

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Thursday, August 16, 2001 — 12:30 to 3:30 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

- 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

For **Part III A** (scaffold or open-ended questions):

- A question-specific rubric

Global History
and Geography
August 16, 2001

Part I

1...4...	26...3...
2...3...	27...2...
3...1...	28...3...
4...1...	29...4...
5...2...	30...1...
6...4...	31...3...
7...4...	32...4...
8...2...	33...4...
9...2...	34...3...
10...2...	35...1...
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18...4...	43...1...
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20...4...	45...3...
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23...2...	48...4...
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25...2...	50...2...

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Rating the Essay Questions

- (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.

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

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Global History and Geography
Content-Specific Rubric
Thematic Essay—August 2001

Score of 5:

- Shows a thorough understanding of how turning points have changed global history
- Addresses fully all aspects of the task by identifying two different turning points and, for each turning point, describing the causes and key events that led to the turning point and then explaining how each turning point changed the course of history for nations and peoples
- Shows an ability to analyze and evaluate how each of the two turning points changed the course of history for nations and peoples, e.g., with the onset of the Neolithic Revolution, permanent settlements replaced nomadic lifestyles
- Richly supports the theme of turning points with relevant facts, examples, and details such as names of key individuals, specific time periods, and specific locations of events as well as using specific terms such as The Encounter, proletariat, bourgeoisie, Agricultural Revolution, alliance system
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 4:

- Shows a good understanding of how turning points have changed global history
- Addresses all aspects of the task for two turning points, but the analysis of the turning points may be uneven
- Shows an ability to analyze and evaluate how each of the turning points changed the course of history for nations and peoples although the explanation may be more descriptive than analytical
- Includes relevant facts, examples, and details but may not support all aspects of the theme of turning points evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization.
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 3:

- Shows a satisfactory understanding of the theme of turning points in global history
- Addresses most aspects of the task or addresses all aspects of the task in a limited way by mentioning the causes and key events rather than describing them, discussing only one cause and key event or only one turning point, or not explaining how each turning point changed the course of history
- Shows an ability to analyze or evaluate turning points, but not in any depth
- Includes some facts, examples, and details to discuss the turning points and may include information that contains inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of turning points by repeating the task and concludes by repeating the theme

Score of 2:

- Shows a limited understanding of the theme of turning points
- Attempts to address some aspects of the task, mentioning but not explaining causes, key events, or turning points and their effects on the course of history
- Develops a faulty or weak analysis and/or evaluation of the turning points and may simply mention information without analysis
- Includes few facts, examples, and details and may include information that contains inaccuracies
- Is a poorly organized essay, lacking focus; may digress from the task; and may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or conclusion, or these elements may not refer to the theme of turning points

Score of 1:

- Shows a very limited understanding of the theme of turning points, making little effort to address the task
- Lacks an analysis and evaluation of the two turning points, making only vague statements that are not discussed
- Includes few or no accurate and relevant facts, examples, and details, consisting of generalities and little specific information
- Attempts to complete the task, but demonstrates a major weakness in organization
- May lack an introduction and/or conclusion, or these elements may not refer to the theme of turning points

Score of 0: Fails to address the theme, is illegible, or is a blank paper

Political, economic, and social changes have often led to turning points that have ~~permanently~~ changed the course of history for nations and peoples. No matter what the change is and how small or meaningless it may seem, it always affects more than just the country it originated in. Changes spread from country to country, changing and growing. Two of these ~~changes~~ changes, the Neolithic Revolution and the impact of World War I on Germany have significantly affected the world today.

The Neolithic Revolution could arguably be the most important Revolution to date. The Revolution which can be translated as the ~~the~~ New Stone Age occurred at a time when people were evolving quickly and discovering new ideas. Before the Neolithic Revolution people were nomadic hunters of large animals. The start of the Neolithic Revolution marked the end of the last Ice Age. Hunters no longer had to travel to far places to get their prey. They were able to settle in one place and still hunt.

Moreover, with the warmer climate, plants began to be

cultivated and animals domesticated. People started to farm and keep the animals they needed near them. This was a big change in life. To farm, people had to settle down on one piece of land, which led to the formation of villages. With villages—permanent settlements, being formed, not everyone needed to grow food. Some people still needed to hunt. Some people needed to oversee the domesticated animals and therefore a specialization of labor was formed. People now had specific jobs which needed to be finished and someone needed to regulate this. Governments started from people needing leadership and people needing regulation. Government leaders made laws to keep everyone in the village in line. Along with the specialization of labor, came people having more time on their hands. Many scientific and artistic ideas and inventions were created by people who had time.

Another important change was Germany during the 20th Century. Germany had allied itself with the Central Powers which included ~~the~~ Germany, Austria-Hungary and the Ottoman Empire. It won many battles, using trench warfare but couldn't succeed in fighting a two front war. When in June 1917, the US entered the war, the German government couldn't ~~handle~~ handle it and Kaiser Wilhelm resigned making Germany a Republic in 1918. The armistice was signed - after they were forced to sign the Treaty of Versailles. The loss caused Germany's economy to crumble, due to all the money they had to pay to France and England. The Germans were poor and bitter and needed help. Adolf Hitler was just the man they needed. He came along and rose the power with his promises to fix the economy and punish the Jews for causing the economy to crumble. Hitler became ruler, completely legally and took

away many rights of people just as legally. He started WWII and once again Germany lost. They were in ruins again and separated into East and West Germany. East Germany was Communist and West was democratic. A wall was built separating one side from another. East Germany's economy never recovered from WWII. The two countries combined very recently, but still Germany is very shaky. The country's actions impacted the whole world and destroyed itself.

The Neolithic Revolution changed history - People became stationary, forming villages, cities and nations. Different people had different jobs, which led to great people discovering great things that also changed the world. The development of government is probably the most important influence on a person's life. The other turning point, WWI, although it seemed only to affect the acting countries, changed the world as well. Its effects on Germany was especially large. The war caused the German government to fall, pick itself back up with

Anchor Paper – Thematic Essay—Level 5 – A

Hitler and fall again while making treacherous decisions along the way like the holocaust, which is probably one of the worst events of the 20th century

Anchor Level 5-A

The response:

- Shows a thorough understanding of how the turning points of the Neolithic Revolution and World War I have changed global history
- Thoroughly addresses all aspects of the task evenly and in depth for these turning points
- Shows an ability to analyze the causes, the key events, and the changes created by the Neolithic Revolution (with the warmer climate, plants were cultivated and animals domesticated) and World War I
- Richly supports the theme of turning points with relevant facts, examples, and details (Adolf Hitler rose to power legally with his promise to fix the economy; World War II resulted in the division of Germany)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, discussing the causes and key events of the turning points and then using the conclusion to explain how the turning points changed history
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the theme and concludes with a discussion of how each turning point changed history

Conclusion: Overall, the response fits the criteria for Level 5. The response is especially strong in the descriptive details of key events and in how both turning points changed history. In addition, the response discusses both immediate and long-term effects of the turning points.

Anchor Paper - Thematic Essay—Level 5 - B

Several events in global history have brought about such immediate and long-term changes that these events are properly called "turning points." The world situation is no longer the same as it was before such major turning points as the French Revolution and the collapse of European imperialism.

To begin with the French Revolution as a turning point, let me 1st say there were several important causes of the French Revolution. One major cause was the influence of the Enlightenment. Writers such as John Locke, Voltaire, and Rousseau had popularized the belief that divine right of kings - absolute monarchies - was no longer a good or proper form of government. Their idea - called the social contract theory - said that people have rights and that the purpose the government is to protect people's rights. In France, Louis XVI was trying to rule France as an absolute monarch. The legal social class structure - which had 3 classes or Estates - gave the majority of the votes in the Estates General to the wealthy minority (the First and Second Estates voted together). When the king realized that the French government was in financial trouble, he felt there was no alternative but to call the Estates General (the meeting of all 3 Estates) so that they could raise taxes.

The calling of the Estates General into session in 1789 triggered the start of the French Revolution.

Representatives of the 3rd Estate wanted major reforms in the French Government. Then the Paris mobs stormed the Bastille - a French arsenal. After the National Assembly got rid of the legal class structure in France and set about creating a democratic government for France, the National Assembly wrote the Declaration of the Rights of Man and Citizen.

The French Revolution has had a tremendous impact upon the world and history. Napoleon (who took over after Robespierre's Reign of Terror) dominated a lot of Europe. It ~~is~~ took a major military force from several nations to defeat Napoleon. After Napoleon's defeat, the Congress of Vienna tried to "turn the clock ~~to~~ back" and return Europe to the way things were before the French Revolution. Ideas of democracy founded in the French Revolution would live on in the revolts in Latin America + in Europe.

A second turning point is the collapse of imperialism. With industrialization, several European nations such as England and France gained "imperial" control over large parts of Africa and Asia. The Second World War contributed greatly to the collapse of European imperialism. Defeated Germany lost her colonies. England and France - the winners, were too weak, poor and war-torn to use military

force to control their colonial areas. The native peoples in these areas at this time were demanding their national independence. The Second World War strengthened the end of much of European Imperialism. Gandhi's Salt March and other passive resistance actions in India helped bring about Indian Independence. In another area, Ho Chi Minh fought the French for control of Vietnam. Several independent nations were created out of the end of European Imperialism in Africa.

The Collapse of Imperialism created many problems that are still not resolved today. Tensions between India and Pakistan have led to several border wars, threatening world peace. The creation of several new African nations has led to many difficulties. The national governments have often been very weak and unstable, especially where tribal loyalties have been threatened. Many of these young nations have major economic and political problems. Also, the French withdrawal in Southeast Asia allowed Communism to control Vietnam. The concern about the "domino theory" and the spread of Communism was a ~~big~~ major aspect of ~~the~~ US foreign policy for many years—and led to the continuation of the Cold War.

Anchor Paper – Thematic Essay—Level 5 – B

These two turning points - the French Revolution + the collapse of European imperialism - have led to permanent changes in the world. The French Revolution contributed to major changes in the French Government as well as throughout Europe and the rest of the world - people striving for their own national and democratic governments. The collapse of European Imperialism led to several new young nations creating more instability.

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

- Shows a thorough understanding of how the turning points of the French Revolution and the collapse of European imperialism have changed global history
- Thoroughly addresses all aspects of the task evenly and in depth
- Shows an ability to analyze the causes, the key events, and the changes created by these turning points (the impact of John Locke, Voltaire, and Rousseau on the French Revolution)
- Richly supports the theme of turning points with relevant facts, examples, and details (the relation of World War II to the collapse of European imperialism; Gandhi as a Nationalist leader)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization by discussing the causes and key events and explaining how the French Revolution changed history and then doing the same for the collapse of European imperialism
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the task and concludes with a discussion of how each turning point changed history

Conclusion: Overall, the response fits the criteria for Level 5. It is especially strong in the details used to describe the key events of both turning points. The conclusions that are drawn are sophisticated and well written.

Throughout history there have been many events that have been considered "turning points." These turning points, whether caused by political, economic, or social conditions, have ~~changed~~ changed the course of history for nations and their people.

One example of such a turning point is the French Revolution. This revolution was caused by the Third Estate's lack of rights. Prior to the French Revolution, all citizens were divided into three groups, based on class. Each of these groups, or "Estates" were counted as one vote, regardless of the fact that the majority of France were of the Third Estate, and only counted as one vote. Thus, the common people were being denied of their rights. The Tennis Court Oath was taken. King Louis XVI was executed, along with his family. After this, Robespierre followed as France's leader and brought the "Reign of Terror" with him. Robespierre was eventually executed as well and a 5 man government, called the Directory was given control of France. Unfortunately, this government was extremely weak and easily overtaken by Napoleon's. Though Napoleon's rule eventually ended, France never again returned to complete monarchy. This is the lasting impact of the French Revolution.

The Protestant Reformation is another turning point in history. This movement began with Martin Luther's (who was studying to be a priest at the time) 95 Theses.

This was a list of 95 problems Martin Luther felt the Catholic Church had. Two of the most known of Luther's complaints were the sale of indulgences and that the Bible was written only in Latin. Martin Luther felt the Bible should be written in the language of the people. When Martin Luther was excommunicated, he reacted by starting his own religion, Lutherism, thus beginning the Protestant Reformation.

The Catholic Church's response to the Protestant Reformation was the counter reformation, which stated that the sale of indulgences were to be stopped. Of course these declarations didn't mean ~~anything~~ anything to the newly developing Protestant religions because they didn't follow the Pope. Today, there are many different Protestant religions. Calvinism, Presbyterian, Lutheran, to name a few. This is the change the Protestant Reformation caused.

There have been many turning points that have affected the history of nations and people permanently. The French Revolution and Protestant Reformation are two examples. History has been deeply impacted by both of these events.

Anchor Level 4-A

The response:

- Shows a good understanding of how the turning points of the French Revolution and the Reformation have changed global history
- Addresses all aspects of the task but is uneven in its explanation of how the French Revolution changed global history
- Shows an ability to analyze the causes, the key events, and the changes created by the French Revolution and the Reformation (how the common people in France were denied their rights because they only had one vote in the Estates General; Protestantism was not affected by the Counter Reformation)
- Richly supports the theme of turning points with relevant facts, examples, and details (Tennis Court Oath; voting procedure in the Estates General)
- Is a reasonably well-developed essay, demonstrating a logical and clear plan of organization
- Begins and concludes with a simple restatement of the theme of turning points

Conclusion: Overall, the response fits most of the criteria for Level 4. The introduction and conclusion are not particularly strong, but they do not detract from the overall quality of the essay. Although the relationship between Martin Luther and Lutheranism is somewhat overstated, good details are incorporated despite a minor historical error in describing Luther as “studying to be a priest”. The explanation of how the French Revolution changed history is weak, but specific details are used to support the causes and key events of the French Revolution.

Anchor Paper - Thematic Essay - Level 4 - B

The history of a country can often be changed or influenced by major events that took place in a short period of time. These events that change a path of a country are called turning points. Turning points, ~~however~~, do not spontaneously happen. Usually there is some type of political, social, or economic issue that influences the turning points. Many paths of many countries have been ^{taken} because of issues in these these areas.

In the early ^{and mid} 1900's China was under nationalist rule. Though China was not crumbling, many of Chinese citizens were distraught and wanted change. Under Nationalist rule, China wealthy were usually well taken care of. However, the gap between rich and poor was growing. Peasants were mad, because they could not get enough money, women had very little rights, and World War II took thousands of Chinese lives. The Nationalist government was also very corrupt. Any money given to when countries would give money to China ~~for~~ for rebuilding, the family would keep some of the money. All of these problem led to a major change in China.

