

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

VOLUME
1 OF **2**
THEMATIC ESSAY

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY—GRADE 10

Thursday, January 23, 2020— 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (THEMATIC ESSAY)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

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

- A content-specific rubric
- Five prescored anchor papers ordered from score levels 5 to 1
- Commentary explaining the specific score awarded to each paper
- Four prescored practice papers

General:

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

Mechanics of Rating

The following procedures are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Transition Regents Examination in Global History and Geography—Grade 10*.

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Transition in Global History and Geography — Grade 10
Content-Specific Rubric
Thematic Essay
January 2020

Theme: Human and Physical Geography

From the 1700s to the present, geographic features have influenced the development of empires, countries, and regions. Geographic features have promoted and limited interactions with other empires, countries, and regions. These interactions include trade, expansion, colonization, aid, and war.

Task: Select *two* different geographic features that influenced development between the 1700s and the present and for *each*

- Describe how this geographic feature influenced the development of a specific empire, country, or region
- Discuss how this geographic feature promoted *and/or* limited the interaction of this empire, country, or region with *another* empire, country, or region

You may use any geographic feature from your study of global history and geography. Some suggestions you might wish to consider include France's location on the Great Northern European Plain, good harbors in Great Britain, cold climate in Russia, lack of industrial resources in Japan, Amazon rain forest in Brazil, oil in the Middle East, low-lying delta of the Ganges and Brahmaputra rivers in Bangladesh, construction of the Suez Canal, and building of the Berlin Wall.

You are *not* limited to these suggestions.

Do *not* use a geographic feature within the United States in your answer.

Scoring Notes:

1. This thematic essay has a minimum of **four** components (for **two** geographic features that influenced development between the 1700s and the present, discussing how **each** influenced the development of a specific empire, country, or region **and** how this feature promoted and/or limited interaction of this empire, country, or region with another empire, country, or region).
2. Geographic features include not only natural geographic features but also man-made geographic features, e.g., Suez Canal, Panama Canal, Berlin Wall.
3. The influence of the geographic feature must be related to the time period from the 1700s to the present; i.e., a discussion of the Great Wall becoming a tourist attraction for foreign visitors is acceptable, but a discussion that focuses on its influence in protecting China from the Mongols may not receive credit.
4. Although the response may not include the specific name of the geographic feature, the discussion should include details that make it clear which feature is being discussed, e.g., discussing a canal that connects the Mediterranean Sea and the Red Sea.
5. The specific empire or region may be the same for both geographic features; however, the details should be different, e.g., discussing the influence of oil and the influence of the Suez Canal on the Middle East.
6. The discussion of how a geographic feature influenced the development of an empire, country, or region and the discussion of how a geographic feature promoted and/or limited interaction with another empire, country or region can be addressed simultaneously as long as both aspects of the task are developed.
7. The discussion may focus on how a geographic feature promoted interaction with another empire, country, or region, limited interaction with another empire, country or region, or a combination of how it both promoted and limited interaction.
8. If more than two geographic features are discussed, only the first two geographic features discussed may be scored.
9. How a geographic feature influenced the development of a specific empire or region and how this feature promoted or limited interaction between this empire or region and another may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing how **each** influenced the development of a specific empire, country, or region **and** how this feature promoted and/or limited interaction of this empire, country, or region with another empire, country, or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g. *abundance of oil in the Middle East*: connects how the discovery of oil in the region influenced how boundaries were drawn at the end of World War I and connects the growing global dependence on oil to the accumulation of wealth in Middle Eastern countries in the 20th century to the subsequent political instability in that region; *lack of industrial resources Japan*: connects Japan's lack of resources to the attempts to modernize under the Meiji government and the adoption of imperialism as a policy in order to gain access to resources
- Richly supports the theme with relevant facts, examples, and details, e.g., *abundance of oil in the Middle East*: collapse of the Ottoman Empire; European influence in that region after World War I; political boundaries drawn without regard for ethnicities or traditions; growth of automobile travel increased demand for oil; Western influence favors some groups at the expense of others; political instability; Persian Gulf War; *lack of industrial resources Japan*: archipelago; Tokugawa Shogunate; isolation; Matthew Perry; Meiji Restoration; war with Russia; imperialism in Korea; Manchuria; World War II
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing **all** aspects of the task for one geographic feature more thoroughly than for the second geographic feature
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *abundance of oil in the Middle East*: discusses how the demand for oil influenced the creation of nation-states after the fall of the Ottoman Empire, the creation both increased wealth and political instability in the region; wealth disparities in oil rich nations; *lack of industrial resources Japan*: discusses how contact with the West exposed Japan's lack of natural resources needed to industrialize, the impact of the Meiji Restoration, and resulting policies of imperialism and militarism to become a world power, actions in Korea and Manchuria, role in World War II
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If *all* aspects of the task are thoroughly developed evenly and in depth for *one* geographic feature that influenced development between the 1700s and the present and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- 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

