

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 13, 2014 — 12:30 to 3:30 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Global History and Geography
Content-Specific Rubric
August 2014

Theme: Change—Political Leaders

Political leaders have come to power under a variety of circumstances. Once in power, these leaders implemented policies and practices that have affected people, societies, and regions in different ways.

Task: Select *two* political leaders and for *each*

- Describe the historical circumstances that brought this political leader to power
- Explain *one* policy or practice that was put into effect under this leader
- Discuss how this policy or practice affected a specific group of people or society or region

You may use any political leader from your study of global history and geography. Some suggestions you may wish to consider include Shi Huangdi in China, William and Mary in England, Napoleon Bonaparte in France, Emperor Meiji in Japan, Vladimir Lenin in Russia, Jawaharlal Nehru in India, Fidel Castro in Cuba, Ayatollah Khomeini in Iran, and Nelson Mandela in South Africa.

You are *not* limited to these suggestions.

Do *not* use political leaders from the United States in your answer.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* political leaders, discussing the historical circumstances that brought *each* leader to power, *one* policy or practice put into effect under *each* leader, **and** the effect of this policy or practice on a specific group of people, society, or region).
2. Both leaders may be from the same society or region although treatment of each should differ in facts, examples, and details, e.g., Shi Huangdi and Mao Zedong from China
3. The policy or practice put into effect under a leader may or may not be identified as long as elements of the policy or practice are explained, e.g. elements of capitalism under Lenin's communism (NEP) *or* controlling parts of Europe as Napoleon's troops advanced (expansion of empire).
4. The discussion of a policy or practice put into effect under a leader may also include the effect of this policy or practice on a specific group, society, or region.
5. The effects of a policy or practice may be immediate or long term.
6. A political leader may be associated with a political movement, but may not be the head of a government, e.g. Gandhi or Aung San Suu Kyi.
7. If more than two leaders are discussed, only the first two leaders may be scored.
8. The way in which the policy or practice of this leader affected a specific group of people, society, or region may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts, examples, and details.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that brought **each** of **two** leaders to power, **one** policy or practice put into effect under **each** leader, and the effect of **each** policy or practice on a specific group of people, society, or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Shi Huangdi*: connects the unsettled conditions in China during the Period of Warring States to the policy goal of consolidation through standardization and centralization, relating the achievement of this goal to the actions of a ruthless dictator who established China as a unified imperial state by exerting absolute control over his subjects; *Napoleon Bonaparte*: links the conditions of France, which was racked by inflation, weakened by corruption, and facing threats of foreign invasion, to the perception of Napoleon as a stabilizing agent, describing the achievements of Napoleon as furthering the revolutionary goal of fraternity while sacrificing the goal of liberty and connecting his rule to the long-term legacy of Code Napoleon and dissemination of revolutionary ideas abroad
- Richly supports the theme with relevant facts, examples, and details, e.g., *Shi Huangdi*: Zhou; civil wars; first emperor; Qin; Legalism; book burnings; commanderies; Great Wall; uniform weights and measures; standardized currency, written language, and length of axles for carts; *Napoleon Bonaparte*: Directory; coup d'état; emperor; coalitions; costs of military undertakings; censorship; propaganda; concordat; religious toleration; nobility based on merit; all male citizens granted equality before the law; nationalism; abolishing feudalism in conquered territories
- 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 developing all aspects of the task for one political leader more thoroughly than for the second political leader *or* discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Shi Huangdi*: discusses how the civil wars in China influenced Shi Huangdi's rise to power, how his efforts to create a unified empire relied on the implementation of Legalist ideas, and how his use of harsh rules and brutality alienated his subjects; *Napoleon Bonaparte*: discusses how conditions under the Directory influenced Napoleon's rise to power and how his efforts created a stronger and more centralized government by codifying French laws and their effect on French society
- 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** political leader 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.

Over history, many different empires have risen and fallen. With them come many leaders with different ideologies and policies. These policies can greatly affect the lives and culture of people living in these societies. Two examples of this are Lenin and Stalin. These were both leaders of the Soviet Union, and their differing policies had a dramatic impact on the health of the Russian people. Lenin's "New Economic Plan" while temporary, led to economic growth and surplus. When Stalin took power, he outlawed the NEP and instituted collectivized farms against the will of the people. Mass starvation and poverty followed. The two different policies of the slight capitalism of the NEP to the communist collectivization of farms caused very different trends in the society of the U.S.S.R.

Lenin was at the head of the Bolshevik Revolution, which put the Provisional Government out of power, and brought a communist regime to Russia, which had long been a monarchy. By 1917 slogans like "Land, Bread, Peace" reflected deep dissatisfaction among various groups in society. Russia was losing World War I with the loss of millions of troops. Peasant discontent and dropping production threatened city food supplies. Lenin and the Bolsheviks capitalized on the failure of the czarist regime and the Provisional Government to take over Russia. With the civil war, Lenin realized that the communist society that he aimed for couldn't be rushed. People were starving and the economy was failing. His plan was the NEP. It was a private, profit-based temporary system that allowed small, local landowners and businesses to operate and make a profit, while large industry was nationalized. It was supposed to get classes to slowly merge together into one class while stabilizing the economy instead of forcing unification of classes. The small class of private businessmen

and Kulaks, benefitted the most from this. While the Kulaks (successful peasants) were able to make more money, profit motivated peasants to produce more crops too. This created a growing economy and a food surplus. Overall, Lenin's NEP was successful at boosting the economy, but he died before it could be abolished for a communist economy. While Lenin's NEP may not have been his final goal, it was successful and balanced while it was implemented.

Stalin came to power in the USSR, after Lenin died partly because he outmaneuvered those who opposed him. He was a much stricter communist and gained support from Bolsheviks who also thought the NEP was bad. He then began to force collectivization upon the peasants. One goal of collectivization was to increase production. With more efficiency, labor could be shifted from farms to factories. Perhaps most important, the totalitarian government extended its control into the countryside. However, many did not want to give up their land and livestock to work on a communal farm, but they were forced to. People refused, killing their livestock and burning crops. As a result of resistance and government retaliation, there was a shortage of food. A famine ensued, in which millions died. One area especially hard hit was Ukraine, which may have been targeted as a lesson to others.

Stalin labelled opponents Kulaks, a capitalist detriment to communist society. He had many captured, killed or exiled to Gulags, Soviet prison compounds. Quite opposite to the NEP, Stalin's anti-capitalist policy, resulted in the deaths of many small businessmen and land owners.

The contrast of Lenin's policies to Stalin's policies show how much a leader can change a society. Two political leaders that were chronologically next to each other, and in charge of the same nation,

had drastically different results from their policies. Lenin's tactical approach led to beneficial economic results for farmers and Kulaks, but Stalin's forceful ideologies led to starvation and death.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that brought Vladimir Lenin and Joseph Stalin to power, one policy put into effect by each leader, and how each policy affected peasants and business
- Is more analytical than descriptive (*Vladimir Lenin*: NEP led to economic growth and surplus; brought a communist regime to Russia; peasant discontent and dropping production threatened city food supplies; realized that communist society that he aimed for could not be rushed; NEP, a private profit-based temporary system that allowed small local landowners and businesses to operate and make a profit while large industry was nationalized; NEP was supposed to get classes to slowly merge together into one class while stabilizing the economy instead of forcing unification of classes; overall, Lenin's NEP was successful at boosting the economy but he died before it could be abolished for a communist economy; tactical approach led to beneficial economic results for farmers and Kulaks; *Joseph Stalin*: outmaneuvered those who opposed him; gained support from Bolsheviks who also thought NEP was bad; totalitarian government extended control into countryside; peasants did not want to give up land and livestock to work on communal farm; as result of resistance and government retaliation, there was a shortage of food; labeled opponents Kulaks, a capitalist detriment to communist society; area especially hard hit was Ukraine, which may have been targeted as lesson to others; anti-capitalist policy led to deaths of many small businessmen and land owners; forceful ideologies led to starvation and death)
- Richly supports the theme with relevant facts, examples, and details (*Vladimir Lenin*: slight capitalism of NEP; Bolshevik Revolution; Provisional Government; Land, Bread, Peace; World War I; loss of millions of troops; failure of czarist regime; benefitted small class of private businessmen and Kulaks; profit motivated peasants to produce more crops; *Joseph Stalin*: communist collectivization of farms; goal of collectivization to increase production; USSR; forced collectivization upon peasants; peasants killed livestock, burned crops; gulags, Soviet prison compounds)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The immediate impacts of the policies of Lenin and Stalin on the Soviet Union are the focus of the response. The use of numerous details supports ongoing analysis of the conflicting nature of NEP and collectivization. Knowledge is further demonstrated in contrasting the pragmatism of Lenin with the dogmatism of Stalin.

