

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

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

## GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 17, 2011 — 12:30 to 3:30 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/apda/> 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.

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

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

## 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 no longer 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 this rating guide, 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.**

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**August 2011**

**Theme: Change—Global Issues**

Since the end of World War II, the world has faced many issues that have affected countries, regions, and the global community. The solutions to these issues are often complex and have met with varying degrees of success.

**Task:** Select *two* global issues that have occurred since the end of World War II and for *each*

- Describe how this issue has affected a specific country or region or the global community
- Explain a solution that has been proposed to address the issue
- Discuss the extent to which this solution has been successful in solving the issue

You may use any global issue from your study of global history. Some suggestions you might wish to consider include deforestation, nuclear proliferation, AIDS, famine, terrorism, refugees, pollution, desertification, and child soldiers.

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

**Do *not* use the United States as the focus of your answer.**

**Scoring Notes:**

1. This thematic essay has a minimum of *six* components (discussing how *each* of *two* global issues has affected a country, region, or the global community, explaining a solution that has been proposed to address *each* issue, **and** discussing the extent to which the proposed solution has been successful in solving *each* issue).
2. If more than two global issues are discussed, only the first two should be scored.
3. The response may use the same country or region for both global issues e.g., the issue of desertification and of the use of child soldiers in Africa.
4. What constitutes an issue may be subject to the student's point of view as long as the discussion demonstrates the validity of the topic.
5. The response may include historical circumstances that are pre-World War II to establish the context of a global issue that occurred since the end of World War II.
6. The solution that has been proposed to address the global issue could be a solution proposed by an individual, a country, a group of countries, or an organization.
7. The response may include the extent to which the solution has been successful in solving the global issue from any perspective as long as the position taken is supported by accurate facts and examples.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** global issues by discussing how the issue has affected a country, region, or global community, explaining a solution that has been proposed to address the global issue, and discussing the extent to which the proposed solution has been successful in solving the global issue
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *deforestation*: connects the clearing of trees, the expansion of areas for farming, ranching, and mining in the Amazon region and Central America, and the resulting loss in fertility of the land to threats to the ecosystem, the limited attempts at forest conservation in some countries, the continued deforestation by others, and the difficulties in solving the issue as a result of economic policies that subordinate resource preservation to economic development; *nuclear proliferation*: connects tension between the United States and the Soviet Union after World War II and the ensuing arms race during the Cold War to the spread of nuclear weapons to other countries, attempts to prevent the spread of nuclear weapons, and attempts to provide inspection programs as a way to discourage other countries from developing nuclear weaponry, including the effectiveness of these efforts
- Richly supports the theme with relevant facts, examples, and details, e.g., *deforestation*: Amazon rainforest; road building; cattle; soybeans; extinction; loss of habitat; greenhouse effect; Earth Summit at Rio de Janeiro; *nuclear proliferation*: Manhattan Project; deterrence; détente; stockpiles; Nuclear Nonproliferation Treaty; North Korea; Iran; India; Pakistan; terrorists
- 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 addressing all aspects of the task for one global issue more thoroughly than for the second global issue 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., *deforestation*: discusses the clearing of rainforests in Brazil and Central America, the extinction of some species of plants, and the limited success of some countries, such as Costa Rica, to set aside land as sanctuaries to slow the rate at which land is being lost; *nuclear proliferation*: discusses the competition between the United States and the Soviet Union in building their nuclear arsenals during the Cold War, the eventual efforts made at arms reduction through treaties, and the continuing concerns of many countries over the spread of nuclear technology to unstable countries
- 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** global issue 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.

Many areas of our world are facing issues that prevent the people from those areas from becoming healthy, happy or wealthy. Twenty-first<sup>century</sup> issues such as AIDS and child soldiers are affecting Africa in particular. Imperialism and little industrialization has left Africa poor and war-ridden. Though these two issues are also present and problematic in other parts of the world, they are an especially large issue in many African countries and, while action is being taken, the problems are overwhelming.

Southern Africa is especially ridden with AIDS, causing major problems in the affected communities. In the region from Namibia to the Indian Ocean, it is estimated that over 15% of the adult population has AIDS. The virus is easily transferable, and in countries where formal education is scarce to the poor, one person may give AIDS to many others. The disease can be spread by unprotected sexual activity. Use of condoms is known to prevent AIDS but problems like access, cost, distribution and attitude have to be overcome. Doctors, hospitals and medicines for treating the disease are in terribly short supply. In some places, entire villages have been wiped out by AIDS or children are the only survivors because the virus hasn't started attacking their immune system yet. This paralyzes the economy and destroys the traditional network of support. Though many African political leaders recognize this issue as a threat to their people, they can do little about it because they have only small budgets. Other leaders have actually denied the AIDS epidemic exists. Attempts are being made to try to find a cure. Some countries are launching AIDS education programs. Organizations like the Gates Foundation have committed billions of dollars to wiping out disease in Africa and rebuilding

local economies and communities. However, success is a long way off. Medicines that have been produced to slow the development of the deadly virus are still too expensive for most to afford. This issue is a large one, especially where the little funds the African governments have are often spent on other things, such as military.

After the Age of Imperialism, Africa was left carved up into independent nations, often containing more than one tribe or people. Even if these tribes were not previously rivals, conflicts over land and government control often arose. These conflicts often led to civil wars, some still taking place today. Many of these are characterized by the use of children as soldiers. These children, sometimes as young as 7 years old, are given guns and other weapons and given orders to kill. Others are used as spies or scouts. They may be messengers or kitchen workers or even be sent on suicide missions. These children live under harsh conditions and face the constant danger of enemy guns. <sup>Beyond</sup> The immediate cost in lives, the physical and emotional injuries of these children, are enormous. They have been raised to see the gun as a solution. They will probably not be fully productive members of society as laborers, leaders, or even as parents. As many as half of the child soldiers in the world are in Africa.

The United Nations is an important part of trying to solve this problem. They try to prevent recruitment through international law outlawing the use of child soldiers. One African leader has been put on trial for using child soldiers in Sierra Leone. UNICEF advocates more education and job training so that children have an option to being a mercenary. They also have programs to reunite and resettle children. Sadly, though there are many people and

organizations that actively oppose the use of child soldiers, many don't seem to get beyond monitoring and reporting. Until the governments of the world decide to take action, little will be done.

AIDS and the use of child soldiers is and has been an issue in Africa and other parts of the world. Though many would like to aid the people facing these problems, they can do little about it.

