

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**1** OF **2**  
MC & THEMATIC

## GLOBAL HISTORY AND GEOGRAPHY

Tuesday, June 14, 2016 — 9:15 a.m. to 12:15 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 at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

#### Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

#### Multiple Choice for Part I Allow 1 credit for each correct response.

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

## 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

### Mechanics of Rating

The following procedures are to be used in rating essay 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 Examinations in Global History and Geography and United States History and Government*.

### 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.

**Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.**

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**June 2016**

**Theme: Human and Physical Geography**

Natural geographic features sometimes present challenges for societies. Societies have used various technological innovations to overcome these challenges resulting in change.

**Task:** Select *two* natural geographic features that presented challenges to a society and for *each*

- Explain why this natural geographic feature presented a challenge for a society
- Discuss changes brought about by the use of technological innovations to overcome the challenge presented by this geographic feature

You may use any natural geographic feature from your study of global history and geography. Some natural geographic features you might wish to consider include the Atlantic Ocean (caravel), Andes Mountains (roads), Sahara Desert (camel caravans), Amazon rain forest (fire/cutting equipment), Russia's tundra (specialized drilling equipment), Indian Ocean monsoons (lateen sail), China's eastern flowing rivers (Grand Canal), and Nile River flooding (dams).

**You are *not* limited to these suggestions.**

**Do *not* use natural geographic features that presented challenges for the United States in your answer.**

**Scoring Notes:**

1. This thematic essay has a minimum of *six* components (for each of *two* natural geographic features, discussing the reason the natural geographic feature presented a challenge for a society and *at least two* changes brought about by the use of technological innovations to overcome the challenge.
2. The challenge of each natural geographic feature may be discussed for the same region; however, the discussion for each feature should differ in facts, examples, and details, e.g., both mountains and oceans may be used as challenges for the subcontinent of India.
3. The same technological innovation may be used to discuss how each natural geographic feature has been overcome; however, the treatment of each should differ in facts, examples, and details, e.g., building the Aswan Dam in Egypt and building the Three Gorges Dam in China.
4. The influence of the changes brought about by the use of technological innovations may be immediate or long term.
5. In discussing the use of technological innovation to overcome challenges, the changes may be both positive and negative, e.g., damming of the Nile River reduced damage from flooding but limited annual deposits of rich sediment.
6. The response may discuss the challenge and/or changes for a society from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
7. If more than two geographic features are discussed, only the first two may be scored.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing why **each** of **two** natural geographic features presented a challenge for a society and **at least two** changes brought about by the use of technological innovations to overcome the challenge
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Andes Mountains*: connects the challenges presented by the terrain of the Andes Mountains to the conquest and control of the peoples of the region by the Inca and the changes brought about by their use of various technologies to adapt the environment to produce food and to maintain an empire; *Atlantic Ocean*: connects the lack of maritime technology, the size of the Atlantic Ocean, fear of the unknown, and the European desire for new maritime trade routes to the development and adaptation of technology during the Age of Exploration that led to the Columbian Exchange and created a new global age that transformed the world
- Richly supports the theme with relevant facts, examples, and details, e.g., *Andes Mountains*: road system; terracing; runners; suspension bridges; quipu; irrigation; potato; *Atlantic Ocean*: Native American culture; caravel; astrolabe; compass; Prince Henry; Columbus; colonial empires; smallpox; horses; slave trade; interdependence
- 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 geographic feature more thoroughly than the second geographic feature or by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Andes Mountains*: discusses how the Andes Mountains limited interactions between peoples living in the mountains and surrounding regions and how the Inca used technology to adapt their environment, extending and maintaining their control over other peoples and cultures; *Atlantic Ocean*: discusses how the size of the Atlantic Ocean and fear of the unknown limited travel and how technology adapted and developed during the Age of Exploration led to an exchange of goods and peoples between the Western Hemisphere and the Eastern Hemisphere
- 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 are thoroughly developed evenly and in depth for **one** natural geographic feature 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.

**All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.**

**Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.**

In many people's eyes, one of the defining feature of humanity is its so-called intelligence, the ability to shape our environment, to make it more hospitable. Indeed, humanity has shown time and time again how capable it is of doing so. However, technologically overcoming geographic challenges has consequences: in two cases, Egyptian Nile dams and Amazonian forest clearing, the consequences are primarily demographic, environmental and geopolitical.

For thousands of years, Egypt was at the mercy of the Nile River. Annual flooding often meant either too much or too little water. Flooding could bring destruction of crops and erosion of fertile soil. People in Egypt had to settle along the Nile as it was the source of their livelihood, putting themselves at risk. The ancients used levees and canals to control the Nile, but only by the 1970s was the technology sufficient and support available from the Soviets to meet the challenge of damming the Nile. With the construction of the Aswan High Dam, the government promised numerous benefits. However, with these benefits came a price. The damming of the Nile was responsible for a variety of effects. Demographically the main impact of Nile damming has been increased water available for irrigation, allowing Egypt to support a greater population and more vibrant communities than could otherwise exist, given Egypt's water scarcity. The construction of dams also displaced a great many people – the creation of Lake Nasser had the largest such impact. In fact, the displacement of people is one of the reasons that dam-building has fallen out of favor as a tool of development in developing countries. Environmentally, the impact is obvious: it changes water patterns, and destroys a great number of

habitats. In addition, dams often make fish migration more difficult. The main result of Nile damming however, is geopolitical. The Nile is unusual in that it flows north, from mountains in central eastern Africa to the Mediterranean. That means that by normal river logic, Egypt should be at the mercy of upstream countries like Ethiopia and Uganda. Egypt only has so much water to dam up because of British colonial-era treaties that guaranteed Egypt and Sudan (now Sudan and South Sudan) 90% of the Nile's flow. The arrangement has been seen as unfair and antiquated by upstream nations, and vital and logical by the downstream ones. With both Egypt and Ethiopia on the verge of a population boom, the question is a pressing one and illustrates the demographic impacts of access to water more clearly. Recently an agreement between Sudan, Egypt and Ethiopia called for a study of the impact of the construction of Ethiopia's Grand Renaissance Dam. All three countries are trying to protect their water rights.

The Amazon is rich in resources. Emerging global demand for these resources has threatened the very existence of the Amazon, pitting those who wish to exploit its resources against those who want to preserve habitats. Modern technology has brought into play chain saws, logging trucks, and earth movers to extract lumber. While this technology has been used to overcome the challenge of accessing the rain forest's resources, the speed at which deforestation has taken place and the amount of depletion has been significant. Large-scale wild fires, potential loss of carbon storage capacity, and changes in rainfall patterns have been linked to human land use activity.

The impacts are primarily environmental, but they also have domestic and international effects. By destroying the rainforest,

tribal cultures and ways of life that pre-date European colonization are threatened. Deforestation leaves rainforest soils exposed to erosion. Cutting down the rain forest for cattle ranching and soy production may help the domestic economy but does not help biodiversity. Internationally, the Amazon has become the focus of international environmental groups, who use images of burning and clearing the forest to stir up support, transforming local concerns about the forest to global ones about global warming on which Amazonian nations like Brazil are pressed in a variety of different international forums.

In conclusion, the changes wrought by the use of technology to conquer nature are numerous and diverse, ranging from nature to geopolitics and running a long continuum from local to global. Whereas deforestation in the modern Amazon may be almost universally undesirable, the damming of the Nile paints a more nuanced picture of the costs and benefits. In addition, both these causes prove that these are not abstract academic environmental issues but pressing, modern ones.

