. No longer did they have foreign overlords. Their energies and natural resources could be used for the benefit of the Indian people instead of for England and the British Empire. However the society continued to face some of the same problems, such as the treatment of the Untouchables and the conflict between the Hindus and Muslims. Even though India was divided into the two countries of India and Pakistan as a way to address

some of these problems, it is still grappling with these problems today. Gandhi was able to lead the Indian people to a new age, without foreign domination, however even he could not solve India's religious and ethnic conflicts.

History may not be a string of biographies, showing the lives of certain individuals. But extraordinary leaders did change the course of history as they plotted a new course for their people. Adolph Hitler and Mohandas Gandhi are two examples of this. Though on different ends of the morality scale, they both did lead their respective people into a new age. Adolph Hitler brought Germany out of the squaller of the aftermath of World War I, uniting them to go on to almost conquer all of Europe. The strength and power they wielded led to many things, including human rights atrocities. Many of the German people today are still coming to terms with the events of World War II and find their place again in the international community especially now that they are once again a united country. Mohandas Gandhi also united his people in the cause of independence using nonviolence. By his efforts, India emerged as a sovereign nation, free to grow and develop for its own benefit instead of for a foreign imperializer. Each of these dynamic leaders changed their societies and people forever. The consequences of their actions resound through history and are still being felt today.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the situations Adolf Hitler and Mohandas Gandhi attempted to change, describing the action these leaders took to change the situations, and discussing the impact of those actions on the society in which they lived
- Is more analytical than descriptive (*Hitler*: war sapped all of their energy and resources; held out a vision of a rebuilt Germany strong enough to conquer Europe; by filling the German peoples' hearts and minds with this concept, they were able to mobilize and accomplish huge feats; *Gandhi*: he was unwilling to use force because he knew that it was useless to use force against the better equipped British army; the protest brought shame to the British Empire and demonstrated the dedication of the Indian freedom fighters; people worldwide started putting pressure on Britain to give India its independence)
- Richly supports the theme with relevant facts, examples, and details (*Hitler*: World War I; Versailles Treaty; reparations; guilt clause; fiery speeches and fierce propaganda; racial superiority; Aryan race; German guilt; World War II; wholesale slaughter of Jews, Slavs, and other "genetically undesirable" individuals; *Gandhi*: British Empire; cotton; tea; independence struggle; civil disobedience; nonviolence; march on the salt works; world public opinion against the British; treatment of untouchables and conflict between Hindus and Muslims after independence; conflict between India and Pakistan)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The strong analysis throughout the response is sophisticated. An insightful use of facts about nationalism in Germany and India illustrates an understanding of how the actions of leaders can be very different yet gain the support of the people. The response demonstrates that a leader's actions can influence a country in both positive and negative ways, clearly showing an understanding of the motives and tactics used by each of the leaders.

History has often been greatly influenced by powerful figures who found a way to change their society. These people affect everything from politics, to the economy, and most certainly society itself. It is because of strong leaders, that regions develop and evolve. The actions and undertakings by leaders have proven to be a catalyst in history.

Mohandas Gandhi, an extremely influential figure in history, used his ideology and applied it in such a way so as to change the course of India's history. During much of Gandhi's lifetime India was under British rule. Gandhi, a strong nationalist, sought to lead India on a path of freedom and self-determination. However, Gandhi distinguished himself from other nationalists in history because he did not employ violence and militarism to reach his goal. Instead, his ideology of civil disobedience was peaceful and would quickly influence much of India's population. His peaceful and civil disobedient undertakings included boycotting western goods. Gandhi encouraged the population to cease buying western clothing and sending their children to English schools. Not only did Gandhi strengthen nationalist feelings in the Indian population, but he also brought worldwide attention to the negative effects Britain's imperialistic actions had on the Indian people. ~~(Photographs)~~ Photographs of the British soldiers beating and arresting Indians

at the Salt Works brought worldwide attention) to the problem. Gandhi also influenced many other political figures such as Nehru, who would one day become Prime Minister of India. Gandhi's leadership changed the actions of people in India for a brief time. Hindus and Muslims worked together to peacefully free themselves from Britain's rule. However the differences between these groups led ^{to} India being divided into two countries. Tension between Hindus and Muslims continue today despite Gandhi's efforts to unite them. Gandhi, a single person, had been able to change the course of India's history through the use of civil disobedience. His ideology strongly influenced the reactions of other people and was instrumental to India's road to independence.

Otto Von Bismark, another nationalist, a proud Prussian, would mold society and politics to transform Prussia and the German states into a united ~~Germany~~ ^{German} nation. The Congress of Vienna of 1815 failed to restore the Holy Roman Empire which Napoleon had eliminated. Instead it created the loosely organized German Confederation. The results of these events stirred German nationalism and fueled the desire for a unified Germany. Both Austria and Prussia competed for control of the German Confederation. Bismark as Chancellor in the 1860's ~~had~~ instigated war with Austria. Through a policy known as "Blood and Iron" Von Bismark made it clear to the people of Prussia that the only way for them to progress was

through war and industrialization. Bismark fanned the flames of nationalism in the hearts and minds of his countrymen. From there on, the Danish ~~War~~, Austro-Prussian ~~War~~ and Franco-Prussian wars became the road by which Prussia would gain land and power. Prussia would soon become the major power within a united Germany. This nationalism would lead the way to ~~the~~ industrialization and later to imperialism. Germany's rich natural resources strengthened its industries. Bismark called the Berlin Conference in order to show the power of Germany. The British ^{saw} ~~viewed~~ the Berlin Conference as competition for power in Europe and Africa. Bismark managed to unite the people and make them a nation that was proud of their previous accomplishments and confident in their future potential.

Therefore, history is often influenced by the ideas and undertakings of strong leaders. These leaders not only changed their own societies but also influenced other societies as well. The beliefs and ideologies of these leaders were able to change or revolutionize the minds and thinking of others. Gandhi influenced Martin Luther King Jr.'s methods used in the civil rights movement. Bismark's use of blood and iron was part of Hitler's rationale to expand Germany's borders.

The response:

- Develops all aspects of the task evenly and in depth, by describing the situations Mohandas Gandhi and Otto von Bismarck attempted to change, describing the action these leaders took to change the situations, and discussing the impact of those actions on the society in which they lived
- Is more analytical than descriptive (*Gandhi*: brought worldwide attention to Britain’s imperialism in India; led India toward a path of freedom and self-determination; did not employ violence or militarism; civil disobedience changed the people in India; worldwide attention brought by the photographs of British soldiers beating and arresting Indians; tensions between the Hindus and Muslims continue despite Gandhi’s efforts; Gandhi influenced Martin Luther King, Jr.’s, methods used in the civil rights movement; *Bismarck*: the Congress of Vienna of 1815 failed to restore the Holy Roman Empire which Napoleon had eliminated; Austria and Germany competed for control of the German Confederation of States; British saw the Berlin Conference as competition for power in Europe and Africa; Bismarck’s use of “blood and iron” was part of Hitler’s rationale to expand German borders)
- Supports the theme with relevant facts, examples, and details (*Gandhi*: British rule; self-determination; civil disobedience; boycotting western goods; salt works; nationalist feelings; Nehru; independence; *Bismarck*: unite Germany; war with Austria; war and industrialization; Austro-Danish Wars, Austro-Prussian, and Franco-Prussian; imperialism; rich natural resources; Berlin Conference)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. In both cases, the response effectively explains the situation that caused the leaders to act. The response discusses the cause-and-effect relationship between events in Europe that helped bring about the rise of Bismarck and German nationalism and the impact on the actions of other individuals. The use of analysis and historical facts demonstrate a good understanding of the impacts of the two leaders.

History has seen many leaders come and go. Many have chosen to follow a precedent set by a previous leader. Others were determined to leave their marks on history. In our lifetime we have seen two leaders, rise up out of nowhere, and change not only their countries, but effecting ours. Mohondor Ghandi rid his nation of the British, and Fidel Castro made Cuba a communist state.

Ghandi was first a lawyer. While working in South Africa, he noted the injustes that were placed on all dark skinned people in South Africa. He first tried to reform the system, claiming they were all equal citizens of the British Empire. When this didnt work, he then moved to India. He continued using the same method in India to force the British out. His method of changing this situation was non-violence. While the British jailed and beat his men, Ghandi did not strike back. He continued his marches, speeches, and strikes. He also used a policy known as civil disobedience. In this, Ghandi refused to do

anything the British said, such as pay fines or buy British made goods. It took years but by 1947, India and Pakistan were independent. India, since the British left, has been constantly fighting with-in their borders. Hindus, Muslims and Sikhs still fight to this day. Gandhi worked hard to avoid violence. Fighting between Muslim, Pakistan, and Hindu India over the disputed territory of Kashmir has led to tensions where they have both threatened to use atomic bombs. Nuclear war would effect the whole world.

Fidel Castro is a good example of situations that can go either way. Castro could've been a baseball player. He could have gotten US support. Instead all of the what if's came to be. Castro was turned down to play ball, and the US refused to support him, even though he wasn't a Red yet. Before, he needed all the support from US, he was in a bloody civil war against the incumbent president Batista. Batista had put the country into poverty. The aristocrats,

very small in number, owned most of the land while the poor sometimes didn't even own any. Batista also let organized crime into Havana. Trying to overthrow Batista was the situation Castro wanted to do. He supported socialism. He wasn't a Red till he got support from the USSR after the US refused him. After years of combat and speaching, they took Havana. Cuba then become a communist state 90 mi away from US. The USSR took advantage of this and put missiles on Cuba to aim for US. This led to the Cuban missile crisis. A US trade embargo was put in place on Cuba when Castro turned communist and it lasts till this day. In Cuba, Castro made land reforms, increased literacy and improved health care. Some Cubans had to flee from their island. Not all Cubans liked Castro's changes. Cuba is still Red today and Castro is still the leader.

Leaders are remembered for the impact they made on their country and the world. Gandhi and Castro influenced both. The shape of the world would be very different with a British

India and Batista Cuba. In conclusion, Gandhi and Castro changed society.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the situation, action, and impact of Fidel Castro on the society in which he lived more thoroughly than describing the same aspects for Mohandas Gandhi
- Is both descriptive and analytical (*Gandhi*: India, since the British left, has been constantly fighting within its borders; Gandhi worked hard to avoid violence; fighting between Muslim Pakistan and Hindu India over the disputed territory of Kashmir has led to tensions where they both have tested and threatened to use atomic bombs; nuclear war could result; *Castro*: he wasn't a Red until he got support from the USSR after the United States refused him; Cuba became a Communist state 90 miles away from the United States; the USSR took advantage of this and put missiles on Cuba to aim for the United States)
- Supports the theme with relevant facts, examples, and details (*Gandhi*: lawyer; injustices; equal citizens of the British Empire; nonviolence; marches; speeches; strikes; civil disobedience; by 1947, India and Pakistan were independent; Sikhs; atomic bombs; nuclear war; *Castro*: civil war; incumbent president, Batista; Batista had put the country into poverty; aristocrats owned most of the land; organized crime; Havana; socialism; health care; literacy; Cuban missile crisis; trade embargo)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response is particularly strong in discussing long-term and unanticipated consequences of the actions of individuals; however, it is not richly supported with historical details. The colorful description of the situation in Cuba reflects an understanding of the sequence of events and the factors contributing to Castro's rise to power.

Throughout history, the actions of leaders have changed the society in which they lived. Martin Luther and Napoleon Bonaparte impacted their societies mostly for the better. Martin Luther wanted the Catholic Church to change, which led to the reformation. Napoleon Bonaparte wanted to create a better France through reforms and laws, which helped the French people.

Martin Luther wanted to bring about reforms in the Catholic Church, which effected those in his society greatly. Disgusted with the way the Catholic Church was selling indulgences, or pardons for sins, Luther posted his 95 Theses, which were mostly complaints against the Catholic Church, to the Wittenberg church door. The advent of the printing press allowed his ideas to spread quickly and people across Europe read them. The Catholic Church was forced to respond after they realized people were beginning to agree with Luther's ideas and that their prestige and membership were declining. The pope issued a papal bull ordering Luther to recant. Luther refused to take back what he said so Pope Leo excommunicated him. Eventually the Catholic Church called the Council of Trent where they made reforms such as stopping the sale of indulgences. The Council also disagreed with Luther by saying that faith alone would not bring salvation. Good works and faith were necessary. The Council also said that the Bible and church tradition were both important for guidance. By going against the Catholic Church and revealing its weaknesses, Luther caused major changes to European Christianity. Protestant reformers started new churches and Catholic reformers such as the Jesuits tried to eliminate corruption^{in the church}, which restored the authority of the Catholic Church.

Napoleon Bonaparte was an important leader who impacted society with his

reforms. Bonaparte took over after the chaos of the French Revolution when people were hungry for a strong consistent leader. He brought order to France. Bonaparte wanted to make the laws more consistent so he created the Code Napoleon, which was one of the first uniform law codes in Europe. While the Code did make the laws more consistent, it also limited some freedoms such as freedom of speech and press. To increase the quality of government workers he created public schools and a merit system, which rewarded individuals for their skills and knowledge rather than family connections. Bonaparte also built many buildings, which made France beautiful. Overall Bonaparte made France better by improving the conditions in which people lived and making them more equal even though some people were worse off than they had been before.

Important leaders such as Martin Luther and Napoleon Bonaparte did positively affect the societies they lived in. Martin Luther helped bring about the Reformation through his 95 Theses and Napoleon Bonaparte created a uniform law code and the merit system to combat social inequality. Both leaders helped improve the lives of the people in their societies.

Anchor Level 4-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the situation, action, and impact of Martin Luther on the society in which he lived more thoroughly than describing the same aspects for Napoleon
- Is more analytical than descriptive (*Luther*: the advent of the printing press allowed Luther's ideas to spread quickly so that people were beginning to agree with Luther's ideas; the Catholic Church was forced to respond after they realized that their prestige and membership were declining; *Napoleon*: Bonaparte took over after the chaos of the French Revolution when people were hungry for a strong, consistent leader; while the Code did make the laws more consistent, it also limited some freedoms; both leaders helped the lives of the people in their societies)
- Richly supports the theme with relevant facts, examples, and details (*Luther*: Reformation; indulgences; 95 Theses; Wittenberg Church; printing press; Papal Bull; recant; Pope Leo; excommunication; faith alone; good works and faith; Bible and church tradition; Protestant reformers; Jesuits; *Napoleon*: French Revolution; Code Napoleon; limitation of freedoms of speech and press)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the analysis lacks depth, the simply stated but numerous historical facts, used throughout the response, support the descriptive and analytic statements.

Throughout past history, occurring obstacles within various civilizations have been addressed by many main figures. Leaders emerged within each civilization in response to the events occurring within their society. The actions of these emerged leaders had many kinds of impacts on the society in which they lived in. Two main leaders that changed their society, and had a great impact within their environment are Mohandas Gandhi of India, and Martin Luther of the Protestant Reformation.

One of the most influential leaders of the past historical events was the great Mohandas Gandhi. Gandhi was a educated Indian man, and believed in nonviolence, and passive resistance to no further contribute to horrible actions of the British. The British ruled India under the British East India Company and then got direct control in 1857. Under their rule, the Indian people suffered taxes on salt, unjust behavior and no respect for the Indians faith and religion. The British used many acts of violence on these peaceful citizens of India, similar to the awful Amritsar massacre by British soldiers on peaceful protesters in the middle of a town square. Gandhi stressed the peaceful, noncooperation behavior to all Indians, Muslim and Hindu's alike, and to unite India together to remove any foreign influence in their country. By this philosophy, Gandhi believe that individuals can have an impact on political policies, and that if the British were to attack these peaceful people, it would show them as inhumane and disrespectful. The world was watching, and if Britain were to make a deadly action, Britain would be labeled as torturous, inhumane and cruel. British also affected the lives of Indians, by taxing many essential goods like salt, which is needed for food preservation, and to maintain a healthy diet. As a result to this action, Gandhi organized a march to peacefully protest the tax on salt. Even though after the march, many were arrested, and taxes not have changed alot, it was a uniting victory of the Indian people. Many had joined the Salt March, and followed the wise Gandhi's philosophy. Unfortunately, a year after India gained freedom from British rule, he was assassinated in 1948 by a religious Hindu extremist. His actions led to some radical people to disagree with him to take action in order to prevent the mixing of the Hinduism and Muslim religions. This struggle still lasts today, yet Gandhi touched the lives of many people, and his nonviolent philosophies were respected by many other leaders of our time, such as Dr. Martin Luther King JR and Nelson Mandela. Gandhi rid India of British rule by nonviolence.

Another great leader that took action against problematic or occurring events within his society was Martin Luther. Martin Luther was a man that started the Protestant Reformation. Prior to the reformation, Europe was united by a single branch of religion, Roman Catholicism. During the Middle Ages, religion was an important aspect of daily life, and often governed, or set rules of conduct among the people. The Roman Catholic Church was run by priests, who sometimes were greedy. Payment for indulgences for forgiveness of sins was money that had to be paid to the Church. Martin Luther wanted to show his community the corruption in the Church. As a result of the corruptness within the church, Martin Luther nailed the 95 Theses of why the church was wrong and corrupt. People then started inquiring and judging their faith and the Church. Martin Luther's actions against the Church helped to show the horrible things within the Church, and helped to break the religious unity within Europe. Kings and Queens gained power in their countries. Priests and Church officials lost power.

