

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, January 29, 2003 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

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

For **Part III A** (scaffold or open-ended questions):

- A question-specific rubric

Global History
and Geography
January 29, 2003

Part I

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

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Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

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Global History and Geography
Content-Specific Rubric
Thematic Essay—January 2003

Theme: Change

Throughout history, political revolutions had many causes. These revolutions affected society and led to many changes. The changes may or may not have resolved the problems that caused the revolutions.

Task: Choose *one* political revolution from your study of global history and geography and:

- Explain the *causes* of the revolution
- Describe the *effects* this political revolution had on society
- Evaluate whether the *changes* that resulted from the political revolution resolved the problems that caused it

You may use any example from your study of global history, but **do not use the American Revolution**. Some suggestions you might wish to consider include the French Revolution (1789), Mexican Revolution (1910), Russian Revolution (1917), Chinese Revolution (1949), Cuban Revolution (1959), or Iranian Revolution (1979).

Score of 5:

- Shows a thorough understanding of the causes of a specific political revolution, the effects of that revolution on a society, and the effectiveness of that revolution in resolving the problems that caused it
- Thoroughly addresses all aspects of the task evenly and in depth by choosing *one* political revolution, explaining *at least two* causes of that revolution, describing *at least two* effects that the revolution had on the society, and evaluating whether the changes resolved the problems that caused the revolution
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of a specific political revolution, e.g., the French Revolution led to the overthrow of Louis XVI, an absolute monarch, yet it created conditions for the rise of Napoleon, a dictator *or* the Russian Revolution addressed the problem of land distribution, but it did not end poverty or inequity in Russia
- Richly supports the theme with relevant facts, examples, and details, e.g., French Revolution—Declaration of the Rights of Man and Citizen, Girondists, Jacobins, Reign of Terror, Robespierre; Russian Revolution—Lenin’s leadership of the Bolsheviks, Romanovs, Rasputin, Mensheviks, World War I, Treaty of Brest-Litovsk
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 4:

- Shows a good understanding of the causes of a specific revolution, the effects of that revolution on a society, and the effectiveness of that political revolution in resolving the problems that caused it
- Addresses all aspects of the task, but may do so unevenly
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of a specific political revolution
- Includes relevant facts, examples, and details
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 3:

- Shows a satisfactory understanding of the theme of political revolutions
- Addresses most aspects of the task *or* addresses all aspects in a limited way
- Shows some ability to analyze and evaluate a specific political revolution, but not in any depth, and is more descriptive than analytical
- Includes some facts, examples, and details; may contain some inaccuracies
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of political revolutions by repeating the task and concludes by repeating the theme

Some Examples of Limited Treatment of Task at Level 3

Causes of Revolution	Effects of Revolution	Evaluation of Changes
Explains <i>two</i> causes of the revolution	Describes <i>two</i> effects of the revolution on a society	Evaluates whether <i>one</i> change resulting from the revolution resolved the problems that had caused the revolution
Explains <i>two</i> causes of the revolution	Describes <i>one</i> effect of the revolution on a society	Evaluates whether <i>one</i> change resulting from the revolution resolved the problems that had caused the revolution
Explains <i>one</i> cause of the revolution	Describes <i>two</i> effects of the revolution on a society	Evaluates whether <i>one</i> change resulting from the revolution resolved the problems that had caused the revolution
Explains <i>two</i> causes of the revolution	Describes <i>two</i> effects of the revolution on a society	

Score of 2:

- Shows a limited understanding of the theme of political revolutions
- Attempts to address some aspects of the task
- Develops a faulty or weak analysis or evaluation of a specific political revolution
- Includes few facts, examples, and details; may contain some inaccuracies
- May be a poorly organized essay, lacking focus; may contain digressions; may not clearly identify which aspect of the task is being discussed
- May lack an introduction and/or a conclusion, or these elements may not refer to the theme of political revolutions

Some Examples of Limited Treatment of Task at Level 2

Causes of Revolution	Effects of Revolution	Evaluation of Changes
Explains <i>two</i> causes of the revolution	Describes <i>one</i> effect of the revolution on a society	
Explains <i>one</i> cause of the revolution	Describes <i>two</i> effects of the revolution on a society	
Explains <i>one</i> cause of the revolution	Describes <i>one</i> effect of the revolution on a society	Evaluates whether <i>one</i> change resulting from the revolution resolved the problems that had caused the revolution

Score of 1:

- Shows a very limited understanding of the theme of political revolutions
- Attempts to address a few aspects of the task in a very limited way
- Lacks an analysis or evaluation of a specific political revolution
- Includes few or no accurate or relevant facts, examples, or details, consisting of generalities
- May demonstrate a major weakness in organization
- May lack an introduction and/or a conclusion, or these elements may not refer to the theme of political revolutions

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

Scoring Notes:

1. When evaluating the changes of a particular revolution, the problems mentioned in the response may be presented as either resolved or not resolved, as long as that determination is supported by specific historical information.
2. The evaluation of the changes, the causes, and/or the effects may be combined within the response, or they may be addressed separately.
3. The effects of a given revolution do not have to be linked to the causes. Likewise, the evaluation of the effectiveness of the revolution may or may not refer to the causes.
4. The effects do not need to be limited to the immediate time period of the revolution.
5. If Russian Revolution is selected, either the March or October Revolution may be used.

History, in the eyes of many, can be viewed as a series of changes all interdependent on one another. These changes, or revolutions, tend to have somewhat of an effect upon society, and can either solve problems or create more. Thus, when one says "interdependent," this means that revolutions have causes and effects, which are the backdrop for the rest of history. The French Revolution beginning in 1789 was a change in political agenda that had many effects upon society and the individual; in turn, some problems were resolved and others began.

Prior to 1789, long standing social divisions with economic ties existed as a deep rooted problem in France. The First Estate, or clergy, had become virtually exempt from paying taxes, so they were politically untouchable because they were protected by the government so that the peasants could not question their power and authority. The Second Estate, or nobility, had their tax impositions from the government but were able to channel most money from the Third Estate, a large percentage of the population consisting of the middle class "bourgeoisie." The impositions of taxes nearly all upon the Third Estate not only made life harder for peasants (they now worked more to supply money for middle class men to pay taxes)

but it also served as the main purpose for revolution to spark in 1789, when the Third Estate began to demand more rights.

The King, Louis XVI, did not respond to the demands of the Third Estate. He came from a long line of absolute monarchs including Louis XIV who built Versailles Palace. His abuse of power can be seen in his treatment of the Third Estate when they wanted to form the National Assembly. The Estates General was essentially unfair due to the First and Second Estates always outvoting the Third Estate. Louis XIV refused to let the National Assembly meet so they were forced to meet at a tennis court where they took the famous Tennis Court Oath which said they wouldn't give up until there was a written French Constitution. Louis' disregard of the concerns + demands of the Third Estate brought public outrage, which eventually led to his capture and execution by guillotine.

A number of political parties sprouted from divided feelings as the Third Estate made their moves. The Girondists, representing rights for the bourgeoisie, were among the men responsible for "The Declaration of the Rights of Man and Citizen" which documented continuing agenda for acknowledgements. The Jacobins were another

political party responsible for radical views on the revolution, sprouting from which was the hectic Reign of Terror, brutally encompassing many deaths. As political change filled the air among middle class men wanting for rights, peasants also gained rights. After a hectic period of famine and panic in the months of the Great Fear, the parties opted to free peasants from the ties of feudalism. In a march to Versailles, women also began to let their voice be heard.

The changes resulting from the French Revolution did, and yet did not, resolve the problems that caused the revolution. Overall, the French Revolution was an experimental time that desperately attempted at making life better. With the agricultural and industrial revolutions on the horizon, people were also beginning to advance philosophically and righteously. Positive results of the French Revolution could include that people gained more rights as a whole and were enlightened. The discontent of the lower class was addressed when the feudal privileges of nobles were abolished, the upper classes lost power, and the gap between rich and poor was narrowed. In addition, the power of the Church was decreased when the National Assembly took away some of their land and

passed the Civil Constitution of the Clergy.

Negatively, however, the Revolution resulted in the Reign of Terror and its aftermath. Moreover, even though it overthrew a despot, Louis XVI, it opened the door to Robespierre and eventually to the dictatorship of Napoleon. France would become enmeshed with a whole onslaught of political, economic, and social problems in the future, a stage set very much so by the Revolution in 1789.

Anchor Level 5-A

The response:

- Shows a thorough understanding of the causes of the French Revolution, the effects of that revolution on French society, and the effectiveness of the revolution
- Thoroughly addresses all aspects of the task by explaining the causes of the French Revolution, describing the effects of that revolution on French society, and evaluating the effectiveness of that political revolution to solve the problems that had caused the revolution
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of the French Revolution (the social divisions of the three estates caused political inequality and led to the start of the revolution; different political parties such as the Girondists and the Jacobins sprouted up due to political divisions in the Third Estate; the abolition of the feudal system resulted from the anger felt by the economic inequality in society)
- Richly supports the theme with relevant facts, examples, and details (estates; bourgeoisie; estates general; Louis XVI; Jacobins; Girondists; National Assembly; Tennis Court Oath; guillotine; Declaration of Rights of Man and Citizen; Reign of Terror; Great Fear; Robespierre; Napoleon)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, i.e., explains the causes of the French Revolution, describes the revolution, describes the effects of the revolution on French society, and then evaluates whether the changes resulting from the French Revolution resolved the problems that had caused the revolution
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The discussion of the causes and the effects of the revolution is sophisticated. The conclusions and connections that are drawn are particularly strong, especially when evaluating the outcomes of the revolution. The unique introduction and conclusion add to the overall quality of the response.

Revolutions throughout history have brought about drastic changes to countries who had them either for better or worse. A revolution can be defined as an uprising against an authoritarian system by the masses. One of the most famous revolutions and one of my personal favorites throughout history has to be the French Revolution of 1789.

The French Revolution had various causes not the most important of all was the unfair taxation system and the discrepancy between social classes. In France during 1789 the social class system was divided into three groups, or estates. These were the first estate which represented the clergy and the church, they did not get taxed and represented about ~~10~~ 1 percent of France's population. The second estate were the nobility which also represented about one to two percent of the population. They had to pay almost no taxes. The rest of the population was the third estate. This group represented about 98% of France's population and they had

to pay 50% of their incomes and higher to the ~~g~~ government. The Third Estate was made up of the bourgeoisie, peasants and artisans. The bourgeoisie were particularly angry with the old regime because they were wealthy and educated and understood the unfairness of the system. They had also learned about Enlightenment thinkers such as Locke and Rousseau. The peasants also were angry due to their overwhelming poverty that they suffered from because of their heavy tax burden, having to pay fees to the church, feudal lord, and the king.

At that time France was also suffering an economic crisis caused by the leftover debts of Louis XIV and the unwise expenditures of the King Louis the 16th. He called a meeting of the Estates General to resolve this economic crisis. The third estate wanted to create a national assembly but were denied. In a massive uprising the third estate declared itself independent

and drafted its own constitution. They also declared a war against France's Government. Insanity and Anarchy ensued as the clashes between the third estate and royalty continued. In the end, the much larger third estate over-whelmed the Monarchy and killed the Kings and drove out the nobles. But the Reign of Terror under Robespierre left the people in much confusion and the deaths still continued. In a few months, much of French society had been killed by the guillotine and other terrorist methods. When Robespierre turned on his supporter Danton, the people revolted and killed Robespierre, effectively ending the Reign of Terror. The people feared the power of one-man rule and thus the Directory, a coalition of 5 men, took over. However, problems continued and France remained in a state of confusion. It was not until a brilliant young General named Napoleon appeared that the insanity stopped.

