

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
1 OF **2**
MC & THEMATIC

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, August 17, 2016 — 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 2	26 2	39 1
2 3	14 3	27 1	40 4
3 4	15 1	28 4	41 1
4 2	16 4	29 1	42 2
5 1	17 2	30 1	43 2
6 2	18 2	31 2	44 1
7 3	19 1	32 4	45 1
8 4	20 3	33 3	46 3
9 2	21 1	34 1	47 1
10 4	22 4	35 2	48 2
11 3	23 3	36 4	49 3
12 4	24 4	37 3	50 4
	25 2	38 3	

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

Global History and Geography
Content-Specific Rubric
Thematic Essay
August 2016

Theme: Belief Systems

Throughout history, belief systems and their practices have influenced societies and regions.

Task: Select *two* belief systems and for *each*

- Describe the beliefs *and/or* practices of this belief system
- Discuss how this belief system influenced a society or region in which it was practiced

You may use any belief system from your study of global history and geography. Some suggestions you might wish to consider include Buddhism, Christianity, communism, Confucianism, humanism, Islam, Judaism, legalism, and Shinto.

You are *not* limited to these suggestions.

Do *not* use the United States as the society or region influenced in your answer.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* belief systems, discussing *at least two* beliefs and/or practices **and** how *each* belief system influenced a society or region in which it was practiced).
2. A belief or practice may be the same for both belief systems, e.g., reincarnation is a belief of both Buddhism and Hinduism.
3. The same society or region may be used for both belief systems, e.g., India/South Asia was influenced by both Buddhism and Hinduism.
4. Similar information may be used to address both elements of the task as long as the facts and examples are specific to each aspect of the task, e.g., prayer may be used as a practice for Islam and as a way Islam influenced societies in which businesses close or work stops at certain times of day for prayer.
5. The discussion of the influence of the belief system need not be related to the description of the beliefs and/or practices, e.g., Pope Urban II's call for the Crusades is not based on Christian monotheism.
6. The influence of the belief system may be immediate or long term.
7. A society or region need not be identified as long as it is implied in the discussion, e.g., policies under Stalin imply the Soviet Union.
8. The response may discuss the influence of a belief system on a society or region from a variety of perspectives as long as the positions taken are supported by accurate facts and examples.
9. If more than two belief systems are discussed, only the first two belief systems mentioned may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** belief systems by discussing *at least two* beliefs and/or practices **and** how **each** belief system influenced a society or region in which it was practiced
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Confucianism*: connects the five relationships and the practice of filial piety as a means of attaining harmony and stability in society to the influence these had on the value of the scholar gentry and the creation of a Chinese bureaucracy that influenced many dynasties; *Hinduism*: connects the ideas of reincarnation, dharma, karma, and moksha to the caste system in India and the role that caste has traditionally played in social, political, and economic interactions in the past and present
- Richly supports the theme with relevant facts, examples, and details, e.g., *Confucianism*: Confucius; superior to inferior; importance of family; *Analects*; civil service system; Mandate of Heaven; Han; Tang; *Hinduism*: Brahmins; Kshatriyas; Vaisyas; Sudras; discrimination; untouchability; Gandhi; Constitution of India
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one belief system more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Confucianism*: discusses how the five relationships, filial piety, and Confucius' teachings gave individuals a sense of identity and a role in society and influenced educational practices and the development of government bureaucracies throughout much of Chinese history; *Hinduism*: discusses how reincarnation, dharma, moksha, and the caste system in India have influenced the power of higher castes like Brahmins as well as limiting the social mobility of others and how groups interact with one another based on their social positions
- 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 have been thoroughly developed evenly and in depth for **one** belief system and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

Societies and regions have evolved throughout history. The belief systems and practices of a specific society can help determine how the society progresses and develops, the political, social, and economic decisions it makes, and its overall foreign policy. Communism in the Soviet Union and fascism in Italy during World War II are two clear examples of how a belief system affects society. In the Soviet Union, communism would lead to a new and unique alternative to capitalism whereas in Italy, fascism would give rise to a powerful, militaristic state in Europe.

Before World War II, Italy had unified and was recognized as a state by other countries and it was ruled by King Victor Emmanuel III. However, numerous people including Benito Mussolini, the future dictator of Italy, were discontent with Italy's treatment by the victorious Allies in World War I. They had not been given the desired territories of Austria after World War I, like the Allied powers had promised. Italy also faced economic problems and an increasingly aggressive communist movement. Benito Mussolini, in response to the growing discontent, founded and led the fascist party. Fascism was a belief system in which nationalism was highly prized; fascists were generally militaristic, antidemocratic, antiparliamentary, antisocialist, and expansionist. Mussolini was able to tap into Italian discontent and inspire nationalistic feelings in the Italian population, thus attracting more supporters and allies who believed fascism and military conquest would elevate Italy to superpower status. After coming to power, Mussolini consolidated his power and became sole ruler of Italy, outlawing other political parties and establishing fascism throughout Italy. Fascists wanted to build an empire and saw themselves as

stopping the spread of communism and socialism. Military production increased dramatically, thus resulting in a decrease in consumer goods production. The economic policy of Fascism influenced the goods produced, where capital flowed, and the rate of production. The Fascist beliefs also influenced society on a social level; during this time period, communism was firmly rooted in Russia and communist agitators were trying to spread communism to the rest of the world. Italian capitalists feared that if communism were to spread into Italy, they would lose everything. Thus, the Fascist belief of stopping communism seemed reasonable and in turn, many wealthy Italians supported the Fascists for fear of communism. As mentioned before, fascism was capitalistic – rather than nationalizing big business, it permitted business owners and entrepreneurs to maintain private ownership of their factories and companies. Instead of taking state control over the factories, the government would pay the company to produce the goods it needed. In general, fascism in Italy had a major influence on the society, altering its political, economic, and social values. Ultimately, the militaristic expansionist values of fascism were Italy's undoing. Mussolini's Italy sided with Nazi Germany during World War II, The war brought destruction to Italy and by war's end, Mussolini was dead and so was fascism.

Karl Marx, founder of communism, stated communist beliefs in "The Communist Manifesto." In it, he claimed that current societies, much like history, were subject to Hegelian philosophy in which opposing forces would play tug-of-war and eventually create a new reality. A dominant group of people (in Marx's case, the bourgeoisie, who owned the means of production) would be challenged by another

group (the proletariat, a working class) and out of this class struggle a new social order would emerge. According to Marx, capitalism was doomed to fail because of the effects of competition in a market economy. This competition would weed out incompetent businessmen, thus leaving the wealth of the nation in the hands of the few. As more and more capitalists were knocked out of the competition, the owners of the means of production would become a smaller elite class. Meanwhile, the proletariat class would grow in number and become increasingly disenfranchised. The proletariat class would eventually revolt, rise up, and overthrow the capitalists, replacing it with a temporary dictatorship of the proletariat. Once things stabilized, the dictatorship would be dissolved as would class division. In Russia, communists, also known as Bolsheviks, sought this proletariat revolution. Their constant desire for revolution and their belief in communism were a contributing factor to revolutions in Russia, as unhappy Russians, urged on by communists attempted to remove the tsar from power. The Bolshevik belief that revolution was necessary in order for communism to succeed led them to employ violence to silence their enemies. Eventually, Lenin was able to take control of the government, and it appeared as if communism had succeeded. True to the communist economic beliefs, the government seized control of big business in an economic policy known as war communism. When this did not succeed, Lenin implemented his New Economic Policy. Communism, like fascism in Italy, influenced the economy of the Soviet Union, directing what goods were to be produced. Communism which stemmed from Marxism, went on to shape Soviet policy in next several decades. Under leaders like Stalin and Brezhnev, communist policy focused

Anchor Paper – Thematic Essay—Level 5 – A

on heavy industry and military spending, creating few consumer goods. Stalin's 5-year plans were aimed at increasing agricultural and industrial output. Though his and Brezhnev's plans succeeded in some of those goals, the number and quality of consumer goods declined tremendously. Under Gorbachev, a shift toward openness and capitalism was implemented under the policies of glasnost and perestroika, which eased censorship and restructured the economy allowing for elements of capitalism. Gorbachev's policies caused the breakup of the Soviet Union and communist rule.

