

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

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

## GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 28, 2014 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

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

## Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

### Mechanics of Rating

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**January 2014**

**Theme: Human Rights—Justice**

At different times in history, individuals have defended human rights using a variety of methods. Their efforts have met with varying degrees of success.

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

- Describe the historical circumstances that led the individual to defend human rights
- Describe a method the individual used to defend human rights
- Discuss the extent to which the individual’s effort was successful

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Bartolomé de las Casas, John Locke, Mary Wollstonecraft, Father Miguel Hidalgo, Emiliano Zapata, Mohandas Gandhi, Father Oscar Romero, Lech Walesa, Nelson Mandela, Aung San Suu Kyi, and the Dalai Lama.

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

**Do *not* select an individual from the United States.**

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (for *two* individuals, discussing the historical circumstances that caused the individual to defend human rights, a method the individual used to defend human rights, and the extent to which the individual’s effort was successful).
2. The extent to which the individual’s efforts were successful may include immediate or long term results.
3. The extent to which the individual’s efforts were successful may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
4. The two methods may share similar themes but must include distinct and separate information for each individual, e.g., publishing works that challenged absolutism may be the theme for discussing the methods used by Locke and Rousseau, but the former should include information on natural rights, while the later should include information related to the social contract theory.
5. If more than two individuals are discussed, only the first two individuals discussed should be scored.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **two** individuals by discussing the historical circumstances that caused **each** individual to defend human rights, a method each individual used to defend human rights, and the extent to which that individual's effort was successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Bartolomé de Las Casas*: links encomienda system in the Spanish colonies of the Americas and the general welfare of local Indian populations as wards of the Spanish Crown to efforts by Las Casas to reform the treatment of Indians through his appeals to the King and to the mixed success of the "New Laws" issued by Charles V; *Nelson Mandela*: links the National Party's apartheid policy and its efforts to preserve white-minority rule in South Africa to Nelson Mandela's activities as a leader in the African National Congress and to the culmination of efforts to end apartheid with Nelson Mandela's election as President in 1994
- Richly supports the theme with relevant facts, examples, and details, e.g., *Bartolomé de Las Casas*: second voyage of Columbus; peninsulares; *The Destruction of the Indies*; death of millions of Indians due to disease and physical abuse; enslaved Africans as the new labor force; *Nelson Mandela*: Sharpeville massacre; pass system; homelands policy; Soweto; boycotts; divestment; international sanctions; Desmond Tutu; President de Klerk
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one individual more thoroughly than for the second individual *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Bartolomé de Las Casas*: discusses how the Spanish king's 16th-century land grants to colonists resulted in the exploitation of indigenous peoples in the Americas and how appeals to the king by Las Casas to end the harsh treatment of native inhabitants resulted in the temporary "New Laws" meant to protect the Indian wards of the Spanish Crown; *Nelson Mandela*: discusses how white-minority control of South Africa and the policy of apartheid influenced Nelson Mandela's efforts as a member of the African National Congress to end the apartheid policy and how this culminated in his election to the presidency in 1994
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 3:

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

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

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

Throughout world history, many groups of people have been exploited, mistreated, and oppressed. However, out of these situations, many admirable figures have emerged to defend human rights, using a variety of methods. These methods varied from person to person and had different degrees of success. Two notable advocates of human rights were Mohandas Gandhi in India, and Paul Rusesabagina in Rwanda. Both of these men played crucial roles in the protection of human rights in the modern world.

Paul Rusesabagina was an important human rights activist in the mid 1990s, during the Rwandan Genocide. The genocide stemmed from ethnic tension between the Hutu and the Tutsi. These two African tribes had a long history of conflict made worse by previous European imperial practices. Shortly after a negotiated truce, the Hutu president was murdered, and in response, Hutu forces began to systematically wipe out the Tutsi population. This genocide ultimately led to over 800,000 deaths. Paul Rusesabagina was directly involved in the conflict as he was a Hutu man married to a Tutsi woman.

One method Rusesabagina used was allowing Tutsi refugees to take shelter in the Mille Collines Hotel in Rwanda, where he was the manager. After the UN abandoned its efforts in Rwanda, Rusesabagina was forced to use other methods. By bribing both the Rwandan military as well as other Hutu officials Rusesabagina was able to gain protection and supplies for those he was helping. Rusesabagina also provided footage of the genocide to be shown on the media outlets to increase global awareness. This tactic successfully gained support from the outside world to help the Rwandans.

Eventually, the UN intervened in Rwanda ultimately helping

Rusesabagina to transport close to 1000 Tutsi refugees to safety. Overall, Paul Rusesabinga's methods to defend human rights were extremely successful, although racism between the two groups still exists. Rusesabagina's actions have since been made into a popular film, "Hotel Rwanda." Again this has increased both public awareness of the Rwanda genocide as well as put pressure on the UN to prevent future atrocities of this nature.

Like Rusesabagina, Mohandas Gandhi advocated for human rights and justice in India. During British colonial rule, people indigenous to the Indian subcontinent were oppressed and treated as subordinates. British colonization of India, its "crown jewel" undermined traditional Indian values and practices. Britain exploited the economy for its own gain. As Indians became second class citizens in their own nation, poverty rose, and western influences were forced on the population. Gandhi believed the Indian people deserved better treatment.

Gandhi's main tactic was the policy satyagraha, which urged non-violence and civil disobedience. Like Rusesabagina, Gandhi risked his own life to defend the rights of others. Conditions in India were also seen by the world on various media sources. Two examples of Gandhi leading opposition to British oppression were the home spun movement and the salt march. These movements wanted to decrease British economic control of the British monopoly on both textiles and salt, and to provide Indians the ability to produce domestic goods. Indians boycotted British textiles by making their own, with use of the spinning wheel. During the salt march Indians marched to the ocean and obtained their own salt.

Ghandi's methods were extremely successful as India eventually won its independence in 1947. However, Ghandi's vision for a unified independent India was shattered by religious conflict leading to the creation of Pakistan. Even Ghandi himself fell victim to the violence he sought to stop. He was assassinated by a radical Hindu. His legacy of civil disobedience and nonviolent protests have influenced future movements like those of Nelson Mandela and Martin Luther King Jr.

Mohandas Ghandi in India and Paul Rusesabinga in Rwanda were successful advocates of human rights. They began to defend human rights due to very different circumstances and used different methods to restore justice. Though they both faced extreme violence and hatred in their respective regions, both men were able to defend human rights using peaceful methods.

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## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that caused Paul Rusesabagina and Mohandas Gandhi to defend human rights, the methods they used, as well as the extent to which these methods were successful
- Is more analytical than descriptive (*Paul Rusesabagina*: African conflict made worse by previous European imperialism; Rusesabagina was a Hutu man married to a Tutsi woman, which played a role in his involvement; Rusesabagina used media outlets to increase global awareness both during and after the genocide; Rusesabagina's methods were successful, although racism between the Hutus and Tutsis still exists; *Mohandas Gandhi*: British colonization of India undermined traditional Indian values and practices; Britain exploited the economy for its own gain; Gandhi's vision of a unified independent India was shattered by religious conflict, leading to the creation of Pakistan; Gandhi's legacy of nonviolent protests influenced future movements like those of Nelson Mandela and Martin Luther King Jr.)
- Richly supports the theme with relevant facts, examples, and details (*Paul Rusesabagina*: refugees; Mille Collines Hotel; United Nations; bribes, Hotel Rwanda; *Mohandas Gandhi*: subcontinent; satyagraha; civil disobedience; homespun movement; Salt March; British monopolies; Pakistan; assassination)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response effectively combines analytical statements and numerous details, highlighting the circumstances of the Rwandan genocide and of British imperialism in India that led to Rusesabagina's and Gandhi's actions. A discussion of the short-term successes of both men's actions is complimented by the recognition of long-term challenges in their respective regions.

At different times in history, conflicts involving human rights have arisen all over the world, each surrounded by different circumstances. Efforts of individuals who have defended human rights have met with varying degrees of success. In some countries where the struggle to defend human rights was successful, a policy or doctrine of non violence was used. In India, Mohandas Gandhi fought against British rule. In South Africa, Nelson Mandela fought against the cruel discrimination and segregation under Apartheid. Both of these leaders, through their beliefs in non-violent protest, successfully defended human rights in their respective nations.