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## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing why the Nile River and Amazon River basin presented a challenge for a society and the changes brought about by the use of technological innovations to overcome these challenges
- Is more analytical than descriptive (*Nile River*: the ancients used levees and canals to control the Nile; by the 1970s, technology was sufficient and support from the Soviets was available to meet the challenge of damming the Nile; government promised benefits, which came with a price; main impact of Nile damming has been water available for irrigation, allowing support for a greater population and more vibrant communities; construction of dams displaces a great many people; damming changes water patterns and destroys a great number of habitats and makes fish migration difficult; colonial-era treaties guaranteed 90 percent of Nile's flow to Egypt and Sudan; recent agreement between Egypt, Sudan, and Ethiopia called for a study of the impact of the construction of Ethiopia's Grand Renaissance Dam; all three countries are trying to protect their water rights; *Amazon*: emerging global demand for these resources has threatened the very existence of the Amazon, pitting those who wish to exploit its resources against those who want to preserve habitats; speed at which deforestation has taken place and the amount of depletion has been significant; tribal cultures and ways of life that pre-date European colonization are threatened; cattle ranching and soy production may help the domestic economy but does not help biodiversity; Amazon has become focus of international environmental groups, transforming local concerns about the forest to global ones)
- Richly supports the theme with relevant facts, examples, and details (*Nile River*: annual flooding; destruction of crops, erosion of fertile sediment; source of livelihood; Aswan High Dam; Lake Nasser; population boom; *Amazon*: chain saws, logging trucks, and earth movers; large-scale wild fires; potential loss of carbon storage capacity; global warming; Brazil)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** The response fits the criteria for Level 5. The response features strong analysis and presents a wide range of details that illustrate changes brought about by the interplay of technological innovation and challenges posed by natural geographic features. Theme development stresses that demographic, environmental, and geopolitical consequences are complex and come with significant societal costs.

The geographic nature of a region can present many problems for a society. However, technological innovations can help people overcome these obstacles resulting in change. Two places where geographic barriers led to technological innovation were the Atlantic ocean, and the Saharan desert in Africa. These places overcame geographic challenges through the use of caravels and camel caravans.

The Atlantic Ocean was a huge barrier that separated Europe and the Americas. Societies in these areas lacked the technology to cross such a vast ocean. For years European sailors feared sailing beyond the sight of land and ships weren't big enough or sturdy enough to withstand the storms of the Atlantic. The geographic separation fostered fear of the unknown and an unwillingness to take risks. Because of this barrier, the Eastern and Western Hemispheres developed in isolation from each other. However, technological innovations led to the overcoming of these challenges. The Europeans developed ships that were able to cross the Atlantic. These ships were called caravels. They were larger, stronger and equiped with modern sails and rudders. An increased knowledge of navigation particulary in the sailing schools of Prince Henry of Portugual and the use of invention like compasses and other navigational innovations like the astrolabe led to connections between continents. Because Europeans now had the technology to reach the Americas, a cultural and economic exchange took place. The Columbian exchange led to crops being transfered between the hemispheres as well as animals. Domesticated animals like horses and cows came to the Americas from Europe and were very helpful in farming and transportation. Europe imported crops such as the potato and maize from the Western Hemisphere which became part of European diets and led to an increase in population. Unfortunately,

with the arrival of the Spanish came conquest and diseases that devastated the empires of the Aztec and Incas. Native Americans were forced to labor extracting gold and silver from mines and work under the *encomienda* system. While there clearly was an exchange between Europeans and Americas, it was definitely uneven with Europeans benefitting most from this contact. Because of the use of technological innovations to overcome geographic barriers, history was changed.

The vast Sahara Desert presented a geographic barrier for the peoples of Africa. The inhospitable Sahara Desert is arid and also subject to extremes in temperatures—over a hundred degrees in the day and freezing temperatures at night. The world's largest desert covers thousands of square miles with water limited to sparse oases. At one time, travel in the region was limited to Bedouins who knew how to cope with these conditions. The domesticating of the camel was critical for traveling across the Sahara. They could walk very long distances without water, carrying heavy loads. Traders found that traveling in large groups provided safety. The result was the camel caravan that made trade across the Sahara a reality. Because of these camel caravans, people were able to bring goods from western Africa to Northern Africa, which led to an expansion of trade. The primary goods exchanged were salt from the north and gold from regions south of the Niger river. This resulted in a succession of empires – Ghana, Mali, and Songhai. Mali and Songhai were Muslim. Arabic was the language of the Koran and mosques were the centers of their worships. This Muslim culture, spread to western Africa by trade, valued the preservation of knowledge as seen in the great libraries of the cities. Pilgrimages to Mecca extended cultural diffusion with other peoples of

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**Anchor Paper – Thematic Essay—Level 5 – B**

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Africa. Clearly, in overcoming geographic isolation with camel caravans, history and culture were influenced forever.

The people of Europe and the Americas were geographically challenged by the Atlantic Ocean. The people of Africa were geographically challenged by the Sahara Desert. However, in both cases, regions were able to overcome their geographical barriers through technological innovation. In the case of the Atlantic Ocean, caravel ships were invented. In the Saharan desert, camel caravans were used.

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

- Thoroughly develops all aspects of the task evenly and in depth by discussing why the Atlantic Ocean and Sahara Desert presented a challenge for a society and the changes brought about by the use of technological innovations to overcome these challenges
- Is more analytical than descriptive (*Atlantic Ocean*: huge barrier that separated Europe and the Americas; European sailors feared sailing beyond sight of land; geographic separation fostered fear of unknown and unwillingness to take risks; Columbian exchange led to crops and animals being exchanged between hemispheres; potato and maize became part of European diets and led to an increase in population; with arrival of Spanish, came conquest and disease that devastated empires of Aztec and Inca; Native Americans forced to labor extracting gold and silver from mines; exchange between Europeans and Americans was uneven with Europeans benefitting most from contact; *Sahara Desert*: traders found that traveling in large groups provided safety; camel caravan made trade across Sahara a reality; people were able to bring goods from western Africa to northern Africa which led to an expansion of trade; primary goods exchanged were salt from north and gold from regions south of the Niger River; Muslim culture valued preservation of knowledge; pilgrimages to Mecca extended cultural diffusion)
- Richly supports the theme with relevant facts, examples, and details (*Atlantic Ocean*: storms; caravels equipped with modern sails and rudders; Prince Henry of Portugal; compasses; astrolabe; horses and cows from Europe; encomienda system; *Sahara Desert*: arid; subject to extremes in temperatures; largest desert; water limited to sparse oases; Bedouins; domesticated camel; Ghana, Mali, Songhai; Arabic; Koran; mosques)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response uses numerous details to illustrate how human society meets geographic challenges. The response analyzes how overcoming the Atlantic Ocean resulted in benefits to Europeans at the expense of Native Americans and how overcoming the Sahara Desert led to the emergence of Muslim culture in West Africa.

Throughout history societies have used technology to overcome the geography of the place they live. These technological changes have also brought change to society. As the technologies advanced, the society developed and changes were spread through cultural diffusion. Two geographic features that could cause problems are mountains and oceans. One such feature is the Andes Mountains.

The Andes Mountains are located in South America and stretch from Ecuador to Chile. This long chain of mountains extends thousands of miles. The combined effects of distance, elevation and steep hillsides posed a challenge to the unity of the Inca Empire. Steep hillsides meant growing food was problematic. To overcome the food problem terracing was used. Steps were cut into the mountains, levelling land and limiting erosion, significantly increasing production of a variety of crops. Irrigation systems helped provide the necessary water year round. This helped keep a stable food supply especially corn and potatoes leaving free time that could be used to develop the Inca civilization and the Inca empire. Like the Romans, the building of roads and bridges led to the spread of the authority and unity of the empire. Changes brought about by the use of technology can be seen in various examples. Communication between the capital Cuzco and other areas of the empire improved with the building of hanging foot bridges and the development of a system of runners who passed messages. This allowed the government to direct troops to distant locations to protect the empire from invasions or rebellions.

Another geographic feature that affected societies was the Atlantic Ocean. Before sailing technologies were improved, crossing the ocean could really only be done by following the stars, but if you got lost

you would have to hope you had enough food and water to last until you hit land. Not knowing how far it was across the Atlantic or what the sailing conditions would be held people back and delayed exploration. With the introduction of the caravel, better maps, the compass and the astrolabe, trans-Atlantic voyages became possible. This led to the discovery of the New World. After the voyages of Columbus, Spanish influence was imposed on peoples such as the Aztec and Inca. Spain took their gold and silver and converted Native Americans to Christianity, many against their will. The Native American population decreased tremendously because of disease and forced labor. The better sailing equipment also led to the Columbian Exchange with products being traded between Europeans and their colonies.

