

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 28, 2004 — 9:15 a.m. to 12:15 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
January 28, 2004

Part I

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

Cut Here

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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.

Global History and Geography
Content-Specific Rubric
Thematic Essay—January 2004

Theme: Change [Individuals Who Have Changed History]

The beliefs and achievements of individuals have changed global history. These beliefs and achievements have had positive and negative effects on society.

Task: Identify *two* individuals who have changed global history and for *each*:

- Explain *one* belief or achievement of that individual
- Discuss the positive *and/or* negative effects of the individual's belief or achievement

You may use any individual from your study of global history *except* **Nicholas Copernicus, Sir Isaac Newton, and Norman Borlaug**.^{*} The individuals you identify must have had a major role in shaping global history and must *not be from the United States*. Some individuals that you might consider include Hammurabi, Confucius, Aristotle, Alexander the Great, Muhammad, Johannes Gutenberg, Queen Isabella, Leonardo da Vinci, John Locke, Catherine the Great, Simón Bolívar, or Nelson Mandela.

You are *not* limited to these suggestions.

^{*} See Scoring Note 1 on page 5.

Score of 5:

- Shows a thorough understanding of an individual's beliefs and/or achievements and their effects on global history
- Thoroughly addresses all aspects of the task evenly and in depth by identifying *two* individuals, explaining *one* belief or achievement of each individual, and discussing *at least two* positive and/or negative effects of *each* individual's belief or achievement in changing global history
- Shows an ability to analyze and evaluate issues and events related to how individuals have changed global history; is more analytical than descriptive, e.g., *Gutenberg*: although the printing press was used for a long time in China and Korea, during the 1450s he found out how to print with moveable metal type and used his printing press to produce books more cheaply, more accurately, and in greater numbers; he printed the first complete edition of the Bible which made it possible for more people to read the Bible themselves; this led to the rapid spreading of ideas of Martin Luther, unlike the ideas of Wycliffe and Huss, and led to the Reformation and eventual religious disunity of Europe; *Mandela*: he was a leader of the African National Congress who worked to protest the system of apartheid in South Africa with strikes, boycotts, and civil disobedience and eventually he was jailed until set free by South African President de Klerk who negotiated with Mandela to move South Africa from white rule to majority rule by agreeing to hold democratic national elections, making South Africa a multiracial democracy and ending apartheid; Mandela was elected President and worked to improve the lives of black South Africans
- Richly supports the theme with relevant facts, examples, and details, e.g., *Gutenberg*: printing press, moveable metal type, Gutenberg Bible, Martin Luther, Wycliffe, Huss, Reformation; *Mandela*: African National Congress (ANC), civil disobedience, de Klerk, apartheid, white rule, multiracial democracy, economic sanctions
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

Score of 4:

- Shows a good understanding of an individual’s beliefs and/or achievements and their effects on global history
- Addresses all aspects of the task, but may do so somewhat unevenly by discussing all aspects of the task for one individual more thoroughly than for the other individual *or* by discussing one aspect of the task more thoroughly than the other aspect of the task for two individuals
- Shows an ability to analyze and evaluate issues and events relating to how individuals have changed global history; may be more descriptive than analytical, e.g., *Gutenberg*: developed printing press about 1450, which allowed printing of books in large quantities; increased circulation of books by European writers; research and desire to gain knowledge encouraged; helped make Renaissance and Reformation possible because ideas spread more rapidly; more people learned to read, not just monks and scholars; *Mandela*: leader of African National Congress who worked to end apartheid in South Africa even after he was jailed; set free by de Klerk; the two worked together to make South Africa a multi-racial democracy and end economic sanctions
- Includes relevant facts, examples, and details
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the theme

Score of 3:

- Shows a satisfactory understanding of an individual’s beliefs and/or achievements and their effects on global history
- Addresses all aspects of the task in a limited way *or* addresses most aspects of the task fully
- Shows some ability to analyze or evaluate issues or events relating to how individuals have changed global history, but not in any depth; may be more descriptive than analytical
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and conclusion that may be a simple restatement of the theme

Some Examples of Addressing the Task at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 2.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

Number of Individuals Identified	Explains belief or achievement	Discusses <i>at least two</i> positive and/or negative effects
1	Yes, for 1 individual, using Level 5 criteria	Yes, for 1 individual, using Level 5 criteria
2	Yes, for 2 individuals	Yes, for only 1 individual
2	Yes, for 1 individual	Yes, for 2 individuals
2	Yes, for 2 individuals	Only one effect for each individual

Score of 2:

- Shows a limited understanding of an individual’s beliefs and/or achievements and their effects on global history
- Addresses some aspects of the task
- May develop a faulty or weak analysis or evaluation of issues and events relating to how individuals have changed global history
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Some Examples of Addressing the Task at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 2. A response meeting the criteria below does not, by itself, make it a Level 2 response.

Number of Individuals Identified	Explains belief or achievement	Discusses <i>at least two</i> positive and/or negative effects
1	Yes, for 1 individual	Yes, for 1 individual
2	Yes, for 2 individuals	Only <i>one</i> effect for 1 individual

Score of 1:

- Shows a very limited understanding of an individual’s beliefs and/or achievements and their effects on global history
- Minimally addresses some aspects of the task
- May lack an analysis or evaluation *or* may develop a faulty or weak analysis or evaluation of the issues and events relating to how individuals have changed global history
- Includes few or no relevant facts, examples, or details; may include inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

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

Scoring Notes:

1. Norman Borlaug, Nicholas Copernicus, and/or Isaac Newton may *not* be used in this thematic essay because much of the information to address the thematic task is contained in the DBQ documents.
2. Individuals must not be from the United States, but the effects of an individual’s belief or achievement on the United States may be discussed, e.g., Fidel Castro and the impact of the Cuban missile crisis on the United States.
3. *At least two* effects must be discussed for each individual. They can both be positive, or both be negative, or one can be positive and the other negative.
4. The positive and/or negative effects must be related to the belief or achievement that is explained.
5. The effects of the belief or achievement do not need to be specifically identified as positive or negative.
6. The discussion of the effects may be included in the explanation of the belief or achievement of the individual.

The beliefs and achievements of individuals have changed history. These beliefs and achievements have had both positive and negative effects on society. John Locke from the age of enlightenment and Muhammad, the prophet for Muslims are two examples.

John Locke was a European who began to question the governments of Europe. He was one of the leading thinkers during a time called enlightenment. In the enlightenment, thinkers began to question old forms of government, such as rule by Divine Right. This meant that a king's power came from God and that the people had no right to question the king's rule. Locke said that all people should be entitled to more freedoms. All people should be allowed life, liberty, and property. Locke called these natural rights and stated that governments should protect natural rights. If governments failed to do this, the people had the "right to revolution." His beliefs along with other enlightenment ideas inspired many people to revolt against their governments. Included among these groups were the Americans, the French, and many Latin American countries seeking independence. Thomas Jefferson used many of Locke's ideas in writing the Declaration of Independence which stated the desire of the colonies to be free of British rule. Furthermore, the French were inspired by Locke's ideas. After they overthrew Louis XVI and his monarchy, they wrote the Declaration of the Rights of Man. This document contains many of his ideas. Finally, Simon Bolivar read many of the books written by enlightenment thinkers. These ideas encouraged him to lead the fight for independence from Spain. Locke's ideas sparked a wave of revolutions around the world.

changing global history from a period of monarchies to a period of more democracies.

Around 600 AD Muhammad, a merchant was told by the angel Gabriel to spread what Gabriel told him, from then on the Islam religion was created and spread through the world. Followers of this religion where Muhammad is the prophet believe in fasting during the holy month, praying five times a day and using the jihad, or holy war to spread their beliefs. The crusades as it is called from a christian point of view was an effort to free the Holy land from Muslim rule. The crusades had an unintended result. Although they failed to free the Holy land, great changes occurred in Europe.

Contact with the Middle East encouraged trade and cultural diffusion. The city states of Italy began to trade with the Middle East. The wealth from this trade was used by Italian merchants to support artists. This led to the Renaissance, a period of great change in Europe.

Today Islam has spread all over the world. It is the major religion in the Middle East, many parts of Africa and Asia. In fact, in some countries, such as Saudi Arabia and Iran, it is also the basis for their governments.

An individual can have the power with their beliefs and achievements to directly or indirectly change history. John Locke's ideas on personal rights and freedoms inspired people to overthrow unfair rulers so they could get these rights. Muhammad's ideas, through his followers, caused a new wave of ideas to spread to many parts of the world.

Anchor Level 5-A

The response:

- Shows a thorough understanding of the beliefs of John Locke and Muhammad and the effects of those beliefs on global history
- Thoroughly addresses all aspects of the task evenly and in depth by discussing Locke’s theory of natural rights and its influence on revolutions in the Americas and by discussing Muhammad and the spread of Islam
- Shows an ability to analyze and evaluate issues and events related to how individuals have changed global history; is more analytical than descriptive (*Locke*: analyzes the role of the Enlightenment in changing governments throughout the world; *Muhammad*: analyzes the impact of the Crusades on Europe and of Islamic thought on the world)
- Richly supports the theme with relevant facts, examples, and details (*Locke*: Enlightenment; divine right; Thomas Jefferson; Simón Bolívar; life, liberty and property; *Muhammad*: main beliefs of Islam; Crusades; Saudi Arabia; Iran)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Includes an introduction that restates the theme and concludes with a summation of the impact of the ideas of both Locke and Muhammad

Conclusion: Overall, the response fits the criteria for Level 5. The historical details provided to support the evaluation of the effects of these individuals are extensive and accurate. The response communicates the immediate and long-range effects of the achievements of Locke and Muhammad on global history. Even though the discussion for Muhammad is less thorough than the discussion for Locke, the Muhammad discussion still meets Level 5 criteria.

The history of our world is shaped by many different factors. Climate, geography, technology, each has its own role in determining the history of a given area at a given time. However the most important factor affecting society may be the beliefs of those people who have shaped the world we live in today.

Karl Marx is one of these shapers of our world. Called the father of communism, he introduced his ideas about society in his "Communist Manifesto". This was written in response to the poor conditions of the working class resulting from the Industrial Revolution. Marx believed that there are two main classes, the bourgeoisie (factory owners) and the ^{factory workers} proletarians, the latter of whom would rise up from their subservient station to overthrow the bourgeoisie and form a classless society under the socialist system. It was not until years later that revolutionaries in Russia and China turned to Marx's Doctrine for guidance in leading uprisings across their nations. In 1917, under the leadership of Lenin, the communist Bolsheviks overthrew the Czar. Later, Stalin started his

five-year plans which led to government control over the economy. Thus, Russia became a command economy. Also, in 1949, Mao led the Chinese communists to overthrow the Nationalists government. Later, like Stalin, Mao, set up his great leap forward which led to a communist, command economy in China. This plan was a failure. The Cold War, a dominant event of the 20th Century, was caused by the clash of ideologies between Socialist and Democratic Nations.

Just before the start of World War II, another dark cloud was rising across Europe. As a result of the unfair terms of the Treaty of Versailles that ended WWI, the people of nations such as Germany and Italy were turning to the promises of Fascist leaders. The most dangerous of these men was Adolph Hitler. He gave the German people a convenient scapegoat in the Jews of his and neighboring nations. By uniting his people against a common enemy, he created a strong sense of German Nationalism. In addition to this outcome, he exterminated over 6 million

Jews. This resulted in a mass exodus of Jews from Europe after Hitler's defeat. They formed the nation of Israel, which is at the center of world affairs today. This was a movement called Zionism or a return of Jewish people to their homeland. It also is a big source of conflict in the Middle East today.

In addition, another result of Hitler's rule was the Nuremberg Trials. The trials placed Nazis on trial for war crimes. Most were convicted. It started the idea that following orders was not an excuse to commit war crimes. Finally, the U.N. Declaration on Human Rights and Genocide stated basic rules that nations should follow to respect people's rights. The U.N. created the documents to make sure that dictators like Hitler would never abuse human rights again.

The lives of Marx and Hitler show that the beliefs of a person can have an astronomical effect on our Global History. We can only hope for the future that through education, we can eradicate hate and evil from our lives.

Anchor Level 5-B

The response:

- Shows a thorough understanding of the beliefs of Karl Marx and Adolph Hitler and the effects of those beliefs on global history
- Thoroughly addresses all aspects of the task evenly and in depth by discussing Marx's ideas of society and the command economies of Russia and China and by discussing Hitler's use of the Jews as a scapegoat, their exodus to Israel, the Nuremberg trials, and United Nations policies
- Shows an ability to analyze and evaluate issues and events related to how individuals have changed global history; is more analytical than descriptive (*Marx*: analyzes the impact of Marxism on China and the Soviet Union in the 20th century; *Hitler*: analyzes the impact of Hitler's actions on Israel and of German war crimes on United Nations actions)
- Richly supports the theme with relevant facts, examples, and details (*Marx*: Communist Manifesto, bourgeoisie, proletariat, five-year plans, command economy, Great Leap Forward; *Hitler*: Treaty of Versailles, German nationalism, Zionism)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a personal analysis that education can give hope for the future

Conclusion: Overall, the response fits the criteria for Level 5. It places both individuals in historical context and discusses in detail the impact of their actions and beliefs on society. The strength of the response is the extent of analytical statements. Some interesting and different conclusions are included in the discussion.

Through our studies of global history and geography we have seen many individuals present their thoughts and ideas in very useful ways. Many times these individuals leave an incredible impact on society. Some, moreover, even change history. Both the beliefs and achievements of such tremendous people have left positive and negative effects on society; the past, present, and the future. In my eyes, Hammurabi and Johannes Gutenberg are worthy of this credit.

Hammurabi was the ruler of ancient Babylon. Very distinct with his actions, Hammurabi is noted with creating the first written code of law; Hammurabi's Code. This law was quite harsh, punishing those who committed a crime equal to the severity of that crime. This "eye for an eye" method is quite memorable. This code of law had very positive effects on global history. It provided an example for later societies to also create a written code of law. This allowed for more equal treatment within each class.

This is considered a positive step because it demonstrates the idea of classes of people being treated equally by the law. When law was made by custom and decree it could change at will. Now there was a written law, ^{everyone} was expected to obey.

Hammurabi has changed history immensely.

In a similar fashion, I feel that Johannes Gutenberg has positively influenced society; both in the past and very much today. With his improvement of the printing press, a "global information revolution" could occur. This transition from handwritten books, to Gutenberg's press, amazed people. The first book that was printed on a wide scale was the Bible. In many cases it was printed in the language of the people so more people would have access to it. This increased literacy and the printing of different types of books. This contributed to the spread of ideas and led to the Protestant Reformation, the Renaissance, and the ideas of the Enlightenment.

Anchor Paper – Thematic Essay—Level 4 – A

This is a tremendous achievement which has left an extremely positive impact on the world. The idea of the printed word has been important in cultural diffusion which has helped to shape the world in many ways. Johannes Gutenberg's ideas have helped make this happen.

As we have seen, the beliefs and achievements of such individuals as Hammurabi and Johannes Gutenberg have changed history. Not only the respective lifetimes have been altered, but also modern times. In my eyes, this worldwide impact is unforgettable.

Anchor Level 4-A

The response:

- Shows a good understanding of the achievements of Hammurabi and Johannes Gutenberg and their effects on global history
- Addresses all aspects of the task by explaining Hammurabi's and Gutenberg's achievements and discussing the effects of those achievements
- Shows an ability to analyze and evaluate issues and events related to how individuals have changed global history; is both descriptive and analytical (*Hammurabi*: created first code of law; provided an example for later societies to create their own code; discusses the concept of a punishment fitting the severity of the crime; mentions the connection between written law and equal treatment; *Gutenberg*: connects Gutenberg's improvement of the printing press to the Protestant Reformation, Renaissance, and Enlightenment; transition from handwritten books; printed word important to cultural diffusion)
- Includes relevant facts, examples, and details (*Hammurabi*: ruler of Babylon; eye for an eye; *Gutenberg*: Bible; increase in literacy; global information revolution)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a summation of the impact of Hammurabi and Gutenberg on the world

Conclusion: Overall, the response fits the criteria for Level 4. Historical details underscore general statements about the historical effects of Hammurabi and Gutenberg. The response demonstrates how the achievements of Hammurabi and Gutenberg have relevance in their own time period and in the modern era.