In British India, Gandhi protested the unfair laws of the British controlled government. Many Indians were poor, as the economy functioned for the sole benefit of the British. Indians faced food shortages partially because land was often used to plant cash crops to benefit the British. Gandhi saw that his people were suffering and acted. Gandhi's education and experience as a lawyer helped him to spread the word of his cause in persuasive speeches. In turn, Indians gathered to protest in peaceful demonstrations. Gandhi insisted that these demonstrations remained non violent because he thought that violence would stir a stronger reaction from the British and further harm his people. For example, Gandhi initiated a boycott on British products. The Salt March rallied Indians to walk to the sea to get salt, disrupting the British monopoly of salt. His call for Indians to spin their own cloth was to increase Indian self-sufficiency while battling British domination. Throughout this movement, Gandhi insisted his followers remain peaceful despite the violence and brutality used by British authority. Through his persistence and determination eventually the British gave India her independence. Gandhi's efforts

managed to unify both Hindus and Muslims during the home rule movement. Yet, as independence approached, it was evident that this unity would not remain. Pakistan was created with the support of the Muslim League while India remained primarily Hindu. Economically, Gandhi's actions to boycott British goods proved detrimental to Britain's revenue. Still, the legacy of British economic imperialism continued to plague India in years to come. Gandhi's non violence doctrine was extremely successful in defending human rights.

Beginning in South Africa in mid-1900s, Nelson Mandela defended the rights of his fellow South Africans. The minority white population had power over the majority black population under the policy of apartheid. They forced the blacks to relocate to established homelands which were characterized by bad living conditions. The white government discriminated against black South Africans using social laws, unfair economic policy, and governmental oppression. The African National Congress was a group which battled against apartheid. Nelson Mandela, like Gandhi, preached non-violence and organized large-scale protests. After years of no success at changing government policy through civil disobedience, Mandela turned toward more violent actions. His change in method was partially spurred by events like the Sharpeville Massacre in which the white South African police opened fire on peacefully assembled black South Africans. Mandela was eventually jailed for his radical involvement in the ANC. After international attention and support forced the government to set him free, Mandela peacefully worked with President De Klerk to protect the human rights of the native blacks in South Africa and to end apartheid. A few years after his release, Mandela was elected President of South Africa, partially because black South Africans had gained

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**Anchor Paper – Thematic Essay—Level 5 – B**

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the right to vote. Efforts to end apartheid brought an end to carrying passbooks, and restrictions surrounding homelands and later led to an increased standard of living for some blacks. Mandela remains a symbol of equality and hope for South Africans.

Overtime many methods have been used to defend human rights. Gandhi and Mandela are proof that policies of peaceful protest can often be successful. In India, Mohandas Gandhi fought British rule and defended human rights. In South Africa, Nelson Mandela fought the racist segregation and discrimination of the Apartheid system. These individuals have had a lasting positive impact on the human rights movements around the world.

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

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led Mohandas Gandhi and Nelson Mandela to defend human rights as well as their specific actions and the extent to which those actions were successful
- Is more analytical than descriptive (*Mohandas Gandhi*: many Indians were poor, as the economy functioned for the sole benefit of the British; Gandhi's education and experience as a lawyer helped him promote his cause; Gandhi thought violence would stir a stronger reaction from the British and further harm his people; Gandhi managed to unify Hindus and Muslims in the struggle for independence, but this unity did not remain; legacy of British economic imperialism continued; *Nelson Mandela*: Mandela, like Gandhi, preached nonviolence and organized large-scale protests; Mandela turned toward more radical actions, spurred by events like the Sharpeville massacre; international attention forced the government to set him free; Mandela remains a long term symbol of hope and equality in South Africa)
- Richly supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: cash crops; Salt March; boycott; British monopoly; creation of Pakistan; Muslim League; *Nelson Mandela*: homelands; jailed; African National Congress; De Klerk; passbooks)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response includes many relevant facts and details as well as a variety of analytical statements that support the connections between the historical circumstances, actions, and outcomes of the movements of both Gandhi and Mandela. The strength of the response is the discussion of the nonviolent roots of both movements despite the different evolutions and outcomes.

Throughout history, individuals from different societies have chosen to step up and fight for basic human rights. These individuals have used all different methods, some with success and some with nothing to show for their efforts. Two very well-known men who fought for human rights were Mohandas Gandhi of India and Nelson Mandela of South Africa.

Mohandas Gandhi grew up in a time when the majority of Indians were living in poverty without the basic human rights which people in other parts of the world sometimes took for granted. India at that time was under British control. Indians were forced to labor to benefit the British rather than improve their own country. While British industry flourished, the Indian economy suffered. Men like Gandhi had a desire for a better, independent future for the people of India.

In response to British imperialism, Gandhi used a method known as civil disobedience. This means that he never used any kind of violence, but refused to follow unfair rules in order to achieve his goals. Instead, he did things such as wear very simple, undecorated, traditional clothing both at home in India and even when he visited cities such as London in order to fight for his cause. This became known as the homespun movement. Gandhi encouraged Indians to wear cloth made on their own looms instead of British textiles, in hopes of reducing British profits and reviving traditional Indian crafts. Gandhi also led nonviolent movements in India. One of the most famous being the Great Salt march. This was a result of Indian unrest due to British monopoly and tax on salt. Salt was needed for life. On the Salt march, Gandhi led a large group of Indians to the salt-rich ocean, where he showed them how to make salt for themselves.

In addition to fighting against the British, Gandhi also stood up against some of the traditional beliefs of India, such as the mistreatment of the “untouchables”, India’s lowest caste.

Mohandas Gandhi spend his entire life fighting for human rights in India. He was jailed many times, but he was never deterred. His movement can be viewed as partially successful. India achieved independence but so did Pakistan because they were unable to unite the religious populations. Riots broke out as Hindus moved from Pakistan to India and Muslims moved from India to Pakistan.

Though the caste system was outlawed in India’s constitution, many Indians still experience social inequality today. Still, Gandhi tried to put India’s people on a path to peace.

Nelson Mandela grew up at a time when South Africa was under a brutal and extremely unjust system of apartheid. This means that although South Africa’s population has a vast majority of Blacks and very few whites, the whites still were in controll, while the blacks were severly discriminated against and denied basic human rights.

Mandela was very similar to Gandhi in that he began with a goal of achieving his aims through civil disobedience. He and his followers spoke out against apartheid and insisted that fair and free elections be held in South Africa. Mandela worked with the ANC (African National Congress) to lead protest movements against white oppression. He moved from nonviolent to more violent protests over time. Mandela was arrested and kept in a South African jail for 27 years. However, he never despaired, and worked for the cause even from his jail cell. After he was released, his goals were finally achieved. With the help of the South African President F.W. DeKlerk and

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**Anchor Paper – Thematic Essay—Level 4 – A**

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Archbishop Desmond Tutu, fair elections were finally achieved in South Africa. Nelson Mandela was elected as the country's first ever black president.

Both Mohandas Gandhi and Nelson Mandela worked towards achieving human rights for their countries through civil disobedience. Both of them often suffered greatly for their persistence, but in the end both of them were able to achieve some basic human rights for their countrymen.

**Anchor Level 4-A**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances, methods used, and success of Mohandas Gandhi in defending human rights more thoroughly than those of Nelson Mandela
- Is both descriptive and analytical (*Mohandas Gandhi*: majority of Indians were living in poverty without basic human rights; Indians were forced to labor to benefit the British; Gandhi used civil disobedience in response to British imperialism; Gandhi encouraged Indians to wear cloth made on their own looms, instead of British textiles; hoped to revive traditional Indian crafts; the Salt March was a result of Indian unrest due to the British monopoly and tax on salt; Gandhi showed Indians how to make salt for themselves; although the caste system was outlawed, Indians still experience social inequality; *Nelson Mandela*: grew up under the brutal system of apartheid; a very few whites had control over the black majority; Mandela started with the goal of achieving aims through civil disobedience; Mandela worked with ANC to lead protest movements against white oppression; worked for the cause even from his jail cell; was elected the country's first black president)
- Supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: independence; homespun movement; British imperialism; civil disobedience; monopoly; untouchables; Pakistan; Hindus moved to India; Muslims moved to Pakistan; constitution; *Nelson Mandela*: discriminated against; fair and free elections; arrested and jailed for 27 years; F. W. De Klerk and Archbishop Desmond Tutu)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response connects the civil disobedience movements of Gandhi and Mandela to their defense of human rights in their respective nations. However, additional analytic statements and details, especially in the discussion of Nelson Mandela, would have strengthened the response.

Throughout the course of history, the idea that every man is born with natural rights has evolved. At times groups have made unjustified efforts to deprive certain people of these rights. Among these scenarios is the British colonization of India as well as the establishment of Apartheid in South Africa. Thankfully two men, Mohandas Gandhi and Nelson Mandela dedicated themselves to movements to stop the violations of human rights in the respective countries.

During the 1900's South Africa was a nation inhabited by both native black Africans and white Afrikaners. Black Africans were forced to live in established homelands, had their travel rights restricted, and faced segregation. Unfortunately although the native population was much larger they were being oppressed by the Afrikaner minority who controlled the government.

A similar situation existed in India in the 19th century. The British crown took direct control of India. As part of the British empire, Indians faced awful treatment, heavy taxation, and lacked a voice in their nation's government. The British took advantage of conflict between Hindus and Muslims in India by instigating one side against the other. The culmination of all these circumstances undermined human rights in India and spurred Gandhi to act.