The overcoming of problems presented by geography often changed a society. This happened because technological innovations allowed the problem to be overcome. In the case of the Andes, the use of technology meant improved agriculture, transportation, and communication for the Inca. In the second case, the use of technology made it possible for Europeans to cross the Atlantic. The result was benefits for the Europeans, but not for the Native Americans.

## Anchor Level 4-A

### **The response:**

- Develops all aspects of the task somewhat unevenly by discussing the Andes Mountains in more detail than the Atlantic Ocean
- Is both descriptive and analytical (*Andes Mountains*: combined effects of distance, elevation, and steep hillsides posed a challenge to the unity of Inca Empire; steps cut into mountains, leveling land and limiting erosion; building of roads and bridges led to the spread of authority and unity of the empire; communication between the capital Cuzco and other areas of the empire improved; government could direct troops to distant locations to protect the empire from invasions or rebellions; *Atlantic Ocean*: sailing conditions held people back; Spain took gold and silver and converted Native Americans to Christianity, many against their will; Native American population decreased tremendously because of disease and forced labor; better sailing equipment led to Columbian exchange with products being traded between Europeans and their colonies)
- Supports the theme with relevant facts, examples, and details (*Andes Mountains*: located in South America from Ecuador to Chile; terracing; irrigation; corn and potatoes; stable food supply; hanging foot bridges; system of runners; *Atlantic Ocean*: caravel; better maps, compass, and astrolabe; Aztec; Inca)
- 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 development of the response is uneven, it is focused and uses good historical facts to complete the task. The response also lacks the level of analysis needed for a higher score.

Mother nature has proven to be a formidable opponent, but humans have shown through technology that nature's challenges can be overcome. Natural geographic features have challenged North African and west African societies, but advances in technology, specifically camel caravans and levees and canals, have made these challenges less of a problem. This technology has resulted in profound changes that greatly affected many societies.

The Sahara Desert is the largest and one of the hottest deserts in the world. Scorching temperatures during the day, a lack of water, and unforgiving terrain are some of the most detrimental features of the never ending sea of sand. For traders and travelers, navigation through the Sahara could be a fatal decision without proper technology and provisions. North African and Sub-Saharan societies have suffered because of this challenge. Trade and movement were restricted until further advances in technology were made. This advancement was the implementation of camel caravans. Camels, large-hooved mammals, are the ideal animal for desert movement. The animal can travel for days without water, walk well in the finely grained sand, and carry hundreds of pounds of goods for trade. Caravans are large groups of people who stick together while going to a destination. By joining together, trade and movement was much more safe. Resources can be shared and necessary aid can be provided to other caravan members. The technology of camel caravans was huge in overcoming the Sahara's challenges. With the advent of this technology, great amounts of trade occurred. Western African kingdoms such as Ghana and Mali benefited from their control of trade routes carrying gold and salt. These camel caravans meant new networks of trade with



other African societies in sub-saharan Africa and North Africa along the Mediterranean coast. With travel being much more accessible across the Sahara, new ideas were spread. One idea, the religion of Islam, was integrated into the Western African region. Muslim traders utilizing camel caravans carried their monotheistic faith to West Africa. Leaders in West Africa became Muslims and most people followed their leader. In conclusion, camel caravans were one example of technology helping to overcome the challenges to trade brought on by the Sahara Desert in African societies.

The Nile River, the longest River in the world, experienced flooding that created major difficulties for the North African society of Egypt. Water is a life-saving and destructive force, a concept well understood by the ancient Egyptians. Although flooding provided a nutrient rich soil for agricultural purposes, it could also destroy surrounding communities. So, the ancient Egyptians developed technologies to try to control the power of the Nile's floods. Levees reduced the amount of land affected by flooding along the banks of the Nile. Irrigation canals were developed that channeled flood waters to crops. Although these technologies didn't end flooding, they allowed the Egyptians to control the flow of the water and have better agricultural harvests. Now that the risk of crops being destroyed was reduced, more yields of food were gained. As a result, Egyptian civilization developed as the river became reliable for food and trade. Population levels increased, and a diversified society was created. Since there was much more food, people could move into other jobs such as artisans and craftsman. In conclusion, the Egyptians used technology to overcome the Nile's detrimental flooding.

It is no question that geography can make or break a society. Nature's most beautiful features can also be its most dangerous. Mankind has created technology to overcome some of Nature's challenges. This technology brought about prominent changes in society. In Western and Northern Africa, the Sahara Desert was a deterrent for trade and movement, but the technology of camel caravans changed this. In the North-African society of Egypt, the effects of the powerful flooding of the Nile were reduced. Hence, humans have used technology to overcome natural geographic features, resulting in change.

#### Anchor Level 4-B

##### The response:

- Develops all aspects of the task by discussing why the Sahara Desert and the Nile River presented challenges and the changes brought about by the use of technological innovation
- Is both descriptive and analytical (*Sahara Desert*: trade and movement restricted until further advances in technology; navigation through Sahara could be a fatal decision without proper technology and provisions; camels are ideal animal for desert movement and carry hundreds of pounds of goods for trade; great amounts of trade occurred; western African kingdoms such as Ghana and Mali benefitted from their control of trade routes carrying gold and salt; religion of Islam was integrated into western African region; Muslim traders carried their monotheistic faith to West Africa; leaders of western Africa became Muslim; *Nile River*: water is a life-saving and destructive force, a concept well understood by ancient Egyptians; floods provided nutrient rich soil, but could also destroy surrounding communities; levees reduced amount of land affected by flooding; although technologies did not end flooding, they allowed Egyptians control the flow of the water and have better harvests; more yields of food gained; population increased and a diversified society was created; people could move into other jobs)
- Supports the theme with relevant facts, examples, and details (*Sahara Desert*: scorching temperatures, lack of water, unforgiving terrain; North Africa along Mediterranean coast; *Nile River*: longest river in world; experienced flooding; irrigation canals; artisans; craftsmen); includes an inaccuracy (*Sahara Desert*: camels are large hooved mammals)
- 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 strength of the response is the well-placed historical details that illustrate cause and effect, primarily in discussion of why natural geographic features presented challenges in the Sahara. The changes brought about by overcoming these geographic challenges in the Nile River region are somewhat less developed.

Groundbreaking ways to deal with the challenges presented by geography came about with the creation of the Suez Canal and the Trans-Siberian Railroad. Both helped cut travel time and increase efficiency to a great extent by providing ways to travel through or by land, respectively.

The Trans-Siberian Railroad brought European Russia and Asia closer together. For years, Siberia was removed politically and economically from Moscow and the rest of Russia. The climate of Siberia was harsh and unforgiving. The distance across it included many time zones. Once the Trans-Siberian Railroad was built, points between Moscow and the Sea of Japan were connected. Russians were able to traverse the vast region and reach the Asian part of the country. This opened up more new opportunities. It allowed for easier trade with China and linked Siberian settlements. It also allowed for Russia to take advantage of natural resources in Siberia like gold. The railroad helped Russia spread its influence in northeast Asia. Unfortunately, it also led to greater contact and conflict with Japan. The Russo-Japanese War was a disaster and almost cost the Czar his throne as troops and supplies could not be moved fast enough to where they were needed even with the railroad.

An isthmus is a narrow strip of land between two larger land masses. The Isthmus of Suez connected northeast Africa and southwest Asia. This connecting bit of land also separated the Mediterranean and Red Seas. By the late 1800's Britain had dug a canal through the isthmus and created a new trade route. The Suez Canal made trade with Eastern-Africa and Asian nations easier for European countries and made travel to Asia faster. Previously one would have to sail all the

way down to the cape of Good Hope and all the way back up the eastern coast of Africa to trade with Asians or they would have to travel across the vast and unfamiliar Saharan desert, possibly via camel, to trade with East Africans. But the Suez Canal opened up the Red Sea to link the Mediterranean Sea and the Indian Ocean. Now the British could send their steamships through the canal to their colony in India saving time and money. The canal was especially important to Great Britain in their exportation of textiles. This meant that the Suez Canal played an important role in making India the “crown jewel” in the British colonial empire. It also enhanced trade for many countries in Europe, Africa, and Asia. It saved people a long trip around Africa or across the desert as well.

