

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

Tuesday, August 13, 2013 — 12:30 to 3:30 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site 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 2	13 1	26 3	39 2
2 3	14 2	27 1	40 1
3 1	15 1	28 4	41 1
4 4	16 1	29 2	42 2
5 3	17 4	30 3	43 4
6 1	18 4	31 1	44 4
7 4	19 1	32 3	45 2
8 1	20 4	33 4	46 3
9 2	21 4	34 3	47 2
10 3	22 3	35 2	48 3
11 2	23 1	36 1	49 3
12 1	24 2	37 1	50 4
	25 4	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
August 2013

Theme: Conflict—Armed Conflict

Throughout history, armed conflicts have begun for various reasons. These conflicts have affected many countries and groups of people.

Task: Select *two* armed conflicts and for *each*

- Describe the historical circumstances leading to this armed conflict
- Discuss the ways in which this armed conflict affected a specific group of people, a country, *and/or* a region

You may use any examples of armed conflict from your study of global history and geography. Some suggestions you might wish to consider include the Peloponnesian War, the Crusades, the English civil war, the Haitian war of independence, the French Revolution, the Opium War, the Sepoy Rebellion, World War I, the Arab-Israeli conflict, and the Rwanda crisis.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing the historical circumstances leading to *each* of *two* armed conflicts and *at least two* ways *each* armed conflict affected a specific group of people, a country, and/or a region).
2. The historical circumstances of the armed conflicts may be similar, but the facts and details will vary, e. g., nationalism led to both World War I and the Arab-Israeli conflict.
3. The discussion of the effects of the armed conflict may be on a specific group of people, a country, a region, or any combination of these.
4. The same region may be used to discuss the effects of both conflicts, e.g., both World War I and the Arab-Israeli conflict had effects on the Middle East.
5. The Cold War may be used as an example if the discussion indicates that armed conflicts existed despite the absence of direct engagement between the two superpowers.
6. The effects of the armed conflict may be immediate or long term.
7. If more than two armed conflicts are discussed, only the first two armed conflicts should be scored.
8. The effects of an armed conflict on a specific country or group may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances for *each of two* armed conflicts and *at least two* ways each armed conflict affected a specific group of people, a country, and/or a region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Opium War*: connects the British sale of opium in its desire for profits and the Chinese efforts to end the illegal opium trade to the heightened tensions leading to the war, the imposition of the Treaty of Nanjing, the development of European spheres of influence, and the subsequent domination of China by imperialist powers; *World War I*: connects nationalistic activities, imperialistic competition, and entangling alliances as the impetus for war to Germany's defeat, Germany's acceptance of the Treaty of Versailles, the subsequent rise of the Nazi Party under Hitler, and World War II
- Richly supports the theme with relevant facts, examples, and details, e.g., *Opium War*: Qing dynasty; kowtow; Hong Kong; extraterritoriality; widespread discontent in China; failure to modernize; *World War I*: European rivalries; Archduke Franz Ferdinand; Central Powers; Allies; reparations; loss of colonies; war guilt
- 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 armed conflict more thoroughly than the second *or* by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Opium War*: discusses how British engagement in the illegal opium trade and Chinese efforts to end the opium trade led to war and how the unequal treaties resulted in European spheres of influence in China; *World War I*: discusses how the assassination of the Austrian Archduke, nationalism, and alliances led to the outbreak of war and how the German acceptance of the Versailles Treaty contributed to the rise of Hitler and to World War II
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops *at least 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** armed conflict 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.

Armed conflicts, disagreements between different nations that lead to military action in which two sides combat each other for superiority, make up a huge part of history. Disputes over borders, religious beliefs, government systems and foreign policy were often solved in the show of brute force that is an armed conflict. Two such conflicts are World War One, fought between two European alliances, and the Opium War, fought between Great Britain and China.

World War One started for many reasons. The main causes are militarism, alliances, imperialism and nationalism, especially nationalism and alliances. In the early 1900s, before the war, Austria-Hungary was a large, multi-ethnic kingdom in southeastern Europe. Many Serbians lived in one region of Austria-Hungary, and they wanted to be part of Serbia. Austria-Hungary also controlled many other ethnic groups, like the Czechs, who the Hapsburg rulers feared would want to have their own political state because they were nationalistic and they were of a different ethnicity. Austria-Hungary refused to lose any of its land and influence. Russia saw itself as the defender of Serbians and other Slavic peoples. When Serbia was blamed for the assassination of the Archduke, Austria-Hungary demanded Serbia apologize and threatened them with war if they refused. Russia agreed to help Serbia defend itself if Austria-Hungary declared war on them. Austria-Hungary's ally, Germany promised to come to Austria-Hungary's aid. Russia declared war on Austria-Hungary, and Germany declared war on Russia. Fear of German militarism led Britain and France to form an alliance. When Germany attacked France, the German troops marched through Belgium, angering Great Britain, who had promised to protect

Belgium's neutrality. By late 1914, many countries in Europe were at war. All the countries involved made the mistake of assuming the war would be over very quickly.

World War I devastated Europe. Cities lay in ruins and millions of people, soldiers and civilians alike, were killed. Northern France especially was scarred with battle fields and the French screamed for revenge. Germany was given the blame for the war in the Treaty of Versailles. They were forced to give up most of their military and to pay reparations, money given to France and others to repair damages done during the war, worth billions of dollars. The German currency failed as the German government printed paper money that was not backed by gold. This only made it harder to pay back their debt. Germany still needed rebuilding but they were paying for the rebuilding of other countries first. Austria-Hungary and the Ottoman Empire paid a high price for involvement in the war. What Austria-Hungary feared most occurred. The empire was broken up on the basis of national self-determination and Austria became a small country surrounded by its former territory. The Ottoman Empire was carved up into mandates by the British and French and only Turkey, led by Kemal Ataturk, became independent.

The Opium War was a classic example of how imperialism was used to control and exploit other countries by military force and economic pressure. In the early 1800's European interest in selling goods to the Chinese increased. Great Britain was especially interested, and hoped to expand trade with China. For awhile, the British were importing more from China than they exported so they had a trade deficit. Looking to fix that, British merchants started shipping opium, a highly addictive

drug produced from poppies grown in India, to China. The drug was illegal in Great Britain and China. People in Chinese cities started to become addicted, and British trade increased. The Chinese government did not like what it saw. So the Chinese government made an attempt to halt the opium trade by confiscating and destroying it. The British merchants appealed to their government to protect their opium. The British navy, claiming to protect British property and subjects, overwhelmed Chinese forces. Thousands of Chinese died in bombardments.

Great Britain eventually won the war. Because of this, China had to open treaty ports and allow Great Britain to export whatever it wanted into China. This unequal treaty opened five ports to the British and China had to pay millions in silver in reparations. Hong Kong was given to Britain forever and the sale of opium continued and expanded. Other European countries were given special trading privileges under other unequal treaties. China was carved up into economic spheres of influence. Whole sections of Chinese cities were occupied by foreigners who were not required to be judged under Chinese law. Later these circumstances would lead the Boxers to try to throw out foreigners. China had entered an age of western dominance.

History is saturated with examples of militant countries that use armed conflict as a means for solving disputes. In the end, one gets its way, and the other must pay the price.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances leading to World War I and the Opium War and ways in which people, countries, and regions were affected by these armed conflicts
- Is more analytical than descriptive (*World War I*: Austria-Hungary controlled many ethnic groups like Czechs, who Hapsburg rulers feared would want their own state because of nationalism and they were of a different ethnicity; German militarism led Britain and France to form an alliance; Great Britain angered by German troops marching through Belgium because they had promised to protect Belgium's neutrality; all the countries involved made the mistake of assuming war would be over very quickly; northern France was scarred with battlefields and the French screamed for revenge; Germany given blame for war in Treaty of Versailles; German currency failed as German government printed paper money that was not backed by gold; Germany still needed rebuilding but was paying for rebuilding of other countries first; Austria-Hungary and Ottoman Empire paid a high price for involvement in the war; empire broken up and Austria became a small country surrounded by its former territory; *Opium War*: classic example of how imperialism was used to control and exploit other countries by military force and economic pressure; increased European interest in trading goods in China in early 1800's; British importing more than they exported, so they had a trade deficit, British merchants started shipping opium, produced by poppies grown in India, to China; Chinese government attempted to halt opium trade by confiscating and destroying it; China had to open treaty ports and allow Great Britain to export whatever it wanted into China; China paid millions in silver in reparations; foreigners were not judged under Chinese law; China had entered an age of western dominance)
- Richly supports the theme with relevant facts, examples, and details (*World War I*: militarism, alliances, imperialism, nationalism; Austria-Hungary a large, multi-ethnic kingdom; Serbians; Russia agreed to protect Serbia; Austria-Hungary had ally in Germany; assassination of Archduke; Germany gave up most of their military; reparations worth billions of dollars; mandates; Turkey; Kemal Atatürk; *Opium War*: highly addictive drug; British navy; bombardments; Hong Kong; sale of opium continued and expanded; economic spheres of influence; Boxers try to throw out foreigners)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a condensed version of the theme in the conclusion.

