

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

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

## GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 13, 2013 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

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

## Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

### Mechanics of Rating

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**June 2013**

**Theme: Change—Revolution**

Throughout history, revolutions have developed in response to a variety of conditions. These revolutions have often resulted in significant political, economic, and social change.

**Task:** Select *two* revolutions and for *each*

- Describe the historical circumstances leading to this revolution
- Discuss the political, economic, *and/or* social effects of this revolution

You may use any revolution from your study of global history and geography. Some suggestions you might wish to consider include the Neolithic Revolution, French Revolution, Haitian Revolution, Industrial Revolution, Russian Revolution, Mexican Revolution, Chinese Cultural Revolution, and Green Revolution in Agriculture.

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

**Do *not* use a revolution from United States history in your answer.**

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (for *two* revolutions, discussing the historical circumstances that led to each revolution and *at least two* political, economic, and/or social effects of each revolution).
2. The effects of the revolutions may be both political, both economic, both social, or a combination of any two categories.
3. The classification of effects does not need to be identified as political, economic, or social as long as it is implied in the discussion.
4. The effects of the revolution may be either immediate or long term.
5. The effects of a revolution may include events associated with the course of a revolution, e.g., Robespierre's Reign of Terror as part of the French Revolution.
6. The effects of the revolution may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
7. If more than two revolutions are discussed, only the first two revolutions discussed should be scored.

**Score of 5:**

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing **two** revolutions, the historical circumstances that led to **each** revolution and **at least two** political, economic, and/or social effects for **each** revolution
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Neolithic Revolution*: connects the limitations of a nomadic lifestyle in providing for human sustenance to the opportunities offered by domestication of plants and animals, relating the initial revolution in production of food to subsequent changes in settlement patterns, social class, and governance; *Chinese Cultural Revolution*: connects the failures of the Great Leap Forward and accompanying decline in the stature of Mao Zedong to his efforts at reawakening the revolutionary spirit and reasserting his authority, contrasting the increasing power of radical factions with the increasing economic stagnation resulting from this revolution
- Richly supports the theme with relevant facts, examples, and details, e.g., *Neolithic Revolution*: surplus; population growth; development of irrigation systems; specialization of labor; civilization; *Chinese Cultural Revolution*: backyard furnaces; communes; famine; Red Guard; Little Red Book; class struggle; reeducation; Gang of Four
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one revolution more thoroughly than the other revolution **or** by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Neolithic Revolution*: discusses the limitations of a nomadic lifestyle, contrasting it with the opportunities offered by domestication of plants and animals that eventually led to the development of cities and complex governments; *Chinese Cultural Revolution*: discusses Mao's declining image as a result of the failures of the Great Leap Forward, his desire to renew revolutionary momentum, and how his efforts to remove and reeducate those considered capitalists resulted in political and social chaos
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

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

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

Throughout history revolutions have sprung up in various parts of the world. In Latin America, regional revolutions made changes in political leadership but left social and economic conditions much the same. In Britain, sweeping technological change had dramatic social and economic effects.

Regarding the historical circumstances that led to the Latin American Revolutions, there were several factors that led to its rise. Fundamentally, it came about because countries in Europe like Spain and Portugal colonized what Europeans called the New World. Kings made wealth and religious conversion to Christianity their goals. Conquistadors and colonists went to the New World to gain their fortune. Mines and plantations were established using Indian labor and then enslaved Africans. This resulted in a racist system that lacked respect for other peoples and abused and exploited them. Peninsulares, those born in Europe, held all the political power in the colonies. They were at the top of the social class system. Below the peninsulares were the creoles who were born in the colonies. The peninsulares were reluctant to share political power with them. Creoles were however wealthy landowners, successful business people and very ambitious. Creoles read the forbidden writings of Enlightenment thinkers like Montesquieu, Voltaire, and John Locke. It was writings, the influence of the French Revolution, and the decline of Spain during Napoleon's rule that caused Latin American revolutions. In Haiti enslaved Africans were led by a freed slave and in Mexico one of the revolts was led by a village priest. Bolivar, a creole, waged war. In each case, they wanted to overthrow their colonial leaders.

Due to the Latin American revolutions, new countries formed in the

New World. There were some political changes, but not much changed economically or socially. By 1824 what had been the Spanish empire no longer existed. Some former colonies witnessed the codification of law. In terms of politics, some countries attempted to become democratic but this was a real struggle. Nationalists like Bolívar felt the region was unprepared for full democracy. He favored a constitution that had a president for life and this is the way many countries went. Most creoles decided that they would hold onto political power. They were supported by the army and Church and ruled over everybody else in what is called an oligarchy.

Economically while no longer under mercantalism, Latin American countries continued to export minerals and cash crops. This new trade relationship was called neocolonialism, meaning that Latin American countries were politically free but still economically dependent.

In the 18th century, the Industrial Revolution came about in Great Britain. It came about because those with capital decided that investment of economic profits would be maximized if they built an industry that met the growing demand for textiles. In addition, Great Britain developed superb technology, especially steam power, that would be key in running factories and transporting people and goods. The enclosure of fields used for farming and grazing and modernization of agriculture by people like Townshend led to a large migration of farmers to the city. Populations in cities grew. England's involvement in the Scientific Revolution led to practical applications of science and hundreds of new technologies were created. These technologies were the driving force in the development of other

industries including iron and steel. Great Britain's industrial accomplishments spread to other countries. The countries that industrialized often became world powers. Those that did not tended to remain less developed.

Regarding social effects, the Industrial Revolution resulted in a middle-class dominated by industrial capitalists. These capitalists demanded that government leave business alone, claiming this benefited everyone while conveniently increasing profits. Laissez-faire, the label given to this philosophy became the goal and model of investors and factory owners. It should also be noted that the Industrial Revolution brought about a class of factory workers called the proletariat. This class is often described as the victim of child labor, low wages, unsafe working conditions, and long hours. However, these workers often took action, for example, destroying the machines that displaced them. They also took political action by supporting movements that sought increased voting rights and regulation of working and living conditions. The fear of a radicalized working class pressured a reluctant Parliament to address the problems caused by laissez-faire.

Both the Latin American Revolutions and the Industrial Revolution had a great impact. In Latin America, the impact was primarily political. Independence from Spain was gained and creoles ruled. In Britain, the impact of industrialization can be seen in the successes of the middle class and contrasted with the challenges faced by the working class.



## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Latin American Revolutions of the early 1800s and the Industrial Revolution in England
- Is more analytical than descriptive (*Latin American Revolutions*: regional revolutions made dramatic changes in political leadership but left social and economic conditions much the same; kings made wealth and religious conversion their goal; mines and plantations were established using Indian labor and then enslaved Africans; resulted in racist system that lacked respect for other peoples; peninsulares reluctant to share power; creoles were wealthy, successful, and ambitious; creoles read the forbidden writings of Enlightenment thinkers; influence of the French Revolution and the decline of Spain during Napoleon's rule caused Latin American revolutions; nationalists like Bolívar felt region was unprepared for full democracy, he favored a constitution that had a president for life; most creoles decided to hold onto political power; new trade relationship, called neocolonialism, meant that Latin American countries were politically free but still economically dependent; *Industrial Revolution*: sweeping technological change had dramatic social and economic effects; practical applications of science led to hundreds of new technologies being created; industrialized countries often became world powers and those that did not tended to remain less developed; resulted in middle class dominated by industrial capitalists; capitalists demanded government leave business alone, claiming this benefited everyone; laissez-faire became goal and model of investors and factory owners; fear of radicalized working class pressured reluctant Parliament to address problems caused by laissez-faire)
- Richly supports the theme with relevant facts, examples, and details (*Latin American Revolutions*: conquistadors; colonists; Spain; Portugal; New World; Montesquieu, Voltaire, John Locke; Haiti; enslaved Africans; Mexico; codification of law; attempts to become democratic; support for creoles of army and Church; oligarchy; *Industrial Revolution*: capital; investment in textile industry; steam power; enclosure of fields; Townshend; migration of farmers to city; Scientific Revolution; iron and steel industries; class of workers called the proletariat; child labor; regulation of working and living conditions; voting rights)
- Demonstrates a logical and clear plan of organization; includes an introduction that sets up the themes developed for each revolution and a conclusion that is beyond a restatement of the theme

**Conclusion:** The response fits the criteria for Level 5. The response features strong theme development, arguing that Latin America's regional revolution was largely limited to political change that mostly benefited the creoles, while England's Industrial Revolution brought about dramatic economic and social change that transformed society. Substantial analysis and supporting details are integrated and applied throughout the essay.