Communism and fascism had a major influence on the societies of the Soviet Union and Italy respectively. Political and economic belief systems can greatly affect those who live under these policies and influence global interactions among nations.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the beliefs of fascism and its influence on Italy and the beliefs and practices of communism and its influence on the Soviet Union
- Is more analytical than descriptive (*fascism*: numerous people including Mussolini were discontent with Italy's treatment by the victorious Allies in World War I; Mussolini was able to tap into Italian discontent and inspire nationalistic feelings in the Italian population thus attracting more supporters and allies who believed fascism and military conquest would elevate Italy to a superpower status; military production increased dramatically thus resulting in a decrease in consumer goods production; wealthy Italians supported fascism for fear of communism; *communism*: according to Karl Marx, capitalism was doomed to fail because of the effects of competition in a market economy; the Bolshevik's constant desire for revolution and belief in communism led to revolutions in Russia as unhappy Russians, urged on by communists attempted to remove the czar from power; the Bolshevik belief that revolution was necessary for communism to succeed led them to employ violence to silence their enemies; communism, like fascism in Italy, influenced the Russian economy, directing what goods were to be produced)
- Richly supports the theme with relevant facts, examples, and details (*fascism*: World War II; King Victor Emmanuel III; territories of Austria; antidemocratic, antiparliamentary, antisocialist, and militaristic; private ownership; *communism*: *Communist Manifesto*; Hegelian philosophy; proletariat; class struggle; Lenin; Stalin; Brezhnev; five-year plans; Gorbachev; glasnost; perestroika; breakup of Soviet Union)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response uses strong analytic statements to connect the belief systems of communism and fascism to political and economic influences in both the Soviet Union and Italy. Facts and details add depth to the response and provide points of comparison between both belief systems.

Throughout history, religion and belief systems have influenced people all around the world. From the belief in a supreme power or a guide for living, societies have been built upon the beliefs of its peoples. For example, Christianity influenced Europe during the Middle Ages, and Communism influenced the Soviet Union during the 20th century.

Christianity is a religion, and has influenced societies all around the world, and is still prominent today. Christianity is monotheistic religion, meaning people believe in only one god. This belief is shared with the Jewish faith which Christianity grew out of. Christians believe that salvation is possible through living a moral life and by believing in Jesus Christ. The Christian's sacred text is the Bible, containing both the Old & New Testaments. The Old Testament tells stories of life before Jesus, and the New Testament contains Jesus' life and teachings. The Bible is a key part of the Christian faith. Stories from the Bible inform those who follow the religion on how to live their lives. Bible readings are also used in parts of services for Christian faiths. Sacred holidays include Christmas, the birth of Christ, and Easter weekend, starting on Good Friday when Jesus died on the cross, and ending on Sunday with his Resurrection. The Roman Catholic Church was very influential during Europe's Middle Ages. The Roman Catholic Church held the highest authority in western Europe and taught and advised people on everything from marriage to daily life. The Church held many roles as the center of medieval society, providing education and social services. This religious and social authority gave the church tremendous power. Over time, the church began to abuse its power. Indulgences were sometimes sold for money. The Pope and individual priests could

bestow indulgences, which are a pardon from sin. People like Martin Luther thought this was an abuse of church power. He believed selling indulgences was corrupt and ungodly. He responded by posting his 95 Theses which led to the Protestant Reformation. Over time, different denominations of Christianity emerged. This influenced Europe by giving Europeans more choices in their beliefs, and contributed to the R.C.C. losing power and influence. The rise of new Christian denominations included Lutheranism, Calvinism, and Anglicanism. These churches disagreed over things like who should be able to interpret the Bible and the role of clergy. In many nations in Europe, especially France and Germany, these differences led to warfare between Catholics and Protestants. This was known as the Age of Religious Wars. Christianity has had a number of influences on societies over time.

Communism on the other hand, is not a religion, but a belief system that promotes equal ownership with no social classes. This was founded by Karl Marx during the Industrial Revolution, when a gap between the rich and the poor and exploitive working conditions brought problems to the working class. Workers were taken advantage of by the bourgeoisie, or middle class who increasingly controlled the means of production. Communists believed the proletariat, or working class, would rise up, confront, and eventually defeat the bourgeoisie. This belief in the need for a violent revolution is what separated communism from other worker reform movements of the time. After the proletariat revolution, life would unconsciously settle into a classless society where everybody would be equal and government would fade away. Many workers and peasants were attracted to communism in the

hopes that they would benefit economically. This belief system significantly influenced the Soviet Union, which became the world's first communist country in the early twentieth century. Leaders like Vladimir Lenin and Joseph Stalin ruled as totalitarian dictators. Instead of the government fading away like Marx had predicted, the government became larger and more abusive than ever. The Soviet Union's goal was to expand communism and after World War II, it forced the countries along its border, especially in eastern Europe, to adopt communist governments. Communism had a long-term influence on the Soviet Union which militarized, modernized, became a superpower, and began competing with the United States. Communism also influenced the rest of the world. China, North Korea, Cuba, Vietnam, and other countries copied the Soviet model of communism. The US vowed to contain communism whatever the cost. The struggle between the United States and the Soviet Union caused conflicts and crises, but in the 90's the Soviet Union fell and nations previously under its control rejected communism. By the end of the 20th century, only a few communist countries remained.

Since the beginning of time, beliefs have driven people, whole societies and entire nations to act on what they believe in. The belief of Christianity in Europe influenced the peoples' way of living. Communism influenced the Soviet Union and its many leaders to both help and harm several nations, including its own.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the beliefs and practices of Christianity and its influence on Europe and the beliefs and practices of communism and its effect on the Soviet Union.
- Is more analytical than descriptive (*Christianity*: belief in one God is shared with the Jewish faith which Christianity grew out of; stories from the Bible inform followers how to live their lives; Roman Catholic Church held many roles as the center of medieval society, providing education and social services; different denominations of Christianity emerged, which influenced Europe by giving Europeans more choices in their beliefs and contributed to the Roman Catholic Church losing power and influence; churches disagreed on who should be able to interpret the Bible and the role of clergy; differences in beliefs led to warfare between Catholics and Protestants; *communism*: communism promotes equal ownership with no social classes; communism founded during the Industrial Revolution when a gap between the rich and poor and exploitive working conditions brought problems to the working class; middle class increasingly controlled the means of production and took advantage of the workers; belief that workers would rise up, confront, and eventually defeat the bourgeoisie is what separates communism from other worker reform movements of the time; many workers and peasants were attracted to communism in the hopes that they would benefit economically; instead of government fading away, it became larger and more abusive)
- Richly supports the theme with relevant facts, examples, and details (*Christianity*: monotheistic; salvation; Bible; Old and New Testaments; Christmas, Easter, Good Friday; Resurrection; Middle Ages; indulgences; Martin Luther; 95 Theses; Calvinism; Anglicanism; age of religious wars; *communism*: Karl Marx; proletariat; Vladimir Lenin; Joseph Stalin; militarized; superpower)
- 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 response effectively analyzes the beliefs and practices of both Christianity and communism as well as the impact of these belief systems. Examples of causation are given and knowledge of chronology is demonstrated. Extensive use of details demonstrates a depth of knowledge.

Belief systems are a part of many people lives. They help influence the development and culture of a region. Throughout history, communism and Islam have influenced many different societies and regions of the world.

Communism is a belief system built in part upon a focus on equality for all. All people are to communally own land and equipment, as well as other provisions. Communism developed out of Marxism, a theory created by Karl Marx. Marx's ideas were never fully implemented in a society until after his death. Leaders who wanted to implement Marxist ideas and take immediate power did not take the necessary steps or allow the necessary time to prepare a society for communism. Such societies included the nations of Russia and China. Both of these nations have been shaped by communism into what they are today. In theory, communism says government will fade away over time. However in practice, a central part of communism has been a powerful central government consisting of single-party rule. This single-party rule is typically totalitarian and often led by a strong, cult-like dictator, who demands strong loyalty to the state. Two examples of these types of rulers would be Stalin and Mao.

Russia is the best example of communism. Russia adopted communism under the rule of Vladimir Lenin. Lenin, to gain support for his communist movement, promised land to the peasants and promised to develop better factory and farm life. With this in mind, the Bolshevik Revolution occurred. This allowed Lenin to take power and provide reform. As promised, land was redistributed to the peasants, and conditions improved for factory workers. After Lenin had passed away, one of his right hand men, Joseph Stalin took power.

