

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

Wednesday, June 17, 2015 — 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 1	26 3	39 2
2 1	14 1	27 1	40 4
3 3	15 3	28 4	41 4
4 1	16 4	29 3	42 3
5 4	17 2	30 4	43 3
6 3	18 3	31 2	44 1
7 2	19 3	32 4	45 4
8 2	20 1	33 1	46 2
9 4	21 4	34 2	47 4
10 2	22 3	35 1	48 3
11 1	23 2	36 2	49 3
12 4	24 1	37 3	50 1
	25 2	38 2	

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 2015

Theme: Belief Systems—Movement

Belief systems are an established, orderly way that groups or individuals look at religious faith or philosophical principles. Some belief systems have spread outside their places of origin. The diffusion of these belief systems has affected other societies and regions in various ways.

- Task:** Select *two* belief systems that have spread outside their place of origin and for *each*
- Discuss a central principle of this belief system
 - Discuss how this belief system spread to another region
 - Discuss an effect of the spread of this belief system on a society or region

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

You are *not* limited to these suggestions.

Do *not* use the United States as a region to which a belief system has spread.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *two* belief systems, discussing a central principle of *each* belief system, how the belief system spread to *at least one* other region and *at least one* effect of the spread of this belief system on a society or region).
2. The region or society does not have to be specifically identified as long as it is implied in the discussion.
3. The central principles of the belief system may be similar; however, the details of the discussion should be different, e.g., monotheism as a central principle of Islam and of Christianity.
4. The discussion about how the belief systems spread may be similar; however, the details of each discussion should be different, e.g., both Buddhist missionaries and Christian missionaries spread their belief systems along trade routes.
5. The spread of the belief system may be discussed broadly across time and place or narrowly in a specific society or region.
6. The effect on a society or region to which this belief system spread may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
7. If three belief systems are discussed, only the first two belief systems may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task for **two** belief systems evenly and in depth by discussing a principle central to **each** belief system, how **each** belief system spread to another region and **at least one** effect of the spread of this belief system on a society or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *communism*: connects the spread of Karl Marx’s theory that the proletariat would unite and overthrow the bourgeois to Russian revolutionaries advancing this idea in Russia and to how Lenin’s and/or Stalin’s policies changed Russian society; *Islam*: connects the importance of the Qur’an and the Five Pillars of Faith as a way of life for Muslims to the spread of Islam into sub-Saharan Africa where merchants served as the carriers of Islam and to how the conversion of sub-Saharan traders and rulers by Islamic religious leaders led to the increased influence of Islam in Mali through trade, the building of mosques, the establishment of an important center of learning, and the creation of a justice system based on Islam
- Richly supports the theme with relevant facts, examples, and details, e.g., *communism*: *Communist Manifesto*; Bolsheviks; factory conditions; October Revolution; withdrawal from World War I; War Communism; New Economic Policy; five-year plans; collectivization; secret police; totalitarianism; purges; *Islam*: Mecca; Muhammad; jihad; camel caravans; hajj; alms; Ramadan; gold-salt trade; Mansa Musa; Timbuktu; literacy
- 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 aspect of the task less thoroughly than the others *or* discussing all aspects of the task for one belief system more thoroughly than the second
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *communism*: discusses Karl Marx’s idea that the proletariat would revolt, how Russian revolutionaries advanced this idea in a climate of Russian societal discontent, and how Lenin’s and Stalin’s policies affected Russian society; *Islam*: discusses how the Five Pillars of Faith found in the Qur’an influence the lives of Muslims, how the gold-salt trade led to the spread of Islam to sub-Saharan Africa, and how Islam had an impact on cultural development in Mali
- 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** belief system and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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.

Belief systems are philosophical ideas or religious faiths that a group of people choose to follow. Many times belief systems are diffused into other cultures through commerce and the support of those in authority. Two very prominent belief systems that diffused into other regions of the world were the religious faith of Islam in its introduction to West Africa and the philosophy of Confucianism to Japan by way of Korea.

Muslims demonstrate submission to Allah through the Five Pillars. They publicly state their belief in one God and that Mohammed is his messenger. Prayer five times a day facing Mecca, Islam's most sacred city, is a daily ritual for all Muslims. Charity for the less fortunate (alms) is expected of all Muslims capable of giving. Fasting from sunrise to sunset during Ramadan further emphasizes submission to the will of God. A pilgrimage to Mecca called the Hajj is to be attempted by all Muslims at least once in a lifetime. Islam was founded in 622 by the prophet Muhammed in present day Saudi Arabia. After many years of conquering territory across northern Africa by the Umayyad Dynasty, many leaders in West Africa were converted to Islam as a result of trade. Merchants brought Islam to western Africa, but the religious leaders who followed them converted nonbelievers. Once West African leaders converted, they often used Islam to reinforce their authority by merging Islam with local culture.

By the 14th century in the Niger River valley Islam was an important force because it was tied to the trade of salt for gold across the Sahara. Because Mali controlled the gold mines it became a powerful Islamic state. One of Mali's kings, Mansa Musa, made a pilgrimage to Mecca. Not only did this stimulate commerce but it also

brought about a great flourishing of Islamic culture. Muslim scholars made Timbuktu a center of Muslim learning. Mansa Musa built numerous mosques and schools and used Islamic law to maintain order.

The philosophical idea of Confucianism appeared in China near the end of the Zhou dynasty following the era of warring states. Confucius believed that the key to social order was to be found in everyone accepting their positions and responsibilities as found in the Five Relationships. The Analects discuss how, no matter what position a person holds, there are responsibilities at every level. A just ruler is owed loyalty by all subjects but he owes them just rule. The father is head of the family and is owed the loyalty of the son. The wife must respect the husband, the older brother is owed respect by the younger, and a friend must respect another friend. This idea influenced the social and political structure of China.

Throughout history China had much influence in Japan. The nearness of the Korean peninsula formed a link between mainland China and the islands of Japan. Confucianism travelled overland through Korea and then by sea to Japan largely by trade and foreign missions. It arrived at about the same time Japan was trying to centralize its government under dynastic rule. Rulers adapted Confucianism to Japanese conditions. Giving everyone responsibilities paralleled what China was doing in creating roles for the good of society. The teaching of filial piety influenced Japanese social life and family relationships. This provided structure for maintaining order. It also emphasized the authority of the ruler and ensured loyalty to the state. The spread of Confucianism to Japan was aided by use of the

Chinese writing system as the means of carrying it to Japan.
The Five Pillars of Islam were carried to Mali and the Niger River valley through trade across the Sahara. The Five Relationships of Confucianism were carried from China to Japan through trade across the Korean Peninsula. Both belief systems had social, political and economic influence in the areas they were spread.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing a central principle of Islam and Confucianism, how these belief systems spread to other regions, and an effect on a society to which each belief system spread
- Is more analytical than descriptive (*Islam*: Muslims demonstrate submission to Allah through Five Pillars; fasting from sunrise to sunset during Ramadan further emphasizes submission to the will of God; many years of conquering territory across northern Africa by the Umayyad Dynasty; by the 14th century in Niger River valley, Islam was an important force because it was tied to the trade of salt for gold across the Sahara; because Mali controlled gold mines, it became a powerful Islamic state; stimulated commerce and brought about a flourishing of Islamic culture; Muslim scholars made Timbuktu a center of Muslim learning; Islamic law used to maintain order; *Confucianism*: appeared in China near the end of the Zhou dynasty following era of warring states; the Analects discuss how, no matter what position a person holds, there are responsibilities at every level; a just ruler is owed loyalty by all subjects, but he owes them just rule; the father is head of the family and is owed the loyalty of the son; influenced social and political structure of China; nearness of Korean peninsula formed link between mainland China and the islands of Japan; rulers adapted Confucianism to Japanese conditions; giving everyone responsibilities paralleled what China was doing in creating roles for the good of society; filial piety influenced Japanese social life and family relationships)
- Richly supports the theme with relevant facts, examples, and details (*Islam*: one God, Muhammad is His messenger; Mecca, Islam's most sacred city; Hajj; founded in 622 by Muhammad in present-day Saudi Arabia; Mansa Musa; pilgrimage; built numerous mosques and schools; *Confucianism*: China had much influence on Japan; travelled overland through Korea then by sea to Japan largely by trade and foreign missions; Japan trying to centralize its government; ensured loyalty to the state; use of Chinese writing system)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 5. Good use of detail and analysis characterize strong theme development throughout the response. The response effectively demonstrates that the diffusion of Islam in West Africa and Confucianism in Japan created societal unity by establishing expected social and political behaviors.