Growing tensions throughout various nation states have given birth to revolutions in the hopes of creating better social, political and economic conditions. Two major European revolutions took place in France and Britain during the period between 1600–1800's. Driven by issues such as representation in government and the authority of the monarch, both societies attempted to better their situation politically, economically and socially.

With James I and the Stuarts rise to power in England a concept of monarch known as divine right came to the surface. James sought to establish an absolute monarchy challenging traditions begun under the Magna Carta. Seeing that his father was successful, Charles I, James I's son, implemented the Star Chamber instituted by Henry VII. Charles put to trial enemies or people he was unsure about and used this method against leaders of parliament. Charles also collected taxes without parliament's consent, which violated the Magna Carta. Many opponents of Charles were Puritans who were concerned that he would succeed in making England Catholic again. Attempts to arrest leaders of parliament led to the Puritan Revolution, which brought many changes to England as a whole. The effects of the Puritan Revolution were extremely important in shaping the political character of England. The execution of Charles and unhappiness with the dictatorship of Cromwell amounted to a rejection of absolutism in any form. Later Stuart rulers missed the point of these events, and the Glorious Revolution took place confirming the rejection of a Catholic, divine right ruler in England. Politically, the concept of a limited monarchy was reinforced by William and Mary signing the English bill of Rights. Parliament became more powerful than the monarchy.

Economically, the role of parliament in granting consent for tax collecting was reinforced. Collectively the people of England gained assurances against absolute power through the Bill of Rights which greatly inhibited the power of the state over them.

With the arrival of the last few decades of the 18th century in France, a lot of problems were evident. A major problem was that the old tradition of Absolute Monarchy was being challenged by ideas of the Enlightenment such as Montesquien's idea of separation of power and Rousseau's idea of a social contract. These ideas suggested that absolutism kept many people under arbitrary rule by the monarch while the ideal government would be held accountable for ruling in the best interests of the people. The ranks of the Nobility and the Clergy were a minuscule part of the population, who possessed tremendous influence and paid few taxes. They especially angered members of the 3rd estate who wanted fairer taxes and increased representation. With the contradictions in French society becoming obvious, famines hit France right before the French Revolution. This did a great deal to increase the anger of city workers as it increased the price of bread exponentially. All these problems added up to culminate in the French revolution. Many changes were made after the revolution. One of the most important effects of the French Revolution was the assumption of leadership by bourgeoisie inspired by ideas of the Enlightenment. Their influence can be seen in the Declaration of Rights of Man and France's first constitution. Their efforts to create a government that responded to the needs of and desires of the people were uneven, leading to a series of governments. Radical leaders of the Reign of Terror, who corrupted the Enlightenment, rose to power in support of the lower

classes. A demand for change led to the arrest and execution of these Radical leaders. Napoleon eventually came to power, bringing stability, codified laws, and military dictatorship, but not democracy. Another important effect was the change in the status and power of the Catholic Church. The Church and the clergy were one of the biggest victims of the French Revolution. They had their land taken away and they were abolished by the Reign of Terror. Under Napoleon, the Church was revived but on his terms.

In conclusion, it is obvious that both the Puritan and the French revolutions were attempts to resolve issues such as representation in government and political authority. England still has a monarchy, perhaps because it was successfully limited. In France, political authority shifted, but the monarchy was never trusted again.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the Puritan Revolution in England and the French Revolution.
- Is more analytical than descriptive (*Puritan Revolution*: with James I and the Stuarts, the concept of monarchy known as divine right surfaced; James sought to establish absolute monarchy challenging traditions begun under the Magna Carta; many opponents of Charles were Puritans who were concerned he would make England Catholic again; effects of revolution shaped political character of England; execution of Charles and unhappiness with Cromwell amounted to rejection of absolutism in any form; Glorious Revolution furthered rejected the idea of a Catholic, divine right ruler in England; concept of limited monarchy was reinforced by William and Mary signing the English Bill of Rights; Parliament became more powerful than the monarchy; people of England gained assurances against absolute power; England still has a monarchy, perhaps because it was successfully limited; *French Revolution*: idea of absolute monarchy was being challenged by ideas of the Enlightenment; ideas suggested absolutism kept many people under arbitrary rule of the monarch while the ideal government would be held accountable for ruling in best interest of people; members of Third Estate wanted fairer taxes and increased representation; price of bread increased exponentially; assumption of leadership by bourgeoisie inspired by ideas of the Enlightenment; leaders of the Reign of Terror corrupted the Enlightenment; efforts to create a government that responded to the needs of and desires of the people led to a series of governments; Napoleon brought stability, codified laws, and military dictatorship, but not democracy; political authority shifted, but the monarchy was never trusted again)
- Richly supports the theme with relevant facts, examples, and details (*Puritan Revolution*: representation in government; authority of the monarchy; Star Chamber; Henry VII; *French Revolution*: authority of the monarchy; nobility and clergy; Montesquieu's idea of separation of power; Rousseau's idea of a social contract; famine right before Revolution; Declaration of the Rights of Man; Church one of biggest victims of Revolution; Church revived on Napoleon's terms)
- Demonstrates a logical and clear plan of organization; includes an introduction that establishes a unifying theme by tying the two revolutions to issues of representation in government and authority of the monarchy and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response makes particularly effective use of knowledge of subject matter in discussing how two major European revolutions dealt with similar issues. Analysis is strong in the discussion of the concept of limited monarchy in the Puritan Revolution and the role of Enlightenment ideas in the French Revolution.

Revolutions are caused by a desire for change. The Iranian Revolution was the result of change; the Russian Revolution occurred because change came too slowly. The Shah of Iran, Reza Pahlavi, was returned to power in the 1950s as a result of a coup. Britain wanted to regain control of Iran's oil, while the United States wanted to keep Iran from aligning with the Soviet Union. When Mossadegh, the prime minister threatened their plans, he was removed from power. When the Shah was restored to power, he made reforms. He gave women more rights & modernized. He also used a secret police (the Savak) & restricted freedoms, especially freedom of speech. Traditionalists worried Iran was losing its culture and becoming too western, especially in the cities. They believed the Shah was a puppet of the United States. The Shah's rich lifestyle contrasted with the poverty of many of his people. The public finally made their voice heard and protested. Increasingly large demonstrations put pressure on the Shah to leave the country. Ayatollah Khomeini, a leader of the revolution, took power once the Shah left.

Following the revolution, a theocracy, a government based on religion was created. Sharia, the Islamic law, became the law of the land. Shiite clergy interpreted these religious laws and the duties of the people. Under the revolutionary committees, this meant women had very few rights & were almost entirely dependant on their husband/father. Harsher punishments were established like having a hand cut off for stealing. Politically, Iran's government is unprecedented in modern day. Many believed a theocratic republic could not survive in modern day, but Iran shows little sign of decline even with the effects of United Nations sanctions. Iran is often in the

news over concerns that they are developing nuclear weapons. Their defiance raises their standing as an anti-west power. Islam for some has become a means of achieving freedom from western influence.

The Russian Revolution was the result of the czars not making needed changes. Many of the people were poor & hungry. When Czar Alexander abolished serfdom, he did not do much to improve the situation because freed serfs had little money & no where to go. Peasants looked to the czars to solve the land shortage. Factory workers were also unhappy, demanding shorter hours and better wages. Czar Nicholas II lost their support with Bloody Sunday. Nicholas II's efforts to appease the opposition with a powerless Duma made things worse. Mismanagement of the war effort during World War I led many troops to "vote for peace with their feet." They deserted. By 1917 Russia was paralyzed with little hope for solutions. Without an outlet for grievances, Russia fell into revolution.