Fortunately for South African Nelson Mandela would struggle to challenge the injustices blacks faced. Mandela joined the ANC to expose and fight against the nature of apartheid. His work included boycotts, strikes, and mass protests which were both violent and peaceful. Violent incidents like the Sharpeville Massacre, where Afrikaner military killed and wounded peaceful black African



demonstrators caused division within the ANC and caused some members to take more radical action. This did not sit well among the Afrikaners and as a result they convicted and imprisoned many ANC leaders including Nelson Mandela. He was sentenced to life in jail, but mounting world pressure led to his eventual release after 27 years. Mandela's efforts undoubtedly achieved tremendous success for his movement. Apartheid was abolished, Mandela was elected President of South Africa in free, open elections and a new constitution was written to promote democracy and protect human rights. Although many successes stemmed from Mandela's work, legacies of apartheid still exist with inequalities in wealth, education, and healthcare.

Mohandas Gandhi was a western educated lawyer who had watched his people being stripped of their natural rights. He used a technique known as passive resistance, which employed nonviolent protest. Gandhi encouraged Indians to boycott British goods and work to become economically self-sufficient. These efforts led to the homespun movement as well as the Salt March. Gandhi endured imprisonment and fasted as a protest. He often spoke and wrote on the importance of home rule. His methods of civil disobedience were met by British responses including police action, public massacre, and brute force. Indians were able to put aside religious rivalries to find a common enemy in the British foreigners. Gandhi led India to overcome the tyranny of the British and has had an immense impact on the improvement of human rights in a free India. He was somewhat successful in getting women and the impoverished some recognition and partially successful in overcoming the dispute between Muslim and Hindu to achieve Indian independence. Still, the nation was partitioned creating Pakistan which remains predominantly Muslim.

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**Anchor Paper – Thematic Essay—Level 4 – B**

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and India which is primarily Hindu.

The Nobel Peace Prize is awarded to outstanding individuals that overcome obstacles to resolve conflict, increase human rights, and increase peace among people. The fact that Nelson Mandela won and Gandhi was nominated for this award highlights the world's recognition of their efforts. Both Gandhi and Mandela have become symbols for the struggle against oppression around the globe.

**Anchor Level 4-B****The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances that led Nelson Mandela and Mohandas Gandhi to defend human rights and the methods they employed more thoroughly than the extent to which their actions were successful
- Is both descriptive and analytical (*Nelson Mandela*: native population was oppressed by Afrikaner minority who controlled the government; violent incidents like the Sharpeville massacre caused division in the ANC and radical action by some members; efforts achieved success in apartheid being abolished, open elections, and a new constitution; legacies of apartheid still exist with inequalities in wealth, education, and health care; *Mohandas Gandhi*: British took advantage of conflicts between Hindus and Muslims in India; Indians faced awful treatment, heavy taxation, and lacked a voice in their government; circumstances undermined human rights in India; Indians put aside religious rivalries to find a common enemy in the British foreigners)
- Supports the theme with relevant facts, examples, and details (*Nelson Mandela*: homelands; segregation; imprisonment; boycott; strikes; 27 years in jail; awarded Nobel Peace Prize; *Mohandas Gandhi*: western-educated lawyer, passive resistance; civil disobedience; public massacre; Indian independence; boycott; Salt March; partition; homespun movement; economic self-sufficiency; world's recognition of his efforts)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Some analytical ideas are infused in the response with facts and examples, showing an understanding of the protest-based movements led by Mohandas Gandhi and Nelson Mandela. However, the extent of success for the actions of both Gandhi and Mandela lacks development and contains little analysis. The response does recognize the remaining challenges in India and South Africa despite the relative success of both movements.

Throughout history, some governments have abused the human rights of people. Individuals have often attempted to stand up to such oppression. They have met with varying degrees of success. Both Mohandas Gandhi and Nelson Mandela struggled against human rights violations in their home nation.

India was under the control of the East India Company until the Sepoy Rebellion convinced the British government to take direct control over India. Britain, at the time was building an Empire around the globe, by colonizing other nations. The British had the idea that the colony was only there for the benefit of the mother country, part of a policy called mercantilism. They called India the jewel in the crown. Britain used India's resources and work force for its own purpose, putting a heavy tax on some goods sold to the Indians. Britain used India as a market for British manufactured goods.

Mohandas Gandhi was a peaceful protester against the British violation of Indian human rights. As a young man he was educated as a lawyer and became familiar with British policies in India. At the Amritsar massacre, British troops opened fire on unarmed men, women, and children. Despite this event, Gandhi continued to advocate for peaceful movements. He used means such as fasting, peace marches, and boycotts. He led a salt march to the sea in protest of a British tax on salt, which gathered great support from Indians. He also started a home spun movement making his own clothes and encouraging other to do the same. This movement was in response to the British cheap clothing that flooded Indian markets forcing Indian textile makers out of business. Gandhi delivered his message of civil disobedience through both his writings and speeches. As a result,

many Indians began to assemble peacefully to discuss issues related to British imperialism.

Gandhi helped to achieve independence for India, but did not achieve everything he had hoped for. The Hindus and Muslims of India could not overcome their differences. As a result, Mohammad Ali Jinnah led the movement to have the nation divided into Muslim Pakistan and a primarily Hindu India. Border regions of these two nations remain engulfed in conflict and tension.

South Africa had been colonized by both the Dutch and later the British. The white government had a system of segregation and discrimination called apartheid in place. These racist laws dictated where black Africans could live, work, and travel. Black Africans had to stay on established homelands, could only work at certain jobs, and had to travel with a pass book. Many people spoke out against apartheid including Nelson Mandela.

He started out promoting nonviolence as a means of achieving racial equality. Nonviolent protests and gatherings in South Africa were met with brute force. Events like the Sharpeville Massacre caused Mandela and other ANC members to turn to violent acts, eventually leading to his arrest. After being jailed for 27 years he was finally freed by de Klerk. He later ran for President and won partially because this was the first election in which Blacks could vote, symbolizing the end of apartheid.

Mandela realized the way to peace was by setting an example within the government of Blacks and Whites working together. He made de Klerk Vice President and set up the Truth and Reconciliation Commission. He united the nation of South Africa for the first time.

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**Anchor Paper – Thematic Essay—Level 4 – C**

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History is full of human rights violations and those that stand up against them. Men like Gandhi and Mandela have paved the way for future leaders to inspire their followers to peace and unity.

**Anchor Level 4-C**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing Mohandas Gandhi more thoroughly than Nelson Mandela
- Is both descriptive and analytical (*Mohandas Gandhi*: the Sepoy Rebellion convinced the British government to take direct control over India; Britain was building an empire by colonizing other nations; British believed that colony was there for the benefit of the mother country; homespun movement was in response to the cheap British clothing that flooded Indian markets, forcing Indian textile makers out of business; Gandhi delivered his message with speeches and writings; Gandhi continued to advocate for peaceful movements; Hindus and Muslims could not overcome all their differences; *Nelson Mandela*: South Africa was colonized by the Dutch and later the British; white government had a system of segregation and discrimination called apartheid; racist laws dictated where black Africans could live, work, and travel; Mandela promoted nonviolence as a way of achieving racial equality; nonviolent protests were met with brute force; events like Sharpeville caused Mandela and others to turn to violent acts, eventually leading to his arrest; Mandela set an example in the government by having blacks and whites work together)
- Supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: East India Company; mercantilism; jewel in the crown; market for British manufactured goods; lawyer; Amritsar massacre; fasting; marches; boycotts; Salt March; civil disobedience; imperialism; independence; Muhammad Ali Jinnah; Pakistan; border regions; *Nelson Mandela*: homelands; passbook; ANC; jailed for 27 years; President De Klerk; Truth and Reconciliation Commission)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes numerous supportive descriptive details. While somewhat limited, strong analytic statements are made for each individual that enhance the discussion.

Throughout history many groups and individuals have fought against human rights violations. These groups or individuals use a variety of methods. Some use violence while others use nonviolence. Individuals like Mohandus Gandhi and Desmond Tutu fought against human rights violations. Mohandus Gandhi of India used nonviolence methods to pressure the British government to “walk out” of India. Desmond Tutu of South Africa also used nonviolent means to end the policy of Apartheid. Both individuals using acts of nonviolence got the results they wanted.