Throughout world history, leaders have used force, religion, promises, and right of succession to legitimize their rule. In East Asia, specifically China and Japan, emperors have led regions based on succession, and by challenging those who have lost the mandate to rule. Shi Huangdi of ancient China and Emperor Meiji of 19th century Japan came to power and implemented changes that impacted their societies as well as future ones.

Before Shi Huangdi's short reign in China from 221 BC to his death in 210 BC there was the Era of warring states. This was a period of great religious, political, and philosophical confusion when rival warlords fought for control. Shi Huangdi rose to authority because he was able to centralize power in the region under his strict belief known as Legalism. Declaring himself the first emperor, he formed the Qin Dynasty. Under his control, China transformed dramatically. His reign is known for consolidating power, centralizing the government, and standardizing weights and measures, coins, and their written language. He burned all books that were seen as dangerous or that challenged his power, except for one copy. Confucian scholars that violated his laws were killed. These actions fulfilled the Legalist principle of harsh punishment for opposition to the ruler. The construction of the Great Wall was done by those condemned to forced labor, and many of those workers died. The emperor also implemented policies that unified China. For instance, he regulated coins and built a national road system so trade was able to thrive. He standardized Chinese script giving China a common written language that has lasted to the present. Therefore, Shi Huangdi was able to effectively seize control of the region, consolidate his power, and enforce harsh policies that had a profound effect on Chinese society.

Japan had been a decentralized feudal East Asian nation since the 1100s. Under the Tokugawa Shogunate in the 1600s, Japan became more centralized. The Shogunate pursued a policy of self-imposed isolation. Japan had rejected most Western influences and had allowed only limited interactions with the Dutch at the port of Nagasaki. However, this all changed when Commodore Perry sailed into Tokyo Bay, challenged the Shogun's isolationist rules, and demanded Japan establish trade with the United States. As a result of Perry's visit, it was feared Japan would suffer the same fate as China and become a victim of foreign control. This set in motion a movement to return the emperor to power. The Meiji Restoration began when the emperor moved to Tokyo. His advisors aimed to catch Japan up with the rest of the Western world by rapidly modernizing. Through the policies of industrialization and expansion of trade, Japan developed a modern, thriving economy. Natural harbors became busy ports and centers of increasing foreign trade. Railroads were built to connect growing industrial centers. A strong, modern navy was developed at first for protection and later as a means of realizing hopes for an overseas empire. This would eventually lead to wars with neighbors. A new social order developed during the Meiji Restoration and it replaced the feudal order. Samurai were no longer the privileged class. Japan's rapid industrialization and modernization challenged other nations.

In conclusion, both ancient China and modern Japan are perfect examples of how one leader is able to influence the course of history. Shi Huangdi's oppressive and strict Legalism shaped the Qin dynasty, and Emperor Meiji modernized Japan and changed its relationship with other nations.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that brought Shi Huangdi and Emperor Meiji to power, one policy put into effect by each leader, and how each policy affected the people of China and the people of Japan respectively
- Is more analytical than descriptive (*Shi Huangdi*: Era of Warring States was a period of great religious, political, and philosophical confusion; rose to authority because he was able to centralize power in the region under his strict belief, Legalism; reign known for consolidating power, centralizing the government, and standardizing weights, measures, and coins; burned all books that were seen as dangerous or a challenge to his power except for one copy; fulfilled the Legalist principles of harsh punishment for opposition to the ruler; built national road system so trade was able to thrive; standardized Chinese script giving China a common written language that has lasted to the present; *Emperor Meiji*: Japan had been a decentralized feudal East Asian nation since 1100s; Japan rejected most Western influences and allowed only limited interactions with the Dutch; changed when Commodore Perry sailed into Tokyo Bay, challenged Shogun's isolationist rules, and demanded Japan establish trade with the United States; feared Japan would suffer same fate as China and become a victim of foreign control; strong modern navy developed for protection and later as a means of realizing hopes for an overseas empire that would lead to wars with neighbors; rapid industrialization and modernization challenged other nations)
- Richly supports the theme with relevant facts, examples, and details (*Shi Huangdi*: reigned from 221 BC to 210 BC; rival landlords; first emperor; formed Qin dynasty; China transformed; construction of Great Wall by forced laborers; Confucian scholars killed; policies unified China; *Emperor Meiji*: port of Nagasaki; Tokugawa shogunate; return of emperor to power; expansion of trade; natural harbors developed; replaced feudal order; samurai)
- 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 weaves details and effective analytic statements into a coherent essay that demonstrates a strong understanding of the task.

Throughout history political leaders have succeeded in maintaining structure and power through rule, and wielding influence over their nations. The way these leaders have ruled affected large groups of people within their nations and empires, as well as those outside of their realm. Two examples of these strong and influential leaders include Shi Huangdi of Qin China and Vladimir Lenin of Russia. Though they lived during very different times, endured different circumstances and were forced to deal with different problems, both Shi Huangdi of China and Vladimir Lenin of Russia came to power through sheer determination and were therefore able to implement a multitude of policies such as the use of legalism in Chinese government and communism in Russia.

When coming to power in China, Shi Huangdi had many hardships to face. His task was to once again bring honor and order to China after chaos had engulfed this region. This previous period of disorganization was known as the Era of Warring States. So, China needed structure at this time, and that's what gave Shi Huangdi, the power to proclaim himself first emperor and the power to rule. Because of the rise of world religions and philosophies from the period of 403 to 221 BCE. Shi Huangdi had choices of how to rule. During this period, China had seen the rise of Confucianism and Daoism. But the philosophy that appealed to him was that of Legalism which required strict government control because of the belief that man is inherently evil. Shi Huangdi used this philosophy as the basis of his policies and to centralize power in his empire. For examples his beliefs and policies entailed a strong hatred for Confucianism because of its conflict with Legalism. So he had numerous Confucian texts and libraries burned,

as well as Confucian scholars buried alive. Because of his merciless rule, he often met opposition that had to be crushed. The Great Wall, designed to protect China, also cost the lives of millions of peasants, the victims of forced labor. But his legacy lived on after his death. Because the centralized state Shi Huangdi created was built on his rule with an iron fist, the Chinese people required a more forgiving rule from their new emperor during the next dynasty, the Han. This led to a rise in popularity of Confucianism among the entire Chinese population, evident in the rise of the civil service exam.

Though Vladimir Lenin lived in an extremely different time period and country, he too was faced with numerous obstacles when coming up as a major political leader. He harbored a deep hatred for czarist rule since his brother had been executed for terrorist actions. Romanov rule was seen as backwards and exploitive and the Provisional Government which followed was ineffective. These developments of the early 20th century allowed Lenin and the Bolsheviks to rise to power taking advantage of people's dissatisfactions with World War I and the economy. As a Marxist, Lenin was primarily concerned with the factory workers but he also realized he needed the support of the peasants. He sought to unify Russia and gained power to rule with slogans like "Peace, Land, Bread."

After the chaos of the civil war, Lenin used his secret police to force unity and promote cooperation with the NEP. The NEP was a necessary retreat to capitalism to restore the economy and stabilize the government. Some businessmen and some peasants benefitted from private enterprise. Ironically, it was dissatisfaction with the capitalist NEP that helped lead to the brutality of forced collectivization. It is

Anchor Paper – Thematic Essay—Level 4 – A

unclear if NEP would have been extended if Lenin had lived, but as it was, under Stalin it was done away with and millions died in the transition to communism.