After World War II Mao Zedong came to power. After gaining supports from peasants and becoming stronger through the Long March, Mao had driven the Nationalists to Taiwan. Mao system of government was ~~communist~~ communism. This was a stark contrast to traditionalism. Communism promoted the group and total equality of all people. Peasants were treated the same way as the upper class. Mao began the Great Leap Forward to increase agricultural production. He set up organized farms called communes. The role of women also increased as they began normal work. To this day China remains a Communist Nation after half a century.

After World War I Germany felt the force of the

Anchor Paper - Thematic Essay—Level 4 - B

heavy expectations that resulted from the Treaty of Versailles. Germany had to repair part of France, pay for damages, return land, and take blame for the war. This was a major financial blow. Germany was running out of money and will to give to the French. The citizens of Germany were upset, because of major inflation on everyday products. Germany's people were losing moral and confidence. However, when Hitler came to power, he convinced the people that they must fight back to gain freedom. He made the people believe they were superior and should express their power. As a result, World War II began. Hitler nearly took the world by his cruel rule and harsh consequences.

Because Hitler did such damage, and the cause of his ideas were the rules in the Treaty of Versailles, the victorious allied powers took better steps at punishing Germany. They helped to build it into a better nation. They did not force its people into poverty. From the mistakes they had made after World War I and the power taken by German citizens, they learned how to deal with countries after war. From then on, ~~the~~ instead of punishing nations, victorious countries now make attempts to help them.

In conclusion, the way the people act and the action of the government can swiftly change the path or ways of a country. These turning points are what made the world what it is today. And in a bid or year, the world certainly learned a lesson from such turning points.

Anchor Level 4-B

The response:

- Shows a good understanding of how the turning points of the Chinese Communist Revolution and post–World War I Germany have changed global history
- Addresses all aspects of the task for two turning points, blending the causes and the key events of the turning points
- Shows an ability to analyze and evaluate how each of the two turning points changed the course of history for nations and peoples (Nationalist rule in China increased the gap between the rich and the poor; effects of the Treaty of Versailles; differences between the treatment of nations after World War I and World War II)
- Includes relevant facts, examples, and details (better treatment of the peasants under Communism; support from peasants during the Long March; financial effects of the Treaty of Versailles on Germany; consequences of Hitler’s rule), although the analysis of these may not be completely accurate
- Is a satisfactorily developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The discussion of key events for both turning points is good but not sufficient for a score of 5. The sophisticated analysis of events strengthens the response, despite the lack of awareness that the Nationalists and Communists in China were fighting before World War II.

Often throughout history there have been many turning points. These changes can be caused by economic, political and social conditions which can leave a lasting impression on people and even a nation. Revolutions are a very common turning point in ^{the} world's history. Two memorable revolutions that caused some major changes were the Neolithic and Industrial Revolutions.

The Neolithic Revolution took place first. This revolution was also known as the Agricultural Revolution. During this period of time people began to domesticate animals and farm their own land. Some people believe that a woman may have dropped seeds onto the ground and with time the seeds began to grow and this began the farming traditions. Though this story is not fact it was believed to be a cause of the Revolution because women were often the gatherers in society and so had the ~~secrets~~ control of the seeds. The Neolithic Revolution brought about many changes to people's every day life. Because they could now farm ~~the~~ their own land, they no longer had to travel, therefore they could build houses and start ~~at~~ villages. The domestication of animals supplied both food and labor. People also had a surplus

of food now and could trade with others. Many of these changes would leave a lasting impression on the development of our life today.

The Industrial Revolution took these ~~new~~ new ways of life a step further. The Industrial Revolution improved technology. It started with the textile industry and people waking out of their homes. as more and more technology grew people began to move to cities to work together. This urbanization made an increase in the economic standards of life. Goods were made faster and more efficiently which also made them cheaper. At the same time ^{this caused inflation and put many farmers out of work.} ~~money farmers were made~~ ~~put~~ ~~put~~ There were also many problems with mistreatment in factories, ^{they} ~~the~~ ~~inventions~~ and ~~these two~~ ~~product~~ ways of life that came about during this period of time are still the way that society works today. → these two revolutions made major impacts on peoples every day life some bad and some good, ^{they} ~~these~~ were major turning points in history.

Anchor Level 4-C

The response:

- Shows a good understanding of how the turning points of the Neolithic and the Industrial Revolutions have changed global history
- Addresses all aspects of the task, but the analysis of the two turning points is uneven, not distinguishing between the causes and the key events of the turning points
- Shows an ability to analyze and evaluate how each of the two turning points changed the course of history for nations and peoples (the founding of villages led to a food surplus, which led to trade and urbanization; industrialization increased the standard of living but is also a factor in causing inflation)
- Includes relevant facts, examples, and details (role of women in planting; domestication of animals; Agricultural Revolution; textile industry starting the Industrial Revolution; the domestic system)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the task, but concludes with a simple restatement of the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. Although little distinction is made between the causes and the key events, the use of some sound analytical statements strengthens the response. Most of the information is accurate, but the connections between cause and effect are weak (put many farmers out of work).

Anchor Paper - Thematic Essay—Level 3 - A

Throughout history there have been many turning points that ~~just~~ provoke a major change in the course of history. Political, economic or social problems often cause change for various nations and peoples.

One such turning point was the year 1914, in which political and social problems brought on WWI, one of the bloodiest wars in our history. Due to a complicated web of alliances, Europe felt tension from all sides, and could erupt at any minute. Social tensions in the Balkans, sparked the war in 1914. When Serbian nationalists assassinated Arch Duke Ferdinand of Austria, Austria ordered Serbia to apologize and accept responsibility. When Serbia refused, Austria declared war. Because of the foreign entanglements and alliances, Russia mobilized its armies, which in turn, led Germany to declare war on Russia. The Great war was off + running. Germany then attempted to move across neutral Belgium, ~~to get to~~ and when Belgium protested, they advanced anyway. This provoked the superpowers of Britain and France to enter the war with Russia. 1914, was, without a doubt, one of the major turning points in modern history. ~~and~~ At the end of the war, the Treaty of Versailles was signed. This was a major cause of the greatest turning point of the 20th century, the Second World War, and Hitler's rise.

WWII began with Adolph Hitler's rise to power in the early ~~190~~ 1930s. Since The Treaty of Versailles left Germany in such horrible economic and social conditions, they were willing to

Anchor Paper – Thematic Essay—Level 3 – A

listen to more radical ideas. Those ideas came from Adolph Hitler. He used the poor state of Germany's economy, and social problems to rally support, as well as the ideas of Social Darwinism. He caused a major turning point in the provoking of WWII.

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

- Shows a satisfactory understanding of how the turning points of the year 1914 and World War II changed global history
- Addresses most aspects of the task by describing the causes and key events of World War I and mentioning that it was a turning point because it led to World War II and the rise of Hitler, and then by discussing the causes of Hitler's rise to power
- Shows an ability to analyze or evaluate turning points, but not in any depth (complicated web of alliances led to tensions; Hitler's use of Social Darwinism as a cause for World War II)
- Includes some facts, examples, and details (assassination of the Archduke Ferdinand; mobilization of the Russian armies; invasion of neutral Belgium)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of turning points by repeating the task but does not have a conclusion

Conclusion: Overall, the response fits most of the criteria for Level 3. Although the discussion of how Hitler and World War II changed the course of history is weak, the discussion of World War I includes many facts and details to support the causes and key events of this turning point.

Through out history there have been many turning points. One such event was the Industrial Revolution which began in England in the early 1800's. Another event was the Jewish holocaust in many European countries in the late 1930's to early 1940's. ^{when 6 million Jews were killed.} These events have each had a significant affect on people.

The first event, the Industrial Revolution had many causes. One cause was the need for more products made faster and more effeciently. Some people began inventing things like the spinning jenny and those inventions also caused the Revolution. This event was also caused by a large demand for products. The reason why this event has had a permanent impact on people is because it encouraged development of new inventions. In addition, it gave people modern conveniences and they became accustomed to things being easier than before. It also encouraged people to continue inventing things to make life better. As a result people now have many more conveniences than before the Industrial Revolution. It also caused more trade routes to be found and opened communication among many nations.

Another turning point was the Jewish holocaust. It was caused by Hitler coming to power and a need to find a scape goat. Jews began to lose some of their rights and soon were being sent to

concentration camps. This was a turning point for human rights. After this event, people became aware of the problems many people are facing with violations of human rights. The UN created a declaration of human rights in 1948. As a result of this turning point the UN and other forces have been working to prevent future human rights violations. ~~As a~~ A result has been fewer conflicts involving violations of human rights. When there are these incidents the UN has grounds for involvement.

Both of these events have been major turning points in history. They have had permanent affects on lives of individuals throughout history. They have permanently changed the course of history for both nations and individuals.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of how the turning points of the Industrial Revolution and the Holocaust changed global history
- Addresses all aspects of the task in a limited way, being especially weak in describing the key events of both turning points
- Shows an ability to analyze or evaluate turning points, but not in any depth (Hitler needed a scapegoat; impact of the United Nations Declaration of Human Rights)
- Includes some facts, examples, and details (spinning jenny; rise of Hitler)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of turning points by going slightly beyond a simple restatement of the task and concludes by repeating the theme

Conclusion: Overall, the response fits most of the criteria for Level 3. The discussion of the Industrial Revolution is weak because it only uses general statements that are not supported with any specific facts and details. The discussion of the Holocaust as a turning point for human rights is satisfactory.

Human history has seen many changes over the centuries. ~~From~~ Starting from Hunters and gatherers to what we are today ~~and~~ with our technology. Revolutions and History mile Stones have marked and changed our past to make us the way we are today.

The very first Revolution in human history is the Neolithic Revolution. Beginning in the very early centuries of human civilization our ancestors used the ~~same~~ technique of hunting and gathering. This helped them survive over the years but soon they would find out the ways of civilization. Hunting and gathering became no more, Agriculture and governmental systems arose and dominated human civilization. Soon trade and barter systems arose with the system of capital. Religions and trade stations came with the Neolithic Revolution also.

Many years after the Neolithic Revolution another Revolution would change the world. ~~It~~ It was called the Industrial Revolution. Agriculture and production of goods and supplies could not keep up with the increasing population. The first sign of the Industrial Revolution was the invention of the ~~cotton gin~~ spinning jenny. later on ~~more~~ ^{much} larger machines arose, some as large as houses, these were powered by large water wheels that ran the spinning wheels ~~and~~ ~~was~~ inside. the growing population caused a large

demand for products and goods. The industries could now keep up, and population was growing on a steady increase. But there were drawbacks, urbanization flooded cities to the point where it was extremely unsanitary. Smog and poor families lived in overpopulated cities; families could not move out because they could not afford to.

History turning points have marked many different changes. Some ~~have~~ to the human civilization has benefited from it and others have brought down by the devastating causes it can leave like the ~~the~~ great depression, and the bad effects of the Industrial Revolution. But time and technology have passed over and new technology has been issued to be ~~be~~ ^{better} controlled, and environmentally safe.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of how the turning points of the Neolithic Revolution and the Industrial Revolution changed global history
- Addresses all aspects of the task in a limited way, lacking specific facts and details about the causes and the key events
- Shows an ability to analyze or evaluate turning points, but not in any depth (urbanization led to unsanitary conditions; families could not escape the overpopulated cities because they could not afford to move)
- Includes some facts, examples, and details (hunting and gathering; rise of capital; spinning jenny; urbanization)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme of turning points by going beyond a simple restatement of the task

Conclusion: Overall, the response fits most of the criteria for Level 3. The Neolithic Revolution is particularly weak because it lacks facts to support the causes and key events. No explanation of why the Neolithic Revolution is a turning point is given.

"Political, Economic, and Social Conditions have often led to turning points that have ~~changed~~ changed the course of history for nations and peoples". Two examples of this could be the Collapse of European Imperialism and the Berlin Wall/Collapse of Soviet Union.

many African ~~nations~~ ^{colonies} wanted to be independent from the European powers. After World War II they got a chance. The whole point of having the African Colonies for the European nations was to make more money. But, during the war the superpowers spent and lost a lot of money. Afterwards it was costing them money to keep the African Colonies. Before letting their Colonies go some superpowers, such as Britain ~~and~~ ~~the~~ helped their Colonies to prepare for independence, such as giving them a limited government. But, other powers such as Portugal did not want to give up their colonies, even though it was costing them money. They fought to keep their Colonies and these Colonies did not become independent for some time. A problem that France was having with their colonies is that France had

considered their colonies to be a part of France, so they recommended that people move there. Because of this many white people lived in these colonies and they did not want the colony to become independent and for the Africans to gain power. There fighting took place because of this. After gaining independence colonies such as the Congo who had not been prepared for independence fell into civil war. Other colonies were able to find a government that worked for them, they made important advances in health care and education also.

After World War II Germany was split up between the superpowers. Some of Germany was ruled by leaders who had a communist government put in place, while other parts, such as the part ruled by the United States were democratic. The people who lived in the communist parts of Germany tried to move to the part that was ruled by a democratic government. To stop people from doing this the Berlin wall was built. The Berlin wall served to keep people in their side of Germany. The Capitol of Germany was also split by the superpowers, so some of it was run by a dictator and some of it wasn't.

Anchor Level 2-A

The response:

- Shows a limited understanding of how the turning points of the collapse of European imperialism and post–World War II Germany changed global history
- Attempts to address the task by describing the causes and key events of two turning points but not explaining how each turning point changed the course of history
- Develops a weak analysis and evaluation of the two turning points, although it does have a few analytical statements (the loss of Britain and France’s status during the war forced them to give up their colonies)
- Includes few facts, examples, and details (Congo was not prepared for independence; Berlin Wall was built to keep people from escaping) and alludes to some specific colonies with a general description
- Is a satisfactorily developed essay, demonstrating a general plan of organization, but digresses from the theme in the discussion of nationalist movements in the different colonies in Africa
- Introduces the theme of turning points by repeating the task but lacks a conclusion

Conclusion: Overall, the essay best fits the criteria for Level 2. The discussion of the collapse of imperialism has more details than the discussion of the building of the Berlin Wall and post–World War II Germany, which is particularly weak. The response does not address many critical key events or how either turning point changed the course of history.

Anchor Paper - Thematic Essay—Level 2 - B

Many nations and different people experienced political, economic, and social changes which have changed ~~the~~ history for many nations and peoples. India and ^{Mahatmas} Gandhi's nonviolent passive movement is a prime example. Two major turning points that led to independence from their colonial power, ~~the~~ Great Britain, was the Dandi Salt March and the massacre at Amster and the Dandi Salt March.