There were many event that occurred in past history in which actions were taken by emerging leaders. Many leaders changed their surrounding society, and had long

lasting impacts on the community. 2 great leaders that took actions within their society and impacted their community with their actions were Mohandas Gandhi of India, and Martin Luther of Europe. These great leaders impacted their present time on society, and their actions and philosophies impacted other countries and the future world. Many of their actions led into other events throughout time, which helped shaped our world today.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the situation, action, and impact of Mohandas Gandhi on the society in which he lived more thoroughly than describing the same aspects for Martin Luther
- Is both descriptive and analytical (*Gandhi*: British used many acts of violence on the peaceful citizens of India; world was watching, and if Britain were to make a deadly action, Britain would be labeled as tortuous, inhumane, and cruel; unite India to remove foreign influence; believed individuals could have an impact on political policies; impact of Gandhi on Martin Luther King, Jr., and Mandela; *Luther*: actions against the Church; helped to break the religious unity within Europe and led kings and queens to gain power; Europe united by the Roman Catholicism; priests were sometimes greedy; Luther wanted to show the corruption within the Church; people started inquiring and judging their faith)
- Supports the theme with relevant facts, examples, and details (*Gandhi*: nonviolence; passive resistance; taxes on salt; no respect for Indians' faith and religion; acts of violence on peaceful citizens of India; Amritsar Massacre; peaceful noncooperation; Muslims; Hindus; Salt March; gained freedom; Hindu extremist; Gandhi assassinated in 1948; *Luther*: Protestant Reformation; Middle Ages; indulgences; corruption of Church; 95 Theses)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response contains a good descriptive account of the actions of Gandhi and demonstrates an understanding of the relationship between the British occupation of India and Gandhi's movement. Although the response lacks an explanation of some historical details, the response does indicate an understanding of Luther's role in the Protestant Reformation.

Note: The IEP of this student includes typing of essay papers without spell-check.

Throughout history, the actions of leaders have changed the society in which they lived. There were leaders who brought positive changes for their people, and there are those who brought misery and destruction. Two of the most influential leaders of history are V.I. Lenin and Adolf Hitler.

Vladimir Ilyich Ulyanov was born in 1870 to a middle class family. He lived a happy with his family, until he became 17. When he was 17, his father died and his older brother was arrested and hanged for plotting to kill the czar. The execution branded him and his family as a threat to state and instilled in young Vladimir a hatred for the Czarist government. Lenin was the name Vladimir adopted when he became a revolutionary.

As a young man, he studied works of Karl Marx and participated in student demonstrations. After being kicked off his university and sentenced to Siberian exile, Lenin and his wife Nadezhda Krupskaya were tireless to spread revolutionary ideas. During World War I, Germany saw a chance to weaken Russia by transporting Lenin back to Russia. Arriving in Russia, Lenin met other exiles and he began his political campaign.

Lenin was helped by another firm Marxist believer Leon Trotsky. Russia was suffering heavily throughout this time. People were suffering from poverty, food and fuel shortages, and general misery spread by disasters in war. Lenin, with the support of radicals and revolutionaries, and the war-weary Russian people, won position in government. There Lenin created the Bolsheviks (meaning majority). The Bolsheviks was a radical, socialist group that promised to the war-weary Russian people, "Land, Peace, and Bread."

Soon Lenin led a revolution in Russia that toppled the Czarist regime. A war between the Red Army (communists) and White army (counterrevolutionaries) broke out. Eventually, the ^{red} army defeated the white army. Lenin and the Bolsheviks became the new masters of Russia. Bolsheviks then became Communists. Lenin ended private ownership of land and redistributed land peasant. He also brought factories and mines under control of workers. He also signed the Treaty of Brest-Litovsk, which brought an end to Russian involvement of war. (At the cost of large territories) He rebuilt the country, but he had brought a dictatorship to the people.

Hitler gained power through the misery and hopelessness of people. People blindly followed these leaders.

Anchor Paper 3-A

The response:

- Thoroughly develops all of the task in depth for *one* leader by describing the situation V. I. Lenin attempted to change, describing the action he took to change the situation, and discussing the impact of the action on the society in which he lived
- Is more analytical than descriptive (*Lenin*: brother's execution branded him and his family a threat to the state and instilled in young Vladimir a hatred for the czarist government; during World War I, Germany saw a chance to weaken Russia and transported Lenin back to Russia; people were suffering from poverty, food, and fuel shortages and the general misery of disasters in war; Lenin, with support of the war-weary Russian people, won a position in government; he rebuilt the country, but he brought a dictatorship to the people
- Richly supports the theme with relevant facts, examples, and details (*Lenin*: Karl Marx; Siberian exile; World War I; Leon Trotsky; Bolsheviks; socialists; "Land, Peace, Bread"; Red Army; White Army; Communists; ended private ownership; redistributed land to peasants; Treaty of Brest-Litovsk; totalitarian dictatorship
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response shows a good understanding of Lenin's role in the transformation of communist Russia to a dictatorship and the reasons for his hatred of the czarist government. Although the response shows an intent to discuss Hitler, not enough information is presented to rate this portion. However, the historical details and analytical statements included in the discussion of Lenin meet the other criteria for a Level 5 paper; therefore, the rating for this paper is 3.

The actions of leaders have changed the societies in which they lived in throughout global history. There were many leaders who are ~~some~~ excellent examples of this, two of which were Napoleon Bonaparte of France and Mohandas Gandhi of India. Both leaders saw problems within their societies, and took many routes to attempt to fix them.

Napoleon Bonaparte was a general that rose through the ranks of the French army, and attained the respect and support of the French army. He took over France and made himself emperor after the Directory during the French Revolution. Under the French monarch Louis XIV, the 1st estate and 2nd estate, which consisted of nobles and churchmen, had most of the rights, much of the land and money, but did not pay much in taxes. The 3rd estate on the other hand, which consisted of peasants, farmers, workers, and the bourgeoisie, or French middle class, had few to no rights, had to pay ~~of~~^{most} of the taxes, and owned little of the land. The French Revolution did little to change this.

Napoleon ~~is~~ did many things to try to change this. He took church lands and put the church under state control, and also set up the merit system. ~~Now everybody had to pay taxes.~~ He took away some of the nobility rights and distributed lands. He also set up a voting system so every one could have a say in government.

Napoleon and his changes had a dramatic on society. He built ~~an~~ infrastructure in France, including roads, canals, and the like, and set up an education system too. He instated a sense of rationalism in the french people's hearts, and gave them hope ~~towards~~ for the future.

Mohandas Gandhi was born in India, but educated in Brittain. He became a lawyer, and moved to S. Africa, then back to India. He saw how the British ^{Government} ~~governed~~ who ruled India as one of its colonies, put heavy taxes on things that people needed the most, like salt. He also saw how the British treated the Indians like second class citizens. Gandhi used his influence to set up

boycotts and peaceful demonstrations against the government. He proclaimed that India should rule herself, and does not need the British controlling the lives of the people of India.

Gandhi was a great man, and admired by the people of India. He first made the ~~Bad~~ British government make reforms in favor of the Indian people, and eventually made Britain relinquish its hold on India and its peoples. He spoke for peace between Muslims and Hindus, and was admired by many.

Throughout global history, there have been many people of influence who changed peoples' lives and had a ~~lasting~~ lasting effect on their societies. Napoleon Bonaparte changed the French government and gave his people rights. ~~The~~ Mohandas Gandhi spoke out at the British government, and help give India the rule of her own people.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by stating the actions Napoleon Bonaparte and Mohandas Gandhi took to change situations and stating the impacts of these actions
- Is more descriptive than analytical (*Napoleon*: saw that under the French monarchy that the first estate and second estate, which consisted of nobles and churchmen, had most of the rights, much of the land and money, but did not pay much in taxes; the third estate, on the other hand, which consisted of peasants, farmers, workmen, and the bourgeoisie had few to no rights, had to pay most of the taxes and owned little of the land; the French Revolution did little to change this; *Gandhi*: Britain put heavy taxes on things people needed the most; British treated the Indians like second-class citizens; Gandhi did not feel that Indians needed the British to control their lives; Gandhi used his influence to set up boycotts and demonstrations; he eventually made Britain relinquish her hold on India)
- Includes some relevant facts, examples, and details (*Napoleon*: French army; Directory; French Revolution; state control of church lands; set up the merit system; took away nobility rights; distributed lands; built infrastructure; education system; nationalism; *Gandhi*: Britain; South Africa; colonies; peace between Muslims and Hindus); includes a minor inaccuracy (Napoleon set up a voting system so everyone could have a say in the government)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response contains good general statements, but they lack historical details to support them. Some evidence of analysis is shown, especially in the statements about impacts for both leaders.

In history, there are many people that wanted to make a change. They wanted to reform something. Many of these people have gone to jail or have been killed. These people have taken actions to change the society that they live in. Some people have had protests or marches, some have gone to war to make these changes happen. Some other people don't want these changes to happen so they do something to stop them. Some of these changes have lasting effects on the world. Their ideas and reforms have affected the way we live in our world today. Two people that changed the society they lived in are Mohandas Gandhi and Nelson Mandela.

Mohandas Gandhi and Nelson Mandela are two leaders whose ideas have changed their society. Their ideas have affected the way that people live and work. Their ideas have affected the way people think and how they do what they do everyday. Mohandas Gandhi lived in India. He went to Britain to go to law school and soon joined a law firm there. He came back to India and started his own law firm. Gandhi started to look at the way the British were treating the Indians. He decided that there needed to be a change. Nelson Mandela was born in S. Africa. He also looked at the way S. Africans were being treated and decided there needed to be a change.

Mahandas Gandhi looked at how the Indians were getting treated and decided to change it. He stopped wearing British styles of clothes and wore the traditional Indian outfit. He urged people to give up British ways and return to Indian ways. Gandhi told people to boycott British goods, so the British wouldn't gain any money from India. He wanted to reform India.

Nelson Mandela looked at the way that S. Africans were being treated and went out to change it. He wanted to change S. Africa. He wanted S. Africa to be better for S. Africans. He demanded reform.

Gandhi took action. He held boycotts and protests and the Salt March. He wanted the British not to get the salt from India. Mandela held protests and demonstrations. He went to jail for it.

The impact of their actions was great. India got independence but split into two ^{India and Pakistan.} S. Africa changed, the president ended the apartheid and released Mandela from jail a few years later. All S. Africans were able to vote for the first time and they chose Mandela. Mandela became the new president of S. Africa.

These two leaders had great impacts on their countries. The countries reformed and things changed. The countries and societies are now different because of these two

people. Gandhi showed a new way of resistance, he showed non-violence and Mandela became the president of S. Africa and continued to make more changes.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth by identifying the situations addressed by Gandhi and Nelson Mandela, minimally describing the action that these leaders took to change the situations and addressing the impact of both leaders' actions on their society
- Is more descriptive than analytical (*Gandhi*: Gandhi told people to boycott British goods, so the British could not gain any money from India; urged people to give up British ways and return to Indian ways; India gained independence but split into two countries; Gandhi showed a new way of resistance; *Mandela*: South Africans were able to vote for the first time)
- Includes some relevant facts, examples, and details (*Gandhi*: stopped wearing British styles of clothes; boycott; protest; Salt March; resistance; nonviolence; *Mandela*: apartheid; released from jail; elected president)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of Mandela is limited and repetitive, several good statements are made about his impact. The discussion of Gandhi lacks specific historical facts and details related to the task, but the response does show an understanding of Gandhi's role and impact on India.

Throughout history, many leaders looked to change the brutality of their society in which they lived. They did many things for their nations, of which some benefited and harmed their society. Simón Bolívar was a leader of South America who looked to gain independence from Spain. Mohandas Gandhi was a leader of India, who looked to gain independence from Great Britain. Both of these leaders looked to free their nations from imperialist nations.

Simon Bolivar known as the liberator was a leader of South America, he look to gain independence from Spain. Spain controlled most of the land South America including Ecuador, Colombia, Venezuela known as Gran Colombia. He look to change South Americans situations, like poor conditions. He admired Napoleon Bonaparte and became like him, but not evil. Bolivar led the Latin American Revolution looking to gain independence. His goal was achieve by leading a revolution and he gain independence of Venezuela. Later on he helped others to gain independence of other nations. Bolivar's actions change the lives of the society in which he lived. They became independent, free and started a new life of they own. They

used some ideas from the Spanish; the way to run a government. Today, Bolivar is known as the one of the great leaders of South America. Nations are free and they look forward to have a better society.

Mohandas Gandhi was a leader of India, who tried to change the society in which he lived. India was under control of Great Britain and its people suffered of racial problems. Not only India's society, also African's society. Both were under the control of Great Britain, they were separated from white people because they were inferior. People suffered, and Gandhi who was a lawyer experienced the racial hate, when he was riding in a train in whites section. He looked to gain independence from Great Britain, and to achieve it he made a policy of noncooperation. He started this policy with some people, which later on it will be millions of people asking for freedom. The policy of noncooperation was based on not using violence towards the British, they would not cooperate with producing food or doing other things that will benefit the British. Gandhi lead thousands of people, and they finally gained independence from Great Britain. Gandhi would

later be shot by a Hindu extremist, which would caused Gandhi's death. Gandhi helped his nation by helping them get freedom. India would later on become a democratic nation which will allow its people to decide on their government.

In conclusion, these two leader changed the way of lives of their people in society. Simon Bolivar, and Mohandas Gandhi would looked to gain independence from imperialist nations. Simon Bolivar gained independence from Spain, for Latin America. Mohandas Gandhi would gain independence of India. They both granted inde.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by describing the situations addressed by Simón Bolívar and Mohandas Gandhi, describing one action these leaders took to change the situation, and mentioning the impact of those actions on each society
- Is primarily descriptive; includes weak application and lacks analysis
- Includes few relevant facts, examples, and details (*Bolívar*: South America; independence from Spain; the liberator; Ecuador; Colombia; Venezuela; Gran Colombia; Latin American Revolution; *Gandhi*: imperialist nations; India; independence from Great Britain; noncooperation; Hindu extremist; democratic nation)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that go slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response does not adequately convey understanding of the difference between apartheid in South Africa and the treatment of Indians in India. In addition, the response fails to evaluate the impact of gaining independence for either nation, except “they look forward to a better society” or “would become a democratic nation.”

Throughout history, the actions of leaders have changed the society in which they lived. Some leaders changed their society by force and others with talks of peace. Two main leaders in history are Adolf Hitler and Mahatma Gandhi.

Adolf Hitler was a young revolutionist after the first world war. He later grew up to be loved by his people. He got his appreciation by seeing a goal and fighting for it. One of Adolf Hitler's main goals was to bring Germany back to unity and to stop having the government pay reparations to the British and French. To do so he had to build up a social order and have the public follow him. Once he was elected into a government office, his fascist movement could begin and he could control all of Germany. In doing so, he gave the people work and jobs to build up the economy, and building the military up as well. Soon the Germans would no longer be poor and so he had helped his society into economic prosperity. →

Mohandas Gandhi was an Indian native. He grew up and ~~was~~ used to seeing the treatment of his people by the British. India was under British control as a colony and Britain was having Indians live in poverty. Gandhi knew that the people could not fight back, physically. Gandhi decided to use his policy of non-violence to stop the British treatment. At the Salt March Strike, Gandhi and many of his followers used non-violence. They would simply walk towards the British and the British troops would strike them down. This continued and many people would be struck, get up and walk up again. This did not have much of an effect on the British until the reporters had ~~published~~ published the story of the strike. The whole world then looked down on the British for their actions, and so therefore the British finally had removed the colonies and Gandhi's movement succeeded and now his society was free and India's economy could improve.

So now we've seen two prime examples of leaders who have changed their society and are known famous and in some ways praised by their nation. They are also examples that no matter who you are ~~are~~ or what your social class is, you can make a significantly great change for what you believe in your society.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by mentioning the situations addressed by Adolf Hitler and Mohandas Gandhi, mentioning one action these leaders took to change the situation, and mentioning the impact of those actions on each society
- Is primarily descriptive; includes weak and isolated application and analysis (*Gandhi*: after the reporters had published the story of the strike, the whole world looked down on the British and so they finally removed the colonies)
- Includes few relevant facts, examples, and details (*Hitler*: reparations to the British and French; fascist movement; gave people work and jobs; *Gandhi*: British colony; nonviolence); includes a minor inaccuracy (*Gandhi*: reference to the Salt March describes the march on the salt works and the arrests on the beaches after the march)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion lacks depth in that the response mentions economic prosperity gained under Hitler, but fails to discuss the implications of the military build up or the outcome of it. The response describes Gandhi's independence movement but does not adequately address the outcome. The essay includes several simplistic statements and overgeneralizations.

~~throughout~~ Throughout history quite a few leaders actions have changed society in which they lived.

Although they may not be positive changes they were still brought about and these changes were made.

~~Adolf~~ Adolf Hitler in the 1930's Germany attempted to purge his homeland of the ~~other~~ Jewish population and expand Germany and spread his ideas of Aryan Superiority. However he did not succeed in his campaign to expand Germany he did manage to exterminate many Jews via the Concentration Camps and his Nazi death squads.

Through the establishing of these death camps Hitler achieved his goal by killing the Jews.

This caused ~~understand~~ the Jewish society much fear however German civilians helped Nazis find the Jews on the other hand some civilians even setup Jewish help programs that helped them hide inside Germany during the time of war.

