FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 12, 2009 — 12:30 to 3:30 p.m., only

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

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

Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):
• Scoring Key

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

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

Global History
and Geography
August 12, 2009

Part I

1...**4**...	26...**1**...
2...**4**...	27...**2**...
3...**2**...	28...**4**...
4...**3**...	29...**3**...
5...**2**...	30...**1**...
6...**1**...	31...**2**...
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9...**2**...	34...**1**...
10...**1**...	35...**4**...
11...**1**...	36...**2**...
12...**3**...	37...**2**...
13...**1**...	38...**3**...
14...**3**...	39...**4**...
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18...**1**...	43...**3**...
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21...**1**...	46..**2**...
22...**3**...	47...**1**...
23...**4**...	48...**3**...
24...**1**...	49...**2**...
25...**3**...	50...**4**...

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Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Question

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

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

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

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Global History and Geography
Content-Specific Rubric
Thematic Essay
August 2009

Theme: Belief Systems

       A belief system is an established, orderly way that groups or individuals look at religious faith or philosophical principles. These systems have often affected politics, society, and the economy in the nations or regions in which they are practiced.

Task: Select *two* belief systems from your study of global history and for *each*
- Explain *one* major idea of the belief system
- Discuss the effects the belief system has had on the politics, society, *and/or* the economy of a specific nation or region

    You may use any belief systems from your study of global history. Some suggestions you might wish to consider include Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism.

You are *not* limited to these suggestions.
Do *not* use the United States as the specific nation or region in your response.

Scoring Notes:

1. This essay question has *at least six* components (*one* major idea of *each* of *two* belief systems and *at least two* effects of *each* belief system on the politics, society, *and/or* economy of a specific nation or region).
2. *At least two* effects of the belief system should be discussed. These effects can both be political, both societal, both economic, or a combination of any two.
3. The classification of effects as political, societal, or economic does not need to be identified as long as it is implied in the discussion.
4. The effects of the belief system may be either immediate or long term.
5. A nation or region need not be identified as long as it is implied in the discussion, e.g., Abbassid Caliphate implies the Middle East.
6. The same nation or region may be used for both belief systems, e.g., the influence of Buddhism and of Hinduism on India/South Asia *or* the influence of Confucianism and of Daoism on China/East Asia.
7. A belief system is not restricted to a religion. It may also include philosophies/ideologies, e.g., Marxism.

Score of 5:
- Thoroughly develops **all** aspects of the task evenly and in depth by discussing *one* major idea of *two* different belief systems and *at least two* effects of *each* belief system on a specific nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Hinduism in India:* explains reincarnation or rebirth of the soul in its many forms and stages to moksha and discusses the performance of one's caste obligations to karma (the reward or punishment for one's actions in life), relating signs of position in the caste system such as diet, occupation, and residence to the relative stages of reincarnation; *Confucianism in China:* explains the concept of the Five Relationships as the Confucian ideal of harmony, linking these relationships to the attainment of stability and maintenance of order and discussing how Confucian education and civil service exams led to the preparation and selection of the best leaders and the potential for social mobility in China
- Richly supports the theme with relevant facts, examples, and details, e.g., *Hinduism in India:* Brahmins, Kshatriyas, Vaishyas, Sudras, marriage, education, discrimination; Constitution of India in 1950; *Confucianism in China:* ruler to subject, older brother to younger brother, *Analects*, dynastic cycle
- 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 belief system more thoroughly than for the second belief system *or* by discussing *one* aspect less thoroughly than the other aspects for both belief systems
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Hinduism in India:* explains reincarnation or rebirth of the soul and moksha and discusses how caste in India is identified at birth and how the performance of one's obligations, based on one's caste, results in karma; *Confucianism in China:* explains the concept of the Five Relationships and discusses the effects of education, civil service exams, and the relationship between elders and family in China
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all **six** components of the task should be developed.
  Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1 of the rubric.

Score of 3:
- Develops **all** aspects of the task with little depth *or* develops *at least **four*** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If **all** aspects of the task have been thoroughly developed evenly and in depth for **one** belief system, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:
- Minimally develops **all** aspects of the task *or* develops *at least* **three** aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:
- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

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

Philosophy means, literally, "the love of truth." Every society searches for a philosophy, and what its members find will eventually define that society in history. The philosophical beliefs of a society, and how they manifest themselves in religious faith, will ultimately form its identity and will extend throughout the rest of the society's institutions. Two distinctive belief systems, Hinduism in India and the pantheon of gods in ancient Greece, each influenced the societies from which they came.

Hinduism is one of the oldest belief systems still being practiced today; as such, its principles are ideally suited to preserving stability in its region. One of the beliefs of this ancient, hierarchical religion is the ability of the spirit to attain moksha, or a state of unity with the creator. Moksha was the ultimate goal of every Hindu in the caste system, or the system of social divisions designed to promote internal stability. It was believed that moksha could be attained only by following the rules of the Hindu religion and slowly working one's way up the caste system. These rules, incidentally, were designed to preserve society, such as ahimsa (non-violence). The belief in moksha thus allowed the caste system to coevolve with the belief in reincarnation, or the return of the same spirit in another body (and, if they were good, a higher caste). Thus Moksha, something to work towards for all castes, allowed people of a lower class to accept their lot in life and live according to strict religious laws, in return for the anticipation of eventually working their way up the ladder in life and reaching eternal peace. This contributed to great stability in India. India's ability to

survive and preserve its culture over thousands of years undoubtedly attests to the stabilizing influence of Hindu culture.

Hinduism also, albeit indirectly, influenced India's politics. The Sepoy Rebellion was, as much as anything, a result of Western intrusion on Hindu culture with violations of the norms of caste associations and dietary restrictions exploding in violence. With independence, India's constitution confronted the Hindu legacy, outlawing caste and untouchability. In recent years a controversial affirmative action program has taken on the lingering effects of the influence of caste.

The ancient Greeks, although their civilization arose separately and far away from India's, developed a culture and a system of beliefs just as rich and permeating as the Hindus. One of the hallmarks of their beliefs was the Pantheon of gods and goddesses, divine beings that controlled everything on Earth yet had very human characteristics and flaws. The essentially human nature of divine power was a large contributor to the society in which the Greeks lived. First of all, Greek beliefs imply that the world is ruled by a power that is inherently understandable. Thus, Greeks never had the blind reverence for divinity and "the way things are" that Christians of the Middle Ages exhibited. Thus, it contributed to a spirit of scientific and philosophical inquiry through which people could understand both the behavior of the gods and the mind of the gods; they had no mental block caused by fear of what an omnipotent but opaque power would think, instead viewing their own curiosity and mentality as divine attributes. In addition, Greek religion was polytheistic yet composed of deities that were all of the same family. The Greeks

believed if they displeased the gods they would suffer consequences. In the Iliad, Apollo or possibly his son Asclepius sent a plague to the Greeks for their poor treatment of others. The Hippocratic oath is also tied to Apollo. Deformity and illness are linked in other Greek literary works to the gods and goddesses. Shrines and temples were built in various Greek city-states where people would go to pray that their afflictions would be cured. This also led to the erection of monuments by grateful patients who had been cured. The human traits of revenge and anger were shown by the gods and goddesses in the form of diseases, deformity, and illness.

In conclusion, philosophies vary widely among great nations, but each system of beliefs has a single characteristic or function: it somehow allows the society and its culture to flourish. The most successful belief systems will allow the politics, society, and economics of the region that it influences to be in the best interests of the cultural values of its people. Hinduism and the Pantheon each contributed ~~and~~ a major part of the undoubtable identity of India and Greece.

