

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 13, 2008 — 12:30 to 3:30 p.m., only

SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

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 **Part I** (Multiple-Choice Questions):

- Scoring Key

For **Part II** (thematic) essay:

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

General:

- Test Specifications
- Web addresses for the test-specific conversion chart and teacher evaluation forms

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Albany, New York 12234

VOLUME
1 OF **2**
MC & THEMATIC

Global History
and Geography
August 13, 2008

Part I

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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 Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Question

- (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.

Global History and Geography
Content-Specific Rubric
Thematic Essay
August 2008

Theme: Geography (How Humans Change Their Environment)

Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often had different results.

Task: Select *two* different nations/regions and for *each*

- Explain why they modified their environment
- Explain how the people of that specific nation/region modified their physical environment
- Discuss the effect this modification had on that nation/region

You may use any nation or region from your study of global history. Some suggestions you might wish to consider include Middle East (modified the land), Africa (modified the land), Japan (modified the land), Great Britain (removed resources), South Africa (removed resources), Brazil (removed vegetation), China (built a structure), and East Germany (built structures).

You are *not* limited to these suggestions.

Do *not* select the United States or a region of the United States as an example in your answer.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *two* different nations/regions, explaining *why* people have modified their physical environment, explaining *how* people have modified their environment, and discussing the *effect* of the modification on each nation/region).
2. The explanation of how a nation or region modified their physical environment could refer to the actions of a government, an organization, or individuals although they need not be specifically identified.
3. Two regions, two nations, or a region and a nation may be used in the response.
4. Both a region and a nation within that region may be used as long as the modification of the environment is different, e.g., extraction of petroleum in the Middle East and construction of a wall in the West Bank by Israel.
5. The reason for the modification and the effect may be the same, especially in the building of structures, e.g., the reason for building the Berlin Wall was to keep the East Germans from escaping and the effect is that it kept the East Germans from escaping.
6. The effect of the modification on the nation or region must be related to the example of how the people of a nation or region modified their environment.
7. The modification of the environment in one nation or region can be the same as the modification of the environment in the second nation or region, e.g., construction of the Three Gorges Project in China and construction of the Aswan Dam in Egypt.
8. The effect of the modification may be short term or long term.
9. As is the case with many historical topics, the nature of a modification of the physical environment and/or an effect of the modification may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing modification of the environment in two different nations/regions, why the people modified their environment, how the people modified their environment, and an effect of the modification
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Japan*: links the lack of arable land to the use of terrace farming to make more land available for growing crops; connects the development of complex irrigation systems to controlling the flow of water to rice paddies; demonstrates that the use of terrace farming at various elevations makes possible the production of a range of crops; *Brazil*: connects the government's desire to promote economic development with encouraging settlement in the rain forest; links development of farms and building of roads to the burning of the rain forest; contrasts the benefits and profits from the marketing of commodities with the loss of biodiversity and depletion of resources
- Richly supports the theme with relevant facts, examples, and details, e.g., *Japan*: less than 20 % arable land; mountainous interior; population density; rice as a high yield crop; importation of food; technological expertise; *Brazil*: slash-and-burn; squatters; soybeans; cattle ranches; world's oxygen supply; indigenous peoples/cultures; growth of environmental debate, development versus preservation
- 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 discussing one aspect of the task more thoroughly than the others for both nations/regions *or* develops all aspects of the task for one nation or region more thoroughly than for the second nation or region
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Japan*: explains that Japan's mountainous terrain means limited land available to grow crops; explains how terrace farming was developed to make more land available for growing rice; discusses how terrace farming allows use of land even at high elevations; *Brazil*: explains how pursuit of government goals have promoted deforestation and/or degradation of rain forest; discusses how farming in the rain forest has led to the leaching of the soil causing farmers to abandon the land and burn more forest; discusses the loss of plants with curative or medicinal properties
- 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 four** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate 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: If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** nation or region, 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 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

*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

The changing of the environment to meet human needs is a common theme in all civilizations, especially those situated in areas with more extreme geographical features. Whether or not in a such area, there are three main reasons for modifying the environment, these being to increase agricultural production, to better transportation and communication, and for security. Both the Chinese and Inca civilizations are located in areas with geographic features that have made living somewhat difficult. Despite this, they were both able to modify their environment and achieve all of these three goals, allowing their civilizations to develop and for life in those civilizations to improve.

There have been many advancements in the history of the Chinese civilization that attest to their being able to change the environment to meet their needs. They have been able to do so to accomplish all of the said goals, and have even become famous for some of the advancements. An agricultural technique used in the more mountainous areas of China that has been common throughout many of the dynasties is terrace farming. This form of farming has changed the contour of many mountainous areas in China and allowed the Chinese to maximize the use of land that would normally not be farmable. They were able to devise a technique that would allow for vegetation to grow despite the poor mountain soil, and produce satisfactory amounts of food by these means when they would normally have to rely on other means of obtaining food. The Chinese have also been able to change the environment to better transportation, a great example of this being the construction of the Grand Canal. Before this canal was constructed, the north and south regions of China had

limited interaction. The canal allowed for greater exchanges between them. For example, when there was a famine, rice grown in the south could be more easily transported to the north where rice production was limited. Likewise, wheat from the north could be transported south when needed. Another example of modification of the physical environment pertains to security in the form of the Great Wall. It was initially constructed during the Qin and Han dynasties to keep out invaders from the north, including the Mongols. The growing threat of these invaders prompted the Chinese to construct the wall. Although the Chinese were eventually overtaken by the Mongols in the form of the Yuan Dynasty, the Great Wall is one of the greatest manmade structures ever.

The Inca empire, although not lasting as long as the Chinese, was able ^{to} also achieve all three of these goals. Like the Chinese, they were able to modify their mountainous environment, using terrace farming. Unlike the Chinese, the whole Incan civilization existed in a predominantly mountainous area, and therefore agriculture was even more dependent on terrace farming. Their carved steps of flat land allowed production of potatoes and corn in a challenging physical setting. In terms of transportation, the Incans were able to construct a system of roads stretching throughout the entire Andes mountain range and reaching almost 14,000 miles. This was extremely important in keeping their empire unified and keeping the flow of goods, ideas, and government communications throughout this large empire. Lastly, also similar to the Chinese, the Incans did construct a wall to protect the Machu Picchu fortress. Albeit nothing that would even come close

to rivaling that of the Chinese, this wall was built in rugged terrain at high elevations.