Religious belief systems have guided people for thousands of years, creating and unifying communities, and giving humans purpose and goals. At the same time, they have also caused tensions between different religious groups, or different sects of one religion. Both Buddhism and Islam have been around for centuries, and during this time, have spread throughout many regions of the world.

The main goal of Buddhism is to reach nirvana which is a state of being at one with oneself. Buddhists believe that Siddhartha Guatama founded this belief system and became known as Buddha, the Enlightened One. One reaches an enlightened state by accepting the 4 noble truths and following the eightfold path. In doing this a person is freed of desire and suffering through, for example, right thought, right speech, and right action.

Buddhism spread along the Silk Road by merchants and missionaries to the regions of China, Korea, and Japan. Merchants helped spread Buddhism by supporting the building of temples along the Silk Road, exposing more people to the belief system. Missionaries maintained the temples and actively sought new followers. From its origin in northern India, Buddhism traveled north and east along the Silk Roads. Since these East Asian regions already had their own belief systems such as Confucianism or Shinto, they incorporated aspects of Buddhism into their cultures.

Cultural diffusion through Korea brought Buddhism to Japan resulting in temples being built throughout the country. Buddhism became more or less the official religion after Prince Shotoku adopted it. He believed the various groups of Japan could be united by Buddhism. Even today, Japanese culture shows how Buddhism and Shinto exist side by side. The tea ceremony is a Buddhist ceremony

representing the spirit of harmony. In many homes Shinto and Buddhist altars are found side by side. For many, Shinto represents creative forces in nature like Mt. Fuji while Buddhism is often employed with sadder occasions like funerals.

Islam was founded in the 600's by a man named Mohammad who lived in the city of Mecca in Saudi Arabia. A religious experience caused him to preach monotheism in a society that worshipped many gods. In 622 he fled from Mecca. He arrived in Medina, another Middle Eastern city, bringing his beliefs along with him, where they became extremely popular. Mohammad and his followers returned to conquer Mecca and make it the most sacred city of Islam. Mohammad continued to preach the word until his death. After his death a series of successors spread the faith by conquest throughout northern Africa and into Europe. People all over the Middle East adopted the religion and it was spread along trade routes such as Trans-Saharan trade routes, Indian Ocean, and the Mediterranean Sea by merchants and missionaries.

Muslims everywhere are united in their commitment to the Five Pillars. The pillars include a statement of faith: there is but one God, Allah, and Mohammad is his prophet, offering charity to the poor, fasting during the holy month of Ramadan, praying 5 times a day facing the city of Mecca, and making a hajj to Mecca once in one's lifetime.

After forces from northern Africa conquered Gibraltar and southern Spain, Islam reshaped Spanish culture. Cordova became the capital and a great center of learning. Islamic scholars translated and preserved Greek and Roman findings in math, science, astronomy, and medicine. Huge libraries were built emphasizing the importance

Anchor Paper – Thematic Essay—Level 5 – B

of learning to Islam. These and other structures had quotations from the Qur'an on their walls demonstrating Muslim values.

Buddhism and Islam do not have many similar characteristics.

However, both have spread to regions other than where they originated.

Islam spread to Spain by conquest while Buddhism was spread to Japan by missionaries. These belief systems helped to unify communities and had an impact on their architecture, arts, and learning.

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

- Thoroughly develops all aspects of the task evenly and in depth by discussing a central principle of Buddhism and Islam, how these belief systems spread to other regions, and an effect on a society to which each belief system spread
- Is more analytical than descriptive (*Buddhism*: main goal is to reach nirvana, which is a state of being at one with oneself; person is free of desire and suffering through right thought, right speech, right action; merchants supported building temples along Silk Road, exposing more people to belief system; regions that had established belief systems incorporated aspects of Buddhism in their cultures; Japanese culture shows how Buddhism and Shinto exist side by side; tea ceremony is a Buddhist ceremony representing spirit of harmony; many Shinto and Buddhist altars found side by side; *Islam*: Muhammad preached monotheism in a society that worshipped many gods; Muhammad returned to Mecca and made it most sacred city of Islam; people all over Middle East adopted the religion; spread along trade routes such as trans-Saharan, Indian Ocean, and Mediterranean Sea by merchants and missionaries; Muslims everywhere are united in their commitment to the Five Pillars; Islam reshaped Spanish culture; Islamic scholars translated and preserved Greek and Roman findings in math, science, astronomy, and medicine; huge libraries emphasized the importance of learning to Islam)
- Richly supports the theme with relevant facts, examples, and details (*Buddhism*: Siddhartha Gautama founded belief system and became known as Buddha, the Enlightened One; reach enlightened state by accepting Four Noble Truths and following Eightfold Path; spread by missionaries to China, Korea, Japan; origin in northern India; Confucianism; *Islam*: founded in 600s by Muhammad; Medina; Saudi Arabia; fled in 622; one God, Allah; charity to poor; fasting during Ramadan; hajj to Mecca once in one's lifetime; forces from northern Africa conquered Gibraltar and southern Spain; Cordova)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response combines numerous facts, examples, and details in analyzing various forms of cultural diffusion and the manner in which belief systems spread. The response does a good job of demonstrating how the introduction of new belief systems influenced the cultures of Spain and of Japan.

Belief systems have been established since the beginning of civilization. They are an established, orderly way that groups or individuals look at religious faith or philosophical principles.

Buddhism and Islam are both examples of how belief systems spread outside of their point of origin and effected the people of the region.

Belief systems are ideas that instill stability and hope and impact groups or individuals in a region.

Islam is an example of a belief system that spread from its origin and had a great impact on the regions it spread to. One central principle of this belief system is the Five Pillars: Faith, prayer, alms, pilgrimage and fasting. Muslims, worshippers of Allah, believed that there is one god, Allah and that his messenger was Muhammed. They had to pray 5 times a day toward the position of Mecca, they had to give to the less fortunate, fast during the holy month of Ramadan because they believed spiritual needs were more important than physical needs and they had to visit the holy city of Mecca at least once in a lifetime. During the time the Ottoman empire expanded, this belief system was spread through conquest. One key region of expansion was the Balkan Peninsula where the janissaries demonstrated the power of the Ottomans. Christian people of the conquered lands did not need to convert, but could pay a special tax so they could practice their own religion. However, male children were taken from peasant families to become janissaries. Those children had to convert to Islam and loyally serve the sultan. Many families considered this an honor. The Ottomans promoted stability by blending Islamic influences and those of the many cultures under their rule. A symbol of the effect of the spread of Islam in

Constantinople is the conversion of the Eastern Orthodox cathedral of Hagia Sophia to a mosque. Decorative art influenced by Islam featured geometric design, not human forms, leading to the removal of Christian icons. Minarets were installed to call Muslims to prayer.