Anchor Level 5-A

The response:
- Thoroughly develops all aspects of the task evenly and in depth by explaining major ideas pertaining to Hinduism in India and the pantheon of gods in ancient Greece and discussing the social and political effects of these philosophical beliefs
- Is more analytical than descriptive (*Hinduism in India:* caste system, a system of social divisions, designed to promote internal stability; rules of the Hindu religion designed to preserve society; something to work towards for all castes allowed people of lower class to accept their lot in life and live according to strict regulations; India's ability to survive and preserve its culture over thousands of years attests to the stabilizing influence of Hindu culture; Sepoy Rebellion was a result of Western intrusion on Hindu culture with violations of the norms of caste associations exploding in violence; India's constitution confronted the Hindu legacy, outlawing caste and untouchability; *pantheon of gods in ancient Greece:* developed a culture and a system of beliefs as rich and permeating as the Hindus; divine beings that controlled everything on Earth, yet had very human characteristics and flaws; essentially, the human nature of divine power was a large contributor to society; Greek beliefs imply that the world is ruled by a power that is inherently understandable; people could understand the behavior and the minds of the gods; deformity and illness linked to gods)
- Richly supports the theme with relevant facts, examples, and details (*Hinduism in India:* one of oldest belief systems still being practiced; moksha; ahimsa (nonviolence); reincarnation; Sepoy Rebellion; affirmative-action program; *pantheon of gods in ancient Greece:* contributed to a spirit of scientific and philosophical inquiry; polytheistic; Iliad; Hippocratic Oath; Apollo; building of shrines; revenge)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that links Hinduism in India and the pantheon of gods in ancient Greece to each region's cultural identity

Conclusion: The response fits the criteria for Level 5. The response consists of a well-written narrative that communicates the subtleties and nuances of Hinduism and the Greek pantheon of gods. Content mastery translates into a high level of analysis.

Religions and belief systems are often grounded in a specific region. Different aspects of a belief system influence institutions in society and also shape politics and economics. Often the belief system becomes a cultural cornerstone of a society. This includes many of the earliest belief systems in the world. Both Hinduism and Confucianism have affected the respective nations in which they have taken root by influencing government and social structure.

Hinduism began in India through Aryan invasions which spurred its development through the ~~the~~ blending of cultures. It mainly contains a belief in reincarnation, in which every person belongs to a specific social class (the highest being the Brahmin, or priests, and the lowest being the outcasts, or untouchables) and the goal of a lifetime is to raise one's social standing for other lives. While there was no set creator of Hinduism, the influence of the religion has cast a shadow over India for much of its history. The specific demands of Hinduism, in order to achieve moksha, or peace and perfection within oneself, have promoted and maintained a rigidly structured India. The main goal of a Hindu is to abide by dharma (duty/laws) in order to achieve good karma (repercussions) for the future.

Some have argued that such practices have negatively affected the region through the institution of a caste system (social class system), in which everyone belongs to a specific level/caste and a corresponding community (jati). Indian villagers belonging to lower castes can still be victims of discrimination even after such a social system was abolished by the Indian constitution. "Untouchables" (harijans or today, dalits) have traditionally been considered to be out of the caste system and thus have rock-bottom social status. The idea that they only are able to receive jobs dealing with impure things like toilet cleaning is breaking down in urban areas. One still finds restricted social mobility in India associated with the Hindu belief that it comes between lives. Traditionally, political influence has been reserved for the upper castes. In this way, Hinduism's presence in South Asia has promoted strict social and political divisions.

Confucianism has also influenced East Asia through shaping government members and dictating specific social traditions. It was formed by Confucius around 500 B.C., at the time of what Karl Jaspers termed the Axial Age of Thought. Different people were beginning to hold and create certain schools of thought. This was especially true in China, in which a period of warring states caused many to

rethink their beliefs. Confucianism centered on the harmony of 5 key relationships: father-son, friend-friend, older brother-younger brother, ruler-subject, and husband-wife. The upkeep of such relationships was essential for the well-being of China. This was later exemplified in the creation of the scholar-gentry class, a group of thinkers whose main role was to facilitate the successful administration (ruler-subject relationship) of China. During the successive Han dynasty, civil service exams were created to encourage the most intelligent to join government. Furthermore, the value of filial piety, or respect for one's elders, was spread. However, such social mobility was limited — normally only the wealthy could afford to succeed at such exams.

Later, Confucianism had a complex political relationship with communism. On one hand, the Communists tried to exploit the ruler-subject relationship to gain power. But they tried to reduce all other traditional elements of Confucianism, most importantly, the special emphasis on family and elders.

Although religion may seem to be a personal aspect of the lives of many, the effects have far exceeded rites and ceremonies. As demonstrated in India and China, the histories of some of the most populous nations in the world has been

dictated by such belief systems. They have dominated the lives of almost every person in these nations.

Anchor Level 5-B

The response:
- Thoroughly develops all aspects of the task evenly and in depth by explaining the major ideas of Hinduism in India and Confucianism in China and discussing the social and political effects of these belief systems.
- Is more analytical than descriptive (often a belief system becomes a cultural cornerstone of a society; *Hinduism in India:* invasions spurred development through the blending of cultures; goal of a lifetime is to raise social standing for other lives; specific demands of Hinduism have promoted and maintained a rigidly structured India; Indian villagers belonging to lower castes can still be victims of discrimination; untouchables considered to be out of the caste system and thus have rock-bottom social status; traditionally, political influence has been reserved for the upper castes; has promoted strict social and political divisions; *Confucianism in China:* period of warring states caused many to rethink their beliefs; centered on the harmony of five key relationships; upkeep of relationships essential for the well-being of China; civil service exams were created to encourage the most intelligent to join the government; value of filial piety, or respect for one's elders, was spread; social mobility limited—normally only the wealthy could afford to succeed at such exams; Communists tried to exploit ruler-subject relationship but tried to reduce all other traditional elements of Confucianism)
- Richly supports the theme with relevant facts, examples, and details (*Hinduism in India:* Aryan; reincarnation; Brahmin or priest; outcasts; no set creator of Hinduism; moksha; dharma; karma; caste system; jati; harijans; dalits; *Confucianism in China:* Karl Jasper; axial age of thought; father-son, friend-friend, older brother-younger brother, ruler-subject, husband-wife; scholar-gentry class; Han dynasty)
- 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. Analysis of the importance of the lasting effects of Hinduism in India and Confucianism in China in shaping the national identity of each society is strong. The response demonstrates a strong understanding of each belief system.

A given people's belief system shapes their customs, their laws, and even their economies. In India, the development of Hinduism has created a highly striated society of many castes. In China, Confusionism led to strongly defined relationships in the family and in the society which would influence politics for centuries.

Hinduism is the world's oldest "major" religion, having been created thousands of years ago in Ancient India. Hindus believe that life consists a continuous cycle of of reincarnations, in which the spirit of one who dies is reborn in a new body. Whether that body is better or worse than the previous one depends on the person's previous life. After a devout hard-working life, one might expect to be reborn into a higher social position, while a life of lavishness and improper behavior might lead to reincarnation to a lower class or even a lower life form. This belief has had a profound impact on Indian society. Traditionally, Hindus have been divided into a caste system, consisting of Brahmins, or priests at the top, warrior on the next level, merchants and artisans on the next level, and at the bottom, shudras or laborers. Each level of caste is further divided into numerous subcastes, making this a very complex system. Excluded from the caste system are the untouchables, who perform the lowest jobs and forms of labor deemed unworthy of those in the caste system. Mobility in the caste system is virtually impossible: Once a Hindu is born into a caste, he or she remains at that social level all of his or her life. Marriage between castes is strictly prohibited. As a result, the relatively few Brahims and warriors have had influence far beyond the weight of their numbers, while the lower castes, most of the population, have often suffered through poverty and tough labor.

Today, the caste system has been outlawed by the Indian Government but remains a powerful force in many parts of rural India.

For most of the history of China, the dominant belief system there has been Confucianism. Established by the philosopher Confucius during a time of conflict in the early centuries B.C.E, this system was based on a set of mutual relationships. Confusians believe that social harmony can be achieved only when subordinates obey their superiors, and superiors treat their subordinates with respect and kindness. This applies to the family in that a son is subordinate to his father, a wife to her husband, and a brother to his older brother. It also applies to politics in that the subjects of the emperor must obey him as long as he does what is in their best interest. Humility towards ones superiors is a key element of filial piety. This concept has long influenced Chinese society by holding elders in the highest regard. A woman in the Confucian system is first subordinate to her father, then when she is married she is subordinate to her husband, and when her husband dies she is subordinate to her eldest son. Politics have been influenced by the fact that the leader is seen as the "father" of the nation, and his subjects are subordinate to him. He, in return, is required to take care of his people and fill their needs. Confucius also highly valued education, and the Chinese bureaucracy later reflected this. A civil service exam was created so that any government official would be required to possess a high level of intelligence and knowledge. For many years, this helped to stabilize the Chinese dynasties' central control.