Revolutionaries split into Social Democrats & Social Revolutionaries & further into Bolsheviks and Mensheviks. The Bolsheviks, led by Lenin, hijacked the revolution. Lenin hoped to create a communist society, but was interrupted by the civil war between the Whites (anti-communists) and the Reds (Lenin's supporters). In the end, Lenin and the Communist Party ruled by force and terror. Lenin postponed decisions on restructuring the economy to communism when he introduced the N.E.P, which allowed some capitalism that helped to stabilize the economy. Unfortunately, Lenin died and Stalin adopted a "pure" communist economy.

In Iran, the Shah's changes triggered a revolutionary response from the people. In Russia, failure to respond to the need for change brought about revolutions.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task but discusses the Iranian Revolution and the circumstances leading to the Russian Revolution more extensively than the effects of the Russian Revolution
- Is both descriptive and analytical (*Iranian Revolution*: Britain wanted to regain control of Iran's oil, while the United States wanted to keep Iran from aligning with the Soviet Union; when Shah was restored to power, he made reforms, giving women more rights and modernized; Shah also used secret police and restricted freedoms, especially freedom of speech; traditionalists worried Iran was losing its culture and becoming too western; Shah's rich lifestyle contrasted with the poverty of many of his people; increasingly large demonstrations put pressure on the Shah to leave the country; Ayatollah Khomeini took power; Islamic law became the law of the land; meant women had very few rights and were almost entirely dependent on their husbands/fathers; Iran shows little sign of decline even with United Nations sanctions; Islam for some has become a means of achieving freedom from Western influence; *Russian Revolution*: result of czars not making changes; Czar Alexander abolishing serfdom did not improve the situation; peasants looked to czar to solve land shortage; Nicholas II's effort to appease the opposition with a powerless Duma made things worse; mismanagement of the war effort during World War I; by 1917, Russia was paralyzed with little hope for solutions; without outlet for grievances, Russia fell into revolution; Lenin hoped to create communist society but was interrupted by civil war; Lenin and the Communists ruled by force and terror; Lenin postponed decision on restructuring the economy to communism when he introduced the N.E.P.; Stalin adopted a "pure" communist economy)
- Supports the theme with relevant facts, examples, and details (*Iranian Revolution*: Reza Pahlavi; coup; Mossadegh; Savak; theocracy; Sharia; government unprecedented in modern day; concerns over nuclear weapons; anti-West power; *Russian Revolution*: Bloody Sunday; Social Democrats; Social Revolutionaries; Bolsheviks; Mensheviks; Whites; Reds)
- Demonstrates a logical and clear plan of organization; lacks a formal introduction and has a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Details demonstrate a good understanding of circumstances that promote revolutions and the nature of revolutionary regimes. The discussion of both revolutions features examples of insight that would be more effective with further development.



There have been many revolutions throughout history, two of which are iconic — the Indian Revolution and the Industrial Revolution. Both revolutions were firsts of their own kind. The Indian Revolution was the first attempt at a non-violent revolution. The Industrial Revolution was the first to change to the mass production of goods. Both the Industrial Revolution and the Indian Revolution had political, economic, and social effects.

The Indian Revolution had numerous causes. The Indians were ruled by the British and grew tired of their rule, as most colonies did. After years upon years of repressive rule, the Indian people began to feel nationalism and a desire for self-determination. Politically, the British took advantage of differences: religious, regional and social. They basically played one group off against another by manipulating hostilities. This has become known as divide and conquer. Economically, many Indian industries were destroyed by imported British manufactured goods. The big example of this was textiles. Socially, the British forced their culture on India. For example, the official language was English. Also, education of elite Indians emphasized things like British history and government.

After WWI, the British promised to give India more self-rule, but this was not done. All of these conditions would allow Gandhi, a non-violent figure, to gain support and help win Indian independence. He achieved this through non-violent protest, ahimsa, and civil disobedience. After the massacre at Amritsar, Gandhi united the Indian people in a boycott against British textiles. Later, the Salt March brought attention to unfair taxes.

After the Indian Revolution had ended, there were many effects on

the nation. Through Cultural diffusion, the Indians adopted a parliamentary-like democracy, based on that of the British. However, not everything went perfectly. Relations between Hindus and Muslims were sometimes tense even under British rule. Because of this, the British decision to grant independence included the division of the colony into two nations. The British felt the only way to ease tensions was to create two nations: Hindu India, and Muslim Pakistan. Gandhi had wanted a united India, but it became clear that would not happen. At the time of independence, Hindu refugees fled Pakistan and Muslim refugees fled India especially along the borders. Since independence, relations between these countries have not been good. They have had border conflicts over land they both claim in Kashmir. They both have developed nuclear weapons and their tense relations have made neighbors and other countries nervous.

The Industrial Revolution was a turning point in history. Before this revolution, products were made individually and by hand in the domestic system. Farms were small. Britain's population began to grow. The food supply could not be sustained much longer. An Agricultural Revolution occurred to keep up with the demands of a growing population. The enclosure of farmland led to migrations to the cities where displaced farmers would work in factories, thus fueling the Industrial Revolution. Inventions promoted factories and city life. These factories required natural resources, which Britain had a lot of. Everything from Bridges to clothing could be made. Products became mass produced in factories, unlike any time in the past. Britain was the model of an industrialized nation.

The Industrial Revolution saw Great Britain become the "workshop

of the world” and other countries tried to copy them. Now many more products could be produced, much faster. The British economy exploded. It soon became one of the strongest trading nations of the world. However, the price paid for growth was poor working conditions. Workers would work outrageous hours for little pay. Child labor became an epidemic. Among other things this sparked ideas such as Marxism. This idea was an extremist solution to exploitation. When the British government eventually adapted reforms the threat of communism was avoided. Workers lives were also improved because of labor unions.

Both the Indian and the Industrial Revolution were shaped by the historical circumstances that sparked them. Both Revolutions had internal and global consequences.

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## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Indian Revolution more thoroughly than the Industrial Revolution
- Is both descriptive and analytical (*Indian Revolution*: first attempt at a non-violent revolution; Indians grew tired of British rule as most colonies did; after years of oppressive rule, Indian people began to feel nationalism and desire for self-determination; British took advantage of differences: religious, regional and social; many Indian industries were destroyed by imported British manufactured goods; British forced culture on India; after World War I, British promised more self-rule but this was not done; Indians adopted parliamentary-like democracy based on that of British; British felt only way to ease tensions was to create two nations: Hindu India and Muslim Pakistan; since independence, relations have not been good; both India and Pakistan have developed nuclear weapons and their tense relations have made other countries nervous; *Industrial Revolution*: before the revolution, products were made individually and by hand; Agricultural Revolution occurred to keep up with demands of a growing population; enclosure of farmland led to migrations to cities; displaced farmers would work in factories; price paid for growth was poor working conditions; sparked ideas such as Marxism, an extremist solution to exploitation; British government eventually adopted reforms and threat of communism was avoided)
- Supports the theme with relevant facts, examples, and details (*Indian Revolution*: divide and conquer; textiles; English official language; Gandhi, a non-violent figure; ahimsa; civil disobedience; Amritsar; boycott; Salt March; border conflicts over land both claim; Kashmir; *Industrial Revolution*: domestic system; products became mass produced in factories; Britain was the model of an industrialized nation; “workshop of the world;” more products produced much faster; labor unions)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response is well developed and makes good use of facts and details to describe the Indian and Industrial revolutions. Some analysis is used to enhance the discussion; however, further integration of analytic statements would have strengthened the response.

Throughout history, there have been many revolutions that had an effect on a nation or even the whole world. Whether it was an economic, political, or social impact, the course of these revolutions made this world the way it is today. Two significant revolutions in history include the French Revolution and the Green Revolution in Agriculture.

The French Revolution was a response to the unpopularity of King Louis XVI, the estates system, government bankruptcy, and the impact of the Enlightenment. Louis ruled absolutely, without regard for the well being of society. The estates system represented an outdated arrangement based on privilege. Government debt meant high taxes for all but the nobles and clergy. Enlightenment ideas were made part of slogans like "Liberty, Equality, Fraternity". Things blew up in 1789 when Louis was forced to ask the old lawmaking body, the Estates General, to raise taxes. However, each estate had one vote and usually, the First Estate and the Second Estate outvoted the Third Estate. For that reason, the Third Estate, which consisted of the majority of the population, was extremely dissatisfied.