During the 1800s India was colonized by Great Britain. Britain wanted the raw materials from India to support growing industrialization. The British also hoped to sell products back to the Indians for a profit. Under British rule the Indians were treated like second class citizens in their home country. They were not granted the same rights and freedoms, like education and freedom of speech as the British had. The British were treated as first class citizen had on foreign soil, angering many Indians. Gandhi was a middle class Indian and educated in western ways. However, when traveling in South Africa, he witnessed and experienced racial discrimination. Gandhi used civil disobedience, which meant not complying with regulations set by the government in South Africa. When Gandhi returned to India, he joined the Indian National Congress a political group wanting autonomy from Great Britain. Gandhi hoped this would help start the independence movement for India. Gandhi used methods of civil disobedience, boycotts and fasts to defend human rights. One of his most famous actions was the salt march in the early 1900s. This march was caused by the British tax on salt and

their monopoly on the salt industry. A monopoly is an individual or company having complete control over an industry. Gandhi and his followers marched to the Indian Ocean and made salt. This event and the march on the salt works showed the rest of the world that the British lost their moral authority over the Indians. In the end, India gained independence in 1947. Independence was Bitter sweet, because it came with the partitioning of India. The Muslim League, wanted autonomy-independence from India fearing they would be persecuted in the Hindu dominated society. Gandhi's methods were successful but true unity was a failure as India did not stay together.

In South Africa Bishop Desmond Tutu became part of the groups fighting against the policy of Apartheid. Apartheid was a system of laws focused on segregation of the races. This policy imposed by the government separated the white African minority known as Afrikaners and the black African majority. Afrikaners are the white Dutch descendants. They held most of the good land and political power, oppressing the Black African majority. This policy required Black Africans to carry around passbooks whenever they traveled and use different public and living facilities from the Afrikaners. Black Africans were treated like second class citizens. Bishop Desmond Tutu used nonviolent methods to end Apartheid. He is most responsible for pressuring the United Nations to place economic sanctions (countries refusal to buy goods from oppressive government) on South Africa. South Africa's economy was partially based on selling expensive gems to other countries and foreign loans. Without that money coming in their economy continued to slow down, helping cause the end of Apartheid. Bishop Tutu's efforts along with the efforts of others were

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**Anchor Paper – Thematic Essay—Level 3 – A**

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successful in ending Apartheid. With the help of the white president De Klerk and Nelson Mandela, who had become the symbol of the movement to end Apartheid, they formed agreements to slowly desegregate public facilities and abolish apartheid.

Desmond Tutu and Mohandas Gandhi are two individuals that used nonviolence methods to end oppression in their country and defend human rights. Gandhi in India used boycotts and Tutu in South Africa economic sanctions. These individuals were successful in their efforts. They successfully defended human rights from oppressors. At different times in history, individuals defended human rights using a variety of methods, violent and nonviolent, but in the end they all had some degree of success.

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

- Develops most aspects of the task in some depth by discussing the historical circumstances, methods used, and success of Mohandas Gandhi in more depth than those of Desmond Tutu
- Is more descriptive than analytical (*Mohandas Gandhi*: during the 1800s, India was colonized by Great Britain; Britain got raw materials from India and hoped to sell products back to India for profit; Indians were treated like second-class citizens; Indians not granted same education and free speech as British; Gandhi was middle class and educated in western ways; Gandhi joined the Indian National Congress, a political group wanting autonomy from Great Britain; Salt March caused by the British tax on salt and their monopoly; *Desmond Tutu*: Bishop Tutu joined groups fighting against the policy of apartheid; apartheid separated Afrikaners and the black majority; black Africans had to carry passbooks and use different public and living facilities; Tutu pressured the United Nations to place economic sanctions on South Africa; agreements to slowly desegregate public facilities and abolish apartheid)
- Includes some relevant facts, examples, and details (*Mohandas Gandhi*: British industrialization; civil disobedience; boycotts; fasts; partition of India; Muslim League; Hindu-dominated society; *Desmond Tutu*: Afrikaners are white Dutch descendants; Afrikaners held most of the good land and political power; nonviolent methods; F. W. De Klerk; Nelson Mandela)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response uses accurate details and descriptions to discuss Mohandas Gandhi and Desmond Tutu. However, the treatment of Gandhi is more analytical and offers more details to support the discussion while the discussion of Desmond Tutu relies more heavily on generalizations and a limited number of facts.



In the U.S. constitution, it guarantees all people; life, liberty, and the pursuit of Happiness. Human Rights are the basic rights that the government should protect for its people. Some rights that many democratic nations guarantees are: freedom of speech, assembly, and the right to vote. Throughout history, there have been many struggles for rights. Two individuals that fought for human rights were John Locke, by spreading and writing ideas about freedom, and Mohandas Gandhi, by civil disobedience and passive resistance.

John Locke was an individual who believed everyone was born with natural human rights. He wrote during a time when the government was viewed as strict, divine, and absolute. For centuries, absolute monarchs controlled many of the nations within western Europe. Monarchs in countries like France and Spain controlled all political and economic decisions within their nation, having a tremendous impact on those under their reign. John Locke protested against absolutism and wrote about Freedom, liberty, and the right to abolish an unjust government. Locke believed that people should have the right to speak freely about topics such as the government. He wanted people to be treated fairly. Lastly, John Locke wanted people to have the right to overthrow an unjust government that was not representing their interests. He was somewhat successful in his fight for human rights because his ideas influenced the French Revolution and Latin American independence movements. With the help of printing technology and salons, Locke's ideas became popular and caused many others to join his fight. Even today, his ideas are expressed in constitutions all around the world.

Another individual that fought for basic human rights was

Mohandas Gandhi. Gandhi lived in India during the time of British Imperialism. Britain had control over India and took away the basic rights of the Indians that were already living there. The British would often use force to put down any opposition and furthermore used India for their own wealth. The British sold their goods in India and put Indians producing similar goods out of business. Gandhi fought the cruel control of Britain by using nonviolent methods such as civil disobedience. Civil disobedience methods are ones protesting, boycotting, or going on strikes. Because the British taxed salt and had a monopoly on salt production, Gandhi led the great Salt march. Once, when violent protesting broke out, Gandhi went on a fast strike until the violence ended. Gandhi fought hard for the basic human rights many are granted today. In the end, the hard work paid off and now India is an independent country, free from British rule. Many looked up to Gandhi for he was a key figure on the fight for basic human rights. If he were not killed by a religious extremist, who knows how much he could of done for the fight for human rights?

Human rights have been defended by many brave individuals. Each individual has defended human rights using a variety of methods, each having their efforts met with varying degrees of success. Both John Locke and Mohandas Gandhi fought for basic rights. Locke challenged absolutism while Gandhi stood up to British imperialism. Today, many governments provide the rights so many individuals fought for.

## Anchor Level 3-B

### The response:

- Develops all aspects of the task with little depth by discussing the historical circumstances, methods used, and success of John Locke and Mohandas Gandhi in defending human rights
- Is more descriptive than analytical (*John Locke*: Locke believed everyone was born with natural human rights; protested against absolutism; wrote about freedom, liberty, and the right to abolish an unjust government; Locke's ideas influenced the French Revolution and Latin American independence movements; Locke's ideas became popular as a result of printing technology and salons; his ideas are expressed in constitutions around the world; *Mohandas Gandhi*: British had control over India and took away basic rights of the Indians; British often used force to put down any opposition; British sold their goods in India and put Indians producing similar goods out of business; Gandhi used civil disobedience; went on a fast until violent protesting ended; India is now an independent country)
- Includes some relevant facts, examples, and details (*John Locke*: government viewed as divine; absolute monarchs; France and Spain; free speech; *Mohandas Gandhi*: British imperialism; nonviolent methods; protesting; boycotting; strikes; Salt March in response to salt tax and monopoly; killed by a religious extremist)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The treatment of John Locke and Mohandas Gandhi relies on broad generalizations, some relevant descriptive details, and a few analytical statements, demonstrating an understanding of the task. The discussion of the extent to which Locke and Gandhi's efforts were successful is limited. A tighter integration of ideas would have strengthened the response.

Throughout history, many individuals have defended human rights with a variety of methods. The individual(s) have made great impacts on the people they helped. Mohandas Gandhi helped people in India. Nelson Mandela worked for rights in South Africa. Both these men led movements to help human rights.

Mohandas Gandhi was a Hindu Indian that went to Great Britain to study law. He later went to South Africa to practice law and became aware of apartheid. Gandhi worked in South Africa to eliminate the segregation he witnessed. He would later use similar methods to resist British control in India. Gandhi went back to India where he led the independence movement. Under British imperialism, the Indians were often mistreated. India was not considered a country with free people to the British but just seen as a resource. The British took many of their natural resources, exploited Indian labor, and used India as a market for their goods. Gandhi led a nonviolent but illegal protest movement. One British officer used force to stop a protest by taking tanks and weapons to block the only exit, and shot men, women and children leading to many casualties. This is known as the Amritsar Massacre. Two other nonviolent protests were the Home Spun movement and the Salt March. In the Home Spun movement, Indians burned British made clothes and made their own. The Salt March was a protest against the salt tax in which Gandhi showed Indians how to make their own salt. The media became involved in the coverage of these movements, which showed the British unfair treatment. After World War II Great Britain became weaker, and eventually granted India their independence. Mohandas Gandhi had three goals for India: independence, unity and peace. Unfortunately religious differences

soon led to violence and partition.