Though these leaders were extremely different, they both left significant and lasting effects on the world. Each ruler used a political philosophy to base their rule off of, which in turn dictated all that they did. Because of strict ideas of the way their country should be ruled, both Shi Huangdi and Lenin forever changed their nations and in the process affected their nation's futures.

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

- Develops all aspects of the task for Shi Huangdi but discusses the impact of Vladimir Lenin's policy less thoroughly than the other aspects
- Is both descriptive and analytical (*Shi Huangdi*: task was to bring peace and honor to China after chaos; because of rise of world religions and philosophies, he had choices of how to rule; philosophy that appealed to him was Legalism, which required strict government control because of belief that man is inherently evil; beliefs and policies entailed strong hatred for Confucianism because of its conflict with Legalism; because of merciless rule, he often met opposition that had to be crushed; Great Wall, designed to protect China, cost lives of millions of peasants, the victims of forced labor; Chinese people required more forgiving rule from new emperor during the next dynasty, the Han; *Vladimir Lenin*: Romanov rule was backward and exploitive; Provisional Government was ineffective; NEP necessary retreat to capitalism; some businessmen and some peasants benefited from private enterprise; dissatisfaction with capitalist NEP helped lead to brutality of forced collectivization)
- Supports the theme with relevant facts, examples, and details (*Shi Huangdi*: Era of Warring States; first emperor; 403 to 221 BC; rise of Confucianism and Daoism; Confucian texts and libraries burned; Confucian scholars buried alive; centralized state; rise of civil service exam; *Vladimir Lenin*: Bolsheviks rise to power, people's dissatisfaction with World War I and economy; Peace, Land, Bread; civil war; secret police forced unity and promoted cooperation with NEP)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The presentation of ideas is supported with accurate facts and details that are logically connected, demonstrating a good understanding of the task. While treatment of both policies is analytical, the discussion of Shi Huangdi's policy is more thorough than the discussion of Lenin's policy.

Emperor Meiji in Japan and Napoleon Bonaparte in France both used policies and leadership to restore their nation from crisis. The Meiji restoration was meant to modernize Japan. Napoleon wanted to expand the influence of France.

Emperor Meiji from Japan was put into power as part of an effort to end the Tokugawa isolation and to promote economic development. During these times Japan was seen as behind other nations due to its limited contact with foreigners. Emperor Meiji was therefore restored to power by a group of samurai that recognized the need for major reforms after the Shogun submitted to Western demands.

Napoleon Bonaparte was a military leader who, through his successes, rose to be the leader of France. Many saw a leader such as Bonaparte as needed to bring France stability after the Reign of Terror and the Directory. His reputation and leadership allowed him to overthrow the government he had protected.

The Meiji Restoration was the name for reforms the emperor's government brought to Japan, which were meant to move Japan forward. The goal was economic, political, and social modernization. This included building factories that built ships and weapons. Politically, it meant writing a constitution and establishing a Diet based on European ideas. Socially, it meant a new education system aimed to reinforce a national spirit and expand literacy. The Emperor's government sought foreign advice and sent Japanese students to study in other nations to gather ideas that would bring about change.

Napoleon was committed to expanding French influence to neighboring countries through conquest. One way this could be seen is the way that governments in the Grand Empire under the influence

of Napoleon adopted the ideas of the French Revolution. French influence is clearly seen in the ability of the French army to impose French terms through defeat and the treaties that followed. The rule of law was adopted by governments friendly to Napoleon. In France, feudalism was abolished and many government positions were based on merit. With success in dismantling feudalism, all social groupings were significantly affected. The nobility in the Grand Empire lost privileges but landlords often remained. As a result, some accepted the necessity to change and others resisted.

Feudal classes were abolished in Japan, samurai and daimyo who transitioned successfully saw opportunities in the government bureaucracy and in the private sector. Some people became angry with the sudden change in their status. Disgruntled samurai who revolted were crushed by the new army. Laws were passed that required all men to serve in the military.

France did become the most powerful nation in Europe under Bonaparte. Napoleon had immediate success in his efforts to bring Europe under his influence. The Holy Roman Empire became a confederation of German states. Just about every country in Europe but England reluctantly signed treaties with him. The effect on Russia was the turning point and Napoleon's terrible defeat led the nations of Europe to turn against French influence. Despite Napoleon's defeat, the social reforms had a lasting impact.

Emperor Meiji and Napoleon Bonaparte implemented policies such as modernization in Japan and expansion of influence by France. The policies of both leaders had immediate and long term effects.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Napoleon Bonaparte more thoroughly than Emperor Meiji
- Is both descriptive and analytical (*Emperor Meiji*: Japan seen as behind due to its limited contact with foreigners; restored to power by a group of samurai that recognized the need for major reforms after the Shogun submitted to Western demands; politically, it meant writing a constitution and establishing a Diet; socially, it meant a new education system aimed to reinforce national spirit and expand literacy; samurai and daimyo who transitioned successfully saw opportunities in government bureaucracy and private sector; disgruntled samurai who revolted were crushed by the new army; laws were passed that required all men to serve in the military; *Napoleon Bonaparte*: many saw Bonaparte as needed to bring France stability after Reign of Terror and Directory; his reputation and leadership allowed him to overthrow government he protected; governments in the Grand Empire under the influence of Napoleon adopted the ideas of the French Revolution; with success in dismantling feudalism, all social groupings were significantly affected; Holy Roman Empire became a confederation of German states; just about every country in Europe reluctantly signed treaties with him; Napoleon's terrible defeat in Russia led the nations of Europe to turn against French influence; despite defeat, social reforms had a lasting impact)
- Supports the theme with relevant facts, examples, and details (*Emperor Meiji*: end Tokugawa isolation; promote economic development; Meiji Restoration; goal was economic, political, and social modernization; factories built ships and weapons; *Napoleon Bonaparte*: military leader; committed to expanding French influence; feudalism abolished; government positions based on merit; nobility lost privileges; France became most powerful nation in Europe)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response consistently uses evidence well to support claims related to the task in a discussion that is both descriptive and analytic. The discussion of Napoleon is more cohesive than that for Emperor Meiji.

Throughout history, we have seen various political leaders who have had great impact on shaping a nation or empire. They implemented policies that affected people, regions & societies in various ways. Two great examples would be Akbar the Great of Mughal India and Emperor Meiji of Japan. Both emperors had different policies in ruling their people, however, both were able to make significant impact on societies.

The remains of the Delhi Sultanate of India were taken over by the Mughal Empire in the 1500s. Akbar inherited his position as emperor from his father. His grandfather had established the empire and a legacy of conquest. Akbar continued to conquer, making the Mughal empire dominate in the North. Akbar realized he needed a policy to achieve the loyalty of the diverse people in the empire. This was necessary to maintain power. A practice of the Delhi Sultanate was that they were quite unfair in their treatment of non-Muslims. One example was collecting special taxes from Hindus. However, Akbar recognized this policy would have to change when he came in to power. It was Akbar's attempt to use a policy of religious tolerance to win the loyalty of his subjects that makes him one of the most prominent of the Mughal emperors. He treated Muslims & non-Muslims the same in front of the law. He was so tolerant, that he allowed different religions to freely practice in the region. Beyond just tolerance of diverse groups, Akbar further achieved loyalty by awarding positions in government and the army to those he defeated. This helps explain how Hindus and others were willing to accept Akbar's authority. Hindus were better off under Akbar than under previous Muslim rulers. This was his legacy to his son and grandson.

Isolation had put the Japanese way behind the powerful, modern nations of Europe and America, whose “blackships” arrived uninvited to force Japan into the global economy. A little later in the 19th century, came Emperor Meiji of Japan. The young Meiji Emperor became the symbol of a new Japan that emerged after the long period of isolation during the Tokugawa Shogunate. The emperor supported a series of reforms that came to be known as the Meiji Restoration.

During the Meiji Restoration, the Emperor’s program was designed to affect the economy through rapid industrialization and Japan as a whole through modernization. He allowed ports to open and trade with distant countries, let students travel to different nations & replaced the samurai with a stronger national military. Japan adapted many western ideas and was able to grow in strength. Japan’s new industries needed resources like coal, oil and iron ores that were of limited supply in Japan. So the policy of industrialization led to a policy of imperialism. Modernization and industrialization helped fuel expansion.

