

# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY

Thursday, January 27, 2005 — 9:15 a.m. to 12:15 p.m., only

## SCORING KEY AND RATING GUIDE

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

### Contents of the Rating Guide

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

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

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

- A question-specific rubric

### Mechanics of Rating

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

Global History  
and Geography  
January 27, 2005

### Part I

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

Cut Here

Cut Here

Copyright 2005

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

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

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

**Rating the Essay Questions**

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

**Rating the Scaffold (open-ended) Questions**

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

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

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**January 2005**

**Theme: Change [Political Events]**

Twentieth-century political events have had positive and negative effects on global history.

**Task:** Identify *two* 20th-century political events and for *each*

- Discuss the historical circumstances surrounding the event
- Evaluate the extent to which this event has had a positive *or* a negative effect on global history

You may use any major political event from your study of global history. Some suggestions you might wish to consider include Lenin's establishment of a Communist government in Russia, rise of totalitarian governments in Europe, Ho Chi Minh's unification of Vietnam against imperialism, increasing support for Islamic fundamentalism in the Middle East, Mao Zedong's Cultural Revolution in China, the dismantling of the Berlin Wall, development of nuclear weapons in India and Pakistan, and Nelson Mandela's opposition to apartheid in South Africa.

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

**Do not use United States events in your answer, although the discussion of positive or negative effects may involve the role of the United States.**

***Scoring Notes:***

1. Events must have taken place in the 20th-century.
2. United States events should not be used as the political event in the response, although the discussion of positive or negative effects may involve the role of the United States.
3. Although the task asks for *either* positive *or* negative effects, an effective evaluation of the extent of these effects may refer to both.
4. The two political events may be from the same country or region as long as each event is clearly identified, such as Lenin's decision to withdraw from World War I and Stalin's decision to enter the arms race and the resulting increase in Cold War tensions.
5. The Communist Revolution in Russia and the Communist Revolution in China are two separate events and should be scored accordingly.
6. The phrase "effect on global history" may refer to either an effect on a specific nation or region *or* on global history in general. For example, in evaluating Lenin's establishment of a communist government in Russia, the response may discuss the extent to which communism had an impact on Russia itself (the rise of Stalin) or its impact on China (the rise of Mao) *or* how communism had an impact on the Cold War or on other worldwide communist movements.

### Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the development of **two** 20th-century political events and by evaluating the extent to which each event had a positive or a negative effect on global history
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., an evaluation of the effect of *Lenin’s establishment of a Communist government in Russia* might discuss the outside pressures and domestic issues that set the stage for Lenin’s rise to power *or* the cruel treatment of Russian peasants even though peace and bread were achieved, *or* the overall economic failure of the revolution in spite of increased industrial production
- Richly supports the theme with relevant facts, examples, and details, e.g., for *Lenin’s establishment of a Communist government in Russia* details might include Bolshevik party, Menshevik party, Romanovs, Rasputin, Nicholas II, czars, Bloody Sunday, Duma, provisional government, revolutions of 1917, New Economic Policy, Marxism, “Peace, Land, Bread,” Congress of Soviets, Red Guard, Red Army, White Army, Politburo, Union of Soviet Socialist Republics, Leon Trotsky, World War I, kulaks
- 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 three aspects of the task more thoroughly than the fourth or by discussing both aspects of the task for one political event more thoroughly than for the other political event
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., a discussion of the effect of the *Cuban missile crisis* might include a description of the blockade and its immediate results, but not evaluate the implications of Khrushchev’s concession in removing the missiles
- 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 most aspects of the task in some depth
- Is more descriptive than analytical (applies, analyzes, and/or evaluates information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

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

1. Discusses the historical circumstances surrounding **one** 20th-century political event; evaluates the extent to which this **one** event had a positive or a negative effect on global history, using Level 5 criteria
2. Discusses the historical circumstances surrounding **two** 20th-century political events; evaluates the extent to which **one** event had a positive *or* a negative effect on global history
3. Discusses the historical circumstances surrounding **one** 20th-century political event; evaluates the extent to which **two** events had a positive *or* a negative effect on global history

**Score of 2:**

- Minimally develops all aspects of the task *or* develops some 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

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

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

1. Discusses the historical circumstances surrounding **one** 20th-century political event; evaluates the extent to which this event had a positive *or* a negative effective on global history
2. Discusses the historical circumstances surrounding **two** 20th-century political events
3. Evaluates the extent to which **two** 20th-century political events had a positive *or* a negative effect on global history
4. Discusses the historical circumstances surrounding **one** 20th-century political event; evaluates the extent to which a second 20th-century political event had a positive *or* a negative effect on global history

**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

Throughout history, events have changed the world that came after. Some of these events were political, meaning they dealt with the government. The Cuban Missile Crisis and the Chinese Cultural Revolution have both affected the world as it is today. Therefore, political events of the twentieth century have had positive and negative effects on global history.

The Cuban Missile Crisis affected global history positively. This happened in 1962 between the Soviet Union and the United States. The Soviet Union put nuclear missiles in Cuba, which is 90 miles south of Florida, and pointed them toward the United States. Khrushchev, the leader of the U.S.S.R., was concerned about the American missiles in Turkey that were pointed toward the Soviet Union as part of the Cold War policies of containment. He also hoped to get the U.S. to promise not to interfere in Cuba. U.S. President John F. Kennedy then set up a naval blockade around Cuba. This prevented anything from coming in or going out. Khrushchev finally agreed to withdraw his missiles. In return, Kennedy promised not to invade Cuba, which was communist. This had a positive effect on history

because it alerted the world to just how bad tensions were. The world had come to the brink of nuclear war. Because of this, many countries chose to use diplomacy before going to war as much as possible. In the past, the world had been ready to jump into war to solve conflicts. Now that weapons of mass destruction had been made, diplomacy was chosen more often. All in all, the Cuban Missile Crisis, though dangerous, had a positive effect on history.

The Chinese Cultural Revolution of 1966-~~1976~~ had a negative effect on global history. Mao Zedong was the leader of a communist China at that time. He noticed a rift growing between the radical communists, led by Mao, and the pragmatists. To pull the communist party back together, Mao initiated his own "cult of personality" and the Cultural Revolution. He used the Red Guard as police. These were young adults who carried the "Little Red Book" of Mao's sayings and used violence against the dissenters of Mao's regime. This time of chaos lasted ten years and had a negative effect on China's development. Thousands of people died and many more lost jobs as businesses shut down or slowed productivity.

Afterward, communism had a tight reign on China. The communist party has denied many human rights to the citizens of China, and communist countries, such as North Korea under Kim Jong Il, have followed Mao's teachings, and oppressive policies. In short, China's Cultural Revolution had a negative effect in global history.

Thus, positive and negative effects have resulted from 20<sup>th</sup>-century political events. The Cuban Missile Crisis ~~has~~ led to more attempts at diplomacy throughout the world during the Cold War. The Chinese Cultural Revolution, led by Mao Zedong, has led to increased human rights abuses in some communist countries. The world has been greatly changed by events of the past, and continues to change from events in the present.

## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the Cuban missile crisis and the Chinese Cultural Revolution and by evaluating the extent of the positive effects of the Cuban missile crisis and the negative effects of the Cultural Revolution
- Is more analytical than descriptive (*Cuban missile crisis*: Khrushchev finally agreed to withdraw his missiles; in return, Kennedy promised not to invade Cuba; the Cuban missile crisis alerted the world to just how bad tensions were now that weapons of mass destruction had been made; because of this [crisis] many countries chose to use diplomacy before going to war; *Chinese Cultural Revolution*: to pull the party back together, Mao Zedong initiated his own “cult of personality” and the Cultural Revolution; this time of chaos lasted 10 years and had a negative effect on China’s development; other communist countries followed Mao’s teachings; led to increased human rights abuses)
- Richly supports the theme with relevant facts, examples, and details (*Cuban missile crisis*: 90 miles south of Florida and pointed toward United States; American missiles in Turkey; 1962; Cold War containment; John F. Kennedy; naval blockade; brink of nuclear war; *Chinese Cultural Revolution*: 1966–1976; radical communists; Red Guard; Little Red Book; businesses shut down; slowed productivity; Communist Party denied many human rights; North Korea; Kim Jong Il)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. It demonstrates a clear understanding of the impact of political events through insightful references to Cold War diplomacy and Mao’s inspiration of leaders such as Kim Jong Il. In addition, the application of the more recently adopted term “weapons of mass destruction” to the Cold War Era is indicative of a synthesis and connection that goes beyond the specific time period being discussed. Substantial supporting detail adds to the elaboration of the concept and further strengthens the response. In this response, the use of the Cuban missile crisis is acceptable because of the international perspective presented. Although United States information is included, it is used to provide the historical circumstances of the event.

Throughout the 20<sup>th</sup>-century, many political events have taken place; some having a positive and negative affect throughout a country, continent, and the world. Many of the political events throughout the 20<sup>th</sup> century have taken place in Europe. Two political events in Europe that had <sup>affects</sup> positive and negative throughout the continent and other parts of the world are the Treaty of Versailles, marking the end of World War I and the rise of Vladimir Lenin and introduction of Communism in Europe.

World War I was a brutally fought war and is said to be the war of The Industrial Revolution. Machine guns, airplanes, gases, and barbed wire were new weapons + <sup>introduced</sup> ~~introduced~~ devices in WWI. After fighting four, long years the Allied Powers were victorious. The Allied Powers consisted of France, Britain, Italy (changed sides) and the United States (Russia dropped out in early 1918, about a year before the war ended).

A treaty was made in Versailles, France to decide post-war settlements for both the victors and losers. A positive effect of the Treaty of Versailles was that it kept Europe in peace for 20 years. There wasn't much, if any fighting at all between nations. The Treaty also developed The League of Nations which is quite similar to the United Nations (UN) today. It basically was a group of nations, working together to provide peace. Although the League failed to do its job in the future, the concept of it prevailed. The concept of The League ~~was a group of nations~~ where all nations of the world work together to provide peace and the existence helped ~~create~~ created the

successful peace "organization," the UN.

Although the Treaty of Versailles contributed positive results and ideas to Europe + the world, it had many more negative affects. In World War I, one of the losing countries in the Central Powers was Germany. German forces throughout the war killed millions of French, Russian, and English troops while Woodrow Wilson's 14 points were declined, France and England's decision for punishment was ~~extremely~~ <sup>extremely</sup> harsh. In result of the war, most ~~European~~ <sup>European</sup> countries had been destroyed economically. On top of that, Germany had to pay 33,000,000,000 dollars in reparations. Germany also had a limited army (100,000 men) and a limited navy. Germany was also forced to give up Alsace-Lorraine (A region bordering France and Germany). Germany was also forced to have a limited air force.

All of this lead to a super ~~inflation~~ <sup>inflation</sup> in Germany. The whole country was bankrupt and in no condition to fight, revive, or prosper in any way. The German people were in despair. German citizens were in terrible conditions. Much of the bourgeoisie was unemployed and bankrupt.

The devastation (and scare of communism) of the German people lead them to look to the far left and the far right of the spectrum (communism and fascism). This is one way Adolf Hitler came into power.

Another event that took place in Europe was the introduction of Communism and the rule of Lenin. After the Russian Civil War, where the Bolsheviks (socialists/communists) were fighting everyone else, the Bolsheviks (Reds) had won. This lead to Communist rule by Lenin. This had some positive and negative effects.

One positive effect was that Lenin pulled Russia out of WWI. The United States sent troops to Europe after the Russians pulled out. By the United States entering the war it brought it to an end in late 1918.

A negative affect of Lenin rule and communism was the murdering of many people. The way Lenin and future rulers of Russia ruled (including Stalin) was through terror. In order for people to obey Stalin's rule, he would kill everyone who did not agree.

Another negative affect of Communist Russia and Stalin's rule was the Cold war after WW II. The Cold war was a competition for world power between USA and the Soviet Union. The Cold War brought high tensions between the two countries. It also triggered the countries to produce many nuclear weapons.

Therefore the many negative events that had happened in the Cold War resulting from the rise of communism and in the post World War I period resulting from the Treaty of Versailles on the whole made much of the 20<sup>th</sup> century a time of tension and conflict.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the Treaty of Versailles and the rise of Vladimir Lenin and communism in Europe and by evaluating the extent of the positive and negative effects of these events
- Is more analytical than descriptive (*Treaty of Versailles*: World War I was a brutally fought war and is said to be the war of the Industrial Revolution; a positive effect was that it kept Europe in peace for 20 years; although the Treaty of Versailles contributed positive results and ideas to Europe and the world, it had many more negative effects; *rise of Lenin and communism in Europe*: pulled Russia out of World War I and forced United States to join; Lenin and Stalin ruled through terror; the Cold War was a competition for world power)
- Richly supports the theme with relevant facts, examples, and details (*Treaty of Versailles*: machine guns, airplanes, gases, and barbed wire were new weapons; Allied Powers—France, Britain, Italy, and United States; Russia dropped out in early 1918; League of Nations; Central Powers; Woodrow Wilson’s 14 Points; reparations; limited army and navy and air force; Alsace-Lorraine; super inflation; communism; fascism; Adolf Hitler; *rise of Lenin and communism in Europe*: Russian civil war; Bolsheviks; socialists; Reds; World War II; high tensions between United States and Soviet Union; production of nuclear weapons)
- 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 best fits the criteria for Level 5. Although the response is somewhat uneven, with more elaboration on the Treaty of Versailles, the treatment of the rise of Lenin and the establishment of communism in Russia is still substantial and meets level 5 criteria. The analysis contributes to the strength of the response and the evaluation is enhanced by the discussion of both positive and negative effects. The response includes extensive details to support the conclusions.

During the 20th century, political events have had positive + negative effects on global history. One such event is Mao Zedong's revolution in China, while another is the dismantling of the Berlin Wall. In both cases, the end result of the event had a radical change on global history.

In China immediately following the second world war, the Chinese were already feeling discontent toward the western world. Even though they had supported the allies, the winning side in the war, they received little thank you, and the country was still plagued by European spheres of influence, and a central government that was more interested in the west than it's people. As a result, Mao Zedong led a guerilla force, conducting hit and run tactics on Jiang Jieshi's Central Government, which was eventually overthrown. This change was good for awhile, but had negative effects on that region. One of Mao's economic plans, the Great Leap Forward, forced peasants into communes, where there was to be a blending of agriculture and industry. This ended catastrophically for China because the peasants resented being forced into communes and the communes were poorly managed. As a result, poor harvests resulted in millions of people starving. To make matters worse, the peasant workers melted down useful items in "backyard blast furnaces." Schools encouraged children to gather items to be processed in these furnaces. Unfortunately, the brittle metal that resulted could not be molded into anything useful.

Mao Zedong's revolution in China had a negative effect, but the fall of the Berlin wall was a positive change in the world.

The year was 1989. The USSR, a global super power since the second world war, had lost much of its power through an arms buildup, and dealing with rebellion in its satellite nations. One satellite nation, East Germany had been savagely bombed during the second world war. The USSR had made little effort to repair the damage or improve the lives of the people. The wall had been built by the USSR to keep east Berliners from escaping to the democratic west Berlin. Finally, agreements between east and west Germany for reunification allowed for the wall to be taken down. This had a positive effect on the world, because it showed that one of the last remnants of communism was gone. The standard of living in the former east Germany slowly improved and a united Germany became a prosperous nation once again, despite losing almost  $\frac{1}{3}$  of its land since 1914.

Political events of the 20th century have had positive effects on the world, but there have been negative effects as well. In the end, it is up to future generations to decide whether something was positive or not, because the events of the past are like a painting, every person sees their own idea of what it's about, but we don't know what the painter intended.

## Anchor Level 4-A

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the Revolution in China more thoroughly than the fall of the Berlin Wall
- Is both descriptive and analytical (*Revolution in China*: Great Leap Forward was to be a blending of agriculture and industry; ended catastrophically; peasants forced onto communes; poor harvests resulted in millions of people starving; *fall of the Berlin Wall*: built by USSR to keep East Berliners from escaping; a united Germany became a prosperous nation)
- Supports the theme with relevant facts, examples, and details (*Revolution in China*: European spheres of influence; guerrilla force; Jiang Jieshi; communes; agriculture and industry; backyard blast furnaces; brittle metal; *fall of the Berlin Wall*: 1989; USSR, a global superpower; satellite nations; standard of living)
- 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 best fits the criteria for Level 4. It is especially strong in addressing the historical circumstances for both political events and in its evaluation of the negative effects of China's revolution. The response is uneven in its treatment of the Berlin Wall and is somewhat weaker in discussing the process of and reasons for German reunification and removal of the wall. The discussion of the Great Leap Forward analyzes the consequences of this economic plan of Mao on the Chinese people.

In history, some events have had a great impact on the world and others not. Some have affected people positively and some negatively. One period of time that has effect on the world even today would be the rise and spread of communism in Russia and China. This occurrence was considered a threat to democracy for the Western nations and democracy.

During the twentieth century, a man often referred to as Lenin, took control over Russia after the Bolsheviks, Russian communists, had assassinated the czar and his family. The people of Russia had suffered long enough under poverty and famine, therefore the ~~idea~~ concept of communism was appealing. However, true communism according to the ideas of Karl Marx, never happened. Lenin stayed in power and a government was established. After Lenin came Stalin, a ruthless dictator who caused his nation to concentrate on industrial technology. ~~the world~~

Before continuing onto the conquests of Stalin in Eastern Europe, after World War II, Mao Zedong, a communist revolutionary in China, fought against the weak nationalist system, killing countless masses of people. A stronger, more organized government was set up with Chairman Mao as its leader. The ideas of Marx never fully established in China either. Nevertheless, aside from the deaths of those who opposed communism in both Russia and China, everyone acquired a job and everyone was fed.