Conclusion: The response fits the criteria for Level 5. The response effectively integrates analytical statements and numerous details into the narrative, highlighting the role of alliances and the force of nationalism in the discussion of the historical circumstances and effects of World War I. In the case of the Opium War, the same quality of analysis is present in the discussion of the nature and power of imperialism.

Throughout time, armed conflicts have started as a result of rivalries, ineffective governments, and hopes for change. Armed conflicts such as the French Revolution and World War I have resulted in massive death tolls, destruction of property and unanticipated and not always positive changes.

The French Revolution was the result of the unhappiness of the French people, unhappiness stemming from the way that King Louis XVI and his wife Marie Antoinette were running the country. Great amounts of money were spent on expensive parties, clothing, and lavish decorations for the Palace of Versailles while many were very poor and threatened by a famine in France at this time. The government was also poor because it had just helped fund the American Revolution and was still paying for the wars of Louis XIV. Many French people thought that it was not a smart thing to put the tax burden on the Third Estate while almost all of the Third Estate was denied political influence. The ideas of the Enlightenment challenged the educated to question the fairness of the system. When Louis recalled the Estates General, the people of France revolted.

France had had a monarch for so long, that the execution of the King and elimination of the monarchy left a void. Earlier efforts to replace the power of the king and advance the rule of law were lost as the Reign of Terror began. Under Robespierre, any person that showed the slightest anti-revolutionary motives was executed. Then a government, known mostly for corruption, ruled before Napoleon took over. Under Napoleon's rule, France finally got around to reforming its legal system. The Code Napoleon resulted and was maybe the most important and long lasting achievement of the French Revolution.

because it preserved the principle of equality. The Code had world-wide impact because it was spread through the French colonies and the rest of Europe as Napoleon conquered other countries.

Another armed conflict that affected many people was world war I (1914–1918). Historians say there were four “main” long term causes of world war I: militarism, alliances, imperialism, and nationalism. Militarism is when different countries compete to build up their armies with more and better weapons than other countries. The British tried to keep way ahead of the growing German navy by building more and better battleships. Alliances were intended to prevent war by joining countries together against common enemies. France and Britain joined against the threat of Germany. Serbia sought help from Russia against Austria-Hungary. However, if countries were alligned with each other, if one small war broke out, it would quickly escalate because the allies of the two fighting countries would have to become involved just as happened in 1914. Imperialism increased tensions between Europeans as countries competed for colonies in Asia or Africa. Finally, nationalism, or pride in ones country, made people more likely to start a war in order to prove that they were better. The immediate cause of world war I was the assasination of Archduke Franz Ferdinand. Austria-Hungary was backed by Germany while Serbia was backed by Russia and things escalated from there.

The world had so far never seen a war like this one, and knew that things would never be the same. In many countries, the war completely ruined the romantic notion of fighting for your country in a war. Warfare applied the technology of the Industrial Revolution turning iron and steel into tanks and cannon and turning

chemicals into poison gas. Germans were very embarrassed by the outcome of this war thanks to the Treaty of Versailles. Germany had to give back part of the territory taken under Bismarck and had restrictions imposed on their army and navy. In many ways, World War I caused World War II to happen later on. Nationalism gained strength in some countries that were unhappy with the results of World War I. Germany, Italy, and Japan came together as Axis powers and started to conquer lands they said they needed. Other countries like Britain and France went to great lengths to avoid war and unfortunately encouraged aggression with their weakness. Appeasement at the Munich Conference is a good example.

Armed conflicts have occurred throughout history, caused by problems, rivalries, and tensions. Two of these armed conflicts, the French Revolution and World War I, created as many problems, rivalries, and tensions as they solved.

Anchor Paper 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances leading to the French Revolution and World War I and ways in which people, countries and regions were affected by these armed conflicts
- Is more analytical than descriptive (*French Revolution*: result of unhappiness of French people with the way Louis XVI and Marie Antoinette were running the country; government poor because it helped fund the American Revolution and was still paying for wars of Louis XIV; almost all the Third Estate denied political influence; ideas of the Enlightenment challenged the educated to question the fairness of the system; execution of king and elimination of monarchy left a void; earlier efforts to replace the power of the king and advance the rule of law were lost as Reign of Terror began; under Robespierre, any person that showed the slightest anti-revolutionary motives was executed; under Napoleon, France finally got around to reforming its legal system; Napoleonic Code had worldwide impact because it spread through French colonies and Europe as Napoleon conquered other countries; *World War I*: British tried to keep way ahead of growing German navy by building more and better battleships; alliances were intended to prevent war by joining countries together against common enemies; France and Britain joined against the threat of Germany; Serbia sought help from Russia against Austria-Hungary; if a small war broke out, it would quickly escalate; war ruined romantic notion of fighting for your country in a war; warfare applied technology of Industrial Revolution, turning iron and steel into tanks and cannons and turning chemicals into poison gas; nationalism gained strength in some countries unhappy with results of World War I; Britain and France encouraged aggression with their weakness)
- Richly supports the theme with relevant facts, examples, and details (*French Revolution*: palace at Versailles; many very poor; famine; Estates-General; corruption before Napoleon; Code preserved principle of equality; *World War I*: long term causes of World War I—militarism, alliances, imperialism, and nationalism; immediate cause, assassination of Archduke Franz Ferdinand; Treaty of Versailles; Germans embarrassed by outcome of war; Germany gave back part of territory taken under Bismarck; Germany had restrictions imposed on army and navy; World War I caused World War II; Germany, Italy, Japan—Axis Powers; appeasement at Munich Conference)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Considerable historical details are interwoven with analytical statements in a thorough treatment of the task. Facts and examples are well placed and emphasize the breadth of understanding.

For various reasons, armed conflicts have erupted. Two prime examples are the Arab-Israeli conflict and the Opium War. Each conflict had different causes but the same general effect, the creation of further tensions.

The Arab-Israeli conflict is a land dispute complicated by religious claims to sacred grounds surrounding Jerusalem. After the Diaspora Jews no longer had a country, being scattered throughout the world. But eventually, pogroms in czarist Russia and anti-Semitism in Europe brought about Zionism, a movement to create a Jewish homeland. The problem was that in the 2000 years since the diaspora, Arabs had occupied and more fully developed their claims to Palestine, the ancestral home of the Jews. After the Holocaust Jewish survivors sought refuge in what they saw as their homeland—Palestine. Hoping to resolve tensions between Jews and Arab Palestinians, a United Nations proposal divided Palestine. Arab leaders rejected this proposal. When Israel was declared a country, neighboring Arab countries responded with war. Israel won this war and has been in a number of armed conflicts over territory since.

Things get more complicated with every conflict. Tensions over Jerusalem and the West Bank have deepened starting with the Six Days War. Terrorism has been a byproduct of the conflict. One of the worst examples of this was the murder of Israeli athletes at the Olympics. The Intifada, designed to damage Israeli occupying forces and to draw attention to injustices, is another example. On the other hand, the Israelis continue to develop settlements in areas the Palestinians see as theirs. Various attempts have been made to negotiate settlements between the sides. The 1979 agreement signed by

the leaders of Egypt and Israel is the most successful of these agreements and remains in effect today. However, until the questions about the establishment of an independent Palestinian country and of the right of Israel to exist are settled, the area will continue to have tensions.

Unlike the Arab-Israeli conflict, the Opium War was a dispute over trade between China and Britain driven by economics and a desire for a favorable balance of trade. After years of buying goods from China without the Chinese purchasing Britain's goods, the British found something the Chinese people were willing to trade for—Opium. Opium was illegal in both Britain and China. The sale of opium in China angered the Chinese government. They demanded an end to the opium trade but Britain refused. The Chinese destroyed a British shipment of opium and war erupted. China was clearly outmatched by Britain's navy and Britain won the war.