Another leader who changed the society he lived in was Peter the Great of Russia. He set out to modernize Russia to keep up with all the developing

Countries of the West because Russia was so far behind from all the others.

Peter the Great attempted to seize a warm water port for Russia where he could trade with the West and learn about all the technologies for improving Russia.

Peter the Great's impact on Russia was more of a positive impact because he wanted to modernize it.

In conclusion there have been many different kinds of leaders with ideas that lead to changes in society however they may be positive or negative a change is a change.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task by discussing actions Adolf Hitler and Peter the Great took to change the society in which they lived, mentioning the situation addressed by Peter the Great, and mentioning the impact of Hitler's actions on the Jews in Germany
- Is primarily descriptive; includes weak and isolated application and analysis (*Peter the Great*: warm-water port for Russia where he could trade with the West and learn about all the technologies for improving Russia)
- Includes few relevant facts, examples, and details (*Hitler*: 1930s Germany; Jewish population; expand Germany; Aryan; concentration camps; Nazi death squads; *Peter the Great*: modernize Russia)
- 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. Although the response is descriptive and includes a few attempts at analysis, few historical facts included. The discussion of the modernization of Russia by Peter the Great is particularly weak in that it merely states that he was interested in modernizing but presents no supporting details.

Anchor Paper – Thematic Essay—Level 1 – A

Through out history, many things have happened. One thing that has happened was that leaders have changed society. Two people that did this was Mohandas Gandhi and San Suu Kyi.

Mohandas Gandhi achieved his goal of independence for India. He approached his goal in a nonviolent civil way. Instead of fighting, Gandhi would do things like fasts. The fasts started to make Gandhi sick and weak. But, in the end everything worked out. India got its independence from Britain.

San Suu Kyi was fighting against repression in Myanmar. Like Gandhi, San Suu Kyi took the nonviolent path. In the long run, it helped many people, because they didn't have to fight.

To conclude, Mohandas Gandhi and San Suu Kyi were just two leaders that changed the societies, while they lived. There are many other leaders that have done so. Also, there are many other approaches to achieve so.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning that Gandhi achieved his goal of independence from Britain by using nonviolent actions and mentioning that Aung San Suu Kyi was fighting against repression in Myanmar
- Is descriptive; lacks application and analysis
- Includes few relevant facts, examples, or details (*Gandhi*: fasts made him sick and weak; independence from Britain; *Aung San Suu Kyi*: nonviolent path)
- Demonstrates a general plan of organization, includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response includes limited information and demonstrates little understanding of the task. No explanation is given as to why independence was sought in India or how its acquisition affected India. The treatment of Aung San Suu Kyi is superficial.

The two leader I have chosen are Simón Bolívar, and Fidel Castro. Both have changed many things in many ways. Good, and also bad.

First, I will choose Fidel Castro. One situation the leader attempted to change was Cuba's government to communist. One ~~action~~ action that Castro took was a revolt against the Cuban government. He won and became dictator. From then on he had become dictator of a ~~Communist~~ Communist government.

The impact of this is that, the U.S. has been trying to assassinate Fidel Castro for many years. We have been unsuccessful every single time. Their society is very unstable, and should be taken over and become democratic. Cuba's government has been unstable ever since Fidel Castro has taken over.

Another leader that I picked was Simón Bolívar. Simón Bolívar was a revolutionary. He was a slave. He hated what he did every day, and hated the slave drivers. One day he decided to do something about it. He got a big group of people together, and started a revolution. They had a revolution for years and finally Simón Bolívar had finally come out on top and set him and all of his other partners free. This was big for Spain, and soon there were other revolutions happening in other parts of the world. The impact was huge for the Spanish

Anchor Paper – Thematic Essay—Level 1 – B

slave workers.

I picked these two leaders because they were very important in history, and they still are living some of them.

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

- Minimally develops some aspects of the task by mentioning situations involving Fidel Castro and Simón Bolívar, mentioning actions taken to change the situations, and mentioning an impact of those actions
- Is descriptive; lacks understanding, application, and analysis
- Includes few relevant facts, examples, or details (*Castro*: change Cuba's government; Communist; dictator; *Bolívar*: revolutionary; Spain; started a revolution); includes several inaccuracies and overstatements (*Castro*: United States has been trying to assassinate Castro for many years; unstable government; *Bolívar*: was a slave; hated the slave driver)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although the response accurately links Castro to Cuba and Bolívar to a revolution, much of the information is overstated and/or inaccurate. The essay shows a very limited understanding of the task.

Throughout the course of history, there have been leaders that have changed society in which they have lived. Mohandas Gandhi and Mikhail Gorbachev are two leaders in global history where they took actions to change situations, that in turn created impacts. Both are very admirable + had both positive impacts on their society. Gandhi used passive resistance and non-violence in his salt march to get rid of British influence and Gorbachev reformed Russia economically and politically, for the better.

Mohandas Gandhi created a lasting impression on India. During his time period, British had control over the Indians' lives. They also had control over the Indians' salt monopoly. Gandhi enforced non-violence + passive resistance to stir people up to get British rule out of India. He used peaceful protests + textile boycotts at first but then the salt march occurred. He and several of his followers set on a march to the coast to show the British that they are upset about them controlling their salt. Through influencing many along the way, he gained thousands of supporters. This caused worldwide attention. When Gandhi and his followers reached the coast, he told his supporters to grab chunks of salt from the ocean. And that they did this impacted India + the British greatly. The salt march by Gandhi got many Indians jailed for what they did. However, b/c of such world-wide attention that was put onto this march, British got extremely embarrassed + ended up freeing the Indians from their rule. Gandhi showed that if one sets out on a goal, one can achieve it successfully + the best way of getting the point across is through non-violence + peace.

Mikhail Gorbachev also was a leader that created a lasting impression during

the Cold War in Russia. He got into power and tried to change Russia for the better. And that he did. He enforced the policy of glasnost in which there can be openness in gov't and also enforced the policy of perestroika which reshaped + improved Russia's economy. His rule impacted Russia greatly in that it sparked the fall of Communism. No longer did communism linger around in Russia + this was all because of Gorbachev's ruling + the little however, great reform he made. Not only did this impact the fall of communism but led to Lech Walesa forming Solidarity (the trade labor union) in Poland + the collapse of the Berlin Wall, which led to the reunification in Germany. Therefore, Gorbachev's motivation to make Russia a better place succeeded tremendously.

Mohandas Gandhi and Mikhail Gorbachev were 2 leaders that changed and impacted their society in which they lived. Gandhi's motivation to use passive resistance and non-violence led to the successful Salt March that led the British taking away their rule in India. Gorbachev came into power in Russia with the interest of making it a better place + that he did with his ruling all around, and his policies of perestroika + glasnost. Poland + Germany got influenced by this fall of communism. Some leaders in history changed societies positively +/or negatively + in this case Mohandas Gandhi + Mikhail Gorbachev should be respected + admired.

Leaders have risen above in society to bring great change in their society. ~~There~~ Many leaders changed the situation in their society for better and worse. Two leaders that changed the society in which they lived were Adolf Hitler and Simón Bolívar.

Adolf Hitler was a leader who changed the society in which he lived. Adolf Hitler lived in the country of Germany in which was left in ruins after World War I. Germany was forced to sign the Treaty of Versailles which was very harsh and forced them to pay war reparations. Adolf Hitler used the treaty of Versailles and the war reparations to come to power. Adolf Hitler got rid of war reparations and helped gain previous German territories. Although Adolf Hitler seemed to be good at first trying to help the Nation of Germany but soon he started World War II. He was responsible for many deaths and after everything still left Germany in ruins after World War II. Germany then became split up between East Germany and West Germany until the

end of the world war. Adolf Hitler was a leader who changed the society in which he lived in.

Simón Bolívar was a leader who changed the society in which he lived in. For many years the Spanish controlled territories or colonies in Latin America. Simón Bolívar was the leader of the Latin American Revolution which he helped free many South American nations. These actions ~~were~~ that Simón Bolívar and others took in the revolution was from the enlightenment thinkers and also inspired by the American and French Revolutions. Although Simón Bolívar did not free all areas of Latin America he did inspire other nations which spread and eventually led to the Independence of all Latin American Nations. Simon Bolivar had a nation named after him for his bravery and success. Some think that his conquests did not mean much because a new social pyramid came about in Latin America. Simón Bolívar was a leader who changed the society in which he lived in.

Simon Bolivar and Adolf Hitler were

Thematic Essay—Practice Paper – B

Two leaders who changed the society in which they lived in. They changed situations in their ~~country~~ for society for the better and worse. The ~~accomplish~~ achievements and ~~success~~ success and faults of these leaders have affected are lives for many years and will continue to affect our lives.

Thematic Essay—Practice Paper – C

If there was no change in societies or nations there would be no history to learn. These changes that we learn about today were done by great leaders. Two great leaders that have made great changes are Mohandas Ghandi and Sun Yat San.

Mohandas Ghandi was a Hindu living in India. At that time, India was Great Britain's jewel in the crown imperialism. Great Britain used India as a place for natural resources. Great Britain enforced many laws on the people of India. Some of these laws didn't go along with their religions. Ghandi saw this and was not

going to remain indifferent. He made speeches and, with others, nonviolent protests. Gandhi and his followers would not follow the laws set up by Great Britain. They also would not cause trouble or fight back when they were hit. After a few years Great Britain could not take this and in 1947 India got its independence. This change started new lives for the people in India.

Sun Yat Sen was a great leader in China. He overthrew the Manchu Dynasty. Sun Yat Sen hoped to replace the dynasty with a democratic government. The democracy was never created. However, ending the dynasty was a big change for China. This meant some new form of government would be coming. This change started a new time for the Chinese.

The one thing that is constant is change. One man can't change the whole outlook of a country. These changes are what we study in history.

Throughout history there have been many leaders that have attempted to change situations in the societies that they live in. These leaders take actions to change their situations. Otto von Bismarck of Germany and Mohandas Gandhi of India are two examples of leaders that have taken actions to change a situation in their society. As a result of their actions, the society is impacted either positively or negatively.

Otto von Bismarck of Germany saw the nations around Germany, such as France and Great Britain as strong powers. Bismarck saw the importance in unification after feudalism was gone. Uniting the country would make Germany much stronger and more influential. Germany was divided into many areas. Prussia, was only one of them. Bismarck began to take actions in order to unite Prussia with other German states.

Bismarck developed a policy of "blood and iron", meaning it would take war and military power to get Germany to unite. The smaller areas were afraid of being dominated by the larger ones so war became necessary. Bismarck used military force and politics. He went to war with Austria and France to gain control of the territories with Germans in them. One by one, he united the areas of Germany. His policy and actions were brutal but resulted in Germany becoming even stronger.

Many things occurred as a result of Bismarck's actions. Germany was able to compete with Britain & France for power. Their uniting later led to industrialization which increased Germany's economic power and influence. They looked for natural resources in Africa which led to imperialism. More goods were produced which helped Germany's economy and put Germany in the world market. Clearly, Bismarck's actions influenced his society in many ways.

Like Bismarck, Mohandas Gandhi of India saw a situation in his society and took action. During this time, India was a colony of Great Britain. They became a colony during the Age of Imperialism, when many of the countries of Europe began to colonize the Americas, Africa, and Southeast Asia. India was colonized for its natural resources and its market opportunities for goods to be sold. Parts of the world that were colonized were receiving independence ^{and} after WWII. India wanted it too. Gandhi saw this and began to take action to get independence from Great Britain.

One of Gandhi's main policies that helped India to receive independence was civil disobedience. He encouraged

boycotting British goods and refusing to obey unfair policies. To set an example, Gandhi ~~wave~~ and made his own clothes. The people of India followed his example and practiced civil disobedience. They went on the Salt March to protest British taxes on salt. This nonviolent, noncooperation against British rule soon earned India its independence.

As a result to the actions and ideas promoted by Mohandas Gandhi, India received its independence. From there they traded their natural resources with other countries. Under Gandhi, the people united to get rid of the British, but ended up divided into two countries, India and Pakistan. This happened because of religious differences. There are still problems between religious groups today inside India.

Clearly, both Otto von Bismarck and Mohandas Gandhi had a large impact on their societies. They took actions to improve existing situations and succeeded. Both Germany and India flourished and improved as a result.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth, by stating the situations Mohandas Gandhi and Mikhail Gorbachev attempted to change, stating the action these leaders took to change the situations, and stating the impact of those actions on the society in which they lived
- Is both descriptive and analytical (*Gandhi*: stirred people up to get British rule out of India; Britain embarrassed by worldwide attention on the Salt March *Gorbachev*: rule impacted Russia greatly in that it sparked the fall of communism)
- Supports the theme with relevant facts, examples, and details (*Gandhi*: salt monopoly; nonviolence; passive resistance; peaceful protests; boycotts; jailing of Indians; *Gorbachev*: Cold War; glasnost; perestroika; fall of communism) includes some minor inaccuracies (*Gandhi* enforced nonviolence and passive resistance; Britain freed India because of the Salt March; Russia instead of Soviet Union; Lech Walesa and Solidarity happened after the fall of communism)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Despite errors in chronology, the explanation of glasnost and perestroika strengthen a weak narrative about Gorbachev’s impact. Overgeneralizations and irrelevant information weaken the overall discussion and show a limited understanding of some parts of the task.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task in some depth by describing the situations addressed by Hitler and Simón Bolívar, describing the action that these leaders took to change the situations, and listing the impact of Hitler’s actions on Germany
- Is more descriptive than analytical (*Hitler*: seemed to be good at first, trying to help the nation of Germany, but soon he started World War II; responsible for many deaths; still left Germany in ruins after World War II; *Bolívar*: although he did not free all areas of Latin America, he inspired other nations which eventually led to the independence of all Latin American nations)
- Includes some relevant facts, examples, and details (*Hitler*: Germany; World War I; Treaty of Versailles; reparations; German territories; World War II; split up between East Germany and West Germany; Cold War; *Bolívar*: Spanish; colonies in Latin America; Latin American Revolution; Enlightenment thinkers; American and French revolutions); includes a minor inaccuracy (as a result of Bolívar, a new social pyramid came about in Latin America)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion is cursory and not supported with sufficient detail. Many overgeneralizations are made about Bolívar. However, the analytical statements and specific historical details about Hitler show a good understanding of the role and impact he played in history.

Practice Paper C—Score Level 2

The response:

- Minimally develops some aspects of the task by mentioning the situations addressed by Mohandas Gandhi and Sun Yat-sen, mentioning one action these leaders took to change the situation, but not addressing the impact of those actions on India and China
- Is primarily descriptive; includes weak application and analysis (*Gandhi*: British laws didn't go along with Indian religions; *Sun Yat-sen*: hoped to replace the dynasty with a democratic government; the democracy was never created; ending the dynasty was a big change for China)
- Includes few relevant facts, examples, and details (*Gandhi*: Great Britain's jewel in the crown; imperializing; natural resources; nonviolent protests; 1947 India got independence; *Sun Yat-sen*: overthrew Manchu dynasty)
 - Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of Gandhi is more detailed than the treatment of Sun Yat-sen. However, the lack of specific historical facts and analysis weaken the response. The overgeneralizations and repetition of information demonstrate a limited understanding of the task.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task evenly but not in depth by describing the situations Otto von Bismarck and Mohandas Gandhi attempted to change, describing the action these leaders took to change the situations, and discussing the impact of those actions on the society in which they lived
- Is both descriptive and analytical (*Bismarck*: he went to war with Austria and France to gain control of territories with Germans in them; Germany's uniting led to industrialization, which increased Germany's economic power and influence; Germany looked for natural resources in Africa which led to imperialism; more goods were produced which helped Germany's economy and put Germany in the world market; *Gandhi*: India was colonized for its natural resources and its market opportunities for goods to be sold; India wanted independence when other colonies received independence after World War II; Gandhi's success with the cloth boycott led Indians to follow him on the Salt March; Indians united to get independence, but religious differences led to division into two countries)
- Supports the theme with relevant facts, examples, and details (*Bismarck*: Prussia; "blood and iron"; Germany was able to compete with Britain and France; *Gandhi*: colony of Great Britain; Age of Imperialism; independence; civil disobedience; boycotting British goods; nonviolent non-cooperation; Salt March to protest British taxes on salt)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the discussion is somewhat repetitive and lacks supporting details, the response shows an understanding of the impact of the leaders' actions. The inclusion of some analytical statements strengthens the response.

Global History and Geography
Part A Specific Rubric
Document-Based Question—August 2005

Document 1a

Medieval Scriptorium



Source: www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html

Document 1b

The Book Before Gutenberg

The earliest books were written on scrolls. From the Second Century A.D. to the present time, however, most books have been produced in the familiar codex format—in other words, bound at one edge. During the Middle Ages, manuscript books were produced by monks who worked with pen and ink in a copying room known as a scriptorium. Even a small book could take months to complete, and a book the size of the Bible could take several years. . . .