The National Assembly was created after Louis XVI rejected the demands of the Third Estate. The revolution began. The Bastille was destroyed, land was taken away from the church, and people were pronounced equal. France declared itself a republic and Louis XVI was executed. The French Revolution led the people to realize and fight for rights, and it also changed the relationship between the people and the government. It became the basis for democracy. An immediate effect of the revolution was the formation of a governing assembly and a document that gave "the people" power and defined the principles of

government. In the long run this meant that people would not be satisfied with absolute monarchy anymore. This idea spread to the Americas and the rest of Europe. The legacy of the revolution also included the idea that all people should be equal. Unfortunately in the hands of Robespierre, equality justified arrest and wide spread executions. In the following century, pursuit of equality took the form of efforts to expand voting rights.

The Green Revolution in agriculture developed much later. After World War II, developing countries were struggling to produce enough food for their increasing populations. A country like India in south Asia relied on the monsoons for agricultural production. The unpredictable nature of monsoons along with use of traditional small-scale farming proved disastrous when there were floods or droughts. It was becoming obvious that traditional farming methods weren't meeting the challenge of providing sufficient quantities of food. Governments and corporations in developed countries saw a role for themselves in solving this global problem. Therefore, a revolution began where new methods of farming were developed to meet the demands of the population increase. Hybrid seeds were created to produce more crops and improved pesticides and irrigation techniques that would increase production were introduced. Some developing countries were finally producing sufficient food for the population and for exports. India for example experienced production increases in crops like wheat and rice.

Although the Green Revolution produced many advantages, it also produced disadvantages. These new methods and materials required government support and money. Therefore, poorer farmers couldn't

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Anchor Paper – Thematic Essay—Level 4 – C

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invest in these farming methods. The environment also suffered. Pesticides and fertilizers were introduced so the quality of the land was threatened. These new methods had the potential to help the people, but also had the ability to pollute.

The French Revolution and the Green Revolution in Agriculture occurred for different reasons and produced different results. However, the political, economic, and social effects they brought on nations were significant in helping the nations develop into what they are today.

Anchor Level 4-C

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the French Revolution more thoroughly than the Green Revolution
- Is both descriptive and analytical (*French Revolution*: a response to unpopularity of Louis XVI, the estates system, government bankruptcy, and the impact of the Enlightenment; estate system represented an outdated arrangement based on privilege; debt meant high taxes for all but nobles and clergy; Enlightenment ideas were made part of slogans like “Liberty, Equality, Fraternity”; France declared a republic; Louis XVI executed; led people to fight for rights; changed the relationship between people and government and became the basis for democracy; document gave the people power and defined the principles of government; legacy included the idea that all people should be equal; pursuit of equality took the form of efforts to expand voting rights; *Green Revolution*: India relied on the monsoons for agricultural production; use of traditional small-scale farming proved disastrous; governments and corporations in developed countries saw a role for themselves in solving this global problem; new methods and materials required government support and money; poor farmers could not invest in these farming methods; new methods had potential to help the people but also had the ability to pollute)
- Supports the theme with relevant facts, examples, and details (*French Revolution*: 1789; Estates General; First Estate; Second Estate; Third Estate; majority of population dissatisfied; National Assembly; Bastille; land taken from Church; people pronounced equal; spread to the Americas; Robespierre; *Green Revolution*: developing countries; increasing populations; new methods; hybrid seeds; improved pesticides and irrigation techniques; exports; increases in crops like wheat and rice; fertilizers)
- Demonstrates a logical and clear 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 4. While the response includes ample details for both revolutions, the development of the French Revolution is more thorough and analytic. Aside from considering the positive and negative effects, the discussion of the Green Revolution is mainly descriptive.

Throughout history, revolutions have changed the course of the world. Revolutions often bring about important political, economic, and social changes. Two revolutions that have significantly impacted history are the Industrial Revolution and the Iranian Revolution.

The Industrial Revolution started a long period of modernization that still occurs today. The Industrial Revolution began with the Agricultural Revolution. New farming technology was invented that greatly increased production. Small farms were replaced with larger farms and owners were forced off their land. Because of this, many people moved into urban areas and cities grew. During this time, technology was advancing and factories were being built. Many people found work in the factory system. Unfortunately, factory workers were significantly underpaid and were forced to work under horrible conditions. Child labor became a serious problem during this revolution. Children were overworked, underfed, and in most cases, abused at work. New laws had to be passed in order to help this problem. Although the Industrial Revolution led to mass production in a much easier way, it also led to overpopulation of cities. Many people lived in slums with horrible sanitary conditions. Pollution was another problem associated with the Industrial Revolution. This serious problem still exists today. The Industrial Revolution in Great Britain influenced the modernization of many nations and caused great change in the world.

Another revolution that impacted history is the Iranian Revolution of 1979. During this time period, Iran had an abundance of oil that Great Britain wished to have access to. Britain helped put the Shah in power. The Shah quickly started making reforms in Iran. His goal was



to modernize and westernize Iran. This angered Iranians because many of them were traditional Muslims who were against western influence. The Shah had a secret police as well, called the Savak. The Savak captured, tortured, & killed opponents of the Shah. While this was occurring, Ayatollah Khomeini gained influence in Iran. He was expelled from Iran but still managed to make his ideas heard. Khomeini encouraged the Iranians to start riots in every major city in Iran. As their unrest grew, the Shah, fearing for his life, fled. Khomeini returned and set up a theocratic republic based on Islamic fundamentalism. Islamic law become part of Iranian law. Khomeini banned any western influences such as television shows and movies. He also banned co-educational schools and forced all females to wear veils. In addition, he took away rights that the Shah had previously given to women. Islamic Fundamentalism as a radical force for change continues to influence people and countries beyond Iran even today.

Throughout history, there have been numerous revolutions that have brought about great change. Along with change, comes positive and negative effects. The Industrial Revolution and the Iranian Revolution have both impacted history significantly.

## Anchor Level 3-A

### The response:

- Develops all aspects of the task in little depth
- Is more descriptive than analytical (*Industrial Revolution*: started a long period of modernization that still occurs today; began with Agricultural Revolution; many people moved into urban areas and cities grew; factory workers significantly underpaid; children were overworked, underfed, abused; *Iranian Revolution*; in exchange for access to oil, Britain put the Shah in power; Shah's goal was to modernize and westernize Iran; Ayatollah Khomeini expelled from Iran; encouraged riots in major cities; Shah feared for life and fled; Khomeini banned western influences; forced females to wear veils; took away the rights the Shah had previously given women; fundamentalism continues to influence people and countries beyond Iran even today)
- Includes some relevant facts, examples, and details (*Industrial Revolution*: new farming technology; child labor; mass production; overpopulation of cities; slums; pollution; *Iranian Revolution*: 1979; secret police; Savak; theocratic republic; banned television shows, movies, co-educational schools)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The treatment of the Industrial Revolution shows good understanding of the topic but relies on overgeneralized statements without providing supporting details. The discussion of the Iranian Revolution is somewhat more substantive and contains some elements of analysis.

Revolutions are big changes that occur in history. They may have an effect socially, economically, and politically. The impacts of revolutions can be seen long after they occur. The Neolithic Revolution and Industrial Revolution had great effects socially and economically.

The Neolithic Revolution occurred thousands of years ago, and was the significant change from the Old Stone Age to the New Stone Age. Before the revolution, most people lived a nomadic lifestyle, following herds of animals. They hunted and gathered berries, nuts and fruit wherever they were at the time. They had inefficient tools and weak weapons made of things such as wood, rock, or bones. The people of the old stone Age acquired only what food was needed to live. After the Neolithic Revolution, people settled and formed civilizations. They cultivated crops and domesticated animals for food. They made stronger tools and weapons out of metal. Before everyone was equal. After the revolution, society, with different classes, was developed. A traditional economy where surplus crops and animals were traded was also established as a result of the Neolithic Revolution. During the New Stone Age people were more efficient and had a more stable food supply, allowing for the population to grow. The Neolithic Revolution resulted in significant change, economically and socially.