Anchor Level 5-A

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing AIDS and child soldiers in Africa
- Is more analytical than descriptive (*AIDS*: from Namibia to the Indian Ocean, it is estimated that over 15% of the adult population has AIDS; children may be the only survivors because the virus hasn't started attacking their immune system yet; other leaders have denied the AIDS epidemic exists; paralyzes the economy and destroys the traditional network of support; organizations have committed billions of dollars to wiping out the disease in Africa and rebuilding local economies and communities; *child soldiers*: given guns and orders to kill; others used as spies or scouts, messengers, kitchen workers, or even sent on suicide missions; beyond the immediate cost in lives, physical and emotional injuries are enormous; raised to see guns as a solution; they will probably not be fully productive as members of society, laborers, or even as parents; UNICEF advocates more education and job training so children have an option to being a mercenary; until governments of the world decide to take action, little will be done)
- Richly supports the theme with relevant facts, examples, and details (*AIDS*: virus easily transferable; can be spread by unprotected sexual activity; African leaders can do little because of small budgets; problems of access, cost, and attitude need to be overcome; doctors and hospitals are in short supply; AIDS education programs; Gates Foundation; *child soldiers*: Age of Imperialism; civil wars; children sometimes as young as seven years old; children live under harsh conditions and face constant danger; as many as half of the child soldiers in the world are in Africa; United Nations; international law; Sierra Leone)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme

**Conclusion:** The response fits the criteria for Level 5. Ongoing analysis and command of detail demonstrate extensive knowledge of two major global issues. The understandings and insights used throughout enhanced the discussion.

Since World War II, many complex issues have developed that plague the modern world. Specific regions of the global community have been especially affected by these problems. Two issues that have drastically affected the world as a whole are global warming and terrorism, which have significantly changed governments' mindsets and actions about how to confront global issues.

Global warming is defined as an increase in the average temperature of the Earth's atmosphere. Scientists say this results from increased emissions of carbon dioxide from burning fossil fuels and other things like CFCs. This warms the Earth and may lead to changes in climate, like changing rainfall patterns.

After World War II, countries around the world began huge reconstruction plans to rebuild their infrastructures and economies. As a result, industries began to increase production. At the same time, gas burning automobiles increased tremendously. This increased the levels of carbon dioxide, which had already risen since the onset of the Industrial Revolution. Global warming is an issue many countries have addressed by issuing regulations concerning CO<sub>2</sub> emissions. There is today a very popular "Green" movement as people all around the world have urged governments and companies to invest in alternative fuels for vehicles and to have further restrictions on factories. This movement has been somewhat successful, as hybrid cars are being mass-produced and alternative fuels such as ethanol are becoming increasingly popular. The 1997 Kyoto Protocol has been endorsed by almost two hundred countries. Most industrial countries

are still committed to its goal of reducing CO<sub>2</sub> emissions, even though we did not ratify it. Nevertheless, the effects of CO<sub>2</sub> emission are still prevalent. The polar ice caps are melting at incredible speeds, causing water levels ~~to rise~~ to rise ever so slowly. Besides CO<sub>2</sub>, chemicals released into the air have caused a giant hole to form in the ozone layer, causing more and more ultraviolet rays to seep in. Still, not enough countries have addressed this issue enough to help stop it, and the ice caps keep melting while the hole in the ozone gets larger and larger.

Another serious issue is terrorism on the rise. Terrorism can be defined as violence against innocent people for political purposes. This issue has grown considerably since WWII. Attacks have been made in the United States against the Pentagon and World Trade Center, and in Europe, in train stations in Spain and subways in Great Britain. Terrorism has grown out of fanaticism, as many of the attackers are members of Al Qaeda, a group that is extremely anti-American. Countries such as Great Britain, the United States, France, and Spain have increased security measures in airports and public locations to prevent attacks, even though some of these safety measures have violated the rights of civilians at times. Yet, these countries have helped prevent many attacks due to their somewhat controversial methods. They have not been entirely successful in infiltrating Al Qaeda. Even in a society as knowledgeable and prepared as Israel, acts of terrorism still occur. Some suggest that terrorism will not end until the root causes of hatred are dealt with. Unfortunately, there are many, many causes... poverty,

prejudice, lack of human rights.

Terrorism and Global warming are two global issues that are very much a part of the worldwide community. Although countries have addressed both problems, more importance is given to preserving national security than planet Earth. Global warming has its advocates, and countries have taken measures to reduce factory emissions, but more resources are directed towards national security and preventing terrorist attacks.

**Anchor Level 5-B**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing global warming and terrorism
- Is more analytical than descriptive (*global warming*: scientists say this results from increased emissions of carbon dioxide from burning fossil fuels; not enough countries have addressed the issue enough to help stop it; 1997 Kyoto Protocol has been endorsed by almost two hundred countries; most industrial countries are committed to the goal of reducing CO<sub>2</sub> emissions; polar ice caps melting at incredible speeds; *terrorism*: can be defined as violence against innocent people for political purposes; has grown out of fanaticism; some safety measures have violated the rights of civilians at times; these countries have helped prevent many attacks; even in a society as knowledgeable and prepared as Israel, acts of terrorism still occur; some suggest terrorism will not end until the root causes of hatred are dealt with)
- Richly supports the theme with relevant facts, examples, and details (*global warming*: increase of the average temperature of Earth's atmosphere; CFCs; rainfall patterns; infrastructure; gas-burning automobiles; ozone layer; ultraviolet rays; *terrorism*: Pentagon; World Trade Center; train stations in Spain; subways in Great Britain; al Qaeda)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response explains in detail the threats posed by global warming and terrorism in the short run and demonstrates a concern about the ability or desire of global leadership to solve either problem, concluding that, thus far, solutions to both issues have been limited.

In the aftermath of World War II, many issues have affected the world. Many solutions have been proposed to solve these problems but often times they are unable to fully succeed due to a variety of causes which include resources, capital, international relationships and many other things. Two things that have occurred since WWII are the development of nuclear weapons and the problem of pollution.

Following the use of atomic weapons to end WWII, a Cold War developed between the superpowers. Leading the buildup of these dangerous weapons were the USSR and the U.S. There was an arms race between these two countries that threatened the total destruction of the world. When the Soviet Union created a base in Cuba, the Cuban missile crisis occurred. The putting of nuclear weapons only ninety miles from the United States could not be tolerated. Tensions between the USSR and the US brought them close to nuclear war. The US demanded the immediate removal of these weapons and imposed a naval blockade. The solution was to remove the missiles and launchers and to establish more direct contact between the leaders with things like the hot line. However, these underlying tensions remain today. Even after the Soviet Union broke up, thousands of missiles and nuclear warheads remain in place.