Additionally, Buddhism is another belief system that had an impact on the lands it spread to. An offshoot of Hinduism, it originated in India, founded by Siddhartha Gautama. In Buddhism one strives to reach nirvana, a state of enlightenment by accepting the Four Noble Truths and practicing the Eightfold Path. One who desires suffers, therefore the Eightfold path was devised as a way to help one fight desire and reach nirvana. Buddhism spread through trade and traveled to other regions by way of the Silk Road. Caravans to China carried Buddhist texts and statues. Buddhism came to China during the Han dynasty but did not reach its height until later. The impact of the activities of merchants and missionaries was cultural diffusion. Thousands of temples and pagodas were constructed as places for the faithful to pray. Temples cared for by Buddhist monks were a sign of the adaptation of this “foreign” culture.

In conclusion, various belief systems provided different ideas. Some forced religious conversion while others did not. These belief systems such as Buddhism and Islam allowed for hope and stability and instilled some sort of peace either physically or mentally. They have impacted the people of a specific region and are even being practiced today.

Anchor Level 4-A

The response:

- Develops all aspects of the task for Islam more thoroughly than for Buddhism
- Is both descriptive and analytical (*Islam*: Muslims fast during the month of Ramadan because they believed spiritual needs were more important than physical needs; during the time the Ottoman Empire expanded, one key region of expansion was the Balkan Peninsula where the janissaries demonstrated the power of the Ottomans; Christian people of conquered lands did not need to convert but could pay a special tax so they could practice their own religion; Ottomans promoted stability by blending Islamic influences and those of the many cultures under their rule; a symbol of the effect of the spread of Islam is conversion of the Eastern Orthodox cathedral of Hagia Sophia to a mosque; decorative art influenced by Islam featured geometric design, not human forms, leading to removal of Christian icons; *Buddhism*: one who desires suffers, therefore the Eightfold Path was devised to help one fight desire and reach nirvana, a state of enlightenment; came to China during the Han dynasty but did not reach its height until later; impact of merchants and missionaries was cultural diffusion; temples cared for by Buddhist monks were a sign of the adaptation of this foreign culture)
- Supports the theme with relevant facts, examples, and details (*Islam*: Five Pillars: faith, prayer, alms, pilgrimage and fasting; Muslims believe there is one god, Allah, and that his messenger was Mohammad; Constantinople; *Buddhism*: offshoot of Hinduism; founded by Siddhartha Gautama; Four Noble Truths; spread through trade; Silk Road; caravans to China carried Buddhist texts and statues; thousands of temples and pagodas constructed)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and a conclusion that is beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 4. The development of Islam and its influence on the Ottoman Empire is strong and contains many details. However, the section on Buddhism is less developed, especially in discussing how the belief spread and its impact on China.

History has often been influenced by belief systems. Christianity and communism are two examples of how belief systems have impacted society.

Christianity, which began around 2,000 years ago, grew out of the religion, Judaism. The teachings of Jesus drew on key concepts of Judaism, including monotheism and the Ten Commandments. The Christian concept of one God teaches that Jesus was the son of God who died for the sins of all. Christians are expected to follow rules of behavior like not stealing, not coveting or not killing and, most important, demonstrating faith in God's grace. During the Roman Empire, Christians were persecuted because they were seen as a threat by Emperors Nero and Diocletian. Under the Edict of Milan, by the Roman Emperor, Constantine, Christianity became a legal religion. Within a century, Christianity was made the official religion of the Roman empire. This increased the spread of Christianity throughout the large Roman Empire. For centuries, Europe would be a Christian-dominated society. Because Christianity granted salvation to women and supported the lower class, it became a popular religion.

During the Age of Exploration, Columbus "discovered" the Americas, and the Spanish/Portuguese (heavily Christian—specifically Roman-Catholic) then carried their religion with them as they expanded their empires. The Spanish and Portuguese were quick to assert to the natives that Catholicism was the only true religion. Native Americans often blended their native beliefs with those of Catholicism. As Native Americans were converted, friars destroyed their idols and temples. In their place, they built Catholic churches, monasteries, and schools. In fact, the Catholic Church controlled education in the Americas. As a result, Mexico, Central, and South

America are predominately Catholic.

Communism is a more recent belief system compared to Christianity. Unlike Christianity, however, it is not a religion, but a political belief system. Communism's founder, Karl Marx, wrote his book, the Communist Manifesto during the Industrial Revolution, supporting the working class. Marx hypothesized that the industrial proletariat would revolt against the bourgeoisie (capitalists) and that the whole world would be communist. The bourgeoisie would be eliminated and factories would be in the hands of the workers.

Communism was first tried in Russia under the Bolshevik leader Vladimir Lenin after a revolution and civil war. World War II was the means of spreading Soviet communism throughout most of eastern Europe. When Hitler's armies were forced out of eastern Europe by the Soviet military, Nazi rule was replaced by Communist rule under Soviet influence. The Soviets established puppet governments with communist leaders that would support them.

In Poland, Czechoslovakia, and Hungary, totalitarian governments with one communist party, secret police, and censorship were put in power by the Soviet Union. These "satellites" were supposed to protect the Soviet Union from attack. In the 1950s and 1960s, resistance movements against Soviet control were attempted, but these efforts failed. State-run economies controlled property, housing, and jobs until the late 1980s and early 1990s when the Berlin Wall fell and the Soviet Union collapsed.

Despite its spread, communism remains in only four countries today. Christian beliefs remain strong throughout the world. Both belief systems have impacted history and modern-day society.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Christianity more thoroughly than communism
- Is both descriptive and analytical (*Christianity*: concept of one God taught that Jesus was the son of God who died for the sins of all; Christians are expected to follow rules of behavior, most importantly demonstrating faith in God's grace; during the Roman Empire, Christians were persecuted because they were seen as a threat by emperors Nero and Diocletian; made official religion of Roman Empire which increased its spread throughout the large Roman Empire; for centuries, Europe would be a Christian-dominated society; Spanish and Portuguese carried religion with them as they expanded empires; Spanish and Portuguese were quick to assert to the natives that Catholicism was the only true religion; Native Americans often blended their native beliefs with those of Catholicism; friars destroyed Native American idols and temples and built Catholic churches, monasteries, and schools; as a result, Mexico, Central, and South America predominately Catholic; *communism*: Marx hypothesized the industrial proletariat would revolt against the bourgeoisie and the whole world would be communist; bourgeoisie would be eliminated and factories would be in the hands of the workers; World War II was the means of spreading Soviet communism throughout most of eastern Europe; when Hitler's armies were forced out of eastern Europe by Soviet military, Nazi rule was replaced by communist rule; in Poland, Czechoslovakia, and Hungary, totalitarian governments were put in power by the Soviet Union; Soviets established puppet governments with communist leaders that would support them; satellites were supposed to protect Soviet Union from attack; State-run economies controlled property, housing, and jobs until the late 1980s and early 1990s)
- Supports the theme with relevant facts, examples, and details (*Christianity*: began about 2,000 years ago; teachings drew on key concepts of Judaism; monotheism; Ten Commandments; Edict of Milan; Constantine; Age of Exploration; Columbus; Roman Catholic; *communism*: political belief system; Karl Marx; Industrial Revolution; Bolshevik leader Vladimir Lenin)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the central principle of Christianity, its initial spread through the Roman Empire and later its spread to Latin America, and its effect on Latin America is quite strong. The central principle of communism is quite clear, but the rest of the discussion focuses on how the Soviet Union used this belief system to control a large region.

The spread of ideas and religion is something as old as time itself. Ideas and religions spread from their place of origin in many ways. Two such religions that have spread include Islam and Buddhism.