Throughout history there have been many individuals that have changed outcomes of events with their impacts. Two men that have done so are Joseph Stalin and Nelson Mandela. Joseph Stalin is the man responsible for further changing Russia into the Communist Soviet Union. Nelson Mandela was prejudiced against but used his willpower to overcome it and eventually become the 1st Black leader of South Africa. Those are two of the many people that are considered to have had a major role in shaping Global History.

In the early 1900's Russia was forced to leave World War I because of a revolution. The revolution was to overthrow Czar ~~And~~ Nicolas of the Romanov dynasty and put in a New Communist government. A man named Vladimir Lenin was the first ruler of the Soviet Union or Communist Russia. When he died Joseph Stalin took his place as leader. Stalin was a feared man. He conducted show trials and purged the party of all the older revolutionaries that might oppose his policies. Kulaks, peasants who resisted his collectivization land policies, were also killed. He made Russia into a totalitarian state with the secret police gaining enormous power. He tried to create an industrial superpower with his five year plans, which resulted in shortages of consumer

goods that lasted until the collapse of the Soviet Union. After Stalin died, it was obvious that changes were needed but the Communist Party was unwilling to carry them out. This was one of the problems that led to Gorbachev's downfall.

Nelson Mandela was a very active citizen of South Africa. He fought against the policy of Apartheid. Apartheid was a system made by the white minority government against the black majority. Apartheid was a system calling for prejudice against blacks. Mandela voiced his opinion against apartheid and equality for blacks. He was the leader of the African National Congress. As a result he was jailed for 28 years. Finally, in 1990 he was released and worked to end apartheid. Blacks were finally given the same rights as the white people. In the new constitution, when the first open election occurred, Mandela won and became the 1st black president of South Africa. After his presidency, Mandela has continued as a spokesperson for human rights.

As you can see, in my essay I have proven my original thesis of "throughout history there have been many individuals that have changed the outcomes of events with their impacts," to be true. Using the examples of Nelson Mandela & Joseph Stalin I addressed my thesis & explained how they impacted Global History.

Anchor Level 4-B

The response:

- Shows a good understanding of the beliefs and achievements of Joseph Stalin and Nelson Mandela and their effects on global history
- Addresses all aspects of the task, but does so somewhat unevenly by discussing all aspects of the task for Stalin more thoroughly than for Mandela
- Shows an ability to analyze and evaluate issues and events relating to how individuals have changed global history; is both descriptive and analytical (*Stalin*: Russia forced to leave World War I; made Russia a totalitarian state; tried to make Soviet Union an industrial superpower; five-year plans resulted in shortages of consumer goods; Communist Party opposition to change led to Gorbachev's downfall; *Mandela*: apartheid system made by white minority government; blacks finally given rights in new constitution; continued as spokesperson for human rights)
- Includes relevant facts, examples, and details; mentions rather than explains the details (*Stalin*: a feared man; purges; kulaks; show trials; *Mandela*: African National Congress)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme and concludes with a simplistic summation

Conclusion: Overall, the response fits the criteria for Level 4. Although the discussion of Mandela lacks historical details, all aspects of the task are addressed. The discussion of Stalin demonstrates detailed knowledge of that historic period and illustrates the effects of the Stalin system into the 1980s.

Throughout history, beliefs and achievements by individuals greatly affect history. With every belief and achievement, there are, of course, positives and negative ~~of~~ outcomes resulting from the idea. This is seen when observing Hammurabi and Karl Marx. Both came up with two distinct ideas which have altered history.

Everyone has heard the saying, "An eye for an eye," ~~to~~ ~~too~~ This saying originated back to the days of Hammurabi when he was the first ruler in history to make a written set of laws. Up until that point there were either no set group of laws or they were loosely known by the people. He had his laws carved into giant stone tablets and put all over his city.

He also assigned special jobs to people. ~~who~~ This job would require that they read the laws to the common people. There were many advantages to this.

First of all, structure had been added to society when punishment would be given if it was deserved. ~~It~~ This meant that

crimes and overall the want to commit a crime decreased. Another positive effect of his written laws was the fact that it became the basis for all early forms of law. Hammurabi's Code gave specific and harsh punishments for specific crimes done. Disadvantages of this code were many. ~~Many~~ Most people living under Hammurabi's rule were illiterate, meaning they could not read and thus not be able to read his code. Not everyone was around or remembered the code when it was read aloud. This meant that people would commit a crime and be punished without knowing what they did wrong. Also the severe methods of punishment were also negative aspects of the code because they too continued onto other civilizations. Overall, Hammurabi's Code was a milestone in civilization structure, with its positives and negatives.

Karl Marx is responsible for communism. The idea of an economic and governmental

system ~~for~~ ~~with~~ ~~was~~ which was run by the people and gave everyone equal rights. It looked great on paper, but in reality, it was nothing of the sort.

In his ~~book~~ pamphlet The Communist Manifesto, Marx explains that the only way to get communist going was by having a revolution, a negative aspect to say the least. This means that the communists would have to overthrow the existing government in order to gain control.

Once instated, communism was supposed to be a system where everyone worked for the common good of everyone else. Again, throughout its existence, communism has been nothing close to that. Countries under communism have always been military dictatorships ~~for~~ whose people were left on the brink of poverty. A positive outcome of communism was that people were getting the basic necessities that they needed.

Some people benefited handsomely from it.

But, all in all, communism had many

negative effects. People were living horrible lives, the governments were corrupt, hogging all the power and money, constant conflicts with democratic countries caused more spending on arms than on people, and the short lifetime of communist countries. Clearly communism was not a good thing when implemented, but on paper it was more democratic than the US. In theory people would have equal land, benefits, money, chance for success, and much more. Karl Marx's communism had its ups and downs, but as seen in history, its ~~do~~ negative aspects ~~greatly~~ outdid the positive.

Hammurabi and Marx created two different ideas that greatly affected history. Hammurabi birthed the first set of written laws upon which most early civilizations based theirs. Marx created a new type of society that seemed better than it actually turned out to be when it was used. Both ideas had positives and negatives that both affected & affected the course of history.

Anchor Level 4-C

The response:

- Shows a good understanding of an achievement of Hammurabi and a belief of Karl Marx and their effects on global history
- Addresses all aspects of the task, but does so somewhat unevenly by discussing all aspects of the task for Hammurabi more thoroughly than for Marx
- Shows an ability to analyze and evaluate issues and events related to how individuals have changed global history; is both descriptive and analytical (*Hammurabi*: first ruler to make a written set of laws; laws carved into giant stone tablets; code added structure to society; became basis for all early forms of law; problem with illiterate not knowing what they did wrong; *Marx*: countries under communism have always been military dictatorships; people are left on the brink of poverty; on paper, communism was more democratic than the United States)
- Includes relevant facts, examples, and details (*Hammurabi*: an eye for an eye; harsh punishment; *Marx*: Communist Manifesto; people were living horrible lives; governments were corrupt)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Restates the theme in the introduction and concludes with a summation

Conclusion: Overall, the response fits the criteria for Level 4. The details of Hammurabi's Code are discussed within the context of Babylonian society and the impact of Hammurabi's Code on early civilizations is stressed. The discussion of Marx' impact concentrates more on the effects of communism in general rather than on specific Communist states. However, there is a general understanding of the concepts and historical patterns related to communism.

The beliefs and achievements of individuals have changed the history of their time. These beliefs and achievements have had both positive and negative effects on society. Two individuals who truly demonstrate this statement were ~~the~~ and Johannes Gutenberg ~~the~~ and Confucius.

One of the greatest turning points in history was brought about by Johannes Gutenberg. Gutenberg was born into an age in which books were a rarity. In order to get a copy of a book, most people would have to have it copied by hand. Thanks to Gutenberg, that era was coming to an end. Gutenberg invented the printing press, a machine that could make many copies of a book relatively quickly. This had a huge impact on society. Now, commoners had access to books. Peasants who had never needed to learn how to read were forced to become literate. Not only would Gutenberg's machine give peasants access to reading material and

improve the literacy rate, it would also have a huge impact on the transfer of thoughts and information in the years to come.

Confucius, a philosopher in ancient China, would also have a drastic affect on the future of his people. Confucius believed that for society to work, order was of vital importance. Loyalty to the father was stressed above all else, and a definite hierarchy in the family was important. The Chinese greatly valued the teachings of Confucius. Many, many years later, when the Communists came into power, ideals of Confucianism was still embeded in their heads. When the Communists tried to divide up families into communes, and stress loyalty to the state over loyalty to the father, people rebelled.

Both Confucius and Gutenberg affected the lives of their people and the lives of people yet to come. Confucius' contribution was philisophical

Anchor Paper – Thematic Essay—Level 3 – A

while Gutenberg's³ was scientific,
but both would have a massive
impact on people all over the
world.

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

- Shows a satisfactory understanding of the beliefs and achievements of Johannes Gutenberg and Confucius and their effects on global history
- Addresses all aspects of the task in a limited way by discussing the achievement of Gutenberg and the effects of his printing press and by discussing Confucius' belief in loyalty and family and its effect on the introduction of communism
- Shows some ability to analyze or evaluate issues or events relating to how individuals have changed global history, but not in any depth; is both descriptive and analytical (*Gutenberg*: printing press begins one era and ends another; more people have access to books; *Confucius*: importance of hierarchy in family; Confucianism still embedded in people's heads when Communists came to power)
- Includes some relevant facts, examples, and details (*Gutenberg*: printing press; literacy; *Confucius*: loyalty to father; importance of family, communes, communism); includes some minor inaccuracies (Gutenberg invented the printing press); overstates the immediate impact of Gutenberg's printing press on peasant literacy
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that is a simple restatement of the theme and uses the conclusion to mention the nature of Gutenberg's and Confucius' ideas

Conclusion: Overall, the response fits the criteria for Level 3. The response is somewhat weakened by the discussion of the effect of Gutenberg's improvement of the printing press. However, the connection between Confucian ideas and communism strengthens the response.

There are many individuals who have changed history with lasting effects. Two examples of such people are Karl Marx and Catherine the Great. Both of these people took actions which greatly altered the history of their nations to the world.

Karl Marx was a very influential man. He wrote Communist Manifesto his ideas on government. He suggested a society in which all economic policies were controlled by the government. All wealth would be distributed evenly, therefore, creating a classless society. Many people accepted his ideas and set up this type of government. Great nations such as Russia, Cuba, and China, established their laws and governing structure based on Marx's theories. This effect has been astronomical.

Another figure in history whose actions greatly affected the course of history was Catherine the Great of Russia. Many Czars before her had pushed to get ports

in order to increase Russia's trade. However, they were all cold water ports. This meant Russia would only be able to trade when the water wasn't frozen. Catherine the Great's search for warm water ports led to great expansion of Russian territory. The results of this were the increase in Russian trade and an economic boom which allowed Russia to become one of the greatest powers of the twentieth century.

The actions of both Catherine the Great and Karl Marx had lasting effects on the world. Marx changed the world politically and Catherine changed it economically. These actions will never be forgotten.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of the beliefs and achievements of Karl Marx and Catherine the Great and their effects on global history
- Addresses all aspects of the task in a limited way by discussing Marx' theories of communism and mentioning its effect on the structure of specific nations and then by discussing the policies of expansion of Catherine the Great and the effects of those policies on Russian territory and trade
- Shows some ability to analyze or evaluate issues and events relating to how individuals have changed global history, but not in any depth; is more descriptive than analytical (*Marx*: suggested society in which all economic policies controlled by government; *Catherine the Great*: previous leaders obtained only cold-water ports; she searched for warm-water ports)
- Includes some relevant facts, examples, and details (*Marx*: notion of a classless society; *Communist Manifesto*; even distribution of wealth; *Catherine the Great*: warm-water ports); includes a minor inaccuracy (*Catherine the Great*: trade led to economic boom, which allowed Russia to become one of the greatest powers in the 20th century); overstates Marx' influence on type of government rather than on economics
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although all aspects of the task are addressed, the generalizations about the effects of Catherine the Great's search for warm-water ports are exaggerated. The response shows a good understanding of Marx' theory, but applies it to political rather than economic effects.

Throughout history there have been many individuals who have changed history. They changed history of their time by their beliefs and achievements. These factors have had both positive and negative effects. Two important individuals are ^{John Locke} ~~Nelson Mandela~~ and Mohandas Gandhi.

John Locke was an important individual in England during the 1600s. He was an important person because he changed history because of what he believed in. John Locke believed that people were born innocent and had natural born rights. He thought that when you were born you automatically had rights and no one could take those rights away. Not everyone agreed with him. Some people believed that people were natural evil and need a strict, controlling government to enforce laws. John Locke thought that since people were naturally good that the government to be loose and have few laws.

His belief that people were born with rights and were naturally good led to positive and negative effects on society. The belief that people had natural-born rights had a positive

effect on society. It brought to the people's attention that they did have rights and should be allowed to act upon those rights. It made the people realize that they are free and equal. Another positive effect was the belief of a less strict government and fewer laws. The people liked the idea of a less-powerful government because they are more free to do what they want. Also few laws would benefit the people because they would have more control over their life.

Mohandas Gandhi was another individual who changed history. In India ~~he changed~~ his beliefs changed history. When India was under British control, Gandhi led non-violent acts against the British rule. He did this because he believed that Indian traditions were fading away. He wanted the British out of India. Gandhi organized many non-violent acts. He told Indians to boycott British goods and to make your own clothes out of wool. He also organized protest. ~~Gandhi~~ Because of his actions taken to abolish British rule, he was jailed. That didn't stop his followers in continuing their non-violent acts.

His non-violent acts against the British led to many positive effects on the society. One positive effect was that Indian nationalism increased a tremendous amount. The unity was caused by Gandhi asking them to come together to beat the British power. Many Indians also brought back the traditional ways.

Anchor Level 3-C

The response:

- Shows a satisfactory understanding of the beliefs and achievements of John Locke and Mohandas Gandhi and their effects on global history
- Addresses all aspects of the task in a limited way by discussing Locke's ideas on natural rights and the effect on people's thinking and actions and then by discussing Gandhi's beliefs and his role in protesting British rule and increasing Indian nationalism
- Shows some ability to analyze or evaluate issues or events relating to how individuals have changed global history, but not in any depth; is more descriptive than analytical (*Locke*: when you were born, you automatically had rights; some believed that people need a strict controlling government; *Gandhi*: Indian traditions fading away; arrest did not stop followers in continuing nonviolent acts)
- Includes some relevant facts, examples, and details (*Locke*: natural rights; *Gandhi*: nonviolence; boycott; making own clothes)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Natural rights are discussed in a general way and lack specific references. The limited discussion of the effects of natural rights generally describes a change in the mindset of people. The effects of Gandhi's protests are limited to statements that are interspersed in the discussion of Gandhi's actions.

Throughout history the beliefs and achievements of individuals have changed^{history}. Both positive and negative effects have come out of these beliefs and achievements. Martin Luther and Hammurabi are two examples of achievers.

Martin Luther protested to change the ways of the church. He got many followers and also nailed the 95 theses to the door of a church. This movement had a positive effect on the ways of history and religion. It created a new church known as the Protestant reform.

Hammurabi created the first code of laws. They were known as the Code of Hammurabi. The Code of Hammurabi stated stuff like eye for an eye. It gave people a set of the rules to live by so they didn't go crazy hurting each, stealing, or committing crimes. The creations of laws ~~also~~ spread to other lands & countries in time, allowing them to create laws of their

own. This was positive because people had to learn to live by the rules. People that have fought or created things to express how they feel, have had a great impact in history. They have inspired more people & their actions have spread throughout the world. These achievements have also lead to the ways and lifestyles of today's world.

Anchor Level 2-A

The response:

- Shows a limited understanding of the achievements of Martin Luther and Hammurabi and their effects on global history
- Addresses some aspects of the task in a limited way by identifying the achievements of Luther and an effect of his actions and by identifying Hammurabi as the creator of a code of laws and stating a general effect
- Develops a weak analysis of issues and events relating to how individuals have changed global history (*Luther*: protested to change the ways of the Church; *Hammurabi*: created the first code of laws; gave people a new set of rules to live by so they did not go crazy hurting each other)
- Includes few relevant facts, examples, and details (*Luther*: nailed the *Ninety-five Theses* to door of church; created new church; *Hammurabi*: code of laws; eye for eye); includes an inaccuracy (created a new church known as the Protestant Reform)
- Demonstrates a general plan of organization
- Includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the essay fits the criteria for Level 2. The response makes vague references to the achievements of Luther and Hammurabi. One general effect is briefly addressed for both Luther and Hammurabi.