Back in Europe, Stalin was taking control of most of Eastern

Europe spreading his version of communism along his path. He also took East Germany and East Berlin under his control after World War II. An "iron curtain" was established and communism thereby closed off all the countries it governed from democracy and Western ideas. However, as the time of Stalin passed, the people demanded more rights and freedom from Russia. Decades later, the conquered nations were freed and the USSR collapsed.

This was celebrated by many with the fall of the Berlin Wall and national independence. Russia, after becoming nearly bankrupt and almost exhausting its food supplies, suffered the most. It fell from being a world power into one of disorder, poverty and corruption. Although the collapse of the Soviet Union may have been a relief in tension for democratic countries, it wasn't as beneficial to the Russian people.

China has remained communist although she has accepted some democratic ideas in the last two decades or so. It, in essence, is divided by the somewhat democratic feel and freedom of its large cities, especially Hong Kong and the poverty of its countryside and farmland. ~~or~~ Communism is still considered a threat to Western nations and has proven fatal to many families during the Revolution, resulting in attempts to emigrate to other countries but it has sustained its population and is still doing so today.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the rise and spread of communism in Russia more thoroughly than the rise and spread of communism in China
- Is both descriptive and analytical (*rise and spread of communism in Russia*: the people of Russia had suffered long enough under poverty and famine, therefore the concept of communism was appealing; true communism according to the ideas of Karl Marx never happened; Stalin was a ruthless dictator; closed off all the countries it governed from democracy and western ideas; as the time of Stalin passed, people demanded more rights and freedom from Russia; although the collapse of the Soviet Union may have been a relief in tension for democratic countries, it wasn't as beneficial to the Russian people; *rise and spread of communism in China*: weak nationalist system; the ideas of Marx never fully established in China either; nevertheless, aside from the deaths of those who opposed communism in both Russia and China, everyone acquired a job and everyone was fed)
- Supports the theme with relevant facts, examples, and details (*rise and spread of communism in Russia*: Lenin; Bolsheviks; Russian communists; assassinated the czar and his family; Karl Marx; conquests of Stalin in Eastern Europe; East Germany; East Berlin; World War II; iron curtain; conquered nations were freed and the USSR collapsed; fall of Berlin Wall; disorder, poverty and corruption; collapse of the Soviet Union; *rise and spread of communism in China*: Mao Zedong; Hong Kong)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response clearly establishes that the Bolshevik Revolution in Russia and the struggle of Mao Zedong against the nationalist system in China were distinctly different events although both were communist revolutions. As a whole, the response reflects a good understanding of the theme of positive and negative effects in respect to those revolutions. While strong on descriptive detail, the general analytical statements of the response are not richly supported.

Twentieth century political events had positive and negative effects on Global history. The rise of totalitarianism in Europe, for example, contributed both good and bad factors to the nations. While many rights were taken from the nations' peoples, order was installed in the country by force. Also, Nelson Mandela's opposition to apartheid in South Africa had good and bad effects. While the apartheid laws were eventually repealed from South Africa because of international pressure, and protests organized by the blacks, Stephen Biko, a black rebel of his time fighting for freedom, was brutally murdered and many others also died.

The rise of totalitarianism in Europe during the twentieth century both positively and negatively affected world history. Totalitarianism is a system of government in which all power rests in the hands of one group or ruler, and order is instated through force. Economic problems in both Italy and Germany after WWI led to the rise of Hitler and

Mussolini. Many Italians and Germans were unemployed and unhappy. The Versailles Treaty blamed Germany for WWI and this made the situation there more difficult. Under Mussolini and Hitler all of those who disagreed with their actions or beliefs were murdered by their secret spies and enforcers, the Black shirts or the Gestapo. The people of Italy had practically no rights but those who followed Mussolini's rules were protected by him. In Germany, Adolf Hitler proved himself to be a powerful leader of the people as he militarily strived to build a new German empire called the Third Reich. Hitler gained more territory and power for Germany which pleased his people. Before and during World War II, however, Hitler made it a point to murder and torture all semitic people and other minorities within his reign in an infamous event, the Holocaust. Millions of people were killed and it took years to end the killings in Germany. Therefore,

totalitarianism in Europe was both beneficial and hurtful to its nations.

The ending of the apartheid and events preceding the end of it both positively and negatively affected global history. The Apartheid was a series of unfair laws based on race in South Africa. Under the apartheid, blacks and those of mixed race were forced to carry identification at all times and could be stopped whenever to be questioned. Also, blacks were forced to live in homelands, the more unappealing areas to live where everything was crowded and unaffordable to lifestyle. Eventually, people began to fight for their rights in South Africa. Nelson Mandela, a future leader in South Africa, protested along with many followers until he was jailed. Stephen Biko, another black protester, was beaten to death while in prison. The United States Congress and other groups became involved in the ending of the

Apartheid through economic sanctions and Nelson Mandela was eventually freed from prison. Soon after, under a new Constitution, he was elected the first black president of South Africa. He is now honored for his memorable political movements in the twentieth century and is highly respected world wide.

Essentially, both the rise of totalitarianism and the ending of the Apartheid in South Africa promoted both positive and negative affects in Global History. While in some way someone benefitted from each event, another group or persons suffered. These events justify the idea that there are two sides to every event and outcome.

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task by discussing the historical circumstances of two political events and by evaluating the extent of the negative effects of the rise of totalitarianism in Europe and the positive effects of Nelson Mandela's opposition to apartheid in South Africa
- Is both descriptive and analytical (*rise of totalitarianism in Europe*: both beneficial and hurtful to nations; while many rights were taken from the nation's peoples, order was installed in the country by force; *Mandela's opposition to apartheid in South Africa*: apartheid laws were eventually repealed in South Africa because of international pressure; blacks were forced to live in homelands, the more unappealing areas to live where everything was crowded and unfavorable)
- Supports the theme with relevant facts, examples, and details (*rise of totalitarianism in Europe*: Benito Mussolini in Italy; Adolf Hitler in Germany; Black Shirts; Gestapo; Third Reich; German empire; Semitic peoples; Holocaust; *Mandela's opposition to apartheid in South Africa*: Stephen Biko; blacks and those of mixed race forced to carry identification at all times; United States involvement through economic sanctions; Mandela eventually freed from prison; new constitution; Mandela elected first black president of South Africa)
- 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. A strong introduction establishes the discussion points, and an abundance of specific supporting details enriches the response. However, the limited depth of analysis weakens the response.

Out of the million<sup>political</sup> events that <sup>decision</sup> happened in the 20<sup>th</sup> century, many of them had a positive and negative effect on global history. Every political ~~decision~~ <sup>decision</sup> that was made affected history in some way or another. One country that had many political events occur during the 20<sup>th</sup> century was Russia.

In the early 20<sup>th</sup> century czar Nicholas II and Alexandra were running the country. Throughout that time Lenin and the Bolsheviks were starting the Revolution. But soon after Lenin and his communist party took power, he died. ~~They were~~ But, before doing this he pulled Russia from WWI. This was because the people in Russia were starving. This is known because right before Lenin came to power there were many bread riots throughout St. Petersburg, and in Russia. Because Lenin withdrew Russia from WWI, Germany now didn't have to fight a war on two fronts. This had a very

had effect on the allies. Germany now was able to move their soldiers from the eastern front to the western front. Many more ~~and~~ French, English, and American soldiers were killed because of this, so that is how Lenin's ~~decision~~ decision to pull out of the war had a positive effect on Russia's global history, but a ~~bad~~ <sup>negative</sup> effect on the rest of Western Europe's global history.

The person that took over Russia when Lenin died was Stalin. Stalin was a cruel man ~~and~~ as well as ruthless. He wanted Russia to be the #1 superpower in the world. That is why Stalin entered the arms race after WWII against the USA. ~~to be the #1 superpower~~ This began the cold war. The cold war was a war ~~at~~ that's main players were the US and Russia. The US was the first country to develop the atomic bomb, so Russia immediately after had to develop one too. The US and Russia kept trading off the spot

of being the #1 superpower in the world. Stalin knew that ~~the~~ Russia didn't nearly have enough money to keep ~~the~~ competing against the US, but that didn't stop him.

All that Stalin really accomplished was to put Russia in debt and start ~~the~~ cracks in the communist ~~system~~ system, which eventually led to its collapse in the early 1990's. That's how Stalin's decision to enter the cold war with ~~the~~ the US had a negative effect on the global history of Russia.

So, in conclusion Russia played a large part in the history of the 20th century. Russia's decisions had ~~a~~ both a positive and negative on ~~the~~ global history. And the negative effects that ~~happened~~ occurred within Russia during ~~eventually~~ the communist time eventually led to the collapse of the USSR <sup>when</sup> ~~with~~ Gorbachev <sup>was</sup> their leader.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task with little depth, discussing the historical circumstances of Lenin's withdrawal of Russia from World War I and of Stalin's decision to enter the arms race and evaluating the extent of some of the positive and negative effects of these events
- Is more descriptive than analytical (*Lenin's withdrawal of Russia from World War I*: Germany now didn't have to fight a war on two fronts; *Stalin's decision to enter the arms race*: the negative effects that occurred within Russia during the communist time eventually led to the collapse of the USSR with Gorbachev as their leader)
- Includes some relevant facts, examples, and details (*Lenin's withdrawal of Russia from World War I*: Nicholas II and Alexandra; Bolsheviks; bread riots; effect on French, English, and American soldiers; *Stalin's decision to enter the arms race*: superpower; Cold War; World War II; atom bomb)
- 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. While there is some confusion over which political event is actually being discussed, the response addresses the collective effects adequately. The use of "Russia" for both political events is acceptable and does not detract from the overall level of the response. Although there is an attempt to establish a context of the domestic situation, descriptive passages about conditions in Russia do not effectively establish the reasons for Lenin's withdrawal from World War I. The treatment of the effects of that withdrawal is somewhat superficial. The response shows some understanding of the Cold War, referring to the United States-Russian arms race, the debt that it caused, and the competition between the two nations.

In the twentieth century, many events occurred throughout the world which had a major effect on the entire world. The twentieth century was a time for firsts; first time the Czar was overthrown in Russia, the first time Communism ruled countries, first World War, first Great Depression, and so on. They each affected global history, both positively and negatively. The two major political events are the development of Communism in Russia and the rise of totalitarian governments in Europe.

In 1922, after the Russian civil war ended, the Bolsheviks took full control of the government. Lenin was the head of the party, at the beginning, but Stalin succeeded him. Stalin was very harsh, having purges against those who disagreed with him, a secret police called the KGB, and labor camps. Under the 5 year plans, the Soviet Union was affected by the worldwide depression, and ~~but~~ thousands of peasants and working class died of starvation and poor living conditions. Stalin and the leaders following ~~them~~<sup>him</sup> spread Communism. The United States then got involved and the cold war began.

Communism in Russia had a negative effect on global history. For one thing, Russia was ~~completely~~ <sup>somewhat</sup> isolated, therefore ended up economically behind the rest of the world powers. All the "satelites" countries that Russia had control over needed assistance to get stability to become independent. The rise of communism actually brought out facism in Europe.

Facism was the response to communism. Communists are far left on the political spectrum, whereas facists are far right. The facists that came into power successfully were Adolf Hitler and Mussolini. People were afraid of communism which is why facism took its place in history. These two leaders took advantage of that fact to become dictators in Germany and Italy. Britain and ~~France~~ <sup>France</sup> took to the policy of appeasement thinking if they gave Hitler what he wanted, he would stop. (Sudeten Plan). Obviously, this was not true.

This had major negative effects on the rest of the world. Many independent countries were destroyed and people were mass murdered. This event has shaped the way the countries of the

world react to issues; the United Nations was formed and appeasement is no longer practiced. In conclusion, the twentieth century contained many events which shaped the rest of the world. Hopefully, things this drastic and horrific will not occur again.

Anchor Level 3-B

**The response:**

- Develops all aspects of the task with little depth, discussing the historical circumstances of the development of communism in Russia and the rise of totalitarian governments in Europe and evaluating the extent of the negative effects of these events
- Is more descriptive than analytical (*development of communism in Russia*: Stalin was very harsh, having purges against those who disagreed with him, a secret police called the cheka; *rise of totalitarian governments in Europe*: fascism was the response to communism; Britain and France took to the policy of appeasement)
- Includes some relevant facts, examples, and details (*development of communism in Russia*: czar; first World War; Great Depression; 1922; Russian Civil War; Bolsheviks; Lenin; KGB; 5-year plans; United States; Cold War; *rise of totalitarian governments in Europe*: Hitler, Mussolini; Sudeten [sic] Plan; mass murder; United Nations); includes a minor inaccuracy (use of the term *satellite countries* when discussing Russia prior to 1945)
- 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 consists of broad generalizations and several oversimplifications, such as the statement that Mussolini and Hitler came to power because people were afraid of communism. The summary of events without any depth of discussion detracts from the response. Unsubstantiated claims, such as that appeasement is no longer practiced, further weaken the response. Nevertheless, the response does demonstrate a general understanding of the theme, addressing all aspects of the task in a limited way.

In the twentieth century there were many events that shaped Global History. Two such events are the Cultural Revolution in China led by Mao Zedong and the establishment of a communist government in Russia led by Lenin.

The Cultural Revolution in China was a huge political event of the 20th century. It was a great step backwards for everything. Mao forced any books with ideas conflicting his to be burned and made his book Quotations by Chairman Mao one of the only acceptable reading materials. Many people with Western ideas were arrested. Their homes were destroyed. People were sent to re-education labor camps. This cultural revolution was the opposite of most revolutions and very negative because it basically just rewound everything that had been created over the years.

Another important political event of the 20th century is the establishment of communism in Russia. The idea of communism came from Karl Marx during the enlightenment period but Lenin was the first to use it. To an extent it was positive, it helped the economy which had been suffering and got rid of the zars that had been hurting Russia but it also gave rise to Stalin, a terrible leader. He also helped the economy but made people suffer in fear.

He controlled every aspect of life + made the common man's life miserable. Communism itself worked to an extent + helped Russia a little but in the long run it too was a negative impact on the world + just created more Communist countries.

The twentieth century created many positive and negative political events that shaped history. Two of the more negative ones were Mao Zedong's Cultural revolution and the establishment of Communism in Russia by Lenin.

Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth, discussing the historical circumstances of the Cultural Revolution in China and the establishment of communism in Russia by Lenin and evaluating the extent of the negative effects of these events
- Is more descriptive than analytical (*Cultural Revolution in China*: it was a great step backward of everything; the Cultural Revolution was the opposite of most revolutions and very negative because it basically just rewound everything that had been created over the years; *establishment of communism in Russia by Lenin*: helped the economy which had been suffering and got rid of the czars that had been hurting Russia, but it also gave rise to Stalin, a terrible leader)
- Includes some relevant facts, examples, and details (*Cultural Revolution in China*: Mao Zedong; *Quotations By Chairman Mao*; re-education labor camps); includes a minor inaccuracy (Enlightenment period associated with Karl Marx)
- 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 demonstrating a limited depth of understanding and containing a minor inaccuracy, the response does present some attempts at analysis and does include some relevant facts and details.

During all of history, there have been events all over the world that have made impacts on ~~today~~<sup>history</sup>. Some have been positive, and some have been negative. Two of these events are The Attack on Pearl Harbor and The Rise of Nazism.

When Hitler rose to power, all of Europe was changed forever. He slowly rose up and used his remarkable speech ability to capture the people's attention. He blamed the Jews for the poor economy after WWI and said that they were an unpure race. Soon the people believed that they needed to rid Europe of the Jews as fast as they could. Concentration camps were set up for the Jews. By the end of WWII, about 6 million Jews were annihilated, and about 8 million people total killed. None of this helped Europe in any way. People lost families and survivors of the camps suffer the memories even today.

Next was the attack on Pearl Harbor. The U.S. banned the shipment of war materials to Japan. They were angry at this ban and retaliated by bombing Pearl Harbor, Hawaii on December 7, 1941. The U.S. under command of Roosevelt decided to bomb them back. First they bombed Hiroshima.

Japan still did not surrender so the military told Truman they needed to bomb again. They bombed Nagasaki + finally Japan surrendered, ending the war.

These events have each had their own impacts on the world. By taking a look at these and other past events, we can learn to not make the same mistakes again.

**Anchor Level 2-A**

**The response:**

- Minimally develops most aspects of the task by briefly discussing the historical circumstances and then alluding to the impact of the rise of Nazism and the attack on Pearl Harbor
- Is primarily descriptive (*impact of the rise of Nazism*: [Hitler] used his speech ability to capture people's attention); includes weak analysis (none of this helped Europe in any way)
- Includes some relevant facts, examples, and details (*impact of the rise of Nazism*: Hitler; Jews; poor economy; World War I; concentration camps; World War II; 6 million Jews; 8 million people total killed; *attack on Pearl Harbor*: war materials; December 7, 1941; Roosevelt; Hiroshima; Truman; Nagasaki)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that voices an expectation

**Conclusion:** Overall, the response fits the criteria for Level 2. The response only minimally develops some aspects of the task but fails to evaluate the effects of either event. Although supported with some details, the discussion of Nazism is limited. The discussion of the attack on Pearl Harbor shows limited knowledge of the chronology of World War II, implying that the United States bombing of Hiroshima and Nagasaki was an immediate response to the attack on Pearl Harbor.