Islam is a religion founded around 600 C.E. in Mecca on the Arabian peninsula. The faith's prophet, Mohammed, after being commanded by the angel Gabriel, began publically teaching the will of one God, Allah. The authorities in Mecca did not approve of this, and forced him to flee. He fled to Medina, where he also taught his beliefs and they were accepted there. Later, he converted the nomadic Bedouin tribes to Islam, which began an Islamic empire. This empire spread to parts of Africa and Europe, including nearly making it to France. The conquests of this Islamic empire caused the new faith to spread from Southwest Asia across North Africa. Trans-Saharan trade routes allowed Muslim merchants from North Africa to trade with the west African kingdoms of Ghana, Mali, and Songhai. The trade with West Africa caused Islam to spread due to merchants setting up foreign enclaves and missionaries using these trade routes. The acceptance of Islam by African leaders' created an environment that helped Islam grow.

Islam's beliefs are complex. The holy text of Islam is the Qur'an which contains the teachings of Mohammed. Muslims' lives are shaped by the Five Pillars. Having committed themselves to the will of Allah with a Declaration of Faith, Muslims are called to daily formal prayer and worship by the Muezzin. Each year there is a demonstration of faith during a one month fasting period called Ramadan. Charity toward the poor is an obligation for Muslims. Followers of Islam should make a pilgrimage to the holy city of Mecca if they can.

The impact of Islam on West Africa can be seen in the life of Mansa Musa. His life is a high profile example of commitment to the faith that he helped bring about in Mali. His pilgrimage demonstrated that a wealthy and powerful ruler who could be above it all humbled himself through the practice of the Five Pillars. On his return from the hajj, Mansa Musa made Timbuktu into a city of Islamic learning with the building of mosques, universities, and libraries.

Buddhism, on the other hand, originated almost 1,000 years before Islam did, in India. It was founded by Siddhartha, an Indian Prince who sought a way to end suffering.

Later on, it was carried from India on the Silk Road to East Asia, China and then Japan. The ways Buddhism spread were initially through merchants or missionaries. Rulers in both China and Japan chose to adopt Buddhism in their countries. In Japan, Buddhism blended with Shinto and didn't threaten the worship of local gods.

Buddhism's effects on where it spread vary in the different parts of East Asia. In China, Buddhism became a significant faith because it introduced the idea of individual religious development instead of the focus on family and society they had under Confucianism. In some areas of China, caves were decorated with statues of Buddha carved from the rocks and the walls were covered with Buddhist paintings. In Japan, it blended with the native customs of Shinto to create Zen Buddhism. Those are some of the effects Buddhism had on the places it spread to.

Buddhism teaches two major principals: the eightfold path, and the four noble truths. The four noble truths are: suffering is everywhere, suffering is caused by selfishness, the way to end suffering is to view

others as an extension of one's self, and the way to end selfishness is to following the eightfold path.

Islam was founded on the Saudi Arabian peninsula and eventually spread to West Africa. Buddhism was founded in India and spread to China and Japan. The principles and practices of these religions influenced the lives of the people in these regions.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Islam more thoroughly than Buddhism.
- Is both descriptive and analytical (*Islam*: after being commanded by angel Gabriel, Muhammad began teaching the will of one God, Allah; Islamic empire caused new faith to spread from Southwest Asia to North Africa; trans-Saharan trade routes allowed Muslim merchants from North Africa to trade with West African kingdoms; spread due to merchants setting up foreign enclaves, and missionaries using trade routes; acceptance of Islam by African leaders created an environment that helped Islam grow; impact seen in life of Mansa Musa who humbled himself through the practice of the Five Pillars; Timbuktu was made into a city of Islamic learning with the building of mosques, universities, and libraries; *Buddhism*: carried from India on the Silk Road to East Asia and China and then to Japan; spread initially through merchants or missionaries; rulers in both China and Japan chose to adopt Buddhism in their countries; Buddhism blended well with Shinto and did not threaten worship of local gods; in China, it became a significant faith because it introduced idea of individual religious development instead of the focus on family and society they had under Confucianism; in some areas of China, caves were decorated with statues of Buddha carved from the rocks and the walls were covered with Buddhist paintings; suffering is caused by selfishness, the way to end suffering is to view others as an extension of one's self)
- Supports the theme with relevant facts, examples, and details (*Islam*: founded around 600; Mecca; Arabian Peninsula; Medina; nomadic Bedouin tribes; Ghana, Mali, Songhai; Qur'an; Declaration of Faith; Ramadan; charity toward poor; *Buddhism*: originated almost 1,000 years before Islam did; founded by Siddhartha, who sought a way to end suffering; Eightfold Path; Four Noble Truths)
- 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. Facts, examples, and details support analytical statements. While all aspects of the task are addressed, the treatment of Islam is more thorough than the treatment of Buddhism.

A belief system is not only what you believe in, but it is also away of life in many cases. Belief systems can be spread all around the world in many different ways. The spreading of these belief systems have effected many different nations around the world.

One belief system that spread to many different places was Buddhism. Buddhism started off in India but then spread. The main goal of Buddhism is to become “Buddha” or enlightened. The believers in Buddhism had to practice the 4 Noble Truths and the 8 fold Path which helped them on their way to reaching Nirvana, the highest goal of Buddhist beliefs, and enlightenment. Buddhism spread to many different countries such as China. It was able to spread to China from India by cultural diffusion. Buddhism was not spread by conquest. Instead it travelled by caravans along the Silk Road. So people who converted did it by choice, not because of force. The activities and examples of the monks were very important in this process. It is still practiced in China. The Chinese people that believe in Buddhism have to meditate. Buddhism has changed since it spread to Chinese culture, but it is still Buddhism.

Another belief system that spread was communism. Communism started as an idea during the Industrial Revolution that there should be no more classes, that all people are equal. Karl Marx believed that workers and their bosses were in a class struggle with each other. He predicted the workers would win and create a classless society. Everybody would share as equals. Communism first started in Russia which became the Soviet Union. During the Cold War Communism took over parts of Asia and it controlled China, North Korea and North Vietnam. Communist leaders in these countries

studied the ideas of Marx and Lenin. Some trained in the Soviet Union when Stalin ruled. They took these ideas back to their countries. Communism spread to North Korea & Vietnam helped cause the Korean & Vietnam wars. In both cases, the North was communist and the south was not. Communism unified Vietnam after the war. North & South Korea stayed split where the North was communist and the south was democratic. In China Mao used communism to create communes and eliminate landowners. Mao's ideas about communism were forced on people with the Red Book. His ideas differed from Stalin's ideas about communism. It is still alive in China, it is not as powerful a belief as it was before, but it is still there. Those were all the ways communism beliefs effected Asia. It was spread by not only cultural diffusion but by taking over those weak nations and turning them into believers of Communism.

Belief systems have been around forever and will continue to keep growing. They have spread around the world and effect the world today.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for Buddhism and communism
- Is more descriptive than analytical (*Buddhism*: main goal is to become “Buddha” or enlightened; believers practice Four Noble Truths and Eightfold Path to help them in reaching nirvana; spread to China from India by cultural diffusion; travelled by caravans along Silk Road; people who converted did it by choice, not because of force; activities and examples of monks very important in process; *communism*: started as an idea during Industrial Revolution that there should be no more classes, that all people are equal; workers and bosses were in class struggle; during Cold War took over parts of Asia and controlled China; communist leaders studied ideas of Lenin and Marx; helped cause Korean and Vietnam wars; unified Vietnam after the war)
- Includes some relevant facts, examples, and details (*Buddhism*: enlightenment; meditate; *communism*: workers would create classless society; Soviet Union; Stalin; North Korea; North Vietnam; Mao; communes; Red Book)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: The response fits the criteria for Level 3. For Buddhism, a central principle and how this belief system spread to China are developed in some depth. A central principle, the spread, and an effect of communism on Asia are developed in some depth. However, the effect of Buddhism is merely mentioned; developing the effect would have enhanced the response.