Source: www.hrc.utexas.edu/exhibitions/permanent/gutenberg/2a.html

Documents 1a and 1b

1 According to these documents, how were books made before the development of the Gutenberg press?

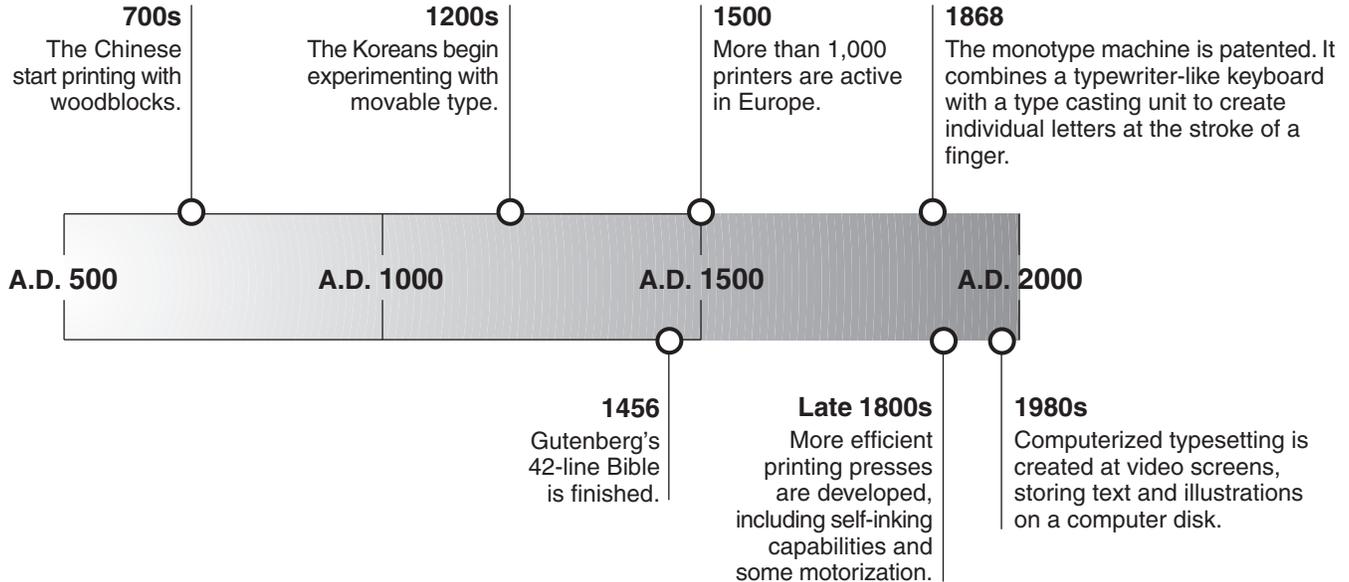
Score of 1:

- States the way in which books were made before the development of the Gutenberg press
Examples: monks copied them by hand; they were written on scrolls; by hand; using the codex format

Score of 0:

- Incorrect response
Examples: it took several years; only small books were produced; big books had to be done on the floor; the Bible took several years; in a scriptorium
- Vague response that does not answer the question
Examples: Gutenberg Bible; written in the Middle Ages
- No response

Document 2



Source: Stephen Krensky, *Breaking Into Print, Before and After the Invention of the Printing Press*, Little, Brown and Company, 1996 (adapted)

2 Based on this document, state *two* advances in printing technology that took place between 500 and 2000.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each advance in printing technology that took place between 500 and 2000

Examples: Chinese started printing with woodblocks; Koreans began experimenting with movable type; more efficient printing presses were developed; self-inking capabilities and motorization develop; the monotype machine is patented; computerized typesetting is created on video screens

Score of 0:

- Incorrect response
Examples: the Bible is finished; the Chinese make the first computer disks; Gutenberg invented movable type; putting things on paper not on woodblocks
- Vague response that does not answer the question
Examples: Gutenberg; Koreans experimented
- No response

Document 3

. . . Gutenberg's methods spread with stunning rapidity. By 1500 an estimated half million printed books were in circulation: religious works, Greek and Roman classics, scientific texts, Columbus's report from the New World. An acceleration of the Renaissance was only the first by-product of the Gutenberg press. Without it, the Protestant movement might have been stillborn [failed], as well as the subsequent political and industrial revolutions. Gutenberg, however, got none of the glory. His brainchild [idea] bankrupted him; the year his Bible was published, a creditor took over his business. Little more is known of the inventor — in part because he never put his own name into print. . . .

Source: Robert Friedman, ed., *The Life Millennium: The 100 Most Important Events & People of The Past 1,000 Years*, Time, 1998

3 Based on this document, state *two* effects of Gutenberg's invention.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each effect of Gutenberg's invention as stated in this document

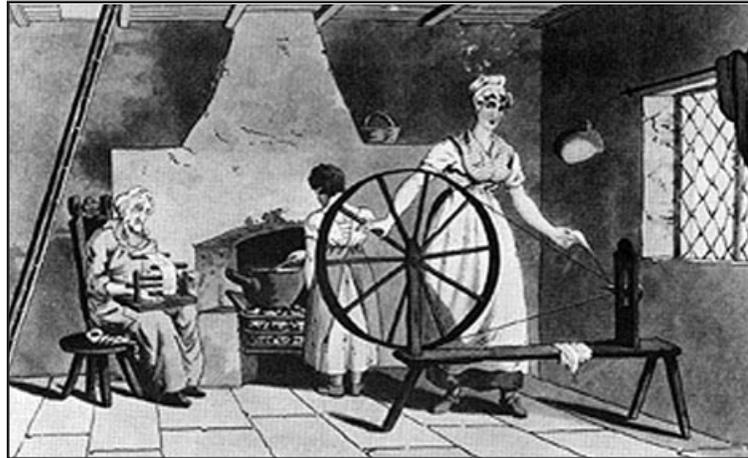
Examples: an estimated half million printed books were in circulation by 1500; the Renaissance was accelerated; without it the Protestant movement might have been stillborn; industrial and/or political revolutions of succeeding centuries might not have happened; mass production of books

Score of 0:

- Incorrect response
Examples: a creditor took over Gutenberg's business; Gutenberg never put his own name in print; Gutenberg was bankrupt; Gutenberg had a press
- Vague response that does not answer the question
Examples: Columbus reported from the New World; books circulated
- No response

Document 4

Woman Spinning



Source: *The Costume of Yorkshire*, Richard Jackson, Publisher

4 According to this document, what technology was used in cloth production in the early 1700s?

Score of 1:

- Identifies the technology used in cloth production in the early 1700s
Examples: spinning wheels; hand-powered machines

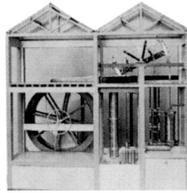
Score of 0:

- Incorrect response
Examples: cloth was produced at home; women produced thread
- Vague response that does not answer the question
Examples: in the home; with a fireplace; bunches of wool
- No response

Documents 5a and 5b

Invention

Description



Improved steam engine
(James Watt)

Improved version of steam engine that used coal rather than water power. First used to pump water from mines and to forge iron. By the late 1780s, powered machines in cotton mills.

Source: Ellis and Esler, *World History: Connections to Today*, Prentice Hall, 1999 (adapted)

Power Loom Weaving



Drawn by T. Allom

Engraved by J. Tingle

Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, Fisher, Fisher, and Jackson, 1835 (adapted)

5 According to these documents, how did the steam engine promote the growth of the factory system?

Score of 1:

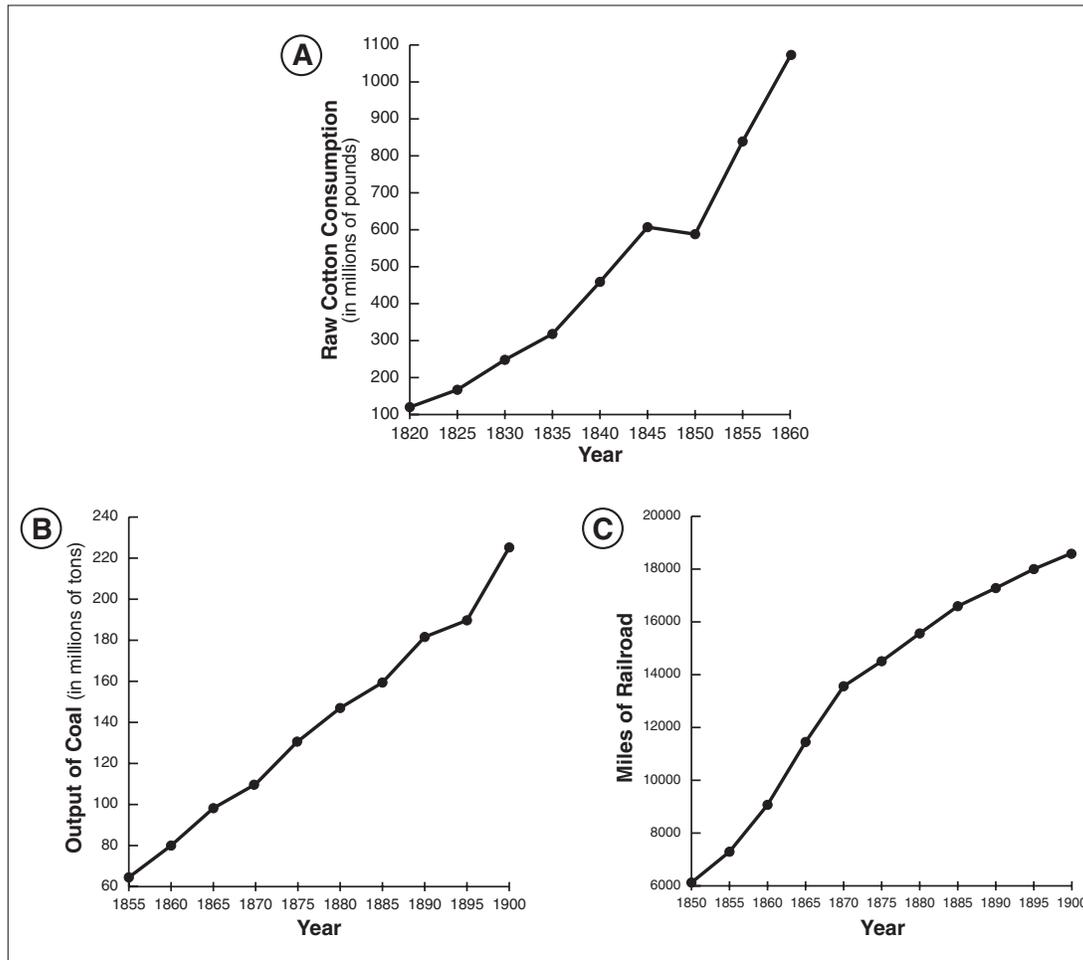
- States the way that the steam engine promoted the growth of the factory system
Examples: it powered the machines in the mills; it provided power; steam-powered machines were too big for the home; steam-powered machines could do the work faster and/or more efficiently; steam engines could power multiple machines at one time; using coal for the engines meant factories did not have to be located near streams

Score of 0:

- Incorrect response
Examples: James Watt improved the steam engine; water was pumped from mines; factories needed to be located near streams
- Vague response that does not answer the question
Examples: it was improved; James Watt; power loom weaving; machines were all in one place
- No response

Document 6

Selected Factors of Industrial Production in Great Britain



Source: Brian Mitchell, *Abstract of British Historical Statistics*, Cambridge University Press, 1962 (adapted)

6 What do these graphs imply about the effect of steam-powered machinery on industrial production in Great Britain?

Score of 1:

- States an effect of steam-powered machinery on industrial production in Great Britain that can be implied from the graphs

Examples: encouraged the growth of more railroads; led to an increase in coal production; increased textile production; increased demand for more cotton; industrial production increased

Score of 0:

- Incorrect response
Examples: there were miles of railroad; cotton was consumed; cotton and coal were similar; Great Britain had coal; increased cotton production in Great Britain
- Vague response that does not answer the question
Examples: coal and railroads; raw cotton was grown
- No response

Document 7

This is an excerpt from a tape-recorded conversation of Kathleen Brockington in August 1994.

Kathleen's Story Bombed out in the London Blitz, 1940

. . . When the bomb dropped I wasn't even under the table! I heard the plane and recognised it was a Jerry (that's what we called them) [Germans] because I'd heard so many. There was a tremendous BANG! and I ducked. All the windows came in and the ceiling and a couple of walls came in and there was incredible smoke everywhere. I was shaking like a leaf but I wasn't hurt.

I tried to get out but the door was stuck and I had to climb through where one of the windows had been. I could see there were lots of houses affected, glass everywhere in the street so I knew it was a big'un.

I ran to the Air Raid Post but the Warden said "look missus, we're gonna be busy digging bodies out, if you've got a roof you're better off where you are. There's lots worse off than you". Funnily enough he was wrong; about 50 houses were badly damaged and a couple of them just turned into heaps of rubble, but nobody was actually killed. . . .

Source: <http://timewitnesses.org/english/blitz.html> (adapted)

7 Based on this document, state *one* effect of the bombing of London by German planes.

Score of 1:

- States an effect of the bombing of London by German planes as stated in this document
Examples: houses were destroyed; smoke was everywhere; glass was everywhere in the streets; air raid posts were established; houses were badly damaged; nobody was actually killed in some parts of London; made people afraid; parts of London were destroyed

Score of 0:

- Incorrect response
Examples: they called them Jerrys; bombs dropped; there were many planes; all of London was destroyed
- Vague response that does not answer the question
Examples: bombs; lots of houses; shook like a leaf
- No response

Document 8

. . . In both cities the blast totally destroyed everything within a radius of 1 mile from the center of explosion, except for certain reinforced concrete frames as noted above. The atomic explosion almost completely destroyed Hiroshima's identity as a city. Over a fourth of the population was killed in one stroke and an additional fourth seriously injured, so that even if there had been no damage to structures and installations the normal city life would still have been completely shattered. Nearly everything was heavily damaged up to a radius of 3 miles from the blast, and beyond this distance damage, although comparatively light, extended for several more miles. Glass was broken up to 12 miles.

In Nagasaki, a smaller area of the city was actually destroyed than in Hiroshima, because the hills which enclosed the target area restricted the spread of the great blast; but careful examination of the effects of the explosion gave evidence of even greater blast effects than in Hiroshima. Total destruction spread over an area of about 3 square miles. Over a third of the 50,000 buildings in the target area of Nagasaki were destroyed or seriously damaged. The complete destruction of the huge steel works and the torpedo plant was especially impressive. The steel frames of all buildings within a mile of the explosion were pushed away, as by a giant hand, from the point of detonation. The badly burned area extended for 3 miles in length. The hillsides up to a radius of 8,000 feet were scorched, giving them an autumnal appearance. . . .

Source: "The Atomic Bombings of Hiroshima and Nagasaki," Manhattan Engineer District, United States Army, June 29, 1946

Document 8

8 Based on this document, state *two* effects of the atomic bombings on Hiroshima and Nagasaki.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each effect of the atomic bombings on Hiroshima and Nagasaki

Examples: everything was destroyed within a radius of one mile in Hiroshima; many buildings were destroyed and/or seriously damaged; many people were killed; over a fourth of the population was killed in Hiroshima; one-fourth of the people were seriously injured; badly burned area extended for three miles in Nagasaki; torpedo plant in Nagasaki was completely destroyed

Note: Both effects stated could refer to Hiroshima only or to Nagasaki only, or one effect could be stated for each of these cities.

Score of 0:

- Incorrect response
Examples: destruction was impressive; point of detonation
- Vague response that does not answer the question
Examples: the center of the explosion; explosion; autumnal appearance
- No response

Documents 9a and 9b

Nuclear Countries – November 2002

Declared Nuclear States	Estimates of Nuclear Weapons Stockpiled
United States	10,640
Russia	8,600
China	400
France	350
United Kingdom	200
Israel	100–200
Pakistan	24–48
India	30–35
North Korea*	1–2

Source: Natural Resources Defense Council (NRDC), 2002 (adapted); *Bulletin of Atomic Scientist, 2003

Countries with Nuclear Power Reactors in Operation or Under Construction – December 2002

Argentina	Finland	Korea, Republic of	Slovenia
Armenia	France	Lithuania	South Africa
Belgium	Germany	Mexico	Spain
Brazil	Hungary	Netherlands	Sweden
Bulgaria	India	Pakistan	Switzerland
Canada	Iran	Romania	Ukraine
China	Japan	Russian Federation	United Kingdom
Czech Republic	Korea, Dem. Peoples Rep. of	Slovakia	United States

Source: "Nuclear Technology Review," International Atomic Energy Agency (IAEA), 2003 (adapted)

9 Based on these charts, state *two* ways countries have used nuclear technology.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way countries have used nuclear technology

Examples: countries have stockpiled nuclear weapons; countries have nuclear power reactors in operation; countries are building nuclear power reactors; for defense

Score of 0:

- Incorrect response
Examples: all countries with nuclear reactors have nuclear weapons; most countries in the world have nuclear weapons; International Atomic Energy Agency
- Vague response that does not answer the question
Examples: nuclear states have been declared; stockpiled; they've built nuclear things
- No response

Global History and Government
Content-Specific Rubric
Document-Based Question—August 2005

Historical Context: Throughout history, changes in technology have had a great influence on society. Development of the **printing press, steam-powered machinery**, and the **atomic bomb** had a major impact on specific societies and the world.