Both of these advanced civilizations were able to change their environment in ways that allowed for their continued development. They were able to achieve the three major goals of improving agriculture, transportation, and security, and in the process created legacies that they are still known for today.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing why and how the people of China and the Inca modified their physical environment and the effects of these modifications on their respective civilizations
- Is more analytical than descriptive (three main reasons for modifying the environment: increase agricultural production, better transportation and communication, and security; *China*: achieving these goals allowed civilization to develop and life to improve; canal allowed for greater exchanges; when there was a famine, rice grown in the south could be transported to the north where rice production was limited; wheat from the north could also be transported south; desire of Qin and Han dynasties to keep invaders from the north out, including Mongols; *Inca*: achieving these goals allowed civilization to develop and life to improve; whole Inca civilization existed in predominantly mountainous area; agriculture even more dependent on terrace farming; roads extremely important in keeping empire unified and keeping the flow of goods, ideas, and government communications throughout the large empire)
- Richly supports the theme with relevant facts, examples, and details (*China*: terrace farming has allowed maximum use of land normally not farmable; before Grand Canal was constructed, the north and the south had limited interaction; Great Wall constructed for security; Great Wall one of greatest manmade structures; *Inca*: system of roads stretching throughout the entire Andes mountain range reaching almost 14,000 miles; production of potatoes and corn in challenging physical setting; constructed wall in rugged terrain and high elevation albeit not close to rivaling the Chinese)
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes a model for the reasons civilizations modify the physical environment and a conclusion that employs this model in relating changes in the environment to continued development

Conclusion: The response fits the criteria for Level 5. Strong theme development and ongoing analysis are demonstrated in an examination of parallel motives for and approaches to modifying the physical environment by the Chinese and the Inca civilizations. Numerous facts and examples demonstrate detailed knowledge of both history and technology.

Throughout human history civilizations have modified and adapted the physical ^{environment} environment to meet their needs. In building great empires, the Romans and the Incas found success in overcoming the challenges of the physical environment through their great engineering skills. The Romans ruled an empire that extended from the British Isles to the eastern ^{Mediterranean} Mediterranean and the Incas ruled an empire that extended through the Andes, stretching from modern day Ecuador to Chile. In the process they conquered geography as well as people.

Ancient Romans are known even today as history's premier "road builders." They built roads initially for the movement of their armies and for the conduct of important government business. The roads also eventually expanded trade and allowed for the spread of religion and ideas. In other words, they were a catalyst for economic prosperity and cultural diffusion. The Romans' paved roads set a standard of quality that can be seen today in the Appian Way. Accessibility of the government to the far reaches of the empire was essential and this was provided by the road system. The Romans also built aqueducts, massive structures that carried water from one place to another. They were essentially canals that were built on pillars. Some of these structures still exist today. The aqueducts were used to supply cities and towns in the Roman Empire with water that otherwise wouldn't be available. It allowed the Romans to build and maintain a great urban civilization. ^{The Romans used roads,} Aqueducts and military fortifications to modify the environment and build one of the greatest empires in history.

Another civilization that ^{modified environment} (modified) the environment is the Incan

Empire. The ancient Incans are known for building an empire in the mountains of South America. They are famous for the city of Machu Picchu which is located high in the Andies mountains. They built towns and villages in the Andies mountains that encompassed a large area of land. To connect these villages the Incans also built a large system of roads, but even those were not enough. To traverse the mountainous terrain the Incans built rope bridges to connect their roads and cross otherwise impassable chasmas. The rope bridges in conjunction with roads, were used for trade and communication. Like the Romans, the Inca relied on roads for the information used in maintaining a large empire. Anything the government needed to know ^{or communicate} was carried along the roads by runners. Another modification of the ^{environment} ~~environment~~ that allowed the Incans to create an empire in the harsh terrain of the Andies mountains is terrace farming. Because there is little farmable land in mountainous regions terrace farming was developed, the process of cutting stair-like levels into a hillside. This flat land allowed a tremendous variety of plants to be raised and provided the Incans agricultural support for their empire. These technological and agricultural innovations allowed the Incan Empire to conquer the Andies mountains.

In conclusion civilizations modify the ^{environment} ~~environment~~ to support practical needs. Many civilizations would have failed if they hadn't adapted their environment to meet their needs. The Roman and Incan Empires are only two examples of cultures that have changed their environment to meet their needs. To survive they built structures, and

Anchor Paper – Thematic Essay—Level 5 – B

modified the land, to thrive they then used the modifications and structures to build an empire.

Anchor Level 5-B**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the role of engineering in modification of the environment by the Roman Empire and the Inca Empire
- Is more analytical than descriptive (in building great empires, Romans and Incas overcame challenges of physical environment through great engineering skills; *Rome*: roads a catalyst for cultural diffusion; roads set a standard that can be seen today in Appian Way; accessibility to far reaches of empire essential to government and this was provided by road system; aqueducts allowed Romans to build and maintain great urban civilization; *Inca*: to traverse mountainous terrain, Incans built rope bridges to connect roads and cross impassable chasms; anything the government needed to know or communicate was carried along the roads by runners; because there is little farmable land in mountainous regions, terrace farming was developed)
- Richly supports the theme with relevant facts, examples, and details (*Rome*: ruled an empire that extended from British Isles to eastern Mediterranean; known even today as history’s premier “road builders”; roads built initially for movement of armies and conduct of important government business; roads expanded trade and allowed for spread of religion and ideas; aqueducts essentially canals built on pillars; some aqueducts still in use today; *Inca*: empire extended through Andes, stretching from modern day Ecuador to Chile; Machu Pichu; bridges and roads used for trade; process of cutting stair-like levels into a hillside; flat land allowed a tremendous variety of plants to be raised)
- Demonstrates a logical and clear plan of organization; includes an introduction that ties the building of empires to great engineering skills and a conclusion that relates building structures and modifying the environment to the theme

Conclusion: Overall, the response fits the criteria for Level 5. Engineering skills are emphasized in discussing how the Roman and Inca empires overcame challenges posed by distance and terrain. Numerous examples demonstrate how sophisticated responses to basic human needs were integral to both empires.

The development of a nation can always be attributed to changes to the environment in some way. A nation existing and prospering without making modifications to the land they occupy is absurd. In ancient Sumeria, for example, the digging of irrigation ditches out of the earth had a tremendous impact on its development as a civilization. Another example like Ancient Rome, was and still is famous for the creation of Roman roads which were used to transport armies and supplies and inevitably religions like Christianity. Both of these civilizations modified their environment in hopes of reaping rewards from doing so and in both situations, they succeeded.

In ancient Sumeria, the development of one of the earliest civilizations can be mainly attributed to development of control of the flow of rivers. Before the development of a water control system, early peoples were subject to the ~~unpredictable~~ unpredictable floods of the Tigris and Euphrates rivers. With the use of canals, dikes, irrigation and drainage ditches came a surplus food supply from crops like wheat and barley. This made possible doing other things besides farming, like becoming a blacksmith or a priest. This "craft specialization" contributed greatly to the further development of urban centers and helped transition to civilization relying on one another for survival.