From the period of the 1700's to the present day in world history, great advancements were made in promoting global interaction and modernizing nations. The terrain and natural resources, or lack thereof, shaped how countries developed and carried out their policies. Japan, an archipelago in East Asia and Britain, an island in western Europe exemplified the impact of geography on the development of a nation. Britain's coal resources and rugged coast and abundant natural resources allowed for them to quickly industrialize and imperialize other nations. Japan's location promoted trade with other nations, however, Japan resorted to imperialism and military conquests of different countries to compensate for their lack of natural resources.

The geography of Great Britain was fundamental in their development as a world power. This is largely in part to their land being rich in metamorphosized anthracite coal, a resource that provided plentiful energy for industry. Once the steam engine was invented, hand labor was replaced by mechanized labor. Great Britain was able to shift from domestically making products to being able to mass produce them in urban factories. This also led to people leaving their farms to live and work in cities. As a result of the textile industry becoming mechanized, Britain became one of the largest economic powers in the world. To further fuel this booming economy, Great Britain began to seek outside markets. Because of Britain's jagged natural ports, they were able to sell their goods to other markets in nations all over the world. In order to secure these markets, Great Britain began to acquire colonies through conquest and the power of joint stock companies. Through imperialism, Britain acquired the greatest overseas empire in the world.

The most important colony in the British Empire was India, known as the “jewel in the crown.” British policies in India called for India to produce raw materials for British factories. Using the power of the British East India Company, India was forced to buy British goods such as textiles. These policies benefitted Britain but were resented by Indians. This resentment led to the Sepoy Rebellion. The British crushed the rebellion and increased their control over India. India would remain a British colony until 1947.

Like Great Britain, Japan is an island nation. Unlike Great Britain, Japan lacked industrial resources. For much of its history Japan had an agrarian economy under the leadership of the Tokugawa Shogunate. After Commodore Matthew Perry opened the ports of Japan to trade, Japan’s new Meiji government concluded that it would not be further imperialized and would adopt the western norm of industrializing to become powerful. The Emperor Meiji sent ambassadors around the world to learn about industrialized economies. This made the Emperor realize they needed to greater access to raw materials in order to become an economic power. In order to convert their economy into one based on machines, Japan began to imperialize nations in the Pacific Ocean. As a result of military conquests in Korea and China in the late 1800’s and early 1900’s, Japan became an imperial power in that region. In 1910 Korea officially became a Japanese colony. Japan imposed harsh rule on the Koreans, forcing it to industrialize and to adapt Japanese language and culture. Although Korea became more modernized, they resented Japanese influence on their country. In the 1930’s Japan invaded Manchuria and attempted to conquer all of China to gain access to its

raw materials. Eventually Japan would lose its empire after its defeat in World War II.