The war showed that "might makes right". China was no longer a truly sovereign nation. Britain took a sphere of influence, Hong Kong, gained access to various ports, and demanded the right of extraterritoriality. Other European countries followed Britain's lead. China was being carved up. This meant their future was going to be shaped by imperialist forces. Anti-imperialist feelings arose in China and led to action by the Boxers. This secret group attacked European communities. The Boxers were ultimately defeated and the Manchu government was weakened.

The Arab-Israeli conflict is the result of competing claims for the same land. The Opium War was the result of China's reaction to a challenge to its authority. In both cases tensions were increased as a result of these conflicts and additional conflicts occurred.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Arab-Israeli conflict more thoroughly than the Opium War
- Is both descriptive and analytical (*Arab-Israeli conflict*: is a land dispute complicated by religious claims to sacred grounds surrounding Jerusalem; pogroms in czarist Russia and anti-Semitism in Europe brought about Zionism, a movement to go back to Israel; Arabs had occupied and more fully developed claims to Palestine; a United Nations proposal divided Palestine; when Israel was declared a country, neighboring countries responded with war; tensions over Jerusalem and the West Bank have deepened; terrorism has been a by-product of the conflict; murder of Israeli athletes at the Olympics; negotiated agreement of 1979 signed by leaders of Egypt and Israel most successful and remains in effect today; until the questions about the establishment of an independent Palestinian country and the right of Israel to exist are settled, the area will continue to have tension; *Opium War*: dispute over trade between China and Britain driven by economics and a desire for a favorable balance of trade; after years of buying goods from China without the Chinese purchasing Britain's goods, the British found something Chinese were willing to trade for—opium; opium illegal in both Britain and China; war showed “might makes right”; China no longer a sovereign nation, future to be shaped by imperialist forces)
- Supports the theme with relevant facts, examples, and details (*Arab-Israeli conflict*: Diaspora; Holocaust; Jewish survivors; Arab Palestinians; Six Days War; Intifada; *Opium War*: British opium shipment destroyed; Britain's navy; sphere of influence; Hong Kong; opened various ports; extraterritoriality; Boxers; Manchu government; China carved up)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response offers insight and evidence of how both armed conflicts promoted further tensions. While analytical, the discussion of the Opium War does not include the detail employed in the discussion of the Arab-Israeli conflict.

Two very different twentieth century armed conflicts are World War II and the Vietnam War. Each was set against the background of a previous war and affected countries, regions and groups of people.

Why did Europe go to war again only twenty years after the “Great War”? There is no question of the role of Hitler, who played on German nationalism as he made demands that France and Britain give in to prevent another war. Hitler claimed that he was undoing the injustices of the Versailles Treaty as he increased the size of the army and annexed Austria in direct violation of the treaty. The reluctance of Britain and France to take action means that they own a share of the blame for the war. But Germany was not alone. The fascist Italian ruler Mussolini had his own plan for an empire in Africa. Militarist Japan was the clear aggressor in attacking Manchuria and eastern China.

World War II was clearly a total war. It involved crimes against humanity on a massive scale and resulted in trials for German and Japanese leaders. The worst example was the Holocaust. Millions of European Jews and other ethnic groups like gypsies were rounded up and sent to camps, some to be worked to death but most to be eliminated. Many Jewish survivors of World War II sought the security of their own homeland around Jerusalem and left Europe to start over.

In an effort to end World War II, and save lives, the United States dropped two atomic bombs on Japan, one on Nagasaki, one on Hiroshima. This killed thousands of people in each city, but brought about Japan’s unconditional surrender to the Allies. Defeat in World War II brought occupation by the United States to Japan. Japan was turned democratic and within twenty years became a prosperous ally.

of the United States.

To understand the causes of the Vietnam war, an understanding that the containment policy of the United States was to keep communism from spreading is needed. A part of this was the domino effect which is the theory that if one nation/country fell to communism, then the rest were to surely follow until communists ruled the world. This applied to Vietnam. Ho Chi Minh, a communist leader, took control over North Vietnam, and waged war with South Vietnam, to unite the country. The United States then sent aid and troops to South Vietnam to keep communism from spreading.

Vietnam itself was physically affected by this war in many ways. Most important, the loss of human life was in the millions with United States losses over fifty thousand. Bombs dropped exceeded those dropped in World War II; civilians were often the victims. Different chemicals were dropped to destroy vegetation and people. Today, unexploded bombs and shrapnel are all over the place. For some, a lesson of the war was that even a superpower with all sorts of technology could be frustrated by guerilla tactics. The Vietcong didn't wear uniforms and Americans never knew if the people they worked with were their enemy. Another important effect was that North Vietnam's victory spread communism into other parts of Southeast Asia.

No matter whether armed conflicts are global or regional, they impose a heavy toll and demonstrate what people will do once war begins.

Anchor Level 4-B

The response:

- Develops all aspects of the task somewhat unevenly by discussing the historical circumstances leading to World War II and ways in which people, countries and regions were affected by World War II and the Vietnam War more thoroughly than the historical circumstances of the Vietnam War
- Is both descriptive and analytical (*World War II*: Hitler played on German nationalism as he made demands that France and Britain gave in to to prevent another war; Hitler claimed he was undoing the injustices of the Versailles Treaty; reluctance of Britain and France to take action means they own a share of the blame for war; involved crimes against humanity on a massive scale and resulted in trials for German and Japanese leaders; millions of European Jews and other ethnic groups sent to camps; many Jewish survivors sought the security of a homeland around Jerusalem and left Europe to start over; *Vietnam War*: domino effect is theory that if one nation/country fell to communism then rest were to surely follow until communists ruled the world; bombs exceeded those dropped in World War II; different chemicals dropped to destroy vegetation and people; Americans never knew if people they worked with were their enemy; communism spread into other parts of Southeast Asia)
- Richly supports the theme with relevant facts, examples, and details (*World War II*: twenty years after “Great War;” Austria annexed; Fascist Italian ruler Mussolini; empire in Africa; militarist Japan; Manchuria; eastern China; total war; Holocaust; occupation of Japan; Japan turned democratic and became an ally of the United States; *Vietnam War*: containment policy; Ho Chi Minh; United States sent aid and troops; loss of human life in millions; United States losses over fifty thousand; shrapnel; superpower; guerilla tactics; Vietcong)
- Demonstrates a logical and clear plan of organization; includes a brief introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response discusses circumstances leading to World War II as they relate to the results of a previous armed conflict. In the treatment of the results, emphasis is placed on the victimization of noncombatants in the conduct of both wars. The use of analytic statements strengthens the response; however, the historical circumstances related to Vietnam lack full development.

Continuously throughout history conflicts arose between groups of people and nations. If compromise couldn't be made and tension grew it ultimately ended in war. The wars caused a ripple effect, the largest ones like the world wars, sometimes affecting a large variety of people.

An important religious conflict was the Crusades. The Crusades were an attempt to conquer and retake the Holy Lands during the Middle Ages of Europe. Noblemen, knights, and even commoners, products of the feudal system, gathered under the banners of Christianity and responded to Pope Urban II's plea to take back the Holy Lands in the Middle East. Tempted by glory, reward, and the forgiveness of sins, they marched forwards against a large and more advanced enemy, the Muslims, who occupied Jerusalem. These European efforts ended in defeat but not necessarily without reward.

While the Holy Lands remained under Muslim control, trade was strengthened. This trade greatly affected Europe. Routes for trading for things like spices gave city-states in Italy greater access to goods and technology in the East. Merchants and bankers who benefited from this trade came to be a new force in the cities and disrupted the influence of the feudal system. Wealthy families showed off their status by sponsoring the great talents of the Renaissance like da Vinci and Michelangelo. Technology such as the compass, astrolabe and gunpowder influenced change, too. Trade expanded and warfare became more deadly.

Prior to World War II many nations were feeling the aftermath of World War I. However, none more than Germany who had severe reparations and land losses forced upon them. Many Germans were led to believe the Weimar government had betrayed them by signing

the unfair Treaty of Versailles. This belief weakened the government and was reinforced by Nazi propaganda. These factors sent them spiraling down. The Nazi party preached the need for improvement. Adolf Hitler said he would return glory and power to Germany. Once in power, he put into action his plan to reunite all Germans and gain revenge. Germany got stronger and bigger as nearby territories with German populations were forced to join Germany. The rest of Europe more or less watched as this happened. When Hitler went too far and invaded Poland, World War II started.