The issue of pollution has not been dealt with effectively either. The industrial revolution became associated with the introduction of many hazardous materials into the air, water, and ground. Since WWII, the problem has been magnified because countries

like India and China have heavily industrialized. This has caused the disruption of our ecosystem, as seen in problems such as global warming. It is believed that global warming is caused by fossil fuel emissions into our atmosphere. At global conferences, proposals have been made for lowering the amount of dangerous material entering our atmosphere. One solution proposed was to modify cars to cause them to emit less exhaust. However this proposed solution has not been entirely successful. The cars that will emit less are more expensive and are especially difficult to afford in tough economic times. Another problem is factories dumping industrial waste into rivers. This could be solved by building water treatment plants but once again lack of money limits the clean up of the environment. Global ~~the~~ temperatures are increasing and threaten the earth's glaciers. The disruption of the ecosystem may lead to the extinction of some species of animals across the world. Acid rain, another effect of fossil fuel emissions, is causing damage to buildings, corroding marble and limestone.

Global issues after WWII have been met with varying degrees of success.

## Anchor Level 4-A

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the extent to which solutions are successful less thoroughly than the other aspects for both topics
- Is both descriptive and analytical (*nuclear weapons*: leading the build up of these dangerous weapons were the USSR and the United States; arms race between these two countries threatened total destruction of the world; nuclear weapons only ninety miles from the United States; tensions brought us close to actual nuclear war; underlying tensions remained, even after the Soviet Union broke up; thousands of missiles and nuclear warheads remain in place; *pollution*: problem has been magnified because countries like India and China have heavily industrialized; it is believed that global warming is caused by fossil fuel emissions into our atmosphere; cars that will emit less are more expensive and especially difficult to afford in tough economic times; lack of money limits cleaning up the environment)
- Supports the theme with relevant facts, examples, and details (*nuclear weapons*: atomic weapons used to end World War II; Cold War; superpowers; missiles; launchers; hot line; *pollution*: Industrial Revolution; introduction of hazardous materials into the air, water, and ground; ecosystem; global temperatures threaten Earth's glaciers; acid rain; damage to buildings)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The response employs a case study approach using the Cuban missile crisis to illustrate the threat posed by nuclear weapons. The treatment of pollution mentions multiple issues. Both topics could have been strengthened by expanding the extent to which solutions were not successful.

The nations of the world have sought to deal with many problems since World War II. For instance, the prevalence of refugees around the world has presented a major problem.

Famine is another example of a major problem in the world.

Refugees are people who have fled from one area to another for various reasons, such as war, political opposition or religious persecution. Since World War II, the issue of refugees has intensified in many nations. Israel is a nation that was set up in Palestine in 1948 in order to be a place for those of Jewish belief to live without fear of persecution. However, the establishment of this nation led to the migration of thousands of Palestinians. Some Israelis fear that if these Palestinians return to Israel they would outnumber the Jewish population and would overrun the government. The issue therefore is the thousands of Palestinians who have fled into Jordan and other neighboring countries. The effects of this migration, sometimes even called the "Palestinian Sino-pora," are clear. Fighting has broken out between Israel and the Arabs. Arabs are angered by the prevalence of a growing population of Palestinians which nations, such as Jordan or Egypt do not want in their countries. The solution however has been to set up <sup>refugee camps</sup> throughout countries such as Jordan where Palestinians, in high numbers are kept. The people in these refugee camps hope to regain their land in Palestine. Several wars were fought with Israel by Arab states, but did not help the Palestinians.

Radical groups formed in the camps and produced leaders that have used terrorism to help the Palestinians form an independent state. Today, many of the people living in the camps grew up as children in the camps. The Palestinians remain stateless with many still living in camps.

The period after World War II has seen many nations challenged by famine. The subcontinent of Asia has faced this problem persistently. This problem is often associated with India's growing population, at this point the second most populous nation in the world. Famine has frequently forced India to devote its human capital and natural resources to relief efforts. Not only has India suffered lost lives but lost opportunity. In order to redirect India's resources toward progress, the problem of famine must be solved. However, the problem of famine is complicated by tradition and climate.

Indira Gandhi thought that a government program of population control would be an answer to famine. However, her methods were unpopular. Another solution that was presented was the Green Revolution. This was a group of scientists around the world who worked together in order to develop more efficient agricultural methods to improve food production. These included using fertilizers, pesticides, irrigation, and hybrid seeds to increase production. The Green Revolution helped bring about self-sufficiency.

Production did increase and famine decreased so the

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

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*Green Revolution was successful. The problem has been cost. Many small farmers lost their land because of debt. Many have migrated to cities because they can't afford the Green Revolution.*

*On a global scale, humans have improved their society greatly and will continue to do so. The problems of refugees and famine have been addressed but must be worked on.*

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

- Develops all aspects of the task but does so somewhat unevenly by discussing the effect of an issue and a solution for the issue for both refugees and famine in more depth than the extent to which the solution has been successful
- Is both descriptive and analytical (*refugees*: Israel set up in Palestine in 1948 to be a place for those of Jewish belief to live without fear of persecution; establishment led to the migration of thousands of Palestinians; some Israelis fear that if Palestinians return to Israel, they would outnumber the Jewish population and overrun the government; growing population of Palestinians in nations who do not want them in their countries; wars were fought with Israel but did not help the Palestinians; *famine in India*: problem often associated with India's growing population; famine has frequently forced India to devote its resources to relief efforts; not only has India suffered lost lives but lost opportunities; more efficient agricultural methods helped offset natural forces like drought and flood; Green Revolution was successful; problem has been cost; many small farmers lost their land because of debt)
- Supports the theme with relevant facts, examples, and details (*refugees*: Palestinian Diaspora; fighting between Israel and Arabs; refugee camps; Jordan; Egypt; many people living in camps grew up as children there; *famine in India*: subcontinent of Asia; second most populous nation in the world; Indira Gandhi; Green Revolution; fertilizers; pesticides; irrigation; hybrid seeds)
- 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 discussion demonstrates a good understanding of the task. Although the explanations of solutions are well developed, the extent to which the solutions were successful is treated in little depth.

Since WWII, the world has had to face many problems. Deserts have been spreading, and the threat of nuclear annihilation has been over the world for some time. Nations have worked together to help solve these issues, sometimes successfully, and other times not as successfully. These issues have been major problems though in the last 60 years.

During WWII, the U.S. detonated the first atomic bomb in the world in the New Mexico desert. In just a few years the Soviet Union had gained their own nuclear weapons and after WWII, a standoff occurred known as the Cold War. The threat of nuclear annihilation was initially staved off by MAD, or mutually assured destruction, in which the US and USSR could not attack each other without fear of being counterattacked. However, this isn't the solution the world wanted. As tensions increased, something had to be done. There were negotiations and SALT, or Strategic Arms Limitations Treaty, treaties formed. The US and USSR agreed to reduce their nuclear arsenal. Unfortunately, numerous other countries including Britain, China, and India have developed nuclear weapons expanding the threat of possible war. Eventually, the USSR collapsed and the threat of nuclear destruction was supposedly reduced. While the threat of weapons controlled by nuclear nations may have been reduced, the risk of nuclear weapons in the hands of radical groups keeps alive the images of Hiroshima and Nagasaki. Desertification has also been a major issue in the past years.