To consolidate his power, he exiled and killed his opponent, Trotsky, who many thought was an overall better candidate for ruler. In power, Stalin fully introduced communism before it should have been, therefore causing its failure. Peasants lived in misery. Many of them were forced onto collective farms or were imprisoned in work camps. Mining and logging were the major camp jobs. These camps were called gulags, a place where people went if they were suspected of disobeying laws or of being disloyal. Although people feared Stalin and didn't want him in power, no one said anything out of fear. All propaganda had to be approved by the government, and the news/media was censored. Through five year plans, Stalin tried to increase agricultural and industrial production, but he was only somewhat successful. The system of communism eventually failed in the Soviet Union. Despite seventy years of communist rule, people suffered, the standard of living was low, and the economy was poor. By the end of the Cold War, communism in Russia was seen as a failure.

Islam is another belief system that has influenced a society. A central belief of Islam is the belief in one god Allah. Like communism, Islam teaches equality of all believers. This attracted people of all classes. It is also a personal religion that doesn't rely on church authorities as much as Christianity and other faiths do. Muslims believe they must abide by what the prophet, Muhammad, and the supreme being, Allah, have taught as written in the Qur'an. The lives of Muslims are guided by the Five Pillars, which include the declaration of faith in Allah and the prophet Muhammad, five daily prayers, charity, fasting during Ramadan, and taking the Hajj or pilgrimage to Mecca once in a lifetime. Islam also encourages education and

Muslim societies made great discoveries in science and mathematics that helped Europe's Renaissance. Islam is widely practiced in Northern African and the Middle East. Some regions in which Islam is practiced also use Sharia law. In certain countries, such as Iran and Saudi Arabia, the Islamic religion is the basis for the government and for written laws. One strict interpretation of Sharia includes placing restrictions on women. For example, in some places some women must wear veils, cannot drive cars, and have limited opportunity to receive an education. Not all Muslim societies follow this strict version of Sharia, and women in early Islamic societies often had more rights and protections than women in many other societies up until modern times.

Belief systems have shaped the culture of regions around the world. Both communism and Islam have had political and social effects on the regions where they are practiced.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing the beliefs and practices of communism and its influence on Russia and the beliefs and practices of Islam and its influence on the Middle East
- Is both descriptive and analytical (*communism*: communism is built in part upon a focus on equality for all; communism developed out of Marxism; Marx's ideas were never fully implemented in a society until after his death; in theory, communism says government will fade away over time, but in practice, a central part of communism has been a powerful central government consisting of single-party rule; dictators demand a strong loyalty to the state; Lenin promised land to the peasants and promised to develop better factory and farm life; under Stalin, peasants lived in misery; despite seventy years of communist rule, people suffered, the standard of living was low, and the economy was poor; by end of the Cold War, communism in Russia was seen as a failure; *Islam*: like communism, Islam teaches the equality of all believers; Islam is a personal religion that does not rely on church authorities as much as Christianity and other faiths do; in Iran and Saudi Arabia, Islamic religion is the basis for the government and for written laws; women in early Islamic societies often had more rights and protections than women in many other societies)
- Supports the theme with relevant facts, examples, and details (*communism*: Karl Marx; totalitarian; cult-like dictators; Mao; Bolshevik Revolution; Trotsky; gulags; propaganda; news censored; *Islam*: Allah; Qur'an; encouraged education; Europe's Renaissance; Northern Africa; Sharia law; restrictions on women)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response uses analysis to show how the beliefs and practices of communism sometimes differed and how the beliefs and practices of Islam have had an impact on women at various times in history. However, the discussion of Islam in the Middle East is more analytical than the discussion of communism in the Soviet Union.

Throughout history, a single group's religious beliefs and endeavors can lead to dramatic changes in not only the region where the beliefs emerged but in many others as well. Two such belief systems are Islam and Confucianism. These two belief systems had impacts far beyond the Middle East and China where they began.

The religion of Islam was started by the prophet Muhammad. Many regions and cultures, such as Egyptian and Turkish societies have been affected, showing that the Islamic faith has spread throughout much of the Middle East. Those of Islamic faith, called Muslims, have certain religious rules to follow known as the Five Pillars. After a ritual washing, they pray five times a day facing toward Mecca. Other pillars include the hajj or traveling to Mecca, giving alms, a declaration of faith, and fasting during Ramadan. Islam also has other guides for living often based on the teaching and practice of Muhammad. For example, some Muslim practices restrict the clothing that men and women can wear in public. Like many other religions, Islam also has various sects, Sunni and Shiite, that disagree on certain beliefs. During the Golden Ages of Islam, many new medical, scientific and mathematical innovations were developed, such as vaccines, algebra, and even cataract removal. Those of Islamic faith also preserved Greek and Roman works, translated various books and even used calligraphy as an art style.

Another belief system that had a lasting impact is Confucianism. Started in China by the philosopher Confucius, Confucianism is a guide that was created to promote peace and harmony between people. Confucianism teaches Five Relationships, which state that those of higher status, like a father, older brother, husband, and emperor, must

protect and guide those of lower status, such as a son, wife, younger brother and peasant respectively, who in turn must respect those of higher status. Confucianism was responsible for civil service exams in China for those wishing to enter government jobs, as Confucianism states that only one's knowledge and culture sets them apart from any other man. Just like other systems and beliefs, Confucianism also spread to other regions such as Korea and Japan. The focus on education in Confucianism had many positive effects on the people in China. Civil service exams gave opportunities to people of all classes to hold government jobs. Those people who held government jobs tended to be more qualified. Also, in some dynasties where Confucianism was practiced a golden age took place. In these periods, the Chinese created many new innovations like paper, a rudder for ships and even gunpowder.

Many religions set basic guidelines and practices for living, such as Confucianism's sets of order and Islam's urge to pray. Beliefs affect both daily living, stability and the union of a nation, and even the region it is practiced in.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the beliefs and practices of Islam and its influence in the Middle East and the beliefs and practices of Confucianism and its influence in China
- Is both descriptive and analytical (*Islam*: many regions and cultures such as Egyptian and Turkish society have been affected; those of the Islamic faith have certain rules to follow known as the Five Pillars; Islam has other guides for living based on the teachings of Muhammad; like many other religions, Islam also has various other sects that disagree on certain beliefs; during the golden ages of Islam, many new medical, scientific, and mathematical innovations were developed; those of Islamic faith also preserved Greek and Roman works, translated books, and used calligraphy as an art style; *Confucianism*: Confucianism is a guide that was created to promote peace and harmony between people; Confucianism teaches Five Relationships, which state that those of higher status must protect and guide those of lower status, who must respect those of higher status; Confucianism was responsible for civil service exams in China for those wishing to enter government jobs; just like other systems and beliefs, Confucianism also spread to other regions; focus on education had many positive effects on the people of China; in some dynasties where Confucianism was practiced, a golden age took place)
- Supports the theme with relevant facts, examples, and details (*Islam*: ritual washing; prayer five times a day facing towards Mecca; Hajj; giving alms; declaration of faith; fasting during Ramadan; Sunni; Shiite; vaccines; algebra; cataract removal; *Confucianism*: Confucius; father, older brother, husband, and emperor; son, wife, younger brother, and peasant; Korea and Japan; paper; rudder; gunpowder)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is the use of details and examples to discuss both Islam and Confucianism. However, the degree of analysis was slightly greater in the treatment of Confucianism while the discussion of Islam is at times more descriptive.

Religion and belief systems have been established all over the world throughout history. Followers who believe in these systems have developed practices and laws that support the beliefs of those systems throughout the centuries. Both communism and Christianity exemplify belief systems and have had many influences whether it is political or religious.

Christianity is one of the five world religions still practiced to this day by people in different countries. Originating in the 1st century, Christianity is a monotheistic religion that honors and glorifies one God. Followers believe that God created the world, humanity, and all creatures of the Earth. Stories of the creation, rules to live by, and the life of Jesus Christ are depicted in the Bible, the holy book of Christianity. Believers follow the laws of Christianity, or the ten commandments, as a guideline on how to be good people of God. Christian missionaries brought churches and Christian ideas to many areas of the world. Christianity was not always accepted in new lands by state officials and sometimes resulted in conflict. One example is leaders of the Roman Empire persecuting and slaughtering Christians who spread ideas that challenged Roman traditional polytheistic beliefs. This threatened the stability of the empire. The Christian Church refused to let their faith be demoralized, and the faith continued to grow despite Roman atrocities.