The effects of the war were felt on a global scale. The Soviet Union seized the opportunity to prevent future invasions. They created a buffer zone by gaining control over weakened nations in eastern Europe and turning them into Soviet satellites. Western European powers and the United States, former Soviet wartime allies, opposed this action. This helped lead to the Cold War. Around the world countries took sides in the Cold War and learned to live with the threat of nuclear weapons. Another important development was the creation of the United Nations to keep conflicts from becoming wars. The United Nations created the Universal Declaration of Human Rights to prevent future human atrocities similar to the Holocaust. While it brings awareness, it has not been successful in preventing human atrocities from occurring.

Conflicts and wars affecting even one region can influence other parts of the world. The Crusades and World War II are two examples.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the Crusades and World War II, but the treatment of the effects is somewhat uneven for both armed conflicts
- Is both descriptive and analytical (*Crusades*: noblemen, knights, and even commoners, products of feudal system, gathered under the banner of Christianity; tempted by glory, reward, and forgiveness of sins, they marched forward against a large and more advanced enemy; European efforts ended in defeat but not necessarily without reward; merchants who benefited from trade came to be a new force and disrupted the influence of the feudal system; wealthy families showed off status by sponsoring great talents of Renaissance; *World War II*: many countries were feeling the aftermath of World War I, none more than Germany; many Germans led to believe their government had betrayed them by signing the unfair Treaty of Versailles; Nazi party preached need for improvement; Adolf Hitler said he would return glory and power to Germany; rest of Europe more or less watched as this happened; when Hitler invaded Poland, World War II started; Soviet Union seized the opportunity to prevent future invasions and created a buffer zone to retain control over weakened nations in Eastern Europe, turning them into Soviet satellites; United Nations created to keep conflicts from becoming wars)
- Supports the theme with relevant facts, examples, and details (*Crusades*: one of longest religious conflicts of all time; Holy Lands; Middle Ages; Pope Urban II; Middle East; Muslims; Jerusalem; new social classes; new ideas; spices; city-states of Italy; daVinci; Michelangelo; *World War II*: reparations; land losses; Nazi propaganda; nearby territories forced to join Germany; Cold War; threat of nuclear weapons)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The presentation of most ideas is supported with accurate facts and details that are logically connected demonstrating a good understanding of the task. However, the discussion of the second way the Crusades and World War II affected others is very general and lacks development, thus weakening the response.

For thousands of years, disputes have been settled using violence and fear. Armed conflicts, however, do not end a conflict without starting another, and tearing apart people's lives. Two such conflicts are the Rwanda Crisis, and the Sudanese Civil War.

Rwanda, as described by a native Rwandan and genocide survivor, was "paradise." However, seeds of hate had been sewn in paradise, and the poison of ethnic tensions choked the life out of many. Some think the first signs developed in the 1300's, when the Tutsis came into Rwanda and competed for control with the peaceful Twa and Hutu inhabitants. In the 1900's, Rwanda would come under Belgian colonial rule. The Belgians treated the Tutsi better and helped promote feelings of ethnic superiority by using I.D. cards. After Rwanda gained independence in the 1960's, the country came under Hutu rule. As the economy got worse, Hutus became more radical and violent and turned on moderate Hutus and Tutsis. Genocide was sparked by the explosion of the airplane that carried the Hutu president. At the end of this bloody time, the death toll reached above 800,000. The genocide left Rwanda weak and left many survivors with mental or physical defects stemming from what they endured. Widows and children have been left to raise families while they have no homes or belongings. They can't pay for school.

The Sudanese Civil War also robbed a country of its connections and families. In Sudan, an Arab regime controlled the vast lands belonging to mainly Christian blacks. Mostly, the blacks were allowed to survive in their villages, based on their tribes, but when oil was discovered under the land on which many Sudanese blacks built their homes, the Arab rulers uprooted them. The soldiers raped women and

killed men, and forced children to watch. In his village, former child soldier Emmanuel Jal remembers seeing his aunt, Sara being raped. Many boys such as Jal dreamed of helping their people, many of whom had joined the Sudanese People's Liberation Army or SPLA. One day, Jal's father left his family and went to fight. Shortly after, a man from the SPLA convinced Jal, only a six-or-seven-year-old boy to leave his family and learn to fly. He agreed. Jal walked from the Sudan to Ethiopia, where he was put in a refugee camp. A year later Jal left with hundreds other child soldiers carrying an AK-47 that was bigger than he was. This war continues, even today for Jal and the other "Lost Boys" who fought in the civil war. Sudan has fallen under the power of hate, and only if such wrongs as destroying children for oil, tearing apart families, and forcing children to kill are ended can the Sudan become a nation with any power again.

Child soldiers, genocide, rape ... these things are seen time and time again in history. Can mankind ever change? Armed conflicts such as the Rwanda crisis and Sudanese civil war stem from ethnic-superiority but come to destroy both what people are fighting, and fighting for. Rwanda will never again be paradise. The Sudan will never truly be Jal's home again. People are not the only things killed in armed conflicts. Countries die too.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for the Rwanda crises and Sudanese civil war
- Is more descriptive than analytical (*Rwanda crises*: some think the first signs developed in the 1300s when the Tutsis came into Rwanda and competed for control with the peaceful Twa and Hutu; Belgians treated the Tutsi better and helped promote feelings of ethnic superiority; as the economy got worse, the Hutu became more radical and violent and turned on moderate Hutus and Tutsis; genocide left Rwanda weak and left many survivors with mental or physical defects; widows and children left to raise families while they have no home or belongings; survivors cannot pay for school; *Sudanese civil war*: when oil was discovered under the land on which many Sudanese blacks built their homes, the Arabs uprooted them; soldiers raped women and killed men)
- Includes some relevant facts, examples, and details (*Rwanda crises*: ethnic tensions; European colonial rule; I. D. cards; explosion of airplane that carried Hutu president; death toll above 800,000; *Sudanese civil war*: Arab regime; Christian blacks; tribes; Emmanuel Jal; Sudanese People’s Liberation Army; refugee camp; hundreds of child soldiers; AK-47; “Lost Boys”)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes the overall effects of these conflicts on the people and the countries

Conclusion: Overall, the response fits the criteria for Level 3. The response uses accurate details and analysis to discuss the Rwandan genocide and the Sudanese civil war. However, the treatment of historical circumstances is more detailed than the effects. Elaboration on the effects would have strengthened the essay.

Armed conflicts are a perpetual part of human existence. From everyday violence, to total warfare, we have been fighting each other for centuries. Each war arises for its own reasons and has its own consequences, however the basic emotions and confliotions of those involved are consistent. For the French Revolution of the late 1700s and World War 2 in the mid-1900s, the causes of brewing animosity and the affects of fear and death are similar despite the wars's different natures.

The French Revolution had a smattering of causes. The Bourbon monarchy, with Louis XVI currently in place, had been ruling as an absolute monarchy with frivolous spending. Famine and poverty swept France, and unequal representation in government by the majority (the middle class, the bourgeoisie) caused the bourgeoisie to declare limits on and eventually an end to the French monarch. In a nutshell, the French Revolution was caused by dislike of an unfair government. The French felt wronged by their leaders, and opted to throw them out. The affects of the Revolution on the French people is perhaps best defined by a period of time during France's flipflop for new, stable government. The Reign of Terror led by Maximillian Robspierre, the new French government executed anyone they felt was against them. France went from government to government, unable to find one that was stable enough to last. The affect on the people was not many improved lifestyles, until Napoleon came along and brought in his Napoleonic Code to give rights and rules to the French. However, the French Revolution itself was a victory for the middle class. The affect on the country is seen with the rapid changes in government: from monarch to new government to new new

government and so on—up until Napoleon's dictatorship. The affect in the region as a whole was fear among European monarchs, they feared that their own citizens would oust them as the French did to Louis XVI. In retaliation, they tried to attack France and restore the monarchy. It didn't work.