Another human rights leader was Nelson Mandela. Mandela was a nationalist leader in South Africa. The South African government was controlled by a white minority. This white government setup apartheid in South Africa. Apartheid is a system of laws focused on the separation of races. In South Africa, the black people were segregated from the white. The black people got less of an education, less job opportunities, even a specific place where they had to live. Mandela wrote a charter to end apartheid. In the 1960's he was arrested many times for acting against the government and not carrying around the pass books they were forced to carry under the law. Mandela worked with the ANC to protest the unfair conditions established by the white government. Eventually, he was sentenced to life in prison. The media, world pressure and the negative economic impact of sanctions led to the release of Mandela. Many changes occurred in South Africa including an end to segregation and now the black people could vote. Nelson Mandela was elected the first black president of South Africa. Nelson Mandela went from prison to President. Because of Nelson Mandela's protest, South Africa became a better nation.

All it takes is one individual to make a great change. Many people in history have defended and fought for human rights and won. Nelson Mandela and Mohandas Gandhi both achieved their goals with nonviolent means. Gandhi and Mandela's efforts have led to much success in India and Africa.

### Anchor Level 3-C

#### The response:

- Develops all aspects of the task with little depth by discussing Mohandas Gandhi's and Nelson Mandela's defense of human rights
- Is more descriptive than analytical (*Mohandas Gandhi*: Gandhi went to Great Britain to study law; Gandhi worked to end segregation in South Africa; used similar methods to resist British control in India; Indians often mistreated under British imperialism; Gandhi led nonviolent but illegal protest movements; Indians burned British-made clothes and made their own; Gandhi showed Indians how to make their own salt; media became more involved in the coverage of the movement; Britain eventually granted India independence; religious differences led to violence and partition; *Nelson Mandela*: South African government was controlled by the white minority who set up apartheid; black people got less education, job opportunities, and a specific place to live; Mandela arrested many times for acting against the government and not carrying a passbook; media, world pressure, negative economic pressure led to Mandela's release from prison; elected first black president)
- Includes some relevant facts, examples, and details (*Mohandas Gandhi*: Hindu; natural resources taken by British; Indian labor exploited; India used as market for British goods; Amritsar Massacre; homespun movement; Salt March; goals of independence, unity, and peace; *Nelson Mandela*: nationalist; separation of races; ANC; sanctions); includes an inaccuracy (*Nelson Mandela*: wrote a charter to end apartheid)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion about Gandhi shows an understanding of the circumstances and the methods employed. However, the discussion of Mandela is less developed. The response would have benefited from more analytic statements and a more thorough treatment of the extent to which Gandhi's and Mandela's efforts were successful.

Throughout history individuals have defended human rights with varying degrees of success. Men and women have stood up to prejudices and unfair treatment, despite knowing the repercussions of disturbing the peace from prior individuals who have rose to leadership. Two people stand out amongst the many who have tried to change and defend human rights; namely, Mary Wollstonecraft and Mohandas Gandhi. While two radically different people compared to each other, their fight for human rights had distinct similarities.

During the Enlightenment, as well known men like John Locke and Thomas Hobbs defined the rights of men, strangely many denied the same for women. Mary Wollstonecraft, considered to be the first in widely publicizing the advantages of women working, was a pioneer feminist. Her authority on women's rights highly impacted French and English society as women became hosts to some of the most enjoyable and knowledgeable parties, called salons. On the opposite end, Mohandas Gandhi, an English learned lawyer widely influenced Indian and African rights during the early 1900s. Gandhi could see the unfair treatment of the colored and black class such as separated dining, lodging, and even policies on who could walk or stand next to someone on the road. Despite the overwhelming African and Indian majority in Africa, whites were the ones primarily in control.

Mary Wollstonecraft and Mohandas Gandhi had similar approaches to defending human rights. Wollstonecraft's well known treatise *A Vindication on the Rights of Women* was a well argued and well written document. During the Enlightenment, the printing press was beginning to revolutionize education. Wollstonecraft's treatise swept across Europe in heated argument. Like Wollstonecraft, Gandhi

also chose to defend human rights passively but with much meaning. Gandhi read speeches toward defying the government, such as burning your identification papers. Unfortunately, revolutionary fervor increased till Gandhi's once peaceful fight for rights turned into a large and bloody massacre during one speech. A well known act of Gandhi was his fast that lasted for 30 days. He had vowed to fast until all physical revolutionary acts were stopped.

Mary Wollstonecraft, in all of her best efforts, did not change much for women's rights. Although she set the path for later development and change, many of her ideas were not well received. Gandhi, on the other hand, dramatically changed the lives of Africans and Indians in Africa. His staunch support for a peaceful protest garnered many supporters. His rational and logical mind made it hard for the men against him to fight his reasonings.

Mary Wollstonecraft and Mohandas Gandhi exemplify people who revolutionized their area of interest. While not always effective, they did make a strong impact in defending human rights.



## Anchor Level 2-A

### The response:

- Minimally develops all aspects of the task for Mary Wollstonecraft and Mohandas Gandhi
- Is primarily descriptive (*Mary Wollstonecraft*: first to publicize advantages of women working; impacted French and English society; women became hosts of knowledgeable parties, called salons; her treatise swept across Europe; set the path for later development and change in women's rights; *Mohandas Gandhi*: Gandhi saw unfair treatment with separate dining, lodging, and policies; Gandhi read speeches toward defying the government; garnered supporters); includes faulty analysis (*Mohandas Gandhi*: dramatically changed the lives of Africans and Indians in Africa)
- Includes few relevant facts, examples, and details (*Mary Wollstonecraft*: Enlightenment; John Locke; Thomas Hobbes; feminist; *Vindication On the Rights of Woman*; many ideas not well received; *Mohandas Gandhi*: lawyer; early 1900s; burning identification papers); includes an inaccuracy (*Mohandas Gandhi*: the Indian majority in Africa)
- Demonstrates a general plan of organization; includes an introduction that goes beyond a restatement of the theme and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances and methods used by Mary Wollstonecraft to defend human rights as well as the extent of her success is treated in some depth and has isolated examples of analysis. However, the discussion of Mohandas Gandhi blends his activities in South Africa with those in India, causing a lack of clarity.

Throughout history there have been martyres and people standing up for what they believe in and standing up for human rights. The two people that I can think of that have done this the best are Nelson Mandela and Ghandi. Both of these people have changed their countrys government and their civil rights just by civil disobaying.

Nelson Mandella started to stand up for Blacks when Apartheid became popular in South Africa where black had to live in separate places than whites, there could be no interracial marriage. Blacks had different schools from whites and a lot more restrictions too. Nelson Mandela practiced civil disobedience to try to gain civil rights for Blacks. Civil disobedience is where you peacefully protest. Mandella had many of these but when he held one of these peacefull get togethers the South African military came in and opened fire on innocent protesters and that is when Mandella stoped peacefully protesting and began a kind of terrorism but before he could do any harm he was jailed for 27 years. When he was finally let out of jail the hole world knew what was happening in South Africa and they wanted rights for Blacks just like Mandella so after Mandella was let out he ran for president and won by a landslide. Nelson Mandella was extremely successful in his fight against Aparthied because he and the help of some other civil rights activists ended apartheid and now Blacks have equal rights as whites do.

Ghandi was a major power in India when helping get Indian peoples Rights back from the British. Ghandi started protesting against the British after he came back to India from Africa where he was a lawyer. When Ghandi came back from Africa to India he had to discover India all over again because he was gone for so long. Ghandi wanted to unite all of India so that he could kick the British out. There

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

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were restrictions against Indians making their own cloths, salt and not buying British goods. So Ghandi made movements for each of these restictions, the Home Spun Movement where Indians made their own cloths. The Salt March where Ghandi walked all the way to the Indian Sea to make salt and the last was a movement to buy only Indian goods instead of British goods. All of these movements are all civil disobedience movements just like Mandellas. Ghandi did bring together India and did kick the British out of India so he did all that he sought out to do but when India split into Pakistan and Bangladesh he considered it a major fale on his part because India split up.

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

- Minimally develops all aspects of the task for Nelson Mandela and Mohandas Gandhi
- Is primarily descriptive (*Nelson Mandela*: Mandela stood up for blacks; blacks had to live in separate places; no interracial marriage; had different schools; Mandela practiced civil disobedience; became president; won by a landslide; ended apartheid; *Mohandas Gandhi*: protested against the British; restrictions against Indians making their own salt; Gandhi led civil disobedience movements); includes faulty application (*Nelson Mandela*: the whole world knew what was happening in South Africa; *Mohandas Gandhi*: restrictions against Indians making their own clothes and not buying British goods)
- Includes few relevant facts, examples, and details (*Nelson Mandela*: goal to gain civil rights; peaceful get-togethers; South African military; *Mohandas Gandhi*: lawyer; Salt March; homespun movement); includes an inaccuracy (*Mohandas Gandhi*: India split into Pakistan and Bangladesh)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the task, relying primarily on overgeneralizations to discuss the human rights efforts of Mandela and Gandhi. Faulty application of historical details, inaccuracies, and digressions weaken the response.