Over time, the Roman Catholic Church became the most powerful organization in Western Europe. The Church made a lot of money and many people were loyal members. In 16th century Germany, at the time of Martin Luther, the Church made profits by selling indulgences, which allowed Christians to buy away their sins. Some

followers disagreed about the true nature of the religion and many disagreed with some practices of the Church. These reformers challenged the practices of the Church and this eventually led to division. Luther began his own church that taught people that they could go to heaven if they had faith in Christ alone. Later, other religious leaders like John Calvin who believed in predestination and Henry VIII of England also started new Protestant churches. From the viewpoint of these and other Protestants, Catholic leaders misused the religion, and brought tension and conflict to society, especially in Europe. For centuries, wars between Catholics and Protestants broke out all over Europe.

While Christianity dealt with religious motives, communism was a belief based on political and economic ideas. It was adopted in countries as a method of reorganizing their economies. Communists believed that workers and owners should be equal, and everybody should share the rewards for their labor. Communists focused on eliminating the power of the bourgeoisie and giving control of resources to the proletariat. The founder of communism Karl Marx, and later Russian leader Joseph Stalin saw this as a way of building societies and challenging capitalism.

Another practice of communism is to spread its ideas around the world. This put the communist movement in confrontation with the United States and the capitalist world. For example, in Cuba, Fidel Castro established a communist government and portrayed himself as someone who would redistribute wealth to the peasants and workers. During the Cold War, the United States which is capitalist had tensions with the Soviet Union, which is communist. During this time, the Soviet Union placed missiles in Cuba bringing the threat of

nuclear attack closer to the United States. This almost drew Cuba, the Soviet Union, and the United States into a war. Fortunately the missiles were removed but Castro and communism remained. Fidel Castro is no longer in power, but his brother is. Over the last 50 years, the economy of Cuba has suffered. Most of the people live in poverty. The free health system is of poor quality. Workers still receive very little pay while the communist party leaders live in comparative luxury. Over the years, Cubans have risked their lives to flee to the United States.

Both communism & Christianity exemplify the development of belief systems, whether they be political or religious in nature. In different places not all people believed in the ideas of these belief systems, causing conflict. However, both Christianity and communism spread throughout the world, shaping the cultures of countries.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the beliefs and practices of Christianity and its influence on Europe more thoroughly than the beliefs and practices of communism on the Soviet Union and Cuba
- Is both descriptive and analytical (*Christianity*: Christianity originated in the first century; Christianity honors and glorifies one God; stories of the creation, rules to live by, and the life of Jesus Christ are depicted in the holy book of Christianity; believers follow the laws of Christianity as guidelines on how to be good people of God; Christianity was not always accepted in new lands; leaders of the Roman Empire persecuted Christians who spread ideas that challenged Roman traditional polytheistic beliefs; threatened the stability of the empire; the Roman Catholic Church became the most powerful organization in western Europe; in 16th-century Germany, the Church made profits by selling indulgences, which allowed Christians to buy away their sins; reformers challenged the practices of the Church and this eventually led to division; Catholic leaders misused the religion and brought tension and conflict to society; *communism*: communism was a belief based on political and economic ideas; adapted in many countries as a way of reorganizing their economies; communism believes that workers and owners should be equal; communists focused on eliminating power of the bourgeoisie and giving control of resources to the proletariat; communist leaders saw this as a way of building societies and challenging capitalism; another goal of communism is to spread its ideas around the world, which put the communist movement in confrontation with the capitalist world)
- Supports the theme with relevant facts, examples, and details (*Christianity*: monotheistic; Bible; Ten Commandments; missionaries; Martin Luther; faith in Christ alone; John Calvin; predestination; Henry VIII; England; wars between Catholics and Protestants; *communism*: Karl Marx; Joseph Stalin; Cuba; Fidel Castro; Cold War; missiles; free health system)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. A good understanding of Christianity and communism and its influence on societies is shown through the use of details that support some analytical statements. The response demonstrates how both belief systems challenged traditional beliefs and systems. However, while all aspects of the task are addressed, the treatment of Christianity is more thorough than the discussion of communism.

Around the world, religion and belief systems have directly impacted society and governance. Confucianism and Christianity influenced China and Europe respectively.

During the period of the warring states, a scholar named Confucius gained a large amount of followers. Needing to bring some kind of order that China lacked during this period, Confucius established a belief system, a philosophy. The basic principles were the 5 relationships. These relationships stated that one must respect and follow whoever is above them in the social hierarchy. A few of these relationships included, father to son, husband to wife, emperor to subjects and etc. One of the five relationships, husband to wife, greatly affected Chinese gender roles. It added to the lack of women's rights in Chinese society. Later female-limiting practices grew, such as foot binding. The Confucian system stressed filial piety, duty, and respect. Confucianism heavily influenced Chinese society. It valued occupations that directly benefited the society. This resulted in merchants being put on the lowest rung of the social ladder. Scholar-bureaucrats held a revered position and people who wanted to work for the government were encouraged to study Confucianism to become more educated. Chinese society limited the social mobility of merchants, so even a wealthy successful merchant would still be at the bottom unless his children were educated, learned Confucian beliefs and passed civil service examinations. Confucianism also reinforced the emperor's authority and his responsibility to provide good governance or risk being overthrown. Confucianism differed from another philosophy, Legalism, which was enforced by Shi Huangdi. Legalism believed that humans were innately bad, and that they needed to be strict laws to prevent chaos. Confucianism took a more moderate approach in believing humans were innately good.

Confucianism had an impact of the Chinese government for thousands of years.

After the fall of Rome one of the main ideas that survived was Christianity. Roman times were considered one of Europe's golden ages. Christianity originated from this time and eventually was greatly respected. Christianity has the monotheistic belief in one god and believes that Christ is the son of God. The Catholic Church, a type of Christianity, had a massive amount of power during the middle ages. Catholicism also stressed the authority of the pope. The Pope gained even more power during this time and could declare war. Pope Urban II declared the Crusades on the Muslims in order to gain back the holy land. He said that in exchange for fighting in the Crusades, soldier's past sins could be forgiven. He also believed the Catholic Church had the power to silence heretics who challenged Catholic beliefs. As time went on, the Catholic Church, in order to raise money for projects, allowed followers to buy indulgences, forgiveness for past sins. This was a practice admonished by Martin Luther in his 95 theses. As a result of Martin Luther's protests, Christianity eventually divided into different branches based on differing beliefs. For example, King Henry the 8th developed Anglicanism which allowed him to divorce so he could marry Anne Boyelin. Catholics and Protestants also diverged on such ideas as to whether clergy could marry or not. Today, Christianity is still one of the most popular religions in the world though there are various sects people practice.

Religion and beliefs systems play a huge rule in society, affecting governance, social classes, and political power. Both Confucianism and Christianity had long-term impacts on societies that even those who created them could not have foreseen.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for Confucianism and some aspects in little depth for Christianity
- Is more descriptive than analytical (*Confucianism*: needed to bring some kind of order that China lacked; basic principles were the five relationships that stated that one must respect and follow whoever is above them in social hierarchy; greatly effected gender roles and added to the lack of women's rights in Chinese society; valued occupations that directly benefited society; resulted in merchants being put on lowest rung of social ladder; people who wanted to work for the government were encouraged to study Confucianism to become more educated; limited the social mobility of merchants unless his children were educated, learned Confucian beliefs, and passed civil service examinations; reinforced the authority of the emperor and his responsibility to provide good governance or risk being overthrown; Confucianism differed from legalism; *Christianity*: one of the main ideas that survived Roman times; the Catholic Church had a massive amount of power during the Middle Ages; Pope gained even more power during this time and could declare war; the Catholic Church allowed followers to buy indulgences; divided into different branches based on differing beliefs)
- Includes some relevant facts, examples, and details (*Confucianism*: period of warring states; father to son; husband to wife; emperor to subjects; foot binding; filial piety, duty, and respect; *Christianity*: monotheistic; Christ is son of God; heretics; Pope Urban II; Crusades; Muslims; Holy Land; Martin Luther; Ninety-five Theses; Anglicanism; clergy)
- 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 information and a few analytical statements to discuss the influences of Confucianism and Christianity, demonstrating an understanding of the task. However, the details and examples describing the beliefs and practices of Christianity are mentioned but not developed. The treatment of some ideas is superficial and could have been explored in more depth.