The beliefs and achievements of individuals have changed the history of ~~each~~ time. These beliefs and achievements have had both positive and negative effects on society. Two main individuals who have change history were Darwin and Hitler.

Darwin's theory of natural selection has been used throughout history. The theory of natural selection said that nature would control who would live and not live. This belief was used ~~over~~ many times through different scholars. It helped them to better understand ~~that~~ nature. This person had a positive effect on history. It gave people to study more about.

Another individual who changed history was Hitler. He believed that the Jews were to blame for all of these problems and that ~~the~~ they were all bad. Hitler had a very negative effect on Europe. He set up concentration camps to kill Jews, ruined property owned by Jews, and all around treated Jews very badly. Many people died not only Jews because they did not agree with Hitler's thoughts. This changed history because no one would ever allow this to happen again in their lifetime.

These individuals beliefs led to a different world which made history. Their beliefs are known around the world so that shows that they have had an impact on the world.

Anchor Level 2-B

The response:

- Shows a limited understanding of the beliefs of Charles Darwin and Adolph Hitler and their effects on global history
- Addresses some aspects of the task by mentioning Darwin and Hitler's beliefs and minimally addressing a general effect for both
- Develops a very limited analysis of issues and events relating to how individuals have changed global history (*Darwin*: nature would control who would live; theory of natural selection used many times through different scholars; *Hitler*: believed Jews to blame for all of the problems; negative effect on Europe)
- Includes few relevant facts, examples, and details (*Darwin*: theory of natural selection; *Hitler*: concentration camps)
- Demonstrates a general plan of organization
- Includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the essay fits the criteria for Level 2. The response mentions natural selection as Darwin's belief, minimally discusses Hitler's racial theory, and alludes to the Holocaust. The discussion of the effects is limited to brief general statements.

Many times ~~in history~~ the beliefs and achievements of one person can have a huge impact on history. Of course this change can be positive or negative. Mohandas Gandhi and Hammurabi are two individuals that have made an impact on society.

Gandhi was a strong believer in India, of not using violence to achieve what he wanted. Gandhi was strongly opinionated and wanted many things, especially politically, changed and improved in his country. Of course Gandhi would never fight but would peacefully protest or even refuse to eat. This had a positive effect in changing history because it proved to others that you can get ~~what~~ what you want without violence.

Another important individual was Hammurabi who invented the Hammurabi code. Hammurabi felt that people would get nowhere if they didn't keep records of past mistakes and achievements. So Hammurabi created one of the first "codes" to write down necessary information. This code was a great achievement that started the progression of writing. This change in history

definetly had a positive effect on history.
Hammurabi started something that seems like
second nature to use now.

Throughout history a number of individuals
have done something to severely change the
way people look at things. Gandhi and Hammurabi
both made achievements that changed history.
This just goes to show how one person can
really make a difference.

Anchor Level 2-C

The response:

- Shows a limited understanding of the beliefs and achievements of Mohandas Gandhi and Hammurabi and their effects on global history
- Addresses some aspects of the task by vaguely alluding to Gandhi's beliefs and their impact and mentioning Hammurabi
- Shows a limited ability to analyze or evaluate issues and events relating to how individuals have changed global history (*Gandhi*: would not use violence to achieve what he wanted; wanted to change and improve his country; proved to others that you can get what you want without violence)
- Includes few relevant facts, examples, and details (*Gandhi*: peaceful protest; refused to eat; nonviolent change; *Hammurabi*: created one of first codes); includes an inaccuracy (achievement of Hammurabi started the progression of writing)
- Demonstrates a general plan of organization
- Includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the essay fits the criteria for Level 2. The misinterpretation of Hammurabi's written code as a system of writing weakens the response. The discussion of Gandhi demonstrates an understanding of his achievements but lacks sufficient historical facts and details to support the statements.

Mohandas Ghandi was a man from India who believed that no man could override anybody else's life. He did not cooperate with British rule. Mohandas Ghandi changed history in his time and he got to prove many points.

Mohandas Ghandi was a man of courage, respect, and peace. He refused to fight anybody. The British jailed him and he did not fight. He started a protest against having to walk around with a name tag and number and living under any other man's judgment. Ghandi also fought for independence from British.

Ghandi was an inspiring man and in his country he won much respect and honor

Anchor Level 1-A

The response:

- Shows a limited understanding of the achievements of Mohandas Gandhi and his effect on global history
- Minimally addresses some aspects of the task by mentioning some achievements of Gandhi
- Lacks an analysis or evaluation of the issues and events relating to how individuals have changed global history
- Includes few relevant facts, examples, and details (*Gandhi*: did not cooperate with British rule; fought for independence from the British)
- Demonstrates a general plan of organization
- Includes an introduction and a conclusion that refer to the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates a very general understanding of Gandhi's place in history. However, few relevant details are included to support the theme.

In the world today, there are many individuals who have changed history. Their beliefs and achievements had positive and negative effects on society. Two of the people who did a great job of doing this are Nelson Mandela and Johannes Gutenberg.

Nelson Mandela and his movement may have gotten him in jail for a couple of years but in the end he had a great turnout. He, in the end ~~he~~ got out of jail and became president. His beliefs lead him to a ~~Johannes Gutenberg~~ very good position even though many in the beginning didn't agree. If he would have thought his ideas through ~~to~~ before taking action he may have gotten further in life and in history but in the end if anyone else were in his ~~to~~ position would be very happy.

As well as ~~to~~ Nelson Mandela, Johannes Gutenberg also got rewarded for his achievement. Many people today may look back into history and wish they →

could thank him for such a wonderful invention. Gutenberg's invention helped history advance into a new age of technology. His invention helped many in everyday life. A negative that effect of this may be that people today are not thankful and forget that we're are so lucky to have such advanced technology.

In conclusion, these people and their achievements and beliefs took us all back to remember what it was like in history. Even though Gutenberg's printing press has gotten a lot better through the years, it must have been nice to have something that took so much work out of everyday life. Along with his invention Mandela's achievement was also a very good development in ~~the~~ society.

Anchor Level 1-B

The response:

- Shows a limited understanding of the achievements of Nelson Mandela and Johannes Gutenberg and their effects on global history
- Minimally addresses some aspects of the task by vaguely mentioning the achievements of Mandela and Gutenberg
- Lacks an analysis or evaluation of the issues and events relating to how individuals have changed global history
- Includes few relevant facts, examples, and details (*Mandela*: jailed for a few years; became President; *Gutenberg*: new age of technology; printing press)
- Demonstrates a general plan of organization
- Includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Few historical facts are used to support general statements. Overgeneralizations characterize most of the response.

The achievements and beliefs of an individual can change global history. This is true for Leonardo da Vinci and Mohandas Gandhi. Their beliefs and achievements have made negative & positive effects on human life.

One person's ^{who's} thoughts & accomplishments have changed society is Leonardo da Vinci. His changed occurred in the Renaissance. In this time in history, changes were made and it was a "rebirth." A couple of these changes included art, music, science & architecture. da Vinci was a well-known Renaissance man because he was well-rounded, meaning he achieved well in all aspects of the Renaissance period. His great achievement was art. The Mona Lisa was his most famous painting. He used a new type of technique by adding humanism to his art. Humanism focused more on secular, day-to-day experiences of people. It was different from the art of the Middle Ages which was mostly dealing with religious themes. This means he added more human features and feelings to his art, not like the old-fashioned artwork of Romans & Greeks. One positive effect from Leonardo was the creations in science. Besides being an artist, he did well in science, creating diagrams of the old-fashioned

submarine & airplane. With these drawings, he helped the development of these high-technology machines. These drawings and ideas showed that da Vinci was years ahead of his time and that many of his ideas became reality hundreds of years later. In addition, they show use of the scientific method.

This was a major change because new knowledge was based more on observing and experimenting instead of accepting the teachings of the Roman Catholic Church. One negative effect was that he caused controversy in many fields of life, making people dislike or reject his new ideas & beliefs. His ideas challenged old ways of thinking as people began to adopt a humanistic approach to life and were less influenced by the Roman Catholic Church. But he's not the only one who made change.

Mohandas Gandhi was another person who helped make changes. This India citizen found out about change with different countries and decided to change India for the better. The biggest problem for India was that it wasn't independent. It's mother country was Britain, and Gandhi wanted change. Gandhi did not believe in the use of aggressive to make change. His way of reacting was passive and

non-violent. It was called "satagraha" or soul force and influenced others, including Dr. Martin Luther King. An example of this was the Salt March. A tax was given out that natural resources were being taxed. Mohandas disagreed with this idea & revolted, passively, by marching 6,000 miles to show how unjust the law was. Because of his way of thinking, India became independent. A positive out of this was India became independent from Britain. In addition, tensions continued between Hindus and Muslims. At independence time, this led to fighting and ethnic conflict. India had to be divided into states, one for the Hindus (India) and one for the Muslims (Pakistan). Trouble between each country continues today as they argue over land (Kashmir) and possession of nuclear weapons.

The beliefs and achievements of individuals have changed the history of their time. Leonardo da Vinci & Mohandas Gandhi are two examples in which their beliefs & accomplishments changed our society forever.

The two individuals that I have chosen that have changed history are Mohandas Ghandi and Nelson Mandela.

The way that Mohandas Ghandi changed history is that he showed the world that you didn't always have to use violence. Ghandi didn't believe in fighting. He would use peaceful methods to get what he wanted. Sometimes his methods worked but also there were times that his methods didn't work.

Ghandi also had a campaign of non cooperation against British rule that led to India becoming a free country.

The way that Nelson Mandela changed South Africa is that he showed that anyone can rule a country. Mandela was sent to prison for life which he only served a little over 20 years. After he was released from prison in 1991 he became president of his country and changed the laws to do away with apartheid.

There were many individuals that have changed history but Ghandi showed that you always didn't have to use violence to get what you want and Nelson Mandela was in prison and when he was let out he became the President of his country.

The beliefs of individuals have changed the history of their time. These beliefs and achievements have had both positive and negative effects on society. One person that I know very well is Mohandas Gandhi. Mohandas Gandhi changed India into a well known country now, for the things he did both, positive and negative.

Mohandas Gandhi refused to follow unjust laws in India. After a while he had many people understand why he refused. For example, when the government of India wanted color people to carry around passes. Gandhi thought that was very unjust so he burned the passes. While he burned the passes the police beat him but he used nonviolence and he did that with all of his protests.

Another protest is when he led the people of India to the Salt Lake and the people were beaten at the gate but they continued to come. When they came they were not using violence either.

Throughout the course of Global History, many individuals beliefs and achievements have altered history. These beliefs of India's Mohandas Gandhi, and of Africa's Nelson Mandela have had both positive and negative effects on their societies, however positive effects are more predominant.

Mohandas Gandhi was in fact an amazing leader. He believed in non-violent protests in his attempt to rid India of British rule. He had felt that India had had enough of British control and wanted to form an independent nation. He rationalized India, attempting to rid India of most western influences. In fact, he even encouraged India's people to dress "religiously and culturally," unlike that of the westerners. He organized the Salt March, a non-violent march to the sea in protest of the British distribution of salt that had been provided by India herself. In time, India did win their independence from Great Britain, however, she was left with chaos. Although Gandhi campaigned for more rights for untouchables, little changed in their life. Religious wars between the Muslims and Hindus in India, as well as a famine and angered peoples seemed to prevail more than the success of independence, and eventually Pakistan was created for the Muslims.

Nelson Mandela was among one of the most important and impacting men ever seen by Africa. As an advocate of democracy he was completely against the system of apartheid used in South Africa after she herself became independent. Racial Segregation he felt was immoral and completely wrong. He proposed the end of the apartheid and worked for this with ANC or African Nationalist Congress which protested against the use of Apartheid in South Africa. After being imprisoned for 27 years he was let out, as South Africa under de Klerk began to abolish some aspects of Apartheid. However, despite these attempts racial Segregation still occurred, Nelson Mandela went on to become the president of a multi-racial Democratic South Africa. As president, Mandela and the ANC abolished the apartheid and elections were held in which everyone took part. Despite the achievements of Mandela, and others in the attempt to rid South Africa of Apartheid, she is still facing many problems. Disease (especially AIDS) slowly improving technology, and old attitudes are among the problems which corrupt South Africa. As one can see Mohandas Gandhi of India, and Nelson Mandela of Africa have had a major impact on their societies. Their beliefs and achievements have altered and changed Global History.

Thematic Essay—Practice Paper – E

Throughout time many individuals have risen to fame and power bringing with them new goals and ideas only to die and be washed away by the hands of time. It is only those great few that are able to stay alive in history books + the minds of scholars.

Two men that have contributed ~~to~~ all their time to this world are Leonardo Davinci + Mao Zedong.

Leonardo Davinci was apprenticed as a young boy in a print shop. He grew and always absorbed + retained as much information as he could. As an adult he traveled ~~to~~ through Europe. He became an exquisite Artist, Mechanic, and Biologist. He wanted to know everything. As a young adult he took dead cadavers and performed autopsies to discover the way the human body performed. He was taken in by the Medici's of Florence to build war machines and create Art for the palace court. He kept journals of everything he did, however the journals were written in Mirror Image Writing so that no-one would be able to steal his secrets. Davinci contributed ~~to~~ much to this world, he ~~was~~ alone improved the flow of Ideas throughout Europe, which in turn helped create the society we live in today.

Another great figure ~~in~~ in history is Mao Zedong. He was a communist reformist in China during the late 60's + 70's.

Thematic Essay—Practice Paper – E

Mao had good intentions for his people and his home land
however, his actions were disasters to the people of China.

Mao's two largest political plans were the Great Leap Forward
and the Long March. The Great Leap Forward was a plan to industrialize
and de-socialize the Chinese people. His policies pushed for a
more loyal citizen than family member, which went against the Chinese
teachings of the Great Confucius. Another horrible plan is the
Long March ~~which~~ which killed ~~the~~ tens of thousands of
people. Though Mao had good intentions his plans + ideas
killed many ^{100s of} thousands.

Practice Paper A—Score Level 5**The response:**

- Shows a thorough understanding of the beliefs and achievements of Leonardo da Vinci and Mohandas Gandhi and their effects on global history
- Thoroughly addresses all aspects of the task evenly and in depth by discussing da Vinci's achievements in art and science and their impact on subsequent history and by discussing Gandhi's belief in nonviolence and its impact on Indian independence
- Shows an ability to analyze and evaluate issues and events related to how individuals have changed global history; is more analytical than descriptive (*da Vinci*: mentions a specific work of art and then discusses how it reflects a shift from Medieval to Renaissance thought; discusses his scientific drawings and their impact on future high-technology machines; *Gandhi*: discusses the impact of his nonviolent tactics on Martin Luther King, Jr.)
- Richly supports the theme with relevant facts, examples, and details (*Gandhi*: Salt March; soul force; tensions between India and Pakistan; *da Vinci*: humanism; Mona Lisa; scientific method)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Restates the theme in the introduction and concludes with a brief summation

Conclusion: Overall, the response fits the criteria for Level 5. The response places both individuals in historical context, explains their achievements, and discusses the impact of their actions and beliefs on the history of their time and on later periods. The discussion of the positive and negative effects of these individuals is intertwined in the explanation of their achievements.

Practice Paper B—Score Level 2

The response:

- Shows a limited understanding of the beliefs and achievements of Mohandas Gandhi and Nelson Mandela and their effects on global history
- Addresses some aspects of the task by explaining Gandhi’s beliefs and alluding to an effect and by mentioning Mandela’s achievements in a vague and limited way
- Develops a weak analysis of issues and events relating to how individuals have changed global history (*Gandhi*: you did not always have to use violence; use of peaceful methods which did not work at times; *Mandela*: changed laws to do away with apartheid)
- Includes few relevant facts, examples, and details (*Gandhi*: peaceful methods; campaign of non-cooperation; British rule; *Mandela*: South Africa; life imprisonment; President; 1991; apartheid)
- Demonstrates a general plan of organization
- Includes a weak introduction and a conclusion that summarizes the statements

Conclusion: Overall, the essay fits the criteria for Level 2. The response shows a limited understanding of the methods used by both Gandhi and Mandela. However, the general description and specific details are too limited to explain achievements and describe effects.