Throughout history there have been many different religions. Some religions are practiced by only a small percentage of the world's population, and others are practiced worldwide. These belief systems include Buddhism and communism. Although they are both quite different from one another, Buddhism and communism have spread all over the world and impacted the society in the process.

Buddhism, originating in India practices the belief in nonviolence and self-exploration. Buddhists follow the Eight Fold Path which is a set of steps one has to take in order to end suffering and achieve nirvana. Nirvana is their ultimate goal, being at peace with one's self. Throughout history, Buddhism has spread and has been adapted into many different cultures. For example, in Japan, the religion was passed on through Korea. During this time, Korea was known as a "cultural bridge." It allowed the islands of Japan to interact and trade with China. Along with many other things, Buddhism made its way into Japan. The Japanese infused Buddhism into their culture. They created Zen Buddhism. This branch of religion involves meditation and the concept of zen, or peace. It is practiced in Japan along with Shinto. The spirits of Shinto were not challenged by Buddhism. As a result people practiced belief systems both side by side.

Communism is another belief system that has spread throughout the world. It is not exactly a religion, but more of a government practice. It is based on Karl Marx's theory of equality and a classless society. Supposedly, factory workers all over Europe would take over production and get rid of the owners. Then everybody would share goods without being exploited.

Communism was spread to Cuba in the 1950's. Fidel Castro

overthrew the corrupt leader, Fulgencio Batista. Under Batista the people were mistreated. Long hours and very low wages for workers in the sugar cane fields kept landowners rich. Many people did not benefit from an education. The people were ready for revolution. Castro claimed that he would change Cuba. He was telling the truth, but he misled the Cubans. He became a cruel dictator and made Cuba a communist country. Castro copied communist ideas from Lenin and Stalin and took away basic human rights from Cubans. People's food came in rations every month and they literally could not leave Cuban soil. Today, Cuba is one of the few communist countries in the world.

In conclusion, the spread of a belief system can have significant effects on the region it reaches. Some change the country for the better, like Buddhism in Japan. Some change for the worse, like communism in Cuba. The people were maltreated and no human should ever have to go through that. In some parts of the world, Buddhism and communism are still being practiced today.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for Buddhism and communism
- Is more descriptive than analytical (*Buddhism*: belief in nonviolence and self-exploration; Eightfold Path is a set of steps to end suffering and achieve nirvana; passed on to Japan through Korea; Korea was a cultural bridge that allowed islands of Japan to interact and trade with China; Japanese infused Buddhism into their culture; practiced along with Shinto; *communism*: supposedly factory workers all over Europe would take over production and get rid of owners; Fidel Castro overthrew corrupt leader Fulgencio Batista; Castro misled Cubans and became cruel dictator; Castro copied communist ideas of Lenin and Stalin and took away basic human rights of Cubans)
- Includes some relevant facts, examples, and details (*Buddhism*: founded in India; Zen Buddhism; meditation; zen or peace; *communism*: based on Karl Marx's theory of a classless society; spread into Cuba in the 1950s; under Batista, people mistreated; long hours and very low wages for sugar cane fields; people ready for revolution; food rationed; people could not leave Cuban soil)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme.

Conclusion: Overall, the response fits the criteria for Level 3. While the depth of discussion of aspects of the task varies, the overall development is in little depth. Although facts, examples, and details are accurate and applicable, the discussion is almost exclusively descriptive. Further development of the spread of Buddhism and communism would have enhanced this response.

The trans-saharan trade routes caused the spread of Islam from the Arabian peninsula to West Africa and the silk road caused the spread of Buddhism from India to East Asia.

When Siddhartha Guatamma founded buddhism the religion was not extremely popular in India because Hinduism was allready so prevalent in the area. Essential to Buddhism are the 4 noble truths and the eight fold path which encourage avoiding material desires to achieve enlightenment. Shared with Hinduism is the idea of reincarnation. Then through the silk roads trade contact with East Asia caused Buddhist monks to get converts in China. The trade and introduction of the new religion allowed for Buddhism eventually to join Daoism and Confucianism as a major belief system in China. In China the weakening of the Han dynasty led the upper classe to adopt buddhism because of the potential to change one's inner life. Another effect of Buddhism in China was making large statues of the Buddha meditating and building temples called pagodas that were like towers in many parts of China.

On the Arabian peninsula the formation of Islam by Muhammed was based on the 5 pillars. In the Quran these pillars are explained such as praying 5 times a day, fasting during Ramadan, and alms for the poor. Through contact of the trade of salt and gold along the trans-saharan trade routes people of west Africa were converted to Islam such as Mansa Musa, a Mali King. Eventually Mansa Musa, needing to fulfil another of the Pillars, the Hajj, traveled to Mecca with large amounts of gold to give away along the way. After the Hajj, he had mosques built in West Africa. Islam forbids images of God or man in a religious setting so there were none. He also had built great

Anchor Paper – Thematic Essay—Level 3 – C

centers of learning, including libraries and schools.

These trade-routes have caused the spread of two major religions. The religions have with their main ideals effected the people of these new locations.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for Buddhism and Islam
- Is more descriptive than analytical (*Buddhism*: essential to Buddhism are Four Noble Truths and Eightfold Path which encourage avoiding material desires to achieve enlightenment; contact with East Asia caused Buddhist monks to get converts in China; eventually joined Daoism and Confucianism as major belief systems in China; potential to change inner life found in Buddhism; *Islam*: formation based on Five Pillars; Qur'an explains pillars— fasting during Ramadan, praying five times a day, alms for the poor; through contact along trade routes, people of West Africa converted to Islam; forbids images of God or man in religious settings)
- Includes some relevant facts, examples, and details (*Buddhism*: Silk Road; Siddhartha Gautama; weakening of Han Dynasty; statues of Buddha meditating; *Islam*: trans-Saharan trade routes; Arabian peninsula; Muhammad; trade of salt and gold; Mansa Musa; Hajj; mosques; great learning centers; libraries; schools)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates knowledge of Buddhism and Islam but is primarily descriptive. The discussion mentions the importance of trade routes to the spread of both belief systems and includes details about the effect of the spread. Further development of how these belief systems spread would have enhanced the effort.

Most major belief systems have been moved from their origin and spread to other regions over time. Belief systems have been altered or changed when spread to different areas through cultural diffusion.

One belief system that has been spread to different regions is Christianity. Christianity started in the Middle East because it was based off of Judaism. Christianity is now practiced all over the world. A central principle of this religion is the ten commandments. It is the basic moral code for this religion. They got this moral code from Judaism. This religion was first spread all over Europe. Christianity was spread to Europe by people who went around sharing the teaching of Jesus and through simple trade and travels. Christianity effected Europe greatly, during the middle ages everyones lives revolved around the Catholic Church, which is a branch of Christianity. Christianity is also the reason Europeans started the crusades a series of holy wars fought over the power of Jerusalem. It also has effected Europe by becoming their primary religion and therefore having many different influences on Europeans lives.

Another belief system that has spread and had influences to the people that live in the region it was spread to is Communism. Communism originated in the Soviet Union, this idea was thought of by Karl Marx. A central principle of this belief system is everyone being equal and the government controlling all business. This belief system was spread to another region by force. Soviet Russia took over the surrounding countries and set up dictators in charge of their governments. An effect on the region communism was spread to was that the people of those regions lost some of their rights. They're governments were replaced and they had less freedom of speech, and

Anchor Paper – Thematic Essay—Level 2 – A

their government put restrictions on many things. The people also couldn't own their own business'.

In conclusion, different belief systems have been spread all over the world through diffusion, and had different effects on the regions they were spread to.