World War II is aptly named for being a follow-up of World War I. In the end of World War I, Germany suffered huge losses and was forced to sign the treaty of Versailles, in which they agreed to have no military and pay Britain and France huge war reparations. This led to the extreme poverty of the German people. Hatred towards other European countries grew, as did a desire for Germany's return to triumph. Adolf Hitler fostered this ideal, and rose to power with his Nazi regime. He attacked many European nations, beginning World War II. Also with newfound nationalism, the Japanese began attacking China and Southeast Asia in order to imperialize. The affects World War II had on people were enormous. In Europe Hitler's genocide of Jews, homosexuals, and disabled peoples led to astounding amounts of deaths. World War II was the first war to target civilians, also leading to mass casualties. For countries, borders changed as Hitler spread through Europe, and governments changed as Nazis and Japanese officials became in charge. World War II was a total war, it's affects did not impact only one region. It affected the whole world.

The French Revolution and WWII were very different. However, both were caused by feelings of being mistreated and a growth of nationalism, and both caused massive deaths and instability for those involved.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the French Revolution and World War II
- Is more descriptive than analytical (*French Revolution*: Bourbon monarchy had been ruling as absolute monarchy with frivolous spending; unequal representation in government by majority caused bourgeoisie to declare limits on and eventually an end to French monarchy; caused by dislike of unfair government; new French government executed anyone they felt was against them; effect on region as whole was fear among European monarchs who feared their own citizens would oust them; *World War II*: hatred toward other European countries grew as did desire for Germany's return to triumph; Adolf Hitler fostered this ideal and rose to power with his Nazi regime; with new-found nationalism, Japanese began attacking China and Southeast Asia; Hitler's genocide of Jews, homosexuals, and disabled peoples led to astounding amounts of deaths; affected whole world); includes faulty analysis (*World War II*: Germany agreed to have no military)
- Includes some relevant facts, examples, and details (*French Revolution*: Louis XVI; famine and poverty; Reign of Terror; Maximilien Robespierre; Napoleon; Napoleonic Code; *World War II*: end of World War I; Treaty of Versailles; war reparations; extreme poverty of the German people; total war); includes an inaccuracy (*World War II*: first war to target civilians)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response shows an awareness of the impact of events on groups of people. The strength of the response is the focus and detail employed in the discussion of World War II; however, the chronology is somewhat muddled.

Over the course of history various conflicts have occurred impacting today's governments and societies. These conflicts have been due to different political, social, and economic views. Also, fear has been a main cause of several of these conflicts. Both the Sepoy Rebellion in India and World War II are well known conflicts that have had a great affect on the world as it is today.

The Sepoy Rebellion took place in India while under British East India Company control. The sepoys were hired Indian soldiers, both Hindu and Muslim. The Company began enforcing regulations that did not respect the beliefs of the native Indians and angered them. This led to cultural tensions. A rumor spread that Sepoys would be forced to open cartridges for guns with their mouths. However, these cartridges were covered in animal fat, and tasting this animal fat went against the religions of the sepoys. This created a great amount of anger and frustration towards the British, and eventually led to an uprising. It spread to a number of cities and the British army was called in. The British army was more powerful and able to defeat the sepoys. Thousands of Indians were injured and killed. This had a huge impact on India as the British government removed the Company from power and took direct control of India. The loyalty of the sepoys was questioned and more British troops were brought to India.

When World War I ended, anger over Germany's loss of territory and war guilt was extremely high. Germany was in a state of poverty due to the costs of World War I. Adolf Hitler came into power wanting to change this and gain back what he thought was rightfully Germany's. He stirred nationalism to get support for his military plans and eventually attacked Poland. During World War II millions

Anchor Paper – Thematic Essay—Level 3 – C

of people were murdered in Eastern Europe because of the orders and demands of Hitler. This was a mass genocide of mainly Jewish citizens and some other ethnicities. This period of time is referred to as the Holocaust. The Jews in Eastern Europe were forced out of their homes and into concentration camps where most of them were killed by the Nazis. Only a small amount of people were able to survive these harsh conditions. "Never Again" was a slogan that spread throughout the globe as a result of this.

Wars, genocides, oppression, and rebellions are just a few types of the conflicts that have repeatedly gone throughout history. The Sepoy Rebellion and WWII are just two of these many conflicts that have had great impacts on the world.

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

- Develops most aspects of the task in some depth by discussing the Sepoy Rebellion and World War II but is less thorough on the ways World War II affected people, countries, or regions
- Is more descriptive than analytical (*Sepoy Rebellion*: Sepoys were hired Indian soldiers, both Hindu and Muslim; British East India Company began enforcing regulations that did not respect the beliefs of the native Indians and angered them, leading to cultural tensions; tasting animal fat went against religions of Sepoys; British government removed the Company and took direct control of India; British army defeated Sepoys; *World War II*: when World War I ended, anger over Germany's loss of territory and war guilt was extremely strong; Hitler stirred nationalism to get support for his military plans and eventually attacked Poland; millions of people were murdered in eastern Europe; Jews in eastern Europe forced into concentration camps where most were killed by the Nazis; "Never Again" was a slogan that spread throughout the globe)
- Includes some relevant facts, examples, and details (*Sepoy Rebellion*: anger and frustration toward British; Sepoy loyalty questioned; *World War II*: German poverty due to the costs of World War I; mass genocide of mainly Jewish citizens; Holocaust)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response uses generalizations to frame the discussion and supports them with accurate details. The discussion of the Sepoy Rebellion is more developed than the discussion of World War II.

In the past there have been many armed conflicts. Some have been over religious differences while others are over political reasons. The Rwanda Crisis and the Sepoy Rebellion both were armed conflicts.

The Rwanda Crisis started when a Hutu president was shot down in a plane. Since the Hutu majority and the Tutsi minority have had tensions since the Belgians, the Hutu automatically blamed the Tutsi. When the Belgians ruled colonial Rwanda they favored the Tutsi. When they left the Hutu majority came into power. Tutsi in exile agitated to return to power. Bad feelings between the groups turned into hate that led to violence. The crisis resulted in 800,000 people dead in just 100 days, mostly Tutsi. This conflict continued until the exiled RPF (Rwanda Patriotic Front) stepped in and captured the city of Kigali. Then many Hutu fled to the Congo. This is another example of how the effects of the genocide spilled over to neighbors.

The second armed conflict was the Sepoy Rebellion. This conflict resulted from resentment over the lack of respect for Indian culture, especially religions. The conflict started when Hindu and Muslim soldiers of the East India Company heard rumors the British were having them open cartridges greased with cow and pig fat. For Hindus the cow was sacred, for Muslims the pig was the lowest form of animal life. In return the Hindus and the Muslims started the Sepoy Rebellion. The British didn't understand the relationship of these animals to these religions' rules and thus couldn't understand why they were rebelling. The one thing that mattered most was that these two Indian enemies came together against the British to stand up for what they believed in and put aside their differences. This was a real negative for the British whose Indian army turned against them. The

Anchor Paper – Thematic Essay—Level 2 – A

most important effect was that India became a colony of Britain. It was now ruled from London and was the supposed crown jewel of the British empire.

As shown in the Rwanda Crises and Sepoy Rebellion, armed conflict can be the result of ethnic or religious differences.

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

- Develops all aspects of the task with little depth for the Rwanda crisis and the Sepoy Rebellion
- Is more descriptive than analytical (*Rwanda crises*: started when Hutu president shot down in plane; Hutu majority and Tutsi minority have had tensions since Belgians; the Hutu automatically blamed the Tutsi; Belgian colonial rulers favored the Tutsi; bad feelings turned into hate that led to violence; Hutu fled to Congo; the effects of genocide spilled over to neighbors; *Sepoy Rebellion*: resulted from resentment over lack of respect for Indian culture, especially religion; for Hindus, the cow was sacred, for Muslims, the pig was the lowest form of animal life; British didn't understand the relationship of these animals to these religions' rules; armed conflict was a positive for the brief unity of Hindus and Muslims but a negative for British whose Indian army turned against them; India became a colony of Britain instead of one ruled by the East India Company, India ruled from London)
- Includes some relevant facts, examples, and details (*Rwanda crises*: death of 800,000 people in 100 days; Rwanda Patriotic Front; Kigali; *Sepoy Rebellion*: Hindu and Muslim soldiers of East India Company; cow and pig fat; crown jewel of British empire)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The development of historical circumstances leading to the Rwanda crises and the Sepoy Rebellion is adequate. However, the treatment of the ways in which armed conflict affected groups has little depth.

There has always been armed conflict in history. Armed conflict is one of the most universal ideas between people from different regions. The reasons for these armed conflicts can vary. Sometimes, armed conflicts are started because people are unhappy with their rulers, others are started because their leader feels war is necessary for the nation to prosper. However all wars have consequences. These types of conflicts always lead a trail of destruction and death. Two of the more important armed conflicts in history are The French Revolution and World War II.