The Sahara desert and China's Gobi desert have been spreading over the years due to poor land management and droughts. In areas around these deserts, many farmers had exhausted the nutrients from the soil by overfarming the land and by letting cattle and goats overgraze the shrubs and grasses. As farmers and herders moved on to ~~another~~ other areas, the exhausted soil couldn't survive and was blown away and turned into deserts. This has resulted in a large amount of growth of the deserts around the world. Some solutions have been suggested and put into action. Land is being treated better and made sure not to be farmed until exhaustion. In China, plans have been made ~~sure not~~ to build a large wall of trees and plants around the edge of the desert to hold the soil better and stop the growth of the desert. In the Sahel, a number of countries are joining in an international effort to build a forest wall with the same goal as China. These ideas have potential, but desertification is still a major problem the world must deal with. Already strained economies only have so many resources.

The world has been affected by many problems in the years since WWII, but they have been discussed and solutions have been thought up and applied. So far only some of them have been successful.

## Anchor Level 4-C

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the effect of an issue and a solution for the issue for both nuclear proliferation and desertification in more depth than the extent to which the solution has been successful
- Is both descriptive and analytical (*threat of nuclear annihilation*: threat of nuclear annihilation initially staved off by MAD, or mutually assured destruction, in which the United States and USSR could not attack each other without fear of being counterattacked; numerous countries including Britain, China, and India have developed nuclear weaponry, expanding the threat of possible war; USSR collapsed and the threat of nuclear destruction was supposedly reduced; risk of nuclear weapons in the hands of radical groups keeps alive the images of Hiroshima and Nagasaki; *desertification*: exhausted soil could not survive and turned into deserts; in China, plans have been made to build a large wall of trees and plants around the edge of the desert to hold soil and stop the growth of the desert; in Sahel, a number of countries joined in an international effort to build a forest wall with the same goal as China; already strained economies only have so many resources)
- Supports the theme with relevant facts, examples, and details (*threat of nuclear annihilation*: United States detonated the first atomic bomb in the New Mexico desert; Soviet Union gained their own nuclear weapons; standoff occurred known as Cold War; SALT; United States and USSR agreed to reduce their nuclear arsenals; *desertification*: Sahara Desert; China's Gobi Desert; poor land management and drought; farmers exhausted all nutrients from the soil; cattle and goats overgrazed shrubs and grasses)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates an understanding of the task by discussing how the expansion of grazing areas can result in increased desertification and how the build up of weaponry can bring about a false sense of security. An expansion of the discussion of the extent to which solutions are successful would have strengthened the response.

After World War Two, many problems have risen and affected the world. Pollution from cars, other vehicles, and factories has posed to be a significant environmental problem. Overpopulation, especially in Asia, has also contributed to problems. In China, the government and people must deal with both pollution and overpopulation, and there have been proposed solutions some of which have worked out successfully.

China is the most populated country, making up one sixth of the world's entire population. Overpopulation causes many problems within the country, such as unsanitary conditions, overcrowding, and destruction of the environment. In response, the government has issued the "one-child" policy which limits the number of children in the family. This policy has helped in bringing down the population growth. However, the population is still very high and Chinese family traditions have favored a son. This may have influenced the practice of infanticide and caused criticism of the one-child policy.

Large populations lead to expanding car ownership which leads to huge amounts of pollution. Because of increase in the usage of cars and expansion of factories in China, pollution has increased. In Beijing,

The Capital of China, there was once so much pollution in 2004 that the sky was black with smog. Since then, the country has been making moves to lessen the number of emissions by trying to reduce the number of cars in the cities and encouraging cleaner factories. Solutions to this problem also include building a better mass transportation system, as well as developing electric powered vehicles. These efforts may have caused improvement in reducing pollution. Still the people of Beijing can only hope to see the blue sky.

The issues of our population and pollution are not just present in China, and pose huge problems around the world. Solutions have been made for these problems. By abiding by the one-child policy, reducing the number of cars, and creating better mass transportation, China has addressed the issues of population and pollution.

### Anchor Level 3-A

**The response:**

- Develops some aspects of the task in some depth for population and pollution in China
- Is more descriptive than analytical (*population in China*: causes problems such as unsanitary conditions, overcrowding, and destruction of the environment; Chinese family traditions have favored a son; *pollution in China*: increase in usage of cars and the expansion of factories in China; pollution increased; sky was black with smog; efforts may have reduced pollution but people of Beijing can only hope to see blue sky)
- Includes some relevant facts, examples, and details (*population in China*: China is the most populated country; one sixth of the world's population; "one-child" policy; infanticide; *pollution in China*: Beijing, the capital of China; trying to reduce the number of cars in the cities; encouraging cleaner factories; mass transportation system)
- 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 focus on China provides a link between the issues that are tentatively discussed but could be further developed. The response is almost entirely descriptive.

After World War II, many crises both small and large, rocked the entire world and almost created it anew. Global conflicts paved the way for various issues that still continue to cause trouble around the world. Two such issues are deforestation and pollution. These two ecological problems are threatening the natural worlds of various countries, and while efforts have been made to limit their effects, the solution to the worsening planet is still being debated on.

Deforestation is most identified with the tropical rain forests that are being diminished throughout Latin America. Although it is of course occurring all around the world, much of the deforestation that is recognized is the fate of the South American Rain forests. As countries have prospered economically, the demand for timber and tropical products has grown. Therefore, the rain forests are being exploited. More and more of the rain forests are being destroyed in favor of crops and grazing. Many people, of course, feel that this destruction is wrong, as it is eliminating the homelands of species (endangered or not) and destroying the ecosystem. There have been groups that try to make a difference and raise awareness, as well as others that have enclosed some of the remaining rain forests off as parks. Others, too, have indirectly helped by trying to protect and keep alive some of the vegetation and inhabitants of those regions. Most of all, there are people who campaign for high positions who hope to legally restrict the number of acres that can be destroyed. Although all of those mentioned are key instruments in the fight against deforestation, it still continues regardless. Land the size of numerous football fields is cleared every minute. More action needs to be

taken up in order to keep deforestation to a bare minimum, if not to end it entirely.