In the years after the revolution Napoleon gained more and more power until he became dictator ruling absolutely almost like the King had done. He declared himself emperor in 1804. France did become the most powerful nation virtually dominating all of Europe. But there was no true democracy.

All in all, the Revolution did not completely accomplish the goals. Things were better, but there was still a lot of room for improvement.

Anchor Level 5-B

The response:

- Shows a thorough understanding of the causes of the French Revolution, the effects of that revolution on French society, and the effectiveness of the revolution
- Thoroughly addresses all aspects of the task, but does so somewhat unevenly, using less detail and discussion to evaluate the effectiveness of the French revolution in solving the problems that had caused the revolution
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of the French Revolution (the social divisions of the three estates caused dissatisfaction of the third estate; Enlightenment ideas caused the bourgeoisie to demand more rights)
- Richly supports the theme with relevant facts, examples, and details (Enlightenment; Locke; Rousseau; tax burden; Louis XIV; Louis XVI; Estates General; National Assembly; Robespierre; Napoleon)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The many facts that are included in the response are mentioned, rather than fully explained and discussed. The explanation of the multiple causes of the French Revolution is excellent and contains depth and understanding. Although the effects of the revolution do not relate to the causes of the revolution, this is not a requirement of the task and should not be considered a failure of the response.

During the reign of Czar Nicholas II, problems and revolutionary fervor in Russia came to a peak. The country soon broke out in revolution. Many groups wanted change in Russia but each had something different in mind.

While the Russian Czar was still in power, conditions for the majority of the population were very poor. First of all, there was a tremendous gap between rich and poor and most of the people were the latter. The people of Russia had a virtual feudal system. The boyars had control of the land and the peasants were tied to the land, dependent upon the wishes of the boyars. Many peasants couldn't feed themselves or their families. As a result, many riots broke out over things as simple as bread. Something else that bothered the Russian people was the Czar himself. Many people felt that the Czar was incapable of ruling and that he was too easily influenced by others, like his wife. When Czar Nicholas II brought Russia into World War I, the people of Russia questioned the Czar even more. He sent the ^{unprepared} soldiers into the war without proper equipment. Sometimes they didn't

even have guns or even shoes. The Russian people didn't think that Russia should get involved at all. They wanted to focus on industrializing the country and improving the lives of the ~~the~~ lower classes. For these reasons, the people of Russia were dissatisfied with their gov't and decided to revolt.

The ultimate outcome of the revolution that took place was power being in the hands of Lenin and the Bolsheviks. Lenin established a communist government in Russia after he overthrew the provisional government led by ~~the~~ ~~the~~ Alexander Kerensky. Under Lenin, emphasis was on farmers and workers, not landowners and factory owners. An effective legal system was established and the Communists took control over every aspect of life. They assigned unemployed jobs and gave education to everyone. Overall, Russian society was changed and ordinary people were given a feeling of self worth.

The changes ultimately caused by the Russian revolution aptly met the intentions of those that revolted. First, the weak gov't of the Czar replaced by a strong Communist regime.

The gap between rich and poor all but disappeared, as the gov't controlled a person's career and income. Also, because of this government regulation, people were once again able to feed their families. The boyars lost power and land was redistributed. In the cities, the concerns of the industrial working class were addressed and the proletariat gained more power. The Bolsheviks also pulled out of World War I when they signed the Treaty of Brest-Litovsk with Germany.

As the ultimate result of the Russian Revolution a Communist gov't came to power in Russia. This new gov't met the majority of the goals of the revolution including providing food and jobs for everyone and establishing a strong gov't. They promised peace, Bread and Land, and they delivered.

Anchor Level 4-A

The response:

- Shows a good understanding of the causes of the Russian Revolution, the effects of that revolution on Russian society, and the effectiveness of the revolution
- Addresses all aspects of the task by explaining the causes of the Russian Revolution, describing the effects of that revolution on Russian society, and evaluating the effectiveness of that political revolution to solve the problems that had caused the revolution
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of the Russian Revolution (the virtual feudalism in Russia and the gap between rich and poor made the lower class angry and wanting a new government; the effects of World War I and the focus by the czar on foreign issues rather than dealing with internal problems led to dissatisfaction)
- Includes relevant facts, examples, and details (Czar Nicholas II; feudalism; boyars; World War I; Lenin; Bolsheviks; Alexander Kerensky; changes caused by the Communist government; proletariat; treaty of Brest-Litovsk; peace; bread and land)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, i.e., explains the causes of the Russian Revolution, describes the effects of the revolution on Russian society, and then evaluates whether the changes resulting from the Russian Revolution resolved the problems that had caused the revolution
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. Most of the generalizations are supported by accurate historical facts. The discussion of the multiple causes of the revolution and the results contains some factual inaccuracies (Russian people didn't want to get involved in World War I because they wanted to focus on industrializing; education was given to everyone). However, many insightful analytical statements are included that demonstrate a strong understanding of the causes of the revolution.

Every country has a political system. But sometimes that system doesn't work. It may work for one country, but it might not for another. The ones that don't work often create tension. Then that tension can spark a revolution. In France, an absolute monarchy was in place. The commoners didn't like the way he was running France, so the French Revolution began.

King Louis XIV was a glorious king. By glorious I mean that he made himself glorified. He spent millions of French dollars to build his home, the Palace at Versailles. Louis had also gotten France into wars leaving little money for the country. Louis XVI inherited these problems. He faced the problems of huge debt, financing wars, and too much spending. The commoners had no political power so they couldn't do anything about their sufferings, or to stop Louis to stop spending French money. When signing the Tennis Court Oath didn't get them the reforms they wanted, they turned to rioting like when they stormed the Bastille to free political prisoners, or when the women marched to Versailles and captured the king and queen.

After the revolution, the commoners made themselves heard. First they started killing nobles. The invention

of guillotine made the death sentence easier, faster, and less costly. A quick pull of a rope and a blade came down cutting off the head and reset for the next person. These killings were made public as so that people would behave and not break the law. Thousands of people were killed by guillotine in cluding Lewis XVI and Marie Antoinette, his wife. This was known as the Reign of Terror. This was where Robspierre took over. Finally after thousands of deaths, Robspierre suffered his own fate of death by guillotine. This left every one in fear. After Robspierre died, Napoleon Bonaparte took control of France. He supported the commoners which helped him become the leader of France.

The French Revolution helped out the commoners, but not the people. They did get rid of Louis and his massive spendings of French money, but they created a bigger war. Thousands alone died after the revolution, not to mention during the revolution. It left the people of France in fear of their lives. And the commoners still ended up in poor conditions, with little food. The revolution left them off where they started.

A revolution isn't always good for a country. It ends up as count less deaths that might not have happened.

Anchor Paper – Thematic Essay—Level 4 – B

Not of the times the country will end up back where it started. They wanted to get rid of an absolute monarch but, after the Revolution they ended up with Napoleon, an emperor who ruled just like an absolute leader. But at the same time, they did achieve some of their goals because Napoleon created a stable economy and he equalized taxes between different people in France. But whether the revolution was worth all the deaths is still unclear.

Anchor Level 4-B

The response:

- Shows a good understanding of the causes of the French Revolution, the effects of that revolution on French society, and the effectiveness of the revolution
- Addresses all aspects of the task, but does so somewhat unevenly, describing the immediate effects of the revolution on French society in less detail than other aspects of the task
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of the French Revolution (the spending, wars, and debt under Louis XIV helped cause the revolution; the frustration felt by commoners because they were not heard before the revolution encouraged the Reign of Terror; Napoleon's rule was similar to the rule of King Louis XVI)
- Includes relevant facts, examples, and details (Louis XIV; Palace of Versailles; Tennis Court Oath; Storming of the Bastille; March to Versailles; guillotine; Marie Antoinette; Reign of Terror; Robespierre; Napoleon Bonaparte)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The response is more descriptive than analytical, using a good number of details but not explaining them. Obvious causes such as the inequity of the three estates and the Estates General are omitted, but the general causes (the discontent of the commoner; economic crisis; the extravagant spending) of the revolution are explained and some thought-provoking ideas are included. The response indicates an understanding that the revolution was a long progression of historical events and simply not an effect of the inept rule of one king.

Throughout history, political revolutions have erupted in many nations. Usually sparked by the growing discontent of a class or group, revolutions have led to many changes in society. However they may or may not have solved the problems that caused the revolutions. In 1789, France experienced a revolution led by the middle class. As a result of their efforts to change society, many changes occurred.

In France during the eighteenth century, the majority of the people were members of the Third Estate. Only 3% of French people were found in the First and Second Estate, which was comprised of nobles, priests and clergy. The Third Estate included the middle class, bourgeoisie, artisans, merchants, and the city workers. Although the First and Second Estates were extremely wealthy, the Third Estate was burdened with paying very high taxes. Due to the First and Second Estates' possession of much of the land as well as their exemption from paying taxes, members of the Third Estate continually grew discontent. Eventually, the middle class led a revolution and stormed ~~of~~ the Bastille. Through their efforts, they were able to revolt against their higher

powers. As a result of their success, several newly improved changes were made.

Following the French Revolution, the middle class gained much more power. The success of the revolution led to the signing of the Declaration of the Rights of Man and of the Citizen. Under this important declaration, all men were considered equal and all men were entitled to equal rights. As a result of the growing discontent of members of the Third Estate, the middle class rose in power & were able to make some democratic reforms through The National Convention of 1792-1795. They made a democratic constitution and replaced the monarchy with a national legislature and France was declared a republic. Overall, the major goals of the revolution were accomplished through efforts led by the Third Estate.

Many revolutions occur in history and many do not accomplish their original goals. The French Revolution was an example of this because some of these gains of the revolution were short lived. Robespierre ushered in the Reign of Terror and partly as a result of the anarchy of the time period, Napoleon

was able to gain control. So, as a result of the original revolution, FRANCE had to go through a long period of turmoil. But, the Third Estate was able to lead a revolution which had many positive results. They were able to gain equal rights for all men and in addition, because of their success influenced other nations such as Latin America to revolt against unjust powers or policies as well.

Anchor Level 4-C

The response:

- Shows a good understanding of the causes of the French Revolution, the effects of that revolution on French society, and the effectiveness of the revolution
- Addresses all aspects of the task, but does so somewhat unevenly with a simplistic description of the short-term effects of the revolution on French society and a general evaluation of the effectiveness of that political revolution
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of the French Revolution (the middle class were angry about the inequity between the classes in France, which caused them to want to gain equal rights for men; the achievements that the middle class were able to gain were short-lived because Napoleon had control and put France through turmoil)
- Includes relevant facts, examples, and details (three estates; Storming of the Bastille; Declaration of the Rights of Man and Citizen; National Convention of 1792–1795; France declared as a republic; Robespierre; Reign of Terror; rise of Napoleon)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 4. The response has a good understanding of the causes of the French Revolution and how the revolution affected France as well as other societies (Latin America). The absence of a description of the events of the revolution does not detract from the overall quality of the response and is not required by the task. The discussion tends to mention details rather than explain them, particularly in the explanation of the effects of the revolution. The generalizations drawn in the evaluation are analytical, but adequate details and explanation are not provided.

Throughout history, political revolutions have had many causes. These revolutions have led to many changes in society and may or may not have solve the problems of the revolution. An example of a political revolution that occurred during history is the Russian Revolution of 1917. The revolution was brought about by many factors such as the discontent of peasants toward their ruler the czar and several groups such as the Bolsheviks and Mensheviks wanting a change in government rule.

Russian peasants who were ruled by the czar disliked the fact that they did not own land they needed.