The Industrial Revolution in Britain also had a large impact, and occurred in the 1800's. Before the Industrial Revolution occurred, the Agricultural Revolution happened. New farming equipment, such as Jethro Tull's seed drill, and techniques were used. As a result of the Enclosure Acts, farming became more efficient, and less workers were needed. The Agricultural Revolution provided the workforce, because of

farmers losing their jobs and an increase in population, for the Industrial Revolution. Before the Industrial Revolution, the cottage system was used. This was an efficient way of handmaking goods, but not as efficient as after the Industrial Revolution, where goods were produced by machines in factories. As a result of the Industrial Revolution, cities grew. Urbanization occurred because people went to cities to find jobs. Production increased due to the efficiency of machines, allowing the economy to improve. However, socially the Industrial Revolution had negative impacts. Children worked instead of attending school, long hours were required with little pay, and conditions were dangerous. The British government tried to fix these problems by passing laws on child labor, minimum wage, and safety regulations. The Industrial Revolution in Britain greatly affected society in the 1800's.

Revolutions change the course of history. The Neolithic Revolution and Industrial Revolution had significant impacts socially and economically. Economically, the impacts were positive. Socially, the impacts were positive and negative our society is as advanced as it is today because of these revolutions.

### Anchor Level 3-B

**The response:**

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Neolithic Revolution*: before the revolution, most people lived a nomadic lifestyle following herds of animals; after the revolution, people settled and formed civilizations; cultivated crops and domesticated animals; society with different classes was developed; surplus crops and animals traded; *Industrial Revolution*: farming became more efficient and fewer workers were needed; Agricultural Revolution provided work force because of farmers losing their jobs and an increase in population; cottage industry system was an efficient way of hand-making goods but not as efficient as after the Industrial Revolution when goods were produced by machines in factories; British government passed laws on child labor, minimum wage, safety regulations); includes weak application (*Industrial Revolution*: children worked instead of attending school)
- Includes some relevant facts, examples, and details (*Neolithic Revolution*: Old Stone Age; New Stone Age; gathered berries; inefficient tools; made stronger tools and weapons of metal; traditional economy; more stable food supply; population growth; *Industrial Revolution*: Britain in 1800s; Jethro Tull's seed drill; Enclosure Acts; urbanization; negative impacts; child labor; long hours with little pay; dangerous conditions;)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. An understanding of chronology and cause and effect are demonstrated in the discussion of both revolutions. Although the response lacks elaboration, a good working knowledge of the history of these revolutions is shown.

Throughout the course of history many revolutions have occurred in the world. Each caused a change either to a nation or the world as a whole. Every Revolution had its own causes and effects to the area where it occurred. These effects were either social, political, or economic and changed old policies or ways of doing things.

One such revolution is the Neolithic revolution. This revolution had a major impact because it was the transition for nomadic life to agricultural settlements. Before we humans started farming people would roam the land following game and pick fruits, nuts, or plants to eat and survive. Eventually this wasn't enough for the group of nomads. A new form of gathering food was needed. This is when the first farmer emerged. Nomads realized that by growing their food they could settle and produce what they needed without moving. Another achievement was domesticating animals to keep in the settlements instead of chasing after game everyday. This had a major social effect on life. Most nomads never stayed in one place too long because game was always on the move, now they could settle down and start communities. This was a major step towards civilization emerging. By producing a surplus of food, the population could grow. New religions, political ideas, and inventions developed in these new settled communities. Interactions between communities, something not possible when most people lived a nomadic way of life, increased the spread of ideas. In these civilizations, not everyone needed to be a farmer. People specialized in jobs such as priests, warriors, and traders.

The French Revolution was a major event in French history. Many French were not happy with the way the king had been dealing with the nation and its people. This angered many that felt they had a right

to a better life. After seeing the Americans and their revolution even more enthusiasm emerged for change. People began demanding reforms and when they were not met people decided it was enough and took matters into their own hands. The storming of the Bastille was a major event because it signaled the start of the revolution. After this the King was captured and later executed for trying to escape. New leaders such as Robespierre came into power who had many new reforms some that were very harsher or even absurd. The French Revolution had many effects on the nation politically. Politically it signaled the end of Monarchy rule in France and a shift towards a republic. New laws were put in place to try and bring the country up and make the people happy. The shift however was very violent at some points. Robespierre for example brought what was known as the reign of terror. This political change caused many to live in fear because people were persecuted for going against the government and executed. Eventually Napoleon came into power bringing new changes. Napoleon's goals were to expand France and build an empire a new political goal.

Yet again people feared though because opposers of the emperor were killed and many lost their lives in Napoleon's wars to expand France. The French Revolution was one that brought many new changes but it would take much more to bring France to where it wanted to be.

Revolutions are known for bringing a change to a group or people or a nation. Revolutions can have both negative or positive effects because not every revolution is in benefit of the people or country as a whole. Each Revolution however has had a change to make the people of that area who they are in present day.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth
- Is more descriptive than analytical: (*Neolithic Revolution*: major impact because it was the transition from nomadic life to agricultural settlements; nomads realized that by growing food they could settle and produce what they needed without moving; another achievement was domesticating animals to keep in the settlements instead of chasing after game every day; now they could settle down and start communities; major step towards civilization emerging; by producing a surplus of food, the population could grow and new religions, political ideas, and inventions developed; *French Revolution*: French not happy with way the king was dealing with nation and its people; many felt they had a right to a better life; after seeing Americans and their revolution, even more enthusiasm emerged for change; politically signaled the end of the monarchy in France and a shift toward a republic)
- Includes some relevant facts, examples, and details (*Neolithic Revolution*: farming, people pick fruit, nuts, or plants; new form of gathering food was needed; *French Revolution*: storming of the Bastille; king captured and executed; Robespierre; Napoleon; shift very violent at times; Reign of Terror; empire)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response is a general narrative with little depth and isolated pieces of analysis. Statements are accurate and applicable, but the discussion is limited.



Historical societies around the world have responded to changes around them by revolutionizing their lifestyles. Many times these revolutions have effected political, economic, and social aspects of society.

The Neolithic Revolution was one of the most major revolutions in history. During the Neolithic Revolution, hunters and gathers went from chasing food around and following animals to staying in one spot and growing food themselves. Before this revolution tribes of people, who lived in moveable homes like a tent, would follow herds of animals from place to place in order to eat and live. This brought about many problems such as inconsistant living conditions, sometimes there may not be enough food, and if someone were to be sick and couldn't move the tribe would either have to leave the person or stop following the herd of animals. During the Neolithic Revolution tribes learned how to plant and grow their own crops and domesticate their own animals. This allowed them to stay in one spot and build permanent homes. With permanent homes, towns were able to be built. In the town people could share ideas, socialize, and trade. This allowed for a governing body to be set up to look out for the citizens of these towns. Trade led to economic growth and a wider variety of things such as clothes and crops being grown. The Neolithic Revolution started modern society.

After modern society was started and towns and cities began flourishing, people started to realize that there are better and faster ways to produce goods. This idea led to the Industrial Revolution. Before the Industrial Revolutions there were no factories or mass produced goods. For that reason items were expensive and sometimes

hard to find. People started realizing that there was money to be made with all this demand for goods so they needed a way to produce them effectively and quickly. Factories and businesses started being built with new steel and iron machinery. With all this new technology such as the steam engine, goods were able to be produced at amazing rates, making them much cheaper and easier to find and be available. This made economics around the world soar. Jobs were also being created in factories and building all this new technology. Politically this helped nations become wealthier and have more power over other nations. The Industrial Revolution sparked the world for fast pace society and mass producing of goods.

Revolutions throughout history and around the world changed societies forever. Starting them like the Neolithic Revolution then making them more modern with the Industrial Revolution. Without the need for change and the ability to adapt to different conditions their would be no modern societies or civilizations.

## Anchor Level 2-A

### **The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*Neolithic Revolution*: tribes of people would follow herds of animals from place to place to live; learned how to plant and grow their own crops and domesticate animals; allowed them to stay in one spot and build permanent homes; in towns, people could share ideas, socialize, and trade; allowed for governing body to be set up; started modern society; *Industrial Revolution*: items were expensive and hard to find; people realized there was money to be made with demand for goods so they needed a way to produce them effectively and quickly; politically, this helped nations become wealthier and have more power over other nations); includes faulty application (*Neolithic Revolution*: clothes being grown)
- Includes few relevant facts, examples, and details (*Neolithic Revolution*: hunters and gatherers; *Industrial Revolution*: steel; iron; steam engine)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the discussion of the historical circumstances leading to the Neolithic Revolution is treated in some depth, all other aspects of the task are minimally developed. The response relies on broad generalizations and lacks specific details to support these claims. However, a basic understanding of cause and effect is demonstrated.