Throughout history events have shaped the world and the way things are. Political events have changed the world in many ways. Both positive and negative. The world was were both positive and negative. The twentieth century had many political events and changes.

The destruction of the Berlin wall had a positive effect on the world by uniting Germany into one state again.

The Berlin Wall was put up after World War II by the U.S.S.R as a boundary of their land. For years people hated the wall and the blockade it created. When the wall came down, many people were glad. Not only because Germany was reunited but because it showed peace and freedom in the world.

Another political event was Gandhi's hunger strike in India. Gandhi's hunger strike lasted 28 days. Gandhi was on a hunger strike against British rule in India. Gandhi opposed the laws and rules that India was given. His hunger strike showed the extents a person will go to for what they believe in. ~~It~~ also shows what

a person is willing to do for freedom. The British did eventually leave India. Gandhi helped speed along their leave from India. Gandhi had a positive effect on political events.

There are many events that could be used to show the changes during the twentieth century. Events such as both World Wars, Vietnam, Korea, and the Cuban missile crisis.

Anchor Level 2-B

**The response:**

- Minimally develops all aspects of the task by mentioning the historical circumstances and the positive effects of the destruction of the Berlin Wall and of Gandhi's hunger strike in India
- Is primarily descriptive; includes isolated attempts at analysis (*Gandhi's hunger strike in India*: showed the extent a person will go to for what they believe in; Gandhi helped speed along their [British] leave from India)
- Includes few relevant facts, examples, and details (*destruction of the Berlin Wall*: uniting Germany; World War II; USSR; boundary; blockade)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that mentions other 20th-century political events

**Conclusion:** Overall, the response fits the criteria for Level 2. While the response is organized and attempts all aspects of the task, the discussion of the destruction of the Berlin Wall and Gandhi's hunger strike in India is limited to general statements. The lack of specific supporting details weakens the response.

During the 20th century there have been many political ~~the~~ events that had positive and negative effects on global history. Two such were the dismantling of the Berlin wall and installation of nuclear missiles in Cuba. These two were momentous events that were shocking.

Throughout the 70's and 80's the Cold War raged between America and the Soviet Union. The two were in a battle to get the most nuclear weapons. Also, years earlier Berlin had been divided by a wall into two sides, East and West Berlin. No one who lived in these areas were allowed to visit the other. At all times they were forced to remain on one side. But in 1989 when the wall was destroyed by the people, freedom was given to the people of the two Berlins. The fall of the wall had many political effects, one being the end of the Cold War. Many see the fall of the wall as the moment the Cold War ended.

The installation of nuclear missiles in Cuba was a ~~the~~ direct effect of the Cold War that America was having with Russia. Russia made a deal with Cuba that if

America attacked Russia, Cuba was to retaliate. After the missiles were installed people were in fear that Cuba would use the weapons. Then came the Cuban Missile Crisis Russia and America were on the brink of nuclear war.

During the 20th century many political events led to the events that affected many people. These are only two, while there are plenty more.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task by discussing the historical circumstances of the dismantling of the Berlin Wall and mentioning its positive effect and by mentioning the historical circumstances and a negative effect of the installation of nuclear missiles in Cuba
- Is primarily descriptive; includes faulty analysis (*dismantling of the Berlin Wall*: many see the fall of the wall as the moment the Cold War ended)
- Includes few relevant facts, examples, and details (*dismantling of the Berlin Wall*: the 70s and 80s; America; Soviet Union; divided by a wall; East and West Berlin; 1989; *installation of nuclear missiles in Cuba*: Russia; weapons)
- 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 2. While the response addresses most aspects of the task for the Berlin Wall, the descriptions are very general and the analysis is weak and oversimplified. The time frame for the Cuban missile crisis is given in general terms and the response lacks a discussion of the crisis or its effects.

Twentieth-century political events had positive and negative effects on global history. There are many political events but two great events that changed history come to mind. These events are the rise of totalitarian government in Europe and Nelson Mandela's opposition to apartheid in South Africa.

The rise of the totalitarian government in Europe may have changed global history greatly. A totalitarian government is a type of government where one ruler makes all the important decisions. There are several famous rulers that existed in Europe who led a totalitarian state. Three rulers were Hitler, Mussolini, and Stalin. This totalitarian government was a negative effect on global history. Because of this government, Hitler and Stalin took control and in

time gained enough power to take over the country. The outcome to this was very negative. Thousands of people died under Hitler and Stalin's rule, therefore many people have died under totalitarian rule.

Another political event that has had a major effect on global history was Nelson Mandela's opposition to apartheid in South Africa. Apartheid, to many people, was a bad thing. It gave people of different ethnic groups different laws. But the laws were never a positive thing.

**Anchor Level 1-A**

**The response:**

- Minimally develops some aspects of the task by briefly discussing the rise of totalitarian governments in Europe and Nelson Mandela's opposition to apartheid in South Africa without providing any historical context or elaborating on the results
- Is descriptive (*Mandela's opposition to apartheid: gave different ethnic groups different laws*)
- Includes few relevant facts, examples, or details (*rise of totalitarian governments: Hitler, Mussolini, and Stalin; thousands of people died*)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response lacks historical settings for either event and refers to totalitarian leaders and Mandela in a general way without specific details regarding countries, policies, or actions.

Throughout history there have been many political events which have had positive and negative effects on the outcome of our history. Two examples of this is Mao Zedong and the Cultural revolution in China and another example is Nelson Mandella's opposition to the apartheid in S. Africa. The first example is Mao Zedong and the cultural revolution in China. Mao Zedong and his entire communist group joined together to attack Shanytai Sheek and the democratic group. He fought for liberalism a reforms and Mao Zedong fought for Communism they eventually needed to team up against the Japanese but after the resumed fighting and Mao Zedong won. The effect of this was a Communist China till today, today China is Communist. This is the effect of Mao Zedong's cultural movement.

My second example is Nelson Mandella's opposition to the apartheid in South Africa. ~~Nelson Mandel~~

For many years people have tried to stop the violence and racism in South Africa but finally Nelson Mandela was able to make a difference. Nelson and thousands of others rallied through the streets made rebellions they did anything in their possible power to stop it and now he has made a difference and had a great effect on ~~the~~ history. In conclusion these two events have had positive and negative events on our current history.

Anchor Level 1-B

**The response:**

- Minimally develops some aspects of the task through a limited discussion of Mao Zedong and the Cultural Revolution and Nelson Mandela's opposition to apartheid
- Is descriptive (*Mao Zedong and the Cultural Revolution*: Mao fought for communism; *Nelson Mandela's opposition to apartheid*: thousands of others rallied through the streets); lacks understanding, application, and analysis
- Includes a few relevant facts, examples, or details (*Mao Zedong and the Cultural Revolution*: communist group; Shang Kai Shek [sic] and the democratic group; liberalism; team up against the Japanese; *Nelson Mandela's opposition to apartheid*: stop the violence and racism)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The task is minimally developed as the response confuses the historical circumstances of the Cultural Revolution with those of the Communist Revolution and ignores the historical circumstances that led to Mandela's opposition to apartheid. The evaluations of the effects do not indicate a meaningful understanding of these events. The response lacks accurate supporting details.

Over the centuries there have been many political events that had positive and negative effects on Global History. During the 20th century there were an abundance of these significant political events that occurred. They both negatively and positively effected Global History.

One event that occurred was Lenins takeover of Russia and establishment of a Communist state. When Lenin took over the upper classes were demolished, Classes period were demolished. Now everyone was considered to be equal. This was good for the majority of Russia who were relatively poor working class men and it also helped the woman, giving them equal rights too. This event effected the economy of Russia though it rose at first but then declined because in communism there is no prize for working hard. Though Lenin did industrialize Russia and also modernize Russia they were poor. This 20th century political event negatively effect global History. Due to Lenins uprising there were more occurring Communist uprisings taking place which threatened other Countries capitol.

Another event that occurred was the dismantling

of the Berlin wall in Germany. It all started after world war II when Stalin was attempting to take Germany and America stepped in and also took Germany. Germany was now split into West Germany and East Germany. The wall would separate two political ideologies which were democracy and communism. The wall represented the hatred that arose from world war II and it was a horrible monument. The dismantling of the Berlin wall signified unity of a country. This 20th century political event positively affected global history. Now Germany was reunited again and there was no fighting over it between Russia and America.

These are only two of the many political events that occurred in the 20th century both affecting global history in a good and bad way. Though they all in a way had to do with each other they each affect global history in a significant way.

There were many political events that took place in the 20<sup>th</sup> century. Among them is the use of Communism in Russia and the rise of Nazism in Germany. Both altered the world in highly influential ways.

In the early 1900's, Russia was in chaos. Not only was it affected by outside pressure, the defeat in the Russo-Japanese war, but its internal affairs were not going well either. The people were starving and unhappy with their social standards. This set the atmosphere for Lenin and Communism to take control. After murdering the royal family and beating the white army, the Bolsheviks took control of Russia and renamed it the USSR under Lenin's control a communist regime was imposed on the people. Totalitarianism and socialism were adopted. But although peace and bread were now achieved, this movement paved the way for negative consequences.

Lenin died much sooner than anyone had expected. Josef Stalin took over the government. Under him, Russia's industrial production increased but his cruelty and unjust behavior towards his people, especially the kulaks and peasants, resulted in the death of millions. Also, because of Stalin, after World War II most of eastern Europe

was controlled by Russia. This disenabled his people to have luxuries such as cars and many other products that had become common items in western Europe. When Russia became a superpower, the entire world was forced to hold their breath because of the potential nuclear war. It instilled fear in all countries.

The rise of Nazism in Germany was another major political movement. Nazism was a form of facism, meaning state-controlled ~~capitalism~~ <sup>extreme</sup> nationalism, and totalitarianism. The Nazi party rose in a time of great economic depression in Germany. Because of the Treaty of Versailles, German citizens were bankrupt and unhappy with their lifestyles. Inflation was a significant problem. However, when the Weimer Republic fell, Adolf Hitler eventually took control. His plan to revive Germany to power was nationally supported.

Hitler did indeed revive his country but at a great cost, German factories began to make money with industrial goods and cautiously, Hitler rebuilt the German military, a clear violation of the Treaty of Versailles. But he was not stopped but appeared when he began to invade neighboring countries. His plan was to control all of Europe.

Only Stalin fully realized the danger and tried to protect Russia. Hitler's invasion of Poland, however, War was announced and the treachery of World War II was started. Another terrible thing Hitler organized was the Holocaust. During the war he set up death camps and attempted to exterminate every Jew, gypsy and homosexual. More than 12 million were burnt alive, gased to death, starved, or shot. The total number of deaths involved in both the war and Holocaust is horrific.

In conclusion, both events had negative effects on global history. Both led to millions of unnecessary deaths. Both were policies of totalitarianism that stripped people of their natural rights and limited the potential happiness of their lives. But there is still hope. By re-teaching the causes and results of these two movements, we can be confident they will not happen again, ensuring positive effects on our future.

Throughout the history of the world there have been many political events, which had either a positive or negative effect on global history. For example, the rise of a totalitarian governments in Europe. Another example is the development of nuclear weapons in India and Pakistan. There has been a lot of political events, some good and some bad.

What are totalitarian governments? They are governments that have total control. These governments ~~have~~ have good and bad effects on the world history. A positive effect would be, ~~that~~ that there was more than one person in-charge, so not one person got all the power. A negative effect of this kind of government would be that there were specific things a person could not do under a totalitarian government. Also, a person was always under the control of something, they were un-

able to live freely. This is an example ~~in~~ a time period where there were political events and had a both, negative and positive effect on the global history.

India and Pakistan have been in a dispute for many years now. They both want a piece of land, so they keep on fighting. Now, India and Pakistan, both have developed nuclear weapons. Is this a good or bad thing? It's both, good and bad. It is a good thing because now India and Pakistan are not as behind in technology. One very bad outcome of this is that now that they have very dangerous weapons, they might use it on one another. If ~~they~~ both countries do use them they will destroy one another, and that is not what the world ~~a~~ wants. This is <sup>an</sup> another example of ~~politic~~ political events

that had a good and positive effect.

The world has gone through many different events, for example, the rise of totalitarian governments in Europe, and the development of nuclear weapons in India and Pakistan. Each event has either a good effect or a bad one.

## The French Revolution

A revolution is a revolt against a situation, government, or leader. In this case (the French revolution) peasants rised up against the rich. There was no equality b/t the people. Merchants were getting more money than they needed and the peasants, who worked hard for hard earned money, were getting not even a loaf of bread.

The peasants in poor villages suffered from disease and hunger. Malaria, Cholera, tuberculosis, and Polio. When complaints were not met and women, elderly and children were dying they had enough. With any ammunition, military skills or a way of recovery, the peasants had a revolt. <sup>and every</sup> Anything was done to get they leader's attention, from rocks to tomatoes being thrown to being shot at the gates of merchants and the wealthy.

→ Another problem which caused the revolt of peasants was pollution and over crowding.

The end of the revolt came to be useful when there was a change of government of which met there needs.

## Thematic Essay—Practice Paper – E

Throughout the Twentieth century, a mélange of political events ~~has~~ have affected the course of world history. These occurrences have had both positive and negative effects on the nations involved, as well as on ~~a global scale~~ <sup>the entire globe</sup>. Due to such happenings, <sup>the</sup> governmental systems of certain countries have been altered or replaced, the democratic powers have united (in order to deal with new and unique challenges), and ethnic minorities have gained true (i.e. complete, and backed by federal regulations) freedom(s). Though that is the case, a majority, if not all, of the events that generated change in the past are still affecting ~~social, political, and economics~~ society, politics, and economics to this very day.

One prominent event of the 20<sup>th</sup> century is the dismantling of the Berlin Wall. The wall was erected when, after World War II (beginning of the Cold War), the Soviet Union refused to hand back ownership <sup>of</sup> to the Eastern section of Germany and the portion of the capital city, Berlin - that the Allied Powers had given to them (to administer until its recovery). After decades of conflict and rivalry between the United States (and its allies) and the Soviet Union ("") - namely, the "indirect warfare" of Vietnam, Korea, and South Africa (?), ~~and~~ the nuclear arms race (and related events), and the struggle to develop space programs, the U.S.S.R. (Soviet Union/Russia) collapsed and the wall was dismantled. This has had both a positive and a negative effect on world history. For one, Germany became a single democratic nation, rising to its current status as an industrial superpower. On the other hand, however, the development was a lengthy and laborious process, (as the Soviets had not "upgraded" their side of the country) a process that, apparently, is still not completely finished.

Another dominant event that has shaped modern history is the development of nuclear weapons in India and Pakistan. Both nations used to be part of the same country, but due to religious indifference, were divided into two nations - one Hindu (India), one Muslim (Pakistan). However, not much attention was made to ethnic and cultural boundaries. Therefore, there are Hindus in Pakistan (and vice versa), and both groups claim ownership of the border lands separating them (As for the name, I am not entirely certain that I am correct, so I will not write it down) from one another. In the past few decades, both nations have created nuclear weapons programs, and have been developing missiles and biological agents capable of traversing the border into the other side's territory. As one would surmise, this has had a wide-reaching effect on the world, as extremists in the Middle East have "invaded the global spotlight".

---

## Thematic Essay—Practice Paper – E

---

Despite that fact, the struggle is only beginning, and may, in fact, become worse as time progresses.

In the 20<sup>th</sup> century, numerous events occurred that affected the history and development of the world's nations. The results of these occurrences have had both positive and negative effects on the world as we know it, they and will continue to do so, despite their happening in the previous century, and will determine the future of human society as a whole.

### Practice Paper A—Score Level 3

**The response:**

- Develops all aspects of the task with little depth, discussing the historical circumstances and negative effects of the establishment of a communist state in Russia and by discussing the historical circumstances and the positive effects of the dismantling of the Berlin Wall in Germany
- Is more descriptive than analytical (*establishment of a communist state in Russia*: upper classes were demolished; this was good for the majority of Russia who were relatively poor working-class men; in communism there is no prize for working hard; *dismantling of the Berlin Wall*: the wall would separate two political ideologies, which were democracy and communism; the dismantling of the Berlin Wall signified the unity of a country)
- Includes some relevant facts, examples, and details (*establishment of a communist state in Russia*: communist state; equal rights; industrialize; modernize; communist uprisings; Stalin; *dismantling of the Berlin Wall*: Germany split into West and East Germany; horrible monument; Germany was reunited); contains an inaccuracy (crediting Lenin with events that took place under Stalin)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The historical circumstances for Lenin’s takeover are implied and slightly overstated. They are not explained or developed sufficiently to address that portion of the task fully. Similarly, the building of the Berlin Wall is discussed in general terms. In addition, the historical circumstances leading to the dismantling of the wall are not directly addressed, nor is much detail regarding the reunification of Germany presented.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding the rise of communism in Russia and Nazism in Germany and evaluating the extent of the negative effects of these events
- Is more analytical than descriptive (*rise of communism in Russia*: outside pressure, defeat in the Russo-Japanese War, and internal affairs set the atmosphere for Lenin and the communists to take control; although peace and bread were now achieved, the movement paved the way for negative consequences; Russia's industrial production increased; but [Stalin's] cruelty and unjust behavior towards his people resulted in the death of millions; *Nazism in Germany*: Hitler did indeed revive his country, but at great cost; only Stalin fully realized the danger and tried to protect Russia)
- Richly supports the theme with relevant facts, examples, and details (*rise of communism in Russia*: Russo-Japanese War; Lenin; communism; murder of the royal family; White Army; Bolsheviks; USSR; totalitarianism; socialism; peace and bread; Stalin; industrial products increased; Kulaks; peasants; World War II; most of Eastern Europe controlled by Russia; superpower; potential nuclear war; *Nazism in Germany*: fascism; state-controlled capitalism; extreme nationalism; totalitarianism; economic depression; Treaty of Versailles; inflation; Weimar Republic; Adolf Hitler; rebuilt German military; invasion of Poland; World War II; Holocaust; death camps; natural rights)
- Demonstrates a logical and clear plan of organization; includes a general introduction and a conclusion that goes beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The balanced treatment of the rise of communism and Nazism is supported by many accurate details. The analysis of both the causes and consequences of these movements indicates an understanding of the process and supports the conclusions about the negative impacts of both events.