This problem became worse when World War I broke out. Now they not only didn't have land but they didn't have food. Peasants who needed to work the land had to go fight on the lines. Soldiers were poorly supplied so they had to wait for others to die to get supplies. They started to resent both the war and their government. An influential Marxist thinker known as Lenin was one of the many people who

believed a socialist government was a way of life for the people. With the help of his red army, the Bolsheviks, Lenin was able to overthrow the government and gain support from the peasants by promising peace, bread, and land. This alluring promise made peasants eager to overthrow the government and accept Lenin's ideas of a socialist government.

Other groups of people such as the Mensheviks were quickly disregarded as a way to develop their government. The Mensheviks had wanted a government in which elected leaders would run office, but it was rejected. Lenin had succeeded in winning his revolution and creating a communist government.

As a result of the revolution, everyone was given food and land as promised by Lenin, but peace was not quite there. During Lenin's rule he issued strict policies which peasants were forced to follow. If any one should deny him, they would be executed. Enemies were tracked down

and destroyed as punishment for their
denance to the way of life.

In conclusion, the Russian revolution
brought about many good and negative
results. Although peasant promises were
met, the new form of government they
lived under was strict and a danger
to reckon with. Lenins rule was overbearing
and there was no escape. His once promised
speech of peace, bread, and land was now
a reality of the peasants who had seen
his rule as a non-changing one from
czarist. They had gone nowhere.

Anchor Level 3-A

The response:

- Shows a satisfactory understanding of the causes of the Russian Revolution, the effects of that revolution on Russian society, and the effectiveness of the revolution
- Addresses most aspects in a limited way with few supporting details
- Shows some ability to analyze and evaluate, but not in any depth (although peasant promises were met, the new form of government was strict and a danger to reckon with), and is more descriptive than analytical (the effects of World War I)
- Includes some facts, examples, and details (Marxism; Bolsheviks; Lenin; peace, bread, and land)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes by summarizing the theme

Conclusion: Overall, the response fits the criteria for Level 3. Some thought-provoking statements are made, but these statements are not fully explored and discussed. The introduction and conclusion both attempt to analyze the effects of the Russian Revolution. The response has a good understanding of the theme and the generalities surrounding the Russian Revolution, but fails to go beyond these generalities.

Throughout history, there have been many political revolutions. They have had many reasons for them, but mainly because people weren't happy, and when people aren't happy, they revolt.

A big revolution in history was the Russian Revolution in 1917. There were many causes for the gov't to change from a monarchy to communist system. The first one was the fact that the people were not happy with the present ruler. The lower-class people were starving, and had no food. This was mainly because they had no money to buy it. But the ruler got all the food he and his family wanted. This wasn't fair. Another major reason was because at this time, Russia was involved in World War I, or the Great War. Russia was allies with France and Great Britain at the time, but had clearly lost the most men in the war. This was very upsetting. These were all major causes which led to the revolution.

The Revolution was a jump-start to a new beginning, as the people believed. At first, communism was not working well and millions of people died in a civil war. Lenin used his new economic policy to provide food to get the economy going good for the USSR, at the time before, the economy was falling apart. Under Communism, the economy had been fixed, at least a little. The revolution improved the people's economic status, and made them feel better. It made the poor better off than they had been before the revolution.

The reasons the revolution had been started, were mostly fixed. It did get the people out of WWI, and thus many, many people stopped dying. It had also fixed the economy, and made items of necessity affordable. Many of the reasons the revolution had been started had been fixed.

Since the Russians were unhappy in 1917, they had revolted. They had overthrown their old ruler, and started

new. They had had a successful revolution, because almost all of the population was in need of a new way of life, they all got one.

Anchor Level 3-B

The response:

- Shows a satisfactory understanding of the causes of the Russian Revolution, the effect of that revolution on Russian society and the effectiveness of the revolution
- Addresses all aspects in a limited way with few supporting details
- Shows some ability to analyze and evaluate, but not in any depth or with any explanation and is more descriptive than analytical (under communism, the economy had been fixed, at least a little)
- Includes some facts, examples, and details (World War I; the Great War; brief reference to New Economic Policy; civil war)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of political revolutions by repeating the task and concludes by summarizing the theme

Conclusion: Overall, the response best fits the criteria for Level 3. However, the response provides only a cursory treatment of the task with a lack of detail and analysis. Important information, such as a solid historical background and supporting details, is not provided.

The date July 14, 1789 shall forever live in infamy.

On this date, the bloodiest revolution the ~~war~~ world had ever known began. Thousands of people would die, and the life of every citizen would be forever changed.

This is the date of the storming of the Bastille, the start of the French Revolution.

There were many underlying causes that lead to the start of the French Revolution. King Louis ~~XIV~~ had built the Palace of Versailles and many other lavish places about a century before. His unwise use of the government's money ~~had~~ increased France's debt to heights it had never seen before. The burden of paying off this debt fell upon the poor by way of taxes.

The poor became poorer and the rich became richer.

France's society was divided into the first, second, and third estates, from wealthiest to poorest. The members of the third estate were treated very poorly.

They were not only taxed excessively, but worked excessively as well.

After a few years of revolution, ~~the~~ a reign of terror took over the government. Thousands of people were killed by the guillotine. Robespierre and his Committee of Public Safety claimed this was

Anchor Paper – Thematic Essay—Level 3 – C

necessary to create a fairer society for the people.

During the chaos and disorder of this period a young military officer came to power, Napoleon Bonaparte.

He became a very powerful dictator. Napoleon was a famous general and he promised to restore order to

France. The lives of the citizens were improved slightly under his reign, especially with his Napoleonic Code.

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

- Shows a satisfactory understanding of the causes of the French Revolution, and the effects of that revolution on French society
- Addresses the causes and effects of the French Revolution but fails to evaluate the effectiveness in solving the problems that had caused the revolution
- Shows some ability to analyze the causes of the French Revolution, but not in any depth, and is much more descriptive than analytical (Louis XIV's unwise use of government money increased France's debt to heights it had never seen before; the burden of paying off this debt fell upon the poor by way of taxes)
- Includes some facts, examples, and details (King Louis XIV; Palace of Versailles; estates; Reign of Terror; guillotine; Napoleon Bonaparte)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of political revolutions by repeating the task and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 3. The response is strong in its details when discussing the causes of the French Revolution and provides a general discussion of the effects of the revolution. However, the absence of an evaluation of the revolution and the lack of a conclusion limits the overall quality of the response.

Throughout history, political revolutions have had many causes. These revolutions have led to many changes in society and may or may not have solved the problems that caused the revolutions. The French Revolution is a good example of this statement. There were many causes and effects.

One cause of the French Revolution was that the peasants were heavily taxed. The aristocracy wasted the money that the peasants gave as taxes. The peasants lost their homes and starved. The peasants grew angry and stormed the Bastille. After that ^{there was} ~~they came~~ the National Assembly. King Louis XVI wanted each estate to meet separately but the ~~king~~ ^{peasants} didn't like that idea and came up w/ The Declaration of Rights of Man.

The effect was that the peasants grew in their power, and the

King ~~Louis~~ was beheaded along
w/ Marie Antoinette. France
became a republic.

The French revolution led
to a change in society and
caused the revolution.

Anchor Level 2-A

The response:

- Shows a limited understanding of the causes of the French Revolution, the effects of that revolution on French society, and the effectiveness of the revolution
- Attempts to address some aspects of the task but fails to evaluate the effectiveness of this political revolution
- Develops a weak analysis with no depth
- Includes some facts, examples, and details; but many of the facts do not support the different aspects of the task (Storming of the Bastille, National Assembly; King Louis XVI; Declaration of the Rights of Man; Marie Antoinette)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of political revolutions by repeating the task and concludes with a one-sentence statement

Conclusion: Overall, the essay best fits the criteria for Level 2. Although at first, the response seems to fit the criteria for Level 3, the description of the causes and the effects overlooks much important information. The details provided are not explained. The effects are listed and oversimplified. Events and goals of the revolution are confused. Despite the satisfactory organization, the conclusion is weak and confined to one confusing sentence.

Throughout history, political revolutions have had many causes. These revolutions have led to many changes in society, and have solved the problems that caused these revolutions.

An example of this statement would be the Russian Revolution of 1917 during Czar Nicholas II rule.

In 1917, Russia was in ruins. Many people were dying of starvation because of the shortage of food. In climate cold weather made Russia a very hard place to live. Also, many rebellions broke out among the people concerning the food shortages. This also caused many deaths. Czar Nicholas II of the Romanov dynasty paid very little attention to what

was going on in his own country. This was because of his son Alexi's disease of hemophilia. An establishment of Peace, Land, and Bread among the people arose as time went on. Karl Marx's ideas of leadership flooded Russia with the reading of his "Communist Manifesto."

Soon after Nicholas II's and his family's death. Communism was in control, people were back to working, crops slowly were becoming of abundance, and peace thrived the nation.

Marx in reality had become a very strong political leader. If not for his ideas and encouragement of Communism, Russia would have been like it was during Czar Nicholas II rule.

In conclusion, political revolutions have had many causes. These revolutions have led to many changes in society that have solved the ~~causes~~ problems that have caused these revolutions. Whether the change be political or social.

Anchor Level 2-B

The response:

- Shows a limited understanding of the causes of the Russian Revolution, the effects of that revolution on Russian society, and the effectiveness of the revolution
- Attempts to address some aspects of the task but fails to evaluate the effectiveness of this political revolution
- Develops a weak analysis with little depth (If not for [Marx's] ideas and encouragement of communism, Russia would have been like it was during Czar Nicholas II's rule)
- Includes some facts, examples, and details (Czar Nicholas II; Romanov dynasty; Alexi; hemophilia; Karl Marx; Communist Manifesto; peace, bread, land)
- Is a satisfactorily developed essay, demonstrating a plan of organization
- Introduces and concludes the theme of political revolutions with a simple restatement of the theme

Conclusion: Overall, the essay best fits the criteria for Level 2. There are some details and supporting information, but the discussion is limited. The lack of an evaluation of the effectiveness of political revolutions beyond the statement “revolutions have led to many changes in society that have solved the problems that have caused these revolutions” weakens the response.

~~The~~ ~~main~~ Revolutions are wars fought inside of ones own country and there can be many reasons for these revolutions such as nationalism.

In France there was a revolution against King Louis the XIV. There were many causes for this revolution. One was the enormous debt that Louis XIV had caused his country to have. This debt was caused by the building of the palace at Versailles. Louis the XIV had also taxed the population, ~~very~~ heavily, causing poverty and famine. The palace of Versailles was going further into debt because of its upkeep and all the food that was going to the nobility that had lived there.

The end of this revolution had produced more ~~wealth~~ wealth for the lower classes. It had even made some of the middle class become nobility. It had caused the formation of a new government also.

This revolution had solved the problem of the high taxes at that moment but there was still the vast amount of debt owed for the Palace of Versailles. It had given more people

money so that there would be less famine and poverty
Even if a revolution is successful it
doesn't mean that there will be a great
amount of change at the end of it.

Anchor Level 2-C

The response:

- Shows a limited understanding of the causes of the French Revolution, the effects of that revolution on French society, and the effectiveness of the revolution
- Attempts to address all aspects of the task but does so in a simplistic, cursory manner
- Develops a weak analysis with little depth (less famine and poverty after the end of the revolution)
- Includes few facts, examples, and details (Louis XIV; Versailles) and contains an inaccuracy (the French Revolution was during Louis XIV's reign)
- Is a satisfactorily developed essay, demonstrating a plan of organization
- Introduces the theme by defining revolutions and giving a reason for them and concludes with a general statement about the uncertain results of revolution

Conclusion: Overall, the essay fits most of the criteria for Level 2. The response attributes the French Revolution to the building of the Palace at Versailles and the subsequent taxing of the population due to this heavy spending. There is no mention of the Estates, the social or political inequity that existed in France, or Louis XVI. This absence of essential information is typical of a Level 2 response.