Obviously, belief systems have had a tremendous influence on the societies in which they hold sway. Hinduism has divided India into a society of fixed classes with limited mobility. Confucianism has created a sense of mutual duty between superiors and inferiors in Chinese society, and also led to a certified Chinese civil service. Throughout history these developments have impacted society.

Anchor Level 4-A

The response:
- Develops all aspects of the task but does so somewhat unevenly by discussing Confucianism in China more thoroughly than Hinduism in India
- Is both descriptive and analytical (*Hinduism in India:* life consists of a continuous cycle in which the spirit of one who dies is reborn in a new body; each level of caste is further divided into numerous subcastes, making this a very complex system; untouchables are excluded from caste system; mobility within the caste system is virtually impossible; the relatively few Brahmins and warriors have had influence far beyond the weight of their numbers; lower castes, most of the population, have often suffered through poverty and tough labor; caste system has been outlawed by the government but remains a powerful force; *Confucianism in China:* based on a set of mutual relationships; social harmony can be achieved only when subordinates obey their superiors, and superiors treat their subordinates with respect and kindness; subjects of emperor must obey as long as he does what is in their best interests; humility toward one's superiors is a key element of filial piety, holding elders in highest regard; woman first subordinate to father, then husband, then eldest son; Confucius highly valued education; government official would be required to possess high level of intelligence and knowledge)
- Supports the theme with relevant facts, examples, and details (*Hinduism in India:* world's oldest major religion; created thousands of years ago; reincarnation; priests, merchants and artisans, shudras or laborers; marriages between castes strictly prohibited; *Confucianism in China:* son subordinate to father, brother to older brother; Chinese bureaucracy; civil service exam)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 4. While the treatment of Confucianism is more comprehensive and analytical, the development of Hinduism is satisfactory. The response clearly links a major idea of each belief system to the social and political effects of each idea on the development of caste in India and family in China.

There have been multifarious belief systems throughout the course of history. These beliefs have developed and progressed from paganistic views to the belief in one God or monotheism. Two particular religions are Islam and Judaism. Both religions are monotheistic and have strong influence through their laws.

The religion of Islam began with the coming of the prophet Muhammad. God or Allah spoke to him, and a religion was born. Islam is centered around Five Pillars of Faith as Muslims refer to them. These pillars are ① a belief in Allah and his prophet Muhammad, ② a pilgrimmage to Mecca ③ praying five times a day ④ giving to charity, and ⑤ the fast of Ramadan. Being faithful to these pillars shows submission to the will of Allah. It was during the reign of the Abassid Caliphate that the religion spread as far as Western Europe. Through trade and conquest, Islam spread into Africa and throughout the Middle East. During the Abassid Caliphate there was no separation between government and religion. The government was run based upon the Qur'an, the holy book of Islam, and the law of Islam. Muslims adhered to The Shar'ia, their legal code. Islamic schools were set up in Africa to teach the

people Arabic, the language of Muslims. These were the building blocks for a Golden Age of Islam. The Caliphate built on the spread of the faith, law and order and education to produce medical centers, a unique style of architecture seen in the mosques, and achievements in Science and mathematics like experimentation and algebra.

Judaism began with the covenant between God and the Children of Israel This covenant was given to Israel through Abraham and then the chosen people. This makes Judaism perhaps the first monotheistic belief system, a belief in one all powerful god. This idea was passed on to Christianity and Islam. At the time most belief systems were polytheistic God gave the Ten Commandments to Moses on Mount Sinai and said these were the laws that they were to abide by. Today much of the world claims God's rules for Israel as the basis for their concepts of right and wrong. "Thou shalt not kill", "thou shalt not steal" are KNOWN from an early age throughout the world.

Both Islam and Judaism are built upon rules for living. Judaism came many centuries before Islam but both continue to be influential today.

Anchor Level 4-B

The response:
- Develops all aspects of the task but does so somewhat unevenly by discussing a major idea and social and political effects of Islam in more detail than those of Judaism
- Is both descriptive and analytical (*Islam during the Abbassid Caliphate:* being faithful to the pillars of faith shows submission to the will of Allah; the government was run based upon the Qur'an and the law of Islam; Islamic schools were set up to teach Arabic, the language of Muslims; were the building blocks of a Golden Age of Islam; caliphate built on spread of the faith, law and order, and education; produced medical centers, unique style of architecture; *Judaism in Israel:* covenant between God and the children of Israel given to Israel through Abraham; perhaps first monotheistic belief system, a belief in one all powerful god; idea of monotheism passed on to Christianity and Islam; today much of the world claims God's rules for Israel as the basis for their concepts of right and wrong; "thou shalt not kill" and "thou shalt not steal" are known from an early age throughout the world; both Islam and Judaism are built upon rules for living)
- Supports the theme with relevant facts, examples, and details (*Islam during the Abbassid Caliphate:* monotheism; Muhammad; Five Pillars of Faith; Mecca; Ramadan; spread as far as western Europe, into Africa, and throughout the Middle East; Shar'ia; mosques; algebra; *Judaism in Israel:* chosen people; Ten Commandments; Moses; Mount Sinai)
- 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. While the listing of the Five Pillars of Islam limits the explanation, the remainder of the response appropriately employs facts, examples, details, and analysis. Stressing the importance of the law in each belief system strengthens the development of the theme.

Religions in the world are as unique as their followers. Different religions have developed in different areas based on their surroundings. Some religions are directly linked to natural forces, while others are used more to guide people through their life and afterlife. These religions have been around forever and have helped shape the everyday lives of their followers.

One of the oldest religions is Hinduism. It was created in India thousands of years ago. Today it is still the major religion in India and most of its followers are still found there. Christianity is a religion that was created in the Middle East. It is today the single most widely practiced religion in the world. Christianity has evolved as different interpretations of the Bible have emerged. It has divided into many different branches including Roman Catholicism, Eastern Orthodox, and Protestant denominations.

Hinduism is based on the belief that a person's goal is to reach a state of peace. They do this through following the Hindu faith. Each follower has a set of obligations to fulfill called dharma. If a Hindu follows his or her dharma then he or she receives good karma (conste consequence of one's actions). Only by following dharma dharma and getting good karma will a follower be able to eventually reach this state of Peace, called Moksha.

In the Christian faith, followers must follow the teachings found in the Christian Holy Book, called the Bible. Christians must follow the main code of conduct in the Bible called the Ten Commandments. The Ten Commandments tell a person how to live the Christian way. For example, the Ten Commandments say "Thou shall not steal." Therefore, Christians are not supposed to steal.

Hinduism has greatly influenced life in India. In fact, Hinduism has been the most influence on the social structure of India because of the caste system. In the caste system a person is said to be born at a certain level and remains there until he or she dies. If they followed their dharma dharma it is believed they would be reincarnated into another level in another life. This cultural assumption has led to little social mobility in India. If your father was a poor peasant, then you will be a poor peasant for the rest of your life. Because of this Hinduism has stabilized society. At the same time, this acceptance has promoted alienation and isolation. For example, the untouchables have been considered outside the caste system and became victims of this isolation.

Christianity has had effects on many things, but the biggest effects were in Europe in the Late Middle Ages.

When the Roman Empire fell in western Europe the Western European people had no political system to protect them. Then the dominant Christian organization, the Roman Catholic Church, took the governmental position in Western Europe. Headed by the pope the Roman Catholic Church ruled over Western Europe. The Pope had the real power in Europe at this time. They even waged a "Holy War" on Muslims in order to gain the region of Israel where Christianity was created. They believed they rightfully owned that area. These wars were called the Crusades and were instigated by Pope Urban. In the same period, Church influence also extended to the economy. Everybody had to pay a tax to the Church, the tithe. In a system where land was the most important form of wealth, the Church was the largest landowner. Church rules affected business by limiting interest rates and loans. As you can see, Christianity has had many affects on Western Europe.