Japan came to be the most westernized advanced nation in all of Asia, which increased its interaction with other global powers and nations. Their desire for more territory would eventually pave the way for World War II. Great Britain created the most powerful empire in the world at that time. However, after World War II, nationalist movements would ultimately limit their global influence. Great Britain and Japan's geographic landscape greatly influenced their economic growth and their interaction with other nations. Although both became industrial powers, there were negative consequences for the countries they conquered.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how geographic features influenced the development of Great Britain and Japan and discusses how these geographic features promoted and/or limited the interaction of these countries with another empire, country or region
- Is more analytical than descriptive (*abundance of coal in Great Britain*: shift from domestically making products to being able to mass produce them in urban factories; people leaving their farms to live and work in cities; to further fuel this booming economy, Great Britain began to seek outside markets; because of Britain's jagged natural ports, they were able to sell their goods to other markets; to secure these markets, Great Britain began to acquire colonies through conquest and the power of joint stock companies; through imperialism, Britain acquired the greatest overseas empire in the world; policies benefitted Britain but were resented by Indians; *lack of natural resources in Japan*: After Commodore Matthew Perry opened the ports of Japan to trade, Japan's new Meiji government concluded that it would not be further imperialized and would adopt the western norm of industrializing to become powerful; Emperor realize they needed greater access to raw materials in order to become an economic power; as a result of military conquests in Korea and China in the late 1800's and early 1900's, Japan became an imperial power; desire for more territory would eventually pave the way to World War II; nationalist movements would ultimately limit British global influence; although both became industrial powers, there were negative consequences for the countries they conquered)
- Richly supports the theme with relevant facts, examples, and details (*abundance of coal in Great Britain*: metamorphosized anthracite coal; steam engine; Britain's jagged natural ports; joint-stock companies; "jewel in the crown"; British East India Company; Sepoy Rebellion; *lack of natural resources in Japan*: agrarian economy under the leadership of the Tokugawa Shogunate; Emperor Meiji sent ambassadors around the world to learn about industrialized economies, Korea officially became a Japanese colony)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response analyzes and provides insight as to how geographic features in Great Britain and Japan influenced each nation's development and effects on other countries and regions. Framing the response in the context of historical circumstances, and making comparisons and contrasts demonstrate strong analysis.

From the year 1800 to the present, the geography of the world influences how countries interact with each other and dictates how and what they trade. Two prime examples of how the environment aided or influenced a country's economic policies would be the abundance of rivers and streams in England and the lack of manufacturing raw materials in Japan.

In England, the 1800's really signify the new industrial age of manufacturing. England was lucky to have an abundance of rivers inland and many coal deposits in the earth because the utilization of steam and waterpower made machines and manufacturing more efficient. With the technology and resources available to them, England began producing manufactured goods like textiles. However, this led to overcrowded cities, pollution, and dangerous working conditions in the factories. Factory owners developed a tremendous amount of wealth, but the people who left the farms to work in cities suffered from this change. Workers were given low wages lived in horrible conditions while their bosses lived in mansions and enjoyed more leisure time. Demand for cotton textiles led England to India. They sought to colonize it. Through joint stock companies like the British East India Company and later direct crown control England first imported cotton textiles. England extracted raw goods from India to send back to the mother country to be used in manufacturing and flooded India's markets with cheap cotton textiles. Unfortunately, the people of India did not benefit from this trade. They were forced to buy cheaper British goods which greatly hurt their textile business. The people of India began to resent England's control of their economy and began to fight for their independence under the leadership of

Gandhi. England was capable of becoming this manufacturing giant for most of the 1800's and early 1900's because they had the fuel power they needed in the form of rivers and coal, but there were still negative consequences for both India and Great Britain.

Turning attention to Japan, after signing a treaty with Commodore Matthew Perry, the archipelago nation was forced to making trading concessions. However, this unequal treaty led to others with Western nations opening Japan to foreign influence. The Tokugawa government's response to Perry led to unrest and civil wars eventually resulting in the Meiji Restoration in the 2nd half of the 19th century. The movement stimulated industry and because the population was so willing to work, Japan too became a leading manufacturer. However, Japan lacked resources such as coal, which was essential for maintaining their manufacturing powers. Therefore, the island of Japan began this policy of expanding their territory. Japan's thirst for materials to fuel their industry led to their economic conquest of neighboring areas. Japan annexed over a number of Chinese territories after the Sino-Japanese war and even annexed Korea. Their expansion on the mainland of Asia sparked more conflict with China in the 1930's, in an event known as the Mukden incident. Their desire for power in Asia and geographical disadvantage of limited manufacturing resources resulted in a number of armed conflicts, eventual occupation of parts of the China, and bringing Asia into World War II.

The geography of the island nations of both England and Japan influenced them into becoming naval empires with a specialty in manufacturing and trade. Rivers and coal deposits in Britain, and

the lack thereof in Japan, caused the governments of both countries to enact policies that would benefit the growth of their economies in different ways. The policies affected the people they colonized.