Throughout history, political revolutions have had many changes in society and may or may not have solved the problems that caused the revolutions.

In the French Revolution, people wanted their basic rights restored, but monarchs denied many no opinions on any political statements or government policies which pertained to it's countrymen. So many began to form liberal parties and started to fight for their freedom and their own opinions. Some fought politically while others used force to persuade people in power. Take for example "the Great Dictator Napoleon Bonaparte." He liked power so much he gathered his army and began to conquer most of Northern Europe with just the burning desire to control it all. But in history in order to gain you must lose every powerful leader, and societies will some point in time begin to crumble.

Anchor Level 1-A

The response:

- Shows a very limited understanding of the causes of the French Revolution, the effects of that revolution on French society, and the effectiveness of the revolution
- Makes little effort to address the different aspects of the task
- Lacks an analysis and evaluation of the causes and effects of the French Revolution, making only vague statements (in order to gain you must lose every powerful leaders)
- Includes few accurate and relevant facts, examples, or details, consisting of generalities, and contains inaccuracies (confuses Napoleon Bonaparte's conquests with the use of force during the French Revolution)
- Demonstrates a major weakness in organization
- Introduces the theme of political revolutions with a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. No mention of the changes brought about by the French Revolution is provided. Moreover, the examples of Napoleon Bonaparte and the use of force are confusing and irrelevant.

Throughout history, political revolutions have had many causes. The Cuban Revolution 1959 have led to many changes that have solved the problems of that country. After the Cuban Revolution there was a communist government that still exists until today. What causes the revolution was the freedom that people wanted to have.

After the Cuban Revolution there was a communist government that still exists until today. This communist party was led by Fidel Castro, which is now the governor of that country. Fidel Castro wanted his people to be equal and that's why he took land away from rich people so everyone could have the same amount of land. Until today nothing changes. because Castro still have his ideas of a communist nation.

In conclusion, Cuban Revolution brought good and bad things. The good ones were that they become free from the colonial empires and second they have what they wanted. The bad ones is that people doesn't have that kind of good life they wish but they could live.

Anchor Level 1-B

The response:

- Shows a very limited understanding of the causes of the Cuban Revolution, the effects of that revolution on Cuban society, and the effectiveness of the revolution
- Makes some effort to address the different aspects of the task
- Lacks an analysis and evaluation of the causes and effects of the Cuban Revolution, making only vague statements (what causes the revolution was the freedom that people wanted to have; nothing changes because Castro still have his ideas of a communist nation)
- Includes a few accurate and relevant facts, examples, or details (Castro led the Cuban Revolution) and contains inaccuracies (they [the Cubans after the revolution] became free from the colonial empires)
- Demonstrates a general plan of organization
- Introduces the theme of political revolutions with a restatement of the theme and concludes with the evaluation

Conclusion: Overall, the response fits the criteria for Level 1. Few accurate and relevant details are provided to support the theme. There is mention, but no discussion, of the effects of the revolution. The writer seems to confuse the movement for independence from Spain (1898) with the Communist revolution in Cuba (1959).

Throughout history, political revolutions have had many causes. These revolutions have led to rising changes in society and may not have solved the problems that caused the revolution. One example of this is the Russian Revolution in 1917. It has shaped Russia's history and the people living in Russia.

The history of Russia has had many changes. Some for the good some for the better but they all shaped Russia into what it is now. The Russian Revolution was taking place during WWI. Nicolas I son of Alexander III was czar and his wife Czarist Alexandria. They had a young son named Alexi and he had hemophilia. A horrible disease that makes you bleed excessively without stopping. They needed to do something and there was no cure, so they called for Rasputin. Rasputin was a monk that was very naughty also. He healed Alexi though every time he was bleeding, he worked wonders. But officials of the government started to become suspicious and wondered why Rasputin was always in the palace. Newspapers started spreading rumors that Alexandria was having an affair with him. Meanwhile in the war, Russia was losing many people and artillery in the war. The people of Russia want Russia to get out of the war. They staged many revolts including a revolt that took place in front of the palace, all of the people were killed; this created even more tension in Russia. There were leaders rising up creating their own parties and had many catchy slogans. The leader that also came into power was Vladimir Lenin, his group was called the Bolsheviks, and he led a revolt and the Revolution.

Soon Nicolas II abdicated himself and his son and Lenin soon took power. He was the last czar. The Royal family was taken to Siberia where Lenin and the Bolsheviek put them in a room and killed all of the royal family. The Girls of the family were stabbed to death because of the jewels on their dresses. Lenin wen over the crowd, with his slogan Peace, Land and Bread! Promising he would bring this to Russia. In the streets there were riots breaking out at near food stores for bread and grain. They wanted there land back, and they wanted peace for Russia. Lenin also liked the ideas of Marx and Engels, the political and economical system of Communism. He also contributed to some of the ideas of it. Eventually Russia was set up as a communist state. When Lenin died Stalin took over and was a very harsh ruler. The revolution was over As Lenin sought to make no more changes.

The Revolution in Russia led to many changes in Society and even brought along more problems. Communism was introduced and by 1960 had spread all around the world leaving the democratic nations scared for their own nations. The problems in Russia still persisted in Russia after the Revolution and people still were striving and fighting for their rights.

The French Revolution has both caused, and been the cause of, many political changes. While attempting to address popular concerns about the class structure and distribution of wealth and power, France had an all-out revolution. This revolution radically changed the lives of the French people and the structure of the government of France. For 25 years, France engaged in a complex struggle for power between radical and conservative forces.

In France, a system called the Old Regime existed. In the Old Regime, the First and Second Estates (clergy and nobility) had many privileges that left the Third Estate with few opportunities. Members of the Third Estate paid heavy taxes and tithes to the clergy, while the First and Second Estates did not carry this burden. The lack of ~~taxes~~ taxes from the First and Second Estates and the overspending of the King ^{left} of France short on funds and on the verge of bankruptcy.

Louis XVI called the Estates General to a meeting to get more money from the people. The Estates General was meeting for the first time in 175 years. The resulting election campaign for the Third Estate made people even more determined to change the government.

The Third Estate wanted all three estates to meet together and give each delegate one ^{vote} ~~vote~~. However, the King ruled that each estate would have one vote. In the period following the meeting, a series of power shifts occurred:

After the King and Queen were executed, the Jacobins came to power, and the Reign of Terror began, resulting in the deaths of thousands of people. Finally, Napoleon Bonaparte came to power. He enacted laws based on Enlightenment ideas that benefitted the French people. But, his autocratic reign came to an end at the Battle of Waterloo.

After Napoleon's defeat, the Congress of Vienna formed under the leadership of Prince Metternich. He returned the French government to a monarchy, using the policy of legitimacy and ignoring all forces of nationalism and democracy.

During the next few years, more changes of government occurred in France. People struggled to establish a nation-state and a strong, secure voice in the government. The revolution failed at establishing stable government right away but did succeed at bringing Enlightenment ideas to the government after a long struggle.

Throughout the world, revolutions have taken place and changed the people and their society in their nation. Revolution is defined by the change in gov't., society, and economy and is a rejection of old ways in these areas. The nation of Russia experienced a revolution that had many changes on society.

The people of Russia experienced many problems under the rule of the Romanovs. People had tried to make Nicholas II listen to their concerns but the gov't. never listened to them. The people first rioted in January 1905 on Bloody Sunday. The Zemstovs demanded reforms but were ignored. During the October Revolution of 1905, there were strikes and violence which forced Nicholas to issue the October Manifesto which, theoretically, created a constitutional monarchy in Russia. But Nicholas disbanded the newly-created Duma when it attempted to take action without his direction. It was obvious to the people that the government didn't care about their concerns and desires. The people were engulfed in poverty and the standard of living was low. There was a tremendous gap between the rich and the poor. It was this gap that the Marxists wanted to close. Both the Bolsheviks and the Mensheviks thought that the working class would lead a revolution to do this, though the Bolsheviks thought this should happen sooner rather than later. The poor in Russia wanted a government that would listen to them. Most of the land was still under the control of the nobles. Although

serfdom had been ended by Alexander II, the peasants were essentially enslaved by the rich and could not escape their situation because they were not educated to support themselves. Food shortages were also common amongst the peasants. The military was also discontent. The loss of the Russo-Japanese War to Japan was a humiliating defeat which added to the resentment towards Nicholas' gov't. When the soldiers in World War I were sent off to battle with inadequate supplies, people became even more angry with the czar. They wanted to get out of the war. Such problems led to the Russian Revolution of 1917.

Under the leadership of Lenin, the Bolsheviks wanted to take control through a socialist revolution. Following a provisional gov't and after all of the Romanovs had been eliminated, Lenin redistributed the land to the people so they would be able to grow their own food. Lenin also introduced public education and free health care so the people would be educated and healthy. Lenin tried to nationalize heavy and small industries. After he realized he had to allow for some privatization to stimulate the economy, he introduced the New Economic Policy. After this, the standard of living was increased.

These changes solved the problem of land distribution by giving everyone the same amount. A higher standard of living allowed for poverty to decrease and the production of food

Thematic Essay—Practice Paper - C

increased as a result of the rationalizing of industry. Russia, under their new name of the USSR, became an industrial and military power that rivaled the US in post World War II.

This Russian Revolution of 1917 increased the standard of living and bettered the society. The revolution dramatically changed the society.

Thematic Essay—Practice Paper - D

During history many events and historical events have taken place. One example of events are revolutions.

Revolutions have many causes and affects. These revolutions have led to many unsolved problems.

A revolution that was accounted for many causes and affects is the Chinese Revolution. The Chinese revolutions affected the economy, government and the people of the country. The cause of the Chinese Revolution was the mistreatment of peasants and low declining economy of China. The government wanted to become communist, but many people disagreed.

This caused the Great Leap forward in which was led by a communist leader. The Revolution of China has expanded over time.

Due to the revolutions many of China's people suffered and the economy of China declined drastically.

Due to the changes the revolution had on society it left China isolated for natural or imported raw materials from other countries and China remained in a communist government. The political Revolution did not solve political problems it created new problems and complicated old political problems.

In conclusion, the revolutions affects a countries economy, political system, and its people.

There have been many political revolutions throughout history. These revolutions have changed the ~~society~~ societies in which they rose. They may or may not have solved the problems for which the revolution was started. Such revolutions are the Chinese Revolution of 1949, the Iranian Revolution of 1979, and the French Revolution in 1789.

The French Revolution really stands out. At the time before the revolution, France was split up by social classes, the proletariat, bourgeoisie, and the upper ~~the~~ class, or nobles. The working class, proletariat, and the bourgeoisie, the middle class, were the only classes paying taxes. Louis XVI was using the money to entertain the nobles and live a happy, rich lifestyle. The lower classes were starving, something needed to be done. The king suggested that taxes be raised. But the lower classes had no more money, so they proposed that the upper class pay taxes. Considering that the upper class only made up about 5% of the population, maybe they should have ruled. But that wasn't the case. With France basically

bankrupt, the lower classes began to think more and more. They wanted political power and a say in government, and most of all, food.

In the lower class classes stormed the Bastille, and turned France's Absolute Monarchy into a limited monarch. Changes took place. The government changed (when the people wrote) the Declaration of the Rights of Man. Members of the nobility were made to pay ~~taxes~~ taxes, and lower classes were given more rights. The upper class was miserable, the bourgeoisie wanted more power, and then came the Reign of Terror. For six months, nobles lived in fear.