Ghandi, the ~~g~~ leader of the nonviolent movement for independence, believed that through suffering and nonviolent, peaceful protest, India would be able to achieve independence. One day, at Amister, a ~~meeting~~ ^{protest} was held about the nonviolent movement and supporters cheered as they felt independence from Great Britain so close. However, Great Britain did not want ~~to~~ to see another protest, and they wanted to end the protest. The British ~~soldiers~~ ~~came~~ ~~rolling~~ ~~through~~ ~~the~~ army lined up and started to shoot innocent peaceful protesters, including women and children. Hundreds were killed, and this brought world-wide attention to the nonviolent movement for independence. This turning point ~~changed~~ changed England as they realized what they did was not right and could not do that again, otherwise the rest of the world would be seriously ~~upset~~ upset. This also gave India another reason to win independence. win independence ~~from~~ ~~the~~ for the people who died at Amister.

Anchor Paper – Thematic Essay—Level 2 – B

The Dandi Salt March was a protest that went to the sea to protest the unfair tax for Indians on salt. They marched to the sea, and started to illegally make salt. There were so many Indians ~~going~~ making salt illegally, that ~~the~~ at first the British did nothing. However, they eventually stopped the illegal making of salt. Still, it gained worldwide attention and it was a turning point.

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

- Shows a limited understanding of how the turning point of independence for India has changed global history
- Attempts to address the task but fails to do so by addressing only one turning point in a limited way
- Develops a faulty analysis of the turning point, discussing the Amritsar Massacre and the Salt March as two separate turning points and not as events of the same turning point
- Includes few facts, examples, and details (Amritsar was a nonviolent protest at which British soldiers started shooting unarmed Indians) but does not use facts to support conclusions
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of turning points by repeating the task and lacks a conclusion

Conclusion: Overall, the essay fits most of the criteria for a Level 2. The major weakness of the response is that the Amritsar Massacre and the Salt March are used as two different and separate turning points. There is no understanding that they are key events in the turning point of Indian Independence. The explanation of why Indian Independence was a turning point is only mentioned. The strength of the essay is in the details about the Amritsar Massacre.

Political, economic, and social ~~changes~~ ~~had~~ conditions have often led to turning points that have permanently changed the course of history for nations and their citizens. A perfect example of this is the fall of the Berlin wall and the collapse of the Soviet Union.

When East + West Germany were reunited, it was a turn^{ing point} in the wave of Communist Satellite states.

Politics were spilt during the time when the wall was up between Communism and Democracy. Social ties between families, friends, and co workers were cut during the period when the wall was up. No trade existed so the economy was slowed. All these things led up to the ~~fall~~ fall of the wall. The failing politics of Communism became obvious in the early 90's. The economy was being squelched by Communism when it could least withstand it. The Soviet Union wasn't paying off its debt ~~when~~ and the decreasing # of satellite states to trade with also helped fail the economy. All these conditions led up to the 1991 fall of the Soviet Union.

In both the fall of the Berlin wall in Germany and in the collapse of the Soviet Union, political, social, and economic conditions led to a turning point that permanently changed the course of history for nations and people. In the collapse of the Soviet Union, the Cold war ended, in the fall of the Berlin wall, the East and West were reunited.

Anchor Level 2-C

The response:

- Shows a limited understanding of how a turning point (the fall of the Berlin Wall and the collapse of the Soviet Union) changed global history
- Attempts to address the task by describing the causes of one turning point and only mentioning why it was a turning point
- Develops a weak evaluation of the turning point, making conclusions but not providing support information
- Includes some facts, examples, and details (social ties were weakened as a result of the Berlin Wall) and contains some inaccuracies (no trade existed in East Germany)
- Is a poorly organized essay
- Introduces the theme of turning points by simply repeating the task and uses the conclusion to state why the event is a turning point

Conclusion: Overall, the response fits most of the criteria for a Level 2. The response discusses one turning point, but tries to separate it into two elements. Although the conclusion indicates how the turning point changed history, the response, as a whole, lacks supporting details and facts.

In the year 1492 many things happened. I think the most important of them was Christopher Columbus's journey to the new world.

It was very important to how many countries were found. Not many people believed the world was round during this time. People thought you would fall off the edge of the world if you went out to sea. But Columbus proved them wrong. He said the world is round and there are new countries to be found. His King gave him money and boats to support his theory.

It was many months after he left Spain before he came back but he proved that the world was round not flat. He also proved that there were many new worlds to be discovered.

After the year 1492 many, many sailors started to search for new lands and many, many new lands were discovered by these sailors.

Anchor Level 1-A

The response:

- Shows a very limited understanding of how the turning point of 1492 changed global history
- Makes little effort to address the different aspects of the tasks by not describing the key events and only mentioning why the year 1492 changed history
- Lacks an analysis and evaluation of the one turning point
- Includes a few relevant details (many people thought that the world was round; Columbus proved that the world was round; the king gave Columbus money and gifts to support his theory that the world was round)
- Is a satisfactorily organized essay, but lacks focus
- Introduces the theme of turning points by focusing on the year 1492 and concludes by discussing the results of the year 1492

Conclusion: Overall, the response best fits the criteria for Level 1. The one turning point that is discussed lacks facts and details to explain how the year 1492 changed the course of history. The response incorrectly attributes events that occurred as a result of Columbus' voyages directly to Columbus.

Turning points have often been caused by political, economic, and social conditions, which have ~~changed~~ changed the course of history for nations and peoples. Two such turning points during history was the Collapse of European Imperialism and the Collapse of the Soviet Union. Both had a huge impact on the world and its' peoples.

The Collapse of European Imperialism was caused by nationalistic ideas spreading across the world. The one event that started the nationalistic ideas going was the American Revolution and declaration of independence from Britain in 1776. This revolution was successful and led to the French Revolution (which was successful), and the Latin American Revolutions against Spain (which were also successful). These movements of independence led to many others and spread ideas of nationalism across the world. Nations and peoples were greatly impacted because they gained freedoms and were able to choose their own ways of life.

The Collapse of the Soviet Empire

was caused by the loss of the Cold War on the Soviet Union's part. The Soviet Union was a technological power to be reckoned with, but the U.S. was also and won the Cold War. Since it won, the U.S. broke the Soviet Union up into smaller nations, and many communist nations (such as Cuba) lost the support of the once great nation. The Soviet Union's government and peoples, and those of other communist nations, were faced with the power/interference of democratic nations (such as the U.S.).

In conclusion, many political, economic, and social changes can cause turning points across the world. The collapse of European Imperialism spread ideas of nationalism, and the collapse of the Soviet Union spread warnings of powers of democratic power.

Anchor Level 1-B

The response:

- Shows a very limited understanding of how the turning points of the collapse of European imperialism and the collapse of the Soviet Union changed global history
- Lacks an analysis and incorrectly evaluates the collapse of European imperialism and the collapse of the Soviet Union (the collapse of the Soviet Union was caused by the end of the Cold War)
- Includes few accurate facts, examples, or details, containing generalities and little specific accurate information (the Soviet Union was a technological power; the U.S. broke the Soviet Union into smaller nations)
- Is a satisfactorily organized essay, but lacks focus
- Introduces and concludes by repeating the theme of turning points

Conclusion: Overall, the response best fits the criteria for Level 1. Although there are some accurate facts, they do not relate to the turning points. Although the American Revolution led to the French Revolution and the Latin American Revolutions, it did not cause the collapse of European imperialism. The accurate facts are interspersed with inaccuracies that detract from the overall quality of the response. The response shows little understanding of the Cold War.

Thematic Essay— Practice Paper – A

Throughout history there have been many changes and events which have led to turning points in history. The collapse of the Soviet Union ~~is~~ ^{started} one of these turning points, it not only marked serious problems in ~~Russia~~ ^{the Soviet Union} but also the end of the Cold War. The ~~year 1492~~ ^{Industrial Revolution} also ~~can be recorded~~ as a major turning point because ^{the growth of cities and trade growth} of ~~Columbus's discovery of North America~~. These two turning points are only two of many which have sparked changes and made the world different today.

The collapse of the Soviet Union led to much corruption throughout the world and especially in the U.S. and former Soviet Union. After the collapse of the Soviet Union the economy of the Soviet Union also collapsed. This ended the Cold War which was a relief to many. The end of the Cold War was a turning point in itself as relations between nations began to ease. The U.S. and the former Soviet Union began to have more peaceful relations and kept in better contact. After the collapse of the Soviet Union the threat of a world wide nuclear war also became less of a problem. The capability of the Soviet Union to

Start such a war was slim and therefore the U.S. had no reason to ready its nuclear weapons either. The collapse of the Soviet Union was a turning point in more ways than one. Whether it's the threat of nuclear war being diminished or the end of the Cold War this time was a major turning point.

The Industrial Revolution was a major turning point in history and sparked ~~some~~ terrific changes throughout the world. The Industrial Revolution of the 1800's began with the invention of the steam engine. The steam engine led to other industrial inventions which began the buildup of world industry. This buildup boosted the world economy and sent employment levels up. This time was a time of great prosperity and yielded many new ideas and inventions. The Industrial Revolution was also a major turning point because with its beginning trade throughout the world began to boom. Soon cultures mixed and relations between nations improved. A major effect of the Industrial Revolution was also a great growth of cities and urbanization. All of these effects played an important

role in the Industrial Revolution becoming a major turning point in World History. The Industrial Revolution led to a better way of life for many and significantly changed history.

Throughout history there have been many changes and events which have led to turning points in history. Whether it may be the collapse of the Soviet Union which shook the world and made people feel more relaxed. Or the Industrial Revolution which sparked a major trade boom and rapid urbanization. Whichever time period you look at you will find an event which was a turning point and some how ~~effe~~ affects our lives today.

The history of our world and its people have gone through turning points politically, economically and socially. Two events that have ~~changed~~ changed the course of history include the fall of the Berlin wall and the Renaissance.

The Renaissance was a drastic change because it came out of the dark ages. During this time period the people of Europe started to think on their own which expanded many ways of living. The people were free thinkers and went of on their own instead of listening to people higher than them in their class. The ideas came out with the scientific method which grew into a revolution. Many artist became greatly admired during this time especially because of the great sculptures and cathedrals. Two famous artist were Leonardo Divinci and Michealangelo. The cathedrals grew larger and brighter and pillars grew out from the Greek civilization. This change the world socially because people became more interdependent and ideas were boosting to help the world grow economically and politically.

Following World War two came the

Thematic Essay— Practice Paper – B

Cold war which change the world. The United States and ~~Russia~~ Soviet Union were ruled by politacly different and because of it tensions grew. Soviet Union would take sides with any communist which the US was greatly against it. The Cold War politcally change the world because of wars like Vietnam and Korean war, which had the countries split in two ~~parts~~ because of the government which was splitting the countries in two

Thematic Essay— Practice Paper – C

In the course of history there have been numerous events that have ~~permanently~~ changed history for nations and people. These turning points have a great impact. Two important turning points are the Neolithic Revolution and the Industrial Revolution. By key events and causes these two turning points have ~~permanently~~ changed the course of history for nations and peoples.

The first turning point is the Neolithic Revolution. The causes for this revolution are domesticating animals and farming. Nomadic people learned over the years to ~~plant~~ ^{scatter} seeds in fields before they left the area. When the people returned to this area they would have some food. This grew into devoting one's time into one field to get the best possible yield of ~~the~~ crops. The nomads also began to domesticate animals. Animals such as horses were used ~~to~~ to help carry things. ~~By~~ Also, other people would herd sheep or cattle for food too. By the people staying in one place, it led to small villages. The villages grew over the years and has impacted the creation of towns, cities, and countries.

The second turning point is the Industrial Revolution. The causes include inventions and factories. The inventions such as the spinning jenny, and the steam engine, helped to increase productivity. More products being made meant lower demand which made prices lower. People began to buy more

things. To increase productivity even more, entrepreneurs (businessmen) began to open up factories and companies. This made a more central economy; everything was done at one spot. People began to move into the cities to fill the demand of factory jobs. The impact that this revolution had was that it changed the economy, the environment, and the social structure. It changed the economy since now all of the work for the product was done in one place: central planning. No longer did the entrepreneur go from one place to another but placed everything in one place. The environment became much more polluted. The smoke from the factories, the pollutants in the rivers, and the unsanitary homes of the workers all happened because of the Industrial revolution. The social structure became much ~~more~~ ^{less} rigid. The factory workers were very young when they started and usually worked in such harsh conditions that they died young. Many did not have much to look forward to since they did not make much money anyways; just enough to barely survive. This also created a new class, entrepreneurs. They were the middle class. They were the ones who ran or helped to run the businesses. This revolution had many impacts.

These two turning points have affected not only life during that time period but even in today's times too. These events will probably impact the future too. These turning points have had a great impact on the human race.

Political, economic, and social conditions have often led to turning points that have ~~changed~~ changed the course of history for nations and peoples. In this essay I will give two examples of this and explain them in detail.

One thing that was brought up by Political, economical, and social conditions was what happened in Germany before the second world war. After WWI the winning nations "crushed" Germany by taking their armys, and resorses. ~~Also, Germany was forced to give up its colonies and to pay reparations.~~ All of these hardships on Germany made it more ~~very~~ suseptable to a riseing political party named the Natzzi party lead by Adolf Hitler. Hitler used the hardships to his advantage by blaming all of it on the Jewish people. The people of Germany bought the story and the natzis took over. This led to genoside of the Jewish people and eventually a second world war. This war has effected many difrent nations through the ages.

Another great turning point brought on by political, economical, and social conditions was the Communist party riseing to power in Russia. Before the Comunist party the USSR was ruled by a king who claimed to have divine rights (god put him on earth to be king). He had large palaces and great riches.

Thematic Essay— Practice Paper - D

The rest of the USSR on the other hand was poverty stricken and starving. When WWI started the king sent many people, money, and food to the war. This made the country of Russia even more poverty stricken. This also meant many people were dying because the USSR didn't have enough money for great artillery, and soldiers were being sent to the front line with almost nothing. This angered the people very much. So they set up a rebellion to overthrow the king. They wound up killing him and anyone related to him. After this a temporary government was set up until they could decide on a permanent one. When Communist leaders came in and explained to the poverty stricken people of Russia that their government would have equality for all people as far as money is considered they became more than welcome. The Communist party has since had a major effect on the world ~~thru~~ thru wars like the Korean war, and being a threat like the Cold war.