Anchor Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Great Britain more thoroughly than Japan
- Is both descriptive and analytical (*Great Britain*: With the technology and resources available, England began producing manufactured goods like textiles; Demand for cotton textiles led England to India; Indians forced to buy cheaper British products, which hurt their textile businesses, began to resent England’s control of their economy; *Japan*: nation was forced to make trading concessions; Tokugawa response to Commodore Perry led to unrest, Meiji Restoration stimulated industry; Japan’s thirst for materials to fuel their industry led to their conquest of neighboring areas; their desire for power, geographical disadvantage resulted in a number of armed conflicts)
- Supports the theme with relevant facts, examples, and details (*Great Britain*: utilization of steam and water power; led to overcrowded cities, pollution, and dangerous working conditions; British East India Company; Gandhi; *Japan*: civil war; Sino-Japanese War; annexation of Korea; expansion on the mainland Asia; conflict with China)
- 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. Analytic statements in the discussion of the influence of rivers and coal deposits on Great Britain’s textile industrial development as well as statements on the impact its quest for raw materials and markets had on India’s people demonstrate a good understanding of the task. More development of statements related to the scarcity of Japan’s manufacturing resources and the impact of imperialism would have strengthened the response.

Geographic features are responsible for various attributes of civilizations, such as agricultural practices, infrastructure, trade, religion, and means of transportation. This is particularly evident in the modern histories of Japan and Middle Eastern countries, all sharing a common trait in having their economies dependent on their resources.

The archipelago of Japan is bursting with mountains, volcanoes, and rugged shorelines, making soil suitable for raising and harvesting crops very rare. The innovative style of terrace farming was implemented but was not effective enough. In order to provide for themselves, the Japanese have traditionally become expert fishermen, relying on the vast water surrounding their islands. As interactions with the west increased following the end of Japan's isolation under the Tokugawa Shogunate, the country realized it was lacking in the natural resources required to establish the region as an industrial power. This led to a desire for more trade and more territory to compete with the western world. In the late 1800's and early 1900's Japan fought wars with China and Russia. They would eventually invade Korea and Manchuria in order to obtain natural resources, such as oil to fuel an industrial economy. Japan eventually lost these territories after World War II, but they are still dependent on fishing and trade as primary sources of revenue today.

The valuable resource oil is most commonly found in the Middle East. Before oil became so influential to technology, the region was known for its rich soil, especially in the fertile crescent which hosted one of the world's oldest civilizations. This area had access to the silk road, a trading route that ran from the Mediterranean to Asia,

providing an excellent mode of profit and cultural diffusion. As the world industrialized in the 20th century, Middle Eastern countries recognized this opportunity for enhancing profit and quickly became more wealthy by selling oil. The value of oil also caused conflict. For example, Saddam Hussein invaded the small neighboring country of Kuwait in order to obtain the oil resources in that country. The United States of America and other countries got involved to force him out of Kuwait. This became known as the Gulf War. There has also been in other conflicts in the Middle East, regarding this seemingly priceless resource. OPEC, or the Organization of Petroleum Exporting Countries was formed in order to control oil pricing and distribution. In the 1970's OPEC nations declared an embargo which caused oil prices to go up all over the world. This shows how conflict in this region can impact other countries.

The geographic features of regions determine how its civilization functions by expanding or limiting the inhabitant's accessibility to food, shelter, and other cultures. The period of Japan's isolation as well as conquest and the numerous conflicts in the Middle East over oil are further examples of geography determining human experience.

Anchor Level 3

The response:

- Develops all aspects of the task with little depth for Japan and the Middle East
- Is more descriptive than analytical (*Japan*: country realized it was lacking in the natural resources required to establish the region as an industrial power; they would eventually invade Korea and Manchuria in order to obtain natural resources; *Middle East*: the value of oil caused conflict; the Middle East countries recognized this opportunity for enhancing profit; OPEC was formed in order to control oil pricing and distribution)
- Includes some relevant facts, examples, and details (*Japan*: isolation under the Tokugawa Shogunate; fought wars with China and Russia; *Middle East*: Saddam Hussein; Gulf War; OPEC nations declared an embargo which caused oil prices to go up), includes faulty application (terrace farming, fertile crescent)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. This response includes facts and details to discuss geographic influences on Japan and the Middle East, demonstrating a good understanding of the task. Although it contains some facts and details, analysis is limited.