## Practice Paper C—Score Level 1

### The response:

- Minimally develops some aspects of the task by mentioning the rise of totalitarian governments in Europe and the development of nuclear weapons in India and Pakistan
- Is descriptive (*rise of totalitarian governments*: there were specific things a person could not do under a totalitarian government); includes weak analysis (*development of nuclear weapons in India and Pakistan*: now that they have very dangerous weapons, they might use it on one another)
- Includes few relevant facts, examples, or details (*development of nuclear weapons in India and Pakistan*: have been in a dispute for many years; now are not as behind in technology); includes an inaccuracy (*rise of totalitarian governments*: there was more than one person in charge, so not one person got all the power)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response approaches the task in a very general way, incorporating few relevant facts regarding India and Pakistan and attempting to evaluate the effects of their nuclear capabilities. In the discussion, totalitarian governments are not given specific identifications or any supporting details such as time, location, or leadership.

## Practice Paper D—Score Level 0

**The response:**

Fails to develop the task; includes no relevant information

**Conclusion:** The response fits the criteria for level 0. The response focuses on an 18th-century political event, whereas the task requires discussion of 20th-century political events.

## Practice Paper E—Score Level 3

**The response:**

- Develops all aspects of the task somewhat unevenly, discussing the historical circumstances surrounding the dismantling of the Berlin Wall in much greater detail than the historical circumstances of the development of nuclear weapons in India and Pakistan and evaluating the extent of the impact of the dismantling of the Berlin Wall in greater detail and with greater accuracy than that of the development of nuclear weapons in India and Pakistan
- Is more descriptive than analytical (*dismantling of the Berlin Wall*: the USSR collapsed and the wall was dismantled; Germany became a single democratic nation, rising to its current status as an industrial superpower; the development was a lengthy and laborious process; the Soviets had not “upgraded” their side of the country, a process that apparently is still not completely finished)
- Includes some relevant facts, examples, and details (*dismantling of the Berlin Wall*: World War II; Cold War; Soviet Union; eastern section of Germany; capital city, Berlin; Allied Powers; “indirect warfare” of Vietnam, Korea, and South Africa; nuclear arms race; space programs; *development of nuclear weapons in India and Pakistan*: Hindu; Muslim; ethnic and cultural boundaries; borderlands; nuclear weapons programs; missiles; biological agents; extremists, Middle East; global spotlight)
- Demonstrates a satisfactory 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 3. The historical context and the process of the Cold War are presented in significant detail, but the circumstances surrounding the fall of the Berlin Wall itself lack explanation. The basic reasons for the creation of India and Pakistan and the sources of tension between them are mentioned, but the discussion on the development of nuclear weapons and their effect is superficial. While the response indicates an understanding of current global problems and tensions resulting from these political events, the overstatement in regard to the unity of democratic powers and complete freedoms gained by ethnic minorities demonstrate a simplistic attempt at analysis.

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

**Document 1**

. . . The wholesale looting and destruction of property and life in Russia during the Mongol invasion of 1237–40 was a staggering blow which left the Russian people stunned, and for a time disrupted the normal course of economic and political life. It is hard to estimate the Russian casualties but they must have been tremendous, and if we include the vast throngs of civilians, both men and women, who were enslaved by the Mongols they can hardly have been less than 10 per cent of the total population.

The cities suffered most in the debacle [disastrous defeat]. Such old centers of Russian civilization as Kiev, Chernigov, Pereiaslav, Riazan, Suzdal, and the somewhat younger Vladimir-in-Suzdalia, as well as a number of other towns, were thoroughly destroyed, and the first three named above lost their former importance for several centuries. Only a few major cities in West and North Russia such as Smolensk, Novgorod, Pskov, and Galich (Halicz) escaped devastation at that time. The Mongol policy of conscripting [drafting] master craftsmen and skilled artisans for the khan's service added a new burden even for those cities which had been spared physical destruction during the first period of the conquest. A quota of the best Russian jewelers and craftsmen was sent to the great khan. As we have seen, Friar John of Plano Carpini met one of them, the goldsmith Kuzma, in Guyuk's camp. Many others were requisitioned by the khan of the Golden Horde for his personal service as well as to build and embellish [decorate] his capital, Saray. Artisans of various kinds — smiths, armorers, saddlers, and so on — were also assigned to the ordus [palaces] of the members of the house of Juchi as well as to those of the major commanders of the Mongol armies in South Russia. . . .

Source: George Vernadsky, *The Mongols and Russia*, Yale University Press

**1 According to this document, what are *two* ways the Mongol conquest changed Russia?**

- Award 1 credit (up to a maximum of 2 credits) for each way the Mongol conquest changed Russia

*Examples:* major cities were devastated; the normal course of economic and political life was disrupted; some cities lost their former importance for several centuries; only a few major cities escaped devastation; a quota of the best Russian jewelers and craftsmen were sent to the great khan; enslavement of Russian men and women

**Score of 0:**

- Incorrect response  
*Examples:* more cities were built; Russian craftsmen found better jobs; Russians enjoyed more freedom; the number of Russians enslaved was 10 percent
- Vague response that does not answer the question  
*Examples:* Mongols had a cultural impact; mixed results; quotas; major commanders of the Mongol armies did things
- No response

## Document 2

. . . The Mongol impact, assert the Eurasian historians, proved highly beneficial to the Russians. “The Tatars [Mongols] defended Russia from Europe,” sparing it from conquest by the West. After the conquest Mongols and the people of Rus [Russia] coexisted in harmony and peace. From their conquerors the Rus adopted typical Turanian [Asian] character traits: steadiness, conviction, strength, and religiosity, all of which promoted the development of the Muscovite state. The Mongols assured to Rus secure commercial and cultural relations with the Orient; they enhanced the position of the Orthodox church. In the mid-13th century Alexander Nevskii, prince of Novgorod, faced with a fateful choice, wisely chose the East over the West: “Alexander saw in the Mongols a friendly force in a cultural sense that could assist him to preserve and consolidate Russian cultural identity from the Latin West.” . . .

Source: MacKenzie and Curran, *A History of Russia, the Soviet Union, and Beyond*, Wadsworth/Thomson Learning

### 2 Based on this document, state *two* changes that occurred in Russia as a result of Mongol rule.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each change in Russia as a result of Mongol rule  
*Examples:* Mongols assured Russia secure commercial and/or cultural relations with the Orient; Mongols enhanced the position of the Orthodox Church; the Mongols and the people of Russia coexisted in harmony and peace; development of the Muscovite state was promoted; Russians adopted typical Turanian character traits; closer ties developed with the East

#### Score of 0:

- Incorrect response  
*Examples:* Mongols destroyed Russia; Russia defeated the Mongols
- Vague response that does not answer the question  
*Examples:* Mongols invaded; Mongols ruled; Mongol impact
- No response

### Document 3

. . . By the time of his death in 1227, Genghis Khan controlled most of northern China, but the swampy lands to the south stopped his cavalry from further advances. His sons expanded Mongol control farther by conquering lands to the east and west. They divided the empire into four large khanates, in Persia, Central Asia, Russia, and East Asia. . . .

Kublai Khan was a vigorous and capable ruler. He carried on large warlike hunts to show that he kept Mongol tradition, but he also showed some appreciation for Chinese culture. He acted to restore some of the devastation in North China. He began a vast renovation of the Grand Canal, which was so important to the wealth and unity of the country. He directed the building of water-control projects, such as dams and dikes, along the Yellow River. . . .

During the Mongol rule, trade revived with Central Asia and the Middle East. Both of these areas were ruled by relatives of the khan. The vast lands controlled by the Mongols experienced general peace, called the *Pax Mongolica*. It was said that “a maiden bearing a nugget of gold on her head could wander safely throughout the realm.” Camel caravans once more carried Chinese products such as porcelain, tea, medicines, silk, and playing cards to the Middle East and into Europe. . . .

Source: Dorothy Hoobler et al., *China*, Globe Book

### 3 Based on this document, identify *two* ways China was changed by Mongol rule.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each way China was changed by Mongol rule  
*Examples:* became a time of general peace; restored some of the devastation in North China; renovation of Grand Canal to restore wealth and/or unity to China; built water-control projects such as dams and/or dikes; Mongol rule brought peace and/or safety to China (*Pax Mongolica*); trade was revived with Central Asia and the Middle East

#### Score of 0:

- Incorrect response  
*Examples:* Mongols destroyed Chinese culture; Kublai Khan was a capable ruler; maidens had nuggets of gold
- Vague response that does not answer the question  
*Examples:* Mongols conquered China; porcelain
- No response

## Document 4

A 1737 engraving showing a Spanish priest preaching to the Indians in Mexico



Source: Isidro Félix de Espinosa, "Engraving of Father Margil," *El Peregrino Septentrional Atlante: Delineado en la Exemparissima Vida del Venerable Padre F. Antonio Margil de Jesús*, 1737\*

**4** Based on what is shown in this engraving, state *one* impact the Spanish had on the lives of the native peoples in Mexico.

### Score 1:

- States an impact the Spanish had on the lives of the native peoples in Mexico  
*Examples:* some Indians changed their religion; some native peoples listened to Spanish priests; some native peoples were influenced by European civilization; some Indians were taught by Spanish priests; many Indians became Catholics; many native peoples prayed; they started to believe in Jesus

### Score of 0:

- Incorrect response  
*Example:* the Spanish made the Indians wealthy
- Vague response that does not answer the question  
*Examples:* their lives changed; they had to pray; native peoples had to kneel before priests
- No response

## Document 5

### Governing the Spanish Empire in the Western Hemisphere

Life in colonial New Spain [Spanish colonies] was complex — the dominant institutions and cultural patterns were Spanish in origin, but they were modified in their New World setting. Society was not static; evolution marked the political and religious systems; and change was a feature of the economic, social, and intellectual life. These adaptations generally mirrored developments in Europe, the source of basic decisions and control. During its three centuries as a colony, New Spain was kept subservient to the mother country in a number of ways, beginning with an enforced loyalty to the crown. . . .

In New Spain itself the viceroy [governor] was the ranking officer and agent of royal absolutism. As a personal representative of the king he was armed with considerable authority and enjoyed high honors and deference [respect]. He received a handsome salary (twenty thousand pesos in the seventeenth century, triple that amount in the eighteenth), lived in a splendid palace surrounded by liveried [uniformed] servants, and maintained a court like a petty European monarch. During the colonial era there were sixty-one viceroys. Most of them belonged to the titled nobility or at least were of high birth; eleven were from the Church hierarchy [church leaders], and only three holders of this exalted [high] office were *criollos* [Creoles], two of them being sons of viceroys.

The viceroy functioned as chief executive, captain-general of military forces, governor, supervisor of the royal treasury (*real hacienda*), and president of the *audiencia* (administrative court) of Mexico. He enforced royal laws and decrees, issued ordinances dealing with local matters, nominated minor colonial officials, distributed land and titles, promoted colonization and settlement, and protected the Indians. He was vice-patron of most religious endeavors, and his ecclesiastical [church] powers included the right to determine boundaries of bishoprics [districts] and to nominate some Church officers. . . .

Source: Robert Ryall Miller, *Mexico: A History*, University of Oklahoma Press

## 5 According to this document, what effect did the Spanish have on their colonies in New Spain?

### Score of 1:

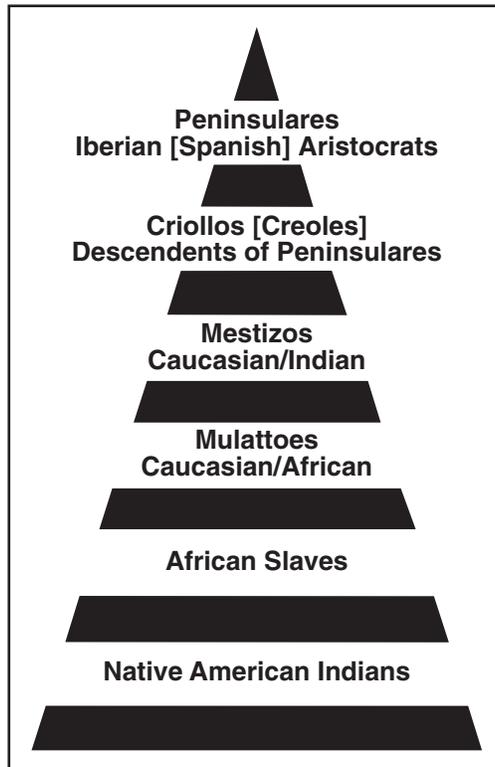
- Identifies an effect that the Spanish had on their colonies in New Spain  
*Examples:* New Spain was kept subservient to Spain; viceroy enforced loyalty to the crown; viceroy distributed land and titles; viceroy promoted colonization; viceroy promoted settlement; viceroy protected the Indians; viceroy nominated some church officers; decisions made in Europe were enforced in the colonies; Spanish political and religious systems were adapted in the colonies; Spanish cultural patterns were mirrored in the colonies

### Score of 0:

- Incorrect response  
*Examples:* King came to New Spain; natives got independence; a viceroy was elected by the colonists
- Vague response that does not answer the question  
*Examples:* the government changed; society was not static; they appointed a viceroy to rule
- No response

## Document 6

### Social Classes in Spanish Colonies



Source: John Osborne et al., *Global Studies*, N & N Publishing (adapted)

**6** Based on this chart, identify *one* change that resulted from the Spanish conquest of Latin America.

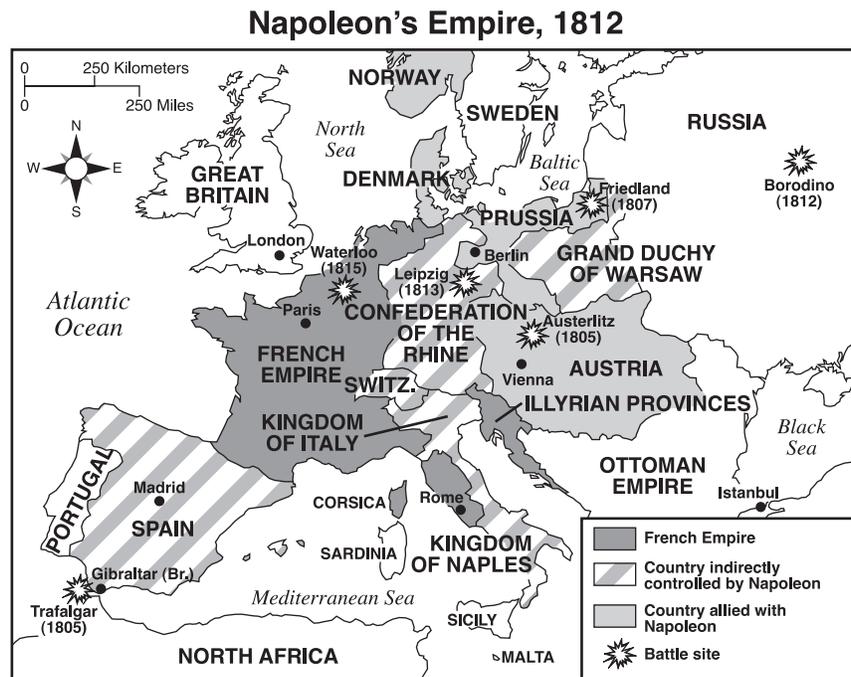
#### Score of 1:

- Identifies one change that resulted from the Spanish conquest of Latin America  
*Examples:* there was a mix of peoples, like Caucasian/Indian or Caucasian/African; natives ended up on the bottom of the class system and the conquerors were on top; it led to a class system based on race; introduction of African slaves to Latin America; created a different social class system; started different social classes

#### Score of 0:

- Incorrect response  
*Examples:* all Latin Americans had to be Spanish descendents; aristocrats were not accepted
- Vague response that does not answer the question  
*Examples:* society pyramid got taller; Africans and Indians were there; descendents were on the bottom
- No response

## Document 7



Source: Peiser and Serber, *Our World*, AMSCO (adapted)

### 7 Based on this map, state *one* political impact of Napoleon's conquests in Europe.

#### Score of 1:

- Identifies one political impact of Napoleon's conquests in Europe  
*Examples:* France controlled almost all of Europe, either directly or indirectly; Napoleon conquered many lands giving France a large empire; Napoleon made new allies and controlled some countries indirectly; France controlled (the response should identify a specific country or area shaded on the map)

#### Score of 0:

- Incorrect response  
*Examples:* France lost territory; Napoleon conquered Great Britain; France conquered every country in Europe
- Vague response that does not answer the question  
*Examples:* there were many battles; Napoleon conquered land
- No response

## Document 8

. . . Even in places such as Holland, Germany, Switzerland, Italy, and Illyria, where the Code [Napoléon] did not outlive the Empire, it made a strong imprint on the civil laws of the region. Abolition of the Code brought such confusion and chaos in certain countries that they returned to it. In the Italian peninsula, for example, the Two Sicilies in 1812 and Parma, Modena, and Sardinia later adopted codes derived from the Code Napoléon. The code of the Kingdom of Italy, adopted in 1864, likewise had its source in the Napoleonic Code. The Belgians, who were incorporated in the Kingdom of the Netherlands from 1815 to 1830, fought so strongly for the Napoleonic Code that, even after they had broken away, Holland in 1838 adopted a code based on Napoleon's.