At times in history, groups of people around the globe have had their rights violated, and for each of these events there is a person willing to stand against the oppressors. Mohandas Ghandi and Nelson Mandela are two such individuals, men that protested and liberated their people from oppressive rulers. For these men, they all came to their position in a unique way, defended their rights, and succeeded in creating a better world for their people. Be it India or Africa, these men made a difference.

The British Commonwealth was known as a sprawling, overseas empire until the 1900's, and had taken many territories for their queen. One land in particular stood out amongst the rest, the Jewel of the Commonwealth, India. India produced a hefty income for the empire, leading more and more British inside, and eventually the native Hindu and Muslim populace couldn't function, and were oppressed. This gave way to fighting, death, and a massacre that shook both nations. Around this time is when revolutionary Mohandas Ghandi stood against the Commonwealth. He employed a unique method of liberation, nonviolent protest, and convinced people to weave their own clothes and disobey the officials. After multiple fasts and beatings, Ghandi succeeded, and the British withdrew. Even beyond that, he managed to quell the Muslim Hindu conflict and created Pakistan separate from India. Even in the 21st century, India remains a strong willed nation, against oppression.

The Dutch were the first to colonize Southern Africa, causing a blend of cultural diffusion, trade. It wasn't until the British won it from the Dutch that things really took a dive. A minority of whites established a political system called Apartheid, which granted whites

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

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power over the native blacks. Eventually, a man named Nelson Mandela joined the cause, and quickly led several operations against the segregation. After being imprisoned, he eventually won the freedom of the Blacks, and became a president of the nation. He engaged in many peace talks with nations around the globe; and even won a nobel peace prize for his efforts.

Throughout history, many times people have been denied basic human rights. Their standard of living declines sharply, and people step up to try and help their people. Mandela and Ghandi are only two such examples of great people. These peace makers stand out in that they all came to power, did something great, and save thousands of lives due to the efforts they made in history.

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

- Minimally develops all aspects of the task for Mohandas Gandhi and Nelson Mandela
- Is primarily descriptive (*Mohandas Gandhi*: British Commonwealth was an overseas empire until the 1900s; India produced a hefty income for the British Empire; Gandhi employed nonviolent protest; convinced people to weave their own clothes; the British withdrew; *Nelson Mandela*: Dutch colonization of South Africa caused cultural diffusion; British won it from the Dutch; whites had power over native blacks; Mandela led operations against segregation; became a president of the nation; engaged in peace talks); includes faulty analysis (*Mohandas Gandhi*: Hindu and Muslim populace could not function)
- Includes few relevant facts, examples, and details (*Mohandas Gandhi*: fighting, death, and a massacre; jewel of the commonwealth; fasts and beatings; *Nelson Mandela*: apartheid; Nobel Peace Prize); includes an inaccuracy (*Mohandas Gandhi*: Gandhi quelled the Muslim and Hindu conflict and created Pakistan separate from India)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Broad generalizations and a few relevant details are used in discussing the historical circumstances and the extent to which the efforts of Mohandas Gandhi and Nelson Mandela were successful in the defense of human rights. However, the development of the methods used by these individuals is very limited.

Human rights are the rights someone gets when he or she is born. In some places human rights were taken away. People did stand up to this two people that stood up to Human Rights violation were Gandhi and Nelson Mandela.

When Gandhi was fighting for his Human Rights for people of his country the British were in India and was using its natural resources. The Indians wanted the British government out of their country. Gandhi was known for his passive resistance. He was a non-violent protester. One major movement he used was the Salt March. Gandhi and many others were fed up with the British taxing the salt so they marched to the Indian sea and got the salt they wanted from there. His resistance was so successful that he got both Hindus and Muslims working together and resisting a non-violent way. That's how Gandhi was a person who fought for Human Rights.

Another person who fought for Human Rights was Nelson Mandela. During the apartheid in South Africa he came to power to overthrow the white minority government. He was a peaceful protester just like Gandhi. He used his ways of non-violence to gain many people's help to get the white minority government and he was sent to jail for 20 years because of his views. A white president at the time then helped him out of prison. He came back out and took out the white minority government. He gave blacks their true rights they deserved and he was the first black president of South Africa. That's how Mandela was a Human Rights Fighter.

In conclusion that's how Nelson Mandela and Gandhi were both people who fought against Human Rights violations. There are still many places today that are in need of human rights programs. People should look at these men and follow their examples.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task by discussing Mohandas Gandhi and Nelson Mandela
- Is descriptive (*Mohandas Gandhi*: was a nonviolent protestor; fed up with the British taxing of salt; Gandhi got both Hindus and Muslims working together in a nonviolent way; *Nelson Mandela*: during apartheid in South Africa, he used his ways of nonviolence to gain many people's help)
- Includes few relevant facts, examples, or details (*Mohandas Gandhi*: passive resistance; Salt March; *Nelson Mandela*: peaceful protestor; first black president of South Africa); includes inaccuracies (*Nelson Mandela*: came to power to overthrow the white minority government; sent to jail for 20 years)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response consists of a very basic understanding of the historical circumstances and methods used by both Mohandas Gandhi and Nelson Mandela; however, the discussion of the extent to which their efforts were successful is brief, overgeneralized, and lacks clarity. Minimal descriptions and inaccuracies further limit the response.

The Dalai Lama was the ruler of Tibet. He was forced out of his beloved country by the Chinese Peoples Liberation Army who claimed that the land of Tibet was theirs. The Dalai Lama sought refuge in a small town in India. While in India he wrote to many peace cooperations in the U.N. about the unfair treatment the Tibetan people suffered under the Chinese. The Dalai Lama didn't stop there however, desperate to return freedom to his homeland. The Dalai Lama traveled the world and spoke for the people of Tibet. He also won a nobel peace prize for his actions towards ending Human Rights Abuses.

John Locke was an enlightenment thinker who believed in natural rights. This was the first time anyone had published an idea so modern because of the printing press John Lockes ideas were quickly spread throughout all of Europe. John Lockes ideas were successful because they inspired the American Revolution and the French Revolution.

These two people made a major impact on history as we know it. They took a stand for what they believed in and defended human rights with peaceful protest, non-violence, and intelligence. They spread their ideas and encouraged others to understand and feel the same way so they would be successful; and they were.



## Anchor Level 1-B

### **The response:**

- Minimally develops the task for the Dalai Lama and makes an attempt to address the task for John Locke
- Is descriptive (*Dalai Lama*: ruler of Tibet; sought refuge in India; wrote about unfair treatment of Tibetan people under the Chinese; travelled the world and spoke for the people of Tibet; won a Nobel Peace Prize; *John Locke*: believed in natural rights; inspired the American and French Revolutions)
- Includes few relevant facts, examples, or details (*Dalai Lama*: Chinese People's Liberation Army; United Nations; *John Locke*: Enlightenment thinker)
- Demonstrates a weakness in organization, lacking an introduction; includes a conclusion that is somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. A few facts and details frame the brief discussion. The treatment of the Dalai Lama reflects a basic understanding of the task, but the development is minimal. The information about John Locke is limited and not well linked to the task.

Throughout history, many individuals have attempted to defend the human rights of others. These individuals have succeeded to different degrees. Two individuals who advocated for human rights were Mohandas Gandhi, of India and John Locke of England.

In the 19th century, the power and influence of the British began to grow in India. The goal of many landowners was to force Indians to grow cash crops and to make India into a new market for British products. England sent troops to suppress the Sepoy Rebellion. Within a year, India became an official colony of Britain. The British continued growing and exporting cash crops such as tea, indigo, and jute. Due to the profits these crops brought to the British, India became known as the "Crown Jewel of their Empire". This is the concept of imperialism. The British set up their own form of government, and laws that ignored Indian tradition.

Early in the 20th century, however, a man by the name of Mohandas Gandhi sought to lead India to independence, and win back Indian rights. Gandhi believed independence was the only way to ensure these rights. He attempted to unite India behind the home rule movement by promoting the idea of putting Indians first. He wanted to unite Hindus and Muslims in an attempt to regain their rights. Through acts of civil disobedience and passive resistance, Gandhi led the Indian people in protests, marches, and strikes. One famous event was the Salt March. The British government in India put a tax on salt, a vital ingredient for life and for preserving food, the people of India were outraged. Gandhi led the Indian people in a march to the Indian Ocean. On the beach, they attempted to make their own salt as a way to protest the British tax. However, the British responded with harsh treatments and mass arrests of the protestors. As a result,

in another incident, Gandhi and his followers began a protest at a British salt factory. They were beaten and arrested by British authorities for peacefully protesting. Media coverage of these and other events gained sympathy from many world wide for the Indian movement. These protests and acts of civil disobedience eventually helped win India its independence in the late 1940's. However, Gandhi was not successful in ending the distrust between the Indian National Congress and the Muslim League and this led to the partition of India and on-going disputes.