Task: Identify *two* of the technological changes mentioned in the historical context and for *each*

- Explain how the new technology changed the existing technology
- Discuss the impact of this new technology on a specific society *or* the world

Scoring Notes:

1. The discussion of the technology must explain how the technology changed from the existing technology of the time. A simple description of the technology is not adequate.
2. The same explanation may be used to explain how both technologies represented a change from the existing technology, e.g., both the printing press and steam-powered machinery changed the technology from products produced by hand to products produced by machine.
3. Similar information may be used to discuss how the new technology made an impact on a specific society or the world, e.g., both the printing press and steam-powered machinery changed from working at home to working in a factory and to the development of the factory system *or* both these technologies led to increased production and lowered production costs.
4. The discussion of the impact of both new technologies may be on the world or on a specific society, including the United States, *or* one could be on a specific society and the other could be on the world. The identification of a specific society or the world might be expressly stated, *or* it might be implied in the discussion.
5. For the purposes of meeting the criteria of using at least *four* documents in the response, documents 5a, 5b, 9a, and 9b may be counted as separate documents *if* the response uses specific separate facts from these documents.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by explaining how *two* new technologies changed existing technology and discussing the impact of these new technologies on a specific society or the world
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *printing press*: connects the development of the printing press to the spread of Martin Luther's ideas and the success of the Protestant Reformation; *steam-powered machinery*: establishes parallels between the impact of the agrarian revolution and the enclosure movement with the development of the factory system
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *printing press*: Gutenberg; vernacular; literacy; moveable type; *steam-powered machinery*: domestic system; putting-out system; urbanization; enclosure acts; factory system; assembly line; standardization of parts; proletariat; bourgeoisie; Sadler Report; Mines Act
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task by explaining how **two** new technologies changed existing technology and discussing the impact of these new technologies on a specific society or the world but may do so somewhat unevenly by completing all aspects of the task for one technological change more thoroughly than for the other technological change *or* by completing one aspect of the task more thoroughly for both technological changes
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *printing press*: discusses how the printing press spread literacy; *steam-powered machinery*: discusses the abundance of coal and iron and its effect on the development of the factory system
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops all aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Examples of developing *at least three* aspects in some depth at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Explains how **two** new technologies changed existing technology; discusses the impact of **one** new technology on a specific society or the world
2. Explains how **one** new technology changed existing technology; discusses the impact of **two** new technologies on specific societies or on the world

Exception: If **both** aspects of the task for **one** technological change are thoroughly developed and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops all aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of 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 a conclusion

Examples of developing *at least two* aspects in some depth at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Explains how *one* new technology changed existing technology; discusses the impact of that new technology on a specific society or the world *or* discusses the impact of a *second* new technology
2. Explains how *two* new technologies each changed existing technology
3. Discusses the impact of *two* new technologies on a specific society or the world

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a 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 a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Key Ideas from the Documents

	Doc	How New Technology Changed Existing Technology	Doc	Impact of New Technology on a Specific Society or the World
Printing Press	1	Books no longer had to be written on scrolls Monks no longer worked with pen and ink in copying rooms (scriptoriums) Less time was involved in production	3	Increase in number of books in circulation Increased availability of printed books on every subject Publication of Columbus' report from the New World Acceleration of the Renaissance Influence on Protestant movements Relation to later industrial and political revolutions
	2	Number of printers in Europe increased Printing press and motorization of presses replaced hand work Text and illustrations can be stored on computer disks		
Steam-powered Machinery	4 5b	Steam-powered machines replaced machines operated by hand	4 5b	Production of more goods with power machinery
	5a	Machines located in mills New engines used coal rather than water power Steam engines used to pump water from mines and to forge iron	5a	Water power no longer necessary for factories
			5b	Change from working at home to working in factory Construction of large factories Jobs in factories for women Men working as supervisors in factories
			6	Increase in industrial production in Great Britain Increase in coal production Increase in miles of railroad Increase in raw cotton consumption
Atomic Bomb	7 8	Destructive capacity of atomic bombs greater than that of early bombs Loss of lives from atomic bombs greater than that of early bombs	8	Damage and destruction to Hiroshima and Nagasaki Physical injury Property and environmental damage
			9a	Declared nuclear states Amount of nuclear weapons stockpiled
			9b	Countries with nuclear power reactors in operation and under construction Formation of International Atomic Energy Agency
			9a 9b	Accessibility of nuclear power worldwide Publications on nuclear technology

Relevant Outside Information

(This list is not all-inclusive.)

	How New Technology Changed Existing Technology	Impact of New Technology on a Specific Society or the World
Printing Press	<p>Use of vernacular spread Use of Latin decreased Vellum no longer scraped off and reused Printing of different kinds of books (maps)</p>	<p>Decrease in cost of production Influence of ideas on larger groups of people (Enlightenment ideas) Changes in education Increase in literacy Decrease in the power of the Catholic Church (Protestant Reformation) Effects on the Renaissance, the Reformation, the Scientific Revolution Increase in the availability of fine art prints (impact of Dürer)</p>
Steam-powered Machinery	<p>Domestic system no longer cost effective New inventions (spinning jenny) making hand work easier New machine technology replacing hand technology of spinning jenny Simplification and standardization of tasks Assembly line, mass production, standardization of parts replacing domestic system</p>	<p>Employment of children Disruption of traditional family life Industrial Revolution Agrarian Revolution Enclosure Movements Improved transportation Urbanization Details about unsafe working conditions and living conditions Young women leaving home to work in factories Growth of proletariat Development of alternate economic systems (socialism, communism) Need for raw materials and markets leading to imperialism and colonial rivalry Development of labor unions Increased influence of middle class (bourgeoisie) Passage of legislation to address working conditions (Sadler Report; Mines Act)</p>
Atomic Bomb	<p>Battlefields no longer only venue for war Increasing influence of technology on weaponry Changes in conduct of war End of trench warfare Changes in energy sources for many countries Development of missile-defense systems</p>	<p>Long-term physical effects Awareness of potential of destruction “Duck and cover” drills and bomb shelters Balance of terror Potential for nuclear blackmail Depersonalization of war and perceived depreciation in value of human life Fear of effects by people throughout the world Nuclear competition Development of Cold War and rise of superpowers Controversy over disposal of nuclear wastes</p>

Throughout history, technology has influenced many societies and has had an even greater effect on the world. Technological advances have improved people's lifestyles, but also led to different working conditions. The invention of the printing press and steam-powered machinery have greatly affected societies. Through the impacts these new technologies made on societies, these societies have been changed economically and culturally forever.

The printing press is an invention that has greatly affected society. Originally European books were written on scrolls by monks in a scriptorium, as seen in Documents 1a and 1b. These books took months to years to complete. As a result, there were not many books available and the ones that were belonged to the noble or wealthy because they were very expensive. The noble and wealthy made up a very small part of the population, therefore the literacy rate was very low. When Johannes Gutenberg improved the printing press, books were manufactured much easier and faster, causing the price of books to decrease. As seen in Document 3, approximately half a million books were in circulation in 1500. This greatly increased the literacy rate of society because more people were able to afford books to read. As the literacy rate increased, many people began to think for themselves and question traditional teachings and learn about the accomplishments of past civilizations. This "rebirth" or Renaissance helped lead to the ^{Scientific} Revolution and the Protestant Reformation. The Scientific Revolution was a time when scientists began to question what was generally accepted as the truth because it was accepted by authorities and was the word of the Roman Catholic Church. As people became more aware of the scientific thought of the ancient Greeks and the mathematics and scientific advances from the Islamic easters, they conducted studies and

experiments. The Protestant Reformation was a "protest" of the Roman Catholic Church and its practices. Martin Luther did not agree with the ways of the Roman Catholic Church because they did not agree with his interpretation of the Bible, especially in the sale of indulgences. He posted his 95 theses on the door of the Roman Catholic church in Wittenberg as his form of complaint and protest. The Gutenberg invention allowed bibles to be printed in German along with copies of Martin Luther's 95 theses for everyone to read. This helped spread the Reformation. John Calvin and many people joined Martin Luther in questioning the ways of the Roman Catholic Church after reading his theses. This ended the unity of Europe under the Roman Catholic Church. Without the Gutenberg Printing Press, events such as the Scientific Revolution and the Protestant Revolution may have failed or never taken place and there may have still been monks writing books on scrolls for many years after.

Steam-powered machinery is another invention that has greatly affected society. According to Document 4, women would go through many hard, long, and tedious processes to produce cloth before the 1700s. After gathering and processing wool from the sheep, women would spin the thread on their spinning wheels and then make cloth on their hand-powered machinery. This changed dramatically when steam power was introduced. As seen in Document 5, steam-powered machines replaced the domestic system in the home. These steam-powered machines such as the spinning mule were much faster and efficient in making manufactured goods than any earlier machines. Factory owners were able to mass produce, make a larger profit, and expand their factories. This opened up many new jobs. Rapid urbanization resulted from these new job openings. Legislation such as the Enclosure Acts had caused people to move from rural areas to urban areas. As a result of this demand

for factory jobs, factory owners were able to pay low wages and permit horrible working conditions because if you didn't like the job, you could easily be replaced. Women and children provided much of the labor and were paid less than men. There were so many people in the cities now that some factory owners provided housing for their workers. In other cases, families were forced to live in slums and tenements which were apartment-like buildings in which an entire family might live in one room. The invention of steam-powered machinery also affected society positively. There were new and faster means of transportation which moved people and the raw materials for the Industrial Revolution. Workers wanted to improve conditions and pushed for wage laws, and the right to organize unions. In Great Britain, the Sadler Commission was appointed to deal with their complaints. This led to legislation to protect workers.

The invention of the printing press and steam-powered machinery changed and replaced the existing technology. These inventions also greatly affected society. Advances in technology like these have a major impact on specific societies and the world. These impacts are mostly positive but in some cases can be negative. The great influence on society that technology has had has been seen all throughout history and throughout the world.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining how the printing press and steam-powered machinery changed existing technology and discussing the impact of these new technologies on Europe and the world
- Is more analytical than descriptive (*printing press*: not many books available; available books belonged to wealthy because they were expensive; literacy rate very low because nobles and wealthy made up small part of population; books manufactured much easier and faster after invention; many people began to think for themselves and question traditional teachings; *steam-powered machinery*: women went through many hard and tedious processes to produce cloth before 1700s; after gathering and processing wool from sheep, women produced thread; factories expanded and many new jobs opened up; if you did not like the job you could easily be replaced)
- Incorporates relevant information from documents 1, 2, 3, 4, and 5
- Incorporates substantial relevant outside information (*printing press*: literacy rate increased; “rebirth” of Renaissance; scientists began to question what was generally accepted as the truth; authority of the Roman Catholic Church; people became more aware of scientific thought of ancient Greeks and the mathematic and scientific advances from Islamic centers; Reformation a “protest” of Roman Catholic Church and its practices; Luther did not agree with ways of Church, especially sale of indulgences; Luther posted 95 Theses on door of Catholic Church in Wittenberg as his form of complaint and protest; 95 Theses printed for everyone to read; John Calvin joined Luther in questioning the ways of the Roman Catholic Church; *steam-powered machinery*: domestic system in homes displaced by machinery; spinning mule; urbanization; legislation like Enclosure Acts caused people to move from rural to urban areas; factory owners paid low wages and permitted horrible working conditions; women and children provided much of labor and were paid less than men; some factory owners provided housing for workers; some families forced to live in slums and tenements which were apartment-like buildings in which one family might live in one room; Industrial Revolution; workers pushed for wage laws and the right to organize unions; Sadler Commission)
- Richly supports the theme with many relevant facts, examples, and details (*printing press*: books written on scrolls by monks in a scriptorium; books took months to years to complete; Gutenberg improved the printing press; approximately half a million books in circulation in 1500; Renaissance; Scientific Revolution; Protestant Reformation; many bibles printed in German; *steam-powered machinery*: thread produced on spinning wheels; new jobs in factory; machines faster and more efficient)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that emphasize that technology has both positive and negative effects

Conclusion: Overall, the response fits the criteria for Level 5. The response does a good job of integrating document information with extensive and directly related outside information. Analytical comments, made throughout the response, include good details and explanation of those details.

A technological advance can change nearly every aspect of life on Earth. To creating more consumer goods to winning a war against the world, technology has influenced the evolution of our societies.

In 1785 women would produce cotton or wool thread with spinning wheels (Document 4). All the women in a family would help make the cloth for their family's clothing in this cottage industry and sell any surplus. The self-sufficient way of life soon took a new route when James Watt improved the steam engine. The use of coal rather than water power meant mills no longer had to be built near streams. (Document 5a). This new type of technology led to the creation of more mills and the need for more workers (Document 5b). People left their farm land and moved to the cities, in hopes of making more money. Once there however, the nightmares of the Industrial Revolution began. Factories paid low wages, people were fired from their jobs if they sought reform, children worked long hours and lived under unhumane conditions such as attacks by lice in their unsanitary buildings. Overseers would beat children because they weren't working fast enough and hundreds of deaths resulted from overwork, starvation, and accidents with unsafe machinery. But alas, there

is a ray of light peering slightly through the iron veil. Industry increased production of goods that were once expensive; they were affordable because more goods were made and more people could afford them. A middle class emerged. Flow of capital into England increased as well as the construction of transportation systems like railroads. (Document 6). This helped make Great Britain the number one world power. It also encouraged imperialism in areas that could supply raw materials for the industries.

Bombs have always devastated, that is what their purpose has become. World War I introduced a new dawn of warfare on the world where tanks, trenches, guns, bombs and missiles made victors of men. It is no surprise that the technology behind weapons of war surpassed this level for WWII. When the fascist dictator, Adolf Hitler took over Germany, his first move was to take Poland. With the Munich Agreement Europe decided to stay out of his way but soon would learn that they should of done something. Germany took France afterwards (not directly). Hitler's warfare, Blitzkrieg, was a style of attacking swiftly and forcefully for a short period of time. Blitzkrieg, which means "Lightening War" in German, was the tactic

Hitler used to conquer most of the territory of Eastern Europe. In 1940, (Document 7) Hitler had begun to bomb London. Even though bombs destroyed homes and lives, more people survived these types of bombs rather than the infamous Atomic Bomb! Japan had allied with the Axis in WWII. After Germany surrendered Japan kept fighting the U.S.A. Truman warned the Emperor of Japan that he better surrender or else... The Emperor refused and the Atomic Bomb was dropped on Hiroshima. Over 1/4 of the population of Hiroshima died from the blast. Another quarter were severely wounded. "The blast totally destroyed everything within a radius of 1 mile from the center of explosion." (Document 8) The Emperor refused still to surrender. The Japanese were proud, and honor kept them going as it had in the eras prior to the Meiji (late 1800's) when the samurai lived by the code of Bushido. Truman gave orders for the next A-bomb to be dropped. Originally, it was to be on Kyoto, but the U.S. respected the historical value of the ancient city and instead chose Nagasaki as a target. Over a third of the 50,000 buildings there were destroyed. The landscape of Nagasaki made hillsides up to a radius of 5,000 feet scorching from the explosion. Survivors of the Atomic Blast face problems with

radiation poisoning. Some of the children of the survivors developed cancer from being exposed to the radiation while in the womb. Now days nations still have Atomic weapons, (Document 9a) the U.S, Russia and China are a few. But there are other uses of the nuclear weapon. Nuclear power is used as an alternative for oil, water and solar power. (Document 9b) But, if nuclear power isn't disposed of properly, air, water and land pollution can occur.

Technology has propelled us into the future. Some times, we can create an invention that would help the economy and people like the steam engine. As, we can invent for the wrong reasons like war and destroy the Earth like the Atomic Bomb did to Nagasaki and Hiroshima. Consider the outcomes of the advances in technology were lives worth it?

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining how steam-powered machinery and the atomic bomb changed existing technology and discussing the impact of these new technologies on Great Britain and the world
- Is more analytical than descriptive (*steam-powered machinery*: cloth for family's clothing made by women in the family; any surplus sold; creation of more mills led to need for more workers; people moved to cities in hopes of making more money; industry increased production of goods; goods affordable because more goods made; *atomic bomb*: purpose of bombs was devastation; no surprise that technology behind World War II weapons of war surpassed World War I level; Europe stayed out of Hitler's way but soon learned they would have to do something)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*steam-powered machinery*: cottage industry; self-sufficient way of life; mills no longer had to be built near streams; people left farmland and moved to cities; nightmares of Industrial Revolution; factories paid low wages; people who sought reform fired from jobs; children worked long hours and lived under inhumane conditions; attacks by lice in unsanitary buildings; overseers would beat children if they were not working fast enough; accidents with unsafe machinery; emergence of middle class; helped make Great Britain number one world power; imperialism encouraged in areas that could supply raw materials for industries; *atomic bomb*: World War I introduced new dawn of warfare where tanks, trenches, guns, bombs, and missiles made victors of men; Munich agreement; Hitler's warfare blitzkrieg or "lightning war" used to conquer most of Eastern Europe; Japan allied with Axis in World War II; after Germany surrendered, Japan kept fighting; Truman warned Emperor of Japan to surrender and he refused; Japanese honor kept them going as it had when the samurai lived by code of Bushido prior to the Meiji; survivors of bomb face problems with radiation poisoning; some unborn children developed cancer from exposure to radiation; pollution of nuclear wastes because they are not disposed of properly)
- Richly supports the theme with many relevant facts, examples, and details (*steam-powered machinery*: women produced cotton or wool thread with spinning wheels; James Watt improved steam engine; use of coal rather than water power; construction of transportation systems like railroads increase; *atomic bomb*: Hitler's bombing of London destroyed homes and lives but more people survived this than atomic bomb; in Hiroshima over one-fourth of population died and one-fourth severely wounded; blast totally destroyed everything within radius of one mile from explosion; Nagasaki chosen as target of second bomb; buildings destroyed; landscape scorched; nations still have weapons but they have other uses)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that compares technology that benefits society to technology that destroys society

Conclusion: Overall, the response fits the criteria for Level 5. Although the discussion about World War II is somewhat lengthy, it does provide background for the impact of the atomic bomb. Historical outside information provides the framework for the narrative and references to document information complete the discussion.