The Code Napoléon so impressed governments, even those which did not adopt it, that the 19th century became the great century of legal codification. In addition to the countries mentioned above, Austria, Portugal, Spain, Germany, and Turkey all adopted civil codes. But that of Napoleon easily predominates in the civil-law, as opposed to common-law, world. . . .

The Code contributed greatly to Napoleon's achievement of helping France turn away from the past. It cemented the ideas of freedom of person and of contract (including the right to enter any occupation), equality of all Frenchmen, and freedom of civil society from ecclesiastical [religious] control. As the first truly modern code of laws, the Code Napoléon for the first time in modern history gave a nation a unified system of law applicable to all citizens without distinction. By providing uniformity of laws it further promoted the national unity fostered by the Revolution. Its entire outlook gave a further impulse to the rise of the *bourgeoisie*. A threatened disintegration of the family under the Convention and Directory was sharply halted, and the family once again became the most important social institution. . . .

Source: Robert B. Holtman, *The Napoleonic Revolution*, J.B. Lippincott

### 8 Based on this document, identify *two* changes brought about by the Code Napoléon.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each change brought about by the Code Napoléon

*Examples:* it helped turn France away from the past; it cemented the ideas of freedom of person and/or of contract; Frenchmen could enter any occupation; civil society was freed from religious control; gave France a unified system of law; national unity fostered by the French Revolution was promoted; it helped the rise of the middle class; the family once again became the most important social institution; other countries adopted or adapted the Napoleonic Code

#### Score of 0:

- Incorrect response  
*Examples:* it did not outlive the Empire; it threatened disintegration of the family; it impressed governments
- Vague response that does not answer the question  
*Examples:* laws changed; the French Revolution
- No response

## Document 9

. . . The plans and ambitions of Napoleon Bonaparte, however, did inspire the Latin Americans, although hardly in a way Napoleon expected. The French dictator invaded Spain in 1808, forced the king to abdicate [give up the throne], and presented the Spanish crown to his brother Joseph. At a stroke, Spanish America became part of the Bonaparte family empire. (A few months earlier, Napoleon had invaded Portugal, and the Portuguese royal family had fled to its colony of Brazil.)

Spanish Americans reacted sharply against this French usurper. They refused to accept Joseph Bonaparte as their king, affirmed [declared] their loyalty to the Spanish House of Bourbon, and seized control of their local governments. But almost from the beginning, the rebellion against Napoleon turned into a revolution for complete independence. There could be no turning back to the old system. . . .

Source: Robert J. Alexander, *Latin America*, Scholastic Book Services

### 9 According to this document, what effect did Napoleon's invasion of Spain have on Latin America?

#### Score of 1:

- Identifies the effect of Napoleon's invasion of Spain on Latin America  
*Examples:* led to a revolution for independence; caused Latin American revolts; Spanish Americans refused to accept Bonaparte as king; Spanish Americans declared their loyalty to Spanish royalty, not France

#### Score of 0:

- Incorrect response  
*Examples:* Spanish Americans welcomed Napoleon; Napoleon abdicated
- Vague response that does not answer the question  
*Examples:* invasion; people were happy; they declared their loyalty to the Spanish House of Bourbon
- No response

**Global History and Government**  
**Content-Specific Rubric**  
**Document-Based Question**  
**January 2005**

**Historical Context:** Throughout history, conquests have led to political, economic, and social changes in specific societies. Groups such as the **Mongols**, the **Spanish**, and the **French** have brought many changes to conquered areas.

**Task:** Select *two* of the groups mentioned in the historical context and for *each*

- Discuss the political, economic, *and/or* social changes that resulted from the conquest

**Scoring Notes:**

1. Conquests by *two different* groups should be discussed, i.e., the Mongol conquest of China and the Mongol conquest of Russia should *not* be considered as two different conquests by two different groups.
2. *At least two* changes should be discussed for *each* group. The discussion of the changes brought by a conquest may be to the same society or to different societies, i.e., the response may address two different changes brought by the Mongols to Russia *or* one change brought by the Mongols to Russia and one change brought by the Mongols to China.
3. The changes discussed for these groups may both be political, economic, or social, *or* they may be a combination of any two of these categories.
4. Changes need not be specifically identified as political, economic, or social.
5. Changes may be positive and/or negative.
6. The discussion of the changes in a specific society may focus on an impact or influence of the conquest, e.g., the Mongols were one reason Russia was not conquered by the West.
7. The changes in a specific society may be immediate or long term.

**Score of 5:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing *at least two* political, economic, *and/or* social changes in specific societies that resulted from conquests by *two* different groups
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Mongols: Pax Mongolica* [Mongolia] resulted in a restoration of China to previous glory; *French: France became the dominant power of Europe and lost that power as a result of the Congress of Vienna*
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Mongols: Pax Mongolia, Genghis Khan, Kublai Khan, Grand Canal, khanates, Yuan dynasty, Silk Road, Marco Polo; French: Napoleon, Napoleonic Law, French Revolution, nationalism, Christianity, Latin American independence movements*
- 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 all aspects of the task for one conquest more thoroughly than for the other conquest *or* by discussing one change more thoroughly than the second change for both conquests
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Mongols*: Genghis Khan controlled most of northern China; Mongols held the highest positions in the bureaucracy; *French*: Napoleon helped France become the dominant power in Europe; Spanish conquests of Latin America led to the adoption of Christianity by native peoples
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops *all* aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth by discussing how one conquest led to *two* political, economic and/or social changes in a specific society and discussing how a second conquest led to a *one* political, economic, or social change in a specific society
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

**Note:** When *at least two* aspects have been developed evenly and in depth and most of the other criteria at level 5 has also been met, the overall response may be considered a score of 3.

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 0:**

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

***Key Ideas from the Documents***

<b>Conquerors</b>	<b>Political Changes</b>	<b>Economic Changes</b>	<b>Social Changes</b>
<b>Mongols</b>	<p>Normal course of political life disrupted (Doc 1)</p> <hr/> <p>Promoted development of Muscovite state; defended Russia from Europe; helped spare Russia from conquest by the West (Doc 2)</p> <hr/> <p>Expansion of Mongol rule by sons of Genghis Khan to the east and west; <i>Pax Mongolica</i> [Mongolia] (Doc 3)</p>	<p>Much of Russia's skilled manpower sent to great khan; normal course of economic life disrupted; majority of cities destroyed (Doc 1)</p> <hr/> <p>Assured secure commercial relations with the Orient (Doc 2)</p> <hr/> <p>Kublai Khan restored and renovated China; <i>Pax Mongolica</i> result of Mongol rule; caravans once more carried Chinese products to Middle East and Europe (Doc 3)</p>	<p>Master craftsmen and skilled artisans drafted for the khan's service (Doc 1)</p> <hr/> <p>Position of Orthodox church enhanced; helped preserve and consolidate Russian cultural identity (Doc 2)</p> <hr/> <p>Personal safety resulted from <i>Pax Mongolica</i> (Doc 3)</p>
<b>Spanish</b>	<p>Spanish system of rule and administration in New Spain established; viceroy became representative of Spanish king and agent of royal absolutism (Doc 5)</p> <hr/> <p>Latin America ruled by Spanish-born aristocrats (Doc 6)</p> <hr/> <p>Spanish Americans seized control of local governments (Doc 9)</p>	<p>Colonies in New Spain became subservient to mother country; land distributed by viceroy (Doc 5)</p> <hr/> <p>Africans became slaves in Spanish colonies (Doc 6)</p>	<p>Indians in Mexico introduced to Christianity (Doc 4)</p> <hr/> <p>Living conditions of viceroy were like Spanish monarch; most viceroys belonged to titled nobility (Doc 5)</p> <hr/> <p>Social classes stratified with Spanish at the top and Native Americans Indians at the bottom (Doc 6)</p>
<b>French</b>	<p>Napoleonic empire controlled many areas (Doc 7)</p> <hr/> <p>Napoleonic Code led to legal equality for all Frenchmen; code spread to other lands (Doc 8)</p> <hr/> <p>Spanish crown transferred to French rule; Napoleon's plans and ambitions inspired Latin American revolutions; Napoleon extended French Empire to Spanish America; Portuguese royal family fled to Brazil (Doc 9)</p>	<p>Code Napoléon aided the rise of the bourgeoisie (Doc 8)</p>	<p>Napoleonic Code cemented ideas of freedom of person and contract; guaranteed equality of all Frenchmen and freedom from religious control; unified system of law; helped the rise of the bourgeoisie; family once again became most important social institution (Doc 8)</p>

## ***Relevant Outside Information***

(This list is not all-inclusive.)

<b>Conquerors</b>	<b>Political Changes</b>	<b>Economic Changes</b>	<b>Social Changes</b>
<b>Mongols</b>	Yuan dynasty Mongol (Tartar) yoke Prince Ivan ends Mongol rule Shift in capital from Kiev to Moscow	Tribute payments Silk Roads Disruption in trade with Mediterranean merchants; Russia cut off from European historical developments such as the Renaissance and the Commercial Revolution	Mongol taxation of conquered peoples rather than imposition of their culture Impact of Marco Polo's travels Russia cut off from European historical developments such as the Renaissance and the Reformation Cultural diffusion throughout Asia
<b>Spanish</b>	Role of Pizarro, Cortés, Atahualpa, Queen Isabella, King Ferdinand, Columbus, Tenochtitlan, Montezuma Power of the Catholic Church Details about Brazil's independence movement Details about independence movements in Spanish America Influence of divine right and absolutism in Spanish colonies	Encomienda system Sugar plantations Gold and silver mines Atlantic slave trade Mercantilism	Spanish Jesuit missionaries (work of Bartolomé de la Casas) Cultural diffusion Development of new social groups Explanation of group identification within class system Reduction of native population
<b>French</b>	Nationalism in France and other lands French Revolutionary ideals spread to many countries Continental system Abolition of Holy Roman Empire Civil constitution of the clergy Details about Brazil's independence movement Details about independence movements in Spanish America Impact of Congress Vienna (Revolutions of 1820, 1830, 1848) Abandonment of democratic practices of French Revolution by Napoleon	Protection of property rights Outlawing of trade unions and strikes Taxation supports army Impact of Russian invasion on France Abolition of feudal system in other lands Impact of Napoleon's Continental System on Industrial Revolution in Great Britain	Women not fully equal to men Promotion based on ability rather than rank or birth Spread of ideals of French Revolution to other lands Legalization of civil marriage Establishment of metric system Establishment of university system (national curriculum)

**Note:** For the purposes of these charts, changes have been categorized as political, economic, or social. However, sometimes a change listed in one category may also be a change in another category.

"Throughout history, conquerors have brought many changes to conquered areas." Two examples of conquests that totally altered the political, economic, and social systems of the nations they conquered were France and Spain. Although the means in which both nations acquired control of other nations may be considered brutal, their policies and values would have a lasting effect on the nations they conquered.

In the early 16<sup>th</sup> century, the Spanish Nation of Spain began to expand over seas after Columbus and others successfully explored new lands as well as new water routes to old trading centers. One Spanish explorer, Hernan Cortes became one of the first conquistadors to gain land in present day Mexico when he conquered the Aztecs. Soon after Spain began to colonize their expanding conquered territory. For the Natives of these areas Spanish culture was a radical change from the native way of life. Even though the natives were familiar with the concept of absolutism because of the Aztec and Incan nations, Spain introduced a totally new form of absolutism. The leaders of Spain appointed a temporary monarch in the newly colonized areas (known as New Spain). Like the ~~leader~~ King of Spain the temporary monarch of New Spain lived lavishly and enjoyed many of the same powers as the King of Spain (document 5). Under this political government a new social system began to arise. Although social classes had existed to a degree in

the late Aztec and Incan nations Spanish rule introduced a totally new form of <sup>the</sup> social system. Unfortunately, Natives weren't considered as equals and were at the very bottom of the class system, below slaves (document 6). The reasons for the inferior view of the Natives by the Spanish were infinite; for one, native culture was very different from Spanish culture. However, religion played a major role in the ~~an~~ treatment of Natives. From the beginning the Spanish missionaries tried to convert natives to Christianity (document 4). Eventually, Spain would gain success but not without resistance. Ultimately, Spain would later lose control of their Mexican and South American colonies when Bolivar, San Martin, and others led movements for independence. But Spanish culture still has a major influence in the areas Spain once conquered. The Spanish language and Catholicism still dominate Latin America, art and architecture blend Spanish and native styles, and evidence of the class system still remains. Much of the land and many businesses are still controlled by a few at the top, even though groups of native Americans like the Zapatistas are demanding more rights.

On the <sup>late</sup> 18<sup>th</sup> and early 19<sup>th</sup> centuries Napoleon was at the height of his power (document 7). Napoleon was and still is considered to be one of the greatest rulers of all time. Although/ Even though/ his military brilliance allowed him to conquer other nations, it

was his political brilliance that allowed him to gain the loyalty of his soldiers and establish firm control of the lands he conquered. Once Napoleon had gained control of France in the late 18<sup>th</sup> century he began his conquest of all of Europe. Despite his immense military success except with Great Britain and Russia, the areas which he conquered did not always respect his authority. Some of the changes Napoleon created in France were also adopted in the lands he conquered and in other European countries such as Italy when it united. The Napoleonic Code was a series of laws that promoted equality in the conquered lands (document B). Although Napoleon saw the success of his code, he couldn't realize just how long the code would survive. Unlike the Spanish Nation, which Napoleon would later gain control of, Napoleon didn't use his conquest to enhance religious influence. By the mid 19<sup>th</sup> century the reign of Napoleon would come to an end and a new power, the British Empire would dominate.

As seen, France and Spain influenced the nations they conquered in many ways. Even though their reigns came to an end their influence is still present even today.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how conquests by the Spanish and the French led to political, economic, and social changes in Latin America and Europe
- Is more analytical than descriptive (although the means in which both nations acquired control of other nations may be considered brutal, their policies and values would have a lasting effect on the nations they conquered; *Spanish*: began to colonize their expanding conquered territory; Spanish culture was a radical change from native way of life; natives not considered equals; religion played major role in treatment of natives; Spain eventually gained success but not without resistance; *French*: Napoleon was and still is considered to be one of greatest rulers of all time; once Napoleon gained control of France he began his conquest of all of Europe; Napoleon could not realize how long his code would survive; unlike the Spanish, Napoleon did not use his conquests to enhance religious influence; reign of Napoleon came to an end and the British empire became dominant)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Spanish*: Columbus and others successfully explored new lands as well as new water routes to old trading centers; Hernando Cortés became one of first conquistadors when he conquered the Aztecs; natives familiar with concept of absolutism because of Aztecs and Incas; Spain ultimately lost control of Mexico and South American colonies when Bolívar, San Martín, and others led movements for independence; Spanish language and Catholicism still dominate Latin America; art and architecture blend Spanish and native styles; much of land and many businesses are still controlled by a few at the top, even though groups of native Americans like the Zapatistas are demanding more rights; *French*: Napoleon's military brilliance allowed him to conquer other nations but his political brilliance allowed him to gain the loyalty of his soldiers and establish firm control of the lands he conquered; Italy adopted Napoleonic Code once they united; Napoleon's military success except with Great Britain and Russia)
- Richly supports the theme with many relevant facts, examples, and details (*Spanish*: gained land in present-day Mexico; temporary monarch lived in colonies and enjoyed many of the same powers as the king of Spain; natives at the bottom of the class system below the slaves; Spanish missionaries tried to convert natives to Christianity; *French*: changes Napoleon created in France adopted in lands he conquered and other European countries such as Italy; Napoleonic Code was series of laws that promoted equality)
- Demonstrates a logical and clear plan of organization; includes an introduction that includes a good analytical statement and a conclusion that is somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The strength of this response is in the contrast of elements of the societies before the conquests and how these elements were used or changed by the conquerors. Analytical statements and outside information are integrated with document information into a narrative that demonstrates that the influence of the conquerors is still present today.

During the course of history, invasions and conquests have greatly altered the societies of those conquered. The conquests by the Mongols and the Spanish are no exception – each conquest both broadened and weakened the cultures and lifestyles of the natives conquered.

Such areas experienced great alterations in government, economy, and culture as a direct result of the Mongol and Spanish conquests.

Latin America was a very different region before the Spanish arrival. Highly developed civilizations such as the Mayas and Aztecs controlled the regions of Mexico and Central America while the Incas held power in the Andes region of South America. The Spanish brought with them the new religion of Catholicism, a new government based on absolutism, and the power to change social class lines. Life in New Spain was, as Robert Lyal Miller says in Document 5, "complex – the dominant institutions and cultural patterns were Spanish in origin, but they were modified in their new world setting..." For example, Spanish viceroys <sup>ruled</sup> instead of native kings. Although slaves would normally be at the bottom of the social structure, in Latin America they were not.

The first Europeans to alter the lives of Mexicans were the Spanish priests who came to preach Christianity, and to eventually convert the natives and convince them to abandon their "false" religions. (Document 4) As religion is an important basis of a society, any major switch in beliefs would certainly change the culture and the traditions of the people. In some

areas, monotheistic Christianity replaced polytheism, while in other areas, the different religions coexisted, though Catholicism was the official religion.