Another individual who helped defend human rights was John Locke. He wrote Treatises that argued everyone is born with basic human rights to life, liberty, and property. He believed that if you were denied these rights, you had the right to fight against your oppressors. Locke's ideas stemmed from his observation of western European monarchs, who were adopting increasingly absolutist policies. He was defending the tradition of limited monarchy in England that began with the Magna Carta. Many of the policies and actions of English kings and queens had been denying basic human rights to the subjects of the Crown. It was his beliefs that helped inspire the American and French Revolutions. In the 18th century, the people of France faced unfair economic, political, and social circumstances. France was in debt, as a result of fighting wars with other nations and uncontrolled spending of French Kings. People of the Third Estate were poor, had little or no land, limited rights, and almost no say in government. The monarchy imposed heavy taxes, and the Church was filled with growing corruption. This left many poor without a stable supply of affordable food. The people weren't free, they were subjects of the Crown. John Lockes writings were part of a larger movement

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**Thematic Essay—Practice Paper – A**

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known as the Enlightenment. Other thinkers like Rousseau, Voltaire, and Montesquieu were also arguing against the arbitrary power of monarchs. These ideas spread rapidly among the people through writings and popular meeting places like salons. Lockes writings served as a catalyst for the poor to gather, and stormed the Bastille, beginning the violence of the French Revolution. Eventually, the French monarchy was overthrown, and France would soon set up a government that incorporated some of Lockes ideas. Lockes views today are a cornerstone of modern democracy. His efforts had clear effects in France and today are arguably the basis for much of the western world.

Both Gandhi and Locke in one way or another helped defend human rights. Although the ways in which they helped were different, they both had some degrees of success, and won rights for oppressed peoples.

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## Thematic Essay—Practice Paper – B

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Human Rights violations have been a reoccurring problem all over the globe. Human Rights protect the peoples freedoms, rights, and equality. Sometimes people feel that they are superior to others and they deserve better treatment and more rights. Two men that have a positive impact on human rights are South African President Nelson Mandela and Indian nationalist Mohandas Ghandi.

Nelson Mandela was a black South African, living under white rule. Blacks had very strict rules and limitations compared to the whites under the system of apartheid. Blacks had inferior jobs, pay, and living conditions. Though the blacks outnumbered whites, they had little say in the government or elections. The whites had brutally beat, jailed and even killed many innocent blacks who were protesting injustices under apartheid. Mandela worked alongside members of the African National Congress in hopes of bringing change to his homeland. The continued oppression and violence at the hands of whites against the blacks led Mandela and others to become more violent. This led to his arrest and imprisonment for 27 years. In jail, he became a symbol for anti-apartheid efforts. Eventually, with the support of people like F.W. De Klerk, Mandela was released from prison. It was a long road to equality but eventually blacks got equal voting rights and Nelson Mandela was elected the first black president of South Africa. He knew the whites might feel hostile about this decision, and weary about what would happen to them. Nelson Mandela created a policy that allowed whites and blacks to discuss and come to terms with past injustices, under the Truth and Reconciliation Commission. This helped reduce hostility between the races. Mandela supported an idea of uniting the races through sports.

Traditionally blacks played soccer and whites played rugby. Mandela encouraged both blacks and whites to come together and support the rugby team as a nation. Mandela used songs and symbols from both the blacks and whites to help South Africans become united. The winning of the World Cup in Rugby united the people as a nation and hostility started slipping away. Mandela used a very creative way to promote human rights and it worked. He improved black rights, built friendships and demonstrated political leadership.

Another Human rights activist was Mohandas Gandhi. He was an intelligent person and recognized that the Brits were treating his people unfairly. The Britain Government taxed Indians on many essential goods including salt. As British imperialism continued to exploit the local Indian economy, it also undermined traditional culture. Gandhi wanted to change these policies so he came up with a nonviolent way to protest the governments unfair practices. Non violent civil disobedience was the key to his movement. Gandhi and his people held protests and marches that sometimes resulted in police beating and arresting them. Gandhi's movement brought media attention to the wrongs the government was carrying out. One protest that was held was the salt march where Gandhi and his people marched to the ocean and made their own salt to protest the taxation of salt. Again, the government reacted violently. Eventually Indians gained their independence from British rule. Mohandas Gandhi's journey was not yet over though. India also faced religious conflict between Hindus and Muslims. Intense fights broke out and many innocent people were being killed. The disagreements between religions led to the splitting up of India into two different countries.

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**Thematic Essay—Practice Paper – B**

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These two men both stood alone at one point in their journeys but held strong to their beliefs. Human Rights were improved because of Nelson Mandela and Mohandas Gandhi in both South Africa and India.

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**Thematic Essay—Practice Paper – C**

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All throughout history, people have violated the basic human rights of others, deeming them as inferior. Fortunately, leaders have taken control of the situation standing up for the rights of their people. Two famous leaders that led to the liberation of their people were Mohandus Gandhi and Nelson Mandela. With the use of non-violent resistance, both leaders led their people to freedom.

Ghandi gained influence in India during British colonial rule. The British were imposing taxes on materials like cotton and salt, which angered the people. Ghandi came up with a strategy that gave the Indian people a way to fight off British colonial rule with the use of non violence, non cooperation. Instead of paying taxes, the people refused to listen to the British, but did not physically fight back. A major example of this method was Ghandi's March to the Seas, a protest march that many Indians participated in, walking miles and miles to dump British salt into the sea. Ultimately, this method led to the end of British colonial rule of India, so Ghandi was successful.

Nelson Mandela was a victim of apartheid in South Africa, or prejudice feelings & actions against blacks by whites (who were the minority, but ruled over the black majority). Mandela helped lead this movement by encouraging his people to leave their identification cards

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**Thematic Essay—Practice Paper – C**

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home that they had to carry around with them. This method like Ghandi's March to the Sea was a form of nonviolent resistance. It was ultimately successful because even though Mandela had to spend many years in prison, he became the first black president of his country.

Both Ghandi and Mandela used forms of nonviolent resistance to gain freedoms for their people (who were oppressed). They encouraged the individual to become involved in the fight for freedom through actions that were not directly violent. Because of their major successes, Indians and South Africans have rights and freedoms that they may never have achieved.



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## Thematic Essay—Practice Paper – D

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Throughout history, the concept of human rights has sometimes led to independence movements and increased nationalism. Worldwide, people have united against injustice through strikes, boycotts, marches, rebellions, coups, etc. some met with failure, while others have been successful.

During the 19th & 20th century, India was under the oppressive rule of the British. As a victim of imperialism India faced disrespect to their culture. Religious intolerance led to the Sepoy Rebellion. Destruction of the Indian economy was due to British seizing Indian resources, using them to make manufactured goods, and selling them back to the Indians. This created an unfavorable balance of trade for India. Also, Indian domestic industries, such as cloth making, were destroyed. The British neglect of the Indians rights and use of brutality was demonstrated in the Amritsar massacre, in which the British opened fire on a crowd of peaceful, unarmed Indians. As a colonial power, the British were selfish, brutal, and disrespectful. This led Mohandas Gandhi, one of the world's most influential political & spiritual leader, to rise as a defender and enforce the concept of Indian independence.

Mohandas Gandhi had long been a defender of human rights. Originally from a middle class family in India, he had studied law and philosophy in England, fought against discrimination of Indians in South Africa, and soon after his return to India became the leader of the Indian National Congress. He fought for Indian independence using nationalism, civil disobedience, nonviolence or ahimsa. Gandhi succeeded in uniting Indians across castes, and across boundaries of diversity in religion & ethnicity. He led a

myriad of peaceful protests against British rule, including boycott of British cloth, general strikes, and the Great Salt March. In practicing ahimsa, Gandhi promoted nonviolence and respect for all life.

Gandhi's policies of nonviolence led people from all over the world, including some British, to respect and admire him. His protests proved that without Indian cooperation, the British couldn't possibly control India, that India belonged to Indians. Gandhi's peaceful protest, to which the British often responded with violence & brutality, led to decreased support for the British worldwide. In 1947, after World War II, Indians were finally granted independence.

Another leader in the fight for human rights was Lech Walesa. After World War II ended, Eastern Europe was controlled by the Soviet Union, as leader of an alliance known as the Warsaw Pact. The countries of Eastern Europe had Soviet-backed communist governments while often what the people wanted was independence, the right to make a decent living and a say in their government. The economy under communism, in contrast to that of Western Europe, was stagnant and living standards were low. People had few rights and no real voice in government.