People have looked to religion for guidance throughout history. Their beliefs change their culture. Religion is so highly regarded that it often is the most powerful influence on people's lives.

Anchor Level 4-C

The response:
- Develops all aspects of the task but does so somewhat unevenly by discussing a major idea of Christianity less thoroughly than the other aspects
- Is both descriptive and analytical (*Hinduism in India:* based on belief that a person's goal is to reach a state of peace; each follower has a set of obligations to fulfill; actions and consequences of actions affect a follower reaching a state of peace; person is said to be born at a certain level and remains there; if they follow dharma, they would be reincarnated into another level in another life; this cultural assumption has led to little social mobility in India; has stabilized society but has promoted alienation and isolation; untouchables have been considered outside the caste system and become victims of this isolation; *Christianity in western Europe:* western Europe had no political system to protect them; Roman Catholic Church took governmental position and ruled over western Europe; waged a "holy war" on Muslims to gain region of Israel where Christianity was created; Church influence extended to economy; Church was largest landowner; rules affected business by limiting interest rates and loans)
- Supports the theme with relevant facts, examples, and details (*Hinduism in India:* one of the oldest religions; dharma; karma; moksha; *Christianity in western Europe:* most widely practiced religion in the world; Bible; Ten Commandments; "thou shalt not steal"; Middle Ages; Roman Empire; Pope; Crusades; Pope Urban II; tithe); includes a minor inaccuracy (*Christianity in western Europe:* the Pope instigated the Crusades)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. While the explanation of a major idea of Christianity is minimal, discussion of the influence of this belief system is much stronger. Another strength of the response is the manner in which elements of Hindu beliefs are related to the societal effects of Hinduism.

Throughout world history, the belief system in a given region has been known to affect many other aspects of their lives. In India, the main religion of Hinduism had a great effect on society due to their belief in a caste system and reincarnation. Confucianism, a belief system or philosophy in China, affected the political system by instituting civil service exams and establishing filial order for citizens to follow.

Hinduism has been the main religion in India since ancient times. One of its main beliefs is in reincarnation. When you die, you are reborn back on earth in another body. The form of this body, whether it is a king, peasant, or even a dog, is dependent on your karma in your former life. Basically, the worse things you do, the worse form you will take in a later life. Hinduism also established a caste system, which is closely linked to reincarnation. The different levels of society go from the highest rulers and religious leaders all the way down to the "untouchables."

These institutions have let India's society form

in a unique way to those around it. Once a person are is set into a caste, which is when they are born and find out who their mother is, they have almost no social mobility. This means there is no moving up and down the steps until you die. Of course, Hindus want a better next life, especially if they have a low caste to begin with, so they focus on doing the best they can to raise their karma. Society is also affected because of the separation between castes. Different levels have little contact with each other, and their intermarraige isn't allowed. No one can talk to the untouchables, the lowest caste, because obviously they'd done something wrong in a previous life. Even employment is based on where you come in on the system.

Another religion which has affected the region it's in is confucagnism. Founded by confucious in ancient China, it affected the government more than anything else. According to confucious, there is a filial order to things. Every Harmony is based on four relationships: husband to wife, father to son, and leader to his subjects. The former in each of these groups is considered to be the dominant one and therefore, everyone

should follow these guides as to who to listen to. He also placed high value on morals and integrity.

This definitely affected the political system of China. First of all, it made sure people knew that their philosophy sponsored the leader of the region, since that was one of the four relationships. This meant that people would recognize the dominance of their ruler. Another effect was the confucian civil service examination. Because of the high moral values of this philosophy, the government started giving out a test for government workers to determine how capable they would be at a certain post. This made for a less corrupt government with smarter, workers with more integrity.

As religion spread throughout different regions of the world, each belief system had a different kind of impact on the region they spread to. Hinduism affected the social values of India by placing everyone into a different caste. Confucianism in china improved the government system due to his emphasis on integrity and relationships.

Anchor Level 3-A

The response:
- Develops all aspects of the task with some depth, discussing major ideas of Hinduism and Confucianism, the social effects of Hinduism, and the political effects of Confucianism
- Is more descriptive than analytical (*Hinduism in India:* has been the major religion in India since ancient times; reborn back on Earth in another body; different levels of society go from the highest rulers and religious leaders all the way down to the untouchables; a person set in a caste has almost no social mobility; society also affected because of the separation of the castes; even employment is based on where you come from in the system; *Confucianism in China:* harmony is based on relationships; former in each group is considered to be dominant and everyone should follow these guides; placed high values on morals and integrity; people would recognize the dominance of their ruler; government started to give a test to determine how capable government workers would be at a certain post); includes weak analysis (*Hinduism in India:* caste is set when they are born and find out who their mother is; *Confucianism in China:* affected the government more than anything else)
- Includes some relevant facts, examples, and details (*Hinduism in India:* karma, caste system; reincarnation; *Confucianism in China:* filial order; civil service examination); includes a minor inaccuracy (*Confucianism in China:* based on four relationships)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the introduction

Conclusion: The response fits the criteria for Level 3. The response demonstrates a satisfactory knowledge of Hinduism and Confucianism. While showing understanding, limited specific supporting details and analysis detract from the response.

Religion has been a part of man since nearly the beginning. At first there were many, unspecific deities and beliefs, but over time, major religions developed. Religion gets people through tough times, a ray of hope, in an otherwise dark life. But religion can also hurt people. It can start wars and prosecute millions of people. They affect politics, ways of life, and society in general. Two major belief systems that have affected the way people live are ~~XXXXX~~ Christianity and ~~X~~ Hinduism.

Christianity is the largest belief system today, accounting for one-third of the world's people. It is derived from Judism, the first monotheistic religion. In Christianity, there is a huge focus on the afterlife, and the concept is, is that if you're good, you go to Heaven, if you're bad, you go to hell. While there are many, many sub-groups of Christianity, from Catholism to Jehovah's Witnesses, the main concept is there in each. This belief system has caused many problems, however. Christianity has created wars in the name of religion, the most notable one, the Crusades. Many lives were

taken in this attempt to regain the holy land of Jerusalem. An army of children were sent to fight, the Christians believing God would protect children. Needless to say, it did not work. Christianity has also prosecuted many people. In Europe, during the black death, there arose a fear that Jews carried the plague and contaminated people with it. As a result, Jews were killed and even whole towns of Jews were burned together. However, also during the Middle Ages, when there were many struggles and life was tough, Christianity was the beacon of hope, the one thing that kept the masses going. Sure, life might be horrible, but at least you would go to heaven. While Christianity has its numerous problems, it also helped people, something many religions have done, including Hinduism.

Hinduism may not make up a third of the world, like Christianity, but it is still a major belief system. Hinduism is a polytheistic religion and one of the key beliefs is the idea of reincarnation. Hindu is the leading religion in the nation of India. A concept that was and is practiced of Hinduism, is the

Caste System. The caste system segregates people into different classes and people in the lowest caste are the Untouchables. They are ostracized and treated unhumanely. The belief is that, if you are an untouchable, you were something or someone extremely vile and devious in a past life. Through the Caste System, people are segregated and cannot move forward. Recently, the Caste System has been declared illegal in India, however, old habits die hard, so it is still observed. On an entirely less serious aspect, Hindus believe the cow is sacred. Cows are every-where in India, cars and people yield to them as they graze on the roads, wherever. This cannot be hygenic. A few years ago, there was a huge outrage in India, when it was discovered just what made McDonald's fries so darn addicting. Beef Flavoring. There was a terrible outcry and it was horrible how their religious beliefs had been defiled and desecrated. And while it is horrible, it is also amazing, that there would be all this controversy over

a belief. Religion pushes people to their limit, and it can be good, or bad.