The French Revolution helped make Napoleon's rule possible. The lower classes saw him as a savior to the chaos that had resulted. His law code led to equal treatment.

The changes that took place during and after the French Revolution have solved the problem that started the revolution. The ideas of the French Revolution never left the people.

Practice Paper A—Score Level 3

The response:

- Shows a satisfactory understanding of the causes of the Russian Revolution, the effects of that revolution on Russian society, and the effectiveness of the revolution
- Addresses most aspects in a limited way with many extraneous details
- Shows some ability to analyze and evaluate, but not in any depth, and is far more descriptive than analytical
- Includes some facts, examples, and details (World War I; Alexander III; Alexandria; Alexi; Rasputin; Lenin; Bolsheviks; Mensheviks; Stalin; Communism) and contains some minor inaccuracies (Nicholas I instead of Nicholas II; Lenin put the royal family in a room and killed them)
- Is a logically organized essay that addresses the task but lacks focus and contains digressions
- Introduces the theme of political revolutions by repeating the task and concludes by elaborating on the theme

Conclusion: Overall, the response fits most of the criteria for Level 3. The response contains a number of details that often lack relevancy. The evaluation of the effectiveness is not explained and is generally weak. The superfluous information is a distraction from the task and does not serve to support the analysis. However, most aspects of the task are addressed and the response does show a general understanding of the causes and effects of the Russian Revolution.

Practice Paper B—Score Level 4

The response:

- Shows a good understanding of the causes of the French Revolution, the effects of that revolution on French society, and the effectiveness of the revolution
- Addresses all aspects of the task, but does so in a somewhat general way
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of the French Revolution (the revolution failed at establishing a stable government right away but did succeed at bringing Enlightenment ideas into the forefront)
- Includes relevant facts, examples, and details (Old Regime; Estates-General; Jacobins; Louis XVI; Napoleon Bonaparte; Battle of Waterloo; Congress of Vienna; Prince Metternich; Enlightenment ideas)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with an assessment of the results of the revolution

Conclusion: Overall, the response best fits the criteria for Level 4. The introduction and the long-term effects of the French Revolution are particularly strong, but the general lack of detail throughout weakens the response. The response makes thought-provoking statements, but they are not adequately supported. The discussion of the Congress of Vienna and legitimacy is particularly interesting.

Practice Paper C—Score Level 5

The response:

- Shows a thorough understanding of the causes of the Russian Revolution, the effects of that revolution on Russian society, and the effectiveness of the revolution
- Thoroughly addresses all aspects of the task by explaining the causes of the Russian Revolution, describing the effects of that revolution on Russian society, and evaluating the effectiveness of that political revolution to solve the problems that had caused the revolution
- Shows an ability to analyze and evaluate the causes, effects, and effectiveness of the Russian Revolution (the unwillingness of the czar to meet the needs of the people led to great discontent of the government; the failed attempts at reforms angered the people and encouraged revolution; military defeats caused the military to go against the czar)
- Richly supports the theme with relevant facts, examples, and details (Romanovs; Nicholas II; January 1905 Bloody Sunday; October Revolution of 1905; October Manifesto; Duma; Marxists; Bolsheviks; Mensheviks; serfdom; Alexander III; Russo-Japanese War; provisional government; Lenin; NEP; nationalization of small industries)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization, i.e., explains the causes of the Russian Revolution, describes the effects, and then evaluates whether the changes resolved the problems that had caused the revolution
- Introduces the theme of political revolutions by establishing a framework that is beyond a simple restatement of the task and concludes with simple statement

Conclusion: Overall, the response best fits the criteria for Level 5. The sophistication of the discussions with the excellent use of detail strengthens the response. The evaluation shows a strong understanding of the idea that the revolution's effects addressed the problems that caused the revolution. The structure of the response is effective, detailing the causes and effects in the evaluation.

Practice Paper D—Score Level 3

The response:

- Shows a satisfactory understanding of a cause of the French Revolution, the effects of that revolution on French society, and a change brought about by the revolution
- Addresses most aspects in a very limited way
- Shows little analysis and evaluation and is more descriptive than analytical (using money to entertain nobles; change from absolute to limited monarchy)
- Includes some facts, examples, and details (proletariat; bourgeoisie; Louis XVI; Storming of the Bastille; Declaration of Rights of Man)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of political revolutions by mentioning revolutions that fit that theme and concludes by simply restating the task

Conclusion: Overall, the essay fits most of the criteria for a Level 3. Although the response addresses most aspects of the task, the supporting information is general and presented in list form with few details. As a result, the effect of the French Revolution on social classes is introduced in the discussion of causes but is not supported. The failure to follow up on the details that are provided and the lack of depth of the treatment of the task give this response a Level 3 rating.

Practice Paper E—Score Level 2

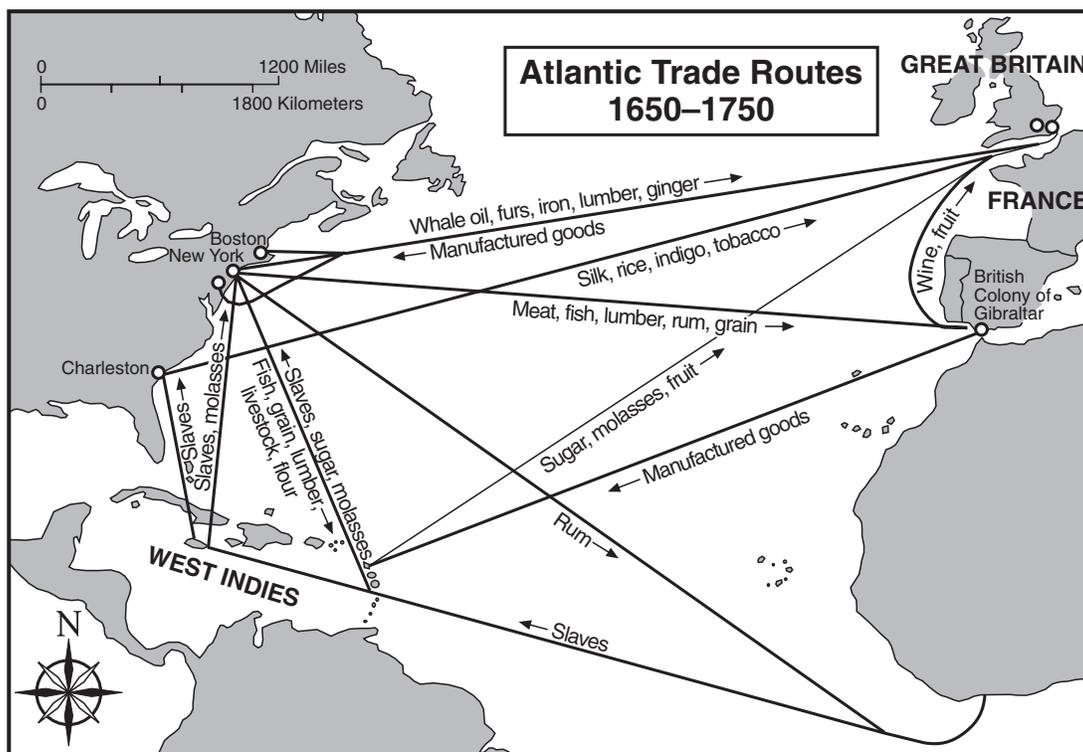
The response:

- Shows a limited understanding of the causes of the Chinese Communist Revolution, the effects of that revolution on Chinese society, and the effectiveness of the revolution
- Attempts to address some aspects of the task with a limited discussion of the causes and a few general statements relating to the effects and the changes
- Develops a weak analysis with little depth
- Includes few facts, examples, and details (mistreatment of peasants; China became isolated as a result of the revolution) and contains some misstatements (the government wanted to become communist but many people disagreed; this caused the Great Leap Forward which was led by a communist leader; left China isolated for natural or imported materials)
- Demonstrates a general plan of organization that lacks development
- Introduces the theme of political revolutions with a simple restatement of the theme and concludes with a general statement

Conclusion: Overall, the response fits most of the criteria for Level 2. The response lacks details and merely identifies the causes of the Chinese Communist Revolution without providing adequate description or explanation. Some generalizations that suggest analysis are made but are not clarified with details.

Global History and Geography
Part A Specific Rubric
Document-Based Question—January 2003

Document 1



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice-Hall (adapted)

1 What did Great Britain export along the Atlantic trade routes?

Score of 1:

- Identifies that Great Britain exported *manufactured goods* along the Atlantic trade routes

Score of 0:

- Incorrect response
Examples: whale oil, furs, iron, lumber, ginger, silk, rice, meat, fish, sugar, molasses, slaves
- Vague response that does not answer the question
Example: Britain traded
- No response

Document 2

In comparing the advantages of England for manufactures with those of other countries, we can by no means overlook the excellent commercial position of the country — intermediate between the north and south of Europe; and its insular situation [island location], which, combined with the command of the seas, secures our territory from invasion or annoyance. The German ocean, the Baltic, and the Mediterranean are the regular highways for our ships; and our western ports command an unobstructed [clear] passage to the Atlantic, and to every quarter [part] of the world.

Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, A.M. Kelly

2 Based on this document, identify *two* ways England has benefited from its location.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each benefit, listed in this document, that location has provided for England
Examples: excellent commercial position; command of the seas; island location; secures territory from invasion; commands a clear passage to the Atlantic

Score of 0:

- Incorrect response
Example: western ports on the Baltic; trade was faster
- Vague response that does not answer the question
Examples: trade was helped; it gave advantages
- No response

Document 3

. . .England, however, has grown great in both respects. She is both a great colonial power and a great industrial power. And she has been fortunate in possessing the natural conditions necessary to success.

For industry and commerce, no less than the command of the seas, are limited by natural conditions. Modern manufactures cluster round coal-fields, where power can be had cheaply; the possession of good harbours is essential to maritime trade; a country where broad and gently-flowing rivers act as natural canals will have advantages in internal communications over a country broken up by mountain ranges. . . . When we recognize that England is rich in these advantages, that she has coal and iron lying close together, that her sheep give the best wool, that her harbours are plentiful, that she is not ill-off for rivers, and that no part of the country is farther than some seventy miles from the sea, we have not said all. . . .