Another ecological problem concerning the globe's ecosystem is pollution. While deforestation can be associated with Latin America, pollution is a purely global problem; one that can be found in every country and hemisphere. Coming in the shape of chemicals, pollution can not only affect the atmosphere itself but also the Earth's inhabitants. In developed nations like the United States and European countries, pollution is a major problem that must be solved. In third world countries, where industrialization has just begun to come into effect, pollution is becoming a major problem as much of the concern only goes to the economic cause. Pollution now has been discovered to have created a hole in the ozone layer and it is furthering global warming. It also has created ecological conditions that have threatened many of the lives of the Earth's populations, both animal and plant groups. Naturally, there has been ways to reverse the effects of this global issue. Since many little things can reduce the impact of pollution, people all around the world are trying to make a difference. Especially with the gas price rise of this year, people are conserving gas by using more buses, trains, and motorcycles, as transportation, which allows for the lessening of car-induced pollution. Other people are trying to create laws that will vastly decrease the amounts of chemicals set free into the air. Still others are experimenting with other ways, like educating people and thinking of new sources of fuel, like ethanol that will give off less pollutants. While all of this will shift into place someday, the problem is still far from being resolved. Many of these actions are

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

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admirable but they have to be magnified to get a global impact.

Deforestation and pollution are just two of the world's many global issues that people are trying to conquer. Like many of these issues, the problems involving deforestation and pollution are far from being solved quickly. While there is significant work being done, an end to both these problems is not in sight. In the future, however, there is a chance that these problems will be resolved.

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

- Develops all aspects of the task with little depth for deforestation and pollution
- Is more descriptive than analytical (*deforestation*: as countries have progressed economically, the demand for timber and tropical forests has grown; rain forests are being exploited; more and more rain forests are being destroyed in favor of crops and grazing, eliminating homelands of species; land the size of numerous football fields is cleared every minute; *pollution*: purely a global problem; created ecological conditions that have threatened Earth's population; since many little things can reduce the impact of pollution, people around the world are trying to make a difference; still far from being resolved; actions have to be magnified to get a global impact)
- Includes some relevant facts, examples, and details (*deforestation*: Latin America; South American rain forests; *pollution*: globe's ecosystem; global warming; industrialization; ozone layer)
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response is descriptive, consisting of an overview of the issues and attempted solutions. The examples of solutions are generally unclear as to their effectiveness.

After World War II the world has been plagued by many different kinds of problems. Two such problems in the world today are pollution and AIDS.

One of the world's biggest problem today is pollution. One of the biggest and most deadly harmful pollutions is air pollution which is a build-up of  $CO_2$  in the atmosphere. This is not good because the emissions from cars and factories are greatly leading to the build up of  $CO_2$  which is causing a major problem. Global warming is where the Earth has gained a few average degrees all around the world and is now causing our glaciers to melt and many other geological problems like stronger hurricanes. One way nations around the world have tried to slow down the build up of  $CO_2$  is by reducing car emissions and trying to use more effective means of energy like wind power and solar power. Although these nations have not completely and probably won't fully reduce of fossil fuels, they are at least slowing the build up of  $CO_2$  in the atmosphere.

Another major world problem is AIDS which is killing and affecting millions around the world. AIDS ends up attacking the immune system allowing for even the common cold to infect and kill you. Although there is no cure for AIDS many nations around the

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

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world are combating this problem by ~~teach~~ educating kids on how it is spread and what's the best way to prevent it. Other ways nations have tried to prevent the spread of AIDS is by trying to prevent it from affecting their national blood banks so it does not spread to others who need donated blood. These preventions have been very effective in many nations who have tried them but like in South Africa millions are affected by AIDS because they do not know how to prevent it and like in China many of their blood banks contain HIV infected blood.

The best way for nations around the world to combat these problems ~~is~~ by working together to reduce these major threats.

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

- Develops all aspects of the task with little depth by discussing pollution and AIDS
- Is more descriptive than analytical (*pollution*: Earth has gained a few average degrees and is causing glaciers to melt; *AIDS*: ends up attacking the immune system, allowing even the common cold to infect and kill)
- Includes some relevant facts, examples, and details (*pollution*: emissions from cars and factories; global warming; stronger hurricanes; *AIDS*: South Africa; blood banks; China); includes inaccuracies (*pollution*: causes other geological problems like stronger hurricanes; slowing the build up of CO<sub>2</sub> in the atmosphere)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion demonstrates an understanding of the task; however, misstatements and a reliance on overgeneralizations weaken it.

Since World War II, the world has faced ~~many~~ <sup>many</sup> issues that have affected countries, regions, and the global community. The increase in production of nuclear weapons and the increasing number of ~~terrorist activities~~ <sup>terrorist activities</sup> have created chaos throughout the world. Many nations and individuals have proposed various ideas to limit the ~~number~~ <sup>number</sup> of nuclear weapons produced and stop terrorists from using scare tactics to manipulate the masses.

After the horrific bombings on Hiroshima and Nagasaki, we as humans ~~learned the~~ <sup>learned the</sup> destruction ~~that~~ <sup>that</sup> nuclear fission can cause. ~~The~~ <sup>The</sup> increase in the production of nuclear weapons has plagued the world and has affected every single individual. Currently, we have enough nuclear weapons to ~~kill~~ <sup>kill</sup> all 6 billion humans by the blast from the ~~reaction~~ <sup>nuclear</sup>, radiation, or from the nuclear winter. Not only has the fear of a nuclear war put people into chaos but the amount of money spent on nuclear research and production has left many economies fragile and on the brink of a depression. Many super powers like the United States and other countries in the U.N. have tried putting a quota or even banning countries from producing nuclear weapons. Although it is hard to tell for sure if many nations are producing these weapons, the fact of the matter is that ~~the~~ <sup>the</sup> only way to guarantee that there will never be a nuclear war is to ~~rid~~ <sup>rid</sup> EVERY country of their ~~nuclear weapons~~ <sup>nuclear weapons</sup>.

Terrorist have been using scare tactics since the beginning of time to manipulate masses. Currently a large percentage of active terrorist are Muslim extremist who believe that they are following Jihad and the right path, by murdering people or infidelies. People throughout the world, including those who live in primarily Muslim nations have had to live in fear hoping and praying that they still ~~will~~ <sup>not come</sup> face ~~to~~ face with a terrorist. Many have proposed the use of spy planes or UAV's like the predator drone to spy on terrorist activity to forewarn any <sup>activities</sup> future attacks. Although thousands of hours of these ~~activities~~ have been streamed to military ~~base~~, terrorist groups like al-Qaeda and the Taliban have been able to increase the size of their ~~terrorist~~ <sup>terrorist</sup> groups. This is do to the fact that the older members who have been ground since al-Qaeda was fighting the soviets have been recruiting young boys. They are able to do this by using propaganda and manipulating the young and impressionable minds with <sup>phrases</sup> and ideas that are not only extreme, but in many cases do not even go hand and hand with their holy book, the ~~Quran~~ <sup>Quran</sup>. The only way to stop terrorism is to stop it at the source which is the youth.