Religion is a major part of mankind, always has been. Though with so many problems, is it worth it? Communism believed that religion was evil, and abolished it in Communist Russia and Communist China. Is it right to abandon religion altogether? Or is religion a nessaeary thing, like food or water or shelter? It got Europe through the Middle Ages, look at any art from that time and you will see the heavy religious influence. Belief systems get people through hard times and struggles, no doubt about it. No matter what, it won't just go away. It is human nature to hope, to believe.

Anchor Level 3-B

The response:
- Develops major ideas with little depth and develops effects in some depth for Christianity and Hinduism
- Is more descriptive than analytical (*Christianity in Europe:* largest belief system, accounting for one-third of world's people; has a focus on the afterlife; concept is that if you're good, you go to Heaven, if you're bad, you go to hell; created wars in the name of religion, most notable one, the Crusades; persecuted people but also was a beacon of hope; *Hinduism in India:* leading religion in India; through the caste system, people are segregated and cannot move forward; believe the cow is sacred)
- Includes some relevant facts, examples, and details (*Christianity in Europe:* sub-groups; Catholicism; Jehovah's Witnesses; Crusades; Black Death; Middle Ages; *Hinduism in India:* polytheistic; reincarnation; untouchables); includes an inaccuracy (*Hinduism in India:* people in the lowest caste are the untouchables)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that goes well beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response is a descriptive narrative, illustrating the positive and negative effects of belief systems on society. A personal point of view is injected into discussion of the medieval Church, maintaining that people sometimes employ religion as validation for prejudice. The discussion of Hinduism in contemporary India illustrates how a belief system can permeate a culture.

From 8,000 to 600 CE various different belief systems were born created, including, Hinduism and Confucianism. Both of these philosophies/religions had strong effects on their political, social, and economic aspects due to rigid social structures, and different views on career choice. This in turn effected countries such as India and China.

Hinduism's strict social structure (the caste system) hugely impacted various different factors of Hindu societies and the country of India. Followers of Hinduism were restricted to the caste system, which consisted of the Brahmin, Kasamya, Vaisya, Shudra, and Untouchable classes. This system placed Hindus into certain classes which determined their dharma, or duty. Due to the caste system, only Brahmins were allowed to rule since they were the highest position in the system. In addition, trade flourished in India because of the Silk Road and because the Vaisya class wanted to perform their dharma well in order to gain positive karma and end the cycle of samsara (reincarnation) On top of that, intermarriage between different classes was not permitted due to strict social rules and classes such as the Untouchables were treated as if they were a deadly, contagious disease due to their low status in the caste system. It is quite evident that major beliefs seen in Hinduism, such as the caste system, greatly effected India and it's people.

Similarily to Hinduism, Confucianism also had a strict social structure (situation ethics) which effected China enormously. Situation ethics were guidelines on how to behave in certain situations (Ruler to subject, Husband to wife, older sibling to younger sibling, father to son, and friend is equal to friend). This effected the political aspect of China by stating that only men could rule, due to their higher position in the situation ethics, and that the ruler must act to his people similar to how a father acts to his son, due to Confucius's view on the family being a model for the tactics of how a ruler reigns over his country. Also, in the economic sense, trade was not looked at kindly because of Confucius's idea that merchants were evil because they did not make their own products, they simply made a profit off of other people's hard work. Socially, strict rules were set and filial piety (respect and love for one's parent, and constantly pleasing one's parent) was in great effect in China causing less rebellion from youth. It is clear that Confucius's ideas impacted China in more ways than one.

As a result of Hinduism and Confucianism, India and China had strict social, political, and economic boundaries. This effected

both areas later in history with the rise of nationalist movements and new ideologies. It is interesting to see how two different countries were effected similarly and differently from two seperate faiths.

Anchor Level 3-C

The response:
- Develops all aspects of the task with little depth by discussing a major idea and the effects of Hinduism in India and Confucianism in China
- Is more descriptive than analytical (*Hinduism in India:* placed Hindus in certain classes which determined their duty; intermarriage between different classes was not permitted; *Confucianism in China:* guidelines on how to behave in certain situations; ruler must act to his people similar to how a father acts to his son); includes faulty analysis and application (*Hinduism in India:* trade flourished in India because of the Silk Road and because Vaisya wanted to perform their dharma well; only Brahmin were allowed to rule since they were the highest position; *Confucianism in China:* Confucius' idea that merchants were evil)
- Includes some relevant facts, examples, and details (*Hinduism in India:* caste system; Brahmin, Kasatriya, Shudra, untouchables; dharma; karma; samsara; reincarnation; *Confucianism in China:* filial piety); includes some minor inaccuracies (*Hinduism in India:* referring to class instead of caste; *Confucianism in China:* states that only men could rule)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that mentions the effect of these belief systems on both areas later in history with the rise of nationalist movements and new ideologies

Conclusion: Overall, the response fits the criteria for Level 3. Although showing understanding of both belief systems, the response contains overstatements and unsupported conjecture. While the treatment of Hinduism mentions some key points, it falls short of discussion. The discussion of Confucianism includes key points but obscures them with confused references to situation ethics and generalizations.

Throughout the global community many different forms and types of religions began to develop and thrive forming a basis for the social, political, and economic foundations for those peoples practicing the religion. A belief system is an orderly way that groups or individuals practice their faith and develop philosophical principles and enlightened ways. Islam and Confucianism were two major religions within the Middle East or China that still influence the lives of the people of the religions and others around the world.

Islam was founded by Muhammed in the 600's and it was created in order to unite the many groups of people in the Middle East under a common egalitarian faith. Within the religion of Islam the 5 pillars were created which enabled people to become more active in their faith and follow Allah's teachings. People were asked to make a hajj to the holy land of Mecca and pray at least five times a day. Islam appealed to many different individuals from all ethnic backgrounds because it supported the idea of an egalitarian society (everyone is equal under Allah) and it was not a forceful religion in that if you wanted to keep your own religious beliefs you were permitted to do so. Cause of the geopolitics of the middle East Islam was easily able to be spread because it was a uniting force of all people and created codes to live by. Women remained to have a subordinate role but gained more respect because of the idea of equality under the religion.

Confucianism still today remains a very important belief system

in China. Confucianism is a system of ethics which gives people a moral code to live by in the world. Confucianism focuses on the idea of the five relationships and respect. The relationships of wife to husband, student to teacher, friend to friend, son to father, and people in society to the ruler creates a society that focuses on the importance of moral behavior and respect to one's elders. ~~Politicoian~~ Politically, Confucianism is important because it believes in the idea of civil service exams which give individuals in society an equal chance to ~~obta~~ obtain a high political status in society. Confucianism focuses more on the intellect of an individual instead of where they stand socially in society. Confucianism still leaves lasting legacies in Chinese society because of its moral and intellectual character.

Belief systems and major religions influence the individuals where they were founded as well as other individuals elsewhere. Both Islam and Confucianism believed in the importance of all people in society, and their role before God. Even though Islam was a more religious practice, Confucianism held that the idea of ethics and respect is a very vital part of a wonderful civilization.

Anchor Level 2-A

The response:
- Develops some aspects of the task in some depth by discussing a major idea for Islam, a major idea for Confucianism, and one effect of Confucianism on China
- Is primarily descriptive (*Islam in the Middle East:* founded by Muhammad in the 600s; Five Pillars enabled people to become more active in their faith and follow Allah's teachings; able to spread because it was a uniting force; *Confucianism in China:* a system of ethics which gives a moral code to live by; focuses on idea of the five relationships and respect); includes weak analysis and faulty application (*Islam in the Middle East:* created in order to unite many groups under a common egalitarian faith; if you wanted to keep your own religious beliefs you were permitted to do so; *Confucianism in China:* focuses more on the intellect of an individual instead of where they stand socially)
- Includes few relevant facts, examples, and details (*Islam in the Middle East:* hajj; Mecca; *Confucianism in China:* civil service exams); includes a minor inaccuracy (*Confucianism in China:* student to teacher, as one of the five relationships)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The attempt to discuss the effects of Islam mixes accurate information with overstatement and repetition and substitutes characterizations for effects. A satisfactory discussion of Confucianism strengthens the response.