By modifying their environment by digging irrigation ditches and making use of farming techniques, Sumeria and other ancient civilizations like it were able to prosper.

Ancient Rome has and always will be remembered for the strength of their army. However, the military would not have been successful without the system of Roman roads. Roman roads, that were in themselves complex to build, allowed the Roman empire to be the largest and most dominant society of its time. By first digging through layers upon layers of earth and then laying down various types of rock (gravel, crushed stone, etc) the Romans were able to create long-lasting roads that would contribute to the superiority of their societies. Roman roads linked the already large empire and allowed people and goods to travel more quickly and efficiently from one place to another. The main reason the Romans built the roads in the first place was for this very reason, connecting the empire and thus unifying it. Roman roads allowed for the movement of the military and contributed to the mass expansion of the ~~empire~~ empire. A simple modification to one's own environment can have tremendous effects on one's nation. Roman roads contributed to the period of Pax Romana in which Rome flourished under a golden age. It could even be

said that Rome influenced societies and civilizations after its own time, by spreading language, law and religion throughout Europe, southwest Asia, and northern Africa.

Both Sumeria and ancient Rome were able to flourish through important modifications to their environment. The development and implementation of irrigation in Sumeria and the creation of roads in ancient Rome were essential in the development of each society and to the societies' ability to function. Without these modifications to the environments, the course of world history may have been forever altered.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing control of the flow of river waters in Sumeria and the road system of the Roman Empire
- Is both descriptive and analytical (a nation existing and prospering without modifications to the land they occupy is absurd; *Sumeria*: digging of irrigation ditches had tremendous impact on development as a civilization; development of one of the earliest civilizations can be mainly attributed to development of control of the flow of rivers; with canals, dikes, irrigation and drainage ditches came a surplus food supply; “craft specialization” contributed greatly to further development of urban centers and helped transition to civilization; *Rome*: roads used to transport armies and supplies and inevitably religions like Christianity; military would not have been successful without the system of Roman roads; could be said Rome influenced societies after its own time by spreading language, law, and religion)
- Supports the theme with relevant facts, examples, and details (*Sumeria*: early peoples subject to the floods of the Tigris and Euphrates rivers; crops like wheat and barley; food surplus allowed doing other things like becoming a blacksmith or priest; *Rome*: created long-lasting roads that linked an already large empire and contributed to expansion of empire; roads contributed to period of Pax Romana, golden age)
- Demonstrates a logical and clear plan of organization; includes an introduction that ties the irrigation system of ancient Sumeria and the roads of ancient Rome to modifications of the environment as societies develop and a conclusion that states modification is essential to development

Conclusion: Overall, the response fits the criteria for Level 4. The response proceeds from the premise that for a nation to exist and prosper, modifications of the physical environment are necessary and inevitable. The response links control of river waters to Sumeria’s development of civilization and roads to Rome’s influential cultural legacy, thus emphasizing the importance of these modifications. Generalizations are supported by details to make key points; however, the same point is often made several times.

Throughout global history, human societies in various nations and regions have changed their physical environments to meet their ~~physical needs~~ needs. Two societies have built structures, removed vegetation and resources, and modified the land all in the name of progress. These changes have often had different results. One was Brazil, a country that created jobs and economic prosperity while damaging the rainforest. Another is China which, while controlling flooding is losing a piece of the record of their past.

The country of Brazil is famous for its rainforests, particularly the Amazon, but is equally infamous for its destruction of them. The rainforests are large expanses of land making up a rich and diverse ecosystem whose preservation is seen by some as standing in the way of the growth of Brazil. To make room for more farms and living space, Brazil began a massive campaign of deforestation. Thousands and thousands of trees were cut down. As a result, habitats for endangered species were destroyed, ecosystems were disrupted, yet Brazil did gain more land for farming and living. Today Brazil has many more cattle ranches and soybean farms where they have cleared the rainforest. Meanwhile the world has lost plants with curative powers and a major source of oxygen.

Another nation to modify the land in the name of progress is China. China is currently building a massive dam called

"The Three Gorges Dam." It will help accomplish a long-time dream of the leaders of China; it will generate electricity. Another goal of the project is controlling flooding of China's largest river. As a result of this project, many cultural sites and old villages will be flooded. Millions will have to be relocated and precious cultural treasures will be lost forever. Despite potential problems of landslides and water pollution, the building of the dam continues its progress today a testament to the strength of the Chinese government.

Throughout history mankind has sculpted the earth it lives on. Brazil, for living space and farmland, deforested much of its rainforests but at the cost of endangering many rare species. China, for the electrical power of a dam, began ~~the~~ construction of the Three Gorges Dam but at the cost of culture and living space. For better or worse, humans will continue to reshape the land to make it more desirable for themselves. But in the future, we must not be so rash as to ignore the consequences of our actions.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing how people modified their environment and the effects of these modifications in Brazil and China more thoroughly than explaining why the environments of these societies were modified
- Is both descriptive and analytical (*Brazil*: famous for its rain forests, particularly the Amazon, but equally infamous for its destruction of them; preservation is seen by some as standing in the way of growth; has many more cattle ranches and soybean farms while world has lost plants with curative powers and a major source of oxygen; *China*: dam will help accomplish long time dream of leaders by generating electricity; many cultural sites and old villages will be flooded; precious cultural treasures will be lost; building of dam continues, its progress a testament to the strength of the Chinese government)
- Supports the theme with relevant facts, examples, and details (*Brazil*: rich and diverse ecosystem; massive campaign of deforestation; endangered species destroyed; ecosystems disrupted; gained more land for farming; *China*: building massive dam called the “Three Gorges Dam”; goal of controlling flooding on China’s longest river; millions will have to be relocated)
- Demonstrates a logical and clear plan of organization; includes an introduction that illustrates the benefits and costs of progress and a conclusion suggesting that, in the future, humans weigh the consequences of reshaping the land

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is its illustration of the relevance of contemporary history, specifically, the discussion of the issue of progress as it relates to negative effects of modification of the physical environment. Lack of insights weakens the quality of the response.

Different societies and communities have altered their environments in different ways. Some have done so by modifying the land, removing resources, building structures, or removing vegetation. When the physical changes were made, both negative and positive results may be seen. In Great Britain the environment was altered by removing resources and it had a positive effect on the country. In East Germany the environment was altered by building a structure and it had a negative effect on the region.

During the Industrial Revolution, in Britain much progress was made because of the abundance of natural resources present in the country. Great Britain altered its environment in order to take advantage of increased use of the steam engine. Coal provided a great quantity of ^{an} affordable fuel and mining centers grew up throughout northern England. The steam engine and the mining of iron ore led to the expansion of the railroads adding thousands of miles of track. In doing so, this altered the environment of the country in other ways as well. Trains linked the countryside and new manufacturing urban areas. This helped raise large amounts of capital, promote trade, and make Great Britain the leading industrial power.