Both the Transiberian Railroad and the Suez Canal helped shorten long journeys. They also helped link different parts of the world together in a way they hadn't been before. This promoted trade (and along with it, the spread of ideas) and interactions between these countries. By conquering geographic obstacles, they brought the world closer together.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task somewhat unevenly by discussing the Isthmus of Suez more thoroughly than Siberia
- Is both descriptive and analytical (*Siberia*: trans-Siberian railroad brought European Russia and Asia closer together; Siberia removed politically and economically from Moscow and the rest of Russia; points between Moscow and Sea of Japan connected; railroad helped Russia spread influence in northeast Asia; railroad led to greater contact and conflict with Japan; Russo-Japanese War almost cost czar his throne as troops and supplies could not be moved fast enough to where they were needed even with the railroad; *Isthmus of Suez*: by late 1800s, Britain had dug a canal through the isthmus and created a new trade route; British could send steamships through canal to their colony in India, saving time and money; canal especially important to Great Britain in their exportation of textiles; played important role in making India the “crown jewel” in the British colonial empire)
- Supports the theme with relevant facts, examples, and details (*Siberia*: harsh and unforgiving climate; many time zones; opened up more opportunities; natural resources in Siberia; *Isthmus of Suez*: narrow strip of land between two large land masses; separated Mediterranean and Red Seas; Suez Canal; Cape of Good Hope; Saharan desert; Indian Ocean)
- 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. Treatment of both natural geographic features and the use of technological innovations to overcome the challenge includes good use of facts, examples, and details. However, the response lacks the analytical quality of a higher level paper.

Societies are often forced to adapt to their geography in order to survive. They have to learn how to utilize the geography that has been given to them. One example of this is the Incas, who built an empire in the Andes mountains that was only destroyed by the invading Spaniards in the 1500s. They built roads so that it was easier to unify the empire. Another is Japan where their lack of natural resources forced them to turn to imperialism to get raw materials in the early 1900s, and to develop an economy now based on manufactured goods.

The Incas are a South American society conquered by the Spanish in the early 1500s. Prior to this, the Incas built a massive empire along the Andes Mountain in South America. However, the rugged terrain meant that the empire was difficult to govern. The mountains made travel or delivering messages to different parts of the empire a major problem and a difficult task.

To solve this problem, the Incas built a massive network of roads & bridges traversing their empire. With the roads and bridges in place, it wasn't as difficult to deliver messages throughout the empire. A network of runners carried messages over long distances with great speed. Food and goods could move more freely without the mountains as an obstacle. If the army had to travel, they would not have to fight the terrain on their way to battle. Roads made commerce and travel through the Andes Mountains possible.

Japan had few of the natural resources needed to industrialize like the west. Japan began to industrialize beginning in the late 1800s, after the arrival of American Commodore Matthew Perry caused them to end isolation and open trade with the U.S. They began building their industry of modern steel ships powered by steam engines so they

could catch up to and compete with the west, rather than face cultural domination by them. However, the shipbuilding industry demanded key resources, such as coal and oil that Japan lacks.

To solve their problem, Japan sailed their steel ships with troops and guns to the Asian mainland to gain the needed industrial resources. Prior to World War II, Japan began building its Coprosperity Zone, taking over other nations in Eastern Asia and building railroads there to gain control of the land and resources. They conquered the Chinese province of Manchuria in the 1930s for its rich natural resources. Like Europeans had done in Asia, the Americas, and Africa, Japan used the natural resources of these nations to feed its own industry and produce manufactured goods. They were forced to end this practice with the end of WWII in 1945. Today, Japan imports many needed resources and produces electronic technology for export.

Throughout history, societies have had to adapt to the geography of their region. Human advances have made their survival possible where it otherwise might not have been. The Incas of South America made the rugged Andes Mountains habitable using a large network of roads and bridges that enabled trade and travel through the empire. The Japanese adopted western technologies along with the practice of imperialism to deal with their own lack of natural resources so that their industries could be developed.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task in little depth for the Andes Mountains and for Japan's lack of natural resources
- Is more descriptive than analytical (*Andes Mountains*: made travel or delivering a message to different parts of empire a major problem; Inca built massive network of roads and bridges traversing empire; army would not have to fight the terrain on their way to battle; made commerce and trade through Andes Mountains possible; *Japan's lack of natural resources*: began building their industry of modern steel ships powered by steam engines so they could catch up and compete with the West rather than face cultural domination; took over other nations in eastern Asia and built railroads to gain control of land and resources; conquered Chinese province of Manchuria in 1930 for rich natural resources; like Europeans had done in Asia, the Americas, and Africa, Japan used natural resources of these nations to feed its own industry and produce manufactured goods; today, Japan imports needed resources and produces electronic technology for export)
- Includes some relevant facts, examples, and details (*Andes Mountains*: rugged terrain; massive empire in South America; network of runners; *Japan's lack of natural resources*: Matthew Perry opened trade with the United States; lacks coal and oil; imperialism; Co-Prosperity Zone; World War II)
- 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 3. The response briefly describes how the rugged terrain of the Andes Mountains challenged the Inca and the lack of industrial resources challenged industrialization in Japan. The use of technology to overcome the lack of industrial resources in Japan focuses on steel ships, steam engines, and railroads, which leads to a discussion of changes related to aspects of Japanese imperialism.



Perhaps the most noteworthy innovation and ingenuity may be seen in the adaptation of civilizations to natural barriers, and an adoption of alternative methods through which to make one's civilization thrive despite the existence of a natural barrier. Both the Incas of the Andes Mountains, via their system of roads, and the people of the Sahara Desert, by virtue of the creation of camel caravans have showcased this "ingenuity," if you will, and have developed innovative techniques to conquer the challenges of a topographically uncooperative environment.

The Andean states were, for the most part, located on mountainous terrain, at high elevations. The rugged, mountainous terrain of the west coast of South America promoted the construction of systems of transport for people, domesticated animals, and goods. The Incan capital at Cuzco relied on a road and bridge system that connected Cuzco to other parts of the empire. The ability to move troops from place to place strengthened and extended the authority of Incan rulers. Roads allowed for them to quickly put down rebellions or supply food to areas in need. Where the mountains promoted isolation and proved to be difficult for civilizations to sustain prosperity before, the road and bridge system allowed for messages, ideas, people, animals (the llama), and goods to travel from inhabited area to inhabited area within the Incan empire. The mountains also presented a challenge to agriculture.

The Incan response to the challenge of mountainous terrain was the invention of terrace farming, where terraces would be carved into the mountainside, leveling the planting area. This allowed a surplus of crops which could sustain their civilization. As stated earlier, the roads

system allowed for a transfer of food supplies to where they were needed. One may make the conclusion, therefore, that the roads system was a tremendous asset to the Andean civilization of the Inca, contributing to sustainability of their civilization.

The Sahara Desert, located in Northern Africa, shares characteristics with the Rub-Al-Khali Desert in Saudi Arabia. It is dry, the climate varies from extremely warm to freezing weather (day → night) & peoples and culture are isolated. Widespread sand dunes made organized transport a rarity. The development of camel caravans (where the camel, capable of going without water is the best animal for desert travel) was the African (and later Islamic) response to the obstacle of the desert. This helped to promote, much like the Andean roads and bridge system, the transport of people, goods, ideas, and animals. Perhaps the most profound cultural diffusion across the Sahara Desert occurred with the diffusion of Islam throughout west Africa. Arab traders in camel caravans gained converts to the Islamic faith over the course of trade and travel. For example, Mansa Musa (Muslim King of Mali) made history spreading his wealth from the gold-salt trade on a pilgrimage to Mecca. The creation of camel caravans not only encouraged great efficiency, but revolutionized travel in the desert terrain.

The adaptation of civilizations to the usage of alternative methods to conquer uncooperative terrain has been profound and incredibly significant throughout history. It has rightly been said: "necessity is the mother of invention." That has exactly been the case.