As our world has become more civilized, it is accurate to say that a major reason for our continuous development & change is the advancement in ~~tech~~ technology. In countries such as America, England, China, Russia, etc., technology has made a major impact often resulting in negative events, h/e. Although both positive + negative results have resulted from the development of technology, it's safe to say we wouldn't be here today without it.

The process of making clothing + fabrics has certainly advanced throughout the years. For centuries and centuries, the basic source of power used in making clothes had not changed. It was usually done at home using mostly machines powered by hand. In the early 1800s, according to D5a + D5b, inventions such as the steam engine & the power loom have greatly expanded factory systems. Coal was used to make steam power which was used instead of water power to expand the location of factories. Compared to the foot-powered spinning wheel which was used in earlier days, the power loom produced fabric faster and did not require as much manual work. The invention of the cotton gin increased the supply of cotton and the development of railroads used the steam engine to greatly expand the transportation system. All these changes in technology radically changed the landscape of England as factories

^{cities} and appeared throughout the country.

Although industry boomed in Great Britain during the 1800s, as shown in Db, the human cost was dreadful.

Although many jobs were available in the factories, the working conditions there were unbearable + cruel. Many lost limbs while working alongside these huge clumsy unsafe machines. The wages were too low and the working hours were horrible. The factories themselves were quite repulsive + harsh child labor existed. Although the quality of clothing was improved by more efficient machines, the safety of human being was ignored until labor unions were accepted by the government and workers were given the right to vote.

The methods of warfare that we see today are drastically different than those of earlier times. At the beginning of WWI, the foot soldier with his rifle and the cannon was most important in ending battles. The tank and the airplane emerged at the end of the war and became even more important in WWII. Since then nuclear ~~technology~~ technology has skyrocketed and the use of nuclear warfare has become more possible. It all started during WWII when the United States bravely dropped the atomic bomb on Hiroshima & Nagasaki, ~~the~~ ^{ending} WWII. According to document 8, great destruction of these cities resulted, killing thousands + burying homes + cities under garbage + rubble. During the Cold War, the

Superpowers, Russia + the US, continued to "compete," increasing their stockpile of nuclear weapons to remain more powerful than the other. Although these nuclear weapons might not actually be used during warfare, they exist as sort of an intimidating force against other countries. During the Cuban missile crisis, for example, the US was extremely threatened by the Soviet nuclear base created in nearby Cuba. Although the Soviets agreed to leave Cuba, it was the closest we've ever gotten to being on the brink of war. As shown in documents 9a + 9b, countries all over the world have jumped on the nuclear technology bandwagon. Although these nuclear weapons might seem like a shield of protection, they have caused harsh tensions throughout the world, increasing our chances of warfare.

As one can see, the developments in technology have greatly shaped the civilizations we live in today. Whether it's the introduction of a factory machine, or the development of an atomic bomb, countries everywhere have grown in both positive + negative ways from it. Without our advancement in technology, we would not be as developed as we are today.

Anchor Level 4-A

The response:

- Develops all aspects of the task by explaining how steam-powered machinery and the atomic bomb changed existing technology and discussing the impact of these new technologies on England and the world
- Is both descriptive and analytical (*steam-powered machinery*: for centuries, the basic source of power used in making clothes had not changed; used to expand location of factories; power loom produced cloth faster and did not require as much manual work; development of railroad used the steam engine to greatly expand transportation system; changes in technology radically changed landscape of England as factories appeared throughout the country; although industry boomed in Great Britain during the 1800s, the human cost was dreadful; efficient machines improved quality of clothing; *atomic bomb*: airplane emerged at the end of World War I and became even more important in World War II; nuclear weapons might seem like a shield of protection; nuclear weapons have caused harsh tensions throughout the world, increasing our chances of warfare)
- Incorporates relevant information from documents 4, 5, 6, 8, and 9
- Incorporates relevant outside information (*steam-powered machinery*: invention of cotton gin increased supply of cotton; many jobs available in factories; working conditions in factories unbearable and cruel; many workers lost limbs as result of huge, clumsy, unsafe machines; wages too low; harsh child labor; safety of humans ignored until labor unions were accepted by the government and workers given the right to vote; *atomic bomb*: foot soldier with his rifle and cannon was important in ending battles in beginning of World War I; superpowers, Russia and the United States, continued to compete in the Cold War; increasing stockpile of weapons; nuclear weapons exist as sort of an intimidating force against other countries; United States threatened in the Cuban missile crisis by Soviet nuclear base in nearby Cuba; even though Soviets agreed to leave Cuba, closest United States has ever gotten to being on the brink of war)
- Supports the theme with relevant facts, examples, and details (*steam-powered machinery*: clothes made at home using mostly machines powered by hand; steam engine and power loom greatly expanded factory system; coal used to make steam power; foot-powered spinning wheel; *atomic bomb*: United States dropped atomic bomb on Hiroshima and Nagasaki ending World War II; destruction of these cities killed thousands)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that focus on the positive and negative impact of new technology

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates changes in technology in a historical sense and brings each issue up to date with an explanation of current technology. Some analytical and evaluative statements are integrated with document information and outside information. These statements demonstrate an ability to see both sides of an issue, however, the response tends to use more description than analysis.

Throughout history, technological advances often have a huge impact on society. These developments in technology were often made for efficiency. Two of the technological advances in history were the printing press and the steam powered machinery. The invention of the printing press and the steam powered machinery in Europe both changed society by affecting the people's lives and by replacing the ways things used to work.

The printing press was one of the technological changes that has influenced society. It was improved by Johannes Gutenberg in the 1400s. With this new invention, various texts were able to circulate with more efficiency and speed throughout Europe. According to Document 1b, books were made by monks in the scriptorium, or copying room by hand. It would often take them months or even years to complete books. However, with the printing press, various books can be printed in huge amounts per day. With an increase in books, the literacy rate went up as well. According to history, books that were made by hand were often too expensive for the common people to buy. Now that the books can be made in abundance, it does not cost as much to buy than before. Thus, people who were able to afford those books. Also, not only did the literacy rate go up, the spreading of ideas, cultures,

religions, and ideologies also expanded more quickly than before. According to Document 3, about half of million printed books were in circulation by 1500.

Important events such as Columbus' exploration in the new world were being widely reported. Ideas such as Renaissance ideologies and the Protestant movement had a huge impact on the people. Unlike before, people gained more access to books by Enlightenment thinkers such as Voltaire and Rousseau. The Protestant movement was also a success due to the distribution of writings, such as Martin Luther's "Sixty-five theses."

If it was not for the printing press, people would not gain the knowledge of reform during the Renaissance and the Protestant Revolution in Europe. Thus, the printing press had a major impact in the developing society of Europe.

Steam powered machinery was another one of the technological changes that had affected society. According to Document 5a, the improved steam engine was first used to pump water out of mines to forge iron. However, by the late 1780's, it aids in the revolution of production in factories and mills. According to Document 4, thread was produced with the spinning wheel by the women.

According to history, it would take weavers and spinners a long time to make clothes even after the invention of the hand-powered spinning jenny. Production was

slow and unefficient. However, by using a steam powered machine, such as the loom, clothes can be produced in huge quantities more efficiently and quickly.

According to the graphs in Document 6, the production of cottons and coals, and the miles railroads built had also gone up tremendously due to the impact of steam powered machines. With an increase in production, the Industrial Revolution was a success. However, steam powered machinery also changed the lives of the common people. For example, when factories rise up to produce more clothes, spinners and weavers were not needed for their skills. As a result, a lot of rural people flocked to cities for factory jobs to feed their families. Since the demand for jobs increased, wages decreased. The factory workers were often mistreated and payed barely enough to feed their families. Even children worked to help support their families and factories and mills hired them for cheap labor. Thus, family life was disrupted due to the impact of the steam powered machinery on the Industrial Revolution. Due to the steam powered machinery, society was changed in a span of less than a century in Europe. From the peaceful everyday of the rural life, Europe was transformed into a blooming industrialized region.

As shown above, both technological advances

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

have a huge impact in Europe. Society was completely transformed in various aspects by these two changes in technology. The printing press and the steam powered machinery had greatly affected society in Europe by affecting the people's lives and replacing the ways things used to work.

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

- Develops all aspects of the task by explaining how the printing press and steam-powered machinery changed existing technology and discussing the impact of these new technologies on Europe
- Is both descriptive and analytical (*printing press*: enabled texts to circulate with more efficiency and spread through Europe; monks took months or even years to complete books; various books could be printed in large amounts per day; cost of books decreased so more people could afford them; enabled important events to be reported; meant Renaissance and Protestant movement would have huge impact on people; *steam-powered machinery*: led to revolution of production in factories and mills; weavers and spinners took less time to make clothes; production was slow and inefficient; loom increased production and led to more efficiency; changed the lives of the common people; skills of spinners and weavers not needed; wages decrease as demand for jobs increase; disruption of family life; European society changed in a span of less than a century, from peaceful rural life to blooming industrial life)
- Incorporates relevant information from documents 1, 3, 4, 5, and 6
- Incorporates relevant outside information (*printing press*: increase in literacy rate; books made by hand often too expensive for common people to buy; ideas, cultures, religions, and ideologies spread more quickly; more access to books by Enlightenment thinkers such as Voltaire and Rousseau; success of Protestant movement due to distribution of things such as Luther's 95 Theses; *steam-powered machinery*: invention of hand-powered spinning jenny; Industrial Revolution; movement of rural people to cities for factory jobs to feed their families; mistreatment of factory workers; pay barely enough to feed families; children worked to help feed families; children were a cheap source of labor)
- Supports the theme with relevant facts, examples, and details (*printing press*: improved by Gutenberg; books made by monks in scriptorium by hand; about half a million books in circulation by 1500; Columbus' exploration in New World reported; *steam-powered machinery*: thread produced with spinning wheel by women; steam-powered loom; increase in cotton and coal production and in railroads)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The outside information is clearly explained and is integrated throughout the response. Some analytical statements serve as conclusions to link statements of fact. However, the analysis is somewhat simplistic.

Throughout history, changes in technology have had a great influence on society. The development of the printing press, steam-powered machinery, and the atomic bomb have had major impacts on specific societies and the world. However, I believe that the printing press and the atomic bomb have had the biggest impact on our society today. They revolutionized the world and have had many lasting effects.

The atomic bomb revolutionized the types of weapons and power plants being made. As a weapon it had the effect of a massive explosion with (compared to earlier bombs) was second to none. Also it used a completely different technology than gunpowder. On power plants however it was truly miraculous. It required no oil or coal to run. Another thing was that it created a massive amount of energy with which could be a supply to an entire city. Nuclear energy created much more power than the power before it.

The printing press revolutionized writing and literature. Compared to writing long hand (as shown in documents 1a and 1b) or on scroll, the printing press was a tremendous improvement. It helped to create books faster than long hand (which could take several years), and it could also produce many more books in a shorter amount of time. The printing press

could also be used to supply books to commoners who before could not afford the high priced handwritten books. This invention made books for everyone instead of just ^{the} priests and nobles.

The atomic bomb had an immense impact on the world. A new technology was created called nuclear technology. This allowed new advancements in factories and weapons. There was also the effects of the atomic bombs that were used. These were in Nagasaki and Hiroshima. The effects (according to document 8) were the deaths of thousands of people and the destruction of many buildings. Also these places contained radiation which caused mutations and deaths. Another event the atomic bomb caused, was the Cold War. (This shows according to document 9a) The United States and Russia (The leaders or main powers of the Cold War, heading the democratic and communist nation) have the leading amounts of nuclear weapons. The United States having 10,640 and Russia having 8,600. The last effect of the atomic bomb was the later creation of the nuclear power plants. (As shown in document 9b) Many countries now have modern power plants. This shows that nuclear technology is now widely used, in the world today. However, accidents like Chernobyl increase opposition to nuclear power. On the other hand continued upheaval in the Persian Gulf increases oil prices and arguments for supporters of nuclear power.

The Printing Press also had a lasting effect on the world. (as shown in Document 3) It allowed the spread of new ideas through the approximately half a million books in print by 1500. This helped to shove the Europeans out of the middle ages and into the renaissance. It allowed people to learn through books. It also helped the protestant reformation justify its separation from the Catholic Church by showing commoners and other normal people what the bible really said because it was printed in their language and there were more copies to read. This also took a tremendous amount of power from the church. This made people think about church practices, like the sale of indulgences, and had themselves questioning their own beliefs. Also the printing press led into technologies we use today. (according to document 2). The printing press led the way to new technologies such as typewriters, computers and the internet. Technologies which would revolutionize the world as we know it just as the printing press revolutionized the middle ages.

The printing press and the atomic bomb have had lasting effects on the world itself. They have spread new ideas, created new technologies, and yes, they have even created new types of warfare. Overall however their effects on civilization have been good and dramatic. The inventors

(Johann Gutenberg and Robert Oppenheimer)
have shown the world what one new
invention can do.

Anchor Level 4-C

The response:

- Develops all aspects of the task but discusses the impact of the atomic bomb and the printing press on Europe and the world more thoroughly than explaining how these new technologies changed existing technology
- Is both descriptive and analytical (*atomic bomb*: revolutionized the types of weapons and power plants; effect of a massive explosion which was second to none; truly miraculous in power plants; led to creation of nuclear power plant; nuclear technology widely used in world today; *printing press*: revolutionized writing and literature; tremendous improvement over writing by hand; more books produced in a shorter amount of time; books now for everyone not just princes and nobles; helped bring Europe out of the Middle Ages and into the Renaissance; allowed people to learn through books; took tremendous power from the Church; made people question their own beliefs; led to technologies we use today; revolutionized the Middle Ages)
- Incorporates relevant information from documents 1, 2, 3, 8, and 9
- Incorporates relevant outside information (*atomic bomb*: completely different technology than gunpowder; atomic power required no oil or coal to run; created massive amounts of energy which could supply an entire city; contained radiation which could cause mutations and deaths; United States and Russia main leaders of the Cold War; democratic and communist nations; nuclear accident at Chernobyl increased opposition to nuclear power; continued upheaval in Persian Gulf increases oil prices and arguments for supporters of nuclear power; *printing press*: commoners could now get books; high prices of handwritten books; helped Protestants justify their separation from the Catholic Church; showed normal people what Bible really said because it was printed in their language and there were more copies; made people think about church practices, such as sale of indulgences)
- Supports the theme with relevant facts, examples, and details (*atomic bomb*: death of thousands of people and destruction of many buildings in Hiroshima and Nagasaki; United States and Russia have leading amounts of nuclear weapons; Oppenheimer; *printing press*: books produced faster than by hand; books by hand could take several years; approximately half a million books in print by 1500; led to new technologies such as typewriters and computers; Gutenberg)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarizes the impact of new technology

Conclusion: Overall, the response fits the criteria for Level 4. Although the response focuses on the impact of the two technologies, the changes of technology are suggested throughout the response. The discussion of nuclear technology as the change from the technology of the atomic bomb demonstrates the ability to see different dimensions of the issue.

As the human race progresses, we consistently express ourselves as a whole through technology. During periods of discovery and scientific accomplishment, technological advances such as Johannes Gutenberg's printing press both reflect and facilitate learning on a wide scale. Likewise, times of warfare incite mankind to devise new methods of destruction. The harnessing of nuclear power during the World Wars led to the creation of the atomic bomb; millions of civilians were fated to die because of it.

Gutenberg's invention of the printing press is among the most influential technological advances in world history. This machine's tremendous global impact is due to the commodity whose distribution it facilitates—ideas. Books were the way in which people communicated thoughts, many of which would stimulate humankind to learn and rebel. No longer limited to the capabilities of scribes writing by hand (Document 1), books became available on an unprecedented scale. The new mobility of ideas even accelerated the Renaissance and encouraged about the Protestant Revolution (Document 3.)

While peaceful pursuits of knowledge were stimulated by technology, warfare was also elevated to a new level. In 1946, the utilisation of nuclear technology and the pressures of war, combined with ignorance of its full capabilities, led to the invention of the infamous atomic bomb. This weapon was destructive to an extreme that far outstripped earlier technological warfare. Appallingly, the first atomic blast was inflicted upon two cities full of civilians, Hiroshima and Nagasaki, by America (Document 8). Devastation spread for miles, leaving innumerable fatalities and even more injured (Document 8). Additionally, America's declaration of its ability to use this technology resulted in a vicious global arms race. Feeling threatened by this terrible new power, other nations scrambled to harness it themselves for protection (Document 9.) Today, countries all over the world pursue the secrets of the deadly nuclear technology. Like so many aspects of human nature, technology is possessed of beneficial and destructive facets. Although mankind could never have reached the level it has attained so far without technology, abuse

of this capability has dire consequences. Tragedies such as the bombings in Japan have offered a warning of the untold extents of power technology could grant us in the future.