There have always been many ~~conflicts~~ <sup>Problems</sup> throughout history, but there have recently been many new ~~conflicts~~ <sup>Problems</sup>. Since world war II, many new conflicts have occurred, and many of these ~~conflicts~~ <sup>Problems</sup> have not been solved. Some examples of this are the AIDS crisis and deforestation

The AIDS crisis has proven to be a top killer all around the world. Although people everywhere are effected, the less developed areas are hit the hardest. In these areas, there is very little education about AIDS and how to prevent it. A possible solution to this problem would be to educate the people living in the areas and send necessary materials (such as condoms) to use. These solutions have been used before, and they had some success. ~~But~~ Most often, materials like condoms were sent, but were not used properly due to the lack of education on the subject.

Another world-wide problem that is happening currently is deforestation. In many places trees are cut down to increase the amount of farm land. This causes the destruction of habitats

for animals living in these areas. Also, it can ~~also~~ contribute to global warming when the trees are used as fuel. A possible solution for this issue would be another Green Revolution. This would further develop the technology used in farming to make farming more productive. This would mean trees would not be cut down for farm land. Green Revolutions have been successful before, but not in all parts of the world. For example, the Green Revolution was never successful in Africa or Latin America. If the revolution was more catered towards Africa and Latin America, it would be successful and deforestation would no longer be a problem.

Although these problems remain today, it may be different in the future. With the new technology in today's world it is only a matter of time until solutions are successful and are used widely to solve these problems.

## Anchor Level 2-B

### **The response:**

- Develops some aspects of the task in some depth
- Is primarily descriptive (*AIDS*: top killer around the world; less developed areas hit hardest; condoms were not used properly due to lack of education; *deforestation*: in many places, trees are cut down to increase the amount of farmland; causes destruction of habitat for animals); includes faulty application (*deforestation*: Green Revolution)
- Includes few relevant facts, examples, and details (*deforestation*: global warming; trees used as fuel)
- Demonstrates a general 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 2. The response demonstrates a limited understanding of the issues of AIDS and deforestation. The solutions proposed for AIDS, while stated as a hypothetical, are currently being used, while the solution proposed for deforestation indicates a lack of understanding.

World War II was a turning point in the history of this world. It is often considered the Bridge up "Modern" History and with Modern history comes modern problems. There have been no clean cut wars since WW II and many other problems have also arose since then. 2 problems in particular are the current state of our environment and our decreasing supply of natural resources.

Pre-WW II was a time of abundance, especially in regard to supplies of fossil fuels and other natural Power sources. But in recent times, the supplies of these materials have been nearly exhausted. This has a huge impact on the entire world. The Middle Eastern countries depend on the oil to support their economies and all the industrialized nations require oil for these countries to run as they should. The most popular solution to this problem is to look into alternate fuel sources; the most popular being nuclear power and the fuel cell. These ideas could both be successful, but a huge ~~reimant~~ overhaul of the nations infrastructure is needed. The fuel cell is

a no emissions power source that relies on gaseous Hydrogen to run. This would work if people could get access to these Hydrogen stations and if car companies could get the cost of the fuel cell vehicles down. For any large scale power needs, nuclear energy is the way to go. These solutions could probably be successful in a couple years and will successfully solve the problem when they do.

The environmental issue will also affect everyone. No world to live on is a universal problem. The main part of this is caused by the Greenhouse effect and Global Warming. ~~The~~ Global Warming is caused by the burning of fossil fuels so the solutions to the fuel crisis; the alternate fuel sources are also clean fuel sources. This can prevent the environment from getting any worse.

## Anchor Level 2-C

### **The response:**

- Develops some aspects of the task in little depth
- Is primarily descriptive (*decreasing natural resources*: industrialized countries require oil for their countries to run as they should; *environment*: alternate fuel sources are also clean fuel sources which can prevent the environment from getting any worse)
- Includes few relevant facts, examples, and details (*decreasing natural resources*: nuclear power; fuel cells; *environment*: greenhouse effect; global warming; fossil fuels)
- Demonstrates a general plan of organization; includes an introduction that is somewhat more than a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response describes a reliance on Middle Eastern oil and mentions the development of fuel cells. The section on the environment lacks serious development and only hints at a suggested solution.

Since World War II, the world has encountered many different conflicts and problems that have affected countries, regions, and communities. The solution of these global conflicts are usually difficult to propose and have met with varying degrees of success. Two global issues that occurred since World War II is the Cold War and the use of genocide for ethnic cleansing.

The Cold War has affected the world because many different nations were in constant fear of nuclear warfare. The USSR and the United States compete against each other in an arms race, and both nations developed a vast supply of weapons of mass destruction. The USSR also spread the influence of communism to western Europe and Asia. The U.N. decided to intervene and suggested that the U.S. go into South east Asia and end the communist influence.

Genocide has become a major conflict that prevented a country or

region to become stable. Murders among the mass of a population often start because of a need to erase a certain part of the population. Many countries in Asia and Africa suffer an immense event of mass murder because of different political views and the different tone of skin. A solution to prevent genocide from occurring is to demand negotiations.

The world has experience many catastrophic events that shocked everyone. Every nation and country in the world is often in concern of another world war happening again. Except next time, war will become a pathway to world destruction.

## Anchor Level 1-A

### **The response:**

- Minimally develops few aspects of the task
- Is descriptive (*Cold War*: many different nations were in constant fear of nuclear warfare; USSR and the United States compete against each other; *genocide*: prevents a country or region from becoming stable; erases a certain part of the population); lacks understanding (*Cold War*: United Nations decided to intervene and suggested the United States go into Southeast Asia and end the communist influence)
- Includes few relevant facts, examples, or details (*Cold War*: arms race; weapons of mass destruction; *genocide*: mass murder); includes an inaccuracy (*Cold War*: USSR spread the influence of communism to Western Europe)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response demonstrates a limited understanding of the task. A mix of accurate and inaccurate statements and sweeping generalizations weaken this response.

In the last 6 decades, since World War II, ~~much change has take place~~ the world has faced many issues. The solution to these issues does not always come ~~as an~~ <sup>as an</sup> easy task. ~~Reasonably many nations~~ and each nation has to deal with these complex issues, in the best manner possible.

In recent history the increase of industrialization has lead to the ~~increase~~ destruction of our environment. The increase in population since World War II has increased the use of our natural fossil fuels and created damage to our ozone layer. In the last 60 years the polar ice caps have turned from ~~bridges~~ <sup>barren</sup> barren tundras to pools of water. The suggestion of cleaner energy sources such as wind and light have been introduced but not much of these ideas have taken off, ~~the~~ <sup>to</sup> reverse the damage we have done.