As you can see, the political, social, and economical conditions can effect a country or the world in a large way by creating a major turning point in the world.

Thematic Essay— Practice Paper - E

Throughout history there have been political, economic, and social conditions that have led to major turning points which changed the face of history. In Russia, one of these turning points occurred; it was the Lenin's rise to power and introduction to communism. This revolution greatly affected the rest of the 20th century. Another turning point was what occurred in 1492; the discovery of the Western Hemisphere by Christopher Columbus.

In chronological order, the discovery of the Western Hemisphere in 1492 was caused by several factors. The greatest of these causes ~~are~~ was the need to find a different trade route to the West Indies. The reason for this task was ^{for} ~~economic~~ ^{reasons} in that many Europeans wanted to eliminate the extra taxes of ~~shipping~~ ^{transporting} the goods from the Red Sea onto the land and then back into the water in the Mediterranean Sea. Another reason for this discovery was for personal profit. Many explorers ^{and merchants} were paid very well for discovering and utilizing the goods of Southeast Asia. ~~No~~ Whatever the reason Columbus travelled ~~west~~ ^{west} instead of ~~east~~ ^{east} and ~~around Africa~~ and thus discovered the Americas.

This discovery affected many people and nations. ^{Many} ~~All~~ of the inhabitants of the Americas were forced out of their homes, killed ~~or~~, or died because of the new diseases from Europe, with the waves of Western settlers. ~~This~~ This discovery ~~was an~~ opened up a whole new land mass for explorers and settlers to carve up and claim. Europe was introduced to many new foods and products. But because of the discovery countries went to war over land claims in the Americas.

The other major turning event in the world was the Bolshevik Revolution of 1917 in Russia. This ~~was~~ event also had many ~~causes~~ causes.

Thematic Essay— Practice Paper – E

One of which was the involvement of Russia in WWI. The whole country was against it, including the army who was often sent into battle unarmed. Another factor was the poor economic state the country was in. ~~They~~ The whole country was lacking in industry and other technological advancements needed for agriculture and global competition. Because of its ~~backward~~ backwardness many citizens were low in food and money. When these two factors combined the only thing needed for a revolution was a leader and that is where Lenin came in.

The revolution turned the country into the communist U.S.S.R, this greatly affected rest of the 20th century. The U.S.S.R. and U.S. entered into a Cold War which produced large amounts of very destructive weapons that now prove to be a threat to world safety. But because of the Cold War, the U.S.S.R. spent little money to improve its infrastructure except the military. This caused a rise in poverty and crime. Two problems Russia still faces. The revolution also introduced a form of communism as an actual form of government. This caused other countries to go Communist like China and Cuba.

In conclusion, both the Bolshevik Revolution of 1917 and the discovery of the Americas in 1492 were both profound events. Each had their economical, political, and social causes, and both affected the world and the direction it was following. Without these events the world would not be the same as it is now.

Practice Paper A—Score Level 3

The response:

- Shows a satisfactory understanding of how the turning points of the end of the Cold War and the Industrial Revolution changed global history
- Addresses all aspects of the task in a limited way, not distinguishing between the causes and key events of the turning points and lacking sufficient information to support general statements
- Shows an ability to analyze or evaluate turning points, but not in any depth (Cold War is a turning point because the U.S. and the USSR became friendly; threat of worldwide nuclear war ended)
- Includes some facts, examples, and details (reduction of nuclear weapons; invention of the steam engine; urbanization)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 3. Key events leading to both turning points are barely mentioned. The strength of the essay lies in the conclusions that are drawn about the turning points such as relating of the collapse of the Soviet Union to the end of the Cold War and then using of the end of the Cold War as a turning point.

Practice Paper B—Score Level 2

The response:

- Shows a limited understanding of how the turning points of the Renaissance and the Cold War changed global history
- Attempts to address the task but fails to do so, mentioning few facts to discuss the causes of the two turning points and no key events that led to the Renaissance
- Develops a weak evaluation of the two turning points, simply listing events of the Renaissance and mentioning information without analysis
- Includes few facts, examples, and details (Leonardo da Vinci; Michelangelo; Korean War; Vietnam War)
- Is a satisfactorily organized essay, but lacks focus by not clearly identifying which aspect of the task is being discussed and digressing from the theme
- Restates the theme in the introduction and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. Although the discussion of the Renaissance includes facts and details, these facts and details are not related to the task. The response does not describe how the Renaissance changed history and only implies that the Cold War changed history because of the division of Korea and Vietnam.

Practice Paper C—Score Level 4

The response:

- Shows a good understanding of how the turning points of the Neolithic Revolution and the Industrial Revolution have changed global history
- Addresses all aspects of the task for the two turning points, but the analysis of the two turning points is uneven
- Shows an ability to analyze and evaluate how each of the two turning points changed the course of history for nations and peoples (lower demand led to lower prices during the Industrial Revolution; urbanization led to pollution; the role of entrepreneurs in the development of factories)
- Includes relevant facts, examples, and details (domestication of animals; spinning jenny; steam engine; entrepreneurs) but does not support all aspects of the theme of turning points evenly
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of turning points by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. The discussion of the Neolithic Revolution is somewhat weaker than the treatment of the Industrial Revolution. While lacking some specific facts and details, the sophisticated analysis strengthens the response.

Practice Paper D—Score Level 3

The response:

- Shows a satisfactory understanding of how the turning points of post–World War I Germany and the Communist Revolution in Russia changed global history
- Addresses most aspects of the task, discussing the causes and effects of both turning points and giving the key events for the Communist Revolution in Russia, but fails to address the key events of post–World War I Germany
- Shows an ability to analyze or evaluate turning points, but not in any depth (relationship of the lack of food and supplies in World War I to the acceptance by the Russian people of communism as a solution to their problems)
- Includes some facts, examples, and details (setting up of a temporary government in the Soviet Union; Hitler blaming the Jews)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme of turning points by repeating the task

Conclusion: Overall, the response best fits the criteria for Level 3. Although the discussion of the rise of communism in Russia is excellent (despite the use of king instead of czar), the discussion of post–World War I in Germany is weak. The response does not adequately explain why post–World War I Germany is a turning point, centering instead on the rise of Hitler.

Practice Paper E—Score Level 5

The response:

- Shows a thorough understanding of how the turning points of the year 1492 and the Bolshevik Revolution have changed global history
- Thoroughly addresses all aspects of the task evenly and in depth
- Shows an ability to analyze and evaluate how the two turning points changed the course of history for nations and peoples (need to find all water trade routes because of the cost; relation of World War I to the Cold War; the Cold War and concentration on the military led to the weak infrastructure of the USSR)
- Richly supports the theme of turning points with relevant facts, examples, and details (transporting of goods from Asia through the Red Sea and the Mediterranean Sea; introduction to Europe of new foods and products from the Americas; lack of technological advancements in the USSR; production of large amounts of destructive weapons by the USSR because of the Cold War)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of turning points that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 5. The strength of the response lies in the sophisticated conclusions and comparisons that are made. Although the response is weaker in the specific facts and details than some level 5 papers, the analysis strengthens the response. The explanations of how the turning points changed history are particularly strong.

Global History and Geography
Part A Specific Rubric
Document-Based Question—August 2001

Document 1

Seven Feminine Virtues

As a woman, she should always be modest and respectful, should keep herself constantly in the background, whatever she does, should never speak of her own goodness or flinch [back away] from the performance of her assigned duties . . . and finally, should be able to endure all the humiliations and insults, from wherever they come. This is . . . the acknowledgement of her own inferiority -- her inability to live up to it should be her constant worry and fear.

—Ban Zhao, a scholar and teacher
during the Han Dynasty, B.C. 202–220 A.D.

1 “What were *two* rules women were expected to follow during the Han Dynasty?”

Score of 2 or 1:

- Award one credit (up to a maximum of two credits) for each correctly stated rule that women were expected to follow during the Han Dynasty
Examples: be modest; be respectful; keep in background; never speak of own goodness; never flinch from performance of her duties; must endure all humiliations and insults; acknowledge inferiority

Score of 0:

- Incorrect response
Example: speak out loudly on concerns
- Vague response that does not answer the question
Example: traditional
- No response

Document 2

You ask me how Mexican women are educated . . . When very young, they occasionally attend the schools, where boys and girls learn to read in common, or any other accomplishment that the old women can teach them; but at twelve they are already considered too old to attend these [schools] It frequently happens that the least well-informed girls are the children of the cleverest men, who, keeping to the customs . . . are content if (their daughters) confess regularly, attend church constantly . . .

— Madame Calderon de la Barca,
wife of the Spanish Ambassador to Mexico, nineteenth century

2a “According to the document, what is the difference between the education of Mexican boys and of Mexican girls?”

Score of 1:

- States one specific difference between the education of Mexican boys and girls
Examples: girls’ education ends at 12 years old; girls don’t get as much education; boys get more education than girls

Score of 0:

- Incorrect response
Example: girls and boys are educated equally
- Vague response that does not answer the question
Example: they are different
- No response

2b “State *one* reason for this difference.”

Score of 1:

- States one reason for the difference between the education of Mexican boys and girls
Examples: girls are too old to go to school; girls need to attend church; customs are different for girls than boys

Score of 0:

- Incorrect response
Example: girls are brighter.
- Vague response
Example: they are two different sexes
- No response

Document 3

Women in the Labor Force, Great Britain, 1914–1918			
Number of Women Working	In July 1914	In July 1918	In July 1918, over (+) or under (-) Numbers in July 1914
On their own account or as employers	430,000	470,000	+40,000
In industry	2,178,600	2,970,000	+792,000
In domestic service	1,658,000	1,258,000	-400,000
In commerce, etc.	505,500	934,500	+429,000
In national and local government, including education	262,200	460,200	+198,000
In agriculture	190,000	228,000	+38,000
In employment of hotels, public houses, theaters, etc.	181,000	220,000	+39,000
In transport	18,200	117,200	+99,000
In other, including professional employment and as home workers	542,500	652,500	+110,000
Altogether in occupations	5,966,000	7,311,000	+1,345,000
Not in occupations but over 10	12,946,000	12,496,000	-450,000
Under 10	4,809,000	4,731,000	-78,000
Total females	23,721,000	24,538,000	+817,000

3a “According to the chart, in which occupation did the number of women in the labor force in Great Britain increase the most between 1914 and 1918?”

Score of 1:

- Identifies the occupation that increased the most—“industry”

Score of 0:

- Incorrect response
Example: transportation; altogether in occupations
- Vague response that does not answer the question
Example: working
- No response

3b “Identify *one* reason for this change.”

Score of 1:

- States one reason for the change in occupations
Example: World War I; families needed more money; women are needed to work; economy is expanding; men are at war

Score of 0:

- Incorrect response
Examples: World War II; women’s suffrage movement; industrial revolution; jobs were easy
- Vague response
Example: something happened
- No response

Document 4

Today's girl knows that there are no insurmountable obstacles [unreachable goals] to . . . her intelligence; that the question of whether her entire sex [gender] is intelligent will not be raised before she is permitted to engage in any intellectual activity; that in the eyes of the majority, her womanhood does not mark her with the stigma [label] of . . . inferiority, and that if she has talent she will be allowed to display it.

— Amanda LaBarca Hubertson, *A Donde Va la Mujer*, 1934

4 “According to the document, what has changed for Latin American women?”

Score of 1:

- States one specific change that has occurred for women in Latin America
Examples: conditions have gotten better; there has been general improvement; women face fewer obstacles; women are no longer inferior; women are allowed to show talent

Score of 0:

- Incorrect response
Examples: women are permitted to get engaged; women are now inferior
- Vague response that does not answer the question
Example: change
- No response

Document 5

Sierra Leone: One Woman's Day	
Time	Activity
Morning	
4:00 to 5:30	Fish in local pond
5:00 to 6:00	Carry water and firewood
6:00 to 8:00	Light fire, heat washing water, cook breakfast, clean dishes, sweep compound
8:00 to 11:00	Work in rice fields with baby on back and with four-year-old son
11:00 to 12:00	Collect berries, leaves, and bark; carry water
Afternoon	
12:00 to 2:00	Process and prepare food, cook lunch, wash dishes
2:00 to 3:00	Wash clothes, carry water, clean and smoke fish
3:00 to 5:00	Work in the gardens
5:00 to 6:00	Fish in local pond
Evening	
6:00 to 8:00	Process and prepare food, cook dinner
8:00 to 9:00	Clean dishes, clean children
9:00 to 11:00	Converse around fire while shelling seeds and making fish nets

5 “Based on the schedule, what *two* generalizations can be drawn about the role of women in rural Sierra Leone?”

Score of 2 or 1:

- Award one credit (up to a maximum of two credits) for each correctly stated generalization that can be drawn about the role of women in rural Sierra Leone
Examples: women work a lot; women have no free time; women work hard; women have many different jobs; women take care of home and fields; they get no help; women do most of the housework and child rearing in the family

Score of 0:

- Incorrect response
Examples: men are lazy; women work harder than men
- Vague response that does not answer the question
Example: women work
- No response

Document 6

In this excerpt, Thema Khumalo describes her role in supporting the revolution against the Rhodesian Government and the renaming of the state as Zimbabwe (1979–1980).

We women, also fought the war and I still feel proud of this . . . It was only after the war that we started to hear discussions about women . . . We women fought together and even now we do things together. Some men ran away and went to towns. They only came back after the war was over. . . . If our affairs were now to be decided on how each of us fought, I can tell you that all the homes would now belong to the women. . . . Some [men] sent parcels [packages] and money at weekends but still they never came home because they were afraid of being killed. The women stayed, whether it meant death or life, because we wanted our country.

6 “State *one* reason the women of Zimbabwe feel they should be appreciated by the new state.”

Score of 1:

- States one specific reason the women of Zimbabwe feel they should be appreciated
Examples: women fought (hard in the war); women risked their lives; men left (ran away); men are afraid of being killed; women were nationalistic; women were revolutionaries; women stayed whether it meant death or life

Score of 0:

- Incorrect response
Examples: men won the war; women were afraid
- Vague response that does not answer the question
Example: women want to be appreciated
- No response

Document 7

In this excerpt, Liu Tao responds to a letter asking for advice concerning conflict in a household between the wife and the mother-in-law in the *Zhong-guo Ginnian Bao*.

What was the main cause of this conflict? In the old society, the mother-in-law ruled the family. People believed that “the daughter-in-law is like a purchased horse.” But things are different now. The daughter-in-law has an independent income; she is literate and articulate [well spoken]. When there is conflict, the daughter-in-law is the main cause of it.