Confucianism and Hinduism ~~were~~ are belief systems that have strongly impacted China and India politically, socially, and economically. Confucianism and Hinduism ~~were~~ still contribute to the beliefs and decisions of people today.

Confucianism is a philosophy created by Confucius during the era of warring states, a time when societies in China ~~were~~ didn't know what to believe in and had to choose between Confucianism, daoism, and legalism. Confucianism was the most popular of the three. ~~The~~ The five relationships of Confucianism (father to son, etc). made a social impact on Chinese life, but didn't have harsh boundaries. This Philosophy ~~also~~ also focused on ~~the~~ respecting ones family members and parents, or filial piety. This meant that the ~~people~~ people of China focused less on where they stood socially, and thought more about what they could do to ~~make their country better~~ make their families happy. A major political impact of Confucianism was the Civil Service exam. It was a test that was taken in order to hold a job in the Chinese government. This was a ~~big~~ big difference for China because government jobs used to depend on where one came from and how

much power and money their family had. The Civil Service exam was the start of a more just system, but would be questioned and abolished by rulers throughout history.

Hinduism was a religion in India that practically was their social class. The Hindus had a cast system with Brahmins at the top and untouchables at the bottom, who were highly disrespected. Ones social standing determined their job and if they did their dharma well, they were be reincarnated and only then could they get a better job and move up in the caste system. Once a Brahmin and Indian was able to reach Moksha (wouldn't be reincarnated again). Hinduism had a very harsh social system that determined the economic stance of a person throughout that one life. This also had a political effect on India, for jobs were based on the caste system, even though political figures and warriors were the class below Brahmins, making them less important in Indian society.

Confucianism and Hinduism practically been the starting point of a societies social, economic, and political stemings. These two beliefs systems have had a major impact and

affect ~~people to this~~ some of their E ideas still
affect people and cultures today.

Anchor Level 2-B

The response:
- Develops some aspects of the task by discussing a major idea and an effect of Confucianism, a major idea of Hinduism in some depth, and by mentioning effects of Hinduism
- Is primarily descriptive (*Confucianism in China:* created during the era of warring states; focused on respecting family members and parents; major political impact was the civil service exam; civil service exam system would be questioned and abolished by rulers throughout history; *Hinduism in India:* social standing determines their job and if they did their dharma well they would be reincarnated, get a better job, and move up in the caste system; social system determined the economic stance throughout life); includes weak analysis (*Confucianism in China:* had to choose between Confucianism, Daoism, and legalism; focused less on where they stood socially; *Hinduism in India:* was a religion that practically was their social class)
- Includes few relevant facts, examples, and details (*Confucianism in China:* Five Relationships; filial piety; *Hinduism in India:* Brahmins; untouchables; moksha)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are restatements of the theme.

Conclusion: Overall, the response fits the criteria for Level 2. The response develops only two aspects of the task for Confucianism but demonstrates a general understanding of the belief system. The essentially accurate information on Hinduism is somewhat muddled and the political effect is misrepresented.

Many religious or philosophical movements have established the use of a belief system — an organized way to possibly increase an individuals view on religion or philosophy. These belief systems might have an impact on politics, society, or economy. Two religious/philosophical movements which contain a belief systems are Hinduism and Confucianism.

The religion of Hinduism is the belief in many gods (polytheism) while believing in one God, Brahma. One of the major beliefs of Hinduism is the belief in the caste system, a class system supported by religious views. The belief of the caste system is about being born into a higher or lower class depending on your past life, on how well your karma (how good you were) and dharma (the duty of your caste) is. How successful you were in your karma and dharma determines whether you will be reincarnated (reborn) into a higher or lower class.

The use of the caste system provides a

more organized society. The society of India was built around the caste system because of its religious values. Also, since the caste system was also a class system, people were born into pre-set jobs because people cannot change castes and have to live with the same jobs as their parents. The caste system also encourages the people to be good in order to increase their karma, and chances to be reincarnated into a new caste.

The philosophical movement of Confucianism originated in china from the philosopher Confucius during a time when china was turmoil. This movement believes in the respect of those above you (i.e. child respects parent, student respects teacher, citizen respects the emperor, etc). The belief system revolves around respecting those who are above you. This belief in respect was thought to put China in harmony because of division between the people and the trouble in China.

The philosophical movement of Confucianism

had also affected affected e society. Many people in China began to follow this belief (others supported daoism or legalism as which also existed at the time) in order to restore China to "harmony." The belief of respecting those above you and knowing your place in society would not cause problems, which would help make a better society.

The beliefs of Hinduism and confucionism still exist today and are still followed. Although Hinduism is not universal religion, (must be born into Hinduism) it is still followed today and still continues to be a largely known religion. The teachings of Confucius are very largely known around the world and is not only exists in China. Many people refer to the teachings of confucionism and follow the philosophy. These religions and philosophical movement both have belief systems many people continue to follow.

Anchor Level 2-C

The response:
- Develops a major idea of Confucianism, a major idea of Hinduism, and effects of Hinduism in some depth
- Is primarily descriptive (*Hinduism in India:* belief in many gods while believing in one God; caste system, a class system supported by religious views; how successful you were in your karma and dharma determines whether you will be reincarnated into a higher or lower class; provides a more orderly society; cannot change castes and have to live with the same jobs as their parents *Confucianism in China:* philosophical movement originated during a time when China was in turmoil; believes in respect of those above you)
- Includes few relevant facts, examples, and details (*Hinduism in India:* polytheism; Brahma; reborn; *Confucianism in China:* harmony)
- 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 2. The discussion of Confucianism is repetitive and fails to develop effects of the belief system. The effects of Hinduism are intertwined with discussion of the workings of the caste system.

There are many diverse religions around the world. Many people have their own way of looking at life. And live through their own beliefs, and religious. views.

For example the belief of of buddism first started in India. The ~~prince~~ ~~~~ of India was Sidhartha Guatama. He gave the commands and set the rules for his people. ~~He~~ They believed in the concept of Nirvana. which was the belief that all people should live in good and not do any bad in their life and they will have a good life in Nirvana.

Also the belief of Hinduism was ~~in~~ also ~~the~~ in India. But was a completely different belief. They believed in reincarnation. which is a belief that if you live a good life on earth and do good, you will live a new life as ~~so~~ another being or animal. But if you live a bad life you will be reincarnated into a horrible thing. They also believed ~~~~ that praying daily would help them live a good life.

Many religions have effected different societies and economies. And are practiced by many different cultures today.

Anchor Level 1-A

The response:
- Minimally develops some aspects of the task by mentioning a major idea of Buddhism and a major idea of Hinduism
- Is descriptive (*Buddhism in India:* believed in concept of nirvana, which was the belief that all people should live in good and not do any bad; *Hinduism in India:* belief that if you live a good life on Earth and do good, you will live a new life as another being or animal); includes weak application (*Buddhism in India:* people live a good life in nirvana)
- Includes few relevant facts, examples, and details (*Hinduism in India:* reincarnation); includes inaccuracies (*Buddhism in India:* the prince of India was Siddhartha Gautama; Siddhartha Gautama gave the commands and set the rules for his people)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. This response minimally meets the requirements of the task by mentioning major ideas of two belief systems.

A belief system is an established, orderly way that groups or individuals look at religious faith or philosophical principles. These systems have often affected ~~politics~~ politics, society and the economy in the nation's or regions in which they are practiced. In the last few centuries there are two belief systems have have established ~~an~~ organized principles, religious faith and policies. These two belief systems include Christianity, and Islam— two systems that proved that they are well structured.

One belief system ~~exist~~ in society is Islam. Islam is a belief system that look at the people's religious faith, philosophical principles. However, Islam is not a belief system where everybody is equal; or everyone has the same job. Islam were divided into an organized triangle called the caste system which determined where you were placed in life from the day you were borns. For example, the lowest people were the untouchables, who had to do the ~~the~~ diftiest jobs, and they were not treaty fairly at all. This is how this's belief system organized

their people. Muhammad is who the Islams look upto. He is the ruler of them all. Also, islamic society has principal called the 5 pillars of Islam. A couple of them include prayer, pillgramage to Mecca and, fasting on Ramadan. Everyone part of the Islamic culture had to go to Mecca to pray at least 1ce in their life. Overall, Islamic belief system is a very organized system which definitely has a big role in religion+ principles in which they follow.