Source: George T. Warner, *Landmarks in English Industrial History*, Blackie & Son Limited

3 According to this document, what are *two* ways Great Britain has benefited from its geography?

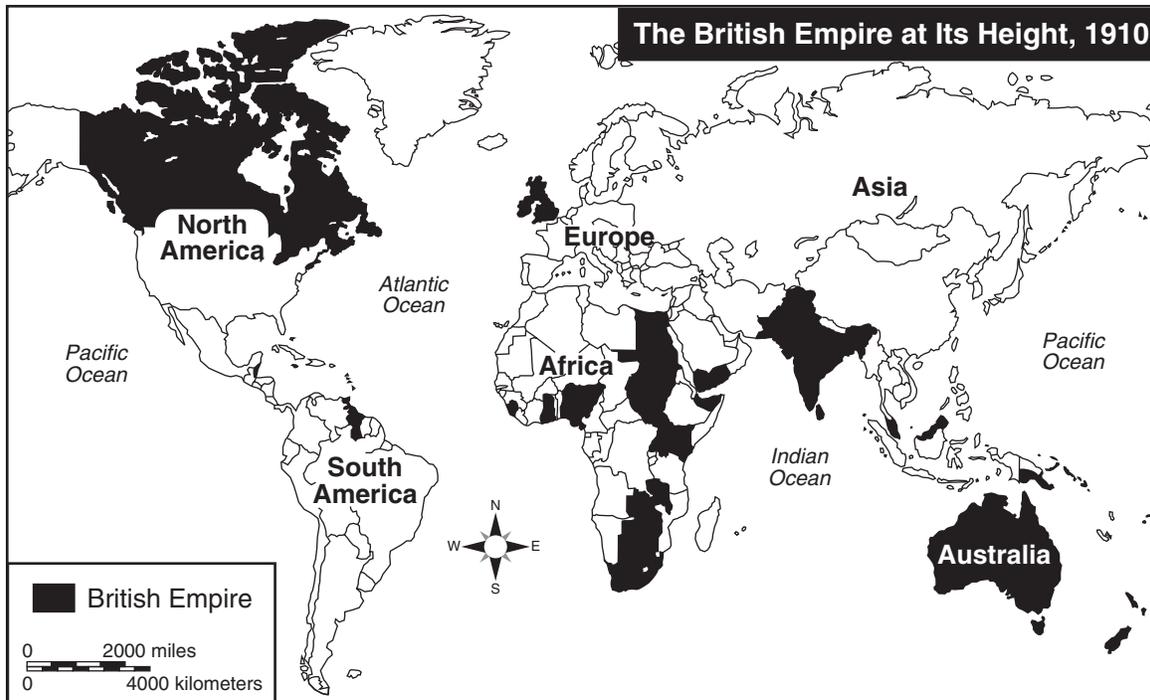
Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each benefit, listed in this document, that geography has provided for England
Examples: coal fields encouraged manufacturing; possession of good harbours is essential to maritime trade; rivers served as natural canals

Score of 0:

- Incorrect response
Examples: sheep gave the best wool; broken up by mountain ranges
- Vague response that does not answer the question
Example: many natural conditions necessary to success are present
- No response

Document 4



Source: Roger Beck and Linda Black et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

4 What does the map show about the extent of the British Empire in 1910?

Score of 1:

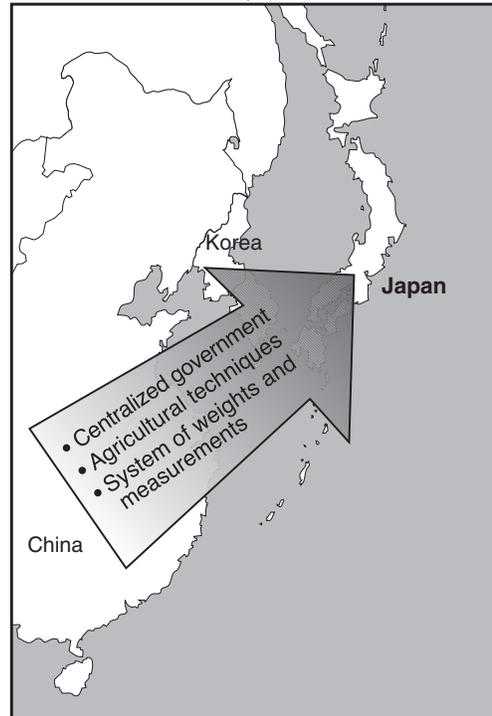
- Identifies the extent of the British Empire as shown on the map
Examples: the British Empire included land on six continents; the empire extended to many parts of the world; the British Empire was all over the world; Great Britain was a large empire and powerful; England was at its height

Score of 0:

- Incorrect response
Examples: Great Britain wanted to take over the world; the British Empire mainly conquered heavily populated areas
- Vague response that does not answer the question
Example: it spread by sections; everywhere
- No response

Document 5

**Cultural Diffusion from China
500–1,000 AD**



5a What effect did Japan's location have on cultural diffusion from China?

Score of 1:

- States an effect Japan's location had on cultural diffusion from China
Examples: they could borrow ideas from China because they were close; Japan's location allowed sharing of information from China; Japan was next to China so China's ideas were easily transferred

Score of 0:

- Incorrect response
Examples: Japan was isolated; cultural diffusion was a great issue; location caused little cultural diffusion with China
- Vague response that does not answer the question
Example: China had a great impact on Japan because of Japan's location
- No response

5b Identify *one* cultural contribution to Japanese society that came from China.

Score of 1:

- Identifies one cultural contribution to Japanese society that came from China
Examples: centralized government; agricultural techniques; system of weights and measurements

Score of 0:

- Incorrect response
Example: cultural diffusion
- Vague response that does not answer the question
Example: they received things from China
- No response

Document 6

. . . The geographical features of Japan have much in common with those of ancient Hellas [Greece]. In both there is the same combination of mountain, valley, and plain, [and] a deeply indented coastline, with its bays, peninsulas, and islands off the coast. Few places inland are far removed from the mountains, and none are really distant from the sea. . . .

The land was on all sides well protected, and yet also open to the sea; and in each case, too, there was free access for commerce and civilisation from early times. . . .

The deeply indented coastline of Japan provides a number of excellent harbours on the Pacific coast, and its shores abound in fish of all kinds, the rich supplies of which have for centuries constituted one of the chief articles of food of the people. The fishing industries have helped to provide Japan with a recruiting-ground for one of the strongest and most formidable navies of modern times. . . .

Source: Walter Weston, "The Geography of Japan in Its Influence on the Character of the Japanese People," in *The Japan Society of London, Transactions and Proceedings*, XX (1922–1923)

6 Based on this document, identify *two* ways geography affected the development of Japan.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each effect geography had on the development of Japan
Examples: few places inland are far removed from the mountains; no inland places are too far from the sea; irregular coastline encouraged trade; land was protected on all sides by water but open to the sea for commerce; fishing became a primary source of food and helped lead to the creation of a great navy

Score of 0:

- Incorrect response
Examples: mountains and bays; Japan's coastline did not allow trade
- Vague response that does not answer the question
Examples: on the Pacific coast; Japan has a navy
- No response

Document 7

. . .The [Meiji] Restoration found Japan [1868–1912] practically an agricultural country, purely and simply. There were few, if any, industries of importance. The agriculturists [farmers] produced sufficient food to supply the nation, and Japan was in every sense self-supporting. Even the taxes were paid in rice, and farmers were ranked far higher than merchants. History showed the Japanese, however, that it is very difficult to maintain a high standard of national greatness when the revenue of the land and the prosperity of the people depends absolutely upon the fall of rain or the hours of sunshine. . . .

Besides the necessity, there was an additional reason to be found in the knowledge that industrial growth would add enormously to the power of the nation, not only in the Far East, but among European countries. It was recognized that industrial and commercial development was a much surer guarantee of greatness than military power, and that the conquest of markets was more efficacious [effective] than the destruction of armies and navies. In this proficiency Japan desired to be the England of the East

Source: Alfred Stead, *Great Japan: A Study of National Efficiency*, John Lane Company

7a Identify *one* feature of Japanese economic life before the Meiji Restoration.

Score of 1:

- Identifies a feature of Japanese economic life before the Meiji Restoration
Examples: Japan was an agricultural country; there were few industries; Japan was economically self-sufficient (self-supporting)

Score of 0:

- Incorrect response
Examples: Japan concentrated on industry; Japan had a weak military
- Vague response that does not answer the question
Example: Japanese economic life was different then
- No response

7b Identify *one* way in which the Meiji Restoration changed economic life in Japan.

Score of 1:

- Identifies a way in which the Meiji Restoration changed economic life in Japan
Examples: they went from an agricultural to an industrial nation; the Restoration helped Japan industrialize; commercial development and the conquest of markets added to the economic power of the nation

Score of 0:

- Incorrect response
Examples: Japan remained self-sufficient and isolated; the economy was based on agriculture and farming
- Vague response that does not answer the question
Example: the Restoration changed Japan dramatically; it restored Japan
- No response

Document 8



Source: Elisabeth Gaynor Ellis and Anthony Esler, *World History Connections to Today: The Modern Era*, Prentice-Hall (adapted)

8 Based on the information provided by this map, state *one* reason Japan would want to acquire Korea and Manchuria.

Score of 1:

- States a reason Japan would want to acquire Korea and Manchuria
Examples: Korea and Manchuria were rich in natural resources; Japan wanted iron ore; Japan had no natural resources

Score of 0:

- Incorrect response
Examples: Japan needed manufacturing areas; Manchuria was closer than Mongolia
- Vague response that does not answer the question
Example: Japan wanted to expand more
- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—January 2003

Historical Context:	The geographic factors of location and availability of resources have affected the history of Great Britain and Japan.
Task:	Compare and contrast the effect of geographic factors such as location and availability of resources on the political and economic development of Great Britain and Japan

Scoring Notes:

1. The task does not limit students' information to the geographic factors of location and availability of resources as stated in the documents. Students may also make references to topography, climate, or other geographic factors.
2. Students must discuss the **effect** of the geographic factors; a description of the geographic factors does not address the primary question.

Score of 5:

- Thoroughly addresses all aspects of the task by comparing and contrasting the effect of **at least two** geographic factors on the political and economic development of Great Britain and Japan
- Incorporates accurate information from at least **five** documents (see Key Ideas Chart)
- Incorporates relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan (see Outside Information Chart)
- Richly supports the theme of the effect of geographic factors on the political and economic development of Great Britain and Japan with many relevant facts, examples, and details, and the discussion is more analytical than descriptive such as comparing the island location of both nations and the relation of trade to that location by discussing the impact of the Atlantic Trade on Great Britain's industrialization and the initial rejection of Perry by the Tokugawa Shogunate *and/or* contrasting the development of Great Britain and Japan as industrialized nations by discussing the important role of the availability of resources in determining national policy)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 4:

- Addresses all aspects of the task by comparing and contrasting the effect of **at least two** geographic factors on the political and economic development of Great Britain and Japan, but the treatment of the different aspects of the task may be uneven
- Incorporates accurate information from at least **five** documents
- Incorporates some relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan
- Includes relevant facts, examples, and details, but the discussion may be more descriptive than analytical such as discussing the island location of both and its impact on industrialization *and/or* discussing the important role of availability of resources in determining national policy in both nations
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but may use the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Key Ideas from the Documents

Nation and Area of Development	Geographic Location	Availability of Resources
<p>Great Britain— Effect on Economic Development</p>	<p>Access to Atlantic trade routes (doc 1, doc 2) Accessible markets for manufactured goods (doc 1) Location between the north and south of Europe (doc 2) Island location (doc 2) Availability of Baltic and Mediterranean trade routes (doc 2) Good harbors, easy access, short distance from any part of the country (doc 3) Security from invasion because of island location (doc 2) Extension of the British Empire throughout the world (doc 4)</p>	<p>Western Hemisphere provided abundant raw materials (doc 1) Abundance of coal fields meant cheap power (doc 3) Closeness of coal and iron fields helped manufacturing (doc 3) Rivers helped internal communication and trade (doc 3)</p>
<p>Great Britain— Effect on Political Development</p>	<p>Security from invasion because of island location (doc 2) Extension of the British Empire throughout the world (doc 4)</p>	<p>British Empire provided access to resources throughout the world (doc 1, doc 2, doc 4)</p>
<p>Japan— Effect on Economic Development</p>	<p>Close location to China (doc 5) Influence of cultural diffusion on economic development—agricultural techniques and system of weights and measures (doc 5) Geographic features—mountains, valleys, plains, deeply indented coastline, towns and villages in close proximity to sea (doc 6) Good harbors, easy access, mountains and sea a short distance from any part of the country (doc 6) Close location to China, cultural diffusion influence on centralized government (doc 5) Protection of geographic location (doc 6) Strong navy recruited from fisherman (doc 6) Farmers higher ranking than merchants before Meiji Restoration (doc 7) Desire of Japan to be the England of the East (doc 7)</p>	<p>Abundance of fish helped feed people (doc 6) Farmers ranked high in economy before Meiji Restoration (doc 7) Scarcity of natural resources in Japan promoted expansion (doc 8)</p>
<p>Japan— Effect on Political Development</p>	<p>Close location to China, cultural diffusion influence on centralized government (doc 5) Protection of geographic location (doc 6) Strong navy recruited from fisherman (doc 6) Farmers higher ranking than merchants before Meiji Restoration (doc 7) Desire of Japan to be the England of the East (doc 7)</p>	<p>Recognition that being predominantly agricultural made national greatness difficult (doc 7) Recognition that industrial growth would increase power (doc 7) Meiji Restoration promoted industrialization (doc 7) Availability of rice meant taxes could be paid in rice (doc 7) Expanding empire provided access to resources in Manchuria, Korea, and other areas (doc 8)</p>

Relevant Outside Information

(This list is not all-inclusive.)