### Anchor Level 3-B

#### **The response:**

- Develops most aspects of the task in some depth for the Andes Mountains and the Sahara Desert
- Is more descriptive than analytical (*Andes Mountains*: mountains promoted isolation; made it difficult for civilizations to sustain prosperity; road and bridge system allowed for messages, ideas, people, animals to travel within Inca empire; terraces carved into mountainside leveling the planting area; terracing allowed surplus of crops which could sustain Inca civilization; *Sahara Desert*: peoples and culture are isolated; development of camel caravan was the African and later Islamic response to the obstacle of the desert; most profound cultural diffusion across Sahara occurred with diffusion of Islam throughout West Africa; Arab traders gained converts to Islamic faith over course of trade and travel)
- Includes some relevant facts, examples, and details (*Andes Mountains*: rugged, mountainous terrain; domesticated animals; Incan capital at Cuzco; llama; terrace farming; *Sahara Desert*: dry; climate varies from extremely warm to freezing; widespread sand dunes; Mansa Musa; Muslim; Mali; gold-salt trade; pilgrimage to Mecca)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response features good use of details in discussing most aspects of the task. However, the response lacks a second example of change for the Sahara Desert.

Geography has presented a challenge to human beings from pre-history forward. Technology has always been used to overcome the issues presented by geography. In Ancient Egypt, the Nile flooding had to be controlled to produce agriculture. In the Indian Ocean, monsoons required well-planned trade routes. In the Indian Ocean and Ancient Egypt, people used the technology of a calendar, drainage ditches and specialized sails to overcome the challenges of flooding and monsoons.

The Indian Ocean region has monsoons, that can make trade easier if manipulated. Monsoons are seasonal winds that blow in one direction for half the year and the opposite direction for the other half. Traveling by ship against the monsoons is nearly impossible. Traders on the Indian Ocean developed an accurate calendar to determine when and in what direction the wind would blow. Traders used the wind to carry them to their ports and then when the wind changed, it blew them home. Arab and Chinese traders who dominated this trade developed specialized ships with sails designed to catch the wind. The Chinese developed the junk and the Arabs developed the dhow. The caravel was used by Portuguese when they enter the trade route later on and was sturdier because it had to sail the rough Atlantic before entering the Indian Ocean. The junk and the caravel were sturdier than the dhow. The junk and dhow had sails designed to catch and efficiently use as much wind as possible and the junk had a rudder to turn the ship into the wind. These changes helped bring about expanded trade partners and new routes. Arab leaders sailed the dhow across the Indian Ocean to ports in southeast Asia. Zheng He used the junk to sail from China through southeast Asia to ports in India and

as far as the Middle East.

In Ancient Egypt, the Nile River flooded the only usable agricultural land and ancient people had to deal with the flooding before they could settle and farm. Egypt is mostly desert with the only fertile and viable land around the Nile River. However, the Nile river flooded, the reason the surrounding land was fertile. The ancient Egyptians used astronomy to create an accurate calendar that told them the month when the Nile would flood. They kept accurate records of the areas that would likely flood. This way, they could prepare to evacuate the regions that were threatened. Government arose to organize workers to build drainage ditches and dikes. This technology allowed settlement, the use of fertile land, and the storage of water for later use. Homes and cities were longer lasting because they were built outside of flood zones.

Ancient Egypt and the Indian Ocean peoples used technology to overcome the challenges of floods and monsoons. After overcoming the challenges with technology, the civilizations actually flourished. Humans have and always will develop technology to overcome geography and make people's lives easier.

### Anchor Level 3-C

#### **The response:**

- Develops some aspects of the task with some depth and others with little depth for Indian Ocean monsoons and Nile River flooding
- Is more descriptive than analytical (*Indian Ocean*: seasonal winds that blow in one direction for half the year and opposite direction for other half; traveling by ship against monsoons nearly impossible; traders developed accurate calendar; developed specialized ships with sails designed to catch wind; changes helped bring about expanded trade partners and new trade routes; *Nile*: flooded only usable agricultural land; flooding was the reason surrounding land was fertile; ancient Egyptians created accurate calendar that told them the month when Nile would flood and kept accurate records of areas that would likely flood; government arose to organize workers to build drainage ditches and dikes)
- Includes some relevant facts, examples, and details (*Indian Ocean*: Chinese; junk; Arabs; dhou; caravel; Portuguese; Zheng He; Middle East; *Nile*: technology allowed settlement, storage of water for later use); includes faulty analysis (*Nile*: they could prepare to evacuate the regions that were threatened)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response states the challenge posed by the geographic feature and then discusses the technological innovations used to overcome the challenge with good details. However, the response mentions the changes brought about by using these technological innovations but does not develop them.

Technological advancements have made it much easier to trade and travel. Where before Nature had presented a seemingly impassible obstacle, human ingenuity has created a way to overcome it. One way that people have been able to trade with distant countries is through technology. The digging of the Suez Canal and the development of camel caravans in North Africa and the Middle East have both created paths for trade and the spread of ideas.

Before the construction of the Suez Canal, trade between the East and Europe took a long time. To ship something from Europe to the Middle East, the Indian subcontinent, Asia, or the east coast of Africa required a journey by boat and overland travel. If one did not want to send their goods over land, they would have to send it by ship around the southern tip of Africa. Shipping something to India from Europe could take months. The Suez Canal, dug in Egypt, provided a way to bypass months of shipping. Now, European merchants could send ships from western ports through the Suez Canal to their destination. The Suez Canal connected Europe, Asia, and the Middle East. It also allowed for Western Imperialism, as it was now easier for European governments to send merchants and soldiers to Asia.

Another large, seemingly impossible obstacle was the Sahara Desert. The Sahara Desert blocked off the peoples of Central and South Africa from the peoples of North Africa and Europe for a very long time. It prevented trade and the spread of culture and ideas. The people that lived in the Sahara lived as nomads because the Desert does not have enough water or fertile soil for agriculture. With the development of the camel caravan, people became able to traverse the Sahara Desert. Now, commodities like gold from Nubia or ivory could be sold in

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**Anchor Paper – Thematic Essay—Level 2 – A**

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North Africa and Europe. Also, cultural ideas could be shared between ethnic groups. Camel caravans facilitated trade and the spread of ideas over the Sahara.

In conclusion, technological advancements have created a world full of trade and the sharing of ideas. Human ingenuity has triumphed over natural obstacles. The Suez Canal and camel caravans have both created ways for different civilizations to connect with each other. When nature presents people with a problem, innovators normally find a way to overcome it.

**Anchor Level 2-A****The response:**

- Minimally develops all aspects of the task for the Suez and the Sahara Desert
- Is primarily descriptive (*Suez*: had to send goods by ship around the southern tip of Africa; Suez Canal provided way to bypass months of shipping; also allowed for western imperialism as it was now easier for European governments to send merchants and soldiers to Asia; *Sahara Desert*: prevented trade and spread of culture and ideas; desert does not have enough water; caravans facilitated trade and spread of ideas)
- Includes few relevant facts, examples, and details (*Suez*: canal connected Europe, Asia, and the Middle East; *Sahara Desert*: blocked off peoples of central and South Africa from peoples of North Africa and Europe; nomads); includes an inaccuracy (*Sahara Desert*: desert does not have fertile soil for agriculture)
- Demonstrates a general 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 2. While the discussion accounts for all aspects of the task, it does so minimally. The response shows a basic understanding of history and geography that could be further developed.



The Sahara Desert and Indian Ocean Monsoons created many challenges for ancient and classical civilizations in those regions. The Sahara was very dry with non-arable land and the Indian Ocean Monsoons continually changed the weather. Societies living in these areas like sub-Saharan Africans and Muslims near the Sahara and Indians and East Africans near the Indian Ocean learned to overcome these challenges with technological developments such as camel caravans and lateen sails.

The Sahara Desert in Africa caused much challenges to its people due to its vast un-arable land and undesirable conditions. The hot and dry weather caused many to avoid travelling across it, this prevented trade from prospering between farther nations and separated North Africa from the rest of the continent. The un-arable land also forced societies to migrate to other areas such as the Bantu—Migrations Southward. Many animals also could not withstand the climate and conditions so travel was rare across the Sahara.

The Indian Ocean Monsoons caused many challenges for ancient societies as well, limiting and preventing trade and interactions between coastlines. These seasonal winds made it so that people would only be able to sail in the direction of the wind at certain periods of time only. This greatly limited societies abilities to interact and trade, such as the East Africans (like Kush and swahili peoples) with Indian merchants. The winds also only brought fertile land and warm air half the year while the other half was dry, cold air. This challenged the agriculture of people and their food supply. With the monsoons, south Indian people as well as those on the coast could only grow food at limited times.