Another belief system that shows its religious beliefs, peoples in society is Christianity. Christians are polytheistic along with Judaism which means that they believe in only ONE god. The Christians GOD is a Christ figure, also known as Jesus Christ. Jesus protects all of his people, and loves every single one of them. Even a person who carries many sins within them is still loved by God. Christians go to church to pray, and in return God sends them whatever they need. A code of laws takes

place in Christianity- or a book of commandments called the 10 commandments. ~~XXXXXXX~~ Every Christian is supposed to follow these commandments. They are the guidelines that Christians have to follow in order to be a true Christian and to get God's love in return. Christianity was spread to many different parts of the world.

In conclusion, these two belief systems really proved to have an established, orderly way of living. These systems are still around obviously.

Anchor Level 1-B

The response:
- Minimally develops some aspects of the task by attempting to discuss major ideas of Islam and Christianity
- Is descriptive (*Islam:* Five Pillars include prayer, pilgrimage to Mecca; fasting on Ramadan; *Christianity:* Jesus protects all of his people and loves every single one of them; even a person who carries many sins within them is still loved by God; every Christian is supposed to follow commandments)
- Includes few relevant facts, examples, and details (*Islam:* Muhammad; *Christianity:* Ten Commandments; Jesus Christ); includes inaccuracies (*Islam:* attributes elements of Hinduism to Islam such as "organized into a caste system where you were placed from the day you were born," and "lowest people were the untouchables"; Muhammad is the ruler of them all; *Christianity:* Christians are polytheistic along with Judaism which means they believe in only one god)
- Demonstrates a general plan of organization; includes an introduction that copies the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The treatment of both belief systems is limited to major ideas. The discussion contains a mixture of accurate and inaccurate information.

My essay is about the belief System. Many people believe in many things. Religious beliefs seem to be the only real belief thats a problem. Some religions are controling and only want to believe in there religion. If Someone else believes in a different religion then want them to believe in theres These type of religious groups can be very demanding. Death is even at hand Some time. → Confucianism was like this. Even when it didn't really matter if somone believed in this the wanted to kill them. they take there religion Seriously, to serious is you ask me If I was told what to believe in I wouldn't want to live any way.

Systems of belief and religions have been developed to solve problems or conflicts, unify groups, answer age-old questions, and meet the challenges of the world. Those philosophies and ideas often enlighten people and have widespread effects on attitudes and behaviors. With the development of religions and beliefs in different cultures, numerous changes occur accordingly. The development of Confucianism in China and Islam in the Middle East influenced political, social, and economic structures.

The religion of Islam is universal, meaning anyone can convert and receive salvation. It was founded in the 600's by a merchant named Muhammed who declared he had been visited by God (Allah) and told to spread the word of Islam. A central belief of Islam is the existence of only one god, Allah and the belief that Muhammed is his final prophet. The importance of hajj, or religious pilgrimage to Mecca, prayer five times a day, and other religious practices demonstrate one's commitment to Allah. ~~The Islamic religion~~

In Mali, the Islamic religion was very infulential in the system of rule. The emperor Mansu Musa based his system of justice on the Koran. Mali was unified as an Islamic empire. Mansu Musa's famous pilgrimage to Mecca demonstrated his commitment to Islam. His giving alms demonstrated how Islam brought about concern for the poor.

Economically, Islam was embraced by merchants in the Ottoman Empire and Islamic caliphates. As they traded along the silk road and through Trans-Saharan routes they also served as missionaries spreading Islam within and beyond these empires. Being a universal religion Islam adapted to different sets of local beliefs and brought groups together under Dar-al Islam (the house of Islam). Beginning in the 600's the Islamic religion made great changes to the government and trade systems in the numerous areas to which it spread.

Very early in history, there was a period of disorder and chaos in China known as the Era of Warring States. During the Zhou dynasty warlords controlled zones and fought fiercely against one another. In response to this problem the scholar Confucius proposed moral guidelines that came to be known as Confucianism. In this system the political leader is supposed to act as a chun tzu, or superior person, and lead by moral example to his subjects. Confucianism emphasized patriarchal values and based relationships between people on loyalty and responsibility. The introduction of this belief system into China may have reduced the role ~~value~~ of women and placed new importance on the family and respecting the emperor as a father/leader figure. Filial piety told followers of Confucianism to respect elders and

Ancestors, especially males. From an economic perspective, Confucianism viewed merchants as a non-respectable profession because merchants made a living off of the work of others. Perhaps for this reason Confucian ideology did not spread via silk road trade. Another political influence on China was the Civil Service exam, which tested scholars before allowing them to recieve high government jobs, intending to limit corruption. Overall, Confucianism stressed education, importance of family, and patriarchial values.

   Although they have contrasting details, both Confucianism in China and Islam in the Middle East had huge impacts on followers and the empires to which they were introduced. The change of thought and values based on new systems of beliefs brought colossal societal changes.

Economies throughout the history of the world ~~has~~ have been impacted by many things. Things such as agriculture, industry, military and government. The factor that plays a mainly large role in affecting on economy or country is the belief system ~~that~~ that is incorporated throught said country. A belief system is how a group of individuals views their religions faith or principles. A belief system can change the outcome of politics, society and many other aspects of life.

As stated previously, a belief system can shape a society of which it surrounds. ~~The~~ The belief system/religion of Hinduism is a great example of this. Hinduism originated in India and is predominately its main religion today. Hinduism has a large focus on reincarnation and life after death. This entire belief shapes how their society is run. Hinduism uses a caste system, or class rank of people in the society. The belief of reincarnation greatly fuels this △ because they believe if you live a good life, in the next life your caste rank will rise. This is called karma + darma. If you have quality ~~darma~~ darma (actions) it will result in good karma (results based on darma). Your caste rank is placed upon you when you are born and it can never be changed. Your caste rank also dictates the types of jobs you do and how you are treated. For example, the lowest class is called the

Untouchables. The untouchables are there to clean up after all the higher classes.

Another religion that can greatly affect an economy is Islam. The followers of Islam are called Muslims. The Muslims believe in one God, Allah and his prophet, Muhammad. The follow their holy book, the Koran. They must follow the 5 pillars of Islam also. These 5 pillars state that you must make a pilgramage to Mecca (holy city), pray 5 times a day, fast during Ramadan, do charity stuff, and believe in Allah. This greatly affects the economy by mandating that they do such things. The society that lives within the Muslim nation follow strict leadership.

In conclusion, belief systems can greatly impact a nation in how its economy and society are run. A different religion results in a different set of beliefs + rules.

Throughout history, belief systems have been used to structure the lives and actions of people in a region or culture. Depending on the area, usually it's geographic factors impact the way a belief system is developed. Also, religious prophets can bring about the creation of a new belief system. Belief systems also have similar codes of behavior, or similar practices. Two belief systems with similar practices are ~~the~~ ~~fir~~ Hinduism and Buddhism.