Power of government over the regions of New Spain was given to the viceroy, the ranking officer with considerable power over the people. He enforced royal (or Spanish) laws, decrees and issued orders among many other things. (Document 5) Top government and military positions were reserved for those born in Spain or Spaniards born in the New World. Social class lines also did not remain intact after Latin America's conquest. Europeans, and those directly descended from them, were the upper class, while ~~the native~~ peoples such as Mestizos and Mulattos, occupied distinctly lower spots in the social hierarchy. <sup>As Native Americans died from infectious diseases,</sup> Slaves had been imported and <sup>they</sup> ended up higher on the social pyramid than the remaining Native American Indians. The Slaves came from Africa as part of the Triangle Trade to work on the plantations and in the gold and silver mines. The cultural diffusion resulting from the importation of Africans by the Spanish greatly changed life in Latin America.

One of history's most offensive conquests by the Mongols occurred over a period of many years <sup>and centuries</sup> in the 13th century. The Mongols were fierce warriors, and also powerful, and managed to take over much of Russia and China. Many changes occurred in both societies; some better than others.

The Mongol invasion of Russia in 1237-40 disrupted the normal

course of life. Russians suffered many casualties, including those enslaved by the Mongols. Russian cities suffered severe devastation, with many towns completely destroyed (Document 1) especially because of the Golden Horde. Although they were fierce fighters, the Mongols were relatively peaceful leaders as long as they received their tribute. The Mongols assured Russia peace and trade with the Orient by maintaining <sup>safety of</sup> the Silk Roads. Most Russian lands were united. (Document 2) The Mongols also left a lasting effect on Russian government with the policies of absolutism and isolationism. A negative outcome of Mongol control was that the Russians missed the rebirth of trade and learning that took place in the European Renaissance. In China, Kublai Khan renovated the Grand Canal, and directed the building of water-control projects. Trade was revived with Central Asia and the Middle East (Document 3) The reports of Marco Polo's visits to the Khan's court stimulated European interest in trade with Asia. Even after the fall of the Mongols in China, the Chinese emperor sent Zheng He to look for ways to continue the trade. All of these numerous changes, for better or worse, directly resulted from the Mongolian conquest.

Conquests of nations did not occur without bringing great changes to the conquered country. These changes weakened or improved the original cultures and societies. The conquests by both the Spanish and Mongolians brought great changes to all areas of life.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how conquests by the Mongols and the Spanish led to political, economic, and social changes in Latin America, Russia, and China
- Is more analytical than descriptive (*Spanish*: Latin America was a very different region before the Spanish arrived; social class lines changed; Catholic priests eventually convert natives and convince them to abandon their “false” religions; religion is an important basis of society; top government and military positions reserved for those born in Spain or Spaniards born in the new world; *Mongols*: although fierce fighters, Mongols relatively peaceful leaders; assured Russian peace; lasting effect on Russian government with the policies of absolutism and isolationism)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Spanish*: highly developed civilizations such as Mayas and Aztecs controlled Mexico and Central America; Incas held power in the Andes; in some areas, monotheistic Christianity replaced polytheism; in other areas, the different religions coexisted, even though Catholicism was the official religion; slaves were imported as native Americans died from infectious diseases; slaves imported from Africa as part of the Triangle Trade to work on the plantations and in the gold and silver mines; *Mongols*: received tribute from Russians; maintained safety on the Silk Roads; Russia missed rebirth of trade and learning that took place in the European Renaissance; reports of Marco Polo’s visits; Zheng He looked for ways to continue trade)
- Supports the theme with relevant facts, examples, and details (*Spanish*: brought new religion, Catholicism; new government based on absolutism; viceroy ruled instead of king; Spanish priests preached Christianity; viceroy had considerable authority over the people; slaves ended up higher on the social pyramid than the remaining Native American Indians; *Mongols*: enslavement of Russians; Golden Horde; renovation of Grand Canal in China)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Although some information is quoted from the documents and some concepts are repeated, good outside information and analysis are integrated into the narrative. The discussion focuses on how the conquests resulted in changes that both weakened and improved the societies. This focus strengthens the response.

Throughout history, change has been accomplished through means of force. These changes, for good or ill, have in turn helped shape the structure of the world as it is today. There can be no better example of this principle than the invasions of France throughout Europe and the Mongols throughout Asia. Both of these empires brought drastic, and sometimes unexpected, differences to the conquerors and the conquered.

The French Empire, progeny of the great Napoleon Bonaparte, not only ruled Europe for a time, it brought new ideas to much of the developing world. Although Napoleon's ultimate goal was to make France the greatest of all nations, he also brought his Napoleonic Code to many areas where no such law had ever been heard of. Robert Holtman (Document 8) speaks of the affect this rule had on European nations, such as Holland, Switzerland, and Italy. It was adopted by many of the lands conquered by Napoleon, and even though its effect decreased, it influenced the civil laws of these lands and inspired other countries to codify their laws. Its influence spread still farther, afield to the newly independent nations of Central and South America. After the kings of Spain and Portugal were deposed, the peoples of South America saw no reason to follow Joseph Bonapart and instead opted for freedom (Doc 9). ~~But~~ Through this code, social reform in the Americas was

established and also the equal rights before the law afforded to most men. The ideals of the French Revolution would serve as a model for nations seeking independence. However, it was these new freedoms which would drive Napoleon out of the Americas. In this way, Napoleon's empire in ~~the~~ Europe truly ~~or~~ did give Latin America its freedom, both in a human rights and a political sense.

The Mongols, unlike the French Empire, lasted more than a century and caused more change to those it conquered directly than any satellite colonies. For instance, as David MacKenzie and Michael Curran (Doc. 2) asserted that after ~~the~~ the conquest, Mongols and the people of Russia lived in peace and harmony. From their conquerors the Russians adopted typical Asian traits such as strength and religiosity which promoted the development of their state in Moscow. The Mongols secured for the Russians commercial and cultural relations with the Orient. We see how the Russians, although conquered, benefited greatly both in trade and protection from the Mongol empire.

China, along with Russia and most of Asia, had also been conquered by Genghis Khan and his sons. Still despite this taking of power by force, China also benefitted from its occupation by the Mongols. After ~~all~~ all, the Mongol invasion brought a new, revitalizing influence to a country which had begun to stagnate under uninspired rulers. In fact, Kublai Khan helped the Chinese people in many ways, including rebuilding and refurbishing the many dams and canals of the Yellow River. This is brought into greater detail when Dorothy Hoobler (Document 3) notes that Kublai Khan was a capable ruler who began a vast renovation of the Grand Canal, which was so important to the wealth and unity of the country. He also "directed the building of water-control projects, such as dams and dikes, along the Yellow River..." Also through this ruler, trade began to flourish once again in the Middle East. The sum total of these anecdotes proves that China was greatly improved, financially and culturally, by the Mongol rulers.

Although the peoples of a nation would always like to rule themselves, it is sometimes revitalizing and beneficial to be imposed upon by a foreign

power. China and Russia were, and it brought to them cultural and socio-political reform. Without these new ideas brought to them through outside conquests, they might never have become the influential powers they are today.

**Anchor Level 4-A**

**The response:**

- Develops all aspects of the task by discussing the impact of the political, economic, and social changes under the Mongols in Russia and China more thoroughly than the impact of French conquests in Europe and Latin America
- Is both descriptive and analytical (*French*: Empire, progeny of the great Napoleon Bonaparte; Napoleon brought new ideas to much of developing world; Napoleon's ultimate goal was to make France the greatest of all nations; Napoleonic Code brought to many areas where no such law had ever been heard of; Napoleonic Code inspired other countries to codify their laws; Napoleonic Code spread to newly independent nations in Central and South America; *Mongols*: Russians, although conquered, benefited greatly both in trade and protection from Mongol empire; China also benefited from occupation by Mongols; trade flourished once again in the Middle East; China greatly improved, financially and culturally, by the Mongol rulers)
- Incorporates relevant information from documents 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*French*: Napoleonic Code established social reform in the Americas; new freedoms drove Napoleon out of the Americas; ideals of the French Revolution serve as model for nations seeking independence; *Mongols*: caused more change to those it conquered directly than the French; conquests helped promote development of state in Moscow; Mongol invasion brought revitalizing influence to a country which had begun to stagnate under uninspired rulers)
- Supports the theme with relevant facts, examples, and details (*French*: Napoleonic Code established social reform in the Americas; peoples saw no reason to follow Joseph Bonaparte; *Mongols*: Mongols and the people of Russia lived in harmony; conquests of Genghis Khan and his sons; rebuilt dams and canals)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme and indicates the influence of the conquests today

**Conclusion:** Overall, the response fits the criteria for Level 4. Much of the response is based on document information, especially the discussion of the Mongol conquest of China. Analytical statements and outside information enrich the essay. Some information is used to discuss the negative aspects of conquests, but the focus of the response is on the positive and unexpected changes brought by conquerors. The comparison of the Mongol conquests to Napoleon and the French empire contribute to the overall effectiveness of the response. However, the development of ideas is uneven.

Throughout history conquerors have brought many changes to conquered areas. The conquests of the Spanish and the French led to political, economic, and social changes in specific societies. Spanish conquerors led to dramatic changes in Latin America, while the French under Napoleon influenced many parts of Europe in addition to Latin America.

When the Spanish conquered regions of Latin America, they established a different system of government, introduced Christianity, and created new social classes. Spanish colonies were ruled by a viceroy who was subject to only the king and God himself. When Hernando Cortez invaded Mexico, he destroyed the existing Aztec form of government. Other conquistadors made the Mayas of the Yucatan also subjects of the Spanish crown. Secondly, major social changes occurred in the Spanish colonies when the Spanish introduced Christianity and the concept of a monotheistic religion. <sup>(Doc 4)</sup> Prior to the Spanish conquest, the Natives had followed a polytheistic religion, meaning they believed in and worshipped many Gods. Lastly, the Spanish brought African slaves to the New World when many of the natives died of small pox and other diseases. This led

to interracial marriages. These marriages resulted in a new class system with the Peninsulares, or those born in Spain on top and the Native Americans all the way on the bottom, even below the slaves (Doc. 6). The other classes, in order from top to bottom, were the Creoles (Spanish born in Latin America), Mestizos, Mulattos, and African Slaves. Thus, Spanish conquest in the New World were greatly influenced by the introduction of Spain's political and social culture.

The French under the leadership of Napoleon also influenced Latin America as well as Germany, Switzerland and Spain (Doc. 7). Napoleon Bonaparte was a military leader who overthrew the French government in a coup d'etat and established a dictatorship. Unlike some modern dictators, such as Stalin and Saddam Hussein, Napoleon was interested in bettering the country. Using his military skills that he had developed during the French Revolution, Napoleon conquered most of Europe with the exception of Great Britain whom he was never able to defeat. In whatever lands he conquered, Napoleon brought with him the Napoleonic Code which promoted equal treatment in civil matters. It was because of the Napoleonic Code that the social system of conquered lands were changed.

The Napoleonic Code helped the rise of the middle class and made the family an important social institution once again (Doc 8). Ergo, the Napoleonic code which was introduced to the people of all French conquests, and inspired other countries to adopt civil codes, greatly affected the social systems of the lands in which it was implemented.

Ergo, imperial nations always affect the political, economic, and social systems in the lands that they conquer. Political and economic changes often involve the introduction of a new government and a new currency, respectively. However, social changes vary from the introduction of a new religion to the fostering of new morals and ideals in the conquered people. It is possible that such social changes most affect the future of such conquered lands because the ideals of the people directly determine their actions.

## Anchor Level 4-B

### **The response:**

- Develops all aspects of the task by discussing how conquests by the Spanish and the French led to political, economic, and social changes in Latin America and Europe
- Is both descriptive and analytical (*Spanish*: established a different form of government in Latin America; major social changes occurred in Latin America with the Spanish conquest; marriages resulted in new class system; Native Americans even below the slaves in the new class system; *French*: Napoleonic Code resulted in change in social system of conquered countries; Napoleonic Code greatly affected the social systems of the lands in which it was implemented)
- Incorporates relevant information from documents 4, 5, 6, 7, and 8
- Incorporates relevant outside information (*Spanish*: viceroy subject to only the king and God himself; Hernando Cortés invaded Mexico and destroyed existing Aztec form of government; other conquistadors made the Mayas of the Yucatan also subjects of the Spanish crown; introduced concept of monotheistic religion; prior to conquest, natives had followed polytheistic religion; many natives died of smallpox and other diseases; presence of slaves in Spanish colonies led to interracial marriages; *French*: Napoleon Bonaparte overthrew French government in a coup d'état and established a dictatorship; unlike most modern dictators such as Stalin and Saddam Hussein, Napoleon was interested in bettering the country; Napoleon developed his military skills during the French Revolution)
- Supports the theme with relevant facts, examples, and details (*Spanish*: introduction of Christianity; rule by viceroy; Spanish brought African slaves to the New World; Peninsulares on top of social class system; Creoles, Spanish born in Latin America; *French*: Napoleon influenced Latin America; Napoleonic Code promoted equal treatment in civil matters; Napoleonic Code helped the rise of the middle class; Napoleonic Code inspired other countries to adopt civil codes)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that succinctly summarizes the effects of conquests

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the discussion of the changes that resulted from the conquests is based mostly on outside information, descriptive statements and good transitions strengthen the links to document information.

Throughout history, conquerors have brought many changes to conquered areas. The conquest of the Mongols and the Spanish are a few examples, ~~the~~ Their conquests led to political, economical, and social changes in many areas.

The Mongols brought abundant changes to Russia, both good and bad. According to (doc 1) cities such as Kiev, Chernigov, and Pereiaslav were destroyed and never returned to their former glory unlike efforts made by the Mongols in China where they restored the Grand Canal. Perhaps this is because they saw greater economic advantages in China. However, (doc 2) states of the changes that the Mongols brought. They assured commercial and cultural trade with the Orient, changed the position of the Orthodox Church, and defended Russia from conquest by Europe.<sup>(01)</sup> However, in doing all of this, Mongols have led Russia to isolation<sup>(01)</sup> As a result, Russia (after Mongol invasion and occupation) searched for a warm water port (with leaders such as Ivan IV, Peter the Great, and Catherine the Great) in hopes of expanding trade with Europe.

~~Spain~~ Spain is known for its conquest in the

~~Americas~~ Americas. (01) Thanks to their powerful Spanish Armada, they were able to colonize many countries in Latin America. Spain, a very religious country, believed in Christianity. As shown on (Doc. 4), the ~~photo~~ picture is a Spanish Catholic priest converting Natives in Mexico. (01) Spain went to new countries in the name of God to convert many of the "savages" found in the Americas. Religions also influenced the government. As said in (doc 5) Spain's occupation in New Spain (Mexico) was governed by a viceroy, a representative of the King: the monarch. Like other Europeans, the Spanish believed the monarch is responsible only to God, and no one else is above. (01) The viceroy took care of almost everything in the colony. Among his duties include chief executive, governor, superior of the ~~the~~ treasury, and president of the audiencia (administrative court) of Mexico. He also enforced royal laws and decrees, local matters, elected minor colonial officials, and protected the Natives. (01) Colonies existed for the good of the mother country, and the viceroy helped ensured that. As the

supervisor for the colony, he took care of almost everything. In the colony, the Spanish became the elite, but the true natives, became the bottom of the <sup>(01)</sup> "caste system." (Doc 6)

Since the colony existed for the good of the mother country then those from the mother country are the elite, and ironically, the ones originally from the colony are the bottom.

In conclusion, any conqueror in any way brings changes to wherever they go. The Spanish and the Mongols are just two examples. The Mongols, in their conquests, had both negative and positive effects. Spain, as well, had the same. Though they both differ in many ways, ~~the~~ they are similar in at least one thing: change. Change is the common thread when a foreigner, of any kind, comes to a new world, and the two clash to form something new.

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task by discussing how conquests by the Spanish and the Mongols led to political, economic, and social changes in Russia and Latin America but discusses the conquests of the Spanish more thoroughly than the conquests of the Mongols
- Is both descriptive and analytical (*Mongols*: brought both good and bad changes to Russia; Russia never returned to former glory as a result of the Mongol conquest; in China, Mongols made improvements, perhaps because they saw greater economic advantages; *Spanish*: Spanish Armada allowed Spain to colonize many countries; Spain converted many of the “savages” found in the Americas; religion influenced the Spanish government; colonies existed for the good of the mother country and the viceroy insured that; Spanish became the elite, but the true natives became the bottom of the “caste” system; since the colony existed for the good of the mother country then those from the mother country are the elite and ironically the ones originally from the colony are the bottom; change is the common thread when a foreigner of any land comes to a new world and the two clash to form something new)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mongols*: led Russia to isolation; after Mongol invasion, Russia, under leadership of Ivan IV, Peter the Great, and Catherine the Great, searched for warm-water ports; *Spanish*: Spain, a very religious country; Spain went to new countries in the name of God; like other Europeans, Spanish believed monarch responsible only to God)
- Supports the theme with relevant facts, examples, and details (*Mongols*: commercial and cultural trade with the Orient; defended Russia from conquest by Europe; *Spanish*: Christianity; New Spain governed by a viceroy; viceroy representative of the King, the monarch; viceroy took care of almost everything in the colony)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Although some of the information from the documents is copied, the outside information and analytical statements strengthen the response. Document information is enhanced with statements of explanation.