All throughout history, a major development that changed societies and regions was religions, belief systems, and their practices. Examples of these include Islam and Christianity which influenced many societies and regions during different time periods.

Islam, a religion founded in the 600's by Muhammed in the Middle East, greatly affected many societies. The beliefs and practices of this religion are outlined in the Five Pillars of Islam. These pillars include Fasting, Praying, Hajj, Charity, and Shahadah (Testifying). Muslims are told to fast during the month of Ramadan, pray 5 times a day, make a pilgrimage to Mecca at least once in their life time, give charity out of their incomes to the poor, and to testify that there is one God and Muhammed is his messenger. Islam and its practices influenced the region of the Middle East and some of (Northern) Africa greatly when it first began. Muslims conquered tremendous areas of land and hence spread the religion to all these places, using Islam to unify those conquered. Islam was promoted through trade. It influenced societies connected with the Trans-Saharan trade routes linking them to other parts of the Islamic world. Islam also significantly aided in the development of science and math in the Middle Eastern region and these ideas later spread into Europe through the Crusades and contributed to the Renaissance. Islam continues to affect the Middle East even today and sometimes is the basis for unrest. In countries like Iraq, the struggle between Muslim sects such as Sunni's and Shi'as is still a big issue. Islam also influenced the region of South Asia as it was one of the reasons why Pakistan and India became two separate countries (the Muslims wanted a country separate from the Hindus so they seperated and became Pakistan.)

Christianity is another religion whose beliefs and practices greatly affected several regions and societies. Christian beliefs are similar to Muslim ones in that they believe that there is only one God (monotheistic). However, they believe that Jesus was the son of God and was resurrected. Christians go by the teachings of the Bible which has basic principles such as teaching followers not to commit adultery and don't kill. Christians also believe in Hell, Heaven, and Purgatory. This belief (and the others) affected feudal Europe a lot during this time period. Religion was a huge part of the societies of this time. People were even willing to spend what little money they did have to pay the Church and buy indulgences to ensure themselves and their loved ones a quicker route to heaven. The influence of Christianity on this region during this time period also reflected in their art which often had religious themes. Christianity also greatly influenced the regions of South America because spreading Christianity was a goal many conquerors had when they came to conquer parts of South America. Many Spanish conquistadors used the spreading of Christianity as a justification for what they were doing.

In conclusion, religions and belief systems such as Islam and Christianity greatly affected many societies and regions all throughout history. Islam has affected Europe, the Middle East, and South Asia during different time periods and continues to do so even today. The beliefs and practices of Christianity have also done the same thing in Europe and South America and they too continue to do so even today.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for Islam and Christianity
- Is more descriptive than analytical (*Islam*: founded in the Middle East, greatly affected many societies; the beliefs and practices of Islam are outlined in the Five Pillars; Muslims conquered tremendous areas of land and spread the religion; promoted through trade; aided in the development of science and math in the Middle Eastern region; ideas later spread into Europe through the Crusades and contributed to the Renaissance; Islam continues to affect the Middle East and sometimes is the basis for unrest; *Christianity*: beliefs are similar to Muslim ones in that they believe that there is only one God; Christians believe Jesus was the son of God and was resurrected; Christians go by the basic teachings of the Bible; Christian beliefs affected feudal Europe; people were willing to spend what little money they had to pay the Church to buy indulgences; influence of Christianity also reflected in art, which often had religious themes; influenced the regions of South America because spreading Christianity was a goal many conquerors had)
- Includes some relevant facts, examples, and details (*Islam*: Muhammad; fasting; praying; hajj; charity; shahadah; Ramadan; Mecca; trans-Saharan trade routes; Iraq; Sunni and Shiite; Pakistan and India; *Christianity*: monotheistic; adultery; do not kill; hell; heaven; Spanish conquistadors)
- 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. The response demonstrates knowledge of the beliefs and practices of Islam and Christianity. Numerous details associated with the influence of these religions are mentioned. However, clear connections are not made nor are these influences developed.

Throughout history, religion and philosophy have influenced civilizations and societies. Confucianism, a philosophy developed in China, made a major impact on Chinese society throughout several dynasties. Humanism was an idea developed in Europe that changed European societies dramatically.

Confucianism was developed by Confucius during the 6th century BCE under the Zhou dynasty. It was a philosophy intended to keep societies in order. It included 5 key relationships: subject to king, wife to husband, son to father, younger brother to older, and friend to friend. Except for the last relationship, the former were below the latter and were expected to give respect and obedience. It also stressed filial piety, respect to the eldest male of the household.

Confucianism was incorporated into the Chinese government under many dynasties such as the Han, Song, and Ming dynasties. It made up the bases of the civil service exam, a test taken by boys who wanted to earn a government position. Because of this, the government officials were well-versed in Confucian ideas and were highly intellectual. The exam ensured that the officials were competent and educated for their jobs. Confucianism influenced the social pyramid in Chinese society. Merchants were at the bottom because their job of selling goods others have toiled to produce. Confucianism taught that these actions were lazy and unproductive. Women were also inferior in Chinese society. Under the Song Dynasty, foot binding was practiced. Young girl's feet were wrapped in linen so that their feet would stay small as they grew. This was practiced because small feet were seen as beautiful. Most of their feet were disfigured. This would also contain women in their homes since they weren't able to walk for a long time.

Bound feet gave women a higher chance of attracting a partner for a good marriage. Therefore, footbinding reinforced patriarchal neo-Confucian teachings by restricting mobility of women and keeping them inferior to males in society.

Humanism developed during the early 1300s. It became the bases for the Renaissance. Humanism stressed what an individual could do. This shifted the focus from faith, spirituality, and the Church to the individual. Also, humanism emphasized a renewal in classical works by Greeks and Romans. Partly due to humanism, the arts depicted secular subjects as well as religious ones. Portraits, which were rarely seen during the early Middle Ages, were painted for wealthy merchants in cities such as Venice and Genoa. It also influenced the Protestant Reformation and the Enlightenment. The Church was challenged, and people started experimenting and discovering things for themselves in Europe.

Confucianism and Humanism changed society in China and Europe. Confucianism became the basis while humanism allowed the people in Europe to discover a whole new field such as science.

Anchor Level 3-C

The response:

- Develops all aspects of the task in some depth for Confucianism and in little depth for humanism
- Is more descriptive than analytical (*Confucianism*: philosophy intended to keep societies in order; included five key relationships; incorporated into the Chinese government under many dynasties; civil service exams insured that officials were competent and educated for their jobs; Confucianism influenced the social pyramid in Chinese society; merchants at bottom; foot binding reinforced patriarchal neo-Confucianism teachings by restricting mobility of women; *humanism*: became the basis for the Renaissance; shifted focus from faith, spirituality, and the Church to the individual; emphasized a renewal in classical works; arts depicted secular subjects in addition to religious ones; influenced the Protestant Reformation and the Enlightenment)
- Includes some relevant facts, examples, and details (*Confucianism*: Zhou dynasty; subject to king; wife to husband; son to father; filial piety; Han, Song, Ming dynasties; *humanism*: secular; portraits; early Middle Ages; Venice; Genoa)
- 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 addresses all aspects of the task with relevant facts and details. However, lack of analysis and limited development weaken the response, especially in the treatment of humanism.

Throughout world history, belief systems and their practices have influenced the societies and regions in which they have bordered on. Two beliefs systems, Christianity and Islam, are some belief systems that have influenced their regions. While both Christianity and Islam both influenced their regions by government and society, they do share differences such as different customs and different influences to their specific regions.

Christianity is a belief system or a religion, in which all followers believe in one god. Followers of Christianity follow the 10 commandments, a guide taken from Judaism, a religion based off of Christianity. Followers of this religion read the bible, which consists of the Old and New testament. Christianity influenced their region (Particularly in Europe), as Christianity influenced government (Divine right) and its society where in medieval times, people who follow Christianity greatly influenced their way of lives (what they ate, marriage, how they act). Christianity also influenced the art and architecture of their regions. Examples include the Renaissance and Cathedrals.