— *China Youth News*, 1980

7 “How has the role of the daughter-in-law in the family changed in China?”

Score of 1:

- States one specific way in which the role of the daughter-in-law has changed
Examples: the daughter-in-law is no longer submissive; now the daughter-in-law is the source of conflict; the daughter-in-law has an independent income; she has broken from old society (tradition); she has more rights; she is literate and articulate

Score of 0:

- Incorrect response
Examples: the daughter-in-law has no voice; her role is worse; the role of the daughter-in-law has not changed
- Vague response that does not answer the question
Example: it changed
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—August 2001

Key Information from Documents

Document	Description	Specific details
1	Chinese scholar describing virtuous women in the Han Dynasty in China, B.C. 202–220 A.D.	rules women were expected to follow that would show she believed she was inferior; keep women in inferior positions; insure women would feel inferior
2	a woman describing life for women in Mexico, 19th century	lack of education for women after age 12; girls only expected to go to church and confess regularly
3	chart showing women in labor force in Great Britain, 1914–18	more women are working in industry and other types of non-domestic service; fewer women are working in domestic service
4	a woman's comment about the status of Latin American women in 1934	Latin American women no longer have a stigma of inferiority; Latin American women are permitted to engage in any intellectual activity
5	chart showing one woman's day in Sierra Leone	women have many duties inside and outside the home, including cooking, cleaning, fishing, working the fields, gathering; women do most of the housework and child rearing in the family
6	a woman describes her role in the revolution against the Rhodesian government, 1979–1980	women played an active role in the war against the Rhodesian government
7	a 1980 <i>China Youth News</i> article about the household conflict between a wife and her mother-in-law	in the old society the mother-in-law ruled the family and the daughter-in-law is like a purchased horse; now the daughter-in-law has an independent income and is more literate and articulate; tensions between traditional and modern practices in the family still exist; tension is often caused by the daughter-in-law

- Notes:** 1. Since no year is given for document 5, the information from this document may be used to characterize “traditional” society in rural Sierra Leone *or* it may be used to characterize rural Sierra Leone in “more modern” times
2. At least *two* different societies have to be compared (similarities) and contrasted (differences).
3. The response will generally take one of two basic approaches to completing the task:
- (a) a general discussion of traditional versus modern (industrialized) societies incorporating references from specific societies
 - (b) a discussion of specific societies (China, Mexico, Sierra Leone), focusing on the changes between traditional and modern (industrialized) societies

Relevant Outside Information

(This list is not all-inclusive.)

General Idea	Specific Information
Women's role in traditional society	Confucianism; filial piety; dynastic cycle (China) machismo; role of the Catholic Church (Latin America) nature of hunter-gatherer societies (Sierra Leone)
Women's role in modern society (industrialized/Westernized society)	legal equality of the sexes under communism in China; economic need for women during wartime; raised consciousness about enhancing the status of women because of their wartime contributions
Social or political factors bringing about change	Western industrialization; World War I and World War II; Communist Revolution in China

Score of 5:

- Thoroughly addresses all aspects of the task by comparing and contrasting the role of women in different societies throughout history and then discussing the impact of social or political factors on the status of women in those societies
- Includes an accurate analysis and interpretation of at least **four** documents
- Incorporates accurate information from the documents in the body of the essay
- Incorporates specific and relevant outside information such as the role of belief/religion systems; economic conditions of the society; effects of tradition, wars, or industrialization on women's roles; Industrial Revolution
- Richly supports the theme of the roles and status of women in different societies with the use of many relevant facts, specific examples, and details; and the discussion is more analytical than descriptive, i.e., an analytical discussion of the role of women in China would use details such as those in the chart above to explain both the reasons for and the nature of the changing role of women in China
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the roles and status of women in different societies by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task, although the treatment may be uneven when comparing and contrasting the role of women in different societies throughout history or in discussing the impact of social or political factors on the status of women in those societies
- Includes an accurate analysis and interpretation of at least **four** documents
- Incorporates information from the documents in the body of the essay
- Incorporates some relevant outside information related to the theme of the roles and status of women in different societies
- Includes relevant facts, specific examples, and details, but the discussion may be more descriptive than analytical, i.e., a descriptive discussion of the changing role of women in China throughout history would use such details as those in the chart above without distinguishing between the reasons for and the nature of the changing role of women in China
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but the use of information may be less integrated than in a level 5 response
- Introduces the theme of the roles and status of women in different societies by establishing a framework that is beyond a simple restatement of the task or historical context and concludes with a summation of the theme

Score of 3:

- Addresses most aspects of the task, *or* addresses all aspects of the task in a limited way by comparing and contrasting the role of women in different societies throughout history but failing to discuss social or political factors that have changed the status of women in those societies, *or* makes general statements for each aspect of the task without supporting and explaining those general statements
- Uses or refers to some of the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the roles and status of women in different societies by repeating the task or historical context and concludes by simply repeating the theme

Score of 2:

- Attempts to address some aspects of the task by discussing only one aspect of the task, *or* addresses all aspects of the task a limited way, *or* uses only one specific society to compare and contrast
- Makes limited use of the documents; may only restate contents of the documents
- Presents little or no relevant outside information
- Includes few facts, examples, and details; may include information that contains some inaccuracies
- Is a poorly organized essay, lacking focus; may contain digressions or extraneous information
- May lack an introduction and/or a conclusion or these elements may not refer to the theme of the roles and status of women in different societies

Score of 1:

- Shows limited understanding of the task with vague, unclear references to the documents, making some attempt to discuss one of the aspects of the task
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, and examples
- Attempts to complete the task, but may demonstrate a major weakness in organization
- May lack an introduction and/or a conclusion or these elements may not refer to the theme of the roles and status of women in different societies

Score of 0: Fails to address the task, is illegible, or is a blank paper

The woman's role in society ~~has~~^{has} differed greatly from place to place and time to time. Many factors have influenced these roles, including social and political issues.

⑦ For instance, in traditional Chinese society, husbands bought their wives, and, as such, they were treated by the husband's family as purchased property. Many ~~one~~ cultures at this time period shared this view, and wives were treated as inferior, their parents having sold them to the husband to make up for the waste and disappointment having a daughter was in their society. Male children were highly prized in these cultures, but females were only considered useful for house work and child-rearing, as in the case of the culture of Sierra Leone, document 5.

But these views have changed over the course of time. Gradually the women of China gained more rights, receiving ~~good~~ quality education, getting jobs and incomes of their own, and are more articulate, due to women's rights movements and human rights philosophies on a global scale. Politically, China became communist, which also helped to elevate the women's status as equal. As in the case with more developed countries such as America at that time, women's rights movements and the development of China to the point where they

were interacting with other countries and sharing ideas also helped to elevate the status politically and socially of women.

- ④ More examples of the elevated status of women can be found in the case of Latin America. Traditionally, Latin American women were ~~was~~ inferior to the men, as in the example of the education of Mexican women, document 2. Women were undereducated and expected to stay at home other than to go to church. They received only enough education to the point where they could read, and by age twelve no longer attended school. As also in the case of Chinese culture, the parents played a role here, keeping their daughters uneducated, the female traditionally being ~~was~~ inferior to males.

- ④ But as time elapsed, the countries became more developed, and with the ~~intercultural~~ exchanging of ideas between cultures, women discovered that they could really do anything they wanted, in intellectual terms. Women began to be viewed as man's intellectual equal, and became more free to express themselves. Slowly the majority of Latin American men began to view them as equal and no longer inferior. World cultures were developing to the point where women were allowed to work as in the case of document 7, 1980's China, and document 3, WWI Great Britain.

③ Before WWI there was a limited amount of women in their workforce, only about a ~~fraction~~^{half} of working-age women were in fact employed. But when war dawned in 1914, many of Great Britain's men left the country to fight, leaving holes in the nation's work forces. Consequently, these holes had to be filled by women, since they were the available workable population left. Women took roles in industry chiefly, to keep up the production of goods and war goods. By the end of the war in July of 1918, over 800,000 women were working. This mirrors what happened in WWI also, and also the events that were going on in America with women's rights at the same time.

Women were also found to take the roles of men in the case of document 6, the revolution to gain Zimbabwe. The women formerly had been doing housework and such, but when war broke out many of the men left them to fend for themselves. This compares to the absence of men^{at home} in WWI and WWII in both England and America also. The women in this situation, however, stayed home and fought to preserve their lives and their homeland. After the war ended the women began to be viewed as equals in their society.

Women's roles were changed drastically throughout key points in history. Though influenced by many

Anchor Paper – Document–Based Essay—Level 5 – A

different social and political factors, the outcome is similar – increased rights and viewed by the men as more equal.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by comparing and contrasting the traditional and more modern roles of women in the societies of China, Mexico/Latin America, Sierra Leone, Great Britain, and Zimbabwe, and then describing both social and political factors that had an impact on the status of women in those societies while discussing the changing role of women
- Includes an accurate analysis and interpretation of documents 2, 3, 4, 5, 6, and 7
- Incorporates accurate information from the documents in the body of the essay
- Incorporates relevant outside information (communism in China; impact of both World War I and World War II on women)
- Richly supports the theme of the roles and status of women in different societies with the use of many relevant details (role of women in a traditional society; impact of globalization on the status of women in China; role of parents in China; change in female workforce in Great Britain during World War I) and includes many analytical comments (role of communism in elevating the status of women in China, comparison of women in the workforce during the Rhodesian Revolution to women during World War I and II)
- Is a satisfactorily developed essay, demonstrating a logical and clear plan of organization, discussing traditional roles of women, why the roles of women changed, and then the more modern roles
- Introduces the theme of the roles and status of women in different societies with a simple restatement of the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response fits most of the criteria for Level 5. The discussion of women in China and Latin America is more thorough than is the discussion of World War I and Zimbabwe. Although the introduction and conclusion are just satisfactory, the information and analysis in the response clearly meet the criteria for score level 5.

Throughout history, the roles of women has been altered. However, the extent of change is dependant upon the society, culture and circumstances involved. Women, as a generalization, have gained some rights and freedom from the original idea that women are inferior & subservient. This may be because of the importance of women to a labor force, a greater appreciation for their jobs. However, in some areas, the roles of women are still limited.

In many societies, up until the present time, women were viewed as inferior, and sometimes as property. During the Han Dynasty (see #1) women had to acknowledge their inferiority by enduring humiliation and insults. Moreover, in traditional Chinese society the daughter-in-law or wife of the family was treated "like a purchased horse." (#7) Due to Confucianism and filial piety, in Ancient China the mother-in-law of the family was to be respected more than the daughter-in-law. However, all women in China are considered inferior to men. Additionally, in 19th century Mexico, girls were denied an equal education to that of boys (#2).

With the emergence of modern times, women also gained many rights. In Great Britain during

World War I, women became an important vital aspect of the work force. (#3). Additionally other roles of the daughter-in-law in China changed during the early 20th century, when she "has an independent income" (#7). The government promotion of the equality of women in communist China changed the status of women. Women are being appreciated more as equals to men. Amanda LaBarca Hubertson relays how girls today in Latin America face no insurmountable obstacles and she is now allowed to freely engage in intellectual activities (#4).

In Zimbabwe, women gained appreciation by fighting in the revolution although many men did not (#6). This revealed women's capacity to have equal roles as men and play just as an important role in society. Wars have often been a major factor in changing the roles of women, especially World War II.

However, in many nations women still face limited rights and the traditional, inferior role. One woman's life in Sierra Leone reveals (#5) a traditional lifestyle, where the women still are responsible for cleaning, cooking, looking after the children and maintaining the home.

The differences in the roles of these women can be justified in the history which accompanied their gain of rights.

In Great Britain (#3), women gained rights as a result of their necessity to British industry and the work force. However, this occurred during WWI, when there was a shortage of male labor (they were enrolled in the army) so women acquired their jobs and in many cases kept those jobs after the men returned.

In Zimbabwe (#6) women gained rights when they fought with guerilla warfare in the revolution against the white minority government of Rhodesia. ^{Therefore, after rights are gained by} women and their roles in society is altered when an opportunity arises for them to gain, significant economically or politically such as during war time. Socially, with the rise of liberalism in the nineteenth century, many people around the world began to advocate equality among varying races and males and females.

During most of history, women were regarded as inferior, however, in recent times this assumption has altered. With women's rights emerging as an issue and males AND females striving for equality.

(for example John Stuart Mill, Susan B Anthony, Eloria Stenham... etc.) Women have become more appreciated and equal in many societies. However, women's role in society still remains inferior in many traditional and less liberal societies.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by comparing and contrasting traditional and more modern roles of women in the societies of China, Mexico, Great Britain, and Zimbabwe, and then discussing political and social factors that have impacted the status of women in these societies
- Includes an accurate analysis and interpretation of all the documents
- Incorporates accurate information from the documents in the body of the essay
- Incorporates relevant outside information (Confucianism; filial piety; Communist government's promotion of equal rights for women in China)
- Richly supports the theme of the roles and status of women in different societies with the use of many relevant facts and details (the revolution resulting in the creation of Zimbabwe; references to John Stuart Mill and Susan B. Anthony), and includes many analytical comments (rise of liberalism in the 19th century causing a change in the status of women; roles of women change to meet economic needs)
- Is a satisfactorily developed essay, demonstrating a plan of organization, although at times the discussion of one society is not completed before the introduction the next society
- Introduces the theme of the roles and status of women in different societies by establishing a framework that is well beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 5. All aspects of the task are thoroughly addressed with details. The conclusions are excellent, particularly when addressing the political and social factors that changed the status of women and explaining why some women in certain societies are still considered inferior. The introduction and conclusion are very analytical and enhance the overall quality of the response. The content strengths of the response outweigh the weaknesses in organization.

The role of women has differed immensely amongst different cultures and societies throughout all of history. At all given times throughout global history women are treated differently depending on the time period or the society in which they live.

Roles of women have differed greatly from each other as far back as ancient Greece times. Athenian women were house wives, never participated in war or military activity, and women of Athen society stayed home, cared for her house, took care of her children and many of the time also educated her children. The role women played in Athen's culture contrasted largely in comparison to Spartan society. Women of Spartan society didn't just stay home, cook and educate the children. ~~Sp~~ Women of Sparta were able to participate in military drills, work outside the home and some even participated in war.