Both Akbar the Great and Emperor Meiji made significant changes to their empires. Akbar did so with his great tolerance, while Meiji was able to bring changes through adapting to western customs & trades. All in all, both rulers brought changes that effected their empires socially & economically.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances and the policies more thoroughly than the effects
- Is both descriptive and analytical (*Akbar the Great*: inherited position from his father; grandfather established empire and legacy of conquest; Mughal Empire dominant in the north; realized he would need a policy to achieve loyalty of diverse people in empire; Delhi Sultanate was unfair in treatment of non-Muslims, collecting special taxes from Hindus; attempts to use policy of religious tolerance makes him one of most prominent of Mughal emperors; explains how Hindus and others were willing to accept Akbar's authority; *Emperor Meiji*: Japanese way behind nations of Europe and America; young emperor became symbol of a new Japan; replaced samurai with strong national military; new industries needed resources like coal, oil, and iron ore; policy of industrialization led to policy of imperialism)
- Supports the theme with relevant facts, examples, and details (*Akbar the Great*: Hindus better off; treated Muslims and non-Muslims the same in front of the law; allowed different religions to freely practice in the region; awarded positions in government to those he defeated; *Emperor Meiji*: period of isolation during the Tokugawa shogunate; "black ships"; Meiji Restoration; rapid industrialization; modernization; expansion)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response is insightful and shows a good understanding of Akbar's policies and those of the Meiji government by providing good information about these leaders. Further development of the effects would have strengthened the response.

A number of political leaders have come to power under a variety of circumstances. A majority of the time, this is because of poor economic situations. Once in power, these leaders implemented policies and practices that have greatly affected people, societies, and regions in different ways. Two political leaders that fit this criteria are Vladimir Lenin and Joseph Stalin in Russia. Both were communist leaders who greatly affected the nation they led.

During the era of the early 1900's and World War I, Russia was in economic peril. The czar was overthrown in 1917. During World War I, Russia was constantly being defeated. The economic situation of the nation was horrifying. Many people were dying, both in war, and back in Russia. Poverty and starvation were major concerns. The Russian government was very weak after the overthrow of the czar, and Russia needed help.

Vladimir Lenin responded to the needs of the Russian citizens. With his slogan "Bread, Land, and Peace", he led a revolution against the Russian government in 1917. He overthrew the government and hoped to implement ideas similar to the ideas of Karl Marx. Lenin withdrew Russian troops from World War I but immediately faced a civil war with those opposed to communism. Lenin turned to capitalism with his New Economic Policy, which was designed to improve the economic situation of Russia. Although Lenin was a communist leader, he still implemented some capitalist policies. Land was distributed among the peasants and small private businesses were allowed. Russia was temporarily revived.

With the death of Lenin, Russia began to change. A new leader, Joseph Stalin, came to power and led quite differently. He was a

strong, and powerful leader who was even accused of sending people to kill the man he was running against, Trotsky. He used the secret police to get rid of those he thought might challenge him. Not only was Joseph Stalin a communist leader, he was a ruthless dictator. He reversed Lenin's capitalist policies. He reclaimed the land that Lenin had given to the peasants and placed the peasants on collective farms. Collective farms were owned entirely by the government. Stalin introduced five-year plans which were economic goals that had to be met every five years. For example, heavy industry had to increase by a certain amount. If the five year plan were not met, Stalin ordered people to be executed. With this totalitarian government, Stalin became a very feared and powerful leader. People became cautious of their lifestyles, because of the fear instilled by the totalitarian government.

Political leaders have come to power under certain circumstances. Once in power, these leaders implemented policies and practices that have greatly affected people and society. Two leaders in specific, Vladimir Lenin and Joseph Stalin, fit this criteria. Vladimir Lenin led a revolution against the Russian government due to its poor actions. Russia was in a terrible economic situation and Lenin wanted to end it. Once he became leader, he tried communist policies but turned to capitalist ventures. With his "New Economic Policy", land was distributed among the peasants and Russia was revived. When Lenin died, Joseph Stalin, a pure communist leader, came to power. He took land away from the peasants and placed them on collective farms. He introduced strict totalitarian policies which greatly instilled fear among the Russian people. Both leaders attempted to revive Russia and increase its power. Lenin revived

Anchor Paper – Thematic Essay—Level 3 – A

Russia economically, and Stalin made a Russia a powerful world power.

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

- Develops most aspects of the task in some depth by discussing the historical circumstances that brought Vladimir Lenin and Joseph Stalin to power and explaining a policy for each political leader
- Is more descriptive than analytical (*Vladimir Lenin*: during World War I, Russia was constantly being defeated; economic situation of country was horrifying; Russian government was very weak after overthrow of czar; hoped to implement ideas similar to ideas of Karl Marx; withdrew troops from World War I and immediately faced civil war; turned to capitalism with New Economic Policy, which was designed to improve economic situation of Russia; land distributed among peasants; small private businesses allowed; Russia temporarily revived; *Joseph Stalin*: accused of sending people to kill Trotsky; used secret police to get rid of those he thought might challenge him; reversed Lenin's capitalist policies; placed peasants on collective farms; economic goals had to be met every five years; people became cautious of their lifestyles because of the fear instilled)
- Includes some relevant facts, examples, and details (*Vladimir Lenin*: early 1900s; poverty and starvation were major concerns; Peace, Land, and Bread; revolution in 1917; *Joseph Stalin*: communist leader; ruthless dictator; totalitarian government)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that repeats portions of the response

Conclusion: Overall, the response fits the criteria for Level 3. Although the response is primarily descriptive, its strength is in the use of details to support the narrative, showing a good understanding of the task. Numerous opportunities for analysis appear throughout particularly in the comparison of Lenin and Stalin, but few are developed.

In history there have been many leaders. Some ruled with an Iron fist but also brought about change. Many of their actions reflected on their legacy. Vladimir Lenin was a person who had a great impact on the Soviet Union and Kemal Ataturk on Turkey.

Russia needed change after what they experienced in WWI. Lenin felt that the provisional government was not meeting the peoples' needs after the czar was overthrown. He led uprisings to overthrow the government and he succeeded. He came into power as the first communist ruler of the Soviet Union.

Lenin also noticed that the Soviet Union's economy was horrible. So after the civil war he made a new plan. He allowed some aspects of capitalism in his communist society. He allowed farmers to grow and sell their crops for profit and allowed some small businesses to develop.

This new economic policy was the best thing Lenin did. This policy made the Soviet Union's economy increase. Farmers and small business owners benefitted by this policy. They were now able to keep the profit and able to produce some better quality goods. Agriculture and industrial production almost got back to the levels they were at before the war. This helped establish support for Lenin's communist government.

Kemal Ataturk was a military officer for the Ottoman Empire in WWI. Kemal Ataturk was also a leader who wanted change for his people. After their defeat in the war, he led a movement to create an independent country named Turkey. Ataturk saw that nations around him were being taken over by Europe and he feared Turkey was next. He became the leader of a nation that wasn't too far advanced.

Anchor Paper – Thematic Essay—Level 3 – B

Kemal Ataturk decided to westernize his nation. He changed the education system. For example he changed the alphabet from the original Arabic to a more European one. He gave women rights like going to school and voting. He even changed the clothing style of Turkish men.

Turkey became a more modern nation not under the control of Europeans. The economy increased dramatically. The way people lived also changed because now women didn't just have to be at home the way they were in other Islamic countries.