---

### Anchor Paper – Document-Based Essay—Level 3 – A

---

When a civilization is conquered by another civilization, ~~on~~ there is an effect of cultural diffusion that occurs. Whether the conquering party establishes the beliefs of their native country, or their own personal beliefs, the conquered area in question is still affected in ways that are political, economic, or social. Two such examples of these effects are the conquests of the Spanish and the French.

By the 1790's, Spain had conquered about half of South America, and parts of Mexico. Under the Spanish rule, two areas of life that were greatly affected were ~~greatly~~ political and social. Referring to Document 4, we find historical evidence that proves Spanish priests preached in parts of Mexico about Christianity. Missionaries are known throughout history for being able to convert at least a few groups of people to their religion, which shows that the Mexican religious lives were affected. Document 6 shows another affect of Spanish rule, and that was the division of social classes. These classes were divided by ethnicity with Native American Indians and African slaves being the lowest group. They had few, if any rights, and got no income whatsoever. As for a political view, Document 5 gives a summary of the rule of the Spanish Empire. The monarch's political philosophy was absolutism, a system where the king had divine power which was believed to be straight from God. No one could question his decisions, and he answered to no one. In New Spain, the viceroy was the king's personal representative and ruled in the same way.

In comparison, the conquests of the French was led by Napoleon, a determined, power-hungry conqueror. Major affects of his rule also apply to political and social areas. Document 8 gives a synopsis of the Napoleonic code, a set of rules that

---

**Anchor Paper – Document–Based Essay—Level 3 – A**

---

allowed for more toleration of the actions of the people. Marriage outside of the church in France and other countries was also forbidden since religion was the highest priority for most Catholic rulers in Europe, but with the Napoleonic code, people could marry outside of church. The family once again became the most important social institution.

Whatever time period it is, conquering<sup>of</sup> civilizations will always be affected by their conquerors, sometimes making clear changes in their society as was seen with Spain and France.

**Anchor Level 3-A****The response:**

- Develops most aspects of the task in some depth by discussing how conquests by the Spanish and the French led to political and social changes in Latin America and Europe
- Is both descriptive and analytical (*Spanish*: missionaries known throughout history for being able to convert at least a few groups of people to their religion; religious lives of Mexicans affected by conquest; monarch answered to no one; *French*: Napoleon, a determined, power-hungry conqueror; Napoleonic Code, a set of rules that allowed for more toleration of the actions of the people)
- Incorporates some relevant information from documents 4, 5, 6, and 8
- Incorporates some relevant outside information (*Spanish*: cultural diffusion; social classes divided by ethnicity; king had divine power which was believed to be straight from God; *French*: marriage outside of the Church in France and other countries forbidden since religion was the highest priority of most Catholic rulers in Europe)
- Includes some relevant facts, examples, and details (*Spanish*: Spain conquered about half of South America and parts of Mexico; Christianity; Native America Indians and African slaves being lowest social group; monarch's political philosophy of absolutism; *French*: Napoleonic Code; family once again most important social institution); includes a minor inaccuracy (Native American Indians and Africa slaves got no income whatsoever)
- Demonstrates a satisfactory plan of organization; includes an introduction that is based on the premise of the effects of cultural diffusion and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Only one aspect of the Napoleonic Code is addressed as a social change for the French conquest of Europe. Few specific historical facts are used to support document content; however, the inclusion of outside information strengthens the discussion of both conquests.

Throughout history, the Spanish and French have made changes on the societies they conquer. Changes have been made in specific areas such as political, economical and social.

France and Spain have left political impacts on the societies they conquer. France changed most of Europe with a set of laws created by Napoleon Bonaparte in 1804 called the Napoleonic Code. In document 8 some of the different laws are discussed and for the first time since the Roman and Byzantine empire a nation had a unified system of law which applied equally to all citizens<sup>(doc 8)</sup>. Since Napoleon had either directly or indirectly controlled most of Europe he unified them by these set of laws<sup>(documents)</sup>. These laws separated civil laws from the laws of the church and led to the rise of the middle class. On the other hand, Spain was also creating large impacts on the society they conquered. Spain was a bureaucracy with the monarch fully ruling. In document 5 it mentions that to rule its conquered lands it sent a viceroy to rule with full authority as the king representative. He enforced royal laws and decrees on the people (document 5). The Spanish believed very much in their government and wouldn't even allow it to change when greater forces came in.

Social changes were brought about by both the French and the Spanish. France created everyone equal and the family once again became the most important social institution (document 8). Spain created a type of caste system for the people. Also shown in document 6 at the top of the cast system

stood Peninsulars, then went to Creoles, Mestizos, Mulattos African slaves and the bottom were the Native Americans (document 6) Surprisingly African slaves were not at the very bottom like in most caste systems. The Spanish also spread Christianity to the lands they conquered (document 4).

Economic changes were achieved by having France and Spain trade with their new lands. France traded with Europe while Spain traded with South America materials such as gold and food such as the potato.

Two different countries France and Spain created vast changes in the lands they conquered. Political, social and economical changes shaped the lands they conquered all over the world.

### Anchor Level 3-B

#### The response:

- Develops all aspects of the task with little depth by discussing how conquests by the French and the Spanish led to political, economic, and social changes in Europe and Latin America
- Is more descriptive than analytical (*French*: France changed most of Europe with a set of laws created by Napoleon; *Spanish*: surprisingly, African slaves not at the bottom of the social classes in the Spanish colonies)
- Incorporates some relevant information from documents 4, 5, 6, and 8
- Incorporates some relevant outside information (*French*: for the first time since the Roman and Byzantine empires, a nation had a unified system of law which applied equally to all citizens; *Spanish*: Spain created a type of caste system; Spain traded gold and food with Latin America)
- Includes some relevant facts, examples, and details (*French*: Napoleonic Code; family most important social institution in France; *Spanish*: bureaucracy of Spain; viceroy ruled with full authority as king's representative; Spanish spread Christianity to the lands they conquered)
- 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. Although all aspects of the task are addressed, the response contains very little discussion and almost no analysis. A few pieces of good outside information strengthen the response.

The French and Spanish conquests led to profound changes in the areas they conquered. Much of Latin America and Europe, controlled by Napoleon, experienced political, economic, and social change at the hands of their rulers. Whether the areas subject to the conquests were affected positively or negatively, their functioning and mere existence as nations would be changed forever.

The Spanish invasion of Latin America was a forceful and bloody one. Native leaders, such as Montezuma, were killed by the Spanish, who were much more advanced in technology and weaponry. Once under the Spanish rule, the Natives were greatly oppressed. Christianity was imposed on them (Doc 4) and they were forced to work for their European conquerors. The Native Americans were at the bottom of the social ladder and had no rights. The Peninsulares (Spanish aristocrats) and Creoles (descendants of Peninsulares) were at the top (Doc 6). The government in Latin America was completely run by a massive bureaucracy, with the viceroy, the king's representative, in power. The viceroy also had many rights as well. He dealt with local issues, distributed land titles, and attempted to protect the Indians.

The French conquest of Napoleon led to his almost complete control of Europe. All of Spain, Austria, Denmark

and the Confederation of the Rhine were ~~the~~ either under his direct or indirect rule (Doc. 7). Napoleon, however, was not invincible. When he led the French troops into Moscow to conquer Russia, all the Russians had fled. Napoleon's men were worn from the lack of food and harsh weather. He was forced to retreat. All of Napoleon's influence on the world was not bad, however.

It is widely debated on whether conquests have positive or negative effects on the conquered. In Latin America, the Natives were oppressed and had no rights, but the Spanish brought technology and political decisiveness that would create more stability and a higher standard of living. In Europe, all the conquered people were forced to show complete alliance to Napoleon, but at the same time were brought stability. Despite the positive and negative effects of the French and Spanish conquests, it is a fact that the nations they conquered and the rest of the world would profoundly change because of them.

### Anchor Level 3-C

#### **The response:**

- Develops most aspects of the task in some depth by discussing how conquests by the Spanish and the French led to political and social changes in Latin America and Europe
- Is both descriptive and analytical (functioning and existence as nations in Latin America and Europe would be changed forever by conquests; *Spanish*: natives were oppressed under Spanish rule; Christianity imposed on natives; native Americans had no rights; government in Latin America completely run by a massive bureaucracy; *French*: Napoleon's conquests led to almost complete control of Europe; Napoleon not invincible; all of Napoleon's influence on the world was not bad)
- Incorporates some relevant information from documents 4, 5, 6, and 7
- Incorporates some relevant outside information (*Spanish*: invasion of Latin America, a forceful and bloody one; native leaders such as Montezuma killed by Spanish who were much more advanced in technology and weaponry; natives forced to work for their native conquerors; *French*: Napoleon led French troops into Moscow to conquer Russia but all the Russians had fled; Napoleon's men were worn out from the lack of food and harsh weather; Napoleon forced to retreat)
- Includes some relevant facts, examples, and details (*Spanish*: Native Americans at the bottom of the social ladder; Peninsulares and Creoles at the top of the social ladder; viceroy was king's representative; *French*: Napoleon; almost complete control of Europe); includes a minor inaccuracy (in Europe, all the conquered people were forced to show complete alliance to Napoleon, but at the same time were brought stability)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that focus on the positive and negative effects of conquests

**Conclusion:** Overall, the response fits the criteria for Level 3. Only one change is discussed for the French conquests. Although the outside information and connections that are made are interesting, little effort is made to connect the information to the documents and the task. Several overstatements such as "all the Russians had fled" further weaken the response.

Conquest is the act of taking control of <sup>a</sup> another country or region for any reason. One country conquering another often brings about the growth of empires and the spread of that country's culture and civilization. As a result, their influence helps shape the way people think and behave, having an impact on future generations. The Mongols' conquests of the 13th century in China and Russia, as well as the French's conquests in the Western world during the 19th century, were no different. In fact, ~~the~~ the Mongol and French <sup>historical</sup> conquests serve as prime examples of how conquest brings about change in many ways.

The Mongols and the French brought political change to the peoples they conquered. For one, the Russians and Mongols enjoyed peace and harmony with each other. Meanwhile, the Mongols enjoyed their Golden Age, known as the Pax Mongolia. In France, Napoleon created the Napoleonic Code, which was adopted in many of his conquered and helped to maintain peace. Peace was a central ideal among both peoples.

Economics changed under both the Mongols and the French. In Mongol Russia, craftsmen and artisans were hired for the service of the Khan, and assured to Russia secure commercial relations with the Orient. In China, they began the renovation of the Grand Canal and renewed the silk trade. In France, ~~as~~ conquests were made in Africa to gain natural resources.

Society as a whole changed because of the French and the Mongols. The Mongols spread their cultures to both the Russians and the Chinese. They gave their characteristics to them. Kublai Khan showed respect to Chinese culture during his reign.

**Anchor Level 2-A**

**The response:**

- Minimally develops all aspects of the task by discussing how conquests by the Mongols and the French led to political, economic, and social changes in Russia, China, and France
- Is primarily descriptive (*Mongols*: assured Russia secure commercial relations with the Orient); includes weak application and analysis (*Mongols*: conquering another country often brings about the growth of empire and the spread of that country's culture and civilization; influence helped change the way people think and behave which has an influence on future generations; *French*: Napoleonic Code helped maintain peace in many of the lands conquered)
- Incorporates limited relevant information from documents 1, 2, 3, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Mongols*: Russians and Mongols enjoyed peace and harmony with each other; *Pax Mongolia*; renovation of the Grand Canal; renewal of the Silk Trade; *French*: Napoleonic Code); includes an inaccuracy (refers to the *Pax Mongolia* as a Golden Age)
- Demonstrates a general plan of organization; contains digressions (French conquests made in Africa to gain natural resources); includes an introduction that is beyond a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Political, economic, and social changes are used as an organizational tool. Limited document information is selected to address the types of changes, but specific historical facts are not provided to support the discussion of those changes.

When a land is conquered, the conqueror always brings change that area. Those changes include economical, political and social change. Whether those changes are good or bad, is dependant on the conquering country. Two great examples of this idea are the French and Spanish conquests.

The conquest of its surrounding areas by France lead to many changes in Eastern Europe. These changes were initiated by Napoleon Bonaparte. Politically, he spread his own code of laws that were known as the Napoleonic Code. (Doc 8) He enforced this code on any area he conquered, and with it he took away power from the other rulers. Economically, he nationalized banks and created public education (OI) Through this the jump started the economy of many areas. And socially, when he conquered Spain, he caused revolutions in Latin America that led to the independence of most of the continent. (Doc 9)

Spain's conquest of Latin America cause many changes in the indigenous people that lived there.

Most changes that occurred in both situations were positive others are negative.

Either way, the conquered areas were politically, ~~economically~~ economically, and socially changed.

And in most <sup>cases</sup> ~~cases~~ these changes can still be seen today.

#### Anchor Level 2-B

##### The response:

- Develops some aspects of the task in some depth by discussing how conquests by the French led to political, economic, and social changes in Europe and Latin America and mentioning the Spanish conquest of Latin America
- Is primarily descriptive; includes weak application and analysis (whether changes are good or bad depends on the conquering country; Napoleon jump-started the economy of many areas; Napoleon's conquest of Spain led to independence in most of Latin America)
- Incorporates limited relevant information from documents 8 and 9
- Presents little relevant outside information (Napoleon nationalized banks; public education)
- Includes few relevant facts, examples, and details (changes in Eastern Europe; Napoleonic Code; revolutions in Latin America); includes an inaccuracy (Napoleon forced the Napoleonic Code on any area he conquered)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that concentrate on stating that conquest can be either positive or negative

**Conclusion:** Overall, the response fits the criteria for Level 2. The focus of this response is the conquests of France, specifically Napoleon Bonaparte. Political, economic, and social changes that resulted from Napoleon's conquests are briefly mentioned. A few analytical statements are made, but they lack the support of specific historical facts.

Throughout history, conquerors have brought several changes to the areas which they conquered. Such example of these changes is proven in the conquests of the Mongols in Russia and China, the Spanish, and the French led to political, economic, and social changes in certain societies.

When the Mongols invaded Russia they killed many of the Russians and enslaved the rest. Craftsmen and skilled artisans were forced to labor for the specific services for the Mongols. This is shown in document 1. Although this was tragic the Mongol invasion was beneficial for the Russian economy. Mongolian traditions were adopted and mixed with already existing Russian culture and traditions. The Mongols rule strengthened the Russian economy by protecting it from outside invasion and enhanced their orthodox church. By doing so they kept Russia from any conquests by the west and helped keep Russia intact. This is evidenced by document 2. In document 3 it shows how the Mongolian invasion in China was also beneficial to their economy. The Mongols rebuilt and fixed many of the devastations like canals, dams, and dikes. They also opened China for ~~the~~ trade with Asia and Middle East.

## Anchor Level 2-C

### **The response:**

- Develops some aspects of the task in some depth by discussing how conquests by the Mongols led to economic and social changes in Russia and China
- Is primarily descriptive (*Mongols*: helped keep Russia intact by keeping her from conquests by the West; rebuilt and fixed much of the devastation in China); includes weak and isolated application and analysis (although Mongol invasion tragic, it was beneficial for the Russian economy; Mongol traditions adopted and mixed with already existing Russian culture; Mongols strengthened the Russian economy by protecting it from outside invasion)
- Incorporates limited relevant information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Orthodox church enhanced; China opened trade with Asia and the Middle East)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Transitions help the flow of information selected from the documents to address the changes that resulted from the Mongol conquests. Although social changes are briefly addressed, most of the response focuses on economic changes. The response fails to discuss changes brought by a second conquering force.

Over time, ideas of money, art, architecture, and rebellion have spread through the contact with other people. Merchants who travel to many places bring ideas with them. Conquerors' objectives are to spread their the reach of their rule as well as the views they hold to being correct. The conquests of the Mongols and the Spanish have brought about vast political and social changes in the Empires they took over.

The Mongolian Empire, which controlled most of China<sup>in the 13<sup>th</sup> century</sup>, brought about a few good changes to Chinese life. Kublai Khan ~~under~~ oversaw many environmental projects, including the renovation of the Grand Canal and the building of Dikes and Dams on the Yellow River (Doc 3). The maintenance of waterways was essential in this time period because they were a reliable means of transportation.

Anchor Level 1-A

**The response:**

- Minimally develops some aspects of the task by mentioning an economic change that resulted from the Mongol conquest of China
- Is descriptive; includes some simple application and analysis (conqueror's objectives are to spread the reach of their rule as well as their views; maintenance of waterways essential in this time period because they were a reliable means of transportation)
- Makes reference to document 3
- Presents little relevant outside information (merchants who travel to places bring their ideas with them)
- Includes few relevant facts, examples, and details (Kublai Khan oversaw many environmental projects; restoration of Grand Canal; building of dikes and dams on Yellow River); includes an inaccuracy (Mongol empire controlled most of China)
- Demonstrates a weakness in organization; includes an introduction that makes some general statements about the effect of conquests and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. A few statements show an understanding of the effects of conquest. However, despite an excellent introduction, only one piece of specific information is mentioned about the Mongol conquest of China.

The destruction of property and life in Russia during the Mongol invasion of 1237-40 was a staggering blow which left the Russian people stunned, and disrupted the normal course of economic and political life. The cities suffered most in the debacle.

In New Spain itself the viceroy was a ranking officer and agent of royal absolutism. As a personal representative of the king, the viceroy had a lot of power and authority and enjoyed high honors and respect.