Hinduism is a belief system that was developed in India. Under this belief, Hindu people have to follow certain rules. The most impor- tant rule that impacted the social lives of Hindu people, was the caste system. Under the caste, people were seperated in a pyramid of social classes. Those at the top, like nobles, ~~merchants~~ merchants, and land owners, led prosperous lives, however,

those at the absolute bottom, didn't have it as easy. These people, were the untouchables. The untouchables were people in the caste system who were treated poorly and were considered "less" than people higher in the caste. most importantly, if you were born in a sector of the caste, you can't move down, but you can't move up either. Those considered untouchables were born that way, and therefore stayed that way, and so will their descendants after them. untouchables had the worst jobs, such as skinning leather, and cleaning disease ridden sewers, and since leather came from cows and cows are considered sacred and most high under Hindu beliefs, the untouchables were even more deeply looked down upon. These structures due to this belief system Hinduism is a definite example of the way a belief system impacts the way of life of those who practice it,

this one, predominantly in India.
Buddhism is a belief system
that also originated in India, and
through cultural diffusion, spread
to ~~not~~ other parts of Asia, most
noted china. under the principles
of Buddhism, people are to be
noble and willing for the greater
good of man. Those who
practice Buddhism are to follow
the Eightfold path included in
the four noble truths, two main
focuses. most importantly,
Buddhists are to strive for nirvana,
or heaven, be willing to give up
possesions, and understand the true
cause of human happiness
and prosperity. ~~This is a belief~~
~~system very desirable to no~~
~~life~~ This is proclaimed by the holy
prophet of Buddha, the serene
~~and~~ and peaceful man, the center
of Buddhist traditions.
Between these two belief

Systems, there is one very important similarity, the belief of reincarnation. Under this belief, people are considered to go through and endless cycle of life as plants, animals, to humans until they do enough in life to reach nirvana. The two traditions are done a bit differently between the two beliefs, but they're mainly the same. However, the most important difference between the beliefs is the caste, for Buddhists would never allow for the social seperation of its believers.

Both these systems determine the way of life mainly socially, of its believers.

How individuals or groups look at religious faith is a belief system. Belief systems often affect a region's politics, society, and economy. Christianity and Islam effects have had a great impact on Europe and the Middle East.

One major idea in Christianity is the belief in Jesus Christ. This belief system is monotheistic, and followers believe in living by the Ten Commandments. If you do this, you will then get to Heaven. In Europe, a schism in Christianity created Roman Catholicism and Eastern Orthodoxy. This impacted society. The head of the Church, the Pope, also affected politics in Europe. There was conflict on how much say the Pope got in government. The Crusades also occured as a result of christianity. Followers wanted to convert people to christianity and explore and fight for territory. Another result from the Crusades was contact and trade with the Muslims. Islamic ideas were brought back to Europe which led to changes in their western governments. All these changes were brought about by christianity.

One major idea of Islam is that it is also monotheistic, and Allah is their only

god. An affect of Islam on society included the Five Pillars. People based their lives on these. The Five Pillars included Allah, pilgrimage to Mecca, fasting, and praying everyday facing Mecca. Muslims also contributed the astrolabe to other regions. This was a tool used for navigation. The Arab-Israli conflicted arose in Palestine. This affected society tremendously.

Belief systems greatly impact society, politics, and economy. Good aspects and bad aspects occur due to effects of any belief system. Christianity and Islam are only two belief systems that impacted a region.

Practice Paper A—Score Level 0

> **The response:**
> Fails to develop the task; includes no relevant facts, examples, or details
>
> ***Conclusion:*** The response fits the criteria for level 0 because it fails to discuss ideas or effects of belief systems, attempting to address the task in general, speculative terms.

Practice Paper B—Score Level 4

> **The response:**
> - Develops all aspects of the task by discussing a major idea and the effects of the belief systems of Islam and Confucianism
> - Is both descriptive and analytical (*Islam in the Middle East, Mali, and Asia:* anyone can convert and receive salvation; central belief is the existence of only one god, Allah, and that Muhammad is his final prophet; influential in the system of rule in Mali—a system of justice based on the Koran; Mansa Musa's pilgrimage demonstrated commitment to Islam and concern for poor; adapted to different sets of local beliefs and customs; *Confucianism in China:* in response to era of disorder and chaos, Confucius proposed moral guidelines; political leader is supposed to act as superior person and lead by moral example to his subjects; based relationships between people on loyalty and responsibility; may have reduced the role of women; placed new importance on the family and respecting the emperor as a father/leader figure; tested scholars before allowing them to receive high government jobs, intending to limit corruption)
> - Supports the theme with relevant facts, examples, and details (*Islam in the Middle East, Mali, and Asia:* universal; hajj; prayer five times a day; Silk Road; Dar-al Islam; *Confucianism in China:* era of warring states; Zhou dynasty; chun tzu; patriarchal values; filial piety; civil service exam)
> - 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. Discussion of the development of Islam and Confucianism demonstrates an understanding of history and provides a setting for the explanation of major ideas. However, the discussion of the effects of both belief systems tends to favor description over analysis.

Practice Paper C—Score Level 2

The response:
- Develops some aspects of the task in some depth by discussing a major idea, an effect of Hinduism, and a major idea of Islam
- Is more descriptive than analytical (*Hinduism in India:* originated in India and is predominately its main religion today; uses a caste system or class rank of people in society; if you live a good life, in the next life your caste rank will rise; caste rank placed upon you when you are born and can never be changed; caste rank dictates the types of jobs you do; *Islam:* believe in one God, Allah, and his prophet, Muhammad)
- Includes some relevant facts, examples, and details (*Hinduism in India:* reincarnation; untouchables; *Islam:* Koran, Five Pillars; Mecca; Ramadan); includes a minor inaccuracy (*Hinduism in India:* focuses on life after death; reverses meaning of karma and dharma)
- 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. The treatment of Islam is limited to a description of a major idea. The manner in which religious belief is integrated into an effect of Hinduism on society strengthens the response.

Practice Paper D—Score Level 3

The response:
- Develops most aspects of the task in some depth by discussing the social effects of Hinduism on India and a major idea common to Hinduism and Buddhism
- Is more descriptive than analytical (*Hinduism in India:* people were separated in a pyramid of social classes; you can't move down, but you can't move up either; untouchables had worst jobs; *Buddhism in Asia:* originated in India, and through cultural diffusion, spread to other parts of Asia, most notably China; Buddhists are to strive for nirvana, be willing to give up possessions, and understand the true cause of human happiness and prosperity; *Hinduism and Buddhism:* one very important similarity, the belief of reincarnation; the most important difference between the beliefs is caste, for Buddhists would never allow for the social separation of its believers); includes weak and faulty application (*Hinduism in India:* cycle of life as plants, animals, to humans until they reach nirvana; *Buddhism in Asia:* nirvana or heaven)
- Includes some relevant facts, examples, and details (*Hinduism in India:* caste system; untouchables; *Buddhism Asia:* Eight Fold Path; Four Noble Truths); includes an inaccuracy (*Hinduism in India:* those at top, like nobles, merchants, and land owners)
- Demonstrates a satisfactory plan of organization; includes a confused introduction that treats practices as beliefs and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response focuses almost exclusively on the effects of Hinduism and the ideas of Buddhism. Treatment of reincarnation as the major idea of both Hinduism and Buddhism satisfies that requirement of the task.

Practice Paper E—Score Level 2

The response:
- Develops some aspects of the task in some depth by discussing a major idea and effects of Christianity and a major idea of Islam
- Is primarily descriptive (*Christianity in Europe:* a schism in Christianity created Roman Catholicism and Eastern Orthodox; the Pope also affected politics in Europe; followers wanted to convert people to Christianity and explore and fight for territory; another result from the Crusades was contact and trade with the Muslims; *Islam in the Middle East:* people based their lives on the Five Pillars); includes faulty application (*Christianity in Europe:* Islamic ideas brought back to Europe led to changes in western governments)
- Includes few relevant facts, examples, and details (*Christianity in Europe:* monotheistic; Ten Commandments; Crusades; *Islam in the Middle East:* monotheistic; Allah; astrolabe; Palestine)
- 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 2. Although the discussion of Christianity is the stronger portion of the response, it consists largely of a listing of separate statements independent of one another. The discussion of Islam does not develop effects.

Global History and Geography Specifications
August 2009

Part I
Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Belief Systems	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Environment and Society; Human and Physical Geography; Interdependence; Science and Technology; Conflict; Power	Standards 2, 3, and 4: World History; Geography; Economics

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

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

The *Chart for Determining the Final Examination Score for the August 2009 Regents Examination in Global History and Geography* will be posted on the Department's web site http://www.emsc.nysed.gov/osa/ on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to http://www.emsc.nysed.gov/osa/exameval.

2. Select the test title.

3. Complete the required demographic fields.

4. Complete each evaluation question and provide comments in the space provided.

5. Click the SUBMIT button at the bottom of the page to submit the completed form.