With technological advancements, such as camel caravans in the Sahara Desert and Lateen sails in the Indian Ocean, both regions trade and agriculture increased along with more cultural diffusion. Once camels were introduced in Africa as animals able to withstand the conditions of the Sahara, trade increased between sub-Saharan Africa and the rest of North Africa, Europe and Asia. Muslims from the middle east and northern Africa were able to use camel caravans to travel through the Sahara and along with goods, ideas and religions (like Islam) spread. This is an example of cultural diffusion which led to more advancements to the societies as trade flourished and ideas spread. The benefits of technological innovations can also be seen around the Indian Ocean with the development of lateen sails. The lateen sails provided easier ways to travel and navigate against and with the Monsoon winds. Similarly to the Sahara Desert, trade increased and flourished among the peoples in East Africa, India, and South East Asia. With more movement of people and ideas, agricultural innovations spread too like champa rice which led to an increase in agricultural production and food surplus.

These benefits helped many societies around the world grow, along with the societies around the Sahara Desert and Indian Ocean, many began to overcome their geographical barriers with technological innovations and began interacting with one another more.

## Anchor Level 2-B

### The response:

- Develops some aspects of the task in some depth for the Sahara Desert and the Indian Ocean
- Is primarily descriptive (*Sahara Desert*: prevented trade and separated North Africa from rest of continent; once camels introduced in Africa, trade increased between sub-Saharan Africa and the rest of North Africa; Muslims able to travel through the Sahara with goods, ideas, and religions; *Indian Ocean*: monsoons limiting and preventing trade and interactions between coastlines; people would only be able to sail in direction of wind at certain periods of time; monsoons challenged people's food supply; lateen sails provided easier ways to travel and navigate; with more movement of people, agricultural innovations led to increases in agricultural production and food surplus)
- Includes few relevant facts, examples, and details (*Sahara Desert*: hot and dry weather; Islam; *Indian Ocean*: Swahili; Indian merchants); includes inaccuracies (*Sahara Desert*: unarable land forced societies to migrate to other areas such as the Bantu migrations southward; *Indian Ocean*: monsoons continually changed the weather; winds brought fertile land)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response discusses why the Sahara Desert and Indian Ocean monsoons presented a challenge to society. How the use of the camel caravan and lateen sails promoted cultural diffusion and increased trade between regions is discussed; however, few accurate facts and details are included.

When civilizations develop, they are often built around a river. However, as these civilizations develop, they may need more geographic resources that they do not have. This leads to imperialism or new inventions to overcome these geographical challenges. Challenges posed by geographical features in Russia and Rome were overcome with the input of new technologies such as the train and cement.

Russia is a very large country. With the capital on the western side of Russia, people living in the east were very disconnected from the rest of Russia. Additionally, they could not easily receive goods acquired by trade. People in the east were behind educationally, technologically, and socially. It was difficult for Russia to be unified with the people so separated. With a train, both sides of Russia could be more connected. The eastern side could be brought into the modern world. The eastern side of Russia could receive goods traded at the St. Petersburg port. It would now be a lot easier for government officials to visit the east and input government institutions like a school to help continue the trend of modernization.

Water is needed for drinking, bathing, farming, or many other reasons. As societies expand from just farming societies to cities, water is needed increasingly for many reasons other than farming, even more so with a rising population. This happened in Rome. Cities obviously cannot survive without water and a city does not have an easy way to get water. This led to the invention of cement and the aqueducts. With an aqueduct, cities were now free to expand because there was no worry of not being able to get water. Cities expanding leads to the growth of industry, the economy, education, and more. People start to have many other jobs besides being farmers. The culture

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**Anchor Paper – Thematic Essay—Level 2 – C**

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is able to develop. Without aqueducts, the cities and therefore the culture would not be on the same caliber that they were.

When societies were formed so long ago, no one could have foreseen the future needs that growing populations and a changing world would have. Countries are forced to adapt to their circumstance. This adapting comes in the form of new technologies. Countries are always competing with technologies, trying to get ahead of each other, and that puts more pressure & stress on these new inventions being built.

Without new inventions, society culture could not move forward and modernization would not happen.

**Anchor Level 2-C****The response:**

- Minimally develops all aspects of the task for size of Russia and fresh water for Rome
- Is primarily descriptive (*size of Russia*: difficult for Russia to be unified with people so separated; with a train, both sides of Russia could be more connected; eastern side could receive goods traded at St. Petersburg; easier for government officials to visit east and input government institutions like a school to help continue trend of modernization; *fresh water for Rome*: as societies expand from just farming to cities, water is needed; cities do not have easy way to get water; with an aqueduct, cities expanding led to growth of industry, economy, education)
- Includes very few relevant facts, examples, and details (*fresh water for Rome*: cement; rising population)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. All aspects of the task are mentioned. While the response is clear about challenges and changes, few facts and examples are provided.

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**Anchor Paper – Thematic Essay—Level 1 – A**

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There are many challenges to a society due to natural geographic features. For example the Nile River and the Sahara Desert have effected the society that lives near these features. They have caused them to adapt and invent new technology.

The Nile River in Egypt has caused many problems to the societies that live there. It floods occasionally and could result in destruction of homes or even deaths. Some have fled due to this geographic feature to new lands. Now people have adapted to this river and have built dams. This prevents most flooding.

The Sahara Desert has also limited the people of traveling. No one by themselves can cross on foot because its a very dry desert. This made it impossible to trade goods and ideas with other societies. Many have also adapted by using camel caravans to cross the Sahara. This makes it faster and easier to travel, trade, and spread ideas.

The Nile River and Sahara Desert have caused problems to the people who live near them. These features have caused people to flee and move to different areas. The societies have adpated to these features and have built technological innovations to resolve the problem.

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

- Minimally develops some aspects of the task for the Nile River and the Sahara Desert
- Is descriptive (*Nile River*: floods occasionally; people have adapted and built dams, prevents most flooding; *Sahara Desert*: no one can cross on foot; impossible to trade goods and ideas with other societies; camel caravans make it faster and easier to travel, trade, and spread ideas)
- Includes very few relevant facts, examples, or details (*Nile River*: destruction of homes; death; *Sahara Desert*: very dry)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response shows a basic understanding of the task. However, minimal development characterizes the overall response.

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**Anchor Paper – Thematic Essay—Level 1 – B**

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Throughout history, natural geographic features have presented large challenges for societies. However, prosperous societies have always found a way to overcome them. Some examples of geographic challenges were monsoons in India, and not a lot of space for farming for the Inca. Both societies overcame these problems through technological innovation.

Monsoons, or seasonal winds, posed a challenge for Indian society. During the rainy season, ships couldn't leave India's ports or risk being swamped, thus decreasing trading time. However, lateen sails were created, solving this problem.

The lack of farming space posed a challenge for the Inca. Due to this, they couldn't feed a large and growing population.

In conclusion, societies mere existence has been challenged by natural geographic features. Through technological innovation, societies such as India and the Inca have solved these problems. Even today, societies are still challenged by these type of factors.

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

- Minimally develops some aspects of the task for Indian Ocean monsoons and the Andes Mountains
- Is descriptive (*Indian Ocean*: ships could not leave India's ports or risk being swamped; *Andes Mountains*: lack of farming space; could not feed large and growing population); includes weak application (*Indian Ocean*: lateen sails were created, solving this problem)
- Includes few relevant facts, examples, or details (*Indian Ocean*: seasonal winds; rainy season; *Andes Mountains*: Inca)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response mentions a challenge for each geographic feature, mentions the technological innovation, but makes little attempt to discuss changes brought about by the use of these technological innovations.

Geographic features have both helped and hindered human civilization. People have overcome geography with technology. Two examples of this are the people of Western Africa and the Sahara Desert, and Western Europeans and the Atlantic Ocean.

The Sahara Desert is a vast ocean of sand, with few sources of water. Travelling through it was a perilous journey with the threat of death by exposure to the heat, or lack of food or water. For quite some time, the Sahara Desert acted as a barricade for people, stopping many West Africans from travelling northeast. This, however, did not last. The Africans saw how hardy camels were when it came to the desert, saw how long they could last in the desert, and used them to their advantage. They began to ride in large groups, caravans of camels, to survive their trek through the Sahara. The camels would carry their rider, along with any supplies their rider needed; needing very little sustenance of its own for the journey. One West African empire, Mali, used its location to control vast riches because they controlled the trade routes through the Sahara. Mali had total control of the gold and salt trade in the area.