Practice Paper C—Score Level 1

The response:

- Shows a limited understanding of the beliefs and achievements of Mohandas Gandhi and his effect on global history
- Minimally addresses some aspects of the task by mentioning some effects of Gandhi’s leadership
- Lacks an analysis or evaluation of the issues and events relating to how Gandhi changed global history
- Includes few relevant facts, examples, and details (*Gandhi*: refused to follow unjust laws; used nonviolence); includes some inaccuracies (Gandhi’s pass burning occurred in Africa, not in India; Salt Lake for Salt March)
- Demonstrates a general plan of organization
- Includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response demonstrates some understanding of Gandhi’s role in India but lacks a clear understanding of the history of the time.

Practice Paper D—Score Level 4

The response:

- Shows a good understanding of the beliefs and achievements of Mohandas Gandhi and Nelson Mandela and their effects on global history
- Addresses all aspects of the task, but does so somewhat unevenly by explaining the achievements of both leaders more thoroughly than discussing the effects of these achievements
- Shows an ability to analyze and evaluate issues and events relating to how individuals have changed global history; is both descriptive and analytical (*Gandhi*: felt India had enough of British control; encouraged traditional Indian practices, including dressing “religiously and culturally”; India won independence but was left with chaos; *Mandela*: segregation immoral and completely wrong; segregation occurred despite attempts to end it)
- Includes relevant facts, examples, and details; mentions rather than explains details (*Gandhi*: nonviolent protests; nationalized India; Salt March; creation of Pakistan; *Mandela*: advocate of democracy; apartheid; ANC; de Klerk; AIDS)
- Is a well-developed essay, demonstrating a general plan of organization
- Restates the theme in the introduction and concludes with a summation

Conclusion: Overall, the response fits the criteria for Level 4. Although the effects of both Gandhi and Mandela are mentioned rather than discussed, the explanation of their achievements has many historical details. The response establishes each individual as a focal point of his era but only hints at the extent of their influence.

Practice Paper E—Score Level 3

The response:

- Shows a satisfactory understanding of the achievements of Leonardo da Vinci and Mao Zedong and their effects on global history
- Addresses all aspects of the task in a limited way by explaining and discussing da Vinci’s achievements and by discussing Mao’s impact on China
- Shows some ability to analyze and evaluate issues and events relating to how individuals have changed global history; is more descriptive than analytical (*da Vinci*: performed autopsies to discover how the human body performed; journals written in mirror image writing; *Mao*: good intentions for people in the homeland; pushed for more loyal citizen than family member)
- Includes some relevant facts, examples, and details (*da Vinci*: taken in by the de Medici’s of Florence; created art for the palace court; *Mao*: Great Leap Forward; industrialization; Confucius)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the theme but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of da Vinci focuses on a chronological listing of his life events and the effects are implied throughout. The discussion of the Long March shows a lack of understanding of that event. The discussion of the Great Leap Forward is adequate although the connection between Great Leap Forward and de-socialization of China is weak.

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Global History and Geography
Part A Specific Rubric
Document-Based Question—January 2004

Scoring Note: For documents 1, 3, 4, and 9, the same idea expressed in slightly different words cannot be used as two separate responses. For example in document 3, “domestication of cereals” and “domestication of wheat and barley” are synonymous. If the two separate responses are similar to this example, award only 1 credit for one response.

Document 1

Before the Neolithic Revolution

. . . Man survived the fierce test of the Ice Ages because he had the flexibility of mind to recognise inventions and to turn them into community property. Evidently the Ice Ages worked a profound change in the way man could live. They forced him to depend less on plants and more on animals. The rigours of hunting on the edge of the ice also changed the strategy of hunting. It became less attractive to stalk single animals, however large. The better alternative was to follow herds and not to lose them — to learn to anticipate and in the end to adopt their habits, including their wandering migrations. This is a peculiar adaptation — the trans-humance [nomadic] mode of life on the move. It has some of the earlier qualities of hunting, because it is a pursuit; the place and the pace are set by the food animal. And it has some of the later qualities of herding, because the animal is tended and, as it were, stored as a mobile reservoir of food. . . .

Source: Jacob Bronowski, *The Ascent of Man*, Little, Brown and Company

1 Based on this document, identify *two* characteristics of life before the Neolithic Revolution.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each characteristic of life before the Neolithic Revolution as stated in this document
Examples: depended more on animals; follow herds and not lose them; anticipate and/or adopt animal habits of wandering migrations; place and pace of migrations set by food animals; followed migration of herds; transhumance or nomadic mode of life on the move

Score of 0:

- Incorrect response
Examples: men drove herds of animals to the edge of the ice; men decided where to tend the animals; man survived the Ice Age; man depended more on plants than on animals
- Vague response that does not answer the question
Examples: animals stored; changed the way man lived
- No response

Document 2

. . . The Neolithic Revolution also changed the way people lived. In place of scattered hunting communities, the farmers lived in villages. Near groups of villages, small towns grew up, and later cities too. Thus the Neolithic Revolution made civilization itself possible. (The Ancient Near East)

Within the villages, towns and cities, it was possible for people to specialize in the sort of work they could do best. Many stopped producing food at all, making instead tools and other goods that farmers needed, and for which they gave them food in exchange. This process of exchange led to trade and traders, and the growth of trade made it possible for people to specialize even more. . . .

Source: D. M. Knox, *The Neolithic Revolution*, Greenhaven Press

2 Based on this document, state *one* impact of the Neolithic Revolution on the way people lived.

Score 1:

- States an impact of the Neolithic Revolution on the way people lived as stated in this document
Examples: development of villages, towns, and/or cities; people able to specialize in their work; trade grew; people made tools and other goods and exchanged them for food; made civilization possible

Score of 0:

- Incorrect response
Examples: there were scattered hunting communities; people stopped producing food
- Vague response that does not answer the question
Examples: people lived differently; civilization
- No response

Document 3

This extract summarizes the findings of several archaeologists in the 1950s and 1960s.

. . . The first archaeological evidence for the domestication of cereals, and some of the earliest evidence for the domestication of animals, comes from a broad region stretching from Greece and Crete in the west to the foothills of the Hindu Kush south of the Caspian in the east. Here are found the wild plants from which wheat and barley were domesticated, whilst it is only in this zone that the wild progenitors [ancestors] of sheep, goats, cattle and pigs were found together, for the latter two had a much broader distribution than wild sheep and goats. By the tenth millennium B.C. peoples who relied upon hunting and gathering were reaping wild barley and wild wheat with knives, grinding the grain and using storage pits. By the sixth millennium there is evidence of village communities growing wheat and barley, and keeping sheep and goats, in Greece and Crete in the west, in southern Turkey, the Galilean uplands of the eastern littoral [coastal region] of the Mediterranean, in the Zagros mountains of Iran and Iraq, the interior plateaux of Iran, and in the foothills south east of the Caspian. Subsequently the number of domesticated plants grown was increased, including flax, for its oil rather than for fibre, peas, lentils and vetch [plants used for food]. By the fourth millennium the olive, vine and fig, the crops which give traditional Mediterranean agriculture much of its distinctiveness, had been domesticated in the eastern Mediterranean. Cattle and pigs are thought to have been domesticated after sheep and goats. Cattle were used as draught animals, and for meat; not until the late fourth millennium is there evidence of milking in South West Asia. . . .

Source: D. B. Grigg, *The Agricultural Systems of the World*, Cambridge University Press

3 Based on this document, state *two* changes in agriculture that occurred during the Neolithic Revolution.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each change in agriculture that occurred during the Neolithic Revolution as stated in this document

Examples: domestication of cereals; use of technological tools (knife); grinding of grain; domestication of animals; cattle used as draught animals; reaping of wild barley and/or wild wheat with knives; use of storage pits

Note: The same change expressed in slightly different words cannot be used as two separate responses. For example, “domestication of cereals” and “domestication of wheat and barley” are synonymous. In responses similar to this example, award only 1 credit for one response.

Score of 0:

- Incorrect response
Examples: people relied on hunting and gathering; sheep and goats were domesticated after cattle and pigs; evidence of village communities growing
- Vague response that does not answer the question
Examples: agriculture changed; archaeological evidence; Mediterranean agriculture was distinct
- No response

Document 4

. . . Gradually scientists came to challenge more and more what the ancients [past civilizations] taught. They came to develop new, better methods of finding out how things worked. Mathematical knowledge increased and helped them to reason. They began to think up experiments to check on their ideas in a methodical way. The scientific revolution had begun.

Many men were needed to bring this about. These men came from every part of Europe. They wrote books to explain their ideas. The printing press made it possible to produce thousands of copies which found their way all over Europe. Scientists were able to learn from one another and give one another new ideas. So the Scientific Revolution was not the work of Englishmen, or Frenchmen, or Italians alone. It was the work of Europeans. And, as we have seen, even they did not do it all by themselves. The Chinese, the Indians, the Persians, and the Arabs all gave something before it came about. Today this is not hard to understand, because men and women from all over the world add to scientific knowledge and so help one another. . . .

Source: Peter Amey, *Scientific Revolution*, Greenhaven Press

4 Based on this document, state *two* changes resulting from the Scientific Revolution.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each change resulting from the Scientific Revolution as stated in this document

Examples: people challenged what the ancients taught; people used experiments to check their ideas; scientists used the printing press to spread their ideas throughout Europe; books written to explain new ideas; mathematical knowledge increased and helped people reason; new and/or better methods developed to find out how things worked; scientists learned from one another and shared their ideas

Score of 0:

- Incorrect response
Examples: science became a challenge; experiments were done to find a methodical way
- Vague response that does not answer the question
Examples: scientific changes occurred; men and women from all over the world add to knowledge
- No response

Document 5

. . . Assumptions

1. There is no one center of all the celestial [heavenly] circles or spheres [planets].
2. The center of the earth is not the center of the universe, but only of gravity and of the lunar sphere.
3. All the spheres [planets] revolve about the sun as their mid-point, and therefore the sun is the center of the universe. . . .

— Nicholas Copernicus, *The Commentariolus*, (1510)

Source: Edward Rosen, *Three Copernican Treatises*, Columbia University Press

5 State *one* scientific belief of Copernicus that is being described in this passage.

Score of 1:

- States a scientific belief of **Copernicus** that is described in this passage
Examples: all the planets (spheres) revolve around the Sun; the heliocentric theory; the Earth is not the center of the universe; Sun is the center of the universe; the Earth is the center of the lunar sphere (Moon) and of gravity

Score of 0:

- Incorrect response
Examples: Earth is the center of the universe; center of the Earth is not the center of gravity
- Vague response that does not answer the question
Examples: the heavens move; all spheres revolve
- No response

Document 6

. . . As in Mathematicks, so in natural philosophy, the investigation of difficult things by the method of analysis [scientific method], ought ever to precede the method of composition. This analysis consists in making experiments and observations, and in drawing general conclusions from them by induction [reason], and admitting of no objections against the conclusions, but such as are taken from experiments, or other certain truths. For hypotheses [theories] are not to be regarded in experimental philosophy. And although the arguing from experiments and observations by induction be no demonstration of general conclusions; yet it is the best way of arguing which the nature of things admits of, and may be looked upon as so much the stronger, by how much the induction is more general. And if no exception occur from phenomena [facts], the conclusion may be pronounced generally. But if at any time afterwards any exception shall occur from experiments, it may then begin to be pronounced with such exceptions as occur. By this way of analysis we may proceed from compounds to ingredients, and from motions to the forces producing them; and in general, from effects to their causes, and from particular causes to more general ones, till the argument end in the most general. This is the method of analysis [scientific method]: and the synthesis [combination of parts] consists in assuming the causes discovered, and established as principles, and by them explaining the phenomena proceeding from them, and proving the explanations. . . .

Source: Sir Isaac Newton, *Opticks*, 1718

6 According to this document, why is the scientific method important?

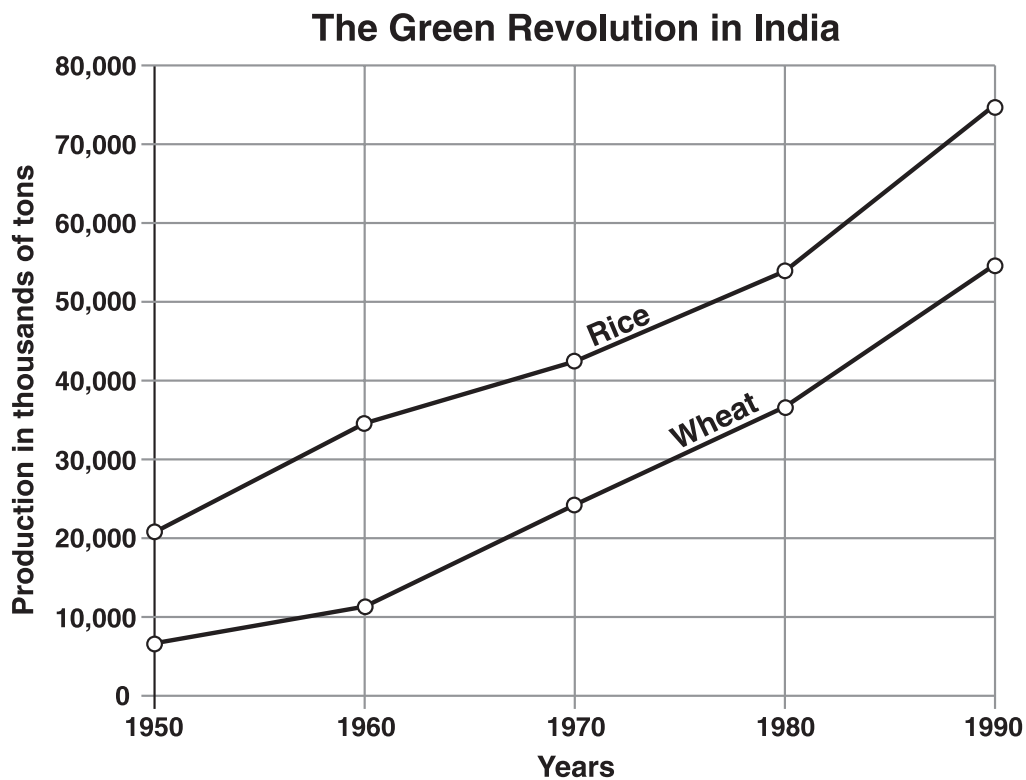
Score 1:

- States a reason given in this document as to why the scientific method is important
Examples: helps to investigate problems (difficult things); draws conclusions by using reasoning; makes experiments and observations; explains phenomena and proves explanations

Score of 0:

- Incorrect response
Examples: general conclusions cannot be made; induction is not important
- Vague response that does not answer the question
Examples: it was a new method; it is a combination of parts; it explains things
- No response

Document 7



Source: Library of Congress, Federal Research Division (adapted)

7 Based on this document, state *one* way the Green Revolution affected India.

Score of 1:

- States an effect of the Green Revolution on India as shown in this document
Examples: output/production of crops increased; rice and/or wheat production increased

Score of 0:

- Incorrect response
Examples: production did not change; production of equal amounts of rice and wheat
- Vague response that does not answer the question
Examples: there was change; increased from 1950 to 1990
- No response

The Green Revolution

. . . [Norman] Borlaug is an eighty-two-year-old plant breeder who for most of the past five decades has lived in developing nations, teaching the techniques of high-yield agriculture. He received the Nobel [Peace Prize] in 1970, primarily for his work in reversing the food shortages that haunted India and Pakistan in the 1960s. Perhaps more than anyone else, Borlaug is responsible for the fact that throughout the postwar era, except in Sub-Saharan Africa, global food production has expanded faster than the human population, averting the mass starvations that were widely predicted—for example, in the 1967 best seller *Famine—1975!* The form of agriculture that Borlaug preaches may have prevented a billion deaths. . . .

The Ford and Rockefeller Foundations and the World Bank, once sponsors of his work, have recently given Borlaug the cold shoulder. Funding institutions have also cut support for the International Maize and Wheat Center—located in Mexico and known by its Spanish acronym, CIMMYT—where Borlaug helped to develop the high-yield, low pesticide dwarf wheat upon which a substantial portion of the world’s population now depends for sustenance [food]. And although Borlaug’s achievements are arguably the greatest that Ford or Rockefeller has ever funded, both foundations have retreated from the last effort of Borlaug’s long life: the attempt to bring high-yield agriculture to Africa. . . .