The Berlin wall is an example of a government using technology to try to maintain a political division. During the Cold War Germany was divided into East and West Germany,

and its capital city, Berlin, was also divided into East and West factions. During the Cold War the United States had bad relations with the Soviet Union. Many inhabitants of Communist East Berlin were moving to capitalist West Berlin and freedom in West Germany. The East German government built the Berlin Wall separating the two sections of the city. East Berliners were unable to leave and faced possible death if they tried. The structure put in place had a negative effect on the region. The barrier was put in place because the Communist government was becoming much weaker than the pro-capitalist government of the West. They altered the environment in order to maintain the number of people living in the area they controlled. It had a negative effect because the people in East Berlin did not have enough consumer goods and they were alienated from the Communist government. Eventually the Berlin Wall was taken down and the Communist government collapsed with the fall of the Soviet Union. The physical structure built in East Germany did not have a positive effect on the country.

Changes made to an environment often have different results. The removal of natural resources was a positive change for Britain while the building of structures in East Germany was a negative change.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing East Germany and the Berlin Wall more thoroughly than Great Britain and the Industrial Revolution
- Is both descriptive and analytical (*Great Britain*: environment altered due to use of the steam engine; the steam engine and the mining of iron ore led to the expansion of the railroads, adding thousands of miles of track; trains linked countryside and new manufacturing urban areas; helped raise capital and promote trade; made Great Britain leading industrial power; *East Germany*: Berlin Wall an example of a government using technology to try to maintain a political division; many inhabitants of communist East Germany were moving to capitalist West Berlin and freedom in West Germany; barrier put in place because the communist government was becoming much weaker than the pro-capitalist government of the West; people of East Berlin did not have enough consumer goods and were alienated from the communist government)
- Supports the theme with relevant facts, examples, and details (*Great Britain*: much progress made because of abundance of natural resources; coal provided affordable fuel; mining centers grew up throughout northern England; *East Germany*: during the Cold War, Germany divided into East and West Germany; Berlin was also divided; United States had bad relations with the Soviet Union; East German government built the Berlin Wall, separating the two sections of the city; East Berliners unable to leave and faced possible death if they tried)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the positive or negative effect of modifications of the environment for these regions and a conclusion that restates this theme

Conclusion: Overall, the response fits the criteria for Level 4. While the explanation of the motive for modification in Great Britain is limited, the response discusses all other elements of the task. The details employed in the discussion show a good understanding of the task.

Throughout history, ~~the~~ since the dawn of civilization, countries and cultures have constructed edifices, change their land, removed vegetation and removed resources in order to make their environment increasingly beneficial for themselves. Some altered their surrounding landscape in order to fend off invaders, while others have changed their geography to make room for further agricultural and economic ~~advance~~ advancement. Through the course of time, these land-altering civilizations have experienced a vast array of results from the tremendously beneficial to the destructive. From time to time, a nation finds itself in a geographic situation that is potentially detrimental to their well-being. The changes they impose, while they hope will be beneficial, sometimes have the opposite effect.

An example of when a country had to alter its geography in order to defend themselves militarily, was the Chinese ~~can't~~ construction of the Great Wall of China during numerous dynasties throughout their illustrious history. The Chinese saw it was necessary for them to build this giant 3,000 mile long wall to protect themselves from invasion by the notorious Mongols. At first, the Great Wall wasn't nearly at its present length of roughly 3,000 miles but as the threat of invasion from the north moved westward, the need for a longer Chinese wall followed. Overall, the Chinese's implement of the wall was fairly successful in preventing ~~the~~ enemy Mongol invasion to the north. Along with the wall itself, the Chinese placed sentries on the top of the wall to be able to alert the country of an oncoming army. This use of guards on

sentries was an integral component to the success of the wall. To this date, the Great Wall of China still stands and was such a colossal undertaking that it can even be seen from outer space. However, due to its old age, and partial success from foreign invasion, many sections of the wall are now crumbled.

✎ The need for food and agriculture has also driven societies to modify the land which surrounded them. An example of this is terrace farming around the globe and more specifically in the South American Incan Empire. For hundreds of years, the Incas were able to sustain themselves despite the lack of arable land and land for grazing. In order to solve this dire problem, the Incas cut terraces into their highly mountainous terrain ^{the Andes mountains,} and then continued to grow crops such as potatoes on them. Without this innovation of terrace farming, there would've been no way for the Incas to maintain their lofty population. However, with this, ✎ the Incas avoided starvation and successfully fed their people. The Incan Empire wouldn't have been able to survive for the length that it did.

Throughout history, geography has given societies a bad hand and in turn, these societies have sought to change their surroundings for their benefit. Whether it be for military, agricultural or political and social reasons as it was with the construction of the Berlin Wall, civilizations have made their mark on Geography. In many cases, as with the Incas, if these changes weren't made, the nation and its people wouldn't have been able to survive.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth by discussing the Great Wall of China and terrace farming by the Inca
- Is more descriptive than analytical (*China*: construction of Great Wall came during numerous dynasties; as threat of invasion from north turned westward, the need for a longer wall followed; use of guards was an integral component to the success of the wall; Great Wall can be seen from outer space; *Inca*: need for food and agriculture has driven societies to modify the land; terrace farming allowed Inca to sustain themselves for hundreds of years; without terrace farming, Incas could not have maintained their lofty population; Incas avoided starvation)
- Includes some relevant facts, examples, and details (*China*: 3,000-mile wall; Mongol invasion from north; *Inca*: terrace farming; South America; Andes Mountains; potatoes)
- 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. Sufficient detail and accurate description of the modifications of the environment demonstrate an understanding of the theme. The limited discussion of an effect of modification in each region weakens the response.

Our changing world often presents new problems and challenges to us and our societies everyday. Over history, it has become essential for humans to adapt to ~~new problems~~ whatever hardships their environment might offer. Therefore, oftentimes, societies have felt ~~it necessary~~ ^{it necessary} to build structures, modify the land, or remove vegetation in order to suit their needs. ~~By~~ Altering their physical environment of course caused results in each nation—some lasting until modern times. Two such examples of ~~the~~ countries who altered their environment to meet their needs include Egypt and China.

As a rule, ancient civilizations were always founded on the banks of a river—because water equals life. ~~The country~~ Ancient Egypt was no exception. The longest river in the world—the Nile ~~was~~ and remains the life source of this nation. One of the most prosperous advantages of the Nile is its consistent flooding, which unfailingly leaves behind new, extremely fertile soil. For Egypt this means a new supply of arable farmland after every flood season. But in order to increase the fertile soil, as well as ~~to~~ to be more in control of the floods, the Egyptians built a structure—a dam. A structure enabling them to control floodwaters and where and when they were allowed to flow was a great benefit to the nation. As a result, arable farm area was widely increased, leading directly to an increase in ~~the~~ farm production. Egypt's ^{ins} successfully worked with ~~its~~ ^{their} physical environment to produce positive results for

themselves.