The Berlin Wall in Germany and oil in the Middle East affected the interactions in their regions. The Berlin Wall limited interaction and oil in the Middle East promoted interaction.

The Berlin Wall was designed to limit the development of Western democratic ideals in East Berlin and limit the interaction between East Berliners and West Berliners. The Soviet Union built the Berlin Wall as a way to maintain communism in East Berlin even though most of Germany was not under communist control. This impacted the development of East Berlin by forcing it to develop separately from the rest of Germany and especially West Berlin. It limited the interaction between East Berlin and Western Europe by decreasing immigration and emigration, limiting contact between the peoples of these regions, and preventing Western democratic ideals from spreading within East Berlin. This was done intentionally by the Soviet Union to keep communism in Germany. They did not want the citizens of East Berlin to be aware of anything other than communism, or if they did, the Soviets wanted to repress it. The Berlin Wall was a physical symbol of the limited interaction between East Berlin, and Eastern Europe, and Western Europe.

Oil in the Middle East was important in the development of Middle Eastern Oil Empires that depended upon oil for their economic and political power. Oil in the Middle East promoted interaction because it created trade networks between Middle Eastern Oil Empires and oil-poor Western Europe. The oil gave the empires power because other countries, especially in Western Europe, came to depend on these empires for oil as a fuel source. It also made them wealthy because oil was a valuable natural resource. It caused much interaction between

Anchor Paper – Thematic Essay—Level 2

the Middle East and Western Europe because Western Europe depended on the Middle East for fuel. This also led to Western European involvement in Middle Eastern wars because of their investment into Middle Eastern oil reserves and their increasing dependence on oil.

Both the Berlin wall and Middle Eastern oil affected the interaction between these regions and Western Europe. The Berlin wall limited the interaction of East Berlin with Western Europe whereas Middle East oil promoted interaction with Western Europe through the development of oil trading networks.

Anchor Level 2

The response:

- Minimally develops all aspects of the task in discussing the influence of the Berlin Wall in Germany and Oil in the Middle East.
- Is primarily descriptive (*Berlin Wall*: limit the interaction between East Berliners and West Berliners; forcing it to develop separately; preventing democratic ideals from spreading within East Berlin; *Oil in the Middle East*: oil made Middle Eastern countries wealthy)
- Includes few relevant facts, examples, and details (*Berlin Wall*: decreasing immigration and emigration; physical symbol; *Oil in the Middle East*: Western Europe depended on oil; oil was a valuable natural resource); includes faulty application (Berlin Wall affected development of East Germany by forcing it to develop separately from the rest of Germany)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response shows basic knowledge of the Berlin Wall and the importance of oil in the Middle East. Inclusion of more facts and details would have strengthened this response.

Geographical features have had a major influence on the development of empires and regions between the 18th century and the present. These features have in some cases limited the interactions between regions but in some cases they have also promoted interactions with two regions. Some examples of these geographical features would be the construction of the Suez Canal, the building of the Berlin Wall.

The building of the Suez Canal largely impacted the promotion of interactions between Africans and Europeans. The canal is east of Egypt and connects the Red Sea and the Mediterranean Sea. When it was constructed the trade and communications between the two regions was immensely increased, showing the promotion of interaction between the two nations.

While the Suez Canal promoted interactions between two regions the construction of the Berlin Wall greatly limited the interactions between people. When this wall was built it split the country of Germany in two. Families were split in half when the wall went up and were not able to see each other for many years until the wall was knocked down.

Anchor Level 1

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Suez Canal*: Suez Canal largely impacted the promotion of interactions between Africans and Europeans; trade and communication between the two regions increased; *Berlin Wall*: the wall split the country of Germany in two); lacks analysis
- Includes few relevant facts, examples, or details (*Suez Canal*: Red Sea; Mediterranean Sea; *Berlin Wall*: Germany); includes inaccuracies (*Suez Canal*: the canal is east of Egypt)
- Demonstrates a general plan of organization; includes an introduction but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The responses for both geographic features address only one of the two tasks. Treatment of both topics is limited to statements of major ideas and generalizations.

Geographic features play an important role in how different groups of people interact. This principle is clearly illustrated in the geographic features of Russia's cold climate and the lack of industrial resources in Japan.