The French Revolution was caused by the people and affected all of Europe. This revolution was born from the ideas of Enlightenment thinkers. John Locke's ideas of natural rights for all people was used by the revolutionaries when justifying their actions for overthrowing the government. There were many effects of the French Revolution as well. For one, the monarchy of France was abolished. King Louis XVI was executed in public, along with the queen. Also, the ideas of the French Revolution, such as "Liberte, Equalite Fraternite" spread to other regions, such as African colonies and South East Asia. The French Revolution was an armed conflict that changed the world's idea of the relationship between ruler and subject.

Another major armed conflict in history is World War 2. World War 2 was the most deadly war in history at its time. WW2 was caused by Germany's invasion of Poland. Hitler, the leader of Nazi Germany, believed that Germany needed more "living space" for its "superior race". He believed that "Aryans" were superior to all other races and that they needed more space to live and expand. Another cause of WW2 was the Treaty of Versailles in which Germany was severely punished. They were forced to keep a smaller army than other

Anchor Paper – Thematic Essay—Level 2 – B

powers such as Britain and France, and had to pay reparations to the victors of WWI. WW2 had many effects on the world. First, the United Nations was formed. The purpose of this was to prevent further conflicts. Another effect was that Germany was separated, Russia controlled the East, and the U.S, Britain and France controlled the West. World War 2 was an armed conflict whose effects are still present today.

Many armed conflicts have changed history. These conflicts have shaped the world the way it is today. One can only hope that the effects of these conflicts can help us prevent future ones.

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

- Minimally develops all aspects of the task for the French Revolution and World War II
- Is primarily descriptive (*French Revolution*: John Locke's ideas of natural rights for all people was used by revolutionaries when justifying their actions for overthrowing the government; ideas of Revolution such as "Liberté, Egalité, Fraternité" spread to other regions such as African colonies and Southeast Asia; changed world's idea of the relationship between ruler and subject; *World War II*: Hitler believed Germany needed "living space" for its "superior race"; United States, Britain, and France controlled the west of Germany)
- Includes few relevant facts, examples, and details (*French Revolution*: Enlightenment thinkers; monarchy abolished; Louis XVI executed in public along with queen; *World War II*: invasion of Poland; Nazi Germany; "Aryans;" Treaty of Versailles; reparations; formation of the United Nations)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The strength of this response is in the description of the historical circumstances for World War II. The historical circumstances for the French Revolution are partially developed while the effects for both armed conflicts are minimally developed.

There have been countless armed conflicts throughout world history. These conflicts often end in killings & destruction. Two prime examples of this would be the Rwanda Crisis & the Sepoy Rebellion. Both ended in the killings of many people. The Sepoy Rebellion occurred in India while the Rwanda Crisis happened in Africa (Rwanda). There were many causes leading up to both & there were long-term affects on these people.

The Rwanda Crisis' causes can be traced back to colonial times. Belgium occupied Rwanda & decided to split the Rwandans into two classes of people, the Tutsi & the Hutu. While the Belgians were there they put the Tutsi minority into power. The Tutsis repressed the Hutu & their ways. But when Belgium granted independence to Rwanda, they left it in the hands of the upset Hutus. Now the Hutus were out for Tutsi blood. This caused the genocide in Rwanda in 1994. The Tutsis were the people who were greatly affected by this conflict. Over 500,000 Tutsis were killed, often by machete. It was a terrible thing. The Hutus' aim was to completely get rid of the Tutsis. However, they did not succeed. There are still killings over in Rwanda even though the genocide is supposedly "over". This genocide has greatly damaged Rwanda as a whole.

The Sepoy Rebellion in India also goes back to imperialistic time. It was the British who occupied India, specifically the British East India Trading Company. While in India they built up an army of Indians to carry out their laws. These people became known as sepoys. They were mostly of the Hindu faith, which sees animals, like the pig & cow, as sacred. When the Sepoys found out that the casings on their weapons contained animal skin & fat they rebelled because this was a direct

Anchor Paper – Thematic Essay—Level 2 – C

violation of their faith. They attacked the East India Trading Co. and managed to kill some of them. Britain itself had to send in reinforcements to crush this rebellion. Many lives were lost. India as a country was greatly affected by this conflict. Instead of being ruled by Britain through the East India Trading Co., now Britain controlled them directly. Things became stricter to avoid another rebellion. India remained under British control for many more years. Their attempts at freedom were constantly contained & controlled by the British. Life in India became harder.

The Rwanda Crisis & the Sepoy Rebellion both ended in death. Both armed conflicts were extremely influential to the history of their respective countries. The cause for the Rwanda Crisis was more long term while the Sepoy Rebellion was more short term. These Armed conflicts were not good, none of them ever really are.

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

- Develops some aspects of the task in some depth by discussing the historical circumstances that led to the Rwanda crises and the Sepoy Rebellion and some effects on the people and countries
- Is primarily descriptive (*Rwanda crises*: Belgians put the Tutsi minority in power; Tutsi repressed Hutus; *Sepoy Rebellion*: British built up army of Indians to carry out their laws; many lives were lost; instead of India being ruled by Britain through the East India Trading Company, now Britain controlled them directly)
- Includes few relevant facts, examples, and details (*Rwanda crises*: colonial times; genocide; *Sepoy Rebellion*: imperialistic time); includes an inaccuracy (*Sepoy Rebellion*: Hindu faith sees animals like the pig as sacred)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that summarize the theme

Conclusion: Overall, the response fits the criteria for Level 2. Broad generalizations and some relevant details are included in discussing the historical circumstances that led to the Rwanda crises and the Sepoy Rebellion. The development of the effects is limited.

Anchor Paper – Thematic Essay—Level 1 – A

Armed conflicts have been started for various reasons. They have been started for land, politics, and religion. Two armed conflicts that had a dramatic affect on the way people lived are World War 1 and World War 2.

World War 1 was started because some Serbians wanted their own homeland so they killed Archduke Ferdinand. And with this assassination it pitted Serbia and Austria against each other. Each country had allies and this had their allies fighting. This war affected the way people lived because first millions of people were killed in battle. Second people lost their homes in Europe. And lastly the cost of the war put the economy in bad shape.

Another war that shaped the way people lived was World War 2. First borders were changed because Hitler took land from other countries and with this changed governments. Second Hitler's "final solution" which killed millions of Jews and people who did not agree with the Nazi party. And lastly the Japanese internment camps in the United States which pulled thousands of Japanese Americans from their homes and jobs.

Armed conflicts sometimes change the way people live.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task
- Is descriptive (*World War I*: some Serbians killed Archduke Ferdinand; each country had allies and this had their allies fighting; *World War II*: Hitler took land from other countries; “final solution” killed millions of Jews and people who did not agree with the Nazi Party)
- Includes few relevant facts, examples, or details (*World War I*: Serbia; Austria; millions killed; cost of the war put the economy in bad shape; *World War II*: Japanese internment camps in the United States)
- Demonstrates a plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response clearly states the immediate historical circumstances leading to World War I. However, it is unclear which aspects are being addressed in the discussion of World War II.

Throughout history, there have been many armed conflicts that affected many countries and the people of the countries. Two conflicts I'm going to talk about are World War I and The French Revolution.

World War I was caused when the Duke was killed. This conflict affected Germany a lot because they had to reduce their military and they had to pay for all the damages from the war. So their economy went bad and then this affected the Jews because the Germans blamed the loss on them which led into the Holocaust. That period affected them a lot. The Germans put Jews in concentration camps. The Jews lost their families many were killed.

The French Revolution was caused because the 3rd estate wanted to be equal. The 3rd estate did not have no say so in anything. Even though they were majority of the nation. All of the Estates were affected because the 3rd estate got what they wanted which is equality. The 1st and 2nd estate didn't control everything anymore so it affected them too.

So throughout history there were many conflicts that affected people all over and war always brings something bad to the nation.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task
- Is descriptive (*World War I*: affected Germany a lot because they had to pay for damages from the war; Germans blamed the loss on the Jews, which led to the Holocaust; *French Revolution*: Third Estate did not have say in anything even though they were majority of nation; Third Estate got what they wanted, equality)
- Includes very few relevant facts, examples, or details (*World War I*: Germany's economy went bad; *French Revolution*: First and Second Estate)
- Demonstrates a plan of organization; includes a brief introduction and brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Discussion of the way in which World War I affected Germany features faulty assumptions of cause/effect relationships but does minimally discuss effects. The brief discussion of circumstances leading to the French Revolution shows a very basic understanding of a cause of the Revolution.