Another vast ocean that halted expansion to the west was the Atlantic Ocean. While many of Europe used it to trade amongst themselves, no one dared to venture out far from the coast of the continent into the unknown, uncharted seas. For some time, some believed the Earth was flat and if you sailed too far, you'd just sail off the Earth. It took many brave and curious explorers to finally overcome the Atlantic and find what lay on the lands on the other side, starting with Christopher Columbus landing on the West Indies. It took new ships like the caravel that were faster and stronger, that could



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**Thematic Essay—Practice Paper – A**

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handle journeys that no one knew how long or how dangerous they would be. It took new navigation technology like the astrolabe, sextant, and compass to aid those of the Age of Exploration. While change was not overnight, the overcoming of the Atlantic and the discovery of the newly christened New World was great. Colonies sprang up on the new lands, governed by western European nations. Native people were decimated by the Europeans, taken advantage of and controlled. The European mother countries grew in wealth. The Columbian exchange between the Americas and Europe was created. The Atlantic slave trade increased to supply a workforce in the new colonies. Mercantilism was practiced by the colonial powers.

Clearly, the Earth has plenty of geographical features. Many can act as natural barriers limiting movement. However, these barriers were there to be conquered, and civilization answered with technology.

Due to limitations presented by natural geographic features, societies have been tested to see if they can overcome their surroundings. The harshness of their conditions forces them to advance their technology in order to create change. This is shown by societies such as the ancient Egyptians and the Inca civilization. Both civilizations were able to overcome their obstacles and become very advanced. This is shown by the Egyptians building the Great pyramids and the Inca forming a vast empire along the western coast of South America. These civilizations were able to accomplish these goals by overcoming their obstacles. The Egyptians were able to overcome the flooding of the Nile River by creating irrigation systems while the Inca were able to overcome their mountaneous terrain by forming roads and terrace farming.

The Egyptians during the transition from hunting and gathering to established societies were able to form cities due to irrigation. The Nile River in Egypt had yearly floods that aided in providing nutrition filled silt to grow Egyptian crops. However, the floods also had devastating effects on the cities because they were flooded. The Egyptians created an irrigation system in order to combat the flooding. The Nile would be able to provide silt and water to the crops. This allowed the Egyptians to form a surplus of food, and they were able to develop their government and social structure. The creation of the irrigation system was important because it allowed the Egyptians to focus on other parts of their civilization.

Across the Atlantic Ocean and hundreds of years later, the Inca came to power in the Andes region of Peru. The terrain in this area was very mountaneous. Like the city states in Greece, the mountains could have isolated different parts of the Inca empire that stretched from Peru

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**Thematic Essay—Practice Paper – B**

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to Chile. However, the Inca were able to overcome their surroundings by creating a road system along the mountains. Messages could be sent across the empire by running men that passed on the messages in mile increments. The roads unified the empire. Additionally, the Andes mountains forced the Inca to develop terrace farming. The mountains did not provide a lot of fertile land, so the Inca created stair-like structures in the mountains in order to create areas for their crops. The Inca were able to be productive by developing roads and terrace farming.

Ultimately, the terrain in Egypt and Inca Empire forced them to advance in technology. By overcoming their obstacles, these civilizations were able to focus on other parts of society. The Inca formed a productive economy in which labour was equally distributed. Additionally, the Egyptians focused on mathematics. Egypt was able to become a cultural center during the reign of Alexander the Great. Egypt was conquered, but the city of Alexandria became a city that helped advance the world's knowledge of math and science. Mathematicians such as Euclid helped produce theorems still used today due to his work in Egypt. Although the world sometimes does not give the best conditions, people are still able to overcome.

Throughout the course of World History, geography has played a large role in the development of societies. For many, this development came with natural challenges that had to be overcome by various technological developments. There are many examples of this throughout history and even today. Two examples of using technological developments to overcome a geographic challenge are Saudi Arabia overcoming their lack of fresh water and Egypt overcoming the seasonal flooding of the Nile.

In Saudi Arabia, the availability of a reliable source of fresh drinking water is limited, requiring various technological solutions. Saudi Arabia is an oil rich country located in southwest Asia. Being that this country has a desert climate, their major source of water has been the aquifers located below the desert sands. The people relied on this source of water for a long time, but as their population has risen in the past 30 years, alternate, more reliable sources of water have become necessary to meet the needs of an increasingly urban society. Without meeting this need for fresh water, the government risks the possibility of political instability. To solve this problem, the government has tried to “turn oil into water”, investing billions of the vast profit from their sale of oil to design and build desalination plants. Dozens of these plants take the practically unlimited salt water of the Persian Gulf, separate the salt from the water, then distribute fresh water throughout the kingdom using thousands of miles of pipe. The implementation of this technology has supported the country’s rapid population growth and expanding agriculture. As one of the world’s largest producers of desalinated water, Saudi Arabia has earned global recognition. At the same time, the Saudi

government has become a “prisoner of its own success”. Water needs of the future will require even more efficient innovation while coping with fluctuating oil prices and regional instability.

For centuries, the Nile river in Egypt has flooded. While the time of the flooding could be predicted, the amount of the flooding could be devastating. While this flooding helped the development of the fertile plains around the river, and was a key in the success of one of the first civilizations in history, it has caused major problems for the cities and towns that arose along the river. For a long time, construction of levees and canals was the primary means of dealing with the annual flooding. However, these devices were only partially effective in protecting people and crops from flooding. In the twentieth century, the modern solution was the Aswan High Dam. With the dam the flooding is controlled, there is a constant water supply, and much of Egypt’s electric power is hydrogenerated. However, these changes come with a price. At great cost, archaeological sites had to be moved to be preserved. Now, with less flooding, farmland requires the use of fertilizers to replace fertile silt once provided by flooding.

To summarize, throughout history there have been many challenges faced by societies regarding their geography. As these societies began to develop more technologies, they have been able to adapt their natural geographic challenges, and to create ways to survive in climates and situations that they previously would have been unable to survive in.

Over the course of history, various societies have faced various national geographic features that have posed an inconvenience to that society's culture. This geographic feature would require technology and innovation to overcome. Two of these features are the Indian Ocean monsoons and the Atlantic Ocean.

Indian Ocean Monsoons were originally a large obstacle that hindered trade and travel. The hindrances were once a ship journeyed across the ocean, it was often stuck where it landed, possibly for months at a time, until the winds changed direction and they could sail back to where they came from. In addition, the substantial amount of rain brought by the monsoons made travelling both difficult and dangerous. Muslim traders desperately sought for a way to overcome this natural fear. The answer was the invention of the Lateen sail. The Lateen sail was used to navigate and maneuver the winds and made travel easier and more efficient. Once the Lateen sail was invented, trade between India and Africa increased, ideas and religions were spread, and overall travel increased.

Another Geographic feature that presented challenge for society was the Atlantic Ocean. European powers that sought trade or were in search of goods such as spices and other commodities believed the Atlantic Ocean was a shortcut instead of sailing around Africa. The Atlantic Ocean was massive and was a difficult voyage to complete. Caravels, or specialized ships for these long voyages were the solution to this difficult journey. Once created, European powers sent expeditions among caravels in hopes of finding a shortcut to India. Instead, what many found, such as Christopher Columbus in 1492, was the Americas. The discovery of the Americas led to colonization, the triangle trade involving food, technology, disease and animals,

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**Thematic Essay—Practice Paper – D**

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and also war over these colonies. The caravels and Atlantic Ocean opened the doors to the New World and tied one end of the world to the other.

Many societies faced geographic difficulties and obstacles to overcome. The use of technological invention allowed them to prosper and excel in their society.

Throughout history, people have faced challenges made by geographic features. By using technology to manipulate their environment they have overcome these challenges, such as flooding, desolate terrain, and mountainous land. Each challenge required a different technological solution. These solutions also effected the societies that used them.