To Borlaug, the argument for high-yield cereal crops, inorganic fertilizers, and irrigation became irrefutable when the global population began to take off after the Second World War. But many governments of developing nations were suspicious, partly for reasons of tradition (wheat was then a foreign substance in India) and partly because contact between Western technical experts and peasant farmers might shake up feudal cultures to the discomfort of the elite classes. Meanwhile, some commentators were suggesting that it would be wrong to increase the food supply in the developing world: better to let nature do the dirty work of restraining the human population. . . .

Source: Greg Easterbrook, “Forgotten Benefactor of Humanity,” *Atlantic Monthly*, January 1997

8a Based on this document, state *one* development since World War II that led to the Green Revolution.

Score of 1:

- States a post–World War II development identified in this document that led to the Green Revolution
Examples: food shortages in India and Pakistan; expansion of global population; population took off; support of funding institutions for countries with food shortages; support of funding institutions for the development of high-yield cereals, pesticides, inorganic fertilizers, and irrigation; increase in human population

Score of 0:

- Incorrect response
Examples: funding institutions cut support; wheat was a foreign substance in India; adequate food production in Sub-Saharan Africa
- Vague response that does not answer the question
Examples: technical experts gave advice; Borlaug worked on farms; things changed
- No response

8b Based on this document, identify *one* effect of the Green Revolution on food production.

Score of 1:

- Identifies an effect of the Green Revolution on food production as stated in this document
Examples: food shortages in India and/or Pakistan have been reversed; predicted mass starvation has been avoided; global food production has expanded faster than human population, except in Sub-Saharan Africa; substantial portion of world population depends for sustenance on dwarf wheat

Score of 0:

- Incorrect response
Examples: Norman Borlaug received the Nobel Peace Prize; the book *Famine* predicted a billion deaths
- Vague response that does not answer the question
Examples: there were effects; developing nations had problems
- No response

Document 9

. . . It is not clear which are greater—the successes of modern high-intensity agriculture, or its shortcomings. The successes are immense. Because of the green revolution, agriculture has met the food needs of most of the world's population even as the population doubled during the past four decades. But there has been a price to pay, and it includes contamination of groundwaters, release of greenhouse gases, loss of crop genetic diversity and eutrophication [pollution] of rivers, streams, lakes and coastal marine ecosystems (contamination by organic and inorganic nutrients that cause oxygen depletion, spread of toxic species and changes in the structure of aquatic food webs). It is unclear whether high-intensity agriculture can be sustained, because of the loss of soil fertility, the erosion of soil, the increased incidence of crop and livestock diseases, and the high energy and chemical inputs associated with it. The search is on for practices that can provide sustainable yields, preferably comparable to those of high-intensity agriculture but with fewer environmental costs. . . .

Source: David Tilman, "The Greening of the Green Revolution," *Nature*, November 1998

9 According to David Tilman, what are *two* effects of the Green Revolution?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each effect of the Green Revolution as stated in this document

Examples: release of greenhouse gases; oxygen depletion; dependence on pesticides and/or chemical fertilizers; contamination of groundwater; agriculture has met the food needs of most of the world's population; loss of soil fertility; erosion of soil; increased incidence of crop and/or livestock diseases; pollution of rivers, streams, lakes, and coastal marine ecosystems; loss of crop genetic diversity

Score of 0:

- Incorrect response
Examples: unclear whether high-intensity agriculture can be sustained; shortcomings of agriculture; lower environmental costs
- Vague response that does not answer the question
Examples: negative effects; immense successes; search for practices
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—January 2004

Historical Context:

The term *revolution* refers to change that has a significant impact on history. Although the term is most often used to describe political revolutions, it can also describe social, intellectual, and/or economic change, as in the Neolithic, Scientific, and Green Revolutions.

- Task:**
- Discuss **two** of these revolutions: the Neolithic Revolution, the Scientific Revolution, the Green Revolution
 - Explain the significant social, intellectual, **and/or** economic changes resulting from **each** of the **two** revolutions

Score of 5:

- Thoroughly addresses all aspects of the task by discussing **two** revolutions and by explaining **at least two** social, intellectual, and/or economic changes that resulted from these two revolutions
- Incorporates accurate information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to revolutions and their social, intellectual, and/or economic changes (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive, e.g., *Scientific Revolution*: the Copernican heliocentric theory and its impact on Kepler and Galileo led to the subsequent controversy in the Roman Catholic Church as it conflicted with the accepted ideas of Ptolemy and Aristotle; *Green Revolution*: the characteristics of the Green Revolution and its positive impact on crop yields in developing countries are contrasted with the accompanying environmental and cultural costs
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task, although treatment of the different aspects of the task may be uneven such as discussing all aspects of the task for one revolution more thoroughly than for the other revolution *or* discussing one aspect of the task for both revolutions more thoroughly than the other aspect of the task
- Incorporates accurate information from **at least four** documents
- Incorporates relevant outside information related to revolutions and their social, intellectual, and/or economic changes
- Includes relevant facts, examples, and details; may be more descriptive than analytical, e.g., *Scientific Revolution*: the heliocentric theory had an impact on the geocentric theory; *Green Revolution*: while the Revolution led to higher crop yields, it also caused environmental problems
- Is a well-developed essay, demonstrating a logical and clear plan of organization; may use the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 3:

- Addresses all aspects of the task in a limited way *or* addresses most aspects of the task fully
- Incorporates some information from some of the documents
- Incorporates limited or no relevant outside information
- Includes some relevant facts, examples, and details; may be more descriptive than analytical; may include some minor inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by repeating the theme

Some Examples of Addressing the Task at Level 3

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 3 response.

1. Discusses **one** revolution; explains the social, intellectual, *and/or* economic changes resulting from that revolution, applying Level 5 criteria.
2. Discusses **one** revolution; explains the social, intellectual, *and/or* economic changes resulting from that revolution; discusses a **second** revolution.
3. Discusses **two** revolutions; explains **only one** social, intellectual, *or* economic change resulting from **each** revolution.

Score of 2:

- Addresses some aspects of the task
- Makes limited use of the documents *or* may only restate the contents of the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Some Examples of Addressing the Task at Level 2

Holistic Scoring Reminder: These examples apply only to the evaluation of bullet 1.
A response meeting the criteria below does not, by itself, make it a Level 2 response.

1. Discusses **one** revolution; explains the social, intellectual, *and/or* economic changes resulting from that revolution.
2. Discusses **one** revolution; explains **only one** social, intellectual, *or* economic change resulting from that revolution; discusses a **second** revolution.
3. Discusses **one** revolution; explains the social, intellectual, *or* economic changes resulting from that revolution; explains the social, intellectual, *or* economic changes resulting from a **second** revolution.
4. Discusses **one** revolution; explains the social, intellectual, *and/or* economic changes resulting from a **second** revolution.

Score of 1:

- Shows a limited understanding of the task, but minimally addresses some aspects of the task
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes few or no relevant facts, examples, or details; may include inaccuracies
- May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed
- May lack an introduction and/or conclusion *or* these elements may not refer to the theme

Score of 0:

- Fails to address the task, is illegible, or is a blank paper

Scoring Notes:

1. *At least two* significant changes must be explained for *each* revolution discussed. However, the changes may be both social, both intellectual, or both economic, *or* they may be a combination of any two of these categories.
2. The changes resulting from the two revolutions do not need to be identified as social, intellectual, or economic.
3. The discussion of the revolution may detail what happened before the revolution and/or what happened during the revolution.

Key Ideas from the Documents

Revolution	Doc #	Discussion Points	Resulting Changes
Neolithic Revolution (documents 1-3)	1	Before Revolution, dependence on hunting, following the herds Life on the move	Start of herding animals and storing food
	2	Evolution of civilization	Replacement of scattered hunting communities with villages Development of villages into small towns and cities Specialization of work, new jobs Exchange of goods, development of trade, traders
	3	Additional sources of food New economic activities	Domestication of cereals and animals Increase in types of domesticated plants
Scientific Revolution (documents 4–6)	4	Challenge to teachings of past civilizations Interaction with other scientists and other societies	Use of experiments and math to check on ideas and reason Use of printing press and books to spread ideas
	5	Copernican theory	Challenges to the existing explanation of the universe (Earth-centered to Sun-centered)
	6	Newton and the scientific method Importance of experiments and observation	Development of induction method Explanation based on analyses
Green Revolution (documents 7–9)	7	Effect on India	Increase in crop production (rice, wheat)
	8	Work of Norman Borlaug Recent lack of support for Borlaug's efforts by funding institutions Effect on traditional cultures	Development of high-yield agriculture (new strains of wheat, high-yield cereal crops, irrigation, high-intensity agriculture, inorganic fertilizer) Reversal of food shortages in India and Pakistan Prevention of a billion deaths, reversal of predicted mass starvation Conflict between Western technical experts and traditional ways
	8 & 9	Improvement in food supply	Expansion of global food production faster than human population except in Sub-Saharan Africa
	9	Need to provide sustainable yield with fewer environmental costs	Pollution by fertilizers and pesticides Loss of soil fertility and crop genetic diversity, soil erosion, increased crop and livestock diseases Contamination of ground water and ecosystems

Relevant Outside Information

(This list is not all-inclusive.)

Revolution	Discussion Points	Resulting Changes
Neolithic Revolution	“Slash and burn” farming methods Specific settlements-Jericho, Hūyūk New technology: plow, wheel	Replacement of nomadic life style Shift from “hunting and gathering” Beginning of social stratification Increased time for different activities (art) Surplus food available Development of organized government Development of barter system Conflict as a result of competition Development of civilization in river valleys (Tigris-Euphrates, Nile, Huang Ho, Indus)
Scientific Revolution	Heliocentric theory Support for Copernicus-Kepler, Galileo Trial of Galileo Natural scientific laws-Newton Relation to Renaissance, Enlightenment Gutenberg’s role	Questioning of church authority and beliefs (Aristotle, Ptolemy) Questioning of geocentric theory Empiricism, skepticism
Green Revolution	Malthusian theory Short-term solution to population growth New irrigation methods High financial costs	Increased lead and arsenic poisoning in ground water Development of pesticide-resistant strains of insects Increased number of crop diseases Benefits large producers rather than poor peasants who sometimes lost land in process Role of United Nations

A revolution is a period of great change that has a significant effect on history. There are many revolutions that fit this description. The Neolithic Revolution and the Scientific Revolution are capable of this. There is a significant difference in the time periods both of these revolutions took place, but both greatly affected the lives of the people during that era.

The Neolithic Revolution occurred about 12,000 years ago (BC) and made civilization possible for humans. Before, the people were considered nomads and had no permanent homes. They traveled continuously, always looking for food and following the migration of wild herds. (D1) They had little technology and what they had was relatively unchanging. But the Neolithic Revolution brought about permanent villages and made civilization possible, hinting at the important role urban centers would play in history. Trade was introduced when surpluses became available and barter developed and

the manufacturing of tools as a result of specialization since fewer people were needed to produce crops improved society a lot. (D2) People began harvesting crops such as wheat, barley, peas, lentils, and many others. (D3) The Neolithic Revolution helped people to have better, stable lives when a system of laws developed.

The Scientific Revolution began in 17th and 18th centuries and further helped to improve technological advances by using the empirical and scientific methods. Scientists began to question past scientists' and philosophers' beliefs and ideas. This is what started the Scientific Revolution. (D4) For example, Copernicus challenged the teachings of Ptolemy and Aristotle. Ptolemy believed that the earth was the center of the universe (the geocentric theory). Yet Copernicus stated that the sun was the center (heliocentric theory) and that the earth and all of the other planets revolved around it. (D5) Another scientist that did this was Galileo.

Galileo challenged many of Aristotle's beliefs and also backed up Copernicus against Ptolemy's theory of the earth being fixed at the center. The Scientific Revolution caused much chaos and disorder, especially within the church, which was accustomed to defining ~~the~~ truth in all areas of thought. For this reason, Galileo was put on trial, essentially for daring to challenge the church's view of the universe. Despite the trial, other scientists, Kepler and Brahe, continued to find proof for Copernicus' theory.

The Neolithic Revolution greatly affected the social, intellectual, and economic ~~the~~ life of the former nomads. Nomads were always isolated from other tribes as they tried to survive on the food they could find. After the Revolution they worked together in villages and towns.

New roles and the ability to accumulate wealth brought about social stratification

and new roles. Some of the complexities of later societies started to emerge in the Neolithic communities.

The Scientific Revolution had a great impact on economic and intellectual life. Newton's use of the scientific method laid the groundwork for the principles of technology employed in ^{the} Industrial Revolution. The idea of empirical knowledge allowed inventors to apply scientific principles to manufacturing.

The widespread acceptance of the Copernican theory was one of the reasons the church lost power.

Both the Neolithic and the Scientific Revolutions improved society. In the Neolithic Revolution, technology changed lifestyles and in the Scientific ~~method~~ Revolution, the scientific method expanded the intellectual search for knowledge.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by discussing the Neolithic and Scientific Revolutions and by explaining the changes resulting from these revolutions
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information related to revolutions and their social, intellectual, and economic changes (*Neolithic*: occurred about 12,000 years ago; role of urban centers; surpluses became available; barter system; system of laws; nomads; accumulation of wealth; social stratification; new roles; *Scientific*: began in the 17th and 18th century; empirical; Ptolemy; Aristotle; geocentric; heliocentric; Galileo challenged Aristotle's beliefs; Galileo put on trial; Kepler; Brahe; Industrial Revolution; scientific principles applied to manufacturing)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (*Neolithic*: permanent villages hinting at the important role of urban centers; trade introduced; manufacturing of tools; harvesting of crops; complexities of later societies started to emerge in Neolithic communities; *Scientific*: Copernicus challenged ideas of Ptolemy and Aristotle; Revolution caused much chaos and disorder, especially within the Church; Church accustomed to defining truth in all areas of thought; scientists continued to find proof for Copernicus' theory; scientific method laid groundwork for principles of technology employed in Industrial Revolution; widespread acceptance of Copernican theory was one of reasons the Church lost power)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that is beyond a restatement of the historical context and concludes with a summation of the theme that compares the impact of the Neolithic and Scientific Revolutions

Conclusion: Overall, the response fits the criteria for Level 5. While the discussion of the Neolithic Revolution is based on generalizations, the conclusions are sophisticated and analytical. The details in the discussion of the Scientific Revolution demonstrate extensive knowledge of that revolution. The response demonstrates an understanding of the impact of both revolutions will continue to have on history.

Throughout all of history, the world has been greatly changed by various revolutions. Two of these revolutions that have had the most significant impact on history are the Neolithic Revolution and the Scientific Revolution.

Before the Neolithic Revolution, humans hunted and gathered when following herds and ripe berries. They were always on the move and only possessed what they could carry. Life was lived one day at a time and one could not be certain of getting a meal each day. Then, the world began to change. People realized that they could obtain food by planting seeds and so they began to grow wheat and barley and, as time went on, a greater variety of domesticated plants came about. ^(Doc. 3) Because of these new farming techniques it was no longer necessary to move with the herds of animals. Villages began to pop up and were soon replaced with towns and even cities. ^(Doc. 2) The Neolithic Revolution had occurred, and created permanent settlements with a reliable source of food, and time for different activities which led to more inventions and more art. The first settlements were started in fertile river basins, such as along the Nile in Egypt or between the Tigris and Euphrates in Mesopotamia. Because of these settlements, and settlements in other areas of the world, advancements in all fields could be made much easier with more interaction between people as a result of food surpluses.

which led to trade, and then the creation of various languages. This interaction also led to competition and conflict.

Another very important revolution in history was the Scientific Revolution. With the Enlightenment underway and an increase in skepticism, many people began to question old beliefs. With the improvement of the printing press by Gutenberg, distributing ideas to a large amount of people became much easier, further paving the way for advancement. This was the beginning of the Scientific Revolution. During the revolution, the geocentric, earth-centered, model of the universe was challenged by Copernicus and proven to be false by Galileo. Also, Johannes Kepler made many achievements in the laws of planetary motion and Isaac Newton supported the scientific method along with intensely studying gravity. There were many more achievements made during this time and they have all shaped life as we know it today. Newton's laws of gravity explained the universe and why it worked the way it did. Soon after, Enlightenment writers such as John Locke applied the idea of natural law to government. Locke believed that man had certain inalienable rights such as life, liberty, and property and these rights should be protected by government. This led many people to advocate the idea of natural rights and established the

basis for many political revolutions in the Americas and France.