A second nation who has altered its environment to adapt to its needs is that of China. China not only built a structure, but modified the land as well throughout history. Probably what China is best known for is its structure—the Great Wall. The Great Wall of China was built over the course of many years as an effort to ~~see~~ protect the nation against ~~foreign~~ invasion. Though it took much labor to form such a huge barrier, the Great Wall became and still remains one of the greatest symbols of Chinese culture. The Wall provided protection to an extent when built and today brings to the country profit as an impressive tourist destination.

But China has had other needs to meet besides the threat of invasion. As one of the most populous countries in the world, providing food to all its citizens has proven a challenge as well. In order to increase farmland and therefore food production, China has used terrace farming and modified the land. By cutting flat areas into hills or mountain sides, they are able to grow where they previously could not. A result has been increased production of food, and therefore the ability to better maintain their large population.

Obviously, changes have had to be made to the physical environments of many societies so they can adapt to their needs. Egypt harnessed the waters of the Nile using

dams while China built the Great Wall for protection and used terrace farming to grow food. ~~At~~ Altering their surroundings produced a variety of results, and better enabled these nations to survive. The idea of changing what's around you to adapt to your needs has been prevalent throughout history, and will likely continue into future civilizations.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth by developing modifications of the physical environment in China in more depth than control of the flood waters of the Nile
- Is more descriptive than analytical (*Egypt*: as a rule, ancient civilizations were founded on the banks of a river; water equals life; meant a new supply of arable farmland after every flood season; a structure enabling control of floodwaters and where and when they flowed was great benefit; *China*: Great Wall built over the course of many years to protect against invasion; Great Wall provided protection to an extent; today, the Great Wall is an impressive tourist destination); includes faulty application (*Egypt*: built dam to increase fertile soil)
- Includes some relevant facts, examples, and details (*Egypt*: consistent flooding of Nile leaves behind extremely rich soil; to control floods, Egyptians built dam; *China*: Great Wall one of greatest symbols of Chinese culture; one of most populous countries in world; used terrace farming and modified the land; increased production of food)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that relates specific countries and modifications to the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the essential understanding of control of floodwaters is accurate, the transition from a discussion of ancient Egypt to the 20th century is confusing. The response employs two good examples in discussing modification of the environment in China.

Throughout history, countries have modified their environment ~~to~~ with differing results. One such country, Great Britain, created mines to gather resources such as coal from their environment, which led to the Industrial Revolution. Another country, Germany, built the Berlin Wall after WWII, causing disunity and a^a poor economy in East Berlin.

In the late 18th and early 19th centuries, Britain began building textile factories. Mines were built to get the coal from the rich British environment. Then, the coal was used to heat water ~~to~~ create the steam that powered the ~~to~~ machines. However, flooding created difficulties in mining. James Watt, therefore, created a pumping system that allowed the mines to be more accessible. The easy access to coal spurred on the Industrial Revolution in England, which had positive and negative results. Positively, the economy in England boomed; it became "the workshop of the world". Negatively however, the ~~working~~ conditions in factories and overcrowded cities were atrocious, and disease spread throughout the poor working class.

~~In the~~ After World War II, Communist

East Germany modified its environment by building the Berlin Wall. The construction began under the USSR leader Khrushchev. He wanted to stop the flow of emigrants from East to West Berlin. The West was capitalist, so people moved there because there were more economic opportunities than in the Communist East. Khrushchev also wanted to stop capitalist influence on the Soviet Union, which he called "Yankee Imperialism". Therefore, he built the Berlin Wall, which separated East from West Berlin. Furthermore, guards were posted at the wall to prevent anyone from escaping to the West. The results of the Berlin Wall were negative. On a local scale, the economy of East Berlin suffered because it could no longer trade with the capitalist West. The local divide spread to a global scale, becoming a symbol of the Cold War between the United States and the USSR.

Countries have modified their environments throughout history, with both positive and negative results. In Britain mining led to ^{both} the booming economy and the terrible conditions of the Industrial Revolution. In Germany the Berlin Wall caused

social and economic disparity in Berlin, and it symbolized the strife between America and the USSR. In these two countries, modification of the environment caused mostly negative effects.

Anchor Level 3-C

The response:

- Develops all aspects of the task in some depth but does so unevenly by discussing the effects of the Industrial Revolution in Britain and the Berlin Wall in East Germany in more depth than the other aspects of the task
- Is more descriptive than analytical (*Great Britain*: coal heated water to create steam that powered the machines; economy of England boomed; easy access to coal spurred the Industrial Revolution; conditions in factories and overcrowded cities were atrocious; *East Germany*: Khrushchev wanted to stop flow of emigrants from East to West Berlin; West was capitalist, so people moved there because there were more economic opportunities than in communist East; on local scale, economy of East Berlin suffered; became a symbol of the Cold War between United States and USSR)
- Includes some relevant facts, examples, and details (*Great Britain*: in late 18th and early 19th centuries, Britain began building textile factories; mines built to get coal from rich British environment; flooding created difficulties; James Watt’s pumping system allowed mines to be more accessible; workshop of the world; mining led to the booming economy; *East Germany*: Berlin Wall; Yankee imperialism; guards posted on Wall to prevent escaping; Berlin Wall caused social and economic disparity in Berlin); includes a minor inaccuracy (*East Germany*: Khrushchev built the Berlin Wall)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that relate specific countries and modifications to the theme

Conclusion: Overall, the response fits the criteria for Level 3. The treatment of the Industrial Revolution in Britain is strong, especially in assessing its positive and negative results of industrialization. Although the response accurately accounts for the significance of the Berlin Wall in the Cold War, references to Khrushchev are overgeneralized.

Throughout history, societies have changed their physical environments to meet their needs. Societies have taken such action as building structures, removing vegetation, and resources, and modifying the land to meet their needs. Two ~~societies~~ societies that embody this idea are the Egyptians and China.

The Egyptians inhabited the Nile River Valley in ~~the~~ Northeastern Africa. They modified the land by building canals to drain excess water in the months when the Nile flooded. This system of irrigation was done in order to prevent the Egyptians' crops from being destroyed. Also, the excess drained water could be used later on when the rain season was over. This modification stop the severe flooding and made the region inhabitable.