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

- Minimally develops all aspects of the task for Christianity and communism
- Is primarily descriptive (*Christianity*: Ten Commandments is a moral code; spread by people who shared teachings of Jesus and through trade and travels; during the Middle Ages, peoples' lives revolved around Catholic Church; *communism*: central principle is everyone being equal and government controlling all business; Soviet Russia took over surrounding countries and set up dictators in charge of their governments; people lost some of their rights; people could not own their own business)
- Includes few relevant facts, examples, and details (*Christianity*: based off Judaism; Crusades; holy wars; Jerusalem; *communism*: Karl Marx; less freedom of speech; restrictions on many things)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response relies on sweeping generalizations to discuss Christianity and communism, demonstrating an understanding of the task. The inclusion of more details would have enhanced the effort.

Belief systems are based on certain ways that various people look at religious faith or philosophical principles. Many belief systems travel outside of where they were created. This is known as a part of cultural diffusion. The diffusion of these belief systems affected other societies and regions in various ways.

One of the various belief systems is Christianity. Christianity was created by Jesus Christ and his followers. This belief system was based on the belief that Jesus Christ was the one and only “Messiah,” the Lord’s son sent to save the world. This was spread around by Jesus himself and each of his twelve disciples. They went about, preaching the new ideas that Jesus taught them. As more people believed and learned, more people began to follow Christianity. Christianity had a bad effect on the people of Rome. Many people who believed in Christianity, people known as Christians, were executed for their beliefs. These executions continued long after Jesus, himself, was executed. Christians were supposed to believe in one God, and one true Messiah, and many were killed for this way of thinking.

Another belief system was communism. Communism was created and introduced by a man named Karl Marx. At first these ideas were referred to as Marxism, but overtime the name “communism,” was adopted. Communism was based off of the idea that society should be class-less and everyone should be treated equally. Communism was more of a form of government than a belief system. The governments that used this system believed that everything should be regulated through the government. This belief spread because of the failure of other government’s systems. Communism in Russia led to Russia being renamed the Soviet Union. It also led to many citizens falling

Anchor Paper – Thematic Essay—Level 2 – B

into poverty with nothing to eat and no where to sleep. For example, because the Soviet Union's government used so much money on military advancement during the Cold War, the citizens began to make less money and society began to fall apart. This ultimately contributed to the downfall of this great country, and it's governmental change from communism to democracy.

In conclusion, the spread of belief systems contributed to changes, anywhere it was spread too. Whether the changes were good or bad, there is no way to stop the spread of belief systems. To this day these newly established belief systems are strong and alive.

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

- Minimally develops all aspects of the task for Christianity and communism
- Is primarily descriptive (*Christianity*: Jesus Christ was the one and only Messiah, the Lord's son sent to save the world; many Christians executed for their beliefs; *communism*: society should be classless and everyone should be treated equally; governments that used this system believed that everything should be regulated through the government; Soviet Union's government used much money on military advancement during Cold War)
- Includes few relevant facts, examples, and details (*Christianity*: twelve disciples; Rome; *communism*: Karl Marx; Marxism; Russia; Soviet Union)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a vague conclusion

Conclusion: The response fits the criteria for Level 2. The response addresses all aspects of the task, but most development is minimal. Although some relevant information is evident, its application is uneven. The discussion of the effect of Christianity on the people of Rome employs a different but valid perspective.

Many belief systems have developed throughout history. Some were spread to other regions outside of where they originated such as Christianity and communism.

Christianity originated in the middle east during the time of the Roman Empire. After its creation many of its followers went around the empire spreading the new religion which has a major influence on Europe in the future. Christians believe that Jesus Christ was the Messiah and came from heaven to teach and save them. Christianity had a major influence on the art, architecture, and culture of Europe during the middle ages. Many great works of art from the time depicted religious figures.

Communism began in Europe and spread to Asian countries such as Vietnam, Korea, and China during the Cold War due to the Soviet Union's attempts at spreading it. Communists believe that all the people should be treated equally and that the government should control the economy. Communism spreading to Asia caused multiple conflicts such as the Vietnam and Korean wars due to the non communist countries trying to keep communism from spreading.

Both of these are examples of belief systems spreading and the effects they can have on a region.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for Christianity and communism
- Is primarily descriptive (*Christianity*: followers went around the empire spreading the new religion; major influence on Europe; Jesus Christ was the Messiah and came from heaven to teach and save; major influence on art, architecture, and culture of Europe during Middle Ages; *communism*: began in Europe; government should control the economy; caused multiple conflicts such as the Vietnam and Korean wars); includes weak application (*communism*: spread to Asian countries during the Cold War due to the Soviet Union's attempts at spreading communism)
- Includes few relevant facts, examples, and details (*Christianity*: Middle East; Roman Empire)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that briefly restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion demonstrates an understanding of the task, but lack of development limits the response. Additional facts, examples, and details would have strengthened the response.

Belief systems are an established, orderly way that groups or individuals look at religious faith or philosophical principles. Some belief systems have spread outside their places of origin. The diffusion of those belief systems has affected other societies and regions in various ways. In this following I will discuss how communism and Christianity, spread outside their place of origin.

One belief that had spread outside their place of origin was Christianity. Christianity began in Spain. A central principle of Christianity is that there's only one God and that Jesus died for us in the cross to forgive our sins. A region that was effected by this belief was the Latin Americans. These began when explorers came in ships and indoctrinated the people to believe in Christianity. Many died because they refused to turn Christian.

Another belief that had spread outside their country was communism. Communism began in Europe. The central principle was that land, farm and businesses would be own by the people and there would not be no private ownership. Communism spread to India by a lot of books that Karl Marx wrote about it. Gandhi was a true believer Communism and he fought for his people to kick the British out. This system believe affected a lot of people in a good way because they learned about fighting without having violence.

Overall all these belief system changed a lot of culture and region.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*Christianity*: Jesus died for us on the cross to forgive our sins; explorers came in ships and indoctrinated the people to believe in Christianity; many died because they refused to turn Christian; *communism*: central principle was that land, farm, and business would be owned by the people and there would be no private ownership)
- Includes few relevant facts, examples, or details (*Christianity*: central principle is there is only one God; region affected was Latin America; *communism*: Karl Marx); includes inaccuracies (*Christianity*: began in Spain; *communism*: Gandhi was a true believer in communism; affected a lot of people who learned about fighting without having violence)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A central principle of Christianity, an effect of Christianity on Latin America, and a central principle of communism are minimally discussed. The treatment of the spread and effect of communism is irrelevant and inaccurate.

Anchor Paper – Thematic Essay—Level 1 – B

History started as people being hunter gatherers. As the Neolithic Revolution passed people domesticated animals and grew crops while becoming settled. As culture developed throughout there villages, belief systems arose. Along with the systems came many different religions. Belief systems are an established, orderly way that groups or individuals look at religious faith or philosophical principles. Some belief systems have spread outside their places of origin. The diffusion of these belief systems has affected other societies and regions in various ways.

Christianity is a belief system that originated in Jerusalem. Islam is also a belief system. it originated in the Middle East. For Christians, there are ten commandments that they believe are the basic human laws. Given to them by god through a prophet named Moses. People that believe in Christianity believe that there is one and only one god. Muslims are people that believe in Islam. They have five major duties in their life. Fasting Faith Alms Prayer and Pilgrimage to Mecca.

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

- Minimally develops a few aspects of the task
- Is descriptive (*Christianity*: Ten Commandments are the basic laws given to them by God through a prophet named Moses; believe there is one and only one God; *Islam*: five major duties in life; fasting, faith, alms, prayer, and pilgrimages to Mecca)
- Includes very few relevant facts, examples, or details (*Christianity*: Jerusalem; *Islam*: Middle East; Muslims)
- Includes a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Inclusion of accurate and pertinent vocabulary contributes to the minimal discussion of a central principle of Christianity and a central principle of Islam. The introduction suggests an awareness of the origins of belief systems, but the response does not discuss them.