Views toward women varied throughout

All societies. Education and working were ~~also~~ always views many had opinions about. In ancient cultures many women were expected to stay home and care for their children. Many of these women were uneducated and if they had been educated it wasn't for very long. For example in Mexican ancient society girls and boys were educated at a young age but the time a girl was twelve years old she was already considered too old to stay in school. In China this view was ~~different~~ ^{similar} from Mexico's. China felt women were inferior to men and had achievements they thought Chinese women should live up to, some in which are women should always be modest and respectful, should always be kept in the background, should never speak of her own goodness and never flinch from performing her assigned duties. As always throughout history times do change. In Mexican and Chinese societies ~~these~~ views and ideas concepts of how women should act,

work and learn were somewhat drastic. ~~but were~~ Although Mexican and Chinese ancient societies were not the only ones with these views. Women of Great Britain have all begun to work ^{since World War one} and the numbers of them working have only increased. Women play roles in areas such as industry, domestic service, government (national and local), commerce, education. ~~Often times the role of women changes in war time. And professional etc.~~ Women of Latin America have been taught that there are no insurmountable obstacles, they are permitted to engage in any intellectual activity and when they possess talent they are allowed to display it.

Throughout global history women have play a major role in society economically, socially and politically and although at times views of women were drastic and disbanded many from the economic, social and political world times have changed and women have made their

Anchor Paper – Document–Based Essay—Level 4 – A

way up. Women reached the top all over the world not just in one particular area and now many most areas women are an ~~asset~~ asset to society and have been for a long time due to changes and overcoming of obstacles.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by comparing and contrasting the role of women in the societies of ancient Athens and Sparta, China, Mexico, and Great Britain with some discussion of the impact of social and political factors on changing the status of women in these societies
- Includes an accurate analysis and interpretation of documents 1, 2, 3, and 4
- Incorporates accurate information from the documents in the body of the essay (girls are educated until age 12 in Mexico; in China, girls should be modest and respectful and keep in the background; working women in Great Britain)
- Incorporates relevant outside information (extensive discussion of women's roles in ancient Athens and Sparta; relates 1914–1918 to the time period of World War I)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical, tending to summarize information from the documents
- Is a well-developed essay, demonstrating a logical and clear plan of organization (discusses roles of women in traditional societies, then compares their roles, and then, to a lesser extent, discusses the changes in their roles in modern societies)
- Introduces the theme of the roles and status of women in different societies by establishing a framework that is beyond a simple restatement of the historical context and concludes with more than a simple summation of the theme

Conclusion: Overall, the essay best fits the criteria for Level 4. Although the response is general at times in terms of use of information from the documents, the discussion of the role of women in ancient Athens and Sparta enhances the overall content quality of this response. However, for other societies, the social and political factors are not described in detail.

All through history, women have had different roles in different cultures. Many times political or social factors play upon the statuses of women in these ~~same~~ cultures. A social factor that decreased the statuses of women is a male-dominated society. And a political factor that helped increase it ~~was~~^{is} war. The gain of ^{intelligence} independence of women from men also increased their status (Doc. 1)

The "Seven Feminine Virtues" of the Han Dynasty is a classical example of how women were expected to behave under a male dominated society. The ~~idea~~^{Confucianism} ~~where~~ basis for this document is ~~that~~ women should do what they are told and stay quiet about it. They should remain inferior to that of their husbands. A similar theme is set in Mexico, where Mexican boys are expected to receive an education yet the girls are only expected to "confess regularly, and attend church constantly." (Doc. 2) Housework is also another ~~the~~ responsibility of the women. A day in the life of a woman from Sierra Leone ^(Doc. 5) is ~~not~~ constant manual labor and child care. Women in ^{all} these societies are expected "to be seen and not heard," bear children, and take care of housework. The statuses of these women is shown to be ~~that~~ lower than that of the men in these cultures.

In contrast to these cultures, many other societies have increased their statuses of women.

A political factor that helped to boost the standards for women was war. During ~~the war~~^{World War I} 1914-1918 women entering in the work force increased because the men were out to fight the war. (Doc. 3) Be allowed to work raised the standards for women and gave them more independence. The status of women increased dramatically in Zimbabwe when the men fled and the women stayed to fight the war. (Doc. 6.) This ~~differs~~ is a drastic difference from other ~~the~~ cultures where the men are expected to fight and the women flee. The increase of intelligence and independence were other social factors that contributed to women gaining status. A news article from China (Doc. 7) shows how young women are gaining independent income and are "literate and articulate." This contrasts to the Mexicans who believe women should not be educated. Just as Chinese women have begun to gain more knowledge Latin American women do the same. (Doc. 4) Amanda LaBarca Robertson believes that women should no longer be ~~labeled~~ ~~to~~ wear the "Label of inferiority." The status of women fluctuates with the culture. In some cultures women have hardly any rights and in others

Anchor Paper – Document-Based Essay—Level 4 – B

they begin to take on the responsibilities of the men. Besides culture, political and social factors like war, ^{and} customs, also play an important role in the status of women.

Anchor Level 4-B

The response:

- Addresses all aspects of the task by comparing and contrasting the role of women in the societies of China, Mexico/Latin America, Sierra Leone, Great Britain, and Zimbabwe and weaving into that discussion the social and political factors contributing to the changes in the role and status of women in those societies
- Includes an accurate interpretation of all the documents, but only some analysis
- Incorporates accurate information from the documents in the body of the essay
- Incorporates some relevant outside information (Confucianism, impact of World War I on the female workforce)
- Includes relevant facts, examples, and details with some analytical comments (wars contributed to the improved status of women)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, blending the social and political factors leading to the change in the status of women in with the discussion of the changing role of women
- Introduces the theme of the roles and status of women in different societies by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. Although the amount of outside information and depth of analysis is limited, the response is particularly thorough in its comparison of the roles of women in various societies and in incorporating the social and political factors that changed the roles of women.

Through out history the roles of women have changed due to political and social changes and improvements.

For the women of Mexico time has changed their ranking in Mexican society. In a document written by Madame Calderon de la Barca a Spanish ambassador's wife in the 19th century women were inferior. The women of 19th century Mexico were to only go to school until they were 10, they also stayed in the background. With no education the women of the time were only left to attending church, they had no active role in the government and couldn't own property.

By 1934 women were able to partake in government activities intelligent conversation and could show off their talent. In a document written by Amanda La Barca Kubertson, a *Doce de la Mujer* it is said that a girl can surmount any obstacle and has gained many more freedoms she is no longer seen as a woman but as a person.

In Zimbabwe women's rights changed as Zimbabwe became a new state. In the document written by Thema Khumalo she described the women's role in supporting

The revolution against the Rhodesian government. The women remained in Zimbabwe in rural areas and fought to keep their homes and lands they had built. While the men escaped to ~~turne~~ to avoid combat. The women of the new state believed this was a valid reason for gaining political freedoms in the New State.

Reforms for women have also been made in China. During the time of the Han Dynasty women were far inferior to men. In document number 1 written by Ban Zhao, a Confucian scholar of the time. Women were expected to perform their duties without question or hesitation. They were expected to stay in the background and to always be modest and respectful.

In contrast to the time of the Han Dynasty in China, women of China today are very different. In Document number 1 written by the China Youth Weibo, in 1980. Laughter-in-Laws are now independent working women who can acquire an education and earn a living without anyone else.

Britain unlike China and Mexico granted women suffrage and more independence in the

early 1900s. In Document number 3 Great Britain's women enter the work force. In Document number 4, between July of 1914 and July of 1918 817,000 women entered the work force as these changes were ^{also} due to suffrage movements in Great Britain. a result of WWI

Even as such countries as Great Britain, Mexico and China have granted women independence the women of Sierra Leone have not become independent. In Document number 5 Sierra Leone: One woman's day it is shown that the women still perform daily domestic tasks that are very similar to what women did during the 17th and 18th century. The woman in this document wakes at 4:00 each day to begin to fish, collect wood, cook and work in the fields with her children.

Most of these documents have shown how women in many countries have gained independence over time - often times because of revolutions. Yet still in the 21st century there are women whose daily life reflects that of a woman in Sierra Leone who still lives as if she

Anchor Paper – Document–Based Essay—Level 4 – C

was in the 17th and 18th century. As time
moves forward we will see reforms made in
places like Sierra Leone so that women
across the world are granted freedom.

Anchor Level 4-C

The response:

- Addresses all aspects of the task by comparing and contrasting the roles of women in the societies of Mexico, China, Great Britain, and Zimbabwe, and then discussing the impact of social factors on changing the status of women in those societies
- Includes an accurate analysis and interpretation of all the documents
- Incorporates accurate information from the documents in the body of the essay
- Incorporates relevant outside information (World War I; women's suffrage movement in Great Britain; women could not hold property or take part in the government in Mexico)
- Includes relevant facts, examples, and details with some analytical comments (the involvement of women in the revolution leading to the creation of the new state of Zimbabwe helped them to gain political rights)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the roles and status of women in different societies with a simple restatement of the task but concludes with more than a summation of the theme by using information from the Sierra Leone document

Conclusion: Overall, the essay fits most of the criteria for Level 4. Although the response relies upon information summarized from the documents, the conclusions drawn from this information are well thought out. The use of document 5 in the conclusion makes this aspect of the essay especially strong.

Overtime the roles of women in society has changed due to social and political factors. A woman's role has varied depending on her location and the period of time.

During the Han Dynasty there were certain expectations to be ~~filled~~ ~~filled~~ filled by women in reference to their behavior and actions. In this ancient society, according to a ~~woman~~ scholar named Ban Zhao, there were seven feminine virtues. Socially women were supposed to be modest, respectful, and ~~not~~ ~~not~~ ~~not~~ not call attention to herself. A woman was not supposed to refuse to complete her assigned duties. Women were also expected to accept their inferiority allowing them to ~~be~~ be unequal in the eyes of the government. (Document 1) Women in Mexico received less education than men simply because men controlled their daughters. (Document 2)

Unlike women of the Han Dynasty and 19th Century Mexicans, British women were not entirely inferior to men. According to the graph called "Women in the Labor Force, Great Britain, 1914-18" women held jobs outside the home. ~~More~~ More women began to work during World War I because they had to replace the men fighting in the war. (Document 3) These women were still ~~inferior~~ inferior to

men because the majority were expected to stay at home with the children. ~~Women~~ ~~(Document 4)~~ in 1934 according to Hubertson females knew that there were no obstacles in reference to their intelligence. During this time women were permitted to engage in any intellectual activity. The seven feminine virtues are not followed by the women of this time. Women in 1934 could even display their abilities, something forbidden in the seven virtues where women are expected to blend into the background. (Document 4)

~~for women to~~ ~~improve and~~ ~~the~~ Women in Zimbabwe were allowed to go beyond intellectual equality to men and partake in fighting for their country. They felt that because many women sacrificed their lives they should be ~~appreciated~~ appreciated by the new state. (Document 6)

Chinese women in 1980 were independent, articulate, and literate. (Document 7)

Overall the role of women has improved greatly overtime. As seen ~~at~~ during the Han Dynasty women ~~were~~ began as being inferior to men having to fulfill certain expectations. Women's inferiority continued ^{during} the 19th century in Mexico where women were not as well educated as men. Women's role developed as time progressed and in Britain women ~~replaced~~ replaced men at their jobs in 1914. In 1934 women ~~are~~ did not doubt their intelligence. A woman's role in

Anchor Paper – Document–Based Essay—Level 3 – A

society grew even more from 1979-80 in Zimbabwe where they could fight in war. Chinese women also were treated better in 1980. Social and political factors allowed women's role in society to grow over time.

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

- Addresses all aspects of the task in a limited way by discussing the societies of China, Mexico, Great Britain, and Zimbabwe, and then stating the social and political factors involved
- Includes an analysis and interpretation of documents 1, 2, 3, 4, 6, and 7
- Incorporates information from the documents in the body of the essay
- Incorporates limited relevant outside information (women began to work in Great Britain during World War I)
- Includes some facts, examples, and details (women were expected to accept their inferiority in traditional China; women in Mexico received less education because men controlled their daughters), and includes some analytical comments (when women gained the right to vote, the view that they should stay home with their children became less popular)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the roles and status of women in different societies by repeating the historical context but concludes with more than a simple restatement of the theme

Conclusion: Overall, the essay fits most of the criteria for Level 3. All aspects of the task are addressed, but much of the response is weak in the use of specific information to explain the conclusions that are stated. Although the response relies heavily on the documents, the conclusion is strong because it summarizes how the role of women has progressed.

In every culture, every society, and every place around the world women had different places in society. In most cases the women were inferior but in another case the women had the same say as in society.

In the Han Dynasty (206 B.C. and 220 A.D.) women had to carefully follow rules. Two rules that a woman must follow were to follow the way and to linger around the house and not asked to do something. Another rule was to never speak good of yourself and to do it ever back down for an assigned duty. During the 19th century in Mexico girls were also inferior to boys who were not yet even men. Mexican boys and girls went to the same school but the girls could only stay until they were twelve years of age. In Sierra Leone, Africa a woman's day was one of hard work from dusk to late night. A woman had to cook, clean, wash, mend, and care for others in the rice fields also making fertilizer. All these tasks had to be done every day at the same time. Zimbabwe women in the years of 1979 to 1985 experienced discrimination. During the war the men's military ran away while the women stayed and filled in the gaps for the men even though the situation was one of life or

death they still stayed and was strong despite the rain who ran.

On the other hand in some society the women had a fairly good life. In the year of 1914 through 1918 the Women of Great Britain could work just as free women do today in the United States. They experienced an eras boom. The employment consisted of home workers, domestic service and even local government workers. In 1934 Latin American women did not have to worry about their gender because now they could reach the goals they wanted to without any man stepping in front. In 1980's in China the Mother-in-law had the say so in their society. Sometime the daughter-in-law would have the say so because the daughter-in-law had the education but the mother-in-law did not have it so the daughter-in-law can outsmart and talk to the mother-in-law in this Chinese culture.

In conclusion many places and time periods through the world had different ways of treating their women's society. In some areas the traditional gender roles still exist and in some areas the women are as equal as the men.

Anchor Level 3-B

The response:

- Addresses most aspects of the task by comparing and contrasting the role of women in the societies of China, Mexico, Great Britain, Sierra Leone, and Zimbabwe, but only briefly mentioning the social and political factors that had an impact on the status of women in these societies
- Includes an analysis and interpretation of all the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates no relevant outside information
- Includes some facts, examples, and details, but most of the information is summarized from the documents
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the roles and status of women in different societies by establishing a framework that is a simple restatement of the historical context and concludes with a short summation of the theme

Conclusion: Overall, the essay fits the criteria for Level 3. The response uses the documents in an organized manner, clearly separating the traditional documents from the modern, but barely mentions the social and political impact on the role of women.