These two political leaders have had a great effect on their nations. They both brought change that made their countries stronger. Their actions will be passed down through history for others to learn from.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing Vladimir Lenin and Kemal Atatürk
- Is more descriptive than analytical (*Vladimir Lenin*: felt Provisional Government was not meeting people's needs; economy horrible after civil war; allowed some aspects of capitalism in communist society; allowed farmers to grow and sell their crops for profit; allowed some small businesses to develop; farmers and small business owners now able to keep profit and produce better quality goods; increased production helped establish support for Lenin's communist government; *Kemal Atatürk*: wanted change for his people; led a movement to create independent country named Turkey; saw that nations around him were being taken over by Europeans and feared Turkey was next; became leader of nation that was not too far advanced; gave women rights like going to school and voting; Turkey became more modern nation not under control of Europeans; women did not just have to be at home the way they were in other Islamic countries)
- Includes some relevant facts, examples, and details (*Vladimir Lenin*: World War I; czar overthrown; first communist leader of Soviet Union; New Economic Policy; *Kemal Atatürk*: military officer for Ottoman Empire; World War I; decided to westernize nation; changed alphabet from original Arabic to more European one; changed clothing style of Turkish men)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is the manner in which details and characterizations are directly related to the task. Despite a lack of depth, the response establishes connections between historical circumstances, policies, and effects of policies.

In the twentieth century, China attempted to catch up with the rest of the Modern world. The Chinese leaders, Mao Zedong and Deng Xiaoping, used policies that affected their people. Mao Zedong used the Great Leap forward to try to advance China economically. After Mao passed and Deng came to power, he further advanced China socially and economically by enforcing the Four Modernizations to all people in China.

Mao Zedong came to power using his great military tactic called guerilla warfare. This is when an army attacks their opponent swiftly and then retreats using hit and run tactics. Using this method, Mao defeated Chiang-kai Shek's Nationalist Army who did conventional warfare. This brought loyalty from the Chinese people to Mao because he was seen as a person who supported the peasants. History reveals that if a group of people feel connected and equal to a person who is trying to become a leader, they will have compassion towards them and support them more.

Mao changed China in many ways by incorporating the Great Leap forward. The idea behind this policy was to increase farm production and industrialization to get past Russia and catch up to the U.S. and Great Britain economically so that China would become a global power. Mao tried to do this by increasing grain production in collective farms as well as using homemade furnaces to create steel. As a result, millions of people of China starved. Mao's policy was a failure. The steel the peasants made was no good and the economy was hurt. In spite of this, Mao is still thought of as a great leader.

After Mao died at 83, Deng rose to power with the consciousness of further advancing China. Deng Xiaoping came to power after Mao died

because he was part of the Communist Party that wanted more individual enterprise. Deng incorporated his Four Modernizations into China's society. These modernizations were in farming, military, industrialization, and science and technology. In farming more individual activity came as communes were broken up. In industry there was more private decisionmaking instead of government control. Due to these advances China became more prosperous economically by changing Mao's policies. The people of China felt like they were becoming more free as they were given some economic choices about what jobs they wanted.

In conclusion, both Mao Zedong and Deng tried to take China out of an economic slump. Mao's Great Leap Forward was not successful. Deng's Four Modernizations were.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for Mao Zedong and Deng Xiaoping
- Is more descriptive than analytical (*Mao Zedong*: was seen as a person who supported the peasants; idea behind policy was to increase farm production and industrialization to get past Russia and catch up to the United States and Great Britain; tried to do this by increasing grain production in collective farms; policy was a failure; Mao is still thought of as a great leader; *Deng Xiaoping*: came to power because he was part of the Communist Party that wanted more individual enterprise; modernizations in farming, military, industrialization, science and technology; China became more prosperous economically by changing Mao's policies; people felt they were more free as they were given some economic choices about jobs); includes faulty application (*Mao Zedong*: using homemade furnaces to create steel)
- Includes some relevant facts, examples, and details (*Mao Zedong*: guerilla warfare; Chiang Kai-Shek; Nationalist Army; Great Leap Forward; global power; millions of people of China starved; *Deng Xiaoping*: Four Modernizations; communes broken up; more private decision making in industry instead of government control)
- 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 shows an understanding of the task and of two individual's differing attempts to modernize China's economy under communism. Further analysis would have strengthened this response.

Shi Huangdi and Lenin both had very different way of rising to power. Shi Huangdi started a war while Lenin had a workers revolution in The Boleschveks party. Both used very different ways to rule society. In China Legalism ran the country and communism ran russia.

Shi Huangdi was around a divided China of many small kingdoms. On his rise to power he went on military conquest. Through military conquest, he is able to unify all of China and declared himself the leader. During his reign, legalism was the system of ruling over people was used. Legalism thought that strict laws and harsh punishments were needed to have a civilized and prosperous society. The people in China under Shi Huangdi's rule were harshly oppressed by the government. The commoners were greatly affected by this new system of laws. It forced them into submission to the fearful government. Thus the commoners hate to lead a very hash life following a system of rules which oppressed them.

In Russia, Lenin's rise to power was much different. Lenin starts the Boleschiveles party which aimed for communism. The current provisional gov't under Alexander was weak and the country wasn't developing. There were very few rich with all the money, and many poor. Also Lenin said that he would get Russia out of the war. Lenin starts a workers revolution and when in power, implments communism. Under communism more equality is attempted to be achieved. Lenin confisated and redistributed land to the rest of the people. He got rid of the rich and made everyone have land in which they worked not for themselves, but for the country. Communism ultimately makes a government controlled country which distributes

Anchor Paper – Thematic Essay—Level 2 – A

resources to the people.

Shi Huang di and Lenin had very different rises to power and very different polociés. In China Legalism and military conquest was necessary. In Russia a revolution occurred. And then communism under Lenin gets implemented.

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

- Develops some aspects of the task in some depth by discussing the historical circumstances that brought Shi Huangdi and Vladimir Lenin to power and explaining the practice of Legalism under Shi Huangdi
- Is primarily descriptive (*Shi Huangdi*: a divided China of many small kingdoms; Legalism thought that strict laws and harsh punishments were needed to have a civilized and prosperous society; people harshly oppressed by the government; new system of laws forced commoners into submission; *Vladimir Lenin*: provisional government under Alexander was weak; said he would get Russia out of the war; confiscated and redistributed land)
- Includes few relevant facts, examples, and details (*Shi Huangdi*: military conquest; unify all China; declared himself leader; *Vladimir Lenin*: workers' revolution; Bolshevik Party; communism); includes an inaccuracy (*Vladimir Lenin*: made everyone have land in which they worked not for themselves, but for the country)
- Demonstrates a plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of Shi Huangdi is the stronger of the two choices. Although a basic understanding is demonstrated, the response would have been strengthened by additional details and development.

Throughout history, there have been some political leaders who were religiously tolerant, and some who were not. An example of this is Akbar the Great and Adolf Hitler. While Akbar allowed religious diversity in the Mughal Empire, Hitler demonstrated harsh treatment toward Jews.

Akbar was brought to power through heritage, while Hitler was brought to power through elections. Akbar was the grandson of Babur, the founder of the Mughal Empire. He helped design a large portion of the empire, and soon, the crown was passed onto him. Hitler, at first, tried to come to power through illegal means, but failed and got thrown in jail. He later formed the Nazi Party and got elected as leader of Germany. A factor that may have made this relatively easy was the fact that Germany, at the time, had economic problems, and Hitler's supply of military jobs boosted the economy.

Akbar practiced religious tolerance, while Hitler attempted to get rid of the Jews. Akbar is known for religious tolerance. He allowed other religions groups to reside in the Mughal Empire and did not implement a special tax for them. They were given the option to convert to Islam, but they didn't have to. Hitler's initial goal was to scare the Jews and force them to immigrate out of Germany. When that didn't work, he started to put them in ghettos and work camps and exterminated many of them. One reason for hating the Jews is possibly the belief that the Jews did not support Germany enough in World War I and that ultimately led to Germany's defeat.

Several different religious groups started living in the Mughal Empire and Jews started looking for a new home because of the actions of Akbar and Hitler. Many religions and beliefs were present in the Mughal Empire. However, when the empire started to decline, leaders

Anchor Paper – Thematic Essay—Level 2 – B

moved away from Akbar's policies and treated other religious groups more harshly. Hitler's actions caused Jews to be rejected from many areas of settlement. As a result, they had no home, and that influenced the United Nation's decision to partition Israel.

The policies of Akbar and Hitler were different, but did not last. Religious tolerance and political racism both had humungous effects.