The development and spread of belief systems has been a prominent theme throughout history. Belief systems have been used to bring about the unification of people, but this spread has sometimes led to conflict. In some cases, elements from native belief systems are blended with the new religion being introduced. Two prominent belief systems are Christianity and Islam, both of which gained mass followings and influenced the regions to which they spread.

Christianity began in Jerusalem with the death of Jesus Christ. A bible soon developed which was said to contain his teachings, including the idea of heaven and hell and that Jesus died for our sins. It shared the Ten Commandments with Judaism, a preexisting religion. Do not kill, steal, or use the Lord's name in vain are some of its teachings. At first, Christianity spread rapidly, through missionaries along the road system of the Roman Empire.

Christianity was also spread to the Americas through Spanish colonization by priests and conquistadors as Spain searched for gold and glory. Native Americans were forced to convert to Catholicism. The education of the converts was put in the hands of the Church which attempted to replace native beliefs with monotheism. Some Native Americans blended their beliefs with Catholic beliefs. In addition to religion, the Spanish language and Spanish values reshaped the cultures of those conquered such as the Aztecs and Incas. Overall, the spread of Christianity was used to unify the people under Spanish control and was spread throughout much of the Western hemisphere.

Similar to Christianity, Islam also spread rapidly, expanding through military conquest and trade. Islam is a religion derived from the teachings of the prophet Mohammad, which were later put together

into the Islamic Holy Book: the Qu'aran. The Five Pillars make up the central principle of Islam. All Muslims believe in one God, Allah. They pray five times a day facing Mecca. They fast during Ramadan and give alms to the poor. They try to reach Mecca at least one in a lifetime. It spread rapidly due to its large appeal to not just upper classes, but the lower class as well because it preached opportunity and equality before God. It was also appealing because the Qu'aran provided a set of codes to live by, such as the hajj, fasting, and many other specified practices. Islam also spread to entire empires when rulers embraced it, making it the official religion. An example of this is Mansa Musa's embracing Islam as the official religion of Mali and showing his devotion by making a hajj to Mecca. In West Africa, rulers like Mansa Musa promoted Islam by building mosques and centers of learning. He used Islamic law to punish wrongdoers. However, Mansa Musa did not force people to give up their animist beliefs as he feared it might disrupt the mining of gold.

In conclusion, the spread of belief systems brings cultural change. The Spanish spread Christianity to the America's and used it as a way to unify their colonies. However, they did attempt to replace the native beliefs. Rulers like Mansa Musa expanded the influence of Islam in West Africa, but also allowed native beliefs to continue.

Thematic Essay—Practice Paper – B

Communism and Christianity are two important belief systems. They have shaped many countries and the lives of many people. The spread of Communism to Eastern Europe and Christianity to South America has had great impacts on those regions.

Communism is a political system in which the government owns all physical property. Russia was a main supporter of communism and helped in the spread of it to Eastern Europe. Russia had satellite states throughout eastern Europe and forced many of them to adopt communism and a political and belief system which aided in its spread. Communism in these states led to revolutions and the deaths of millions.

Christianity is the belief in God and in Jesus as the messiah. Christianity was originally found mainly in Europe but spread to South America. The spread was mainly due to the colonization from Europe to South America and the attempted conversion of those people native to South America. The colonizers in many cases destroyed native culture and beliefs in an attempt to replace them with European thoughts and actions.

Belief systems have huge impacts on the societies in which they are found. Christianity and communism are good examples of this. The spread of Christianity to South America and communism to Eastern Europe have greatly impacted those regions.

The spread of belief systems has always been an intriguing part of human history. The spread of Christianity and Confucianism are two examples of ideologies/belief systems that have spread and still impact us today.

The core central principle of Christianity is salvation through God and the resurrection of his son Jesus Christ. Christians believe they are born again because Christ died for their sins. Christianity emphasizes the importance of the Golden Rule and that if you live by the Bible's words and teaching you will reach eternal salvation. Confucianism is more of an ideology that emphasizes respect for authority. Its structure creates social order. A ruler is supposed to be fair, a subject is supposed to be loyal. A fair ruler is owed respect by his subjects. This principle would apply to other human relations like father - son, husband - wife, etc.

Christianity has spread all over Europe and the western hemisphere. (North & South America). It originated in Jerusalem as a branch of Judaism. It initially was spread by the activities of the apostles of Jesus. The Roman empire under Constantine legalized Christianity. When it became the official religion, conversions throughout the empire followed. As a result, Christianity became dominant in Europe and was later spread by Europeans to the Americas and parts of Africa and Asia through conquests and missionaries. One result of Christianity being dominant throughout Europe was that the Church assumed great social, political, and economic leadership after the fall of the Roman Empire. During the feudal period in western Europe, the Pope was a powerful figure. As the leader of the Church he gained great authority over a large territory. In 1095, the Pope called the faithful to recapture the Holy Land of Jerusalem. Church leaders acted as political

and spiritual leaders of the Crusades.

Confucianism spread throughout Asia from China. Chinese culture, including Confucianism, spread into East Asia, carried by merchants. The Korean peninsula became the land bridge connecting the Japanese with the Chinese and Koreans. Japanese and Korean societies were in early stages of development when they borrowed social aspects like filial piety as well as the order that came with the five relationships which influenced how people interacted. The adoption of Confucianism affected the roles of both rulers and subjects. During the Tokugawa period, Confucianism had a big influence on political relationships in Japan.

Confucianism currently is still prominent and seen in cultures today of East Asia. A lot of East Asian cultures such as China, Korea, Japan all emphasize respect for the elderly even today. Branches of Christianity are also prominent today and are seen in European, N & S American and African/Asian cultures today. It remains one of the world's most prominent religions today and is very influential in many regions around the globe.

Thematic Essay—Practice Paper – D

Christianity and Islam were both belief systems which spread from their place of origin and affected the regions to which they spread politically and socially.

Christianity originated in the Middle East under the Roman Empire and then spread to most of Europe. It was spread by active, dedicated missionaries. Even though they were vigorously persecuted by Roman authorities, early Christians still won many converts. When Constantine made Christianity legal c. 300 AD, it was no longer seen as a source of instability and spread even more. By the end of the 4th century, Christianity became the official religion of the empire. In Europe, Christianity had many social and political effects. As the Roman Empire fell apart, the Roman Catholic Church took on a greater role in ruling. The Pope had the most to do in maintaining order and became more and more a political leader. The Church copied the empire divisions of power from the Pope down to parish priest. This “government” ruled Europe in the Middle Ages. Even kings followed the Pope’s orders. The church enforced laws to protect people and collected taxes. The Roman Catholics saw the Pope as God’s representative on Earth. This is because a central belief in Christianity is that God is the ultimate authority and sent his Son to teach us mercy and compassion and to die for our sins.

Another religion which spread from its place of origin was Islam, which spread to the Indian subcontinent. Islam arrived with Arab traders c. 700 AD, but gained its greatest influence through the conquest of the Turks c. 1000 AD and again later when the Mughals gained control of most of India c. 1500 AD. Since the Mughals set up a Muslim empire, this solidified Islam as a leading religion in India. This created suspicions between the Hindus and the Muslims and

Thematic Essay—Practice Paper – D

became a political issue. Under colonial rule, the British aggravated differences between Hindus and Muslims, using one against the other to maintain power. The Muslim minority worried that the Hindu majority had too much power. In 1947 when India gained independence from Britain, India was partitioned into India and Pakistan. This created issues which resulted in mass migration of Hindus to India and Muslims to Pakistan. A major belief of Islam is that all Muslims practice the five pillars of faith. Those who are able must at one point in their lives make a pilgrimage to Mecca, the birthplace of Islam.