Out of such circumstances rose Lech Walesa of Poland. Walesa countered such oppression by initiating the solidarity movement. This movement called for economic reforms to fix the stagnant economy, encouraged the growth of labor unions, and fought for worker's rights.

Lech Walesa's solidarity movement contributed to the fall of communism in Poland. It promoted nationalism and unity among the Polish people. Solidarity combined with Gorbachev's failed policies, and other democratic and independent movements of the region, led to

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**Thematic Essay—Practice Paper – D**

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the dissolution of the Warsaw Pact, disintegration of the Soviet Union, and finally, independence for the Soviet-backed communist nations of Eastern Europe.

The success of independence reform movements around the world can be attributed to the leadership of individuals such as Lech Wałęsa and Mohandas Gandhi. Their fights against injustice and neglect of human rights was what led to the fall of oppressive rule. In conclusion, though they vary in methodology and time period, such individuals have greatly influenced our world's history.

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**Thematic Essay—Practice Paper – E**

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The topic is Human Rights. Different times in history John Locke, & Father Miguel Hidalgo had defended human rights using variety of methods. John Locke didn't like Catholic Church so John Locke made the 95 theses. The 95 theses were like negative thing about the Catholic church. John Locke method was using the Printing Press. Printing Press was an increase in literacy. who invented the Printing Press by Johann Gutenberg. Father Miguel Hidalgo fought for the Mexicans independence from Native American or France. He got caught & got killed for the human rights of the Mexican which was the Mexican Revolution.

## Practice Paper A—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances and the methods employed by Mohandas Gandhi and John Locke to defend human rights in their respective regions as well as the extent to which each was successful
- Is more analytical than descriptive (*Mohandas Gandhi*: in the 19th century, power and influence of the British grew in India; British grew and exported cash crops; British ignored Indian traditions; Gandhi believed independence was the only way to ensure Indian rights; attempted to unite India behind the home rule movement by putting Indians first; wanted to unite Hindus and Muslims; media coverage of the protest movement and the violent British response gained sympathy from many worldwide; distrust between the Indian National Congress and the Muslim League led to the eventual partition of India and ongoing disputes; *John Locke*: wrote treatises that argued people had basic human rights from birth and had the right to fight against oppression; Locke observed the increasing absolutism by western European rulers and defended the tradition of limited monarchy and human rights in England; Locke's beliefs and writings inspired both the American and French revolutions; people of the Third Estate were poor, had little or no land, limited rights, and almost no say in government; the Church was filled with growing corruption; Locke's writings were part of the Enlightenment; other thinkers argued against the arbitrary power of monarch; ideas spread rapidly; France soon incorporated some of Locke's ideas; Locke's ideas today are a cornerstone of modern democracy)
- Richly supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: Sepoy Rebellion; imperialism; colony; tea, indigo, jute; crown jewel; home rule movement; civil disobedience; passive resistance; protest marches; strikes; Salt March; mass arrest of protestors; *John Locke*: life, liberty, and property; Magna Carta; uncontrolled spending of French kings; heavy taxes; lack of stable food supply; Rousseau; Voltaire; Montesquieu; salons)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response effectively integrates analytical statements and numerous details into a discussion of the historical circumstances that led Gandhi and Locke to defend human rights. The response demonstrates sophistication by applying the historical circumstances of Locke's writings to the future actions and outcomes of the Enlightenment and the French Revolution.

## Practice Paper B—Score Level 3

### The response:

- Develops all aspects of the task with little depth by discussing the historical circumstances, methods used, and extent of success in defending human rights for both Nelson Mandela and Mohandas Gandhi
- Is more descriptive than analytical (*Nelson Mandela*: blacks had strict rules and limitations compared to whites under apartheid; blacks had inferior jobs, pay, and living conditions; blacks had little say in government or elections; Mandela worked with the African National Congress in hopes of bringing change; was arrested and imprisoned; eventually blacks got equal voting rights and Mandela was elected the first black president of South Africa; Mandela allowed whites and blacks to discuss and come to terms with past injustices under the Truth and Reconciliation Commission; supported an idea of uniting the races through sports; improved black rights, built friendships, and demonstrated political leadership; *Mohandas Gandhi*: recognized the British treated his people unfairly; British government taxed Indians on many essential goods; British imperialism exploited the local Indian economy and undermined traditional culture; Gandhi came up with a nonviolent way to protest; Gandhi's movement brought media attention to the wrongs the government was carrying out; Indians gained their independence from British rule; disagreements between religions led to the splitting up of India into two separate countries)
- Includes some relevant facts, examples, and details (*Nelson Mandela*: whites beat, jailed, and killed blacks; Mandela and others became violent; jailed for 27 years; songs and symbols of blacks and whites; F. W. De Klerk; national rugby team; *Mohandas Gandhi*: salt tax; civil disobedience; march to the sea; conflict between Hindus and Muslims)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The strength of the response is reflected in the discussion of methods used which includes a number of details and relevant facts. Although the discussion of both Nelson Mandela and Mohandas Gandhi is supported by limited analysis, the treatment of historical circumstances and of the extent of success lacks depth.

## Practice Paper C—Score Level 2

### The response:

- Minimally develops all aspects of the task for Mohandas Gandhi and Nelson Mandela
- Is primarily descriptive (*Mohandas Gandhi*: British were imposing taxes on materials; used nonviolence to fight off British colonial rule; *Nelson Mandela*: Mandela was a victim of apartheid in South Africa; white minority ruled over black majority; encouraged people to leave their identification cards home; became the first black president of his country)
- Includes few relevant facts, examples, and details (*Mohandas Gandhi*: nonviolent resistance; taxes on salt; noncooperation; did not physically fight back; marched to the sea; *Nelson Mandela*: nonviolent resistance; prejudice; spent many years in prison); includes some inaccuracies (*Mohandas Gandhi*: taxes on cotton; dumped British salt into the sea)
- Demonstrates a general plan of organization; includes an introduction that summarizes the theme and a conclusion that is somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The treatment of Mohandas Gandhi and Nelson Mandela is comprised of a general narrative that outlines each topic but lacks detail. Despite this lack of depth, the response does include connections between the historical circumstances and the methods used by both individuals.

### Practice Paper D—Score Level 3

#### The response:

- Develops all aspects of the task with little depth by discussing the defense of human rights led by Mohandas Gandhi and Lech Walesa
- Is more descriptive than analytical (*Mohandas Gandhi*: India under oppressive rule of British; religious intolerance led to Sepoy Rebellion; British seized Indian resources and sold manufactured goods back to Indians; Indian domestic industries such as cloth making were destroyed; British were selfish, brutal, and disrespectful; Gandhi studied law and philosophy in England; fought against discrimination of Indians in South Africa; succeeded in uniting Indians; used a myriad of peaceful protests against British rule; Gandhi's policies led people around the world including some British to respect and admire him; India was granted independence in 1947; *Lech Walesa*: Eastern Europe controlled by Soviet Union as leader of Warsaw Pact; Eastern Europe had Soviet-backed communist governments, while what people wanted was independence; people had no real voice in government; Walesa countered oppression by initiating the Solidarity movement in Poland; movement called for economic reforms, encouraged the growth of labor unions, and fought for worker's rights; Solidarity contributed to the fall of communism in Poland and promoted unity among the Polish people; Solidarity and Gorbachev's failed policies led to the dissolution of the Warsaw Pact, disintegration of the Soviet Union, and independence for Eastern European nations)
- Includes some relevant facts, examples, and details (*Mohandas Gandhi*: unfavorable balance of trade; Amritsar; nationalism; civil disobedience; ahimsa; caste; peaceful protest; boycott; general strikes; Salt March; *Lech Walesa*: stagnant economy; low living standards; nationalism)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response uses generalizations to frame the discussion and supports them with some accurate details. The historical circumstances that led to the defense of human rights by Mohandas Gandhi are more developed than the methods used and the degree of success achieved. Although the historical circumstances surrounding the discussion of Lech Walesa are adequate, the methods he used and his success are based on overgeneralizations.

### Practice Paper E—Score Level 0

#### The response:

Fails to develop the task; only refers to the theme in a general way

**Conclusion:** The response fits the criteria for Level 0. Although John Locke and Father Hidalgo are human rights advocates, the response fails to relate them to any aspect of the task.

# Global History and Geography Specifications January 2014

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human Rights; Justice	Standards 2, 3, and 5: World History; Geography; Civics, Citizenship, and Government
Document-based Essay	Change; Environment and Society; Factors of Production; Human and Physical Geography; Needs and Wants; Scarcity; Science and Technology; Urbanization	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

**The *Chart for Determining the Final Examination Score for the January 2014 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

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

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

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