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

- Minimally develops all aspects of the task for Akbar the Great and Adolf Hitler
- Is primarily descriptive (*Akbar the Great*: did not implement special tax for other religious groups; many religions and beliefs were present in Mughal Empire; when empire declined, leaders moved away from Akbar's policies; *Adolf Hitler*: tried to come to power through illegal means but failed; Germany had economic problems; exterminated many Jews; Jews rejected from many areas of settlement); includes weak application (*Akbar the Great*: helped design a large portion of the empire; *Adolf Hitler*: supply of military jobs boosted the economy)
- Includes few relevant facts, examples, and details (*Akbar the Great*: grandson of Babur, founder of Mughal Empire; practiced religious tolerance; *Adolf Hitler*: ghettos); includes some inaccuracies (*Akbar the Great*: several different religious groups started living in the Mughal Empire; *Adolf Hitler*: formed the Nazi Party; goal was to force Jews to immigrate out; United Nation's decision to partition Israel)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response uses numerous examples in an attempt to contrast the policies of Akbar and Hitler. However, the development suffers from two weaknesses: facts that apply are misplaced and detract from the narrative and some descriptive statements are framed in conditional terms, which reduces their usefulness.

Over time, there has been many different leaders in the world. These leaders came into power in various different ways. These leaders had a major impact on the country they ruled. Also these leaders had very many policies that changed the lives of the people living in their country.

Mao Zedong was the Communist leader of China. Mao came into power, because the people liked him. He promised land & equal wealth to all, which motivated the people to follow him. A major plan that Mao put into place was the Great Leap Forward. This was a plan to industrialize China, and make it a world superpower. This plan took many citizens, and put them on communes. Huge farms where they would grow the country's crops. Mao wanted China to be totally self-sufficient. In theory this was a good plan. But the problem was this was planned to all be accomplished in 1 year, which is an almost impossible feat. This plan eventually failed, and when Mao died, the workers on the communes were sent home. During this "great leap forward," many people died and starved in the country because there was not enough food for all the people of China to eat.

Another leader who also happens to be Communist is Josef Stalin. Stalin was the appointed leader of Russia, after the death of the founder of Communism in Russia, Vladimir Lenin. When Stalin came into power, he realized that Russia needed to industrialize to become a major superpower in the world. Stalin had a policy that worked well. It was called the 5 year plans. Stalin's plan was for 5 years to focus on one part of industrialization. And when that was accomplished, they would plan another 5 years for another part of industrialization. These plans did work, and Russia became a world

Anchor Paper – Thematic Essay—Level 2 – C

superpower. These plans mainly effected the lower classes who were recruited to work in these factories or on farms. These plans were a major success for Russia, during this time. untill the collapse of the USSR after the cold war, they were a major superpower.

Both of these leaders had major plans put into place to improve their countries. Some plans worked and a country became very powerful. But others did not. These Accomplishments or down Falls would not have been possible without the leaders rule over the Country.

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

- Minimally develops all aspects of the task for Mao Zedong and Joseph Stalin
- Is primarily descriptive (*Mao Zedong*: promised land and equal wealth to all; plan to industrialize China and make it a world superpower; many people starved because there was not enough food; *Joseph Stalin*: realized Russia needed to industrialize to become major superpower; until collapse of USSR after Cold War, Russia was a major superpower)
- Includes few relevant facts, examples, and details (*Mao Zedong*: Great Leap Forward; communes; *Joseph Stalin*: Vladimir Lenin was founder of communism in Russia; five-year plans); includes some inaccuracies (*Mao Zedong*: planned to be accomplished in one year; when Mao died, workers on the communes were sent home; *Joseph Stalin*: was appointed leader after the death of Lenin)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Broad generalizations are used to frame the discussion of Mao Zedong and Joseph Stalin, demonstrating a basic understanding of the task. Additional development and accurate details would have strengthened the response.

Under a variety of circumstances, many political leaders have come to power. These leaders implemented policies and practices that have affected people and societies. Fidel Castro of Cuba and Akbar the Great. These leaders made reforms that effected the region in many ways.

Akbar the Great was the ruler of India during the Mongol Age. One major policy that was passed by Akbar was religious tolerance. He allowed Muslims and Hindus to live together in peace. He also married a Hindu. Because of this, Hindus and Muslims were not differentiated from each other, they was peace among the Hindus and the Muslims.

Fidel Castro was young lawyer who wanted reforms to be made in Cuba under Flugencio Baptista. Once in power, Castro decided to Nationalize or take control of all businesses, including sugar mills and factories. Because of this, the U.S. went on embargo with all trade. US ended a trade with Cuba.

Policies and Practices passed by political leaders affect people, and societies. In India, religious tolerance was granted to all Muslims and Hindus, through Akbar the Great. Trading between the U.S. and Cuba ended because of the policy of Nationalization, passed by Fidel Castro. Political leaders can bring changes to people, societies and region in many ways.

Anchor Level 1-A

The response:

- Minimally develops a few aspects of the task for Akbar the Great and Fidel Castro
- Is descriptive (*Akbar the Great*: major policy was religious tolerance; allowed Muslims and Hindus to live together in peace; *Fidel Castro*: decided to nationalize or take control of all businesses, including sugar mills and factories)
- Includes few relevant facts, examples, or details (*Akbar the Great*: married a Hindu; *Fidel Castro*: Fulgencio Batista; United States embargo); includes an inaccuracy (*Akbar the Great*: during the Mongol Age)
- 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 some knowledge of the policies of Akbar and Castro, but the omission of the historical circumstances, a tendency to overstate, and overall brevity demonstrate a very limited understanding of the task.

Throughout history, leaders have come into power and put in place laws that impact the lives of people. Ayatollah Khomeini's policy of anti-westernization and Lenin's NEP greatly impacted the people.

In the 1950's the United States placed a new leader on Iran in power. The leader was Shah Pahlavi a strict harsh leader who supported westernization. The Shah ruled against the interest of the people and widely treated by the Iranian people. Eventually a strict Islamic leader named Ayatollah Khomeini stood up against the Shah. The people backed Ayatollah Khomeini because they were sick of the Shah's unjust regime. Eventually Ayatollah Khomeini came to power and instilled a policy of anti-westernization.

In the early 1900's people were becoming sick of Czar Nicholas II's rule. Vladimir Lenin took the ideas of Marx and led a communist rebellion against the czar. As Lenin took power, he put into act his NEP or new economic plan. Under this plan, new ideas of communism were outlined as well as some elements of capitalism. Although it never fully came into act, it laid the groundwork for the economic policies of the soviet union.

Overall, the ideas of Lenin and Khomeini greatly impacted the people.

Anchor Level 1-B

The response:

- Minimally develops a few aspects of the task by explaining the historical circumstances for Ayatollah Khomeini and mentioning the communist revolution and Lenin's NEP
- Is descriptive (*Ayatollah Khomeini*: Shah Pahlavi was a strict harsh leader who supported westernization; Shah ruled against the interest of the people; strict Islamic ruler; people backed Ayatollah Khomeini because they were sick of the Shah's unjust regime; *Vladimir Lenin*: took the ideas of Marx and led a communist rebellion against the czar; under NEP, new ideas of communism outlined as well as some elements of capitalism); includes weak application (*Vladimir Lenin*: NEP never fully came into action)
- Includes few relevant facts, examples, or details (*Ayatollah Khomeini*: in 1950s, United States placed new leader of Iran in power; anti-westernization; *Vladimir Lenin*: early 1900s; Czar Nicholas II)
- Demonstrates a plan of organization; includes an introduction and a very brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The treatment of the task demonstrates a minimal knowledge of the leaders. Similar development of the missing aspects of the task would likely elevate the score level.

Throughout history there have been many leaders that have risen and taken power in a country or certain region. Some of these leaders make their way into power by the use of force, while others are truly supported by their people and are elected. Joseph Stalin and Nelson Mandela are both leaders who rose up in their countries to take power and put in place policies that would drastically change the region that they controlled.

Joseph Stalin was a political leader who came to power after the death of Vladimir Lenin. However, he was not the next in line for power after Lenin's death. Stalin had to get rid of his competitors and critics so he had them killed and wiped from history. While serving as the leader of the U.S.S.R., Stalin kept a communist government in place that owned all of the land and had all of the power. Following World War II Stalin's policy was to collect numerous satellite countries to serve as protection from any attacking forces from the west. Stalin placed these countries behind the Iron Curtain, which tied them closely to the U.S.S.R. and made them follow the laws and beliefs of Stalin's communist government. In addition, these countries had limited access to the west because of strict censorship laws. And so, the satellite countries soon fell economically behind western nations, just as the U.S.S.R. had.