Another <sup>global</sup> issue that has taken place since World War II is terrorism. There has been an increase in political violence. Many nations have tried to stop this violence but none of it seems to work.

There will always be issues ~~or~~ that the world has to face. Not every issue will be solved ~~at~~ successfully but the world will continue to persevere.

## Anchor Level 1-B

### **The response:**

- Minimally develops few aspects of the task
- Is descriptive (*environment*: increase in population has increased the use of fossil fuels; cleaner energy such as wind and light; *terrorism*: increase in political violence); lacks understanding (*pollution*: polar ice caps have turned from frigid barren tundra to pools of water)
- Includes few relevant facts, examples, or details (*environment*: ozone layer)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Despite overstatement, the response demonstrates an awareness of the effects of pollution on the global community and the extent to which measures taken have not slowed pollution. Statements relating to terrorism are insufficiently developed.

Since the period of World War II, there have been many issues that have affected nations, politically, economically and socially. Some of these issues have affected one region while others are a common problem among countries in different hemispheres. Although many times a solution is proposed, it doesn't always stop the problem.

One example of an issue that has occurred since World War II that has affected the people of the world is pollution. Pollution is a major issue in this day and age. Pollution has grown greatly since World War II because the world is more industrialized and depends on technology more than anything. Pollution has been identified as a major contributing factor to global warming. Global warming is only one of the problems that arise from pollution, ~~where~~ whilst there are many more. One solution that has been proposed to address the issue is to "go green." This is where you basically try to use less electricity and technology. Another one of these solutions is "reduce, reuse, recycle." Many individuals believe that if we

conserve energy, we aren't contributing to global warming or pollution, on a larger scale. These solutions don't work to the extent they should be because not everybody cares. More than half the world leaves behind a tremendous carbon footprint. If more people were interested in helping the world to be cleaner, then the solutions that were proposed to address the ~~solutions~~<sup>issues</sup> may actually be successful.

Another example of an issue that has occurred since World War II that has affected ~~parts of~~<sup>regions</sup> is terrorism. Terrorism can be seen in all parts of the world including the United States, the Middle East, England and Pakistan. Terrorism has become a major issue in the world that makes individuals question their safety. Terrorism is common in Pakistan and the Middle East because that is where the terrorists originate. These terrorist groups include extremists such as the Taliban and Al-Qaeda. ~~The extreme~~ These extreme terrorist groups are the root to terrorism in the modern world, striking fear in harmless citizens of a nation. One solution ~~to~~ that has been proposed is to try to talk things out with

these ~~other~~ terrorist groups. Another solution is to basically raid and arrest them. These solutions aren't working to the extent they should be because it's hard to cooperate with terrorists. Although many people who are responsible for terrorism have been arrested, there's always more. Another reason is because of fear. Terrorists are a major issue because a solution that is successful hasn't been discovered, because of fear of attacks.

In conclusion, there are many issues that have occurred since World War II that have affected countries, regions and global communities. Both terrorism and pollution are major concerns in the modern world today that affects everyone. Both being a major issue, it is important that successful solutions are found to address the issues and solve them.

Post World War II, the world has changed considerably in terms of the problems it faces. Two important issues are nuclear proliferation and global warming. These global issues have impacted many, if not all parts of the world.

Nuclear proliferation all began with the U.S.'s development of the atomic bomb, which was used to bomb Japan. During the Cold War, the U.S. and Soviet Union became involved in a nuclear arms race. Since then China and France have also developed nuclear weapons. India and Pakistan also tested their nuclear bombs, only adding to their intense rivalry. Another Communist country, North Korea holds nuclear weapons that it has tested. This spread of nuclear weapons has increased global tensions both among those with nuclear weapons and those without. There is a great fear among many nations of the world that if one country decides to drop nuclear bombs, it could result in a world-wide nuclear war.

The Non-proliferation treaty has been made to limit the countries with nuclear weapons and not allow any more nations to make them. However, not every nation has signed it, and some have still made nuclear weapons on their own. The SALT agreements have reduced nuclear weapons held by superpowers but huge arsenals still exist and the agreement doesn't apply to most countries with nuclear weapons. Another major concern today is that radical groups like Al Qaeda

might gain their own nuclear weapons. The U.S. has tried to set up systems to stop nuclear materials from being brought here, but security of nuclear materials elsewhere is a problem.

Pollution has greatly increased since the end of WWII, due to industrialization and the waste that is developed from it. One particular matter that is important is the issue of global warming. Due to greenhouse gas emissions and CFC's, climate is said to be changing and temperature throughout the world has gotten higher. This can potentially cause melting at the north and south poles, causing a rise in sea levels.

Attempts have been made to reduce the threat of global warming. Several countries met in Kyoto, Japan to make a pact to reduce carbon dioxide emissions, and global warming within a certain number of years. CFCs have been banned in many places. However, modern times cannot stop people from doing things harmful to the environment. This can be seen in the use of cars, which are a great contributor to global warming. The problem of global warming is intensified in countries that rely on coal. No nation is willing to stop industrialization for the sake of the environment.

Although solutions have been proposed to solve the global problems such as nuclear proliferation and global warming. If not every country is willing to cooperate or commit to the cause, it is very difficult to fix such problems.

Two global issues that affect a specific country was the bombing of Pearl Harbor and the End of World War I.

The bombing of Pearl Harbor was a big problem in Hawaii because Kamikaze sunk the Hawaii ship with submarines and the Kamikaze took a lot of people lives.

The end of World War I was another global issues that affect the world because the people<sup>who</sup> loss the war thought that the outcome was unfair and not reasonable.

A solution that had been proposed to the bombing issues was the beginning of World War II and reasonable punishment.

A solution that had been proposed to the end of World War I was paying war damages, a lot of land loss, a stricter government.

Since World War II, the world has faced many issues that have affected countries, regions, and the global community. The solutions to these issues are often complex and have met ~~with~~ with varying degrees of success.

One of these issues was the Cold War, the cold war was a race between the United States and the Soviet Union. This affected both countries because it made each other technologically advanced. The major problem was that ~~the~~ <sup>the U.S.</sup> had control of <sup>West</sup> Berlin, Germany and the rest of Western Germany, and the Soviets had control of Eastern Germany ~~and~~ and Eastern Berlin. The Berlin wall ~~was~~ was built to separate the communists from the non-communists. ~~This~~ This problem was solved when the U.S. and the Soviets ~~stopped~~ stopped the making of nuclear weapons and when the Berlin wall was knocked down.

Another issue was the ~~the~~ fight between the Jews and the

over a homeland. ~~The~~ This affected the Palestinians the most because they end up losing. For years they have always been fighting over land. Later the Israelis win and the Palestinians lose all the land that they once had to the Israelis.