The reasons for war may change, the factions fighting may differ, and the technology used may vary, but armed conflict is one of the constants in world history. Governments seem driven to retreat, to conquer, to expand. Two examples were the First World War and the Cold War.

World War I, or “the Great War”, as it was known then, was a traditional European war in the sense of what caused it. European powers had worked to expand their influence with large armies built especially for the purpose. Typically, countries would ally with others based on common interests. The idea was that alliances like the Triple Alliance and Triple Entente would maintain the balance of power and peace in Europe. However, in many countries, people could be whipped up into a grand nationalist fervor, upon which they would grab their weapons and head out to fight for the homeland. WWI was no different, militaristic empires allied themselves with their chosen factions and went to war without realizing the high cost.

The impact of World War I was catastrophic; Europe was shattered. Millions died; the land was torn asunder, and royal families were destroyed. The nations of the world had gone into this fight with traditional war tactics and modern weapons; this created a deadly cocktail of destruction. Infantry formations don't work well against a machine gun. Trenches don't protect against poison gas, and armies don't always provide real stability. The Russian royal house, the Romanovs, collapsed and fell to revolution; the Kaiser, after the war, was forced to leave in shame; Austria-Hungary and the Ottoman Empire were broken up into a multitude of smaller states; and Europe was left an economically shattered shell, with its lands blasted apart and its people in despair. War had taken its toll on the continent.

The Cold War led to a different kind of armed conflict. The two superpowers that emerged from World War 2 had different ideologies. Capitalism and communism were the source of division in the Cold War; the first was an ideology of individualism and competition, the second was an ideology of collectivism and cooperation. It was thought that they could not coexist, and each prepared to "fight" for their own survival. However, they could not directly fight each other for fear of causing a nuclear holocaust.

The Cold War was fought through many regional armed conflicts all over the world in which the United States and the Soviet Union avoided fighting each other directly. These regional wars served as a testing ground for ideas, weapons and tactics, as one side tried to extend their power and influence and outdo the other. The United States feared the spread of communism. In Korea, communist North Korea, backed by the Soviet Union, invaded non-communist South Korea, backed by the United States. This armed conflict ended in a stalemate. Today, the two Koreas remain divided, separated by a demilitarized zone. The United States directly intervened in support of South Vietnam after the French left Vietnam. Despite military and financial support, South Vietnam fell to communist North Vietnam. Afghanistan is the Soviet Union's version of Vietnam. The Soviets sent troops to establish a socialist government friendly to them. When they left, Afghanistan was deep in civil war. The effects of these regional conflicts were catastrophic; leaving these countries broken and lives shattered.

Even though armed conflicts cost lives and dollars, governments continue to wage war in hopes of expanding their influence. The consequences of these conflicts continue to have effects today.

Many different countries and groups of people have been greatly impacted by various armed conflicts over time. Two important examples of armed conflicts affecting people all over the globe include World War I and World War II. Numerous countries participated in these wars one way or another with different results but one similar effect to all would be the great amount of casualties as these conflicts came to a conclusion.

World War I began in the 1910s. During this time, there was a lot of ethnic tension building up in parts of Eastern Europe, including the Balkan Peninsula. They often referred to this location as the “powderkeg” because many predicted that nationalism would build up and could eventually start a war between the nations. In 1914, the archduke Franz Ferdinand of Austria Hungary was assassinated by a Serbian nationalist named Gavrilo Princip. The death of the archduke was the immediate cause of World War I which soon began to involve many of the allies within Europe to join forces and participate in the war. This conflict affected many nations and their people by having to draft many of the young men forcing them to leave their families to fight in the war. As a result of the war, France felt that Germany was to blame for this conflict and along with other countries supported the treaty of Versailles. This treaty punished Germany in many ways including giving the land of Alsace and Lorraine back to the French and having to pay big war reparations to help rebuild Europe after all the damage had been done to the many countries. The Germans did not feel that they should be blamed and were very angered by the treaty. As a result, they didn’t want to follow the demands of the treaty which ultimately resulted in the start of World War II.

The Great Depression led directly to World War II. This economic disaster helped bring Adolf Hitler to power and served as his reason for the need to rebuild Germany's military power. The bad economic times also helped limit the reaction of Britain and France to Hitler's early breaking of some parts of the treaty of Versailles. The second World War began with the invasion of Poland by Germany in 1939. Because of their feelings toward the treaty and the countries that created it, Germany along with their leader, Hitler, started another great conflict that affected nations throughout the world during the late 1930s and early 1940s. There were two sides to the war including the allied powers made up of the US, Britain, France and the Soviet Union against Germany, Italy, and Japan. During World War II, many Jews were sent to concentration camps where many were tortured and killed in what was known as the Holocaust. In order to end the war in 1945, the United States developed the atom bomb which they dropped on the cities of Nagasaki and Hiroshima in Japan which resulted in large numbers of casualties in that nation. WWII also resulted in the division of Germany and its capital of Berlin between the east and west sides and the division of Europe by what was called the iron curtain. This conflict impacted a majority of the nations in Europe, which were mostly involved in the war and affected by the separation because the eastern portion of Europe was then controlled by the Soviet Union and remained weak while the US, France and Britain started to build democracy in the west.

In both World War I and World War II, many nations took sides and their people suffered great loss. Germany was punished after both wars.

Throughout history, there have been various armed conflicts, which have begun for various reasons. The conflicts had numerous effects on the people and countries involved in the conflicts. Such conflicts include the French Revolution and the First World War. Each had its own causes and effects.

The French Revolution had begun due to unrest within the population. The ideas from the Enlightenment had taught people of equality, liberty, and brotherhood. The people in France felt robbed of their rights, especially with a growing gap between the common people and aristocrats. The French people overthrew King Louis XVI and had set up their own republic.

After disposing the despot, the people had created a declaration of their basic rights and eventually drafted a new constitution. The monarchy was gone from France, leaving room for a new democracy to grow. Although the republic wasn't initially stable, it created long-lasting roots and traditions of democracy, helping France stay out of fascism and communism. This is how the French Revolution had affected France.

World War I was another armed conflict with causes. It had begun since there were many alliances (both secret and not) between countries. It was directly caused by the assassination of Archduke Ferdinand, which created a series of cascading escalations, bringing most of Europe into the conflict. This is how the First World War was started.

World War I had many lasting effects on the entire world. The United States had come out as a strong world economy, aiding other nations. The war had brought destruction to most countries in Europe.

Thematic Essay—Practice Paper – C

Germany had been extremely humiliated and destroyed, creating the roots of hatred towards the west that would help start World War II. These are only some of the numerous effects that World War II not only had on Europe, but throughout the world.

It is evident that history is filled with armed crises and conflicts. These conflicts are started for various reasons, including discontent with the government to a network of alliances which creates tensions between groups of countries. These conflicts also had numerous results and effects ranging from the immediate effects to the long term effects. Such effects include the creation of the roots of democracy, as in the case of the French Revolution, and the destruction of European countries and the humiliation of others, as in the case of the First World War. In such, armed conflicts have not only had numerous causes and effects, but helped shape history and the world.

Armed conflicts have affected people throughout history. These conflicts have started for various reasons such as religion or trade. The Crusades and the Opium War have influenced the histories of people and countries.

The Crusades was a series of armed conflicts that affected the lives of people throughout Europe. The Christian people living in Europe at the time were extremely religious. When the Pope gave the orders to recapture the Holy Lands from Muslim control, people took up arms to go on these Crusades. Thousands of people traveled to what is modern day Israel to fight. The Crusades were a failure, the Holy Land was not permanently recaptured. As the Crusaders returned, they brought back goods from the east. This led to an increase of trade between Europe and the east. They also brought with them new ideas that led to a scientific awakening during the Renaissance. The Crusades changed the way people thought and traded.

During the 1800's, Britain started making a profitable industry trading and selling Opium to the Chinese population. The Chinese government passed laws against the sale of opium, but the British continued selling the drug anyway. The Opium War began. The war lasted from 1839–1842. The British defeated the Chinese and moved into the country. The British government set up spheres of influence where they claimed exclusive trading rights with that area. This showed the world how weak China was and soon other countries followed the British with their own spheres of influence. This war affected China greatly.