Throughout history, different social and political factors have influenced the roles of women in different societies. As a result, ~~around~~ the roles of woman have varied in different times and places. In general, women have always been at some disadvantage until recent years.

Women being held inferior to men goes as far back as history. ~~It~~ ^{held as} It was a common knowledge that women were less important. For example, during the Han Dynasty in B.C. 202 - A.D. 220 women had rules they were expected to follow. They had to be modest, respectful, and never cocky. They were taught to acknowledge their inferiority to men. ~~Aside~~ Aside from the attitude that had to be maintained, some women had to be able to carry out non-stop chores from morning till night. ~~Make~~ ~~was~~ A woman's typical day in ~~the~~ Sierra Leone consisted of nothing but cooking, cleaning, fishing, gardening and collecting materials from 4:00 in the morning until ~~at~~ 11:00 at night. This woman lived for the sole purpose of keeping their husband's happy and caring for their children. They mostly received little or no education. This ~~was~~ ^{treatment was as} recent as 19th Century Mexico where female education ceased at the age of 12. Only the males were allowed to go further and chase their dreams. Even when women were allowed to get an education, they were still treated unfairly in the work place. Many people

just didn't want to hire women. Many women had to settle for cheap labor. In Great Britain, for example, in ~~1918~~ 1918 792,000 more women had industry jobs than four years prior in 1914.

However, things have gotten better for women in today's society. In many ways, they are equal to men such as voting rights and education. They are ~~now~~ no longer limited to the boring housewife lives they were forced to live for so long. According to a document in 1934, Amanda Hubertson states that Latin American women ~~no longer~~ have no more unreachable goals. They are ~~not~~ permitted to display their talents and take part in any intellectual activity. Also in Zimbabwe (1979-1980) a surge of pride in womanhood came about after a revolution. The women here stayed and fought for their country when some men ran away. They stuck together whether it meant life or death. Women all over the world gained respect generation after generation. In China, where a daughter-in-law was once thought of as a "purchased horse" was now an independent part of the household with her own income and opinions.

In today's society, everyday is a new high point for women. They have come so far and have yet to stop. In some parts of the world, women are looked at no different than

Anchor Paper – Document–Based Essay—Level 3 – C

~~From~~ men socially and politically but other areas still have a way to go. For example, in the U.S.A. women ~~are~~ now have active roles in our government. Some hold positions as mayors and governors. It is only a matter of time before we see the first female President of the United States.

Anchor Level 3-C

The response:

- Addresses most aspects of the task by comparing and contrasting women's role in the societies of China, Sierra Leone, Mexico/Latin America, Great Britain, and Zimbabwe, but only alludes to social factors (voting rights and education) having an impact on the changed status of women in these societies
- Includes information from all the documents, but much of the use of this information is descriptive and not analytical
- Incorporates some information from the documents in the body of the essay
- Incorporates limited relevant outside information (voting rights of women and their active role in government in the United States)
- Includes some facts, examples, and details (women had to be able to carry out nonstop chores in Sierra Leone; education of females ceased at the age of 12 in Mexico; the surge of pride in womanhood came after the revolution in Zimbabwe), but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces and concludes the theme of the role and status of women in societies by going beyond a simple restatement of the theme

Conclusion: Overall, the essay fits most of the criteria for Level 3. Although the response relies heavily on the documents, the comparison and contrast of the role of women in different societies is well developed. The response makes one good analytical comment (even when women were allowed to get an education, they were still treated unfairly in the workplace), but otherwise simply alludes to the social factors that had an impact on the change in status of women.

What role do women ~~play~~ of different societies and different time play throughout history?

~~They~~ Throughout history women have gone from good to bad to great. ~~From~~ when they just had to suite the needs of their husbands, bad when they were forced into labor work, and Great now when they have freedom and rights.

In Document 1 one line reads "women should never speak of their own goodness." This is when women had no social life due to not being aloud to express opinions. Had they had an idea for something they were instructed to step-back. This is a reason for not seeing to many women invent or figure out on solutions.

In Document 2 women most times didnt get an education past the age of 12 due to keeping custom b/c that is what their mothers did. While the boy were out learn women were studying the bible with their moms

In Document 3 it shows how much that women have had to work in 4 years of time. In 4 years the number jumped almost 1 million women. These working conditions were not good due to long hours and little pay.

In Document 4 things start to change in that women can go to school and learn

more and they can express opinions or ideas or talent with no hesitation and from here forward things only got better for women.

In Document 5 it goes back in time and it shows one of the busiest ~~days~~ Days we will ~~see~~ ever see. This is because they had to work and feed the husband and children with no pay. She had to go out and ~~catch~~ catch fish so her family wouldn't starve.

In Document 6 women rights were better than before in that they got to participate in the war and fight for their country and what they believe in.

In Document 7 the Chinese mother-in-law had always ruled over the family and the daughter-in-law but things were changing because daughter-in-laws had the chance to speak up and show their articulate and well named minds.

All of these cultures and societies are pretty much what has happened in the U.S. Some not as the same ~~and~~ ~~and~~ others were almost the same. The documents were examples of roles of women in these societies throughout history and they still play a role today. Women will have more rights as the years go on.

Anchor Level 2-A

The response:

- Attempts to address some aspects of the task by simply summarizing information from the documents to compare and contrast the role of women in different societies throughout history
- Makes limited use of all the documents
- Presents little relevant outside information (compares the change in status of women to the United States in the conclusion)
- Includes few facts, examples, and details, but no inaccuracies
- Is a poorly organized essay, lacking focus by using the documents in sequential order to structure the response
- Contains both an introduction and a conclusion that go a little beyond a simple restatement of the theme

Conclusion: Overall, the essay fits the criteria for Level 2. The summary of information from each document in sequential order is followed by a conclusion that makes some comparing and contrasting statements about the role of women in different societies.

Throughout history, social and political factors have influenced the roles of women in different societies. As a result the roles of women have obtained drastic changes. In different societies and cultures women have influenced greatly.

For Latin American women roles have changed very much. The most looked upon influence is on the education and ~~rights~~ human rights. Today's women as said in Document number Four. Today's Latin American women have no more obstacles to reach their goals. Latin American women now are permitted to engage in any intellectual activities. Their talent and their respect is given and well received.

Although, in many other different situations women do not have the same goals. Their respect and dignity are allowed to be displayed. Many things have occurred in order for women to have more roles in life today. As in Document number Five a day for a woman in the Sierra Leone is difficult. Generalizations drawn and hard work all day every day. On the other hand, in the labor force, in Great Britain work was more reliable.

Anchor Level 2-B

The response:

- Attempts to address some aspects of the task by making some statements that compare and contrast the roles of women in the societies of Latin America, Sierra Leone, and Great Britain but does not attempt to discuss either social or political factors that had an impact on the status of women in these societies
- Makes limited use of documents 3, 4, and 5
- Presents no relevant outside information
- Includes few facts, examples, and details, but no inaccuracies
- Is a satisfactorily developed essay, containing a general plan of organization
- Introduces the theme with a simple restatement of the historical context and lacks a conclusion

Conclusion: Overall, the essay fits most of the criteria for Level 2. Only one aspect of the task is addressed, and the information provided is very general.

Throughout history women were always considered the inferior gender. They were treated unfairly and did not have half as much rights as the superior gender, men. Eventually, as time passed, women gained rights and equality with men. However, in some countries, women are still treated unfairly.

During the Han Dynasty, BC 202-220 A.D., women had very little rights. The male gender ruled them. The women had to endure all insults and humiliations. They were to stay in the background and never speak of her own goodness. They had assigned duties which they could not back away from. The women had to acknowledge their inferiority and accept it.

However, in Latin America, things were different. Women were treated just as equal as men. Amanda La Barca Hubertson, states in *A Bonde Va la mulher* in 1934, that "Today's girl knows that there are no insurmountable obstacles to... her intelligence." In

Latin America, women were not inferior at all.

In Sierra Leone, women had harsh ^{work} conditions. "Sierra Leone: One Woman's Day" described one work day for a woman with children. Her work day consisted of 19 hours of nonstop work. From 4am to 11pm she worked and watched her children without a break. She spent most of the day gathering food and water when the rest of the she spent cleaning.

Today things are different. Women have more rights after fighting their way to this point but it was worth it. Now equality is with genders.

Anchor Level 2-C

The response:

- Attempts to address some aspects of the task by making some comparison and contrast of the roles of women in the societies of China, Latin America, and Sierra Leone, but does not attempt to discuss the impact of social or political factors on the status of women in these societies
- Makes limited use of documents 1, 4, and 5, simply restating the information in these documents
- Presents no relevant outside information
- Includes a few facts, examples, and details, but contains minor inaccuracies related to the way women were historically viewed in Latin America
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Contains an introduction that goes beyond a simple restatement of the theme and a somewhat weaker conclusion

Conclusion: Overall, the essay fits most of the criteria for Level 2. Only one aspect of the task is addressed in a limited way. Although the response contains both an introduction and a conclusion, the content is very weak.

Anchor Paper – Document–Based Essay—Level 1 – A

The role of women have change throughout time. In some societies women were treated a little better than in other countries. Some very strict and some not, during the 1900's is when women's role started to change.

In some countries women were treated worse than slaves or serfs. They couldn't really go to school and if they did it wouldn't be as long as men went. In document 2 there is perfect example of this.

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

- Shows limited understanding of the task by mentioning that the role of women started to change after 1900, making a vague reference to document 2
- Presents no relevant outside information
- Includes a few accurate details (women were treated worse than slaves or serfs; women couldn't go to school as long as men did)
- Demonstrates a major weakness in organization, listing information in two paragraphs
- Contains an introductory statement about the role of women, but fails to summarize the theme of the role and status of women in different societies

Conclusion: Overall, the essay fits the criteria for Level 1. The response shows a limited understanding of the task.

In different societies women is treated differently, a women should always respect herself what ever she goes, some women were well educated, some were poor educated of how they learned in school, in some things women are smarter then men, and in some things men are smarter then women each year women work for different things, paid more than others, when they were little they was treated by and now they are telling their daughters of how they were treated when they were little and always respect yourself don't let anyone tell ^{you} what to do, women were used as slaves every morning at 5:00am or 6:00am they would be that field picking cotton.

Anchor Level 1-B

The response:

- Shows limited understanding of the task by making a short summary of the role of women in general, making unclear references to documents 1 and 5
- Presents no relevant outside information
- Includes few accurate or relevant facts, details, and examples
- Demonstrates a major weakness in organization
- Makes some attempt to introduce the theme of the roles and status of women in different societies

Conclusion: Overall, the essay fits the criteria for Level 1. The one-paragraph response makes a disorganized attempt to discuss the role of women in general.

Throughout history social + political factors have influenced the roles of women in different societies. As a result, the roles of women have varied across time and different places such as China, Latin America Great Britain. Also, there were many social + political factors on the status of these women in those societies.

The role of women throughout history have varied throughout the different historical periods. In ^(Doc 1) China, during the Han dynasty women were expected to be inferior to men. Also there was to be no conflict w/ men whatsoever. However, in doc 7, the status of women has changed. In 1980 ~~it has~~ the document states that Chinese ~~women~~ daughter in laws have their own income + are now more educated. However, according to docum 5 + 2, the role of women in these areas have not changed all that much. They are still treated harshly + cruelly.

Both documents ~~state~~ ^{indicate} that girls do not get an equal education as the boys. ~~More~~ ^{More} importantly, women ~~are~~ are treated as slaves & animals. They are given all of the chorework to do in horrid conditions for extremely long periods of time.

There are many social or political impacts ~~in~~ in these countries. In document 3, women were put to work because all of the men were drafted into WWI. Women were forced into labor to create war products. This ultimately led to the ~~beginning of~~ ^{beginning of} ~~accept~~ ^{accept} of women into the working force. According to document 6, women feel like they should be appreciated more for fighting in the Revolution that created this new country of Zimbabwe. The women are so angry because the men did not fight in the war because they were scared. This produced many political problems throughout the new country because women felt they should be given higher political status.

Document-Based Essay— Practice Paper – A

The roles of women have ~~all~~ varied throughout the course of time because of the changing ethnic + moral ideas of the new times. Also, women have helped themselves create some of the change by standing up for themselves and becoming more educated. They did this because of increasing pol + social pressures. In most countries they have succeeded + have become of equal status of men.

Document-Based Essay— Practice Paper – B

Throughout history, social and political factors have influenced the roles of women in different societies. Many societies in history have limited the working, speaking, and educational rights of women. In some societies, women have a lot of freedom ~~or~~ while in other societies, women have no freedom at all. Fighting for or gaining rights has been a problem for women throughout history. As a result, the roles of women have varied across time and different places.

Many societies throughout history have given women few rights and have raised young girls to grow up to become proper, uneducated housewives. One of these societies was the Han Dynasty from BC 202 to 220 A.D. Society in the Han Dynasty had created a list of rules ~~to~~ for women^A to follow, called the "Seven Feminine Virtues." According to Document 1, "a woman" should keep ~~her~~ herself constantly in the background. This means that women were very inferior to men and they were to "be seen and not heard." Women were always to keep quiet and they "should never speak of her own goodness." (Document 1). The women in the Han Dynasty had to put up with harsh comments by the superior men and "endure all the humiliations and insults." (Document 1) The women were asked to do all these things and more without complaint or they would be punished.

Another society where women had few rights and were quite uneducated was in Mexico during the 1800's. Mexican girls and boys went to school together, but the girls got less education than the boys. The girls got out of school at age 12 because they were "already ~~to~~ considered too old to attend these (schools)." (Document 2). Mexican girls got so little education that "the least well-informed girls are the children of the cleverest men." (Document 2).

Document-Based Essay— Practice Paper – B

Not much was expected from these girls education-wise. It was enough for these young Mexican women if they just "confess regularly, attend church constantly" (Document 2), etc.

Another good example of a society in which women were inferior to men and worked as house wives was in Sierra Leone. Women were expected to maintain their families and work hard to support them each and every day. Women's only jobs in Sierra Leone was to support the family and act as house wives. According to Document 5, women in Sierra Leone worked from 4:00 a.m. to 11:00 p.m. They did long, repetitive work and chores everyday. This social expectation had left women in Sierra Leone to work as full-time house wives.

Though some societies left women with few rights, other societies have left women with fair and equal rights. These societies have left women with important roles and rights almost as equal or equal to the rights of men. One of these societies was in Great Britain from 1914 to 1918. World War I was going on in Britain from 1914 to 1918. So the men were off to war. Women got to take over the jobs that men had to leave, which earned them working rights. Women began to work outside of the home and according to Document 3, there was the greatest increase of women workers in the industry than anything else. There was also a dramatic decrease of women working domestic jobs, which opened women up to new and exciting jobs. Women in Great Britain had began their movement in earning more rights and more important roles in society with the break of this world war.