The peoples of the Tigris and Euphrates River valley used irrigation to control flooding. Unlike the Nile in Egypt where flooding occurred regularly and could be predicated, flooding in Mesopotamia was irregular and therefore unpredictable. The unpredictable flooding was a threat to crops, structures, and human life. The people of Sumer depended on these rivers for their existence. Their solution was a combination of levees and canals in a system of irrigation. This allowed for more control over the flow of water to crops. This meant a higher yield of crops, which led to a food surplus. This surplus promoted the specialization of labor, social classes, and a centralized government. The building and maintenance of the irrigation system called for a system of authority to control it. The use of irrigation technology was very much responsible for the creation of Sumer as an early civilization in Mesopotamia.

The people of North Africa used camel caravans to overcome the hardship of crossing the Sahara desert. This was difficult because of the Sahara desert's harsh terrain, sand storms, intense heat, and limited sources of water. Crossing the Sahara desert was desired because of the demand for salt by some and gold by others. Trade was controlled by the empire of Ghana, then Mali, and then Songhai. Camels were able to retain a lot of water and could survive the long



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**Thematic Essay—Practice Paper – E**

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journey without many provisions. Caravans provided strength in numbers which meant more goods could be transported and caravans provided greater safety for travelers. This trade allowed for the exchange of goods and ideas between these West African empires and others. This trade also led to the diffusion of Islam to the West African empires. By converting to Islam, these West African empires developed a new culture which brought mosques, libraries, and courts to the region. Cities like Timbuktu became centers of wealth and learning attracting visiting scholars. The camel caravans solved the merchant's problems and also led to cultural diffusion.

In each of these instances the use of technology overcame the challenges of natural features and also led to the development and expansion of civilizations.

### Practice Paper A—Score Level 3

#### The response:

- Develops most aspects of the task in little depth by discussing a challenge and a change for the Sahara Desert and a challenge and several changes for the Atlantic Ocean
- Is more descriptive than analytical (*Sahara Desert*: vast ocean of sand; stopping many West Africans from traveling northeast; Africans began to ride in large groups to survive; Mali used its location to control vast riches because they controlled trade routes through the Sahara; *Atlantic Ocean*: halted expansion to the west; no one dared venture out far from the coast of the continent into the unknown, uncharted seas; overcoming Atlantic and discovery of newly christened New World was great; colonies sprang up, governed by western European nations; native people were decimated; European mother countries grew in wealth; Columbian Exchange between the Americas and Europe; Atlantic slave trade increased to supply a workforce in the new colonies)
- Includes some relevant facts, examples, and details (*Sahara Desert*: perilous journey; threat of death by exposure to heat or lack of food or water; gold and salt trade; *Atlantic Ocean*: Christopher Columbus; West Indies; caravel; astrolabe, sextant, compass; Age of Exploration; mercantilism)
- 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. While the descriptive narrative satisfactorily accomplishes the task, the response provides little analysis. Although multiple changes are mentioned for the Atlantic Ocean, they are not well developed.

### Practice Paper B—Score Level 3

#### The response:

- Develops all aspects of the task with little depth for the Nile and the Andes
- Is more descriptive than analytical (*Nile*: during transition from hunting and gathering, Egyptians were able to form cities due to irrigation; floods had devastating effects; created irrigation system to combat flooding; allowed Egyptians to form surplus of foods and develop government and social structure; *Andes*: like city states in Greece, mountains could have isolated different parts of the Inca empire that stretched from Peru to Chile; Inca able to overcome surroundings by creating a road system; roads unified empire; Andes forced Inca to develop terrace farming; created stair-like structures in mountains for their crops)
- Includes some relevant facts, examples, and details (*Nile*: yearly floods; nutrition-filled silt; became a cultural center; advanced knowledge of math and science; *Andes*: terrain very mountainous; messages sent by running men)
- 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. The response demonstrates an understanding of the task using facts and examples to discuss the geographic challenges. The discussion of the changes includes some facts and generalizations that are not integrated into the task and weaken the response.

## Practice Paper C—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing why the availability of fresh water in Saudi Arabia and flooding of the Nile River presented a challenge for a society and changes brought about by the use of technological innovations to overcome these challenges
- Is more analytical than descriptive (*fresh water in Saudi Arabia*: availability of reliable source of fresh water requires various technological solutions; without meeting the need for fresh water, government risks possibility of political instability; government has invested billions of the vast profit from sale of oil to design and build desalination plants; plants take practically unlimited salt water of Persian Gulf, separate salt from water, and distribute fresh water throughout kingdom; implementation of this technology has supported country's rapid population growth and expanding agriculture; Saudi government is a "prisoner of its own success"; as world's number one producer of desalinated water, Saudi Arabia has earned global recognition; *Nile River flooding*: time of flooding could be predicted, amount of flooding could be devastating; construction of levees and canals were primary means of dealing with annual flooding; with the dam, flooding is controlled, there is a constant water supply, and much of Egypt's electric power is generated; archaeological sites had to be moved to be preserved; farmland requires use of fertilizers to replace fertile silt)
- Richly supports the theme with relevant facts, examples, and details (*fresh water in Saudi Arabia*: desert climate; aquifers; population has risen; "turn oil into water"; fluctuating oil prices; *Nile River flooding*: fertile plains; one of first civilizations; Aswan High Dam)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The discussion contrasts the critical importance of fresh water to two societies in the Middle East. In the discussion of Saudi Arabia, the response analyzes the use of a valued resource in overcoming the shortage of another. The response develops the theme that 20th-century technology has helped overcome the longstanding challenge of the flooding of the Nile but has created new problems.

## Practice Paper D—Score Level 2

### The response:

- Develops some aspects of the task in some depth for the Indian Ocean monsoons and the Atlantic Ocean
- Is primarily descriptive (*Indian Ocean*: once a ship journeyed across ocean, it was often stuck for months until winds changed directions; lateen sail made travel easier and more efficient; trade between India and Africa increased; ideas and religions spread; *Atlantic Ocean*: European powers that sought goods believed the Atlantic was a shortcut instead of sailing around Africa; massive and difficult voyage to complete; caravels were solution to difficult journey; discovery of Americas led to colonization, triangle trade involving food, technology, disease, and animals; Atlantic Ocean opened doors to New World and tied one end of world to the other)
- Includes few relevant facts, examples, and details (*Indian Ocean*: Muslim traders; *Atlantic Ocean*: spices; Christopher Columbus; 1492)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion shows an understanding of the task but would have benefited from more details in support of the generalizations, especially in the changes brought about by the use of the lateen sail.

## Practice Paper E—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Tigris and Euphrates rivers more thoroughly than the Sahara Desert
- Is both descriptive and analytical (*Tigris and Euphrates*: flooding in Mesopotamia was irregular and unpredictable; people of Sumer depended on rivers for existence; solution was a combination of levees and canals in a system of irrigation; food surplus promoted specialization of labor, social classes, and centralized government; building and maintenance of irrigation system called for system of authority; use of irrigation technology responsible for creation of Sumer as an early civilization in Mesopotamia; *Sahara Desert*: crossing Sahara desired because of demand for salt by some and gold by others; trade controlled by Ghana, then Mali, and then Songhai; camels could survive long journey without many provisions; caravans provided strength in numbers which meant more goods and greater safety; trade allowed for exchange of goods and ideas between West African empires; trade led to diffusion of Islam to West African kingdoms; developed a new culture in West Africa)
- Supports the theme with relevant facts, examples, and details (*Tigris and Euphrates*: irrigation to control flooding; flooding threat to crops, structures, and human life; higher yield of crops; *Sahara Desert*: harsh terrain, sandstorms, intense heat, and limited sources of water; mosques, libraries, courts; Timbuktu)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a very brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The response relies on examples and details to discuss the Sahara Desert while the discussion of the Tigris and Euphrates employs more analysis. Further discussion of changes brought about by the use of technology would have strengthened the response.

# Global History and Geography Specifications

## June 2016

### Part I Multiple Choice Questions by Standard

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

### 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	Human and Physical Geography; Belief Systems; Human Rights; Conflict; Citizenship; Movement of People and Goods; Imperialism; Nationalism; Power; Change	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

**The *Chart for Determining the Final Examination Score for the June 2016 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> 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.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
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.