There were lots of conflicts and wars after World War II. They all affected either countries, regions, or global communities. The solutions can be very complicated but can make other things very successful.

Many issues and problems since World War II have affected people around the world. Attempts to solve these issues have been made with varying degrees of success. Some of these issues have occurred in Africa and South America, including deforestation and the AIDS epidemic.

Deforestation has become a huge problem in the ~~the~~ world since World War II. Deforestation is defined as eliminating and destroying trees and forest to produce goods such as timber and paper. The rainforests in the South American Amazon have been targets of this destruction. The growing number of industry in South America has caused people to gain their resources from the surrounding rainforests. This depletes the land of its natural resources, and can greatly harm wildlife. Many animal species and plant species have become endangered or even extinct as a result of the loss of habitat. Possible medications

that may have been found in the plants of the rainforests have also been lost. The decreased number of trees has also led to an increased amount of carbon dioxide in the atmosphere. Trees and plants take in carbon dioxide, so they are needed to keep a healthy balance of gases in the air. Otherwise, it can be very unhealthy. Deforestation has certainly become an important issue in the ~~USA~~ world today.

Attempts have been made to help and reduce the rate of deforestation. Many environmental groups and activists have contributed to reducing its effects. People have worked towards limiting the amount of deforestation in certain areas, or banning destruction of the environment in national parks. People around the world have been influenced by these environmentalists to plant more trees, as well. Recycling materials such as paper has helped to reduce the amounts

of materials needed from the forests. All of these acts have ~~be~~ been successful in reducing the rate of deforestation around the world, although it still occurs today.

Another issue the world has faced since world war II was the AIDS epidemic in Africa. AIDS is an extremely deadly disease that has quickly spread throughout the continent. Millions of people have died from the disease ~~to due~~ to lack of education and medical care. Thousands of children have been orphaned because of the death of their parents by AIDS.

Other countries around the world have tried to help the ~~pr~~ AIDS problem in Africa. Countries such as the U.S. have helped to educate African people about how the disease spreads and how to prevent it. Doctors from other countries have also stepped in to provide medical care for the suffering people, and to provide medication.

Although other countries have tried to help stop the spread of AIDS in Africa, the problem continues to exist today.

The world has faced many issues since World War II, including deforestation and the AIDS epidemic. People and organizations around the world have tried to help these problems, although they continue to exist today. Perhaps the success of ~~the world~~ improving these issues will increase in future years.

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Practice Paper A—Score Level 3

**The response:**

- Develops all aspects of the task with little depth by discussing pollution and terrorism
- Is more descriptive than analytical (*pollution*: identified as a major contributing factor to global warming; solutions do not work to the extent they should because not everybody cares; more than half the world leaves behind a tremendous carbon footprint; *terrorism*: makes individuals question their safety; hard to cooperate with terrorists)
- Includes some relevant facts, examples, and details (*pollution*: world more industrialized; technology; go green; reduce, reuse, recycle; *terrorism*: United States; Middle East; England; Pakistan; Taliban; al Qaeda)
- 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 response demonstrates a clear understanding of the topic although the general statements would have benefited from further development.

## Practice Paper B—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing nuclear proliferation more thoroughly than global warming
- Is both descriptive and analytical (*nuclear proliferation*: India and Pakistan also tested their nuclear bombs, only adding to their intense rivalry; another Communist country, North Korea, holds nuclear weapons it has tested; spread of nuclear weapons increased global tensions among those with nuclear weapons and those without; great fear among many nations that if one country decides to drop nuclear bombs it could result in a world-wide nuclear war; not every nation has signed the nonproliferation treaty, and some have since made nuclear weapons on their own; concern that groups like al Qaeda might get their hands on nuclear weapons; the United States has tried to set up systems to stop nuclear materials from being brought here but the security of nuclear materials elsewhere is a problem; *global warming*: due to greenhouse gases and CFCs, the climate is said to be changing; temperatures throughout the world have gotten higher; can potentially cause melting, causing a rise in sea levels; problem of pollution intensified in countries that rely on coal; no nation is willing to stop industrialization for the sake of the environment)
- Supports the theme with relevant facts, examples, and details (*nuclear proliferation*: atomic bomb; Japan; Cold War; nuclear arms race; China and France; nonproliferation treaty; SALT agreements; superpowers; *global warming*: North and South poles; Kyoto, Japan; carbon dioxide emissions)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a good understanding of both topics. Further discussion would have strengthened the treatment of global warming.

## Practice Paper C—Score Level 0

### The response:

Fails to develop the task, includes no relevant facts, examples, or details

**Conclusion:** The response fits the criteria for Level 0 because the issues selected fall outside the time frame specified in the task.

## Practice Paper D—Score Level 1

### The response:

- Minimally develops few aspects of the task
- Is descriptive (*Cold War*: race between the United States and the Soviet Union; *Palestinian/Israeli conflict*: Palestinians end up losing); contains weak analysis (*Palestinian/Israeli conflict*: Palestinians lose all the land they once had to the Israelis)
- Includes few relevant facts, examples, or details (*Cold War*: West Berlin, Germany; Eastern Germany and Eastern Berlin; Berlin Wall; *Palestinian/Israeli conflict*: Jews; homeland); includes an inaccuracy (*Cold War*: problem solved when the United States and the Soviets stopped making nuclear weapons)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response develops the first aspect of the task for each issue; however, the remaining aspects of the task are not developed.

## Practice Paper E—Score Level 3

### The response:

- Develops most aspects of the task in some depth by discussing the impact of and proposed solution for deforestation and AIDS and the extent to which solutions are successful in little depth
- Is more descriptive than analytical (*deforestation*: destroying trees and forest to produce goods such as timber and paper; depletes land of natural resources; many animal species and plant species have become endangered or even extinct as the result of loss of habitat; possible medications that may have been found in plants have been lost; environmental groups and activists worked toward limiting the amount of deforestation; *AIDS*: thousands of children orphaned because of the death of their parents by AIDS); contains flawed analysis (*deforestation*: all of these acts have been successful in reducing the rate of deforestation around the world)
- Includes some relevant facts, examples, and details (*deforestation*: South American Amazon; rainforests; carbon dioxide; recycling; *AIDS*: extremely deadly disease; millions of people have died)
- 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 response demonstrates an understanding of deforestation in South America and AIDS in Africa. Use of more specific details and further development of the extent to which the solution worked would strengthen the discussion for both issues.

# Global History and Geography Specifications August 2011

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: Global Issues	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Human and Physical Geography; Power; Environment and Society; Needs and Wants; Science and Technology	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

**The *Chart for Determining the Final Examination Score for the August 2011 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> 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.