Although the Neolithic and Scientific revolutions were separated by thousands of years, they both forever changed society through important advancements and new ideas.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by discussing the Neolithic and Scientific Revolutions and by explaining the changes resulting from these revolutions
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information related to revolutions and their social, intellectual, and economic changes (*Neolithic*: gathering ripe berries; possessed only what they could carry; more art; fertile river basins such as along the Nile in Egypt and between the Tigris and Euphrates in Mesopotamia; food surpluses led to trade, various languages, competition, and conflict; *Scientific*: Enlightenment; increase in skepticism; Gutenberg; geocentric; Galileo; Kepler and laws of planetary motions; Newton’s theory of gravity; John Locke; natural law)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (*Neolithic*: life lived one day at a time; on the move; new farming techniques meant it was no longer necessary to move; permanent settlements with reliable sources of food; first settlements started in fertile river basins; settlements in other areas of the world; more interaction between people; *Scientific*: improvement of printing press; Earth-centered model of the universe challenged by Copernicus; Newton supported the scientific method; laws of gravity explained the universe and why it worked the way it did; application of natural law to government; support of natural rights established basis for future revolutions)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by establishing a framework that restates the historical context and concludes with a short summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The use of outside information and of specific historical facts supports the document information. Although the conclusions and connections are not sophisticated, they are strong. The analysis is integrated into the chronological narrative and accurately shows cause and effect.

The word "revolution" often describes a movement in Earth's history that has brought about much impact and influence. However, the word is not limited to political events, such as the French Revolution. Two Revolutions, the Neolithic Revolution and the Scientific Revolution were not political at all, yet they are still just as important.

Before the Neolithic Revolution, the people were nomadic (Doc. 1). They moved from land to land, following the herds; their source of survival (Doc. 1). Soon after, the small tribes of people were beginning to be replaced by small villages. (Doc 2). Instead of following the sources of food, the people began to cultivate their own crops and domesticate animals rather than hunting them. (Doc 3). This simple act of settlement may seem insignificant at first, but it had a huge impact on society. Because the people were living in a permanent home they had time to think about more than survival. More sophisticated tools were developed. This gave way to the development of technology as the Neolithic Revolution paved

their way for modern civilization. Great river valley civilizations developed where people were free from the constant task of survival.

Specialized jobs were created, (doc 2) and new inventions to better the standard of living were developed (Doc. 3 + 2).

The Scientific Revolution, took place roughly between the 16th and 18th centuries. This was a period of time when the traditional Greco-Roman teachings and theories were scrutinized (Doc. 4). Empiricism or the belief that life can only be "seen" through self-experience came about. Men, and some women, challenged ideals, and often proved them wrong, by using experiments and the Scientific Method (Doc. 6).

The Scientific Revolution was based on reason and logic (Doc. 6). This revolution spawned many advances in medicine math and astronomy. Harvey, Newton, and Kepler as well as others established the idea of empirical truth which helped future generations.

Besides influencing the intellectual world, the Scientific Revolution gave power to the people,

instead of the Roman Catholic Church. As more and more Church doctrines were disproved, people began to stress less importance and influence on the Church.

Both the Neolithic and Scientific Revolutions were very different, but both still hold very much importance. Without the Neolithic Revolution, the start of civilization would never have begun. The Scientific Revolution sparked a period of discovery and learning. Without both, the world would be a much different place.

Anchor Level 4-A

The response:

- Addresses all aspects of the task, although the discussion of the Scientific Revolution is more thorough than the discussion of the Neolithic Revolution
- Incorporates accurate information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information related to revolutions and their social, intellectual, and economic changes (*Neolithic*: nomadic lifestyle; cultivation of crops; development of sophisticated tools and technology; development of river valley civilizations; start of civilization; *Scientific*: beliefs of empiricism; work of Harvey and Kepler; empirical truth helped future generations; gave power to the people instead of the Roman Catholic Church; Church doctrines disproved)
- Includes relevant facts, examples, and details; is both descriptive and analytical (*Neolithic*: source of survival was to follow the herds; domestication of animals rather than hunting them; permanent housing meant they had time to think about more than survival; *Scientific*: scrutiny of traditional Greco-Roman teachings and theories; use of experiments to prove traditional ideas wrong; advances in medicine, math, and astronomy; period of discovery and learning)
- Is a well-developed essay; demonstrating a logical and clear plan of organization; uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by establishing a framework that restates the historical context and concludes by summarizing the importance of the Neolithic and Scientific Revolutions

Conclusion: Overall, the response fits the criteria for Level 4. The use of outside information to support the document information is good with some sophisticated conclusions. The description and the explanation of the impact of the revolutions are intertwined in the discussion of each revolution.

A revolution can be defined as a great change that has a significant impact on history.

Revolution: Two examples of a Revolution are the Neolithic Revolution and the Scientific Revolution.

In each of these revolutions there are many social, intellectual, and/or economic changes that occurred.

The Neolithic Revolution can be defined as a development of permanent agricultural communities. Before the Neolithic Revolution people moved from place to place following the herds of animals for food. (Document 1). When the revolution occurred it changed the way in which people lived.

Civilizations began to emerge as villages and cities were eventually created. People began to work together trading and specializing in a certain type of work. (Document 2). New technology was created such as the wheel, the plow, and new tools and people began to learn new things such as domesticating animals and plants. Agriculture output increased significantly which led to a surplus that could be traded. (Document 3)

Socially the Agricultural Revolution led to people working together as a community. Economically it created an economy with trade and commerce

which used the barter system. Intellectually people began to develop new technology. The days of the cavemen and hunting and gathering ended as the only way of life. When the Neolithic Revolution occurred.

The Scientific Revolution is another example of a Revolution in which there were social, intellectual and/or economic changes. The Scientific Revolution can be defined as a time when scientist began to challenge the ancient ideas and create their own theory on life and the universe. The Scientific Revolution occurred because Scientist were starting to challenge what the ancients had taughts, and began to develop new methods of finding out how things work, and their mathematical knowledge increased helping them to reason (Document 4) This revolution brought on many changes. For example: During the Revolution the printing press was improved by a man named Gutenberg in Germany. This increased the amount of books produced throughout Europe and resulted in an increase of literacy and secular knowledge. Scientist began to learn from one another, and spread

their different ideas and theories. Many different theories were created and methods such as the scientific methods by Sir Issac Newton was developed to prove these theories. The heliocentric Theory by Copernicus was rejected and opposed by many people because they believed it went against the church. Scientific knowledge and traditional beliefs did not mesh in the minds of many church leaders. Copernicus's theory that the Sun is in the center of the Universe was proven by Galileo and other men by using the telescope and mathematical reasoning and really upset the Church. The Scientific Revolution impacted society socially when scientist began to share their ideas and people could read them, because books were cheaper and more readily available. Intellectually people began to learn new things as literacy increased.

The Scientific and Neolithic Revolutions are examples of two of the many Revolutions that have occurred throughout the beginning of society. Each revolutions impacted the way of lives socially, economically, and intellectually. In each of these Revolutions new discoveries were made changing the course of history.

Anchor Level 4-B

The response:

- Addresses all aspects of the task for the Neolithic and Scientific Revolutions
- Incorporates accurate information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information related to revolutions and their social, intellectual, and economic changes (*Neolithic*: emergence of civilization; new technology included wheel and plow; Agricultural Revolution; barter system; cavemen; hunting and gathering ended as the only way of life; *Scientific*: creation of own theories on life and the universe by scientists; printing press improved by Gutenberg in Germany; increase in secular knowledge; heliocentric theory rejected by many people because they believed it went against the Church; scientific knowledge and traditional beliefs did not mesh in minds of Church leaders; Galileo proved Copernican theory by using telescope)
- Includes relevant facts, examples, and details; is both descriptive and analytical (*Neolithic*: moved from place to place; emergence of villages and eventually cities; development of permanent communities; specialization of work; domestication of animals and plants; significant increase of agricultural output; *Scientific*: challenge of ancient ideas; increase in mathematical knowledge helped reason; increase in number of books produced and literacy; scientists learned from one another; Newton's scientific method developed to prove theories; Sun-centered universe)
- Is a well-developed essay; demonstrating a logical and clear plan of organization; uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by restating the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the generalizations depend on information from the documents, the use of outside information to support statements strengthens the response. The details about social, intellectual, and economic changes of each revolution are limited, but the conclusions about these changes are strong.

Today's American Society is both sufficient and extremely successful. However, despite the work and studies of many well known modern geniuses, like Einstein, the world would not have surmounted to such a high state if it were not for the technological advances in the Neolithic and Scientific Revolutions.

Approximately 13,000 years ago the human race functioned as a nomadic people. Primarily hunters, they migrated with the herds and had no permanent residence. (D1) With the advent of the Neolithic Revolution, came the development of agriculture with the domestication of both plants and animals. Now with a stationary food source, rather than migrating herds, villages were built around agriculture. (D3) No more was society made up of solely hunters and gatherers, but the jobs became specialized since new tools and other technology led to a variety of activities. This meant food surpluses were created, which led to a barter system and trade. (D2) Farmers, builders and eventually militia all became a vital role in sustaining the Neolithic society. New roles were developing and society was become more complex. The ability to create shelter in a variety of environments led to a great population increase.

As time evolved and mankind's technological technological abilities improved, people ~~band~~ began to develop into nations. In the Middle Ages, man depended on the Church and the teachings of Ptolemy and Aristotle. Only with the rise of the Renaissance did men begin to question these ancient teachings. Knowledge brought to Europe from Asia, India, America and the Middle East swelled together European ideas (D4) This triggered Scientific Revolution. New ideas became the basis for challenging old assumptions. Improved technology (printing press) spread these ideas. Previous facts turned out to be wrong and new factually proven facts took their place. An example of this is rejection of Geocentricity and the acceptance of Heliocentricity (D5) To thoroughly prove new hypothesis the Scientific Method was used (D6) Galileo was punished for challenging the Church's monopoly on knowledge. Not much later Isaac Newton was knighted for developing the scientific laws that explained the universe. This contributed to the beginning of the loss of the church's political power.

Despite how far humans have come to reach this epitome today, it's still got a long way to go.

Anchor Level 4-C

The response:

- Addresses all aspects of the task for the Neolithic and Scientific Revolutions
- Incorporates accurate information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information related to revolutions and their social, intellectual, and economic changes (*Neolithic*: approximately 13,000 years ago; nomadic people; stationary food source; food surpluses led to barter system and trade; new roles developed; *Scientific*: development of nations; in Middle Ages, man depended on the Church and its teachings; Ptolemy; Aristotle; Renaissance led people to question ancient teachings; rejection of geocentric theory; acceptance of heliocentric theory; Galileo punished for challenging Church's monopoly on knowledge; Newton knighted; beginning of loss of Church's power)
- Includes relevant facts, examples, and details; is both descriptive and analytical (*Neolithic*: people were primarily hunters who migrated with herds and had no permanent residence; villages built around agriculture; new tools and technology led to variety of activities; ability to create shelter in a variety of environments led to population increase; *Scientific*: knowledge brought from Asia, India, America, and Middle East together with European ideas triggered revolution; old assumptions challenged; printing press spread ideas; scientific method; Newton's scientific laws explained the universe)
- Is a well-developed essay; demonstrating a logical and clear plan of organization; uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme by attributing the success of today's American society to past revolutions and concludes with a brief statement about the progress of humans

Conclusion: Overall, the response fits the criteria for Level 4. In some cases, statements lack historical facts and specific details to support information; however, the sophisticated analysis and transitions strengthen the response. The response demonstrates a thorough knowledge of the changes caused by the Neolithic and Scientific Revolutions.

The term revolution refers to great change that has a significant impact on history. Although the term is most often used to describe political revolutions, it also describes social, intellectual, and economic change. Two of the most important revolutions in our history were the Scientific and Green Revolutions.

The Scientific Revolution took place because scientists slowly began to challenge the beliefs of past civilizations. Knowledge of mathematics and problem solving increased as a result of this. The invention of the printing press was vital to the spreading of these new ideas. English, French, Italian, Chinese, Indian and Persian peoples all collaborated with one another.

A few of the highlights of the Scientific Revolution were the perfection of the telescope by Galileo, the understanding of gravity by Sir Isaac Newton, and the confirmation that the Earth was indeed not the center of the universe by Nicolaus Copernicus.

A more recent revolution taking place is the Green Revolution. Although the Green Revolution does not have much fanfare, it is one of the most important events in history. The Ford and Rockefeller Foundations took leading roles in funding crop research. It has saved millions of lives from starvation and malnutrition, especially in India and

PAKISTAN, AND IT IS CONTINUING TO DO SO.

For example in the 1950's Norman Borlaug developed a high-yield, low pesticide dwarf wheat that millions of people depend on to survive. As a result in many countries global food production has expanded faster than the human population, thus averting predicted mass starvations. Scientists are also developing crops that are naturally resistant to pests through genetic engineering, although this has led to loss of crop genetic diversity. Scientists continue to look for practices with fewer environmental costs.

It is quite clear that these two revolutions helped to form the world as we know it. We as a people owe a great deal to those who came before us and tried to make life better for future generations. There have been revolutions in the past. There will be revolutions in the future, but none shall be forgotten.

Anchor Level 3-A

The response:

- Addresses most aspects of the task by discussing the Scientific and Green Revolutions and by explaining the changes resulting from the Green Revolution
- Incorporates some information from documents 4, 5, 6, 8, and 9
- Incorporates limited relevant outside information (*Scientific*: perfection of telescope by Galileo; confirmation by Copernicus that the Earth is not center of universe; understanding of gravity by Newton; *Green*: crops naturally resistant to pests through genetic engineering)
- Includes some relevant facts, examples, and details; is both descriptive and analytical (*Scientific*: scientists slowly began to challenge beliefs of past civilizations; knowledge of mathematics and problem solving increased; invention of printing press vital to spreading of new ideas; *Green*: Ford and Rockefeller foundations funded crop research; Revolution saved millions of lives from starvation and malnutrition, especially in India and Pakistan; Borlaug developed high-yield, low pesticide dwarf wheat; global food production expanded faster than human population; scientists continue to look for practices with fewer environmental costs)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by repeating the historical context and concludes by reflecting on the impact of these revolutions on future generations

Conclusion: Overall, the response fits the criteria for Level 3. Much of the response is based on document information, and the integration of this information is effective. The use of some specific historical facts strengthens the aspects of the task that are discussed. However, the inclusion of little outside information limits this response to a score of 3.

A revolution is a great event that occurs to have a major change on the course of history. Two examples of revolutions are: The Scientific revolution, and the Neolithic revolution.

The Neolithic revolution occurred after the Paleolithic revolution. During the paleolithic revolution, people led nomadic lives as hunter-gatherers, nomads followed the natural migration of wild herds (Doc 1). Nomadic people had simple tools that they used for survival.

During the Neolithic revolution, agriculture had a large impact on the ways of the people. The people no longer had to hunt for food, they began a food-surplus and began^{to} focus on innovating their tools. They also domesticated animals, and technology for farming needs were developed, such as: irrigation ditches. With the formation of agriculture, trade began to grow (Doc 2).

The Scientific revolution began when European philosophers began to question traditional ways of thinking, major contributors to the Scientific revolution were: Copernicus, Kepler,

Brake, Galileo, and Newton. Copernicus is credited for the ~~theory~~ Heliocentric theory, this is the belief that the Sun is the center of the universe and not the earth (Doris).

~~Kepler~~ ^{Brake} supported Copernicus's idea, and invented an observatory where he studied the sky for many years, and came up with evidence. Kepler came up with the Elliptical orbit theory, which stated that the planets evolved in an ellipse around the sun. Newton came up with the theory of gravity, that gravity is the force that holds the planets in their orbit.

All revolutions have made a huge change in history, the Neolithic and the scientific revolutions are significant to Global Studies.