Islam is also a belief system, similar to Christianity, in which all followers believe in one god (Monotheism). Unlike Christianity, Followers of Islam follow the 5 pillars of Islam, which is a guideline on how they should live their life under Allah. Followers of this religion read the Koran, something similar to the bible, but different in its ways. Islam influenced their region (Middle East), as Islam created theocratic states (Present-day Iran), and their way of lives. Like Christianity, Islam also influenced the art and architecture of their region. In Mosques all over the Middle East, Islam blends its arts and architecture together to create magnificent structures. Although the

Anchor Paper – Thematic Essay—Level 2 – A

Hagia Sophia was once a Eastern Orthodox Cathedral, after the fall of the Byzantine empire in 1453, the Ottoman Empire transformed it into a mosque, there they included the 4 pillars in the Hagia Sophia. Christianity and Islam in world history have greatly influenced their regions that they have encountered. From its customs to our arts and architecture, Christianity and Islam still influence our modern world in some areas, although it does not have the same influence as it did during Medieval times (600-1450 C.E).

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

- Minimally develops all aspects of the task for Christianity and Islam
- Is primarily descriptive (*Christianity*: all followers believe in one God; follow the Ten Commandments, a guide taken from Judaism; Bible consists of Old and New Testament; Christianity influenced government; influenced society in medieval times; influenced art and architecture; *Islam*: Islam is similar to Christianity in that all followers believe in one God; follow the Five Pillars; Islam created theocratic states in the Middle East; influenced their art and architecture); includes weak application and analysis (*Christianity*: Christianity influenced what they ate, marriage, how they act; *Islam*: Koran is similar to the Bible, but different in its ways)
- Includes few relevant facts, examples, and details (*Christianity*: Europe; cathedrals; *Islam*: monotheism; Allah; Koran; Iran; mosques; Hagia Sophia; Byzantine Empire; Ottoman Empire); includes an inaccuracy (*Christianity*: Judaism is a religion based off of Christianity)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The strength of the response is in the description of the beliefs and practices of Christianity and Islam. Details related to the influence these religions had on Europe and the Middle East are listed, but are not developed.

There have been numerous belief systems created over the years. Some of them have good qualities and effects, and others do not. Confucianism is a belief system created by a Chinese teacher named Confucius. Hinduism is a belief system that branched off of Buddhism. Hinduism and Confucianism still effect the world today. Hinduism still exists today, but mostly in India. Hinduism believes in reincarnation, where the body dies but the soul is born again. Depending on the person's karma, they're born into a class. What class they're in depends on the good/bad things they did in their previous life. This is called karma. There is no class mobility in Hinduism. So if a person is dirt poor, nobody will help because the belief is that they deserve being poor due to what they did in their previous life. So basically if someone is healthy and rich they must of done good things in their previous life. And if someone is sick and poor, they most of done bad things in their previous life. The effect this has today is that there is no class mobility, there's no quality, and people aren't helping other people.

Confucianism is a belief system that still effects parts of China today. Confucianism beliefs in the 5 – relationships, and extreme respect to elders. Confucianism beliefs that one's life should be built on respect and education. This still effects china today, for when an older person falls ill or gets injured, it is the childrens job to take care of the parent, which can be physically and financially exhausting. Another effect confucianism has is that women aren't part of the 5 – relationships, so they aren't seen as equals.

Hinduism and Confucianism are old belief systems that have positive and negative effects to them. Hinduism – do good things and

Anchor Paper – Thematic Essay—Level 2 – B

get rewarded, but no class mobility and no help for the poor or sick.
Confucianism – Have respect for elders and get a good education, but not a lot of equality for women. All belief systems including Confucianism and Hinduism have positive and negative effects on the world today

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

- Minimally develops all aspects of the task for Hinduism in India and Confucianism in China
- Is primarily descriptive (*Hinduism*: Hindus believe people are born into a class which depends on the good or bad things they did in their previous life; *Confucianism*: believes in extreme respect for elders; believes one's life should be built on respect and education; when an older person falls ill or gets injured, it is the children's job to take care of the parent); includes faulty application and analysis (*Confucianism*: women are not part of the five relationships so they are not seen as equals)
- Includes few relevant facts, examples, and details (*Hinduism*: reincarnation; karma; *Confucianism*: Confucius; five relationships); includes an inaccuracy (*Hinduism*: a belief system that branched off Buddhism)
- Demonstrates a general plan of organization; includes an introduction that mentions the belief systems to be discussed and a conclusion that restates information already provided

Conclusion: Overall, the response fits the criteria for Level 2. The response shows a limited understanding of the task in the treatment of the beliefs and practices of Hinduism and Confucianism. Overgeneralizations, a lack of clear connections, and the blending of the past with the present weaken the discussion of the influence of these belief systems.

For as long as people have lived there has been many different belief systems. Each of these belief systems have influenced the way people and societies live and interact with each other. Two of these belief systems are Christianity and communism.

The belief system of Christianity is a monotheistic religion. People that follow this belief system are called Christians. Christians are supposed to follow a set of rules known as the Ten Commandments. Christianity influenced Spain to carry out the Spanish Inquisition. People who practiced Islam and lived in Spain, were to either convert to Christianity or leave Spain. During the Spanish Inquisition innocent people would be arrested and tried for heresy. They would be tortured until they admitted that they were heretics. Then they would be put in jail or executed for being heretic.

The belief system of communism is a way of living and a political belief. Communism is the belief that everything is shared between people living under this form of government. All wealth, food, and property is spread equally across all families/people. Communism greatly influenced Russia. Russia had a leader called Joseph Stalin during WWII and the Cold War. Joseph Stalin had a collectivization policy. This policy was the collecting of all food in Russia/U.S.S.R. Collectivization led to the starving of many families in Russia. During WWII there was also a slash-and-burn policy which made large amounts of farm land unusable. This meant the enemy could not take food if they needed it. However, this policy led to the starving of millions of Russians.

Christianity and communism are both belief systems that have influenced societies and the way people live and think. They have done both good and bad things for people who follow these belief systems.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth for Christianity and communism
- Is primarily descriptive (*Christianity*: is a monotheistic belief system; Christians are supposed to follow a set of rules known as the Ten Commandments; people who practiced Islam and lived in Spain were to either convert to Christianity or leave Spain; innocent people were arrested and tried for being heretics; *communism*: is a way of living and a political belief; wealth, food, and property is spread equally across all people; collectivization led to the starving of many families in Russia)
- Includes few relevant facts, examples, and details (*Christianity*: Spanish Inquisition; tortured; jailed; executed; *communism*: Joseph Stalin); includes some inaccuracies (*communism*: collectivization policy was the collecting of all food in Russia and U.S.S.R.; during World War II, a slash-and-burn policy made large amounts of farmland unusable)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response is unevenly developed, but some relevant details indicate a limited knowledge of the task. Although the discussion of Christianity conveys relevant information, the influence of communism on Russia is substantially weaker and includes some information that is not connected to the belief system.

Since ancient time, the practice of belief system was a mental comfort and people used the divine "god" to explain the problems they could not understand. Later on, the belief system played a important role and associate with the daily life.

The development of the religion can influence the tradition of the region. India where is the origin of Buddhism and Hinduism thus created its own culture and society structure.

Hinduism, developed from ancient time, is a polytheistic religion that the majority of the Indians are. It has a strict caste system rule that states no social mobilities are allowed. It also believed in karma, which is the cycle of what you did.

Buddism, emerged just before the Hinduism that did not create a huge influence in India as Hinduism did. Instead, it seprated throught out Asia. It emphasized on the harmony with nature and the equal rights for everyone. Just like Hinduism, it also believed in internal life and the cycle.

Such belifes influenced the behavior of the people who want to acheive an internal life. It also influenced the society to adopt the idea of social class

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for Hinduism and Buddhism
- Is descriptive (*Hinduism*: developed from ancient times; polytheistic religion; majority of Indians; strict caste system; *Buddhism*: did not create as huge influence in India as Hinduism; emphasized equal rights)
- Includes few relevant facts, examples, or details (*Hinduism*: India; karma; *Buddhism*: Asia); includes an inaccuracy (*Buddhism*: emerged just before Hinduism)
- Demonstrates a general plan of organization; includes an introduction that refers to the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task in the treatment of the beliefs and practices of Hinduism on India. Generalizations, lack of details, and a lack of clear connections weaken the response.