Anchor Level 3-A

The response:

- Develops all aspects of the task by mentioning how the printing press and the atomic bomb changed existing technology and discussing the impact of these new technologies on Europe and the world
- Is more analytical than descriptive (*printing press*: makes possible the reflection and facilitation of learning on a wide scale; among the most influential technological advances in world history; machine's tremendous global impact due to commodity whose distribution it facilitates—ideas; books were the way in which people communicated thoughts, many of which would stimulate humankind to learn and rebel; no longer limited to capabilities of scribes; books became available on an unprecedented scale; new mobility of ideas accelerated Renaissance and encouraged Protestant Reformation; *atomic bomb*: warfare incited mankind to devise new methods of destruction; harnessing of nuclear power during World Wars led to creation of atomic bomb; pressures of war combined with ignorance of full capabilities led to invention of infamous atomic bomb; weapon destructive to an extreme that outstripped earlier technological warfare; feeling threatened by this terrible new power, other nations scrambled to harness it themselves for protection; offered a warning of the untold extent of power that technology could grant in the future)
- Incorporates some relevant information from documents 1, 3, 8, and 9a
- Incorporates limited relevant outside information (*atomic bomb*: first bomb inflicted on two cities full of civilians; technology of atomic bomb resulted in a vicious global arms race)
- Includes some relevant facts, examples, and details (*printing press*: scribes writing by hand; *atomic bomb*: utilization of nuclear technology; first bombs inflicted on Hiroshima and Nagasaki by America; devastation spread for miles, leaving innumerable fatalities and even more injured); includes some minor inaccuracies (Gutenberg's invention of the printing press; in 1946, use of nuclear technology led to the invention of the atomic bomb)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that emphasize that technology possesses beneficial and destructive facets

Conclusion: Overall, the response fits the criteria for Level 3. Most of the response contains good analytical statements. Even though the overall response demonstrates a good understanding of the impact of technology, the discussion of how the printing press and the atomic bomb changed existing technology is very limited. In addition, the response contains several broad, unsubstantiated statements.

Throughout world history there have been many technological advancements. With this new technology comes many changes. There are changes that affect society. There are also changes that cause new problems that were never in existence. Two major technologies were the Printing Press, and the atomic bomb. These two have greatly impacted history and society.

Around the 1500's Gutenberg invented the printing press. This was a major achievement because before this invention books had to be written by hand, causing a high cost so that the lower classes would not read the books. (Doc 1). Because of the Printing press the poor became literate. This brought the rise in education in the Renaissance.

The printing press also made the Protestant Revolution a success. (Doc 3)

When Martin Luther finished his translation of the Bible, it was printed on the printing press. This caused a lower price on the Bible, and because it was written in the vernacular the

poor could read it. Advancements in typing have also come from the printing press. (Doc 2) Without the printing press the computer age of today would not be possible.

At the end of World War 2 a new bomb was used to end the Pacific theater. The bomb was the atomic bomb and was influenced by the advancement in nuclear technology. The effects of the Dropping of the bombs on Hiroshima and Nagasaki were very devastating. (Doc 8) The atomic bomb caused much more damage than a normal bomb used by Germany (Doc 7). Glass was found up to 12 miles from the actual bomb. About one fourth of the population was killed from the impact of the bomb. Another affect of the bomb was the radiation from the bomb that later had health effects on many Japanese involved in the bombings. Although the bomb was used for war purposes many other countries

are using nuclear technology for an energy source (Doc 9). When the countries use nuclear power, there is also nuclear waste. This waste is very harmful to humans and also to environment. ~~During~~ Through history many advancements in technology have impacted history and society greatly. This trend will still affect later societies.

Anchor Level 3-B

The response:

- Develops some aspects of the task in some depth by explaining how the printing press changed existing technology and discussing the impact of the printing press and the atomic bomb on Europe and the world
- Is more descriptive than analytical (changes cause new problems that were never in existence; *printing press*: hand production caused high cost which meant lower classes would not read the books; made Protestant Reformation a success; led to lower price on the Bible; made computer age possible; *atomic bomb*: influenced by advancement in nuclear technology; used for war purposes, but many other countries are using nuclear technology for an energy source)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*printing press*: poor became literate; brought about rise in education; Martin Luther's translation of the Bible printed; Luther's Bible written in the vernacular; *atomic bomb*: used at end of World War II; effects of radiation from the bomb on health of Japanese involved in the bombings; nuclear waste from nuclear power harmful to humans and environment)
- Includes some relevant facts, examples, and details (*printing press*: Gutenberg; before this invention, books had to be written by hand; led to advancements in typing; *atomic bomb*: effects of dropping the bomb on Hiroshima and Nagasaki devastating; glass found up to 12 miles from bomb; one-fourth of population killed from impact; use of nuclear technology for energy source); includes a minor inaccuracy (Gutenberg invented the printing press)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the atomic bomb is very general, mentioning that the atomic bomb caused more damage than a "normal" bomb and containing almost no analysis. The integration of outside information with document information strengthens the discussion of the printing press. The response demonstrates a good understanding of the impact of both the printing press and the atomic bomb.

Through out history there have been many great inventions that have altered the course of history. Two of them were the steam powered machine and the creation of the atomic bomb.

Steamed powered machinery has changed history because it allowed people to do less work and still get the job done. Before this invention workers were forced to make everything by hand (Document 4) which took a longer period of time and much more effort.

The largest impact of the steam powered machine was the Industrial Revolution. Factories now opened in cities to accomidate the work force that could be used. This caused a large increase in urbanization. Many women and children also went to work at this time to similar factories as the one mentioned in Document 5b. Work was hard and in many cases dangerous in these factories which made it very dangerous for children to work. This then led to many ^{new} child labor laws in the 1930's and 1940's.

Also because of the invention of the steamed powered machine there was a sudden increase in the production of coal and cotton. ^(Doc. 6) Rail roads also began to be built to

transport these materials. Overall, the invention of this machine created many jobs.

Another new technology that was created was the atomic bomb. Before its creation, only houses and a few buildings would be ruined or crumbled (Document 7) but after entire cities would be completely destroyed.

The results of the atomic bomb were very deadly and destructive. What would once be a city, now lay in ruins for miles because of the bomb (Document 8). When the atomic bomb was dropped on Hiroshima at the end of World War II the explosion killed or injured almost $\frac{1}{2}$ the city's population and left the rest ^{of it} in ruins (Document 8).

The atomic bomb also led to many conflicts between world powers. An example of this is the cold war, which resulted in the United States and Russia having a stockpile of these dangerous weapons (Doc. 9a).

Another situation would be the Cuban missile crisis. During this time the United States was worried that Cuba had weapons which ^{almost} caused a conflict between ~~these~~ ^{the} two countries and their allies. ~~without the creation~~

The steam powered machine and atomic

bomb have been instrumental in the continuence
of new technology* through out the world.
With out the creation of these two things,
the world and the way we live ^{today} would
be very different.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by explaining how steam-powered machinery and the atomic bomb changed existing technology and discussing the impact of these new technologies on Great Britain and the world
- Is more descriptive than analytical (*steam powered machinery*: allowed people to do less work and still get the job done; before workers forced to make everything by hand which took a longer period of time and much more effort; factories opened in cities to accommodate the workforce that could be used; work was hard and dangerous in factories; created many jobs; *atomic bomb*: entire cities would be completely destroyed; results very deadly and destructive; led to many conflicts between world powers)
- Incorporates some relevant information from documents 4, 5, 6, 8, and 9
- Incorporates limited relevant outside information (*steam powered machinery*: Industrial Revolution; urbanization; dangerous for children to work in factories; dangerous working conditions led to many new child labor laws; *atomic bomb*: Cold War; Cuban missile crisis; United States worried that Cuba had weapons)
- Includes some relevant facts, examples, and details (*steam powered machinery*: many women and children went to work in factories; increase in production of coal and cotton; railroads built to transport materials; *atomic bomb*: bomb at Hiroshima killed or injured almost one-half of the population; United States and Russia have huge stockpile of dangerous weapons); includes some inaccuracies (*steam powered machinery*: child labor laws of the 1930s and 1940s; *atomic bomb*: before its creation, only houses and a few buildings would be ruined or crumbled)
- Demonstrates a satisfactory 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 3. Outside information and document information are woven into the narrative. The inclusion of some analytical statements adds to the discussion. However, the response includes several broad generalizations and misinterprets the information in Document 7.

Technology such as the printing press, steam-powered engine, and atomic bomb, have all had a powerful effect on the human race. Without such major technological advancements, humans would not be the advanced race ~~that~~ ^{we} are today. But not all technology has had a positive effect on humans, some technology comes with a price.

Nuclear Power Reactors have proved very beneficial and are being used by over 30 countries currently. They are a new source of energy that is highly effective, but this technology has its problems. Pollution formed by these reactors has contributed to global warming, acid rain, and a general decrease in the quality of air. Major environmental corporations have opted to discontinue the use of Nuclear Power Reactors.

Nuclear technology is also being used as weapons. Such events as the bombing of Hiroshima and Nagasaki were due to the development of nuclear technology.

The United States and the Soviet Union engaged in a cold war for many years due to their nuclear weapon capabilities. Is nuclear technology being used to destroy others a good thing? Killing millions and millions of people with one bomb! The fact that the Earth could be uninhabitable if all of the nuclear weapons were detonated, arouses doubts as to the ^{morals of the} leaders of this world.

Another major advancement in technology was the upgrade from a simple spinning-wheel to a steam-powered loom. Because of the invention of the steam engine, productivity increased by massive amounts. Coal, cotton, the production of railroads, all skyrocketed. During the late 1780's steam-engines powered large factories of looms. Although the production of cotton increased dramatically, working conditions stooped to an all-time low. Factories were ruthless to the common worker. Poor wages, dangerous working environment, and long hours led to a general poor standard of living for the laborer.

The Printing press was a major technology advancement because it increased production of books. Monks were relied upon to write and copy books using pen & ink. Now the printing press took over and encouraged literature during the Renaissance period. Without the printing press many ^{political} revolutions and reformations would probably not have been able to be put in motion.

Technology is bitter-sweet. Along with the benefits of technology, there usually comes the bad. Major technological advancements such as the Printing press, steam-powered machinery, and the atomic bomb are proof of this. The Printing-press has encouraged the cutting of trees which led to

an increase of CO₂ in our hemisphere. Steam-powered machinery encouraged harsh factory conditions, and the atomic bomb has killed millions. But without technology humans would not be ~~as~~ as advanced as they are today.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by discussing the impact of the atomic bomb and steam-powered machinery on the world
- Is both analytical and descriptive (without technological advancements, humans would not be the advanced race we are today; not all technology has had a positive effect on humans; some technology comes with a price; *atomic bomb*: killing millions and millions of people with one bomb; Earth could be uninhabitable if all the nuclear weapons were detonated; arouses doubts as to the morals of the leaders of the world; *steam-powered machinery*: productivity increased by massive amounts)
- Incorporates limited relevant information from documents 4, 5, 6, 8, and 9
- Presents some relevant outside information (*atomic bomb*: nuclear power reactors, new source of energy that is highly effective but has problems; United States and Soviet Union engaged in a cold war for many years due to nuclear weapon capabilities; *steam-powered machinery*: working conditions stooped to an all-time low; factories ruthless to the common worker; poor wages; dangerous working environment and long hours led to a generally poor standard of living for the worker)
- Includes few relevant facts, examples, and details (*atomic bomb*: nuclear power reactors currently being used by over thirty countries; nuclear technology being used as weapons; bombing of Hiroshima and Nagasaki; *steam-powered machinery*: coal, cotton, production of railroads skyrocketed; 1780s; large factories of looms); includes an inaccuracy (pollution formed by reactors contributed to global warming, acid rain, and a general decrease in the quality of air)
- Demonstrates a general plan of organization; contains digressions (printing press); includes an introduction and a conclusion that focus on the positive and negative effects of technology

Conclusion: Overall, the response fits the criteria for Level 2. The information about the printing press cannot be used to determine the score level of this response as two technological changes have already been addressed. While the discussion of steam-powered machinery is somewhat superficial, the discussion of the atomic bomb contains some good analytical statements.

The technological advances that were produced had many benefits but none of them were not. Some machines invented has increased the production of items, growth in industry, and has a positive influence on society. Other inventions has a very different purpose, they are used to destroy.

In the past when people wanted a book they would have to make a copy for themselves. To do that they need a pen and ~~and~~ many bottles of ink. Many religious people who can read would want a bible but since the bible was huge it would take ~~years~~ months or even years to make one copy. (Document 1). Now there is a printing press invented by Gutenberg. The Gutenberg press increased the production of books.

A massive weapon was developed during this time, and many have died from it. The weapon is called the atomic bomb, it was invented with the help of a German scientist. The development of this weapon was conducted in the program called The Manhattan Project.

The atomic bomb was made from uranium, an ore that was highly unstable and radioactive. When it is disturbed it will cause a massive explosion. The U.S. made 4 atomic bombs. They used one to test the atomic bomb's power. During World War II the U.S. didn't really want to use the bomb on the Japanese. They gave them fair warning but the Japanese refused to surrender. So the U.S. bombed the city of Hiroshima. Hiroshima was basically wiped off the face of the Earth. Everything in a 12 mile radius was either damaged or completely destroyed. When the Japanese still didn't surrender, the U.S. bombed another city, Nagasaki, it had the same results as Hiroshima. ~~The reason the~~ (Document 8). The reason the U.S. chose these 2 cities was because they had a relatively small population. ~~After~~ After the second atomic bomb was dropped the Japanese surrendered. Another use of the atomic energy was in power plants. They are still very unstable and radioactive but they provide a energy source. The

reactors in these power plants are just like the atomic bomb. If the core goes into a melt down it will create a explosion like the atomic bomb. Today many countries all over the world have nuclear weapons more powerful than the one dropped in Japan, and they also have nuclear power plants (Document 9).

Many inventions have been made some are good and some are bad. The printing press increased the literacy of people in Europe. The atomic bomb destroyed many people's lives. The atomic energy that was created had some good in it. They used it as a energy source instead of coal.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth by explaining how the printing press changed existing technology and discussing the impact of the atomic bomb on Europe and the world
- Is primarily descriptive; includes isolated application and analysis (some technological advances are used to benefit society while others are used to destroy society; *printing press*: when people wanted a book they would have to make a copy themselves with pen and ink; Bible would take months or years to be copied; *atomic bomb*: caused massive explosion; Nagasaki bombed because Japanese refused to surrender after bombing of Hiroshima; power plants are unstable and radioactive, but they provide an energy source; many countries all over the world have nuclear weapons more powerful than the ones dropped on Japan; atomic bomb destroyed many people's lives)
- Incorporates limited relevant information from documents 1, 2, 8, and 9
- Presents some relevant outside information (*printing press*: increased the literacy of people in Europe; *atomic bomb*: invented with the help of a German scientist; development part of the Manhattan Project; made from uranium, an ore that was highly unstable and radioactive; United States made four atomic bombs; one used to test the bomb's power; United States did not want to really use the bomb on the Japanese; United States gave fair warning, but the Japanese refused to surrender; Japan surrendered after the second bomb; if the core in power plants goes into a melt down, it will create an explosion like the atomic bomb)
- Includes few relevant facts, examples, and details (*printing press*: Gutenberg; increased production of books; *atomic bomb*: many died from it; city of Hiroshima bombed by the United States; everything in a 12-mile radius either damaged or completely destroyed; use of atomic energy in power plants; many countries all over the world have nuclear power plants); includes some inaccuracies (printing press invented by Gutenberg; United States chose the two cities because they had a relatively small population)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that summarize the impact of technological changes

Conclusion: Overall, the response fits the criteria for Level 2. The discussion shows an understanding of the development and the use of the atomic bomb by the United States in World War II; however, much of the information does not specifically address the task. Several conclusions are not well supported.

Technology has introduced a great number of ~~possibilities~~ possibilities on ~~the~~ society, both in present day and throughout history. Many technological advancements have allowed cultural diffusion, the power to gain knowledge and the ability for travel. Specifically the ingenious inventions of the printing press, steam powered machinery and the atomic bomb have ~~provided~~ ~~allowed~~ allowed major achievements to occur in history. These three inventions have changed the everyday life of the human race.

Document 1B provides an accurate description of how technology, in the area of ~~the~~ ~~the~~ printing, has progressed over time. As it ~~states~~ clearly states, "The earliest books were written on scrolls." ~~As~~ As time continued, "Books were produced by monks who worked with pen and ink." years passed, and ~~the~~ printing continued to be ~~done~~ a slow, tedious process done in a scriptorium. This continued until Johan Gutenberg invented the printing press. After Gutenberg's invention, the process of making books ~~was~~ ~~done~~ was done at a faster rate.

Gutenberg's invention allowed for the success of

the Protestant Reformation. As seen in document 3, "Without it, the Protestant movement might have been stillborn." The printing press allowed for the ideas of reformers such as Martin Luther, to be expressed on paper. This expression of ideas allowed the Protestant Reformation to take place successfully. Sadly, Gutenberg was not credited as much as he should've been for his amazing efforts.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth by explaining how the printing press changed existing technology and discussing the impact of this new technology on the Protestant Reformation
- Is primarily descriptive; includes weak and isolated application and analysis (inventions have changed everyday life of the human race; printing continued to be a slow, tedious process; after the printing press, the process of making books was done at a faster rate; allowed for the success of the Protestant Reformation; Gutenberg not credited as much as he should have been for his efforts)
- Incorporates limited relevant information, including some copied information, from documents 1, 2, and 3
- Presents little relevant outside information (many technological advancements have allowed cultural diffusion, power to gain knowledge, and the ability to travel; allowed ideas of Martin Luther to be expressed on paper)
- Includes few relevant facts, examples, and details (earliest books copied on scrolls; books produced by monks who worked with pen and ink; printing done in a scriptorium); includes an inaccuracy (Gutenberg invented the printing press)
- Demonstrates a general plan of organization; includes an introduction that refers to the general impact of new technology and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although only the printing press is discussed and some information is copied from the documents, both aspects of the task are addressed. The inclusion of some outside information and a good introduction strengthen the response.