Through the analysis of history over the years, one may find that Revolutions have been very impactful in molding it. A Revolution is synonymous with any form of change. It may be brought about through force or advancement, but it is a change none the less. When considering the affects of the French Revolution and the Industrial Revolution, one may clearly see that Revolution is definately impactful.

The French Revolution was a revolution that brought about change in France mainly through the use of force. It was brought about by dissatisfaction of the members of the 3rd estate, who were discontent with their lack of freedoms. The 3rd estate included most of the French population, but the 1st and 2nd estate received much more priveleges such as job opportunities and freedom from paying taxes. Members of the 3rd estate were also very angry with their king, Louis XVI, and his wife, Marie Antoinette's lavish spending. Their disregard of the welfare of the people was too much for the French citizens, which brought them to revolt.

The French Revolution brought about many changes in France, good and bad. As a result of the 3rd estate's persistance for change, the middle class managed to gain power. Unfortunately, the deaths of King Louis and Queen Marie Antoinette occurred during a period known as the Reign of Terror, led by Robespiere. During this time, Robespiere led mass killings of people or groups he deemed "counter revolutionary." His justification for these actions was that he was "protecting democracy." While the people of the 3rd estate aimed for better condition through the removal of the monarch, life grew worse under Robespiere and the people were terrorized.

The Industrial Revolution, in contrast with The French Revolution,

brought about change through development and advancement. Before the industrial revolution in Europe occurred, manufacturing was much less effective. It was often quite time consuming to produce a single item, and very difficult to fix broken machinery. In addition, workers often had long days, which created a very difficult lifestyle for them. Labor itself was also very challenging. Goods had to be manufactured by hand. Overall, the Industrial Revolution showed Europe how much easier work could possibly be.

Changes brought about in the Industrial Revolution would impact the world greatly from then on. The industrial revolution brought about the creation of new, more efficient machinery that could produce goods in multiples. Interchangeable parts also allowed items to be repaired if something was broken. A main social impact of the industrial revolution was urbanization. Since farming became more efficient through the use of machinery, the need for farmers decreased. Unemployed farmers migrated to the cities, in which they began to work in factories. While the factory system helped decrease the unemployment rates, conditions in factories were very harsh. Primary sources of the time period often relate to how the bone structures of women and children became deformed as a result of working with machinery. While production became efficient, the Industrial Revolution created plenty hardship for the people.

A revolution can be any drastic change brought about in history. While the French Revolution was brought about by force and the Industrial Rev. by development, they were both great changes regardless. Clearly, life wouldn't be the same without these revolutions.

## Anchor Level 2-B

### **The response:**

- Develops some aspects of the task in some depth
- Is primarily descriptive (*French Revolution*: brought about change through the use of force; Third Estate was discontent with its lack of freedoms; First and Second Estates received privileges and freedom from paying taxes; middle class managed to gain power; Robespierre led mass killings of people he deemed counter-revolutionary; his justification was that he was protecting democracy; people aimed for better conditions through removal of monarch but life under Robespierre grew worse and people were terrorized; *Industrial Revolution*: brought change through development and advancement; creation of new, more efficient machinery that could produce goods in multiples; unemployed farmers migrated to the cities)
- Includes few relevant facts, examples, and details (*French Revolution*: Louis XVI; Marie Antoinette; Reign of Terror; *Industrial Revolution*: interchangeable parts; urbanization; conditions in factories harsh)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response describes circumstances leading to the French Revolution and discusses an effect in some depth. The description of the circumstances leading to the Industrial Revolution lacks focus and mixes time periods, but economic and social effects of the revolution are mentioned.

Through the course of history, many revolutions have taken place for countless reasons. Revolutions generally have major social, economic, and political effects by the time they are finished. Two revolutions that had particularly far-reaching effects are the French Revolution and the Russian Revolution.

The first thing to be examined is the causes of the Revolution. One of the main causes of the French Revolution was the widespread unrest due to the unfair status quo. The nobles enjoyed low taxes and huge estates, while the peasants were taxed heavily and could barely afford food. Likewise, the Russian Revolution started due to turmoil. The boyars, or nobles, in control of the country were far wealthier than the peasants, and a class struggle began. In both cases, the lower class rose up against the nobles to start a revolt.

After the revolutions, the first thing to note was the political and economic changes, which went hand in hand. The political result of the French Revolution was the gain of power for the Third Estates. They started a democratic government, and additionally reduced their own taxes. In the Russian Revolution, though the government became controlled by the Communist Party. This led to Lenin taking power and enforcing a wide variety of reforms.

Finally, the social changes of the revolutions occurred. In France, for example, the lower and middle class gained respect from their peers. In addition, the Reign of Terror occurred, where many were sent to the guillotine. With the Russian Revolution though most of the nobles were simply executed. This mass-killing helped pave the way for the Communist style of living.

In history, countless revolutions have developed. After each one,

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

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major political, economic and social changes occurred. Two Revolutions with particularly patent aftermaths were the French Revolution in the late 1700's, and the Russian Revolution in the early 20th century.

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

- Minimally develops all aspects of the task
- Is primarily descriptive (*French Revolution*: widespread unrest due to unfair status quo; nobles enjoyed low taxes and huge estates; peasants taxed heavily and could barely afford food; political result was the gain of power for Third Estate; *Russian Revolution*: nobles far wealthier than peasants; government became controlled by the Communist Party; nobles executed; mass killings helped pave way for communist style of living); includes weak application (*Russian Revolution*: use of term *boyar*; control of government by Communist Party led to Lenin taking power)
- Includes few relevant facts, examples, and details (*French Revolution*: democratic government; Third Estate reduced own taxes; Reign of Terror; guillotine; late 1700s; *Russian Revolution*: class struggle; Lenin; early 20th century)
- 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 treatment of circumstances and effects is comprised of a general narrative that outlines each topic but lacks detail. The organization of the response devotes attention to the political/economic and then the social nature of effects of both revolutions.



Through history, revolutions have emerged as a response to a variety of conditions. These radical revolutions have often resulted in significant political, economic and social changes in society.

In order to bring change to an unpopular political system, revolutions would break out against the government. An example of this is the French Revolution. This was caused by France's poor leadership, high taxes and an unfair and uneven class system. Many people had different beliefs on what kind of government and system of laws would work best. Eventually when Napoleon came to power, he provided a simple set of laws in order to rebuild France's government and economy.

Revolutions have also played a role in changing economic and social aspects. An example of this is the Chinese Revolution in China. After World War II the idea of a communist government began to rise in many nations that were crippled by the war. In China a communist government came to power in order to fix China's economy. They planned to do this by modernizing China completely and making it a communist nation. The Chinese were forced to mass produce steel and iron and build modern railroads and bridges. They were also forced to work on government controlled farms. The Chinese Revolution became the starting point of China's communist government and massive industry.

Revolutions have developed throughout history and have played a role in bringing significant political, economic and social changes to society.

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## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task
- Is descriptive (*French Revolution*: caused by France's poor leadership, high taxes, and unfair and uneven class system; Napoleon came to power and provided a simple set of laws; *Chinese Revolution*: planned to modernize China; Chinese forced to mass-produce steel and iron; forced to work on government-controlled farms); includes faulty application (after World War II, the idea of a communist government began to rise in many nations crippled by war)
- Includes very few relevant facts, examples, or details (*Chinese Revolution*: railroads; bridges)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The use of a few facts, examples, and details frames the brief discussion. The historical circumstances leading to the French Revolution and the Chinese Revolution and one effect of each revolution are mentioned.

At the earliest point in history, even then man used his mind to create and manipulate his environment. Whether the creation of something new was specifically thought of or merely stumbled upon by chance, these changes lead to a new way of thinking, a Revolution.

Going back a long time ago, back to the times of hunting and gathering as a lifestyle, a Revolution began. This Revolution is specifically known as the Neolithic Revolution. It was the time when one of mankind's greatest discovery was made, farming.