Russia's cold climate has always proved to be a factor making the region much more difficult to capture. An example of this can be found during Napoleon's campaign across Europe in the beginning of the 19th century. Until invading Russia, Napoleon's forces had been unstoppable, but when faced with the harsh conditions of the brutal Russian winter, his army's size quickly dwindled. This failed Russian campaign was ultimately the beginning of the end for Napoleon, and his defeat at the hands of the other powers of Europe and subsequent exile to the Island of Elba show that Russia's climate dramatically effected Napoleon's army's campaign and how as a result of this climate he was no longer able to maintain control of other territories in Europe he had conquered, like the Austrian Empire and Prussia.

Another geographic feature that effected an empire is the lack of industrial resources in Japan. After Japan's period of isolation ended with Commodore Perry's gunboat diplomacy, the Japanese industrialized rapidly. Being an island nation, they lacked many resources they needed for this industrialization, such as rubber and oil. This led to the Japanese becoming an imperial power, expanding their control into Manchuria and over much of the next of the islands and areas in South East Asia in the 1930's, and 1940's. This, and their 1941 bombing of the American military base at Pearl Harbor, Hawaii led to conflict between Japan and other powers in the region

Thematic Essay—Practice Paper – A

(such as the U.S.), which became the Pacific theater of the larger WWII conflict between the Allies (U.S., France, Britain, USSR and others) against the Axis Powers (Germany, Italy, and Japan). As you can see, Japan's lack of resources greatly influenced its people's imperial ambitions and how they interacted with other nations and people in their quest to obtain the resources they lacked.

Geographic features, such as Russia's cold climate and Japan's lack of industrial resources, greatly influence how nations develop and interact. Napoleon's failed invasion in the early 19th century and Japan's imperial ambitions in the 1930's and 40's show how this principle holds true.

During the many conflicts in the Middle East throughout the 19–20th centuries, geographic features have been defining factors in how different world powers interact within this area. For example, the Suez Canal in Egypt became one of the factors dictating the relations between European countries and the Middle East, especially in terms of trade. In addition, the abundance of oil in this area increased U.S. and European interest and was the source of many 20th century conflicts there.

The Suez Canal's very existence was to augment French control over Middle Eastern trade. The French had expressed interest in a canal connecting the Mediterranean Sea to the Red Sea dating back to Napoleon, who saw it as an opportunity to freely move his navy and increase his influence. Built in the 1860's so that European countries could have access to raw materials in that region and beyond it stood as a symbol of European economic imperialism. Because of this, during the decolonization movements of the mid-20th century, the canal became the focal point of Egyptian nationalists, leading to the Suez Crisis, in which the Egyptian government took over the canal and controlled all the trade that came with it. It erupted into an international crisis when the French, British, and Israelis sent troops to the area. Eventually the U.S. and U.S.S.R. intervened to end the crisis. The Egyptian takeover of the canal signified the end of imperialist occupation by European powers in Egypt. It also allowed Egypt to control global trade in that region, which brought wealth and power to them. On a larger scale, this event was part of a global anti-imperialist occupation, and decreased European power in Africa and Asia as a whole.

Another feature of the Middle East that worked as a source of conflict is the abundance of oil in the region. After the collapse of the Ottoman Empire following World War I, European countries drew new boundaries without regard for ethnicities or traditions. Eventually new nations such as Iraq and Syria would arise, however Europe and America continued to have an interest in the area of the former empire, because it contained an abundance of oil which would fuel their rapidly industrializing economies. Because of the growth of automobile travel, the demand for oil skyrocketed. Many Middle Eastern countries became very wealthy because they could export huge amounts of oil, but Western nations continued to keep their influence, favoring some groups at the expense of others. In an attempt to obtain fair prices for their oil as well as control of their resources several countries joined together to create OPEC. However, it was oil that started wars such as the Persian Gulf War. When Iraq invaded Kuwait, multiple nations joined forces to push them out and limit Saddam Hussein's ability to control the oil trade in the region. In the long run, the influence of the West on the governments and affairs of these countries contributed to dissatisfaction and uprisings, including formation of terrorist extremist groups such as the Islamic State. Therefore, the abundance of oil in the Middle East has inadvertently interfered with state building that the area needed after the fall of the Ottoman Empire and the subsequent collapse of unity.