The Chinese branched out across Asia from the Huang He River valley. They modified their environment by building the Great Wall of China. This wall helped to keep out intruders and greatly decrease nomadic invasions. The Chinese were able to focus more on art and culture instead of ~~war~~ war. The Chinese, like the Egyptians also built canals to regulate the flooding of a river (Huang He)

The Chinese and Egyptians were two of many civilizations that have changed their physical environments to meet their needs. In order to do so, societies have built structures, modified the land, and removed resources and vegetation. These different changes have often had different results.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by briefly discussing irrigation in Egypt and the purpose of the Great Wall in China
- Is primarily descriptive (*Egypt*: built canals to drain excess water when Nile flooded; *China*: Wall helped to keep out intruders); includes faulty analysis (*Egypt*: excess water could be used when rainy season was over)
- Includes few relevant facts, examples, and details (*Egypt*: Nile River Valley in northeastern Africa; irrigation; *China*: Great Wall)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response minimally develops each element of the task for Egypt. The reason for the modification of the environment in China and the description of how the environment was modified is limited. The effects of modification in China are plausible but overstated.

Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. Societies have built structures, removed vegetation and resources, and modified the land to meet their needs. These changes have often have different results.

There are two nations that have modified their environment to meet needs that I have picked to write about. The first is Japan. Japan has modified their environment to have more farming land. To do this, the Japanese cleared mountain sides and then they dug what looks like steps into the side of the mountain all the way to the top. Then they farm these lands for the crops they want. Japanese farmers do this so they can increase crop production in Japan.

The other nation who modified their environment to better suit their needs was China. The Chinese were constantly attacked by invaders from the north, more commonly known as the Mongols. To keep these invaders out they decided to build a giant wall along Northern China. It took many people and many years to finish the ~~the~~ wall but once it was finished it was a 1500 mile long wall. It also fulfilled its purpose and it kept the northern invaders out of China.

Many Nations and Regions in Global History have modified their ~~the~~ environment to fill their needs. The Japanese found that they need more farm land, so they farmed the side of

mountains. The Chinese needed to keep out Mongolians so they built a huge wall. When nations need something, they find a way to solve the problem.

Anchor Level 2-B

The response:

- Develops some aspects of the task by suggesting reasons for modifying the environment and describing modifications in the environment that took place
- Is primarily descriptive (*Japan*: cleared mountain sides and dug steps into the side of the mountain; do this so they can increase crop production; *China*: to keep these invaders out decided to build a giant wall along northern China); includes faulty application and analysis (*China*: Great Wall fulfilled purpose and kept northern invaders out of China)
- Includes few relevant facts, examples, and details (*Japan*: modified environment to have more farming land; *China*: Mongols; northern China); includes a minor inaccuracy (*Japan*: dug steps into the side of the mountain all the way to the top)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of the effects of modification of the environment is limited to suggesting that each modification achieves its purpose without supporting evidence or clarification. The remaining elements of the task receive perfunctory treatment, especially the reason the modification of the environment took place in Japan.

Throughout the course of history, we have seen that societies in various nations and regions have changed their physical environments to meet their needs. They have adapted by building structures, removing vegetation and resources, and modified the land to meet their needs. This has often had different results on the societies.

One example of this is Japan. As we can see, the geography of Japan is very mountainous. Due to this, they found it hard to farm. So the people of Japan developed a way of farming called terrace farming. Because of this, Japan was able to become a self-sufficient country and was not in need to trade for crops. This led to Japan being an isolated country, and being able to self-sustain itself.

Another example is the people of Egypt. The land in Egypt was mostly desert. The main river there was the Nile but it was hard to water the crops with only one main river. So the Egyptians developed a method of

irrigation which allowed them to transport water to their farmlands. Because of their irrigation system the Egyptians were able to produce a surplus of food and became the great society we know today.

To recapitulate, throughout the course of history we have seen that societies in various nations and regions, have changed their ~~physical~~ physical environment, to meet their needs. In conclusion the results on the society will vary due to their hard work and willpower.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by addressing modifications of the environment in Japan and Egypt
- Is primarily descriptive (*Japan*: developed a way of farming called terrace farming; *Egypt*: developed a method of irrigation which allowed them to transport water to their farmlands); includes faulty, weak, and isolated application and analysis (*Japan*: led to Japan being an isolated country and able to self sustain itself; *Egypt*: became the great society we know today)
- Includes few relevant facts, examples, and details (*Japan*: geography of Japan is very mountainous; *Egypt*: land in Egypt was mostly desert)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme.

Conclusion: The response fits the criteria for Level 2. The response accounts for why modification of the environment was undertaken in Japan and Egypt; however, the description of how modification occurred is limited to mentioning terrace farming and irrigation. The effects of modification are generally overstated.

Quite frequently, people discover that their environment does not meet their needs. Many societies have changed their environments to fit their needs by removing vegetation, building structures and modifying the land. Two examples of this are Brazil and .

Brazil modified their land by removing vegetation. Removing vegetation is taking down trees and other plant life to make space for a human habitat, a road, or structure. This allowed more humans to be able to be in certain areas.

Berlin is also another place that modified their environment. They built the Berlin wall. The Berlin wall was used to keep intruders out and certain people from leaving the country. This is an example of building structure. Some were happy, but others were not because they could not escape.

Often, people of a city, state, region or country have to modify their land to meet their needs.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning facts and details relevant to the removal of vegetation in Brazil and the building the Berlin Wall in East Germany
- Is descriptive (*Brazil*: removing vegetation is taking down trees; *East Germany*: keep people from leaving the country); lacks understanding (*East Germany*: Berlin Wall used to keep intruders out; some were happy, but others were not because they could not escape)
- Includes few relevant facts, examples, and details (*Brazil*: make space for human habitat, road and structures)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates a very general understanding of events in Brazil and hints at an understanding of the purpose of the Berlin Wall. However, the development is minimal with few relevant details.

Throughout the course of history, humans have tailored the nation they live in to fit their needs. This started with the dawn of the Neolithic Age, where nomads finally settled down and started building permanent residences. France and China stick out as two nations that have been significantly altered by humans.

France has a history of constructing very elaborate buildings throughout their lands. Once, this nation was just countryside with a little bit of sea shore. Then France had kings and queens and other wealthy families come along. With them they had huge palaces overlooking villages, along with "fortifications" along their borders. Probably the most drastic way that France was altered by humans would be World War One. A majority of the war was fought on that soil, with trenches everywhere, lead flying constantly, and many explosions going off all the time. After WWI, France's crops suffered, and they had a hard time getting back into the swing of things.

China is also pretty well known for their style of building and the extent that they do it to. Their royalty is also known to have very fancy kingdoms built, as well as their modern-day architecture. Possibly the single-most amazing

piece of building ever built would be the Great Wall of China. An entire fortifying wall surrounding the country, nothing to date has come close. No matter where you go in China, there always seem to be wonderful structures all around you.