It just so happens that somebody noticed that the "waste" pile was growing a plant and it set them on their way to farming. The people of this era were able to use the feces as a fertilizer to grow crops. The Neolithic Revolution was the time when mankind was able to turn from their ways of hunting and gathering to now rely on farming as a source of food, they no longer had to move. Because of this Neolithic Revolution, men have been able to feed the minds of the inventors of the next best Revolution.

This one was called the Industrial Revolution. This revolution was ground breaking and lead towards technology. It paved the way for newer advancements to be made.

The Industrial Revolution was a change in factory settings, the workforce and even in transportation. Factories were able to make clothes and products faster and more effeciently. The workforce was having changes so that they had technology and ability to do many more things. Mills with water wheels, locomotives, sowing jenny and brigdes and railways were all inventions during this time.

As a result of revolution, changes can and will occur quickly. Back during the Neolithic Revolution, that change that was made, we

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

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have adapted to our needs today. Changes during the Industrial Revolution we have also used and adapted. These will be in history forever, but we must look to these changes and revolutions as stepping stones for future generations to come because you never know when the next revolution will occur.

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

- Minimally develops some aspects of the task
- Is descriptive (*Neolithic Revolution*: man able to turn from ways of hunting and gathering and rely on farming as a source of food, no longer had to move; *Industrial Revolution*: change in factory settings, workforce, and transportation; factories able to make clothes and products faster and more efficiently)
- Includes few relevant facts, examples, or details (*Neolithic Revolution*: waste pile growing a plant; fertilizer; *Industrial Revolution*: ground breaking; technology; mills with waterwheels; locomotives); includes an inaccuracy (*Industrial Revolution*: sowing jenny)
- Demonstrates a general plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response does not describe historical circumstances leading to either revolution. Although some of the discussion of the Neolithic Revolution is conjectural, one effect is minimally discussed. Some details address the effects of the Industrial Revolution, but others are simply listed.

A revolutionary change is a significant turning point in history that can dramatically affect a society. Two examples of this change are the Neolithic Revolution and the Industrial Revolution.

The Neolithic Revolution was an important turning point in history. Nomadic people were transformed into people who lived in settlements that became the basis for early river civilizations.

Initially people moved from place to place, following and finding their food, never actually settling down at a given location for a long period of time. Hunting and gathering did not guarantee a sufficient food supply, so people faced sickness and starvation. Over time, people changed their ways, settled down, and became farmers, which was what the Neolithic Revolution was. As a result, the Neolithic Revolution had some significant, lasting effects. One effect, was the domestication of animals. People had a variety of animals on their land for purposes, such as food or labor. Another effect was there was a surplus of food. These two developments meant permanent settlements with larger groups of people could be supported. As a result, human history changed forever. Settling down and working on land became the basic structure for future societies, such as Ancient River valley civilizations. Such was the case for the Nile River civilization. Here, fertile soil and a dependable source of water demonstrated the value of domesticated plants. Surpluses of food led to the development of government providing law and order. Another result was the specialization of labor. This occurred because the entire communities' labor was not needed to produce food. The pharaoh was at the top. Below him were merchants, artisans, and farmers. The urbanization that accompanied these changes was the basis for civilization as we know it.

The Industrial Revolution was also an important turning point in history. England was prepared for the Industrial Revolution by an earlier Commercial Revolution. A number of new business forms such as joint-stock companies, stock exchanges, insurance and banking initially were the foundation for merchant activities. The fortunes made in trade fueled the Industrial Revolution. The Agricultural Revolution, a plentiful supply of natural resources, water power and the demand of a growing population for products brought about the Industrial Revolution. Because of the Agricultural Revolution, some farmers who were no longer needed to produce food moved to the cities. The most striking effects of the Industrial Revolution were the industrial cities. The machinery required for manufacturing was located in large buildings. These new work places transformed manufacturing towns into cities. The problems associated with the growth of these cities were immense. At first the lack of planning meant widespread disease, unclean water and air. Working class families lived in crowded tenements with access to impure water provided by a street pipe while the middle class lived in nicer neighborhoods and homes.

The Neolithic Revolution led to a surplus of food and permanent settlements resulting in civilizations. The Industrial Revolution meant investment in goods made by machines in factories and the problems in urban centers as they grew.

Throughout history, revolutions have developed in response to a variety of conditions. These revolutions have often resulted in significant political, economic and social change. The Neolithic Revolution has a very significant background with how it changed drastically. During the neolithic Revolution it was difficult to survive, in a society where there weren't any profitable goods, or resources to use, many people who weren't efficient when it came down to building homes, clothing, nor other necessities that were needed in human society. Mothers, children, husbands, families struggled economically, during this time period because of the lack of needed resources such as crops, that provided vegetables, fruits, corn, grains. Families weren't able to trade as of yet, they couldn't trade gold, food, other such goods.

Years to come, came along the Industrial revolution which is what transformed the Neolithic revolution to become a more useful and successful society, for all families and civilizations. During this new and improved revolution the social effects became a good outcome of all this, civilization became started to form, greater technology were being used. civilizations began building temples, homes, and growing crops. They became more civilized with their resources, and began trading. As trading went on cultural diffusion started to spread, the civilization became more open with the others around the world, sooner or later every civilization became stable or, economically and socially.

Throughout the history of developing nations revolutions occurred primarily because of the nation's political, economical and/or social ways. There are many types of revolutions like violent or non-violent. However, revolutions are similar in that they all usually end in a significant change. Two important revolutions are the Scientific Revolution and the French Revolution.

The Scientific Revolution was influenced and occurred because of the Renaissance and humanism. Humanism believed in the ability to think and challenge things. The Renaissance brought back interest in ancient science and ideas about the universe. These led to the Scientific Revolution which caused a change in thought and was a non-violent revolution. Some people involved in this revolution were Galileo, Copernicus and Sir Issac Newton. Copernicus discovered that the sun was the center, not the Earth. Galileo built a much better telescope and also agreed with Copernicus's theory and wrote a book about it. However, the church did not like that and sent Galileo under house arrest for life. This showed how the church still had a lot of power and how it needed to change. Sir Issac Newton discovered the law of gravity. These are just a few examples of the great people who discovered things during this time period. However, these men's accomplishments show that this made people use reason. It made people want to learn and to thrive. People did not just want to be told, they learned to question ideas. During The Scientific Revolution the scientific method was created, with the steps like observation, hypothesis, experiment, and conclusion. Not only did the Scientific Revolution cause all these great discoveries and ways of thought, it also led to the Enlightenment. However, not all revolutions are intellectual and non-



violent. One revolution in particular that is very different from the Scientific Revolution is the French Revolution.

The French Revolution came about because of the social, economical, and political ways in France at the time. Many poor French citizens were angry because the price of everything went up, even things like bread. People were starving and angry. There was no political stability because of all the chaos. There was such a distinction between the rich and the poor and the poor French were taxed too much. The king had all the power but did not change these taxes. There were many people who liked new ideas about democratic government. All this caused the French to revolt. Then people had to face rule by terror. Many French citizens had their heads cut off. Soon, France became unstable and people were willing to give up certain rights they were fighting for to gain stability. This then led to Napoleon's rise to power as emperor. This changed France's political, economical and social ways.

Revolutions all throughout history cause significant changes to how the nation works. Every major revolution leaves an impact in history and changes the way people live. No matter what kind of revolution it is (whether it be political, intellectual, violent, or non-violent) they all have one thing in common, they all bring about change.

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## Thematic Essay—Practice Paper – D

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Throughout history, revolutions have occurred because of the objection of the country's system of handling things. These include the Russian Revolution and the French Revolution. In all these revolutions, there were major social changes and some political change as well as economic changes too.

In the Russian Revolution, the cause of it was that many people didn't like the government and how Russia still relied on serfdom. Many people turned towards Lenin, who had socialist views, and promise the workers that everyone would be treated equally and there won't be a dominant class. After he overthrew the government, he created a communist party and freed the serfs and gave them some land. Also, he opened up trade with the western world and industrialized.

The cause of the French revolution was that there was too a big of a gap between the rich and the poor. The King, Louis XIV, lived a very lavish life while many people lived on the streets and didn't even had bread to eat. Also this was the time of Enlightenment so people went by the saying "liberty, equality, and fraternity" which was an idea from John Locke. After a bloody war, the people overthrew the monarchy and created the Declaration of the Rights of Man, which stated that all men were created equal. Also, it established a republic so people could vote now for their leaders.