Throughout history, belief systems and their practices have influenced societies and regions in the world. Two examples are Buddhism and humanism, these two belief systems had great effects on societies. First Buddhism, this was more of a way of life rather than a belief system, the main goal of this belief system is to get to nirvana known as the "holy place" which was the highest you could be, its like heaven to Christians. Throughout the lives of these people in society they were always doing things to get here such as the 8 fold path, which was pretty much a key to get to Nirvana. As long as these things were done you were able to go to Nirvana. This was such a big deal for everyone getting to Nirvana so everyone followed these 8 rules on their way there. A second belief system is humanism. This was the change from gods being responsible for everything and people always looking to them for help, to the belief that humans are capable of anything. This was such a big change because it resulted in advancements in science, math and other things as humans were now constantly trying to further their knowledge. In conclusion throughout history there have been several belief systems that changed the way of life then and still to this day but these are only two.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning the beliefs and practices of Buddhism and humanism and by mentioning an influence of humanism
- Is descriptive (*Buddhism*: a way of life; main goal is to get to nirvana; *humanism*: belief that humans are capable of anything; resulted in advancements; humans trying to further their knowledge); include faulty analysis (*Buddhism*: nirvana is like heaven to Christians)
- Includes few relevant facts, examples, or details (*Buddhism*: Eightfold Path; *humanism*: science and math)
- Demonstrates a weakness in organization; lacks a formal introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows a limited understanding of the task and provides some information about the beliefs and practices of Buddhism and humanism but does little to address the influences of these belief systems.

Over the course of history belief systems have played an important role in influencing societies, regions or cultures. Humanism and communism are examples of two completely different belief systems that have influenced societies and have had long lasting results that are still present today. While humanism focused on the individual, communism focused on the group.

Humanism is an example of a belief system that influenced people to think differently. Humanism was a radical concept that developed at the start of the Renaissance in Europe. Prior to the Renaissance during the Middle Ages many peoples lives were fixated around the Church. Humanism encouraged the idea that individuals could achieve greatness if they put their mind to it; it encouraged self-worth. Important artists and thinkers such as Leonardo Davinci, Niccolo Machiavelli and Gallileo Galili are examples of individuals whose achievements were promoted by the ideas of humanism. A second aspect of humanism is the revival of ancient classical culture. Humanist thinkers wanted to revive the glory of ancient Greece and Rome. They studied writings from classical thinkers like Socrates and Plato.

Humanism had life-changing affects on many people living in Europe during the Renaissance. For the first time since the fall of Rome, peoples focus shifted from humility and community to individual pride and achievement; and artists learned to express themselves through new means of art and literature. Because humanism encouraged the idea of self-worth, more people began reading, writing and thinking more for themselves. While humanism in Italy was more secular in focus, humanism in northern Europe promoted

Christian morals. When Johannes Gutenberg invented the printing press, this allowed literature to be printed much more efficiently and faster than before, and work was now being printed in vernacular languages. This allowed books to become more accessible to more people, and because of this the literacy rate drastically increased, leading to a much more intelligent public. One northern humanist who challenged church teachings was Martin Luther. With the help of the printing press, Luther was able to distribute his ideas on the church, and attacked its practice of selling indulgences. For the first time in European history, large numbers of people started to question the authority of the church, causing the church to lose a lot of power.

Communism was an economic system that appealed to many people in the early 20th century. One person who was responsible for developing the ideals of communism was Karl Marx. In Marx's book "the Communist Manifesto" he encouraged the proletariat to overthrow the bourgeoisie, and establish their own, provisional government. He then went on to explain that the ideal system was one which no longer had one small group which controlled all the means of production. Instead, there would be an egalitarian society. This is the foundation of communism; everyone is to be equal, everyone earns the same amount of money and the government rather than wealthy owners controls the economy. Although Marx's ideas from "the Communist Manifesto" was never fully implemented, his work still succeeded in influencing leaders in other regions. One leader was Mao Zedong, who was influenced by Marx's work and led his own Communist Revolution of China. Mao Zedong and his followers succeeded in defeating the nationalists, and established a communist government.

Thematic Essay—Practice Paper – A

that has been in affect for many years. During Mao's rule, he appealed to the peasantry and used them as his base of support. During the Great Leap Forward, he established communes and collectivized lands. His efforts at increasing production failed and many died of starvation. During the Cultural Revolution, he killed many he saw as a threat to his power and to communist control. This shows that Marx's beliefs must have had some impact because he was able to influence many people in an entirely different region in the world from the European one in which he wrote.

Communism and humanism, although completely different, have had similar results in that they have both succeeded in influencing and persuading people in other regions to think in different ways and to question their lifestyle. This is true of the societies in Europe during the Renaissance and China under the rule of Mao Zedong.

In history, many different beliefs have made an impact on societies associated with them. Both Hinduism and legalism have had a major affect on different areas. Hinduism used the caste system, which influenced daily life in a major way. They also believed in karma, dharma, and reincarnation. Legalism was very strict, and believed that people needed harsh laws. India and China have been changed by the adoption of these belief systems.

Hinduism originated in ancient times in India. One of the main beliefs of Hinduism was the caste system. The caste system was a religious heirarchy that molded the daily lives of Hindus. It was very strict. At the top were the Brahmins, who were the priests. Then, there were the Kshatriyas, who were the warriors, the vaishyas, who were the merchants, and the sudras, who were the peasants. Considered below the caste system were the untouchables. Hindus believe that if you do your dharma, which is your duty, you will have good karma. If you have good karma, you will move up a varna, or a caste, through reincarnation until you reach moksha, which is the final resting place for the Hindu soul. This caste system shaped the every day lives of the Hindus.

Hinduism was extremely influencial in India throughout its history. For example, under Hinduism caste rules governed cooking, marriage, and employment. The untouchables, who were below the caste system, were left to do the dirty jobs, such as garbage clean up and disposal of dead bodies. It was considered a sin to look at them. So in the past, when they would walk down the street, they would have to bang sticks together to let people know they were coming. One time period that was affected by Hinduism was the Gupta Empire. There was

Thematic Essay—Practice Paper – B

a revival of Hinduism, which took away freedoms. Purdah was adopted, which meant there were social restrictions on women. They were secluded and had to wear a veil in public. They could not divorce or own property, and land-owning was a source of power. Hinduism had an impact.

Legalism has been best known to be used in the Qin dynasty of China. Ruler Qin Shi Huangdi was the emperor, and believed that humans are naturally bad, and need strict laws and harsh punishments to be good. These orders were needed to impose order and stability.

In the Qin, because of how strict legalism was many citizens lived in fear. There were harsh laws and severe punishments for anyone who did not abide by the laws. Also, many books were burned by Shi Huangdi that went against his rule. Legalism molded the everyday lives of the people of the Qin. Shi Huangdi had a huge army and used it to watch over and intimidate his people.

Many religions and belief systems, such as Hinduism and legalism have shaped many societies. Their beliefs and guidelines have made the world and different societies what they are today.

Throughout history, belief systems and their practices have influenced societies and regions. Belief systems were a way in which people had to live there lives a certain way. A belief system influenced a society or region in which it was practiced.

One example of a belief system is Christianity. Christianity is the belief in one god. They believed in Jesus and looked up to him about a lot of things. People who believe in Christianity believe that god is the reason why were still here today. You also have to take time and prey and most Christians go to church every sunday to “connect” with him. Today we still believe in Christianity and we still use it today.

Another belief system that very important is communism. Communism is when you have no control in your beliefs. The communist state tells you what you're beliefs are and what you can and cant do. When you believed in communism you tend to live a very restricted life and you don't really have much say in what you can say/do.

There are many types of Belief systems out there and many of them are very different. But when choosing you're beliefs you have many options. But as you can see throughout history, belief systems and their practices have influenced societies and regions still today.

Belief systems and practices are an important factor in determining the past and future of societies and regions. All societies and regions are influenced by beliefs and practices. Two examples of belief systems that have impacted certain regions and societies to a great extent are Islam and communism. Whole countries have been shaped by these beliefs, including the former Soviet Union and other countries in Eastern Europe, as well as China.