France was easily the most negatively altered country to date, and China never ceases to amaze. But no matter what part of the world you go to, if humans have been there, it has been altered. For the most part, the alterations have been for the better, but there will always be those few that seem to get the short end of the stick.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by discussing how World War I modified the physical environment of France and mentioning the Great Wall of China.
- Is descriptive (*France*: most drastic way France was altered by humans would be World War I; majority of the war fought on that soil; crops suffered; hard time getting back into the swing of things; *China*: most amazing piece of building ever built); lacks understanding, misapplies information (*France*: had kings and queens and other wealthy families; huge palaces overlooking villages; *China*: royalty also known to have very fancy kingdoms built)
- Includes few relevant facts, examples, and details (*France*: trenches; explosions; *China*: Great Wall; fortifying wall); includes inaccuracies (*China*: entire fortifying wall surrounding the country)
- Demonstrates a general plan of organization; contains digressions; does not clearly identify which aspect of the task is being addressed; includes an introduction and a conclusion that treat modification of the physical environment as a historical constant

Conclusion: Overall, the response fits the criteria for Level 1. While the treatment of China and France contain many digressions, the manner in which the response develops World War I as the source of drastic modification of the physical environment shows a minimal understanding of the task.

Throughout history, human cultures have modified their environment for their benefit. Two examples of this are the utilization of terrace farming in Indonesia and the mining of resources in the industrial era Great Britain.

In the various islands of Indonesia, the practice of terrace farming, cutting step like shelves into hilly and mountainous terrain, is common. This is necessary because, while Indonesia has a considerable population density, it has little available farmland due to its large amount of mountainous area. The terrace farming allows for sufficient food to be produced to feed the people of Indonesia. The terrace farming does little damage to the actual mountains, but like any alteration to the environment this expansion of agricultural area destroys some natural habitat, endangering some native species. This could pose further danger to the environment because Indonesia also exports produce not used to feed its population, which may stimulate expansion of the farmed areas.

In Great Britain, the changes have for the most part not been agricultural in nature. During the Industrial Revolution, Great Britain discovered that it had all the resources necessary for industry right on its home soil. Mining for these resources became a necessity in the industrial world, and that is exactly what occurred in Great Britain. Iron to build machines, factories, and railroads, and coal to burn as fuel in these areas were dug up from the

ground all across Great Britain. This mining made the formation of modern machines and modes of production possible, laying the foundation for the modern world as we know it. With greater production capacity came capitalism and global marketing. Like agricultural expansion, however, industrial expansion posed an environmental threat. Clearing land for mining purposes destroyed habitats, and the burning of coal dumped pollutants into the atmosphere. These modes of production continue, for the most part, into modern times.

Humanity has always been in the habit of altering the world around it to suit the needs of its time and place. These alterations can have great influence on society and the natural world.

Throughout history, humans have shown a propensity for altering their natural environment to better their economic position. In some instances, these changes have been subtle and have influenced the environment to a very small degree. In other cases, however, economic development has played an enormous role in the transformation of Great Britain's countryside and a driving force in Brazil's activities in the Amazon rain forest.

Great Britain's modification of the physical environment goes back well before the 1800s. As early as the 1500s, forests were cut extensively throughout the country for fuel to make charcoal and for lumber to make ships. Ultimately, much of the cleared land was put to agricultural use. With the Industrial Revolution, factories, canals, and railroads promoted a growing urban population. Factories and markets were further connected, which only heightened the need for more natural resources and intensified transformation of the environment. Whole cities like Newcastle grew up based on the coal mining industry. Thus, a broad-reaching effect of coal mines, canals, and cleared forests was the establishment of British industry. Economic prosperity drove Great Britain's natural resource hunt and subsequent modification of the island's environment.

Similarly, modern Brazil has undergone extensive deforestation. Clearcutting of forests has been driven by the market for timber (both common and more expensive higher quality hardwoods), open space (for agriculture), and minerals (gold). The massive deforestation

has had significant negative effects on the biosphere, including rampant extinctions, expanding erosions, and impairment of the natural hydrologic cycle (much of which is moderated by the Amazon rain forest). While these changes should shock the perpetrators of these environmental changes, the poverty that can be escaped by cutting into a seemingly endless forest is a driving force. Thus, much like in Great Britain, prosperity is being bought by clearing forested areas, extracting natural resources, and developing industry. This prosperity still concentrates the wealth in the hands of a small percent of the population. In any case, economic expansion continues to drive the deforestation machine in Brazil.

The pressure to succeed in the world of business remains powerful, just as it was during the industrial revolution. Both Great Britain and Brazil strove for economic improvement and in the process exploited the physical environment. This can be seen in Great Britain in the construction of infrastructure that disrupted the landscape, an outcome that can also be seen in Brazil today.

Humans and there environment can change through out years. Where ever you go most likely every nation or region is going to have a different environment depending on the type of people live there. The Society can also have an effect on the change of environment. But also this environmental change can effect who enters with ~~the~~ that nation.

In the nation of Japan there are all types of changes but the main one would have to be it's environmental change. Most likely a reason why Japan would modify there environment would be for most likely war purposes or for trade. Most likely war purposes because since Japan is such a small nation it would be easy for them to get invaded. So most likely they would have to upgrade. People probably modify there own environment also would be for there own protection.

In the Nation of Africa there would also be an environmental change there also. They would need to modify there land because since they have so much of it there would most likely be nations out there trying to take it over. An example is the scramble for Africa because during that time many nations were trying to get a piece of Africa for it's land. People of Africa would modify there housing to protect them selves more from outside danger.

Both Japan and Africa had to modify there land. Japan because of it's small size and trade. Africa because of it's big size and the resources that they have. But both there modification made a difference to there nations. In Japan it now has a lot of people that like there very tall buildings.

that are closely together. Africa has also had an increase in population but also it still has an decrease in crops and also food source.

In conclusion most nations/regions will have to make environmental changes to make it's nation better.

Throughout global history, human societies in various nations and regions have changed their physical environments to meet their needs. One example would be the fertile crescent where the Tigris and Euphrates rivers meet. People there built irrigation systems to meet their needs. Many societies have also built structures, removed vegetation and resources, and modified the land to meet their needs. Another example is Japan which relies on export economy.

The first civilizations are said to have come from the fertile crescent. The fertile crescent is where the Tigris and Euphrates rivers meet. Every year there are floods which deposit rich silt on the land surrounding the rivers. The people who lived in that area relied on the floods. They built irrigation systems which would use water from the rivers to water their crops. The modification on the region had a lot of effects. If they hadn't built an irrigation system their crops wouldn't get the water it needed.

Another example is Japan which relies on export economy. Japan has modified its land by building a whole bunch of factories. They then import a lot of cheap raw materials

and export a bunch of finished goods. They also built a lot of ship docks and harbors on their coast line for ships to easily import and export goods. This modification has had a lot of effects on Japan. It has gone from a country that was going to fall apart to ~~one of the~~ one of the ~~world's~~ world's top exporters.