Other societies have made the role of women more important than before. Latin America in 1934 gave women rights and freedoms. Women were

Document-Based Essay— Practice Paper - B

seen as equal and according to Document 4, being a woman "does not weigh
you with the stigma of inferiority." Women were also gaining rights in Zimbabwe
from 1978 to 1990. Women in Zimbabwe got to fight in the war and started
earning recognition. They fought with the men and in many instances,
they were more brave than the men. The women in Zimbabwe started
gaining better roles after fighting in war, similar to the way women in
the United States gained rights after fighting in World War II.

All of these different roles have had different impacts on the of
social or political factors on the status of women in those societies. The
way the society was in the Han Dynasty made it hard for women to
have important roles or as equal of rights as the men had.
According to document 1, women were inferior and this social outlook made
things hard on women. The political and social ideas that women should not
be too educated in Mexico left women uneducated and unemployed. They
also came as base wives and were inferior in society. In Siena
before, women were important in society but also seen as base wives.
These women lived in a patriarchal society where women had a lot of
work and important jobs to do.

Social and political factors in Great Britain in the 190's left women
with important jobs. The roles of women in the work force has increased
the social factors leading toward equal rights for women. In Latin America
in 1800, women had important social roles and were almost as equal as
the men. These factors helped women to voice their opinions and to not
be afraid of inferiority to men. In Zimbabwe from 1978 to 1990,
women got to fight in the war. This important social and political role

Document-Based Essay— Practice Paper – B

helped women to gain better status. Some societies have held important roles for women, ~~because~~ ^{improving} their status.

Different societies throughout history have held different roles for ~~the women~~ ~~(see below)~~. These roles have created an impact on the social or political factors that effect the status of women in these societies. The responsibilities of women ~~have~~ vary from place to place and from time to time. All of these roles have been changing, and helping out the status and roles of the women. Women have had either a very important role in society or no role at all. Despite the role ~~of women in society,~~ that women take on in society, they have all made an impact in political or social factors in some way.

#1 In this essay I will be writing on the extensive topic of the role of women in different societies through out history. And also to discuss the impact of social or political factors on the status of women in those societies.

#2 In history women have played an important and very crucial role in all societies through out the world. In the Han dynasty of ^{BC}202 - ^{AD}220 women were expected to be modest and respectful also she had to stay in the back ground. She had to endure humiliation and insults from wherever they came and acknowledge her own inferiority.

#3 This was also similar as in Mexican society ~~was~~ but not so strict. Mexican women were to be educated at an early age and stop attend school at the age of 12. She was also ~~at~~ expected to attend church regularly and confess as well.

#4 Yet in England the United Kingdom, Great Britain in ~~the~~ women were allowed to work, for their own income and a larger number did so. Working in a large number of jobs. Especially in industries.

#5 As you can see as we move from the Asian cultures and more to the African, Latin American and European countries the women have more freedom and rights.

In Latin America the women are more liberal, free and have rights. They are allowed to participate in any intellectual activity and are not questioned about their wisdom or intelligence because they are women and they are allowed to display any talents unlike the women of the Han dynasty 202^{BC} to 220^{AD} who were expected to stay behind scenes in the background so as times change so do women and their rights and freedoms to do certain things.

#6 In Sierra Leone and Zimbabwe in 1979 to 1980 the women are now much more evolved than the Han dynasty women of 202^{BC} to 220 AD. they are now the head of their households taking care of children, food, land and home while the men are away, these women of Africa are different to the Asian and Mexican women they have a little more freedom and rights and respect.

#7 And the most recent of all in 1980 the Asian China Youth news reported that the women have also evolved to a more modern day woman from the Asian Han dynasty of 202^{BC} to 220^{AD} who were expected to

Document-Based Essay— Practice Paper - C

be very behind the scenes, respectful, quiet and very tolerant. These new modern day Asian women of the 90-1980 are more independent in income and are more literate, educated and well out spoken. "My how they have changed for the better". They have more rights, freedoms and opportunities these women of the modern day.

#8 In conclusion I hope to have shown in this essay how the role of women in different societies through out history. And their impact of social and political factors on status of women in those societies. This essay shows us how women have went from simple house wives and care givers to head of house holds and extensively in evolved in entellectual and intelligence activities and speaking their minds as the women of Zimbabwe did when supporting the revolution against the Rhodesian government in 1979 to 1980. Women have come a long way in many cultures breaking the ~~typical~~ standard as Latin American women did and it is shown in many places in the world.

Document-Based Essay— Practice Paper - D

The role of women has changed a lot over the years. Also the role of a woman can change a lot from culture to culture. In this essay I will compare and contrast the role of women in different cultures throughout time.

In document 1 the role of a woman according to the Han Dynasty should be to keep to herself, speak only when spoken to and to do as she is told. That is the traditional role of a woman. Another culture that agrees with this idea is ~~the~~ early Mexico.

In document 2 it says that girls were schooled for a short amount of time. This was because the less a girl or woman knew the better wife she was or would be.

On the other hand some cultures were the complete opposite. In document 3 it says that in Great Britain in 1918 7,311,000 women worked outside of home. This is greatly different because women had jobs and didn't stay home. Also in document 4 the women

Document-Based Essay— Practice Paper – D

of Zimbabwe fought in the war to gain control of their country, while some men ran away. The women also voiced their opinion on naming the country.

So as you can see the role of women can greatly change from culture to culture and time to time.

Throughout history women have done a lot of work that men received credit for. In Africa the women fought to make Zimbabwe the country it is today while the men ran away. During wars women took over factories and increased the income. Even in ~~the~~ homes the women made sure every thing was done right.

In Africa during the African revolution against the Rhodesian government, women did all the fighting. They stayed in their towns even if it meant their own death. The men ran away and sometimes sent money for the women while they fought. After all the work the women did, they still received no credit for it.

Between 1940 and 1918, women were in the labor force. They were in the industry, commerce, agriculture, and government. During this time these areas gained money. The women have improved these areas greatly, but like every other society, received nothing for it.

Even further back, during the Han dynasty, women got no respect. They were given guidelines and rules that they

were forced to follow. They had to be respectful and do ~~was~~ what they were told. If a woman didn't do that, she was often beaten or sometimes killed. ~~This made~~ This gave women fear and so they had to take any humiliation ~~or~~ or insults that was given to them.

Although women have been treated badly in the past, they are getting more respect every day. Women now have groups to help them get support. They also receive credit when they do things. This does not happen in all countries, but it happens in most. The social impact women ~~had~~ had on our country was low, but now it is very high. ~~There~~ There are women governors now and not very long ago women were not even allowed to vote. ~~The~~ Women are needed to make this society work.

Practice Paper A—Score Level 3

The response:

- Addresses all aspects of the task in a limited way by comparing and contrasting the role of women in the societies of China, Mexico, Sierra Leone, Great Britain, and Zimbabwe, and then makes statements about political factors contributing to the changed status of women in Great Britain and Zimbabwe
- Uses information from documents 1, 2, 3, 5, 6, and 7
- Incorporates some information from the documents in the body of the essay
- Incorporates limited outside information (World War I)
- Includes some facts, examples, and details (Han Dynasty; women in the labor force in Great Britain during World War I; creation of the new country of Zimbabwe), but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, consistently demonstrating a general plan of organization
- Introduces the theme of the roles and status of women in different societies by simply repeating the theme but concludes with more than a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. All aspects of the task are addressed in a limited manner. Although some analytical statements are made in the response, they are not supported with facts and details, except in the discussion of women in Britain.

Practice Paper B—Score Level 4

The response:

- Addresses all aspects of the task by comparing and contrasting the roles of women in the societies of Mexico, China, Zimbabwe, Great Britain, and Sierra Leone and by providing some discussion of the social and political impact of the changed status of women in these societies
- Includes an accurate analysis and interpretation of all the documents
- Incorporates accurate information from the documents in the body of the essay
- Incorporates relevant outside information (compares women's rights in the United States to Zimbabwe; characterizes Zimbabwe as a patriarchal society; relates World War I to the chart on women in the workforce)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the roles and status of women in different societies by establishing a framework that is beyond a simple restatement of the historical context and concludes with more than a simple summation of the theme

Conclusion: Overall, the essay fits most of the criteria for Level 4. The response is strong in its statements that compare and contrast different societies. Although some analytical comments are made, the practice of quoting from the documents weakens this response.

Practice Paper C—Score Level 3

The response:

- Addresses most aspects of the task by comparing and contrasting the role of women in the societies of China, Mexico, England, Sierra Leone, Latin American, and Zimbabwe, but does not discuss the social or political factors that had an impact on the status of women in these societies
- Includes an interpretation of all the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates no relevant outside information
- Includes some facts, examples, and details (compares the role of Mexican women to the role of women in England), but the discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the roles and status of women in different societies by repeating the historical context and concludes by more than simply repeating the theme

Conclusion: Overall, the essay fits the criteria for Level 3. Only one aspect of the task is addressed and the response relies solely on information found in the documents.

Practice Paper D—Score Level 2

The response:

- Attempts to address some aspects of the task by making some comparison and contrasting statements on the role of women in the societies of China, Mexico, Great Britain, and Zimbabwe, but does not attempt to discuss the impact of social or political factors on the status of women in these societies
- Makes limited use of documents 1, 2, 3, and 6
- Presents no relevant outside information
- Includes few facts, examples, and details; but contains no inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Contains both an introduction and conclusion that are simple restatements of the theme

Conclusion: Overall, the essay best fits the criteria for Level 2. Only one aspect of the task is addressed in a limited way. Information from the documents is summarized with no analytical statements.

Practice Paper E—Score Level 2

The response:

- Attempts to address some aspects of the task by making some comparison and contrast statements on the role of women in the societies of Zimbabwe, Great Britain, and China but does not attempt to discuss the impact of social or political factors on the status of women in these societies
- Makes limited use of information from documents 1, 3, and 6
- Presents no relevant outside information
- Includes few accurate or relevant facts, details, and examples, but contains no inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Contains both an introduction and a conclusion that go beyond a simple restatement of the theme

Conclusion: Overall, the essay fits most of the criteria for Level 2. Only one aspect of the task is addressed in a limited way. Although the response does contain both a strong introduction and conclusion, the information from the documents is summarized without analysis.

Regents Examination in Global History and Geography — August 2001 Chart for Determining the Final Examination score (Use for August 2001 examination only.)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part III A score of 44 would receive a final examination score of 79.

Total Essay Score	Total Part I and Part III A Score										
	0	1	2	3	4	5	6	8	10	10	
0	0	7	13	19	24	30	34	39	43	47	51
1	2	9	15	21	26	31	36	40	44	48	52
2	5	11	17	23	28	33	37	42	46	49	53
3	7	13	19	24	30	34	39	43	47	51	54
4	9	15	21	26	31	36	40	44	48	52	55
5	11	17	23	28	33	37	42	46	49	53	56
6	13	19	24	30	34	39	43	47	51	54	57
7	15	21	26	31	36	40	44	48	52	55	58
8	17	23	28	33	37	42	46	49	53	56	59
9	19	24	30	34	39	43	47	51	54	57	60
10	21	26	31	36	40	44	48	52	55	58	61
11	23	28	33	37	42	46	49	53	56	59	62
12	24	30	34	39	43	47	51	54	57	60	63
13	26	31	36	40	44	48	52	55	58	61	64
14	28	33	37	42	46	49	53	56	59	62	65
15	30	34	39	43	47	51	54	57	60	63	66
16	31	36	40	44	48	52	55	58	61	64	67
17	33	37	42	46	49	53	56	59	62	65	68
18	34	39	43	47	51	54	57	60	63	66	68
19	36	40	44	48	52	55	58	61	64	67	69
20	37	42	46	49	53	56	59	62	65	68	70
21	39	43	47	51	54	57	60	63	66	68	71
22	40	44	48	52	55	58	61	64	67	69	72
23	42	46	49	53	56	59	62	65	68	70	72
24	43	47	51	54	57	60	63	66	68	71	73
25	44	48	52	55	58	61	64	67	69	72	74
26	46	49	53	56	59	62	65	68	70	72	75
27	47	51	54	57	60	63	66	68	71	73	75
28	48	52	55	58	61	64	67	69	72	74	76
29	49	53	56	59	62	65	68	70	72	75	77
30	51	54	57	60	63	66	68	71	73	75	77

Total Part I and Part III A Score	Total Essay Score										
	0	2	3	4	5	6	8	10	10	10	
31	52	55	58	61	64	67	69	72	74	76	78
32	53	56	59	62	65	68	70	72	75	77	79
33	54	57	60	63	66	68	71	73	75	77	80
34	55	58	61	64	67	69	72	74	76	78	80
35	56	59	62	65	68	70	72	75	77	79	81
36	57	60	63	66	68	71	73	75	77	80	82
37	58	61	64	67	69	72	74	76	78	80	82
38	59	62	65	68	70	72	75	77	79	81	83
39	60	63	66	68	71	73	75	77	80	82	84
40	61	64	67	69	72	74	76	78	80	82	84
41	62	65	68	70	72	75	77	79	81	83	85
42	63	66	68	71	73	75	77	80	82	84	86
43	64	67	69	72	74	76	78	80	82	84	86
44	65	68	70	72	75	77	79	81	83	85	87
45	66	68	71	73	75	77	79	81	83	85	87
46	67	69	72	74	76	78	80	82	84	86	88
47	68	70	72	75	77	79	81	83	85	87	89
48	68	71	73	75	77	80	82	84	86	88	90
49	69	72	74	76	78	80	82	84	86	88	91
50	70	72	75	77	79	81	83	85	87	89	91
51	71	73	75	77	80	82	84	86	88	90	92
52	72	74	76	78	80	82	84	86	88	91	93
53	72	75	77	79	81	83	85	87	89	91	94
54	73	75	77	80	82	84	86	88	90	92	94
55	74	76	78	80	82	84	86	88	91	93	95
56	75	77	79	81	83	85	87	89	91	94	96
57	75	77	80	82	84	86	88	90	92	94	97
58	76	78	80	82	84	86	88	91	93	95	97
59	77	79	81	83	85	87	89	91	94	96	98
60	77	80	82	84	86	88	90	92	94	97	99
61	78	80	82	84	86	88	91	93	95	97	100

Total Part I and Part III A Score (continued)