The conflicts caused by the geographic features in the Middle East show the importance that trade and economic imperialism have on unstable governments. The immense influence of the west on this area because of these features has increased tension and led to internal

Thematic Essay—Practice Paper – B

conflict and terrorism. This illustrates how trade and money influence powerful countries to act in their own self-interest at the expense of the preservation of peace.

Throughout Global History, there was many examples of geographic features that influence the development of the country. Two examples are the lack of natural resources in Japan and the oil resources in the Middle East.

Japan is a country located in Eastern Asia and is considered an Archipelago. It's made up with islands with long and irregular coastlines which are conducive to trade. However, within those islands, the land is mountainous instead of flat land. The Japanese not only had difficulty farming, but also lacked natural resources. Thus, in ancient times the early Japanese developed terrace farming to dig and carve into the mountains. Although they overcame their agricultural issues the lack of natural resources still limited Japan's modernization and development. Before 1853, Japan isolated themselves.

The Tokugawa maintained the feudal system in Japan and was extremely resistant to trade because outsiders were viewed as a threat to Japanese culture. As a result, they had less of a desire to interact or trade with others. In 1854 Commodore Matthew Perry, the representative of the U.S., sailed to Japan with a large navy and forced Japan to sign a treaty, opening it up to trade. This led to the Meiji Restoration. Their Emperor Meiji began to westernize and modernize Japan building factories and introducing western ideas. Japan's lack of natural resources, however, which made it difficult for to produce goods. As a result, Japan imperialized their neighboring countries China and Korea to acquire resources. Soon Japan became a powerful industrial, military country. Instead of being taken over by U.S. or European nations, Japan started to take over other countries. By the early 1900's foreign countries feared Japan, as Japan expanded its empire throughout

Asia. This expansion would continue into the 1930's and 1940's, when Japan took control of Manchuria, Southeast Asia and the islands in the Pacific. These occupations ended with Japan's defeat in World War II.

The Middle East was known as Mesopotamia in the ancient times, home of the famous Tigris and Euphrates Rivers. As the world industrialized in the 1900's, the large underground oil reserves located in the Middle East became of value to other nations. The dependence on oil not only gave them wealth, but also created a power struggle within the Middle East, since oil is one of the most important resources in the entire world. Conflicts between Egypt and Israel led to the Arab-Israeli War in 1973. Since the U.S supported Israel, OPEC nations organized an oil boycott. The countries like Canada and Britain were also affected. Those countries soon went into an energy crisis, as the price of energy resources went up a by a lot. As a result, Arab nations gained even more power and wealth. Since the wealth from the oil resources was not distributed evenly, the leaders of the Gulf countries get the most of the riches while their population relatively none. Thus, the gap between rich and poor increased, which remains as an issue today.

There were many countries and regions that were affected by the geography. Two of them were Japan and the Middle East. Although Japan didn't have much natural resources, they were able to strengthen their military power and modernized their country. On the another hand the Middle East has rich oil reserves, however it has led to political instability.

Thematic Essay—Practice Paper – D

Throughout history, geographic features has limited and promoted the interactions with other countries, empires, and regions. During the Cold War between Soviet Union and United States, Berlin was divided into two sides.

The division of Berlin resulted in two different governments, East having a communist and West democratic. Expansion of communism in the Middle Europe has helped the development of communism also helping communist parties gain more power. But on the other hand Berlin Wall has marked an end to expansion of communism into West. Berlin wall has also limited transportation and communication between East and West by separating families far apart. Another example where the geographic of an country has limited interaction of other empire or country.