Anchor Level 3-B

The response:

- Addresses most aspects of the task by discussing the Neolithic and Scientific Revolutions and by explaining the changes resulting from the Neolithic Revolution
- Incorporates some information from documents 1, 2, and 5
- Incorporates some relevant outside information (*Neolithic*: Paleolithic Revolution; irrigation ditches; *Scientific*: heliocentric theory; support of Copernican theory by Brahe in his observatory; Kepler’s elliptical orbit theory; Newton’s theory of gravity—the force that holds planets in orbit)
- Includes some relevant facts, examples, and details; is both descriptive and analytical (*Neolithic*: nomads follow natural migration of wild herds; simple tools used for survival; people no longer had to hunt for food; began to focus on innovating tools; domestication of animals; trade began to grow; *Scientific*: began when European philosophers began to question traditional ways of thinking; Copernicus’ Sun-centered universe; planets revolve in elliptical orbit around the Sun)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by restating the historical context and concludes by repeating the theme

Conclusion: Overall, the response fits the criteria for Level 3. Statements used to address the Neolithic Revolution are not supported with many historical facts. However, much of the discussion of the Scientific Revolution incorporates outside information, which strengthens the response.

A revolution is a change that describes a social, intellectual, economic, or political modification that has a large impact on history. In the case of the Scientific and the Green Revolutions, huge advances in intellectual and economic fields were made. The Scientific Revolution forever changed the way scientists viewed a problem, and the Green Revolution not only brought around scientific changes, but economic changes too.

One of the earliest revolutions in man's history was the Neolithic Revolution. Previous to this, most people weren't far from animals themselves. The Neolithic Revolution changed all of that. Domestication of plants meant that people now had a more reliable source of food. (Doc. 3) Domestication of the ~~plants~~ people's food sources led to domestication of the people themselves. They learned to settle down in one area. (Doc. 2).

The Green Revolution had similar effects on a more modern scale. As seen in Doc. 7, the production of both rice and wheat dramatically increases between 1950 and 1990. This leads to more people being fed and a better economy because of some surplus.

Both of these revolutions drastically changed the world. The Neolithic Revolution changed the course of history by "making civilization itself possible" (Doc. 2) and allowed people to settle in one area and also to begin specializing (Doc. 2) this meant that more luxury and "consumer goods" were being made. Items never before seen, like ~~plants~~ farming tools and simple looms were created to help people live. This was a major social and economic change because farming was developed and

since people were specializing, their interaction with one another was altered.

The Green Revolution also caused huge social and economic changes. Because of the developments made in bio-engineering, more food was produced on less acreage, thus feeding many more people. Famine was prevented and people were saved because of some new strains of wheat.

The Green Revolution had social impact ~~to~~ because it saved lives and also because of the methods used in bio-engineering. ~~Some~~ Some people strongly object to the altering of genetic makeup even if they have a positive outcome.

Overall, the impact of both these ~~major~~ revolutions was pretty positive, and they ~~will~~ will forever leave their mark on our world.

Anchor Level 3-C

The response:

- Addresses most aspects of the task fully by explaining changes resulting from both the Neolithic and the Green Revolutions
- Incorporates some information from documents 2, 3, 7, and 8
- Incorporates some relevant outside information (*Neolithic*: more luxury and consumer goods; looms were created; *Green*: developments in bio-engineering; more food on less acreage; objections to altering of genetic makeup even if they have positive outcomes)
- Includes some relevant facts, examples, and details; is both descriptive and analytical (*Neolithic*: more reliable source of food; people learned to settle down in one area; made civilization possible; specialization meant more luxury and consumer goods; alteration in interaction with other peoples; *Green*: better economy because of some surplus; more food produced on less acreage; famine prevented because of new strains of wheat)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a brief summation

Conclusion: Overall, the response fits the criteria for Level 3. Although the Scientific Revolution is mentioned in the introduction, it is not discussed. Brief general statements about the Neolithic and the Green Revolutions are used as lead-ins to the explanations of the changes resulting from the revolutions.

The term revolution refers to great change that has a significant impact on history. ~~around~~ The Neolithic Revolution was when nomadic hunters became farmers. The Scientific Revolution was when traditional ideas were challenged and more modern ideas became the way of thinking. Both of these revolutions had great impacts on history.

In the ~~17th~~ 18th century, the Scientific Revolution occurred in Europe. Old way of thinking were challenged, people began to come up with theories and test them. In Document #4 it tells how the Scientific Revolution started. People started to think of new ideas, test them, then wrote them down. During the Scientific Revolution the printing press was invented, which made it possible to copy these books and ~~publish~~ distribute them to the people of ~~all~~ Europe, spreading the new ideas.

The Neolithic Revolution resulted in permanent villages. In Document #2 it says ~~to~~ that these villages became towns, and the towns became cities, therefore starting civilization. Also, people were able to specialize in trades other than producing food. People could produce tools and give those for food which also brought about ~~trades~~ trade.

The Scientific Revolution resulted in an increase of literacy, and reasoning. People developed reasons for why things happen. In Document #6 it describes the scientific method, the way experiments should be done; ideas tested. All of science is based on it.

Anchor Level 2-A

The response:

- Addresses some aspects of the task by discussing the Scientific Revolution and explaining one change resulting from that revolution and then by explaining one change resulting from the Neolithic Revolution
- Makes limited use of documents 2, 4, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Neolithic*: resulted in permanent villages which became towns, then cities; people specialize in trades; exchange of tools for food brought about trade; *Scientific*: traditional ideas challenged; theories tested; printing press made it possible to copy books and distribute them to people of Europe which spread new ideas; increase in literacy and reasoning; developed reasons for why things happen; scientific method); includes an inaccuracy (printing press invented during Scientific Revolution)
- Demonstrates a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. A short summary of each revolution is stated in the introduction and a more thorough discussion of the Scientific Revolution follows that introduction. Results of each revolution are mentioned but not explained. A few analytical statements are made, but they are not supported with specific historical facts.

The term, revolution, refers to great change that has a scientific impact on history. Although the term is used most often to describe political revolutions, it also describes social, intellectual or economic changes, such as the Neolithic and Green Revolutions.

Before the Neolithic Revolution, Nomadic people, as they are called, used to follow the natural migration of wild herds (Doc. 1). They were hunters and gatherers. To hunt, they used only simple technology that was light enough to carry from place to place. The Neolithic Revolution starts to take shape when these nomads started to form little villages near lakes, rivers and streams. These little villages became large communities where they farmed, and harvested crops every year (Doc. 2). There is evidence of the harvesting of wild barley^{and wild} wheat with knives (Doc. 3). Also, there is evidence of the use of storage pits, which proved that they no longer traveled. What's more, there is an increase in the number of domesticated plants grown in that area.

In the 1950's a "Green Revolution" took place. A high-yield, low pesticide dwarf wheat was introduced by an American plant breeder. This is what helped make this "Revolution" possible. Production on wheat, rice, and fertilizer was the main source of the Green

Revolution. Now, agriculture has met the food needs of most of the world's population. But, with this comes a price. Contamination of ground water, lakes, streams, rivers and ponds has occurred (Doc. 9).

The world is full with revolutions under its belt, and this was all possible because of the great minds it contains.

Anchor Level 2-B

The response:

- Addresses some aspects of the task by discussing the Green Revolution and the Neolithic Revolution and by explaining one change resulting from the Green Revolution
- Makes limited use of documents 1, 2, 3, 8, and 9
- Presents some relevant outside information (*Neolithic*: nomadic people; to hunt they used simple technology that was light enough to carry from place to place; nomads formed villages near lakes, rivers, and streams; *Green*: American plant breeder)
- Includes few relevant facts, examples, and details (*Neolithic*: people followed natural migration of wild herds; villages became large communities where people farmed and harvested crops every year; evidence of harvesting with knives; evidence of use of storage pits which proved people no longer traveled; *Green*: high-yield, low-pesticide dwarf wheat helped make revolution possible; agriculture met food needs of most world's population; contamination of ground water, lakes, streams, rivers, and ponds; release of greenhouse gases)
- Demonstrates a general plan of organization
- Introduces the theme by repeating the historical context and concludes with a brief generalization about revolutions

Conclusion: Overall, the response fits the criteria for Level 2. Outside information and relevant historical facts are mentioned, but overgeneralizations weaken the response. Document information is stated but lacks development.

Throughout history there have been many revolutions which have had a significant impact on history. Two revolutions which have shaped history would be the Neolithic and Scientific Revolution.

The Neolithic Revolution took place sometime before ten thousand B.C.. The impact which the Neolithic Revolution left behind changed the way people's economic life to change. Many people had to make tools which were needed to exchange for food. (DOC2) Many people who used to travel to a new place every day could stay in one spot for a long period of time.

The Scientific Revolution brought about great changes for the world during this time period. This revolution made scientist start to challenge thoughts and ideas from past civilizations. (DOC4) scientist came up with a new way to help solve scientific problems called the, "scientific method." (DOC6) Many well known scientist came about during this time period.

I think that both the Neolithic and Scientific Revolution brought about many great changes with them. The result of

both of these revolutions brought new ways to do things, as well as, look at things. These revolutions resulted in these new ways and ideas to be carried on through history to our time. Many of the new things from these revolutions we use today, so, I think that the Scientific and Neolithic Revolution were a success.

Anchor Level 2-C

The response:

- Addresses some aspects of the task by discussing the Scientific Revolution and by explaining two changes resulting from the Neolithic Revolution
- Makes limited use of documents 2, 3, 4, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Neolithic*: took place sometime before 10,000 B.C.; tools needed to exchange for food; people who used to travel to a new place every day could now stay in one spot for long period of time; *Scientific*: scientists started to challenge thoughts and ideas from past civilizations; scientific method was a new way to solve scientific problems; many well-known scientists)
- Demonstrates a general plan of organization
- Introduces the theme by restating the historical context and concludes by mentioning how revolutions changed life and provided many of the things we use today

Conclusion: Overall, the response fits the criteria for Level 2. Most of the general statements made are taken directly from the documents with little explanation or support. Document information is loosely connected within the response.

The world has gone through many changes over the years. The main reason it does is because of revolutions. ~~It~~ Some things change for the good, and some change and cause bad reactions.

The Scientific Revolution is one of them. The Scientific Revolution created a new system of doing experiments (6). This Revolution caused great inventions, like the printing press (4).

The Neolithic Revolution was also important. Before the Revolution people were nomadic and went on from place to place every day (1). But After the Revolution, people were being a lot more civilized. (3).

I think these revolutions, and others, were what made this world what it is today. I'm glad they occurred.

Anchor Level 1-A

The response:

- Shows a limited understanding of the theme but addresses some aspects of the task by minimally discussing the Scientific and Neolithic Revolutions
- Makes limited use of documents 1, 3, 4, and 6
- Presents little relevant outside information (*Neolithic*: people being a lot more civilized)
- Includes few relevant facts, examples, and details (*Scientific*: created new system of doing experiments; printing press; *Neolithic*: people were nomadic before); includes an inaccuracy (Scientific Revolution was caused by the printing press)
- Demonstrates a general plan of organization
- Introduces the theme by establishing a framework that is a little beyond the historical context and concludes with a simplistic personal summary

Conclusion: Overall, the response fits the criteria for Level 1. The response uses limited information from the documents to minimally address the task.

There are many things that in the past that changed our lives. Those things that occur are in revolution their two that I want to talk the Neolithic and the Scientific.

In the Neolithic Revolution there were many changes that occur in the period of time. Which is when they follow the herds around and as they get hungry they will kill one of the animals. Then and the change occurred they started to grow crops and raise livestock. so they started a farm.

In the Scientific Revolution in that time the scientists of all the countries came together to change the world. One person with the help of a scientist change the churchs in Europe.

So All these revolutions change something that we have now but high-tech.

Anchor Level 1-B

The response:

- Shows a limited understanding of the theme but addresses some aspects of the task by minimally discussing the Neolithic and Scientific Revolutions
- Makes limited use of documents 1, 3, and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Neolithic*: follow the herds; growing of crops; raising of livestock; *Scientific*: scientists of all countries come together); includes an inaccuracy (one person with the help of scientists changed churches in Europe)
- Demonstrates a general plan of organization
- Introduces the theme by going a little beyond a simple restatement of the historical context and concludes with a short general statement

Conclusion: Overall, the response fits the criteria for Level 1. Each part of the task for both revolutions is addressed very briefly. Information presented to explain the documents is very limited.

Revolution means great change that has a huge impact on history. There has been many revolutions all over the world. Most of those revolutions have caused much change over time! New areas had been formed and many new laws made and established.

The Neolithic Revolution changed the way people lived. Before the Revolution, people followed the herds for food and did not settle in permanent communities. In scattering countries, farmers started to live in villages once they found they could domesticate animals and plants. Many towns sprang up! Later many cities grew! This revolution made civilization possible.

Since towns and cities were small, many people did the work they could do best. Farmers stopped producing food and started making tools for farming. The tools and other equipment they made led to trading with many other countries.

During the Neolithic Revolution, many changes occurred in agriculture. The numbers of domesticated plants grown was increased, including flax for their oil. By the 4th millennium B.C. the olive, vine,

* fig had been domesticated in the eastern Mediterranean. This led to permanent communities.

This revolution brought about changes in communities which led to major civilizations in river valleys. This changed the way we live today.

The Neolithic Revolution was a time of development of many different things.

IN THE FOLLOWING ESSAY I WILL BE DESCRIBING TWO REVOLUTIONS, THE SCIENTIFIC REVOLUTION AND THE GREEN REVOLUTION. I WILL BE DISCUSSING THE IMPACT OF THESE TWO REVOLUTION.

THE SCIENTIFIC REVOLUTION WAS A REVOLUTION THAT SPREAD THROUGHOUT THE WHOLE WORLD. IN DOCUMENT 4 IT STATES THAT THE SCIENTIFIC REVOLUTION WAS NOT THE WORK OF ANYONE ALONE. IT WAS THE WORK OF THE EUROPEANS AND THERE WERE ALSO THINGS GIVEN BY THE CHINESE, THE INDIANS, PERSIANS, AND ARABS. ALSO DOCUMENT 4 STATES THAT THIS REVOLUTION BEGAN DUE TO MORE THAN ONE FACTOR. ONE FACTOR WAS THAT SCIENTISTS GRADUALLY CAME TO DEVELOP NEW AND BETTER METHODS OF REASONING. ALSO MATHEMATICAL KNOWLEDGE INCREASED AND HELPED THEM TO REASON BETTER.

THE SCIENTIFIC REVOLUTION HAD A GREAT IMPACT ON THE INTELLECTUAL LIFE OF HUMANS WHEN IT WAS OVER. ACCORDING TO DOCUMENT 5, BECAUSE OF THE SCIENTIFIC REVOLUTION SCIENTISTS KNOW MUCH MORE ABOUT THE UNIVERSE. DUE TO THIS REVOLUTION SCIENTISTS NOW KNOW THAT ~~THE~~ PTOLEMY WAS WRONG AND EARTH IS NOT THE CENTER OF THE

UNIVERSE, THAT EARTH IS SIMPLY ONLY THE CENTER OF GRAVITY AND THE MOON. ANOTHER IMPACT OF THE SCIENTIFIC REVOLUTION IS STATED IN DOCUMENT 6. IT STATED THAT SCIENTISTS HAVE MORE OF AN ABILITY TO EXPERIMENT AND OBSERVE NATURAL PHILOSOPHY DUE TO THE SCIENTIFIC REVOLUTION.

III

THE GREEN REVOLUTION WAS REVOLUTION THAT INCREASED THE FOOD POPULATIONS ALL AROUND THE WORLD BY THE MILLIONS. THE GREEN REVOLUTION WAS VERY SUCCESSFUL IN IMPROVING THE AGRICULTURAL SYSTEMS IN LESS DEVELOPED COUNTRIES. ACCORDING TO DOCUMENT 8 THE GREEN REVOLUTION HELPED NORMAN BORLAUG DEVELOPE A HIGH-YIELD, LOW PESTICIDE DWARF WHEAT. THIS ACHIEVEMENT WAS VERY HELPFUL TO THE WORLD AND EVEN SAVED MILLIONS FROM STARVATION AND MALNUTRITION. HOWEVER, THERE ARE SOME DOWN-SIDES OF THE GREEN REVOLUTION. ONE DOWN-SIDE IS STATED IN DOCUMENT 9, THE GREEN REVOLUTION HAS CAUSED CONTAMINATION OF GROUNDWATERS, RELEASE OF GREENHOUSE GASES, AND POLLUTION OF RIVERS, STREAMS, LAKES AND COASTAL MARINE ECOSYSTEMS WHICH HAS LED TO HIGH FINANCIAL COSTS AND CONTROVERSY.