Armed conflicts in history such as the Opium War and the Crusades have affected people and countries. The reasons for the conflict may vary, but the people that are involved are affected greatly.

Throughout history, armed conflicts have arisen due to various reasons. These conflicts have affected many countries and groups of people. Two examples of armed conflicts are the Opium War and the Arab-Israeli conflict. Both have had profound impacts on the countries and its people.

The Opium wars between China and Britain were started because the British continued to smuggle in opium even though the Chinese government tried to prohibit it. There was a lot of bribery and corruption among the government officials at that time, thus allowing the drugs to be imported into China. Opium was extremely harmful and many people became addicted. The Chinese people was weakened by the opium and the government sent a letter to the queen of England requesting her to stop the opium trade to China. The British refused and so the opium wars were fought.

The Opium wars were a turning point for the Chinese. They were soundly defeated by the superior British naval forces. This opened their eyes and the Chinese had to understand that the Qing dynasty was corrupt and weak and that it was no longer the mighty dynasty it had once been. The result of the Opium wars also exacerbated Chinese resentment of the foreigners.

The Arab-Israeli conflicts were caused when the Jewish gained a homeland—Israel in the land Palestine where many Arabs lived. All the conflicts between the Arabs and the Israelis caused further resentment among the Arabs. The radicals formed organizations that committed terrorist acts against Israel and the Israeli government responded by bombarding them where there were suspected headquarters of the organizations. The conflicts also destroyed many

homes and many became refugees as a result.

As seen throughout history, many armed conflicts occurred. These conflicts have had significant effects on the countries and groups of people. This is demonstrated by the Opium wars and the Arab-Israeli conflicts. We should look back at these conflicts to prevent more in the future.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing World War I more thoroughly than the regional armed conflicts within the Cold War
- Is more analytical than descriptive (*World War I*: idea was that alliances like the Triple Alliance and the Triple Entente would maintain the balance of power and peace in Europe; people could be whipped into grand nationalist fervor; traditional war tactics and modern weapons created a deadly cocktail of destruction; infantry formations do not work well against machine guns, trenches do not protect against poison gas, and armies do not always protect against dangerous ideas; the Russian royal house, the Romanovs, collapsed and fell to revolution; Austria-Hungary and the Ottoman Empire broken up into a multitude of smaller states; *Cold War*: two superpowers that emerged from World War II had different ideologies; capitalism and communism were the source of division—first was an ideology of individualism and competition, second was an ideology of collectivism and cooperation; thought that ideologies could not coexist; fought through many regional armed conflicts in which the United States and the Soviet Union avoided fighting each other directly; Korea ended in a stalemate; United States directly intervened in support of South Vietnam; South Vietnam fell to communist North Vietnam; Afghanistan is Soviet Union’s version of Vietnam; Soviets sent troops to establish socialist government friendly to them; left Afghanistan deep in civil war)
- Supports the theme with relevant facts, examples, and details (*World War I*: Great War; large armies; militaristic empires; millions died; Kaiser; Europe economically shattered; *Cold War*: fear of nuclear holocaust; testing ground; communist North Korea; non-communist South Korea; demilitarized zone)
- Demonstrates a logical and clear plan of organization; includes an introduction and a brief conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates an insightful analysis of the impacts of World War I and integrates these with the characteristics described for World War I. The treatment of armed conflict within the Cold War is less developed. The inclusion of specific details regarding specific effects would have strengthened the effort. Specific examples in Korea, Vietnam, and Afghanistan show that armed conflicts existed during the Cold War despite the absence of direct engagement between the two superpowers.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task in little depth by discussing circumstances leading to World War I and World War II and a way World War I affected Germany and by listing ways World War II affected the people of Europe, the people of Japan, and the countries of central and eastern Europe
- Is more descriptive than analytical (*World War I*: ethnic tension building up in parts of eastern Europe; Balkan Peninsula often referred to as “powder keg” because many predicted nationalism would build up and start a war; death of archduke was the immediate cause of World War I; affected many nations and their people by having to draft many young men; France felt Germany to blame for conflict; Treaty of Versailles punished Germany in many ways; Germans very angered by treaty and did not want to follow demands of treaty which ultimately resulted in start of World War II; *World War II*: Great Depression led directly to World War II, served as Hitler’s reason for the need to rebuild Germany’s military power, helped limit the reaction of Britain and France; Hitler started the conflict in late 1930’s and early 1940’s; many Jews were sent to concentration camps where many were tortured and killed; United States developed the atom bomb, which they dropped on cities of Nagasaki and Hiroshima in Japan; World War II resulted in the division of Germany and its capital Berlin between east and west sides and the division of Europe by the iron curtain; eastern portion of Europe controlled by Soviet Union and remained weak while the United States, France, and Britain started to build democracy in the West)
- Includes some relevant facts, examples, and details (*World War I*: began in 1910’s; archduke Franz Ferdinand of Austria-Hungary; Serbian nationalist, Gavrilo Princip; Alsace and Lorraine; war reparations; *World War II*: invasion of Poland by Germany in 1939; allied powers of United States, Britain, France, and Soviet Union against Germany, Italy, and Japan; Holocaust)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is the number of details included in support of descriptive passages. Although an understanding of World War I and World War II is evident, minimal analysis limits the response as does the minimal development of the effects of these wars.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task for the French Revolution and World War I
- Is primarily descriptive (*French Revolution*: people felt robbed of their rights, especially with a growing gap between the common people and aristocrats; people created a declaration of their basic rights; *World War I*: United States came out as a strong world economy; brought destruction to most countries in Europe; created roots of hatred toward the West)
- Includes few relevant facts, examples, and details (*French Revolution*: Enlightenment; equality, liberty, and brotherhood; Louis XVI; republic; constitution; new democracy; *World War I*: alliances; assassination of Archduke Ferdinand; Germany humiliated)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that summarizes points made in the essay

Conclusion: Overall, the response fits the criteria for Level 2. Although the response shows a basic understanding of both armed conflicts, it lacks enough specific examples and chronological details to support the generalizations.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for the Crusades and the Opium War
- Is more descriptive than analytical (*Crusades*: Pope gave orders to recapture the Holy Lands from Muslim control; Crusades were a failure, Holy Land not permanently recaptured; as Crusaders returned, they brought back goods from the East, led to an increase of trade between Europe and the East; also brought new ideas that led to scientific awakening during the Renaissance; *Opium War*: during 1800's, Britain started making a profitable industry trading and selling opium to the Chinese; Chinese government passed laws against the sale of opium, but the British continued selling the drug; British defeated the Chinese and moved into the country; showed the world how weak China was and soon other countries followed the British with their own spheres of influence)
- Includes some relevant facts, examples, and details (*Crusades*: series of armed conflicts; Christian; traveled to modern-day Israel; changed the way people thought and traded; *Opium War*: lasted from 1839 to 1842; exclusive trading rights)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response consists of basic generalizations focused on the task and a few accurate details. Elaboration on these statements and more details would have strengthened the response.

Practice Paper E—Score Level 2

The response:

- Develops most aspects of the task in little depth for the Opium War and the Arab-Israeli conflict
- Is primarily descriptive (*Opium War*: Chinese government tried to prohibit it; many people became addicted; China defeated by superior British naval forces; Chinese had to understand Qing dynasty was corrupt and weak and no longer the mighty dynasty it had once been; exacerbated Chinese resentment of foreigners; *Arab-Israeli conflict*: radicals formed organizations that committed terrorist acts against Israel; Israeli government responded by bombarding suspected headquarters of organizations; destroyed many homes)
- Includes few relevant facts, examples, and details (*Opium War*: bribery and corruption; drugs imported into China; letter to Queen of England; *Arab-Israeli conflict*: Jewish homeland—Israel; Palestine; refugees)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response provides an accurate overview of circumstances leading to these armed conflicts. The discussion uses limited details to demonstrate how conflict created further resentment. However, the effects of each conflict would have benefited from further elaboration.

Global History and Geography Specifications August 2013

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Conflict—Armed Conflict	Standards 2, 3, 4, and 5: World History; Geography; Economics, Civics, Citizenship, and Government
Document-based Essay	Change; Economic Systems; Environment and Society; Factors of Production; Human Rights; Interdependence; Movement of People and Goods; Needs and Wants; Political Systems; Urbanization	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 August 2013 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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