Communism was formed by the ideas of Karl Marx, who wrote that the proletariat would overthrow the rule of the bourgeoisie and use their power to create a classless society. These ideas began to appeal to the Russian people, who had been ruled by a chain of czars. These czars held the authority that was not shared with the majority of Russians, who were peasants. When a new group, called the Bolshevik Party, emerged before the Russian Revolution, they were supported by the peasants, who felt the Bolsheviks offered all that they wanted, including peace, land, and bread. The Bolshevik Party was able to overthrow the czar, and started to establish a communist government. Rather than giving power to the proletariat, they used their power to oppress and censor the people. When Joseph Stalin emerged as the communist government's leader, many people were killed in purges, and the people lived in fear, under the rule of the new Soviet Union. Their whole society was changed by Stalin's brand of communism.

Islam has also been an important belief system throughout history. Muslims believe that there is one god, "Allah", whose prophet was Muhammed. They believe in giving charity to the poor. Muslims also believe that at least one time in their lives they should make a trip to the holy city of Mecca. This is known as the hajj. During the Crusades,

Thematic Essay—Practice Paper – D

there was a violent struggle between Muslims, Jews, and Christians over possession of the holy land to which each group believes they have rights. In modern times, Palestine has been deeply involved in these conflicts, and there are now extreme tensions between Palestine and Israel. Iran was another location greatly affected by Islam in recent times. Iran's future was determined by the beliefs of the people, who supported Ayatollah Khomeini in overthrowing the Shah. Khomeini created a theocracy in which people are subject to all Islamic law. Women are especially limited by the law; they must always be accompanied by a man in full body coverings. The development of the Middle East has been hugely determined by Islamic beliefs.

Belief systems and practices have been a major factor throughout history in shaping societies and regions. Places such as China, Russia, and the Middle East were all greatly influenced by the belief systems of the people.

Belief systems and practices have influenced societies and regions throughout history. Christianity is a popular, monotheistic religion that has made a big impact on many regions and communism is another belief system that had a big influence on the societies that practiced it.

Christianity is one of the most well known belief systems in the world. It was first spread by a man named Jesus who was said to be the son of God. After Jesus' death, his disciples continued to spread 'the word of God' and spread the religion. Christianity is a monotheistic religion. Followers of this faith pray to God and worship in a church. Followers live by the Ten Commandments, the Christian guidelines. Christianity has influenced many societies. It was spread around the world and adopted by different societies. The people adapt their lives to live by the Ten Commandments. In the earlier times of the history of Christianity, the priests were very high up on the social structures. Many societies were run by the Christian Church; the Church and state ran together. Many early rulers were Christian and their faith influenced how they ruled. Also, the regions involved in the Crusades, the holy wars, were greatly impacted.

Communism is another belief system that has impacted many regions. Through communism a government controlled everything. The government told the people what to produce agriculturally and manufacturally. Then they collected most of it to redistribute or trade. Many communist governments practiced this, it's called collectivization. Most communist governments were unsuccessful in the end. Many times the people in communist society died of starvation and famine.

Thematic Essay—Practice Paper – E

Christianity and communism both had great impacts and influence on the regions and societies that practiced them. Christianity is still a popular religion practiced today.

Practice Paper A—Score Level 4**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the beliefs and practices of humanism and its influence on Europe more thoroughly than the beliefs and practices of communism and its influence on China
- Is both descriptive and analytical (*humanism*: prior to the Renaissance during the Middle Ages, many people’s lives were fixated around the Church; humanism encouraged the idea that individuals could achieve greatness; important artists and thinkers are examples of individuals whose achievement was promoted by humanism; a second aspect of humanism is the revival of ancient classical culture; for the first time since the fall of Rome, people’s focus shifted from humility and community to individual pride and achievement; artists learned to express themselves through new means of art and literature; people began reading, writing, and thinking more for themselves; books became more accessible to more people which increased literacy, leading to a much more intelligent public; large numbers of people began to question the authority of the Church, causing the Church to lose power; *communism*: an economic system that appealed to many people in the early 20th century; Marx encouraged the proletariat to overthrow the bourgeoisie and establish their own provisional government; everyone is to be equal, to earn the same amount of money, and the government controls the economy; communist government established in China; Mao appealed to the peasantry and used them as his base of support; Mao killed many he saw as a threat to his power and to communist control)
- Supports the theme with relevant facts, examples, and details (*humanism*: Leonardo DaVinci; Niccolò Machiavelli; Galileo; Socrates; Plato; Gutenberg; printing press; vernacular; Martin Luther; sale of indulgences; *communism*: Karl Marx; *Communist Manifesto*; egalitarian society; communes; collectivized lands; Great Leap Forward; Cultural Revolution)
- 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. Facts, examples, and details show an understanding of these belief systems, their spread, and their effects. The discussion of the influence of humanism is strong and includes many details. However, the discussion of communism is less developed.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for Hinduism and legalism
- Is more descriptive than analytical (*Hinduism*: caste system was a religious hierarchy that influenced daily life; Hindus believed that good karma would lead to moving up a caste through reincarnation; Moksha is the final resting place for the Hindu soul; caste rules governed cooking, marriage, and employment; purdah meant social restrictions on women; women could not divorce or own property; *legalism*: believed that people needed harsh laws to impose order and stability; Shi Huangdi believed that humans are naturally bad and need strict laws and harsh punishments; because of how strict legalism was, many citizens lived in fear)
- Includes some relevant facts, examples, and details (*Hinduism*: Brahmins—priests; Kshatriyas—warriors; Vaisyas—merchants; Sudras—peasants; dharma; varna; dirty jobs; Gupta Empire; seclusion; *legalism*: Qin dynasty; books burned; use of army to intimidate people)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is in the discussion of Hinduism and the use of examples and details to demonstrate an understanding of the task. The influence of legalism lacks development.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning the beliefs and practices of Christianity and mentioning the influence of communism
- Is descriptive (*Christianity*: belief in one God; go to church every Sunday; *communism*: communist state tells you what your beliefs are and what you can and cannot do)
- Includes few relevant facts, examples, or details (*Christianity*: Jesus; *communism*: restricted life)
- Demonstrates a general plan of organization; lacks focus; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response mentions the beliefs and practices of Christianity. Details about the influence of communism are not developed. The response demonstrates a very limited understanding of the task.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for communism and for Islam
- Is more descriptive than analytical (*communism*: formed by Karl Marx who wrote that the proletariats would overthrow the rule of the bourgeoisie and use their power to create a classless society; communist ideas appealed to Russian people; power not shared with the majority of Russians, who were peasants; czar was overthrown and communist government was established; power used to oppress and censor the people; people lived in fear under the rule of the new Soviet Union; *Islam*: Muslims believe in one God whose prophet was Muhammad; during the Crusades, there was a violent struggle between Muslims, Jews, and Christians over possession of the Holy Land to which each group believes they have rights; theocracy created in Iran in which all people are subject to Islamic law; women are especially limited by the law)
- Includes some relevant facts, examples, and details (*communism*: Bolshevik Party; Russian Revolution; peace, land, and bread; Joseph Stalin; purges; *Islam*: Allah; giving charity to the poor; Hajj; Ayatollah Khomeini; Shah); includes a minor inaccuracy (*Islam*: women in Iran must always be accompanied by a man in full body coverings)
- 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 strength of the response is in the discussion of the beliefs and practices of communism and its influence on the Soviet Union. The influences mentioned for Islam lack development.

Practice Paper E—Score Level 2

The response:

- Minimally develops some aspects of the task for Christianity and communism
- Is primarily descriptive (*Christianity*: a popular monotheistic religion; Jesus was said to be the son of God; followers worship in a Church and live by Christian guidelines; priests were high up in the social structure; many societies were run by the Christian Church; many early rulers were Christian and their faith influenced how they ruled; regions involved in the Crusades were impacted; *communism*: government controlled everything; government told the people what to produce; most communist governments were unsuccessful in the end; many times, people in communist societies died of starvation and famine); includes faulty application (*Christianity*: first spread by Jesus; *communism*: redistribution is called collectivization)
- Includes very few relevant facts, examples, and details (*Christianity*: disciples; Ten Commandments)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response relies on sweeping generalizations to discuss the influences of Christianity and communism and fails to identify or imply the society or region being influenced. Lack of development weakens the response.

Global History and Geography Specifications August 2016

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Belief Systems	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Environment and Society; Science and Technology; Urbanization; Conflict; Human and Physical Geography; Movement of People and Goods	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 2016 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.