Practice Paper A—Score Level 2

The response:

- Develops some aspects of the task in some depth by discussing how Russia’s cold climate limited interaction and how Japan’s lack of industrial resources influenced development and promoted interaction
- Is primarily descriptive with isolated analysis (*Russia*: Russia’s climate dramatically effected Napoleon’s army’s campaign; *Japan*: Japan became an imperial power, expanding their control in Manchuria and the islands and areas in South East Asia)
- Includes few relevant facts, examples, and details (*Russia*: harsh conditions of the brutal Russian winters; *Japan*: Commodore Perry’s gunboat diplomacy; they lacked many resources they needed for industrialization such as rubber and oil; conflict between Japan and other powers)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The discussion demonstrates a general understanding of the impact of the lack of industrial resources in Japan; however, the discussion of Russia’s cold climate is limited.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing how the abundance of oil and the Suez Canal influenced the development of the Middle East and discusses how these geographic features promoted and/or limited the interaction of this region with another empire, country or region
- Is more analytical than descriptive (*Suez Canal*: Suez Canal's existence was to augment French control over Middle Eastern trade; Napoleon saw it as an opportunity to freely move his navy and increase his influence; it stood as a symbol of European economic imperialism; Egyptian takeover of the canal signified the end of imperialist occupation by European powers in Egypt; allowed Egypt to control global trade which brought wealth and power; part of the global anti-imperialist movement; *abundance of oil*: Europe and America continued to have an interest in the area because it contained an abundance of oil; many Middle Eastern countries became very wealthy because they could export oil but Western nations continued to keep their influence; to maintain control of oil resources, countries joined together to create OPEC; the influence of the West on governments and affairs of these countries contributed to dissatisfaction and uprisings, including the formation of terrorist extremist groups; the abundance of oil has inadvertently interfered with state building needed after the fall of the Ottoman Empire; conflicts caused by the geographic features show the importance that trade and economic imperialism have on unstable governments; trade and money influence powerful countries to act in their own self-interest at the expense of the preservation of peace)
- Richly supports the theme with relevant facts, examples, and details (*Suez Canal*: Built in the 1860s; decolonization movements of the mid-20th century; international crisis when the French, British and Israelis sent troops; *abundance of oil*: collapse of the Ottoman Empire following World War I; new boundaries without regard for ethnicities or traditions; new nations such as Iran and Syria; when Iraq invaded Kuwait, multiple nations would join forces to push them out and limit Saddam Hussein's ability to control the oil trade in the region; the Islamic State)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response uses two distinct geographic features of the Middle East with their resulting influences on the interactions with multiple parts of the world. The integration of the tasks in the context of historical circumstances demonstrates strong analysis.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for Japan and the Middle East
- Is more descriptive than analytical (*Japan*: they had less of a desire to interact or trade with others; instead of being taken over by U.S. or European nations, Japan started to take over other countries; *Middle East*: as the world industrialized in the 1900s, the large underground oil reserves became of value to other nations; the dependence on oil not only gave them wealth, but also created a power struggle within the Middle East; wealth from oil resources was not distributed evenly)
- Includes some relevant facts, examples, and details (*Japan*: Matthew Perry; Meiji Restoration; Japan expanded its empire throughout Asia; *Middle East*: Arab-Israeli War in 1973; OPEC nations organized a boycott)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion addresses all aspects of the task with relevant facts and details, the lack of analysis and limited treatment of the extent to which the lack of resources in Japan and the abundance of oil in the Middle East promoted and/or limited interaction weaken the response.

Practice Paper D—Score Level 1

The response:

- Minimally develops one aspect of the task
- Is descriptive (division of Berlin resulted in two different governments, East having a Communist and West democratic)
- Includes few relevant facts, examples, or details (Cold War between Soviet Union and United States; separating families; limited transportation and communication); includes faulty application (Berlin Wall marked an end of expansion of communism to the West)
- Demonstrates a general plan of organization; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response addresses how the Berlin Wall influenced the development of Europe after World War II and how it limited interactions within this same region. Response is limited to statements of major ideas and a few generalizations for one region.

Transition Exam in Global History and Geography—Grade 10 Specifications January 2020

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	4, 5, 6, 12, 14, 16, 17, 22, 24, 25, 27, 29, 30
3—Geography	1, 3, 8, 9, 11, 19, 26, 28
4—Economics	10, 13, 15, 20
5—Civics, Citizenship, and Government	2, 7, 18, 21, 23

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human and Physical Geography	Standards 2, 3, 4, and 5: World History; Geography: Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Citizenship; Conflict; Economic Systems; Political Systems; Power; Human Rights; Justice; Nationalism; Human and Physical Geography	Standards 2, 3, 4, and 5: World History, Geography: Economics; Civics, Citizenship, and Government

Scoring information for 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 January 2020 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography must NOT be used to determine students’ final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.