In all the revolutions, it was the people of the country that changed the system because they believed if the old system continued, it would not bring prosperity to the people or the country. In the end, revolutions such as these made major changes that didn't only change the country, but also influenced countries around the world.

In history there has been many revolutions, these revolutions usually develop because of many conditions. The revolutions often have an important impact on a countries political system, economy, and society.

One revolution that changed a society was the Neolithic Revolution. The Neolithic revolution came about after the Paleolithic age. During the Paleolithic age tools were simpler, they were made out of wood and stone and as time progressed and Neolithic Revolution occurred tools became more complex, being made from metal. That was one of the changes that occurred during this revolution but one of the biggest changes was that food was being produced differently. In the Neolithic Revolution the people who once gathered and hunted began to come up with new ways to get food such as domestication and farming. Now that the food could be grown instead of having to be found the once nomadic people began to settle. Nomads were people who had to move from place to place. Now that they could farm and domesticate animals, they no longer had to move. Farming gave a chance to grow crops and store food while domestication of animals let them obtain meat without hunting for it. Compared to the Paleolithic age the people of the Neolithic age lived longer because of changes in their diets. The Neolithic Revolution created civilizations as well because cities were formed and new jobs were created. Another indirect change was that social classes developed. Usually, religious or government leaders were in the top classes followed by farmers, artisans, and merchants. The Neolithic Revolution brought social, political and economic change.

Another Revolution that changed history was the Industrial revolution. The Industrial revolution was a time in which people worked

in factories and lived in urban areas. England had resources that helped to develop the Industrial revolution. Water power ran the machines that increased the production of cloth. Lots of coal became important when steam power was developed. Right before the Industrial revolution the Agricultural revolution had happened. This meant fewer people were needed to work the fields. Increased farm production made it possible to feed factory workers. Many jobs once done at home moved to factories in cities and began the Industrial revolution. During the Industrial revolution these cities became very populated, almost too populated and on top of the crowding many lived in awful conditions. The houses had bad plumbing, small space, and was very dirty. The factories put children into bad conditions. Many children had to work long hours and were often hit when they were working slow. Some children had to work underground in coal mines and that ended up having long term consequences on their health. Later on, child labor laws were made.

These two revolutions changed history and people. The neolithic revolution occurred because change was needed, the industrial revolution occurred because some farmers were in search of jobs. All in all the revolutions had a very big impact on history and on today's society. Buildings, factories and farming are still part of our life today.

## Practice Paper A—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Industrial Revolution less thoroughly than the Neolithic Revolution
- Is both descriptive and analytical (*Neolithic Revolution*: nomadic people were transformed into people who lived in settlements that became the basis for early river civilizations; meant permanent settlements with larger groups of people could be supported; settling down and working the land became basic structure for future civilizations; fertile soil and a dependable source of water demonstrated the value of domesticated plants; surpluses of food led to development of government, providing law and order; specialization of labor occurred because the entire communities' labor was not needed to produce food; *Industrial Revolution*: England prepared for Industrial Revolution by an earlier Commercial Revolution; new business forms such as joint-stock companies, stock exchanges, insurance and banking were the foundation for merchant activities; fortunes made in trade fueled the Industrial Revolution; some farmers who were no longer needed to produce food moved to the cities; most striking effects were in industrial cities; machinery required for manufacturing located in large buildings; workers required to go to new workplaces for jobs transforming manufacturing towns into cities)
- Supports the theme with relevant facts, examples, and details (*Neolithic Revolution*: important turning point; hunting and gathering; domestication of animals; variety of animals for food or labor; Nile River; urbanization; pharaoh; merchants, artisans, farmers; *Industrial Revolution*: demand of growing population; Agricultural Revolution; natural resources; water power; lack of planning; widespread disease, unclean water and air; crowded tenements; middle class)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response meets the criteria of the task and the level of analysis is good although limited. The introduction of the details of the Nile river valley civilization and of the new business forms of the Commercial Revolution adds depth to the essay.

## Practice Paper B—Score Level 0

### The response:

Fails to develop the task

**Conclusion:** The response fits the criteria for Level 0. The theme is not referred to, even in a general way, and no relevant facts, examples or details are included. The rambling narrative demonstrates no knowledge of history.

### Practice Paper C—Score Level 3

**The response:**

- Develops all aspects of the task with little depth
- Is more descriptive than analytical (*Scientific Revolution*: was influenced and occurred because of the Renaissance and humanism; ability to think and challenge things; interest in ancient science and ideas about the universe; Copernicus discovered that the sun was the center, not the Earth; showed how Church still had a lot of power and how it needed to change; made people want to learn and thrive; learned to question; led to the Enlightenment; *French Revolution*: poor citizens angry because the price of everything went up; distinction between rich and poor; poor taxed too much; many people liked new ideas about democratic government; France became unstable and people were willing to give up certain rights they were fighting for to gain stability)
- Includes some relevant facts, examples, and details (*Scientific Revolution*: Copernicus; Sir Isaac Newton; telescope; Galileo under house arrest for life; law of gravity; scientific method; *French Revolution*: rule by terror; Napoleon; emperor)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of the French Revolution has little depth; however, some aspects of the Scientific Revolution are discussed in some depth. The discussion of the Scientific Revolution ranges from statements of analysis to listing in narrative form.

### Practice Paper D—Score Level 1

**The response:**

- Minimally develops some aspects of the task
- Is descriptive (*Russian Revolution*: people turned toward Lenin, who had socialist views and promised workers everyone would be treated equally; *French Revolution*: too big a gap between rich and poor; king lived very lavish life; people overthrew the monarchy and created the Declaration of the Rights of Man); includes faulty application (*Russian Revolution*: there would not be a dominant class; Lenin opened up trade with the Western world)
- Includes few relevant facts, examples, or details (*Russian Revolution*: Communist Party; *French Revolution*: Enlightenment; republic); includes some inaccuracies (*French Revolution*: Louis XIV instead of Louis XVI; “liberty, equality, and fraternity” was an idea taken from John Locke; *Russian Revolution*: Lenin freed the serfs and gave them some land); includes an inaccuracy (*Russian Revolution*: Russia still relied on serfdom)
- 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 1. The discussion of circumstances leading to the French Revolution demonstrates some depth but also some confusion. The discussion of the effects of the French Revolution and the effects of the Russian Revolution shows an awareness of these historical episodes, but demonstrates little understanding.

## Practice Paper E—Score Level 3

### The response:

- Develops all aspects in little depth by discussing the Neolithic Revolution and the Industrial Revolution
- Is more descriptive than analytical: (*Neolithic Revolution*: food was being produced differently; people who once gathered and hunted came up with new ways to get food; with farming and domesticated animals, they no longer had to move; created civilizations because cities were formed and new jobs were created; social classes developed; people lived longer because of changes in their diet; *Industrial Revolution*: England had resources to develop Industrial Revolution; Agricultural Revolution meant fewer people were needed to work the fields; increased farm production made it possible to feed factory workers; many jobs once done at home moved to factories in cities; children had to work long hours and were often hit when working slow; children working in coal mines had long-term consequences on their health)
- Includes some relevant facts, examples, and details (*Neolithic Revolution*: Paleolithic Age; simple tools; more complex metal tools; nomads; grew crops and stored food; *Industrial Revolution*: water power; increased production of cloth; coal; steam power; crowded cities; houses had bad plumbing, small space, dirty)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response does a good job discussing the effects of the Neolithic Revolution, but only mentions the circumstances leading to it. While urban conditions are not developed in any depth for the Industrial Revolution, the discussion of circumstances leading to it and of the effects of the conditions on laborers makes good use of details.

# Global History and Geography Specifications June 2013

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Revolutions	Standards 2, 3, 4, and 5: World History; Geography; Economics, Civics, Citizenship, and Government
Document-based Essay	Science and Technology; Movement of People and Goods; Conflict; Culture and Intellectual Life; Human and Physical Geography; Change; Imperialism; Nationalism; Power; Human Rights	Standards 2, 3, 4, and 5: World History; Geography; Economics, Civics, Citizenship, and Government

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

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



**The *Chart for Determining the Final Examination Score for the June 2013 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

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