Nation and Area of Development	Geographic Location	Availability of Resources
Great Britain— Effect on Economic Development	<p>Access to Atlantic trade routes makes Great Britain a world power</p> <p>Control of the Atlantic helps Britain gain control of Spanish goods (destruction of Spanish naval power—Drake, Nelson)</p> <p>Control of seas promotes imperialism</p>	<p>Triangular Trade</p> <p>Mercantilism</p> <p>Industrial Revolution</p> <p>Growth of capital</p>
Great Britain— Effect on Political Development	<p>Naval power helps expansion of the Empire</p> <p>Island location gives protection from European Wars (Napoleonic Wars)</p>	<p>Development of supportive government policies as a result of growth of commerce and industry (widespread acceptance of laissez-faire, banking laws, maintaining strong currency)</p> <p>Internal transformation as a result of availability of resources (enclosure movement, growth of industrial working class)</p>
Japan— Effect on Economic Development	<p>Access to Asian markets in post-World War II increases power</p> <p>Closeness of China and Korea leads to exchange of ideas</p> <p>Diffusion of writing systems from China helps trade</p>	<p>New farming techniques (terrace farming, intensive farming methods) because arable land was limited</p>
Japan— Effect on Political Development	<p>Prior to Meiji Restoration, island location allows government to practice selective isolation</p> <p>Closeness to Manchuria and Korea and requirements of the Meiji Restoration promotes Japanese imperialism</p>	<p>Examples of the effect of available resources on Japanese history (conflict between Tokugawa Shogunate and supporters of the Meiji Restoration, Perry and the White Fleet, Russo-Japanese War, pre-World War II foreign policy, World War II)</p> <p>Involvement in post-World War II affairs due to a lack of resources (lack of oil, new constitution, role of military)</p>

Score of 3:

- Addresses all aspects of the task in a limited way by providing few details to compare and contrast the effect of geographic factors on the political and economic development of Great Britain and Japan *or* addresses most aspects of the task fully
- Incorporates some information from some of the documents
- Incorporates little or no relevant outside information
- Includes some facts, examples, and details, but the discussion is mostly descriptive
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the effect of geographic factors by repeating the historical context and concludes by simply repeating the theme

Some Examples of Limited Treatment of the Task at Level 3

1. Compares **or** contrasts the effect of **two** geographic factors on the political **and** economic development of Great Britain **and** Japan as in a level 5 response.
2. Compares **and** contrasts the effect of **two** geographic factors on the political **and** economic development of Great Britain **or** Japan as in a level 5 response.
3. Compares **and** contrasts the effects of **two** geographic factors on the political **or** the economic development of Great Britain **and** Japan.
4. Compares **and** contrasts the effects of **one** geographic factor on the political **and** economic development of Great Britain **and** Japan.

Score of 2:

- Attempts to address some aspects of the task
- Makes limited use of the documents or may only restate the contents of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details and may contain some inaccuracies
- Is a poorly organized essay, lacking focus; may contain digressions or extraneous information
- May lack an introduction and/or a conclusion or these elements may not refer to the theme

Some Examples of Limited Treatment of the Task at Level 2

1. Compares **and** contrasts the effect of **one** geographic factor on the political **or** economic development of Great Britain **and** Japan
2. Compares **and** contrasts the effects of **two** geographic factors on the political **or** economic development of Japan **or** Great Britain
3. Compares **or** contrasts **two** geographic factors in Great Britain **and** Japan, but fails to show the effect on political or economic development
4. Describes the effect of **one** geographic factor on the political **or** economic development of Great Britain **and** Japan, but fails to compare and/or contrast

Score of 1:

- Shows limited understanding of the task, but makes some attempt to discuss some aspects of the task
- Makes vague, unclear references to the documents
- Presents no relevant outside information
- Includes vague or no accurate or relevant facts, examples, and details
- May demonstrate a major weakness in organization
- May lack an introduction and/or a conclusion or these elements may not refer to the theme

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

Throughout history ~~was~~ a nation's ^{geography} ~~has~~ greatly affected how quickly it developed. Two countries who ~~have~~ this holds true to are Great Britain and Japan. Both ^{are} economic leaders in the world today, however, once these nations were insignificant to the rest of the world. Geography has influenced how and how quickly these nations have developed. The development of Japan and Great ~~Britain~~ Britain has been greatly influenced by their location and their ability to obtain natural ~~resources~~ ^{economic and political} resources.

The ^{geography} ~~location~~ of both countries has impacted ^{economic} ~~their~~ development. England's location ~~off the coast of Europe~~ ^{has protected it from the} ~~rest of the world~~ ^{given it a strategic location in the middle of} Europe. Because it is off the coast, England itself is hard to attack and conquer. England's economic development started with the industrial revolution. According to document 3, England contained an abundance of coal and iron, two resources greatly aiding its industrialization. ~~While~~ ^{While} industrializing rapidly England needed more raw materials. ~~According to~~ ^{According to} document 2, England was at a prime location

to be able ~~and route~~ to get to all parts of the world. It had clear routes to the Atlantic and other places. ~~Therefore~~ England when looking at this document one can conclude England's location helped it greatly when it came to colonizing and controlling these colonies. How effective was this for helping England to imperialize. According to document 4, Great Britain had ~~in great deal of~~ ~~British~~ colonies in Europe, Asia, North and South America, Africa, and Australia. Being able to keep all these colonies, because of its location, helped Great Britain become an economic leader. ~~While~~ while the Industrial Revolution was changing things greatly in Europe, Japan was a sleepy agricultural nation. That is until Matthew Perry and his friends in the United States navy opened up Japan in the 1850's. According to document 7 when ~~the~~ Japan was introduced to the world, it was an agricultural country with few industries. Japan took on quickly ~~to the ideas of industrializing. However, Japan~~ This meant the Meiji Restoration period had its work set out on modernizing Japan. As Japan took on quickly to the ideas of industrialization. However, it lacked the natural resources it needed to keep its factories going. According to document 8, Japan had very

few natural resources, but the areas around it did. Japan then used its strong military to take over nearby Korea and Manchuria. In document 6, Japan is described as being an island nation with protected ^{mountainous} ~~hillsides~~ and many harbors.

This made Japan an ideal place for trade. Being able to trade easily and industrialize quickly has helped to build Japan into the strong economic nation it is today.

Geography also ^{affected} ~~added~~ both ^{countries} ~~governments~~ when it came to ~~age~~ government. England's location off the coast separated it from some of the ideas of the mainland. While absolute monarchies were flourishing in Spain, France, and ^{Russia} ~~Europe~~, Great Britain stood alone with ~~its~~ ^{its} ~~subordinated~~ ~~by~~ monarchy. Its island status made an attack unlikely so England was never overrun after the middle ages. This kept the power of the Parliament strong, while elsewhere kings and queens gained total control. In Japan its island ^{location} ~~status~~ helped protect it from invaders throughout history. Even the ~~was~~ mighty Mongols couldn't invade Japan. However, some political ideas did appear from China. According to document 5, Japan got its

ideas of a strong central government from ^{China} Japan.
Through the Tokugawa Shogunate, shoguns had strong rule over the empire. ~~the~~ Japan's island status protected its form of government until after World War II.

A country's political and economic situation can depend on its location and availability of natural resources. England was able to get a jump start into the Industrial Revolution, because of its coal and iron deposits. Later its island location helped it to trade and control its colonies. Japan was located far away from Europe and so was late in starting to industrialize. With few natural resources Japan had to imperialize in the Far East. As for government, both nations' forms of government were well protected because they were islands. ~~Geography of~~ all nations are influenced by their geography. The island nations have many advantages when it comes to their economies.

Anchor Level 5-A

The response:

- Thoroughly addresses all aspects of the task by comparing and contrasting the effect of the geographic factors of location, availability of resources, and some references to topography on the political and economic development of Great Britain and Japan
- Incorporates accurate information from documents 2, 3, 4, 5, 6, 7, and 8
- Incorporates relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan (England's location made it difficult to attack and conquer; impact of Perry and the United States on Japan; use of Japan's military to take over Korea and Manchuria; absolute monarchies flourished on the European continent while England developed a limited monarchy)
- Richly supports the theme of the effect of geographic factors on the political and economic development of Great Britain and Japan with many relevant facts, examples, and details, and the discussion is more analytical than descriptive (natural resources aided the Industrial Revolution and were a reason for imperialism; British control of its many colonies helped her become an economic leader; ties the difficulty of Japan's industrialization with subsequent search for raw materials; Shogun government protected because of Japan's isolation)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response does a good job in balancing historical information and integrating documents into the narrative. Outside information is used to organize the paragraphs and as a lead into the document information. Interesting and valid conclusions are made and then supported with specific details. Despite a few questionable statements, both the introduction and conclusion set the conceptual frame of reference, highlighting the unique nature of the similarities and differences of the two nations and using specific historical examples.

There are many geographic factors that impact countries around the world. The geographic factors of location and availability of resources ^{had} a large impact on the political and economic development in Great Britain and Japan. Geography has taken these two countries along both similar and different paths.

Where a country is located has a lot to do with the way it develops throughout the years. Both Japan and Great Britain are islands. Great Britain has direct access to the Atlantic ocean and has traded many goods with the Americas for many years (doc 1). When the Industrial Revolution began in Great Britain they used the ~~established~~ markets they had established with the triangle trade to provide them with needed raw materials and a market to sell their manufactured goods. Although the American Revolution interrupted this trade it was soon reestablished on a different basis. Like Great Britain, Japan has access to an ocean – the Pacific and the sea of Japan (doc 8) which protected them from mainland China but also kept them in contact with China which led to cultural diffusion (doc 56). Japan's nearness to Manchuria provided an easy access

to raw materials they didn't have. Demand for natural resources increased as industries demanded by the Meiji Restoration grew (doc 7)

Location in both Great Britain and Japan affected their political development. Island location of Great Britain sheltered her from some of the happenings on the continent. Great Britain's ability to stay isolated frustrated Napoleon which led to his continental system which failed and contributed to his defeat. Hitler tried the same thing and wasted much of his air force on a country he couldn't conquer with his army. In fact, his final defeat was launched from the island nation - Battle of Normandy. On the other hand, Japan's island location did not protect her ^{from} outside happenings. Despite Tokugawa objections, Commodore Perry's iron ships was able to land in Japan. This led to Japan's realization, with the help of the Meijis, that they must modernize and industrialize. (doc 7) By the 20th century Japan successfully blended traditionalism and modernization to become a world power.

Island location forced both countries to make do with what they had. Britain has great

supplies of iron and coal which helped her to become the 1st major industrialized country.

(doc.3) Japan is a little different. The Japanese relied on fishing for their food source. Fisherman became the recruits for one of the strongest and most formidable navies of modern times.

(doc.6) In history both of these countries have had strong navies.