As you can see throughout history many regions or countries of the world have modified their land to meet their needs. Some countries have prospered from their modifications and other countries have failed. Still today many countries are still modifying their land to meet their daily needs.

Throughout global history, human societies in many different nations and regions have changed their physical environments to meet their needs. Some societies, such as China, have built structures to meet their needs. Other societies, such as Brazil, have removed vegetation to adapt to their environment. China built the Great Wall and Brazil removed tropical rainforest.

China has always been isolated by its geography. It is surrounded by deserts, mountains, great bodies of water, and dense forests. China decided to build the Great Wall around the 7th or 8th century. Its purpose was to define China's borders, keep out invaders, and create a huge public works project. The Great Wall took many years to build, and when it was finished, it provided China with a sense of security. The Great Wall of China is one of the seven wonders of the world, and is a perfect example of how the Chinese people changed their environment to meet their needs.

Instead of building structures to change its environment, Brazil removed things from its environment. Brazil was covered in a dense

rainforest that limited the growth of the civilization. To expand and grow, Brazil had to remove large areas of the tropical rainforest that grew in its land. This removal of forest is known as deforestation and can be very harmful to the environment. However, by chopping down the rainforest, Brazil was taking advantage of a natural resource. Not only ~~was~~ the Brazilian civilization making room to expand, it was selling the wood from the forest and making a large profit. This boosted Brazil's economy and their population grew, expanding the civilization. The deforestation of the rainforests has a very negative impact. ~~Millions~~^{Thousands} of species that live in the rainforest lose their habitat and die off. Also, many plants that may have had very useful medical properties ~~are~~ die off because of deforestation.

Many civilizations throughout history have changed their physical environment to meet their needs. China built the Great Wall to protect itself. It had a very positive effect because it produced many jobs and protects the country. Altering the environment to meet a society's needs can have very negative effects however. Brazil

removed thousands of acres of tropical rainforest to make room for their growing economy. By selling the wood from the rainforests, their economy flourished, but it came at a price. The rainforests of Brazil are home to millions of species. When these species lose their habitat, they die off. The removal of forests is called deforestation and it is very harmful to the environment. Brazil benefitted from deforestation, but was the cost too great?

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task by discussing Indonesia in little depth and Great Britain in some depth
- Is more descriptive than analytical (*Indonesia*: has little available farming land; expansion of agricultural area destroys some natural habitat, endangering some native species; *Great Britain*: iron to build machines, factories, and railroads, and coal to burn as fuel were dug from the ground; mining made the formation of modern machines and modes of production possible, laying the foundation for modern world; with greater production capacity came capitalism and global marketing; burning of coal dumped pollutants into the atmosphere)
- Includes some relevant facts, examples, and details (*Indonesia*: practice of terrace farming, cutting steps like shelves into hills and mountainous terrain; terrace farming allows for food to be produced; *Great Britain*: had all the resources necessary for industry right on its home soil; industrial expansion posed environmental threat)
- 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. The strength of the response is in the treatment of industrialization in Great Britain. The discussion of Indonesia is limited; however, the response demonstrates a clear understanding of terrace farming.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the deforestation in Brazil more thoroughly than the transformation of the landscape in Great Britain
- Is both analytical and descriptive (*Great Britain*: modification of environment goes back to extensive cutting of forests for charcoal and lumber in 1500s; factories, canals, railroads promoted growing urban population; factories and markets heightened need for resources and intensified transformation of environment; economic prosperity drove Great Britain's natural resource hunt and subsequent modification of the island's environment; construction of infrastructure disrupted the landscape; *Brazil*: deforestation has had significant negative effects on the biosphere; perpetrators of environmental changes should be shocked, but poverty that can be escaped by cutting into a seemingly endless forest is a driving force; much like Great Britain, prosperity brought by clearing forests, extracting natural resources, and developing industry; this prosperity still concentrates the wealth in the hands of a small percent of the population; economic expansion continues to drive the deforestation machine in Brazil; striving for economic improvement leads to exploitation of the physical environment)
- Supports the theme with relevant facts, examples, and details (*Great Britain*: cleared land put to agricultural uses; whole cities like Newcastle grew up based on the coal mining industry; broad-reaching effect of mines, canals, and cleared forests was the establishment of British industry; *Brazil*: clear-cutting of forests has been driven by market for timber, open space for agriculture, and minerals; rampant extinctions, expanding erosion, and impairment of the natural hydrologic cycle)
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes the theme of the response and a conclusion that employs the theme in casting modification of the environment in terms of exploitation of the environment

Conclusion: The response fits the criteria for Level 4. Utilizing historical and contemporary references, the response presents the argument that modification of the physical environment is subject to the imperatives of economic development. Details and insight support theme development; however, the generalized treatment of Great Britain weakens the response.

Practice Paper C—Score Level 0

The response:

Fails to develop the task; refers to the theme in a very general way; includes no relevant facts, examples, or details.

Conclusion: The response fits the criteria for level 0. Potential reasons for modifying the environment are stated so generally as to have no plausibility. The remainder of the response demonstrates a partial understanding of the task but fails to present any pertinent historical information.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task by discussing the modifications that occurred in the Fertile Crescent and Japan
- Is descriptive (*Fertile Crescent*: they built irrigation systems which would use water from the river to water their crops; *Japan*: built factories; built docks); includes faulty or weak application (*Japan*: import cheap raw materials; *Fertile Crescent*: every year there are floods)
- Includes few relevant facts, examples, and details (*Fertile Crescent*: Tigris and Euphrates; rich silt; *Japan*: export finished goods)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that describes one of the regions in some detail and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 1. Much of the information about the Fertile Crescent is germane but not effectively connected to the task. Modification of the environment and its effect are repetitive and not well developed. The treatment of Japan is simplistic but generally accurate.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing construction of China's Great Wall and deforestation in Brazil's rain forest
- Is more descriptive than analytical (*China*: Great Wall intended to keep out invaders and provide a sense of security; Great Wall one of Seven Wonders of the World; *Brazil*: instead of building structures, Brazil removed things from its environment; thousands of species that live in the rain forest lose their habitat; many plants that may have useful medical properties die off)
- Includes some relevant facts, examples, and details (*China*: surrounded by deserts, mountains, great bodies of water; Great Wall took many years to build; *Brazil*: tropical rain forest; deforestation; by chopping down rain forests, Brazil was taking advantage of natural resources; boosted economy and population grew); includes a minor inaccuracy (*China*: decided to build Great Wall in 9th or 10th century)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and uses the conclusion to repeat the effects of the modifications

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of the Great Wall of China is subject to overstatement and lack of focus, the removal of large areas of the rain forest in Brazil is developed in some detail.

Global History and Geography Specifications August 2008

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human and Physical Geography	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Movement of People; Power; Human Rights; Nationalism; Conflict	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

The *Chart for Determining the Final Examination Score for the August 2008 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.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.