Nelson Mandela was a leader in South Africa who stood against the white supremacy in his country. Because of his beliefs, Mandela was sentenced to a lifetime in jail. However, in the 1990's president De Clerk of South Africa arranged for Nelson Mandela's release from prison. Soon after being released from prison Mandela continued to oppose the unfair power of whites in his country, just as he had done

Thematic Essay—Practice Paper – A

decades before, and rallied his people of South Africa to push for change. One of the first things that Nelson Mandela did was help get rid of Apartheid by working with president De Clerk. This allowed for the Africans in his country to gain equality with the once superior whites. Now everybody had the same rights and opportunities. Mandela finally got what he wished for in 1994 when he helped set up the country's first free democratic election and was elected as President of South Africa. As president he continued to work to heal his country from Apartheid. He ran a government that included all people, not just some. In conclusion, South Africa would never be at the point that it is at today had Nelson Mandela not rose to power and make everybody equal.

All and all, the two political leaders Joseph Stalin and Nelson Mandela changed their country or controlling region by putting in place political policies. Although not always good for every group, these policies had a great impact on their country. Russia and South Africa would not be where they are today if these leaders did not use their power to make drastic changes to their countries.

Thematic Essay—Practice Paper – B

In Europe, there have been many leaders that have affected the people living in a state. Two primary examples are Elizabeth and Ferdinand who rose to power by marriage, and Joseph Stalin who rose to power after the death of Vladimir Lenin. Both instituted policies that either affected a single group of people of the same ethnicity or social class.

Elizabeth and Ferdinand rose to power through marriage, unifying most of Spain. They both saw the Muslims and the Jews as a group of people who posed a threat to the kingdom. Therefore, they employed the Inquisition which set out to eradicate heretics, mainly those of the aforementioned believers. As a consequence, the population of citizens of Muslim, Jewish, or those who were heretics decreased. Many migrated from the Iberian Peninsula to areas of the Middle East and Anatolia. In turn, Spain was comprised of Spanish-born people, giving it a sense of homogeneity.

About 300 years later, communism rises with Vladimir Lenin, and Joseph Stalin took command after Lenin died. Joseph Stalin rose through the ranks in the communist party, eventually rising to the position of secretary general. From this position, he was able to manage to control what goes through to the central bureaucracy. One of the most famous policies he enacted once in full control of the Russian government was the Five Year Plan, which aimed to shift Russia to a totally industrialized nation to compete with other world powers. In order to feed the people and pay for the plan, he encouraged collectivization, which forced various farmers to come together in order to produce more. Farmers were very angered by this and some stopped producing wheat. As a result, many were killed for not taking

Thematic Essay—Practice Paper – B

responsibility. In Ukraine, he does the same thing and causes a famine by extracting all the wheat produced to pay for the Five Year plan. A huge ramification resulting from this was the decreasing populations amongst peasants as they did not have food since it was all given to the government.

In the end, it is visible that no matter that time in which some policies are enacted, they have very heavy consequences on specific groups of people. The Spanish Inquisition drove away Muslim influence, while the Five Year Plan robbed the peasants of their food, lowering population.

Throughout history, political leaders have come to power under a variety of circumstances. Once in power, these leaders implemented policies and practices that have affected people, societies, and regions in different ways. Many people throughout the course of history have become political leaders, but only few have made a lasting impact on the areas that they ruled. First, Napoleon Bonaparte became the most powerful ruler of the strongest empire in Europe. But not until Adolf Hitler would the world see a leader bring about such radical actions. Both of these leaders transformed the definition of a leader and came to power in different ways. Either way, these men became two of the most powerful rulers in European history.

During the French Revolution, Napoleon Bonaparte was able to move his way up through the military ranks and become one of the best generals in all of Europe. He was a military expert and a brilliant strategist when it came to battle. In the 1790s, Bonaparte pulled off a coup d'état and became the absolute ruler of France. From 1801 to 1811, he conquered most of Europe, and was looking to conquer Russia next. But after Napoleon was halted and faced the tough Russian winter and the new "scorched earth" policy, other European nations united and began to push Napoleon back. He lost power in 1814, but came back the next year. But after losing at Waterloo, Napoleon was exiled and died six years later. Napoleon's conquests changed Europe forever, as European leaders met at the Congress of Vienna to redraw the European borders. Many people in Europe and Latin America became inspired by the ideals of the French Revolution which spread as a result of Napoleon's actions.

Adolf Hitler is known as one of the harshest and powerful rulers of

Thematic Essay—Practice Paper – C

all-time. Hitler became the Chancellor of Germany in 1933, and had his sights set on replacing Paul von Hindenburg and becoming the dictator of Germany. Through gaining popularity through his emphatic speeches, Hitler and his new political party, the Nazis, became the strongest party in the Weimar Republic. Hitler gained dictatorial power after Hindenburg's death. Hitler tried to unite all Germanic people and purify the race. He attempted this by taking over Austria, Poland, and the Sudetenland in Czechoslovakia. Hitler's policies as dictator included the Nuremberg Laws and extreme anti-Semitism. He also was the man who brought about the Holocaust, the worst genocide in history. After Hitler had committed suicide and Germany was defeated in World War II, Jews began to move back to Palestine. Like Napoleon, Hitler's rule was brief. Coincidentally the invasion of Russia helped to end Hitler's rule as it had Napoleon's. Unfortunately, Hitler's rule wasn't ended soon enough.

Napoleon and Hitler are two of the most well-known rulers in history. Both affected the people of their own countries and the rest of Europe too.

Political leaders around the world, since the beginning of time, have been implementing policies and practices that majorly impact certain people groups and societies all around. Two of the many important leaders who put into practice multiple significant policies were Napoleon Bonaparte of France, and Mao Zedong in China.

Mao Zedong came to power in China in the early twentieth century. He had a large team of supporters, and everyone seemed to admire when he first came to rule. Soon after, Mao started to implement a Cultural Revolution in China, and the biggest part of this revolution was the Great Leap Forward. This was put into practice for multiple reasons including, most importantly, to improve production rates in China, and to ultimately help the economy and government grow. This Great Leap Forward greatly affected the region of China in the way that people all over the nation were being forced to give up food for themselves and their families, and money also. People were starving, and “counter-revolutionaries” as they were called, were being put into prison and even killed. Mao Zedong’s revolutionary reforms were a major example of political leaders’ effects on certain regions.

Napoleon Bonaparte of France also did a lot of revolutionary reform. He came to power as an heir to the throne, and soon began to implement policies that would affect all of France, and even surrounding countries. The Napoleonic Codes greatly influenced France to change, and Napoleon was a great political leader whose policies caused major effects on France.

Throughout history political leaders have risen and fallen, governments have emerged and crumbled. Each time a new regime arises the world is influenced in a certain way. Many bring new schools of thought or different values. But each and every one leaves a lasting imprint on the world.

For example comparatively recent political change of power occurred in Cuba in 1959. Prior to 1959, Cuba had been a hub of western-controlled enterprises. The dictator of Cuba, Batista, had allowed U.S. enterprises full liberties to exploit the economy. These businesses not only included products like tobacco and sugar, but also fancy resorts and casinos. Until 1959 Cuba was the number one tropical American tourist destination. This Cuban policy of trade privileges was great for the western powers, but not for the Cuban people. The majority of the populous lived in poverty with an enormous divide between the wealthy and the poor.

In 1959 a revolution that had been brewing in Cuba for several years came to a head. A charismatic man named Fidel Castro along with other leaders like Che Guevarra successfully toppled Batista's corrupt regime. Castro's revolution had the popular support of the public because he promised to bring reforms to the governmental system by supporting public education and an even distribution of wealth. All of this would be accomplished by instituting communist ideals and policies. Castro took over the country and nationalized agriculture and industry. This angered many U.S. business owners whose investments were lost. The support of a strong ally, the communist Soviet Union also angered the U.S. Although Castro's rule in Cuba instituted some reforms in health care and education, most people still live in poverty and do not enjoy the benefits of state

ownership. This situation may have been partially caused by the embargo imposed on Cuba by the U.S. Today, many modern Cubans are tired of the old communist policies and want more political and economic freedom.