Throughout history, changes in technology have had a great influence on society. This essay will discuss steam powered machinery using documents 5 and 6. This essay will also discuss the atomic bomb using documents 7 and 8.

Steam powered machinery had a great impact on society. The improved steam engine, invented by James Watt, became the main energy source during the Industrial Revolution. Document 5 states it was first used to pump water from mines and forge iron. By the 1780s the improved steam engine powered machines in the cotton factory. According to the graphs in document 6 production of goods increased greatly between 1820 and 1900x in factories and mines.

The atomic had a devastating impact on society. The atomic bomb wiped out whole cities and turned them into rubble. Document 7 states one effect of the bombing of London by German planes was houses were turned into heaps of rubble. Document 8 states over a fourth of Hiroshima's population was killed and at least another fourth were

severely injured. Document 8 also states over a third of Nagasaki's buildings were destroyed or damaged.

In conclusion, throughout history changes in technology have had a great influence on society. The improved steam engine gave us a more efficient production in our mines and factories. The atomic bomb has destroyed cities leaving them in heaps of rubble.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning the impact of steam-powered machinery in general and the impact of bombing on London and Japan
- Is descriptive; lacks understanding, application, and analysis (*steam-powered machinery*: powered machines in factories; production of goods increased greatly; gave us more efficient production in mines and factories; *atomic bomb*: wiped out whole cities and turned them into rubble)
- Incorporates limited relevant information from documents 5, 6, 7, and 8
- Presents limited relevant outside information (*steam-powered machinery*: main energy source during the Industrial Revolution)
- Includes few relevant facts, examples, and details (*steam-powered machinery*: improved by James Watt; first used to pump water from mines; by 1780s, powered machines in cotton factories; *atomic bomb*: bombing of London by German planes; over one-fourth of Hiroshima's population killed and at least another one-fourth severely injured; over one-third of Nagasaki's buildings destroyed or damaged)
- Demonstrates a general plan of organization; includes an introduction that restates the historical context, mentioning which documents will be used, and a conclusion that summarizes the effects of the two technologies

Conclusion: Overall, the response fits the criteria for Level 1. Most of the response depends on a brief summary of information from the documents. This information is limited in scope and lacks details. The presentation of information demonstrates a better understanding of the steam engine's impact than of the impact of the atomic bomb.

Technological advances in societies has been a significant part of our world's history. Countries often compete for the best technological devices. This can be a very good thing because technology helps to increase industry and brings many prosperous aspects to a country.

Johannes Gutenberg invented the printing press and by 1500, an estimated half of a million books were published (Document 3). This invention significantly increased literacy because more books were available. This was also of great relief to the monks because prior to Gutenberg's invention the monks were writing books with pen and ink on scrolls which could take months or even years (Document 1).

Steam powered machinery was also an invention that brought prosperous results to the world. The steam machinery was used to pump water from mines and to forge iron (Document 5).

In Great Britain this greatly increased industrial production (Document 6).

Technology is always improving and it ~~is~~ always benefits a country or the world in general.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning how the printing press changed existing technology and mentioning the impact of the printing press and steam-powered machinery on Great Britain and the world
- Is descriptive; lacks understanding, application, and analysis (countries often compete for the best technological devices; technology helps to increase industry and brings many prosperous aspects to a country; *printing press*: great relief to monks because prior to Gutenberg's invention, they were writing books with pen and ink, which could take months or even years)
- Incorporates limited relevant information from documents 1, 2, 5a, and 6
- Presents limited relevant outside information (*printing press*: significantly increased literacy because more books were available)
- Includes few relevant facts, examples, and details (*printing press*: by 1500, an estimated half a million books published; *steam-powered machinery*: used to pump water from mines and forge iron; increased industrial production); includes an inaccuracy (Gutenberg invented the printing press)
- Demonstrates a general plan of organization; includes an introduction that addresses the importance of technology and a brief conclusion, stating that technology is a benefit

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of steam-powered machinery is much weaker than the discussion of the printing press. Most of the information is copied from the documents. Relevant statements are made about the printing press, but these statements are not supported with specific details.

Throughout history, man has come up with new technology to improve the standard of living. With new inventions come a higher quality of goods, along with a larger quantity. Some negative things, however, come with new technology as well. The inventions that have probably had the most renowned effect on the world would be Gutenberg's printing press and steam-powered machinery. Comparing Europe before 1400 and then again 300 years later, enormous changes would be evident. Many of these changes were tied to the technology of the printing press. Prior to the printing press of Gutenberg, books were produced by monks with pen and ink. (document 1b.) Since even a small book could take months to produce, they were very expensive and, therefore, unaffordable for the majority. However, in the 1500s, more than 1,000 printers were active in Europe (document 2), allowing books to be more readily available. Soon, almost half a million books were circulating in Europe, including, religious works, Greek and Roman classics, and scientific texts (document 3.) With a greater amount available, and a more efficient means of production, books became much

cheaper. Literacy then increased and ideas spread rapidly. The Renaissance and Protestant Reformation spread. If earlier religious reformers, like John Huss, had the printing press, the Protestant Reformation may have started with them rather than Luther and Calvin. In the 1700s, the ideas of revolution from Locke and from the Americas reached France and they underwent a revolution as well. By then circulars and daily newspapers made the ideas of Rousseau very powerful weapons.

Another invention with a great effect on the world is steam-powered machinery. Replacing the hand-operated spinning wheels, the steam engine allowed a faster and more productive means of production. The improved steam engine, by James Watt, no longer needed water power to operate. (document 5a.) Factories could then move away from rivers since ~~they~~ their machines ran on coal. Although this industrialization benefitted business men and made goods cheaper, it did have negative effects as well. The people needed to run the machines received low wages and working conditions were very unpleasant. Family life suffered as men, women, and

children worked long hours in the factories. In their book, ~~Marx~~ Marx and Engels pointed out how people were missing out on the potential of this new technology as factory owners were using it only for their own benefit. Urbanization occurred rapidly as people moved to cities to work in factories and pollution became a problem.

Despite this, however, the standard of living did rise and without steam-powered machinery we surely would not be where we are today.

New technology has impacted the world since man first picked up a stone tool. With each invention comes both positive and negative effects. The printing press had many positive effects, such as cheaper books, increased literacy, and the spread of liberal ideas.

The steam^{powered} engine allowed an efficient means of production but also created unpleasant conditions; at home and in the factory. However, the standard of living eventually rose. These inventions had the most renowned effect on the world.

Throughout history, technology has progressed and improved lives in many ways. Several specific technological inventions impacted history and still impact our lives to day. One technological change that was extremely beneficial was the invention of the improved steam engine. During the 1800's, James Watt improved the ^{original} steam engine by switching its source of power from water to coal. (Document #5a.) This made the steam engine more efficient and more capable of powering machinery. Because at that time most tasks were done by hand, such as weaving cloth (Document #4), machines would be extremely beneficial. Quickly, the use of the steam engine spread. Factories began to spring up, full of machines who depended on the steam engine as their source of power. At first, many people were out of work because less people were needed to operate the machinery than were needed to make goods by hand. Fortunately, as industry grew, more factories were built and more people had jobs. A popular good created by these factories ~~was~~ ^{were} textiles. Textile factories were a popular work place for women, who helped out by operating power looms under supervision (Document #5b). An unfortunate side effect of the growing industrial industry was child labor and poor wages and working conditions for workers. On the other hand, there was a great rise in the industrial production of goods that continues to grow today (Document #6).

Another extremely important technological invention was the printing press. Since the 500's, people have been working to

Document-Based Essay—Practice Paper – B

create an effective system to print books and other pieces of literature. Unfortunately, most of these attempts were unsuccessful or difficult to use (Document #2). ~~At the beginning~~ Although inventions were being created, people still turned to the traditional way to copy literature; by hand. This method was extremely time-consuming and not effective (Document #1b). ~~This~~ Finally, an invention came along that would put an end to this turmoil. In the 1400's, a man named Gutenberg invented the printing press. This machine sped up the production of books, newspapers, and announcements. But beside just speeding up this production, the printing press spread many ideas and increased literacy (Document #3). At the time, a man named Martin Luther was leading the Protestant Reformation. Luther had many complaints and ideas that went against the teachings of the Catholic church. Through the use of the printing press, Luther was able to publish his ideas and make them available to the public. The printing also made known the culture of the Renaissance, and made copies of the Bible more readily available. Because of the increased circulation of works of literature, literacy increased among the population.

As you can see, technology has played a large role in history, improving the lives of many along the way. To this day, technology is used to operate our lives every day and continues to change all the time.

One of the most important advancements in the history of the world was the Gutenberg printing press. As we can see in document one, it used to take years to write out a single draft of a short book! But Gutenberg's press changed that. Because of the printing press, books were published at an astoundingly increased rate. In fact, document three shows that without the invention of the Gutenberg press, things like the Protestant movement would have failed, thus altering the world we live in today. Document two also helps us understand that without the Gutenberg press, we may not have invented the computers and other machinery which we have today.

Another very important invention was the invention of steam-powered machinery. Without inventions like the steam engine (as shown in document five) we might still be working

twenty hour shifts in uncomfortable
factorys. Agricultural growth would
also never have taken off, as we see
in document six. Both the printing
press and the steam engine were
incredibly helpfull, and both shall help
our civilization for years to come.

Each and everyday technology helps people get through the day. In today's society almost everyone is depending on technology. It all started in the ^{2nd} century A.D until the present day. In early history the printing press was invented and the way it relates to today is we have computers now. Then in the 1700's the steam engine was created, which led to growth of factories.

Before the printing press was invented monks had to copy things by hand. According to (doc 1b) during the Middle Ages monks had to sit in the copy rooms and copy books by hand. It would take them months sometimes years to copy literature. Since they did not have an easier way to copy books they were very expensive and only the rich owned books. Do to this predicament the illiteracy was very high.

As time went by Gutenberg invented the printing press. The first thing that he printed was the bible. Once the printing press was used by others things changed for the better. In (doc 3) about half a millions books were already printed. They printed a variety of books

from religious, to Greek and Roman, science and many other. Since so many books were printed the literacy level increased. At this point the printing press was an advance in technology at their time. But in today's society we have improved greatly. Now we have computers and printers, which were all inspired from the Gutenberg's printing press.

Another influence towards today's technology development was the steam engine. Before the steam engine things such as clothing were made by hand. Looking at (doc 4) you can tell that the women had to use the spinning sewing wheel to produce clothing. Which probably took them a long time. But as time went on things improved.

Once the steam engine was invented by late 1780's factories began to grow. Looking at (doc 5b) you can tell because of the steam engine the production of clothing became a lot easier. (Doc 6) shows the improvement because every five years the growth got bigger and bigger. Also because of the improvement

of the steam engine increased in trade. The way that worked was with the steam engine they could produce more products, which were then traded with other countries.

Since the two great inventions they have helped improve the economy in the present day. Because of ^{the} inventions things are made a lot easier for the people and their jobs.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task by explaining how the printing press and steam-powered machinery changed existing technology and discussing the impact of these new technologies on the world
- Is both descriptive and analytical (with new inventions came a higher quality of goods, along with a larger quantity; technology has impacted the world since man first picked up a stone tool; technology can give one country a sense of security and at the same time create tension in another; *printing press*: resulted in enormous changes; even a small book could take months to produce; books were very expensive and unaffordable for majority of people; books became cheaper with more efficient means of production; rapid spread of liberal ideas; *steam-powered machinery*: water power no longer needed for operation; factories could move away from rivers; made goods cheaper; efficient means of production)
- Incorporates relevant information from documents 1, 2, 3, and 5a
- Incorporates relevant outside information (*printing press*: if earlier religious reformers had the printing press, the Protestant Reformation may have started with them rather than Luther and Calvin; ideas of revolution from Locke and the Americas reached France and they also underwent a revolution; circulars and daily newspapers made the ideas of Rousseau a very powerful weapon; increased literacy and spread liberal ideas; *steam-powered machinery*: industrialization benefited businessmen; people needed to run the machines received low wages; working conditions very unpleasant; family life suffered as men, women, and children worked long hours in factories; Marx and Engels pointed how people were missing the potential of technology as factory owners were using it only to further their own benefit; urbanization occurred rapidly as people moved to cities to work in factories; pollution became a problem; rise in standard of living)
- Supports the theme with relevant facts, examples, and details (*printing press*: Gutenberg; books produced by monks with pen and ink; in 1500s, more than 1000 printers active in Europe; almost half a million books circulating in Europe, including religious works, Greek and Roman classics, and scientific texts; spread of Renaissance and Protestant Reformation; *steam-powered machinery*: replacement of hand-operated spinning wheels; improved steam engine of James Watt; machines ran on coal instead of water)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that emphasize the positive and negative impacts of technology

Conclusion: Overall, the response fits the criteria for Level 4. The integration of outside information with document information strengthens the response. By mentioning specific historical examples, the response effectively communicates how broadly society is affected by new technology. However, the information provided for the steam engine is weaker than that provided for the printing press. In addition, some of the conclusions are rather simplistic.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task by mentioning how the steam engine and the printing press changed existing technology and discussing the impact of these new technologies on 16th-century Europe and the world
- Is both descriptive and analytical (*steam engine*: Watt made steam engine more efficient and capable of powering machinery; factories sprang up, full of machines which depended on the steam engine as their source of power; as industry grew, more factories were built and more people had jobs; textile factories popular workplace for women; women operated power looms with supervision; continued growth of industrial production; *printing press*: although inventions being created, people still turned to traditional way of copying literature by hand; copying by hand extremely time consuming and not effective; spread many ideas; made known the culture of the Renaissance and made copies of the Bible more readily available; increased circulation of works of literature led to increased literacy of the population)
- Incorporates some relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*steam engine*: at first many people out of work because less people needed to operate machinery than needed to make goods by hand; factories created textiles; a side effect of growing industry was child labor, poor wages, and poor working conditions for workers; *printing press*: Luther had many complaints and ideas that went against the teachings of the Catholic Church; used by Luther to publish his ideas and make them available to the public)
- Includes some relevant facts, examples, and details (*steam engine*: improved by James Watt; before most tasks done by hand; *printing press*: sped up production of books, newspapers, announcements); includes some minor inaccuracies (Watt improved steam engine by switching its source of power from water to coal; Gutenberg invented the printing press)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the explanation of how steam-powered machinery and the printing press changed existing technology is limited and the response contains a few minor inaccuracies, the use of document information and the inclusion of outside information to discuss the impact of these technologies are very good. Overgeneralizations, such as Martin Luther was leading the Protestant Reformation, weaken the response.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning how the printing press changed existing technology and mentioning the impact of the printing press and steam-powered machinery on the world
- Is descriptive; lacks application and analysis (*printing press*: allowed books to be published at an astoundingly increased rate; without it, Protestant movement would have failed thus altering the world we live in today; without the Gutenberg press, we may not have invented computers)
- Incorporates limited relevant information from documents 1, 2, 3, and misinterprets documents 5 and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*printing press*: took years to write a single draft of a short book); includes inaccuracies (without the invention of the steam engine, we might still be working twenty-hour shifts in uncomfortable factories; agricultural growth would never have taken off)
- Demonstrates a weakness in organization; lacks an introduction and a formal conclusion although the last sentence refers to the helpful benefits of the printing press and the steam engine

Conclusion: Overall, the response fits the criteria for Level 1. The information presented to explain the printing press documents is limited to a few general statements. The references to the steam engine are weak, especially in the interpretation of document 6. Only one graph in document 5 refers to agricultural growth. The response fails to develop the overall sense of this document.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task by explaining how the printing press and steam-powered machinery changed existing technology and discussing the impact of these new technologies on the world
- Is primarily descriptive; includes weak application and analysis (technology helps people get through the day; in today’s society, almost everyone depends on technology; *printing press*: led to computers; books expensive and owned only by the rich; once printing press used by others, things changed for the better; variety of books printed; inspired computers and printers of today; *steam-powered machinery*: led to growth of factories; production of clothing became easier)
- Incorporates limited relevant information from documents 1, 2, 4, 5b, and 6
- Presents little relevant outside information (*printing press*: Middle Ages; before, illiteracy very high; after, literacy level increased; *steam-powered machinery*: could produce more products, which were traded with other countries)
- Includes few relevant facts, examples, and details (*printing press*: before, monks had to sit in copy rooms and copy books by hand; took months sometimes years to copy; first thing Gutenberg printed was the Bible; about half a million books printed; variety of books from religious to Greek and Roman, science, and many others; *steam-powered machinery*: before, clothing made by hand; every five years, the growth got bigger and bigger); includes some inaccuracies (Gutenberg invented the printing press; women used spinning sewing wheel to produce clothing)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that refer to the impact of technology on the world of today

Conclusion: Overall, the response fits the criteria for Level 2. Although some general outside information is included in the response, most of the discussion depends on basic information provided in the documents. The response relies on broad generalities with a few specifics scattered within the narrative.

Global History and Geography Specifications Grid August 2005

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change: Decision Making; Environment and Society; Power	Standard 2: World History
Document-based Essay	Science and Technology; Factors of Production; Change; Economic Systems	Standards 2 and 4: World History; Economics

The *Chart for Determining the Final Examination Score for the August 2005 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.