There are many belief systems that have been established. Some of these belief systems have diffused into other regions outside their origin. Consequentially, these belief systems affected other societies in various ways. The beliefs systems that I would like to discuss are Buddhism and Islam.

Buddhism originated in India. It was established by Sidhartha Gautama, who was known as the Buddha. Its central principle is that one can achieve nirvana by eliminating suffering by ending desires. Living the Middle Way avoided too much pain or pleasure. Buddhism spread from India to China along the silk road carried by monks and merchants. From there it crossed Korea to Japan. Buddhism affected China by adding a philosophy of spiritual development to Chinese culture. Buddhism stressed mercy and compassion. Monks and nuns built hospitals and helped the poor. Buddhism blended with Chinese beliefs and values.

Islam originated in the Middle East. The central principle of Islam is the practice of the Five Pillars of Islam. The Five Pillars of Islam include belief that there is only one god, Allah, praying five times a day, giving charity, fasting during the holy month of Ramadan, and making a pilgrimage to Mecca, called hajj. Islam spread to West Africa through trade networks such as the trans-Saharan trade network. It also spread because rulers in West Africa converted to Islam. The people ruling Africa at the time did not force people to convert. Instead, their subjects were allowed to keep some of their own traditions. Mosques, schools, and libraries in Mali show the spread of Islam and were used to educate the people. Muslim scholars came to study and teach there.

Thematic Essay—Practice Paper – E

As you can see, Islam and Buddhism although two diverse belief systems, managed to spread throughout other regions other than their own. A similarity that can be made is that both of these religions spread along trading networks. Both of these religions affected the regions they spread to in different ways however.

Practice Paper A—Score Level 4**The response:**

- Develops all aspects of the task for Christianity and Islam
- Is both descriptive and analytical (*Christianity*: idea of heaven and hell and that Jesus died for our sins; shared Ten Commandments with Judaism; spread rapidly through missionaries and road system of Roman Empire; also spread to Americas through Spanish colonization by priests and conquistadors as Spain searched for gold and glory; Native Americans forced to convert to Catholicism; education in hands of Church; attempted to replace native beliefs with monotheism; Spanish language and Spanish values reshaped cultures of those conquered; *Islam*: spread rapidly, expanding through military conquest and trade; all Muslims believe in one God, Allah; Qur'an provided codes to live by such as hajj, fasting; Mansa Musa embraced Islam as official religion of Mali and showed his devotion by making a hajj to Mecca; Mansa Musa did not force people to give up their animist beliefs as he feared it might disrupt the mining of gold)
- Supports the theme with relevant facts, examples, and details (*Christianity*: Jerusalem; Bible; do not kill, steal, or use Lord's name in vain; Aztecs; Incas; *Islam*: Mohammad; Five Pillars; prayer five times a day facing Mecca; Ramadan; try to reach Mecca at least once in lifetime)
- 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. Facts, examples, and details show an understanding of these belief systems, their spread, and their effects. While some analysis is present for both religions, the response would have benefited from more information about how Islam spread.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is descriptive (*communism*: political system in which government owns all physical property; Russia had satellite states throughout Eastern Europe and forced many of them to adopt communism which aided its spread; communism in these states led to revolutions; *Christianity*: spread to South America mainly due to colonization from Europe and the attempted conversion of those people native to South America; colonizers in many cases destroyed native culture and beliefs in an attempt to replace them with European thoughts and actions); includes weak application (*communism*: communism in these states led to the death of millions)
- Includes few relevant facts, examples, or details (*communism*: Russia main supporter of communism; *Christianity*: belief in Jesus as the Messiah)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. While the discussion shows a basic understanding of the task and all aspects are covered, development is minimal.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the effects of the spread of Christianity less thoroughly than the other aspects of the task
- Is both descriptive and analytical (*Christianity*: central principle is salvation through God and the resurrection of his son Jesus Christ; Christians believe they are born again because Christ died for their sins; if you live by the Bible's words and teaching, you will reach eternal salvation; initially spread by activities of apostles of Jesus; Roman Empire under Constantine legalized Christianity; when it became the official religion, conversions throughout the empire followed; Church assumed great social, political, and economic leadership after fall of Roman Empire; Pope gained great authority over a large territory; *Confucianism*: its structure creates social order; ruler supposed to be fair, subject is supposed to be loyal; fair ruler is owed respect by his subjects; Chinese culture diffused into East Asia, carried by merchants; Korean peninsula became the land bridge connecting the Japanese with the Chinese and the Koreans; Japanese and Korean societies were in early stage of development and borrowed social aspects like filial piety and the order that came with the five relationships; Confucianism had a big influence on political relationships in Japan)
- Supports the theme with relevant facts, examples, and details (*Christianity*: Golden Rule; North and South America; Jerusalem; Judaism; Christianity dominant in Europe; feudal period; Crusades; *Confucianism*: respect for authority; principles apply to father-son, husband-wife relations; Tokugawa period)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the ample supportive descriptive details used in the discussion of the spread of these belief systems. The more analytical statements in the treatment of Confucianism enhance the discussion. However, more details about the impact of Christianity on Europe or elsewhere would have strengthened the response.

Practice Paper D—Score Level 3

The response:

- Develops most aspects of the task in some depth for Christianity and Islam
- Is more descriptive than analytical (*Christianity*: spread by active, dedicated missionaries; vigorously persecuted by Roman authorities, Christians still won many converts; as the Roman Empire fell apart, Roman Catholic Church took on greater role in ruling; pope became more and more a political leader; Church copied the empire's divisions of power from the pope down to parish priest; this government ruled Europe in Middle Ages; *Islam*: spread to Indian subcontinent; arrived with Arab traders c. 700 A.D.; gained greatest influence through conquest of Turks and later when Mughals gained control of most of India c. 1500 A.D.; British aggravated differences between Hindus and Muslims; Muslim minority worried that Hindu majority had too much power; partition resulted in mass migrations of Hindus to India and Muslims to Pakistan)
- Includes some relevant facts, examples, and details (*Christianity*: Middle East; Roman Empire; spread to most of Europe; Constantine; Christianity legal c. 300 A.D.; became official religion of the empire; God is the ultimate authority; *Islam*: Mughals solidified Islam as a leading religion in India; colonial rule; India partitioned into India and Pakistan in 1947; five pillars of faith; pilgrimage to Mecca)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. For both Christianity and Islam, a central principle is mentioned. How these belief systems spread and an effect on the region to which they spread are discussed in some depth. The response uses accurate historical facts and examples in discussing the impact of both belief systems from a political perspective. The absence of a conclusion does not affect rating of the response.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for Buddhism and Islam
- Is descriptive (*Buddhism*: one can eliminate suffering by ending desire; carried by monks and merchants; crossed Korea to Japan, added philosophy of spiritual development to Chinese culture; stressed mercy and compassion; blended with Chinese beliefs and values; *Islam*: spread to West Africa through trade networks such as trans-Saharan trade network; spread because rulers converted; rulers did not force people to convert, subjects allowed to keep some of own traditions; mosques, schools, and libraries in Mali show the spread of Islam)
- Includes some relevant facts, examples, and details (*Buddhism*: Middle Way; avoiding too much pain or pleasure; spread from India to China along Silk Road; monks and nuns built hospitals; *Islam*: Five Pillars of Islam; one God, Allah; praying five times a day; fasting; Ramadan; Mecca; hajj; Muslim scholars)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response directly addresses all aspects of the task with relevant facts and examples. However, lack of analysis and limited development weaken the response.

Global History and Geography Specifications June 2015

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Belief Systems	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Economic Systems; Human and Physical Geography; Diversity; Imperialism; Nationalism; Movement of People and Goods; Power	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 2015 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.