Document-Based Essay—Practice Paper – B

THE GREEN REVOLUTION HAD A VERY POSITIVE IMPACT ON MOST COUNTRIES THROUGHOUT THE WORLD. THE GREEN REVOLUTION HELPED MILLIONS OF PEOPLE SURVIVE. AS STATED IN DOCUMENT 8, IN 1970 INDIA AND PAKISTAN WERE AWARDED THE NOBEL PEACE PRIZE FOR AVERTING FAMINE.

IN CONCLUSION I WILL SAY, I HAVE DISCUSSED AND DESCRIBED THESE TWO REVOLUTION. THE REST I CAN BASED ON MY KNOWLEDGE OF GLOBAL STUDIES AND AT LEAST FOR OF THE DOCUMENTS IN THE TEST BOOKLET.

Revolution refers to a great change that has a significant impact on history. Both the Neolithic and Scientific revolution had many impacts on history. The Neolithic Revolution followed the Paleolithic period in history. The Neolithic Revolution took place around 10,000 B.C. and encouraged people to settle down and start civilizations. The Scientific Revolution started to challenge old ways of thinking and started to develop new, better methods of finding how things work. During both the Neolithic and Scientific Revolution there were many social, intellectual, and economic impacts on the world.

Before the Neolithic Revolution people followed the natural immigration of wild herds. They had only simple technology that could be carried on daily journeys from place to place. One impact on the way people lived during the Neolithic revolution is that they could finally set up a village or town because people became farmers and did not need to travel anymore. This leads to a change in agriculture during the Neolithic Revolution. Because no one was hunting, there was more time to build communities and work on better methods and tools. Without the Neolithic Revolution people

today would still be nomadic people without a place to live.

The two reasons why the Scientific Revolution occurred is because scientist started to challenge what the past civilizations taught and people began to think about reasons and experiments to check the old teachings and use the scientific method. These two main factors led to the Scientific Revolution. Due to Gutenberg's printing press people could make literature in mass quantities. Scientist learned from one another and gave one another new ideas.

Both the Neolithic and Scientific revolution played major roles in history. Without the Neolithic Revolution humankind could not have had the communities we have today. The Scientific Revolution opened the door for endless possibilities that still go on today. With the impacts of both revolutions the world changes more and more every day.

"Revolution" is a word which is associated with a quick and complete change. Sometimes revolutions can be violent, but they don't have to be. Two peaceful revolutions that have taken place are the Neolithic revolution and the Scientific revolution. These revolutions made people think in different ways, act in different ways, and consequently, changed life for them.

The Neolithic revolution was a change in the way of life for early nomadic peoples. Their primary source of food had been obtained through hunting/gathering. This made it hard for them to stay in one place. Document #1 illustrates how the tribes had to follow the herds. The Neolithic revolution changed this.

Documents 2 and 3 establish how the domestication of crops made it possible for people to settle down in villages. New, permanent societies, were able to be built because people no longer had to follow the herds. When the nomadic tribes of ancient times began farming, they were able to establish communities and then great cities that had the capability of being self sufficient and thriving economic centers of activity. This also led to organized governments. People needed laws and courts as they

developed different economic interests.

The Scientific revolution was a change in the way people thought. Ancient teachings based on religion were beginning to be challenged. The scientists of the time supported knowledge through experimentation and the use of the scientific method. Document #4 emphasizes how scientists were coming up with new ways to prove and/or disprove current theories such as the geocentric theory. "They began to think up experiments to check on their ideas in a methodical way" (Amey Document #4).

Knowledge came from all parts of Europe; it wasn't just one country. Document #5 reveals how Copernicus was attempting to prove the heliocentric theory. This was the opposite of ancient teachings of Ptolemy and Aristotle and therefore, wasn't accepted by everyone, especially the church. How could someone think so radically? This question explains why someone like Galileo was put on trial. If Copernicus was proven to be right, then the Church was proven to be wrong.

The Neolithic and Scientific revolutions changed the way of life for people in the past. We also feel the effects today of these revolutions. Much

of our modern technology would not exist if these revolutions did not take place. These ideas and their driving forces (specific people) were the innovators of their time.

Throughout the history of various societies, revolutions have played an important role in the future of that society. Though many think of guns, revolts, and fighting when they think of a revolution, many affect us in positive, nonviolent ways. In the Neolithic and Green revolutions the resulting effects were ones which were positive to the whole world.

The Neolithic revolution was without a doubt one of the most significant revolutions in history. Ending early hunter gatherer lifestyles, people began to settle in permanent communities as they learned to grow crops and domesticate animals (as seen in Document #2). This one revolution spurred a beginning of civilization as we know it with small villages of peoples interacting and working together once surplus crops were grown that could be traded. Previously (as seen in Document #1) Nomadic peoples had followed the migration of wild animals having little or no personal possessions because they could not be easily transported (as shown in Document #3) when people began to settle crops and animals were domesticated and this meant they no longer needed to be totally under the control of nature. Slash-and-burn farming methods were used to clear the land of shrubs and trees. This one advancement led to many outcomes which affected history as we know it.

The Neolithic Revolution spurred a series of change in the ancient villages. Firstly man controlled his own plants and animals so as not to have to depend on nature as much; this yielded a more sufficient and predictable food supply. Another result of the revolution was the start of creating personal possessions which before wouldn't be produced because there was no way to carry it. Also the formation of small villages occurred which increased to towns, cities, societies, and eventually empires. The results

also had a profound effect on the intellectual aspect of society in that it sparked curiosity in fields like agriculture. These outcomes were crucial to the advancement of the world as we know it.

The Green Revolution on the other hand was a different type of revolution than that of the Neolithic in that rather than a total change in the system of agriculture methods were simply improved. (As seen in document #7) The Green Revolution greatly augmented the supply of grains and rice in the world with the simple use of fertilizer to stimulate plant growth. Many Asian countries like India and Pakistan escaped mass famine. The Green Revolution had many results which are even important to the world today.

Economically from the Green Revolution the world has prospered. (as seen in document #8) Throughout the postwar era the expansion of global food production as one of the results of the Green Revolution helped to avert predicted mass starvation. Another outcome though is the increase in pollution due to the use of the new phosphate fertilizers (as seen in document #9). This is particularly true in the Punjab where intensive agriculture techniques are used. Though not all effects were positive the Green Revolution was an important part of history because of the increase of food in the world.

These two revolutions were very important products of man's existence. The formation of villages and farming from the Neolithic and the increase and betterment of crops from the Green Revolution were some of the most important results for world as we know it.

Practice Paper A—Score Level 2

The response:

- Addresses some aspects of the task by discussing the Neolithic Revolution and by explaining the changes resulting from that revolution
- Makes limited use of documents 2 and 3
- Presents little relevant outside information (civilizations in river valleys)
- Includes few relevant facts, examples, and details (*Neolithic*: before the Revolution people followed the herds and did not settle in permanent communities; revolution made civilization possible; farmers started making tools for farming; tools and equipment led to trading with many other countries; number of domesticated plants grown increased); includes some inaccuracies (farmers stopped producing food; people did the work they could do best because towns and cities were small)
- Demonstrates a general plan of organization
- Introduces the theme by restating the historical context and concludes with a brief statement about the Green Revolution

Conclusion: Overall, the response fits the criteria for Level 2. Although only the Neolithic Revolution is discussed, both aspects of the task for that revolution are addressed. The information used to address the impact of the Revolution is limited to statements that are not supported with specific historical facts.

Practice Paper B—Score Level 3

The response:

- Addresses all aspects of the task by discussing the Scientific Revolution and the Green Revolution and by explaining the changes resulting from both revolutions in a limited way
- Incorporates some information from documents 4, 5, 6, 8, and 9
- Incorporates limited relevant outside information (*Scientific*: Ptolemy was wrong; *Green*: high financial costs and controversy)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (*Scientific*: work of many different peoples; better methods of reasoning developed; mathematical knowledge increased; resulted in more knowledge about the universe; Earth not the center of the universe; scientists have more ability to experiment and observe natural philosophy; *Green*: increased food production; increased agricultural systems in less developed countries; saved millions from starvation and malnutrition; contamination of groundwater; release of greenhouse gases; pollution of rivers, streams, lakes, and coastal marine ecosystems); includes some minor inaccuracies (*Green*: increased food populations all around the world by millions; India and Pakistan awarded Nobel Peace Prize)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by stating the two revolutions to be discussed and concludes with a personal statement about the successful completion of the task

Conclusion: Overall, the response fits the criteria for Level 3. Although all aspects of the task are addressed for both revolutions, most of the response depends on information from the documents. The misinterpretations and overgeneralizations indicate some lack of understanding about the topic.

Practice Paper C—Score Level 3

The response:

- Addresses most aspects of the task fully by discussing the Scientific and Neolithic Revolutions and by explaining the changes resulting from the Neolithic Revolution
- Incorporates some information from documents 1, 2, and 4
- Incorporates limited relevant outside information (*Neolithic*: followed the Paleolithic period; only simple technology that could be carried on daily journeys; nomadic people; *Scientific*: Gutenberg)
- Includes some relevant facts, examples, and details; is more descriptive than analytical (*Neolithic*: took place around 10,000 B. C.; encouraged people to settle down and start a civilization; followed natural migration of herds before; time to build communities and better tools; *Scientific*: scientists started to challenge old ways of thinking; experiments to check old teachings; scientific method; with printing press, people could make literature in mass quantities); includes a minor inaccuracy (people became farmers and did not need to hunt anymore)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation that connects the impacts of the revolutions to the changes of today

Conclusion: Overall, the response fits the criteria for Level 3. Much of the information in the introduction is repeated in the body of the response. The discussion of the changes resulting from the Neolithic Revolution is the strength of the response.

Practice Paper D—Score Level 4

The response:

- Addresses all aspects of the task, although the discussion of the Neolithic Revolution is more thorough than the discussion of the Scientific Revolution
- Incorporates accurate information from documents 1, 2, 3, 4, and 5
- Incorporates relevant outside information related to revolutions and their social, intellectual, and economic changes (*Neolithic*: primary source of food obtained from hunting and gathering; establishment of communities and then great cities; self-sufficient and thriving economic centers of activity; organized governments; people needed laws and courts as they developed different interests; *Scientific*: heliocentric theory; Galileo put on trial; if Copernicus proven right then Church proven to be wrong; geocentric theory; Ptolemy; Aristotle)
- Includes many relevant facts, examples, and details; is both analytical and descriptive (*Neolithic*: change in way of life for early nomadic peoples; difficult to stay in one place; domestication of crops made it possible for people to settle down in villages; *Scientific*: ancient teachings based on religion were beginning to be challenged; scientists supported knowledge through experimentation and use of scientific method; opposition to ancient teachings)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by defining revolution and stating the general impact of revolutions and concludes by discussing how revolutions changed the lives of people then and today

Conclusion: Overall, the response fits the criteria for Level 4. The conclusions drawn in this response are strong. The discussion about experimentation in the Scientific Revolution is somewhat repetitive, but it leads to the good discussion of the roles of Copernicus and Galileo.

Practice Paper E—Score Level 5

The response:

- Thoroughly addresses all aspects of the task by discussing the Neolithic and Green Revolutions and by explaining the changes resulting from these revolutions
- Incorporates accurate information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information related to revolutions and their social, intellectual, and economic changes (*Neolithic*: surplus crops; nomadic peoples; creation of personal possessions; slash-and-burn farming methods; sufficient and predictable food supply; created personal possessions; *Green*: Punjab; intensive agriculture; phosphate-based fertilizers)
- Richly supports the theme with many relevant facts, examples, and details; is more analytical than descriptive (*Neolithic*: peoples began to settle in permanent communities; surplus crops grown that could be traded; followed the migration of wild animals; personal possessions could not be easily transported; formation of small villages increased to towns, cities, and eventually empires; sparked curiosity in fields like agriculture; *Green*: rather than a total change in system of agriculture, methods were simply improved; countries like India and Pakistan escaped mass famines; expansion of global food production is one result; increase in pollution due to use of new fertilizers)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme by contrasting the Neolithic and Green Revolutions to more stereotypical revolutions and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Although the outside information about the Green Revolution is limited, specific historical facts from the documents and this outside information are well integrated. The response uses the documents to embellish facts and shows a strong understanding of both revolutions. Repetition of some details does not detract from the overall quality of the response.

Global History and Geography Specifications Grid

January 2004

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: Impact of Beliefs and Achievements of Individuals on Society	Standard 2: World History
Document-based Essay	Change: Movement of People and Goods; Cultural and Intellectual Life; Science and Technology; Environment and Society	Standards 2, 3, and 4: World History; Geography, Economics

Regents Examination in Global History and Geography — January 2004 Chart for Determining the Final Examination Score (Use for January 2004 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 50 would receive a final examination score of 79.

**Total
Essay
Score →**

0	1	2	3	4	5	6	7	8	9	10
0	2	5	7	10	13	16	20	23	27	31
1	3	5	8	11	14	17	21	25	28	32
2	4	6	9	12	15	19	22	26	30	33
3	5	7	10	13	16	20	23	27	31	35
4	5	8	11	14	17	21	25	28	32	36
5	6	9	12	15	19	22	26	30	33	37
6	7	10	13	16	20	23	27	31	35	39
7	8	11	14	17	21	25	28	32	36	40
8	9	12	15	19	22	26	30	33	37	41
9	10	13	16	20	23	27	31	35	39	43
10	11	14	17	21	25	28	32	36	40	44
11	12	15	19	22	26	30	33	37	41	45
12	13	16	20	23	27	31	35	39	43	47
13	14	17	21	25	28	32	36	40	44	48
14	15	19	22	26	30	33	37	41	45	49
15	16	20	23	27	31	35	39	43	47	51
16	17	21	25	28	32	36	40	44	48	52
17	19	22	26	30	33	37	41	45	49	53
18	20	23	27	31	35	39	43	47	51	55
19	21	25	28	32	36	40	44	48	52	56
20	22	26	30	33	37	41	45	49	53	57
21	23	27	31	35	39	43	47	51	55	59
22	25	28	32	36	40	44	48	52	56	60
23	26	30	33	37	41	45	49	53	57	61
24	27	31	35	39	43	47	51	55	59	62
25	28	32	36	40	44	48	52	56	60	64
26	30	33	37	41	45	49	53	57	61	65
27	31	35	39	43	47	51	55	59	62	66
28	32	36	40	44	48	52	56	60	64	68
29	33	37	41	45	49	53	57	61	65	69
30	35	39	43	47	51	55	59	62	66	70
31	36	40	44	48	52	56	60	64	68	71
32	37	41	45	49	53	57	61	65	69	72

Total Part I and Part III A Score

Total Part I and Part III A Score (continued)

	0	1	2	3	4	5	6	7	8	9	10
33	35	39	43	47	51	55	59	62	66	70	74
34	36	40	44	48	52	56	60	64	68	71	75
35	37	41	45	49	53	57	61	65	69	72	76
36	39	43	47	51	55	59	62	66	70	74	77
37	40	44	48	52	56	60	64	68	71	75	78
38	41	45	49	53	57	61	65	69	72	76	79
39	43	47	51	55	59	62	66	70	74	77	81
40	44	48	52	56	60	64	68	71	75	78	82
41	45	49	53	57	61	65	69	72	76	79	83
42	47	51	55	59	62	66	70	74	77	81	84
43	48	52	56	60	64	68	71	75	78	82	85
44	49	53	57	61	65	69	72	76	79	83	86
45	51	55	59	62	66	70	74	77	81	84	87
46	52	56	60	64	68	71	75	78	82	85	88
47	53	57	61	65	69	72	76	79	83	86	89
48	55	59	62	66	70	74	77	81	84	87	90
49	56	60	64	68	71	75	78	82	85	88	90
50	57	61	65	69	72	76	79	83	86	89	91
51	59	62	66	70	74	77	81	84	87	90	92
52	60	64	68	71	75	78	82	85	88	90	93
53	61	65	69	72	76	79	83	86	89	91	94
54	62	66	70	74	77	81	84	87	90	92	94
55	64	68	71	75	78	82	85	88	90	93	95
56	65	69	72	76	79	83	86	89	91	94	96
57	66	70	74	77	81	84	87	90	92	94	96
58	68	71	75	78	82	85	88	90	93	95	97
59	69	72	76	79	83	86	89	91	94	96	98
60	70	74	77	81	84	87	90	92	94	96	98
61	71	75	78	82	85	88	90	93	95	97	99
62	72	76	79	83	86	89	91	94	96	98	99
63	74	77	81	84	87	90	92	94	96	98	99
64	75	78	82	85	88	90	93	95	97	99	100