Another example of a change in power is that which occurred in Vietnam starting in the mid 1950's and going into the early 1970's. When the French lost control of their colony in Vietnam in the mid 1950's they called on the support of Western (mostly American) forces to help capture the nation back from the rising Vietnamese communist regime headed by Ho Chi Minh. His goal was to unify North and South Vietnam under a communist government. The focus of his leadership of North Vietnam until his death became the invasion of the south to bring about unification. His strategy included using guerrilla warfare and Vietcong terrorism in southern cities. The resulting war which raged from the early 1960's to the early 1970's turned out to be one of the most costly and longest war in American history. During this bloody conflict over 50,000 American troops were killed. Over a million Vietnamese civilians, Viet Cong, and soldiers of the north and south were killed. When the Americans finally pulled out in 1974 this was a great defeat for the U.S. military and a great victory for the Vietnam communists. When the communists took control of Vietnam Ho Chi Minh was celebrated as the founder of Communist Vietnam even though he was dead. This is an example of a costly and bloody switch of power from old imperialist powers to native peoples control.

Both of these examples demonstrate the different ways in which power shifts with the rise and fall of political leaders and regimes. However they both have the common theme of communist revolutions

Thematic Essay—Practice Paper – E

backed by the popular support of the native population. Each one of these leaders Fidel Castro and Ho Chi Minh enforced specific communist reforms, capitalist to command in Cuba and imperialist to nationalist in Vietnam which influenced the people in these countries and shaped the face of the world as we know it.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing Joseph Stalin and Nelson Mandela
- Is more descriptive than analytical (*Joseph Stalin*: had competitors and critics killed; communist government owned all of land and had all of the power; following World War II, a policy was to collect numerous satellite countries to serve as protection from any attacking forces from the West; tied countries closely to USSR; economically, people of satellite countries soon fell behind Western nations just as USSR had; *Nelson Mandela*: because of beliefs, sentenced to lifetime in jail; opposed the unfair power of whites in his country; in 1994, helped set up first free democratic election; elected president of South Africa; got rid of apartheid; everyone had same rights and opportunities in newly democratic nation of South Africa)
- Includes some relevant facts, examples, and details (*Joseph Stalin*: Iron Curtain; strict censorship laws; limited access to West; *Nelson Mandela*: stood up against white supremacy; de Klerk; continued to work to heal his country)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Some aspects of the task are explained in some detail; other aspects tend to be brief and general. The discussion of Stalin displays a deeper understanding than the discussion of Mandela.

Practice Paper B—Score Level 2

The response:

- Minimally develops the task for Elizabeth and Ferdinand and for Joseph Stalin
- Is primarily descriptive (*Elizabeth and Ferdinand*: rose to power through marriage; saw Muslims and Jews as people who posed a threat to the kingdom; set out to eradicate heretics; *Joseph Stalin*: able to control what got through to central bureaucracy; aimed to shift Russia to totally industrialized nation to compete with other world powers; forced farmers to come together to produce more; some farmers stopped producing wheat; in Ukraine caused famine by extracting wheat produced to pay for five-year plan; decreasing populations among peasants as they did not have food); includes faulty application (*Elizabeth and Ferdinand*: Spain was comprised of Spanish-born people)
- Includes few relevant facts, examples, and details (*Elizabeth and Ferdinand*: Inquisition; Iberian Peninsula; Middle East; Anatolia; *Joseph Stalin*: Lenin; secretary general; encouraged collectivization; many farmers killed); includes some inaccuracies (*Elizabeth and Ferdinand*: Elizabeth instead of Isabella; *Joseph Stalin*: about 300 years later)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. While the discussion includes some relevant details, most development is minimal. The strength of the response is in the explanation of the Inquisition and the five-year plans.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing Napoleon Bonaparte and Adolf Hitler
- Is more descriptive than analytical (*Napoleon Bonaparte*: became absolute ruler of France; conquered most of Europe and was looking to conquer Russia; European leaders met at Congress of Vienna to redraw European borders; many people in Europe and Latin America became inspired by the ideals of the French Revolution, which spread as a result of Napoleon’s actions; *Adolf Hitler*: known as one of harshest and powerful rulers of all time; gained popularity through emphatic speeches; tried to unite all Germanic people; attempted this by taking over Austria, Poland, and the Sudetenland in Czechoslovakia; policies included Nuremberg Laws and extreme anti-Semitism; brought about the Holocaust, the worst genocide in history; Jews began to move back to Palestine; Hitler’s rule was not ended soon enough)
- Includes some relevant facts, examples, and details (*Napoleon Bonaparte*: French Revolution; military expert; brilliant strategist; coup d’état; “scorched earth”; Waterloo; *Adolf Hitler*: became chancellor of Germany in 1933; Nazis; Weimar Republic; gained dictatorial powers after the death of von Hindenburg; suicide)
- Demonstrates a satisfactory 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 3. The response uses accurate facts and details to demonstrate a good understanding of the task and a working knowledge of the subject. Additional analysis and further development of the details provided would have enhanced the response.

Practice Paper D—Score Level 1

The response:

- Minimally develops a few aspects of the task for Mao Zedong and mentions a policy of Napoleon Bonaparte
- Is descriptive (*Mao Zedong*: Great Leap Forward put into practice to improve production rates in China and help economy and government grow; people were starving; *Napoleon Bonaparte*: did a lot of revolutionary reform; policies would affect all of France and even surrounding countries)
- Includes few relevant facts, examples, or details (*Mao Zedong*: “counter-revolutionaries”; *Napoleon Bonaparte*: Napoleonic Codes); includes inaccuracies (*Mao Zedong*: came to power in early twentieth century; started to implement a Cultural Revolution and the biggest part of this revolution was the Great Leap Forward; *Napoleon Bonaparte*: came to power as an heir to the throne)
- Demonstrates a weak plan of organization; includes an introduction; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a very limited understanding of the task and does not significantly develop any aspects.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing some aspects for Fidel Castro less thoroughly than those for Ho Chi Minh
- Is both descriptive and analytical (*Fidel Castro*: Batista allowed United States enterprises full liberties to exploit the economy; Cuba number one tropical American tourist destination; Cuban policy of trade privileges was great for western powers but not for Cuban people; majority of populous lived with enormous divide between the wealthy and the poor; revolution had popular support because he promised reforms by supporting public education and an even distribution of wealth; nationalized agriculture and industry; support of a strong ally, the communist Soviet Union, also angered the United States; most people still live in poverty and do not enjoy benefits of state ownership; many modern Cubans are tired of old communist policies and want more political and economic freedom; *Ho Chi Minh*: established goal of unifying north and south Vietnam under communist government; focus of leadership became invasion of south to bring about unification; strategy included using guerilla warfare and Vietcong terrorism in southern cities; resulting war turned out to be one of most deadly and longest in American history; when communists took control, Ho Chi Minh celebrated as founder of Communist Vietnam; example of a costly and bloody switch of power from old imperialist powers to native peoples' control)
- Supports the theme with relevant facts, examples, and details (*Fidel Castro*: hub of western-controlled enterprise; tobacco; sugar; fancy resorts and casinos; 1959 revolution toppled Batista's corrupt regime; Che Guevara; communist ideals and policies; United States embargo; *Ho Chi Minh*: French lost control of colony in Vietnam in mid 1950s; rising Vietnamese communist regime; over 50,000 American troops were killed; over a million Vietnamese civilians, Vietcong, and soldiers of North and South Vietnam were killed)
- 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. Analysis is present throughout although it is sometimes more implicit than explicit. The conclusion clearly states themes that would have strengthened the discussion if they had been clearly woven into the response.

Global History and Geography Specifications August 2014

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change—Political Leaders	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Conflict; Environment and Society; Human Rights; Movement of People and Goods; Needs and Wants; Science and Technology; Scarcity	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 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.