Anchor Level 1-B

**The response:**

- Minimally addresses some aspects of the task by mentioning the Mongol conquest of Russia and the Spanish conquest of Latin America
- Lacks understanding, application, and analysis
- Consists primarily of relevant and irrelevant information copied from documents 1 and 5 (*Mongol*: Russian people stunned; disrupted the normal course of economic and political life; *Spanish*: viceroy had a lot of power and authority and enjoyed high honors and respect)
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Mongols*: cities suffered most; *Spanish*: viceroy was ranking officer in New Spain and agent of royal absolutism)
- Demonstrates a major weakness in organization; lacks focus; does not clearly identify which aspect of the task is being addressed; lacks an introduction and a conclusion

**Conclusion:** Overall, the response barely fits the criteria for Level 1. All information is selected and copied from documents 1 and 5. The information that is selected shows little understanding of conquests.

Throughout history, conquerors have brought many changes to conquered areas. Two good examples of this are the conquests of Napoleon Bonaparte in Europe and Spain, and in South America. Spain influenced & changed Latin America in many ways. Napoleon imposed his views on Europeans and started new ways of thinking.

After fixing <sup>some of</sup> France's internal problems Napoleon set out to impose the ideas of the revolution on other European nations. Napoleon conquered many areas such as Rome and Corsica. (Document 4). Napoleon also reduced the amount of states in the Holy Roman Empire, and changed it to the Confederation of the Rhine. Thus he became known as the first Kuch. (OI). Politically Napoleon enforced laws which were called the Napoleonic Code. (Document 8). Also, by conquering Spain he indirectly caused Latin American independence. (Document 9). First of all Napoleon spread and encouraged the idea of Nationalism. This led to his downfall. (OII).

Like Napoleon, Spain influenced its conquered nations too. Spain influenced South America. Spain set up social classes in which the natives were at the bottom of the social order. (Document 6). There was an absolute monarch, but the monarch made many decisions the end

represents the Spanish government. (Document 5). Christianity was imposed on the natives also. Spanish missions were set up. (Document 4). This opposed the idea of polytheism and animism which the natives believed. (D.F.)

Foreign nations make an impact on their colonies. They influence their way of life and government, and bring change. Even though Europe and South America are independent now they kept some of the changes made. Foreign nations will usually leave a piece of their culture behind with the countries they conquered.

Throughout history there have been many conquests of other nations that have significantly changed the conquered country into what we know today. Two conquering nations that have done this are France and Spain.

In France, under the rule of Emperor Napoleon Bonaparte, there was a code of law that forever changed France and its colonies: The Napoleonic Code. This code of law "cemented the ideas of freedom of person and of contract, equality of all Frenchmen, and freedom of civil society from religious control." (Doc. 8). This code would become a staple to many present day governments, (or at least the starting point for it) This system of law applied to all citizens no matter what class they belonged to. These actions by the French and their invasions caused an uproar in the Latin Americas. They revolted against him but the revolution turned into one for complete independence. (Doc. 9)

The French were not the only factor in the Latin American revolution. They also blamed their own government that was ruling over them from across an ocean. The Natives were of the lowest class in society and considered heathen savages by the Catholic Church who sought to convert them to their own religion. The Catholics then tried to erase all influence

of these heathen gods. (Doc H) The victory enforced these ideas about a class society. (Doc. 5)

The influences on these conquered countries were great and have lasted to the present day in some cases. For instance most Latin American countries are primarily Catholic but some have a mix of the traditional gods and the Napoleonic code of law is a distant reminder of the basic freedoms that most governments allow today.

Throughout history, conquerors brought many changes to conquered areas. The conquests of the Mongols, the Spanish, and the French led to political, economic, and social changes in specific societies.

The Mongols changed Russia by destructing property. People in Russia were killed. A change that occurred in Russia as a result of Mongol rule was the unification of Russia under the power of Moscow.

Another change was the Tatars defended Russia from Europe. They saved it from conquest by the West.

An effect of Mongol rule on China is that Genghis Khan's sons expanded Mongol control. Trade revived with Central Asia and the Middle East.

Throughout history, European nations influenced and conquered many parts of the world. The Spanish during the 1700's and the French during the 1800's have colonized other parts of world or conquered other nations affecting them in political, social, and economic ways. The Spanish expansion and colonization influenced the Native Americans and the French Empire created by Napoleon also influenced other European nations. In Latin America, Spanish brought social and political change and Napoleon changed European nations in politics.

In Latin America, most of the lands were conquered and colonized by Spain except for Brazil and this changed the political and social structure greatly. The Native Americans believed that their Gods had white skin which made it very easy for the Spanish to conquer and colonize most of Latin America. The Spanish not only brought in their political structure but also religion and other European life styles.

As shown in document 5, the viceroys that were appointed by the king of Spain had absolute power in the colonies and nominated colonial officials and distributed land. Viceroys created European government in the American <sup>lands</sup> (colonies) and <sup>they</sup> forced the natives to adapt to and be loyal to the European government. In addition the Europeans had great impact in social structure of Latin America. As one can see in document 6, Europeans became the most powerful ethnic group in America. After establishing an encomienda system, they had to bring in many slaves from Africa because many native Americans died of diseases brought by Europeans or got killed. This had great impact

on social structure in the colonies of Latin America and it also forced natives and Africans to be "civilized" in the European way. Now the loss of all these European methods of domination over Latin America, new religion (Catholicism) gave "hope" to natives and Africans. Spread of Christianity, mostly by the Jesuits of the Catholic Church gave hope to people for better lives. As shown in document 4, priests preached and converted many native peoples to Christianity and gave them hope. The conquest by the Spanish in Latin America brought great change in political and social structure.

In Europe during the 1800's, there was a great empire that took control of most European nation led by Napoleon and had significant influence in politics and government in Europe. When Napoleon ~~took~~ <sup>came</sup> into power in France, he ~~(significant influence)~~ created not just a large, strong army but also the Napoleonic Code which included new laws from the ideals of the French Revolution. Napoleon conquered many nations in Europe to create a big empire and changed their governments with 'Napoleonic Codes'. In document 3, it tells that the Napoleonic Code set up new government in which people had rights, freedom, opportunity, and ~~and~~ voice in a government. It also gave people equality and abolished the nobility and the monarchy. This is still a big part of many nation's basic government in Europe. As one can see in document 7, Napoleon had taken over most of the European continent by either conquering them or allying with them. So the Napoleonic code spread to many parts of Europe and other French influences were carried out to parts of Europe. Many things

changed politically because of Napoleon Empire in Europe and it <sup>not</sup> only influenced Europe but gave hope to leaders like Bolivar in the Latin American Colonies to revolt against unfair government of the Spanish monarchy and set up their own independent nations. So the influence of France and Napoleon soared throughout Europe and Latin America.

The Spanish and French conquest in Latin America and Europe changed the political and social structures. The Spanish brought a new government system into Latin America. They also changed social structure and took advantage of the natives and Africans. However they spread Christianity that gave hope to people. The French also spread a new government system to most of Europe because of Napoleon's Empire. There were many conquests in World History, and ~~still~~ some are still going on <sup>and more will go on</sup> in the future. These conquests have always brought change politically, socially, or economically. Let's hope that these changes will be mostly positive and for the better of the native peoples.

The conquests of the Spanish and the Aztecs led to political, economic, and social changes in the lands they conquered. The conquerors brought their beliefs + system of government to these nations and introduced them to the people. Though their ways were not always accepted, they influenced political and cultural changes in these nations, some of which remain today.

When Spain conquered Mexico, they were first thought to be gods. The Indians there had never seen white people before & considered them holy. The Indians were hospitable & gave the Spanish everything they needed. But, the Spanish turned on them and killed their ruler, Montezuma. The Spanish sent Catholic priests to Mexico to educate the people in Christianity. As the illustration in Document 4 shows some Indians accepted the Catholic beliefs of the priests and converted to Catholicism. However, others didn't and were killed for their beliefs and their historical and religious records (the codices of the Aztecs) were destroyed by their conquerors. The social structure in Latin America also changed when the Spanish arrived, as shown in Document 6. Though the Native Americans made up much of the population they were considered the lowest class. The Peninsulars, who came from Spain were considered the highest class. The Creoles, or descendants of the peninsulars,

were also one of the highest classes but were lower than the Peninsulars because they were born in the Spanish colonies and not Spain itself. The African slaves, who were brought in by the Spanish to replace native workers had higher status than the Native American Indians. The middle classes of the social pyramid consisted of the Mestizos and the mulattos who were a mix of races. The social hierarchy of the natives was destroyed when the Spanish imposed this European dominated class structure.

The lands conquered by the Mongols were also influenced by the customs of the Mongols. The Khans were the Mongol rulers and were regarded with the highest respect and authority. Examples of two great Khans are Genghis Khan, who was a fierce conqueror, and Kublai Khan. Kublai Khan was a fierce ruler, but showed appreciation for Chinese culture, as said in Document 3. He is also known by being hospitable & kind when Marco Polo met him. Marco Polo was an explorer from Europe who came to China during the rule of Kublai Khan. The two traveled and Marco Polo received many jewels for European trinkets he gave the Chinese. Genghis Khan was also a great ruler who controlled most of Northern China by the time he died. He was unable to conquer further South because of the geography. The lands the Mongols

Controlled, however, benefited from a Pax Mongolia which was similar to Pax Romana, or time of peace, and the areas controlled by the relatives of the khans benefited from increased trade. Under royal rule, Russian lands were also unified and trade with the Orient was expanded as stated in Document 2. The Mongols were skilled warriors and were able to defend Russia from any European conquests. The Mongols used horses in battle + also steel swords. Though the Mongols conquered, they did not destroy the Russian culture. Mongol conquerors tended to be satisfied with tribute and other economic benefits rather than destruction of the society. This allowed societies to continue to grow while under the control of outsiders.

The lands conquered by Spain and the Mongols were introduced to new cultural lives, their trade was improved + their religious beliefs were either changed or strengthened. Some people opposed the new traditions brought to their country, and disliked the new social classes and the structure of government. Despite this opposition, influences of both conquerors can be found in Russian, Asian, and Latin American societies today.

## Practice Paper A—Score Level 3

### The response:

- Develops most aspects of the task in some depth by discussing how conquests by the French and the Spanish led to political and social changes in Europe and South America
- Is more descriptive than analytical (*French*: Napoleon started a new way of thinking; Napoleon fixed most of France’s internal problems; Napoleon imposed the ideas of the French Revolution on other European nations; by conquering Spain, Napoleon indirectly caused Latin American independence; *Spanish*: Christianity imposed on the natives; some of the changes made by conquerors were kept; foreign nations usually leave a piece of their culture behind)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates some relevant outside information (*French*: Napoleon reduced the number of states in the Holy Roman Empire; Holy Roman Empire became the Confederation of the Rhine, which became known as the first Reich; Napoleon encouraged the idea of nationalism, which led to his downfall; *Spanish*: Spanish missions; polytheism; animism)
- Includes some relevant facts, examples, and details (*French*: Napoleon; Latin American independence; *Spanish*: Christianity; social order; absolute monarch)
- 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. Only one change that resulted from the Spanish conquests is addressed and limited document information is used. Most of the discussion is focused on good outside information; however, many of the statements that are made are not supported with specific details.

## Practice Paper B—Score Level 2

### The response:

- Develops all aspects of the task by discussing how conquests by the French and the Spanish led to political and social changes in France and her colonies and in Latin America
- Is primarily descriptive; includes weak and isolated application and analysis (*French*: Napoleonic Code became a staple to many present-day governments; *Spanish*: Latin Americans blamed not only France but their own government of Spain who was ruling them across an ocean; natives were lowest class in society; viceroy enforced ideas about class society)
- Incorporates limited relevant information from documents 4, 5, 6, 8, and 9
- Presents little relevant outside information (*French*: Napoleonic Code is a distant reminder of basic freedoms that most governments allow today; *Spanish*: natives considered heathen savages by Catholic church; most Latin American countries are primarily Catholic; some have a mix of the traditional gods)
- Includes few relevant facts, examples, and details (*French*: Napoleon Bonaparte; system of law applied to all citizens; *Spanish*: Catholic church; viceroy)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that effectively connects the effect of the Spanish conquest of Latin America and the effects of the Napoleonic Code to the present

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of the Napoleonic Code depends mostly on information copied from document 8. Analytical statements in the conclusion summarize the current effects of the Spanish conquest on Latin America and the effects of the Napoleonic Code on many governments.

## Practice Paper C—Score Level 2

### The response:

- Develops some aspects of the task in little depth by discussing how conquests by the Mongols led to political and economic changes in Russia and China
- Is primarily descriptive (Russia was unified under the power of Moscow; they saved it from conquest by the West; trade revived with Central Asia and the Middle East); lacks application and analysis
- Consists primarily of relevant information copied from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Mongols destroyed property in Russia; Tatars defended Russia from Europe; Genghis Khan's sons expanded Mongol control)
- Demonstrates a weakness in organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Simple statements of information selected from the documents are used to address political and economic changes which resulted from Mongol conquests. The response fails to connect the statements and lacks specific details to support the information.

## Practice Paper D—Score Level 4

### The response:

- Develops all aspects of the task by discussing how conquests by the Spanish and the French led to political and social changes in Latin America and Europe but discusses the conquests of the Spanish more thoroughly than the conquests of the French
- Is both descriptive and analytical (*Spanish*: in Latin America, most of the lands were conquered and colonized by Spain; Spanish not only brought their political structure but also their religion and other European lifestyles; viceroys created European government in American lands; viceroys forced natives to adapt to and be loyal to European government; Europeans had a great impact on social structure in Latin America; Europeans became most powerful ethnic group in America; social system forced natives and Africans to be “civilized” in the European way; new religion gave “hope” to natives and Africans; *French*: Napoleon created not just a large, strong army but also the Napoleonic Code; Napoleonic Code included new laws from the ideals of the French Revolution; Napoleonic Code changed European governments; Napoleonic Code gave people a voice in government; Napoleonic Code still big part of basic government in Europe today; Napoleon took over most of Europe by either conquering them or allying with them; influence of Napoleon in Latin American independence movements)
- Incorporates relevant information from documents 4, 5, 6, and 8
- Incorporates relevant outside information (*Spanish*: Spain did not conquer Brazil; native Americans believed their Gods had white skin; after establishing encomienda system, Spanish had to bring many slaves from Africa because many native Americans died from diseases brought by Europeans or got killed; Jesuits of Catholic Church spread Christianity and gave hope to people for better lives; *French*: Napoleon created a large, strong army; Napoleonic Code abolished nobility and the monarchy; Napoleon gave hope to leaders like Bolívar to revolt against unfair governments with a foreign monarchy)
- Supports the theme with relevant facts, examples, and details (*Spanish*: viceroys, appointed by the king of Spain, had absolute power in the colonies; spread of Christianity; social structure in Spanish Latin America; *French*: Napoleon conquered most of the European continent; influence on Latin American colonies)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that summarizes the changes brought by the conquests

**Conclusion:** Overall, the response fits the criteria for Level 4. Although some information is repeated, good outside information and analysis strengthens the response. However, the discussion of Napoleon and the French conquests focuses on a general treatment of the effects of the Napoleonic Code and is supported with few specific details.

## Practice Paper E—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how conquests by the Spanish and the Mongols led to political, economic, and social changes in Latin America, Russia, and China
- Is more analytical than descriptive (*Spanish*: Indians were hospitable and gave Spanish everything they needed; Catholic priests sent to Mexico to educate the people in Christianity; some Indians accepted beliefs and converted to Catholicism, but others did not and were killed for their beliefs; Creoles lower than the Peninsulares because they were born in Spanish colonies and not Spain itself; social hierarchy of the natives destroyed when Spanish imposed European-dominated class structure; *Mongols*: Genghis Khan and Kublai Khan were fierce rulers and conquerors but showed appreciation for Chinese culture; Genghis Khan not able to conquer the rest of China because of the geography; Mongols able to defend Russia from European conquests; although Mongols conquered Russia, they did not destroy Russian culture; Mongol policies allowed society to grow while under control of outsiders)
- Incorporates relevant information from documents 2, 3, 4, and 6
- Incorporates substantial relevant outside information (*Spanish*: conquerors first thought to be Gods; Indians had never seen white people before and considered them holy; Spanish killed ruler, Montezuma; historical religious records (codices of the Mayas) were destroyed by conquerors; African slaves brought in by Spanish to replace native workers; *Mongols*: Marco Polo, explorer from Europe; *Pax Mongolia* similar to *Pax Romana*; Mongols were skilled warriors; Mongols used horses and steel swords in battle; Mongol conquerors tended to be satisfied with tribute and other economic benefits rather than the destruction of the society)
- Richly supports the theme with many relevant facts, examples, and details (*Spanish*: conquered Mexico; Catholic priests; Christianity; social structure changed when Spanish arrived; Native Americans considered lowest class although they made up most of the population; Peninsulares came from Spain highest class; Creoles, descendants of Peninsulares; *Mongols*: khans were the Mongol rulers; Genghis Khan; Kublai Khan; *Pax Mongolia*, a time of peace; under Mongol rule Russian lands unified; trade with the Orient expanded)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion stating that political and cultural changes from conquests remains an influence in nations today

**Conclusion:** Overall, the response fits the criteria for Level 5. The discussion of the social classes in the Spanish colonies is somewhat repetitive, although it contains a few statements of insightful analysis. Despite some convoluted sentences and repetition, good outside information and analysis strengthen the response.



# Global History and Geography Specifications Grid

## January 2005

### Part I Multiple Choice Questions by Standard

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

### Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change: Political Events	Standard 2: World History
Document-based Essay	Conflict; Cultural and Intellectual Life; Political Systems; Economic Systems; Human Rights; Movement of People and Goods; Imperialism	Standards 2, 3, and 4: World History; Geography; Economics

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