Britain has always been a successful country and a world leader. Japan developed a little slower and differently, but today is very successful. Both Great Britain and Japan are among the leading world powers in the modern world. Location, availability of resources and other geographic features can be very important in the way a country develops.

Anchor Level 5-B

The response:

- Thoroughly addresses all aspects of the task by comparing and contrasting the effect of the geographic factors of location and availability of resources on the political and economic development of Great Britain and Japan
- Incorporates accurate information from documents 1, 3, 5, 6, 7, and 8
- Incorporates relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan (Britain's Industrial Revolution used markets established from the Triangular Trade; American Revolution interrupted British trade; frustration of Napoleon with the use and failure of the continental system; Hitler's use of air force on Britain; Battle of Normandy; Commodore Perry's iron ships)
- Richly supports the theme of the effect of geographic factors on the political and economic development of Great Britain and Japan with many relevant facts, examples, and details, and the discussion is more analytical than descriptive (after American Revolution, British trade was re-established on a different basis; Japan's demand for natural resources increased as industries of Meiji Restoration grew; island location sheltered Britain from events on the continent; landing of Perry's ships despite Tokugawa objections; successful blending of Japan's traditionalism and modernization; comparison of Britain's long history as a world leader to Japan's relatively recent ascent to leadership)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The strength of the response is in its organization and the thorough and balanced treatment of the effects of geography on political and economic development in both Great Britain and Japan. Each point is based on a preceding point and then developed to the next logical point. The historical facts and outside information are well integrated into the document information and illustrate an understanding of the multiple dimensions of history.

The geographic factors of a nation have a great effect on the development of political and economic life. Features such as location and availability of resources determine their types of economies and the success of their economies. Two nations whose geographic factors affect their lifestyle and progress are Great Britain and Japan. The effect of geographic features on the political and economic development of Great Britain and Japan are similar and different in many ways.

Both Great Britain and Japan had many geographic features in common that ensure the success of the development of their economies. As seen in Document 1, Britain was highly open for free trade along the Atlantic trade routes because of its location. Britain would exchange manufactured goods to the colonies and receive raw materials such as whale oil, furs, iron, and lumber as part of the mercantile system. Japan was also had free access to commerce even though she didn't use it much until the 20th century. As seen in Document, deep indented coastlines supplied excellent harbors and water on all sides allowed easy trade, as well as protection. Great Britain and Japan are also alike in that they are island nations. As seen in Document 2, Britain's island

location allowed increased trade and command of the Seas. Their western ports commanded a clear passage to the Atlantic which created new markets after the wars for independence in the mid 1800's. Japan also had benefits from being an island nation. As seen in document 5, Japan is off the coast of China and can adopt and adapt the ideas, culture, and technologies diffused from China. One thing that Japan adopted from China was agricultural techniques such as terrace farming. Despite its island location and closeness to China, Japan maintained its isolation and traditionalism. The geographic features that Great Britain and Japan share had a positive effect of the development of the economy.

Although Great Britain and Japan have similar geographic factors, they also have differences. Japan economy was once based completely on agriculture. Great Britain experience a growth in industry much before Japan. Great Britain had the perfect geographic and political factors to industrialize. The British Empire had developed a stable government because the English Channel had kept her out of the political conflicts in Europe. ^{Contacts} ~~Contracts~~ all around the world were promoted as a result of imperialism. It also held capital gained from the riches of its early colonial empire to support

industrialization of its economy. Great Britain was rich with natural resources. As seen in document 3, England possessed natural resources such as coal and iron which were needed for factories. On the other hand, Japan had few natural resources as seen in document 8, Japan lacked essential raw materials. Japan's industrialization of economy which was needed to make the Meiji's successful was successful with the supply of resources from other nearby nations. Japan wanted to acquire Korea and Manchuria because they are rich with natural resources such as coal, gold and petroleum but this meant they had to go to war. This helped them economically but also made them a military dictatorship and an important power in the Far East.

Great Britain and Japan both experienced success in economy and effects in politics because of beneficial location and geography. They were similar in that they both had access to trade and water. They were different in the times of industrialization and availability of natural resources.

Anchor Level 4-A

The response:

- Addresses all aspects of the task by comparing and contrasting the effect of the geographic factors of location and availability of resources on the political and economic development of Great Britain and Japan, although the treatment of the impact of geographic factors on political development is less complete
- Incorporates accurate information from documents 1, 2, 3, 5, and 8
- Incorporates some relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan (mercantile system; new markets for Britain after the wars for independence; terrace farming; political stability of Britain; English Channel shielding Britain from political conflicts; use of capital from colonial empire to support industrialization)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical, mentioning information rather than applying it (Japan's access to commerce not used much until the 20th century; Japan adopted and adapted ideas; maintenance by Japan of isolation and traditionalism; success of Meiji by obtaining resources from nearby nations; relation of wars of conquest to development of Japan's military dictatorship)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the essay fits the criteria for a high Level 4. The response addresses all aspects of the task by supporting each point of comparison or contrast with corresponding outside historical information or illustrations from the documents. Generalizations depend on information from the documents, but the use of outside information to support statements strengthens the response. Although the effects of geography on political development are mentioned rather than explained, the discussion of economic effects is strong for both Great Britain and Japan.

Geographic factors and supply of natural resources influence the economy of a nation. Two nations that were influenced heavily by their geographic location and resources were England and Japan. In some aspects, they were influenced the same way, and in some aspects, differently.

Japan and Great Britain were both surrounded by water. Japan had excellent harbors because of its jagged coast line and was open to the sea (DOC 6). The interior was mountainous, which meant most people had to live along the coast. This provided travel, trade, and great fishing. Since many Japanese were involved in fishing, this provided training to produce a naval fleet. It also kept invaders out. The seas were regular highways for Britain's ships and kept out invaders and annoyance (DOC 2) The defeat of the Spanish Armada in 1588 gave England control of the seas, which made it difficult for foreign powers to defeat her.

Britain was not only surrounded with water, it had many natural resources. Britain had iron and coal lying close together, and rivers that were natural canals. (DOC 3) This was beneficial for economy, trade and manufactured goods, which helped with the Industrial Revolution. This led to her being called the workshop of the world. Japan on the other hand was not as lucky. Japan differed from Britain because they

lacked natural resources. To get the resources they needed, they sometimes went to war. The Russo-Japanese War showed Japan had become a military power. They acquired Korea and Manchuria. (DOC 8) They used Korea's and Manchuria's resources to build their economy, which was needed by the Meiji Restoration to maintain power (DOC 4) Japan took over Korea and Manchuria, but Britain took over much more. The famous quote about the British became, "The Sun never sets on the British Empire". Britain had colonies all over the world as a result of their imperialistic policies. (DOC 4) They had natural resources from many of their colonies and Britain's economy flourished as they added places like Hong Kong and Africa. Big supporters of imperialism like Cecil Rhodes tried to connect Africa, especially after diamonds were found.

Another difference between Japan and Britain was the type of economy. Japan was an agricultural economy before the Meiji Restoration (DOC 7) They supplied enough food for the entire nation when they formed. They also developed agricultural techniques from the Chinese, such as terrace farming to make the mountains more farmable. (DOC 5) Great Britain's early economy on the other hand, was mainly industrial. (DOC 1) In exchange for goods such

as sugar, molasses, fruit, lumber, iron and whale oil, Great Britain sent out manufactured goods with the Triangle Trade.

Many nations are affected by its geographic location and natural resources. Japan and Great Britain were two of these nations. While, their geographic locations, resources, and economies were similar, they were also very different.

Anchor Level 4-B

The response:

- Addresses all aspects of the task by comparing and contrasting the effect of the geographic factors of location and availability of resources on the political and economic development of Great Britain and Japan, but the treatment of the impact of geographic factors on political development is less complete
- Incorporates accurate information from all the documents
- Incorporates some relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan (mountains of Japan led to population density along the coast; defeat of the Spanish Armada in 1588 gave Britain control of the seas; Britain as the “workshop of the world”; Russo-Japanese War; British imperialism in Hong Kong and Africa; Cecil Rhodes and diamonds; terrace farming)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical; mentioning information rather than using the information to expand on or explain important points (fishing industry provides training for Japan’s naval fleet; seas as regular highway for British trade; luck of Britain to have natural resources unlike Japan; relationship of Russo-Japanese War to Japan’s becoming a military power; Rhodes’s attempts to connect Africa; use of terrace farming from China to make mountains more farmable)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the effect of geographic factors by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the essay fits most of the criteria for Level 4. Although each paragraph is used to address each part of the task adequately, the lack of continuity within each paragraph detracts from the overall quality of the response. The integration and use of much outside information strengthens the response.

Japan and Great Britain are located half a world apart. Because of their differing geographies, both countries have developed just as differently. As seen in documents 7 and 8, Japan has had a much more difficult time in becoming a prosperous country.

Great Britain was able to quickly become a world superpower because of its strategic location. Its many natural resources such as coal and iron (Document 3) and its many navigable rivers have allowed Great Britain to prosper through trade with the Americas (Document 1) and imperialistic gains. Great Britain's fortunate location and many natural resources have also allowed it to grow into a vast empire as early as 1910 (Document 4). England also has many natural harbors and is protected from invasions. It is an island separated from the European continent by the English channel which allowed for separation and noninvolvement in the problems of Europe, the idea of "splendid isolation." The harbors of the island help England not only in trading but in developing a strong navy. It was this navy that helped her defeat Germany in both World War I and World War II and become a leading imperialistic nation with colonies spread throughout the world (Document 4).

Japan, on the contrary, has virtually no natural

resources. This has forced Japan to turn to imperialism in the past to get natural resources that it lacks (Document 8). Unlike Britain, Japan had to use war to gain colonies. The Russo-Japanese War and war with China were used to obtain natural resources in Manchuria and Korea (Document 8). Another example of Japanese imperialism in the past was WW II. Like Great Britain, Japan is also well protected from invasion. Even the Mongols were not able to invade Japan. However, this was not true when a technologically advanced country threatened Japan – Perry from the United States. After Perry's "visit" Japan realized they had to industrialize in order to survive in the 20th century. Japan now has improved its economy by producing many manufactured goods and importing natural resources.

Japan and Great Britain are examples of two countries very similar in appearance, but very opposite in their past history and experiences. Both countries, although, have become economically stable and prosperous in modern times.

Anchor Level 4-C

The response:

- Addresses all aspects of the task by comparing and contrasting the effect of the geographic factors of location and availability of resources on the political and economic development of Great Britain and Japan
- Incorporates accurate information from documents 1, 3, 4, 7, and 8
- Incorporates some relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan (British imperialism; English Channel; “splendid isolation”; defeat of Germany in both world wars; Mongol attempt to invade Japan; Russo-Japanese war; Perry’s visit to Japan)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical, mentioning information rather than applying it (location helped Britain quickly attain superpower status; English Channel helped separation and noninvolvement in European affairs; British navy helped imperialism and military power; lack of natural resources led Japan to imperialism; improvement of Japanese economy after World War II; Japanese industrialization for survival)
- Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the essay fits most of the criteria for Level 4. The documents are used, but the information is mentioned and not well developed. There are many insightful statements, but few historical details to support those points. However, the analytical and integrated use of outside information does strengthen the response.

If you look around the world you see some countries that seem to have it together and others that ^{it} seems can not get a break. There are usually very specific reasons for this. To be successful two very important things are geographic location and availability. Two countries that have become successful through slightly similar ways are Great Britain and Japan.

These countries have been successful in political and economic development. For example since Great Britain is an island commercially they were at an advantage they had a clear passage to the Atlantic Ocean. (Doc 2) And because of the "easy access" they were able to ^{using the Atlantic trade routes in 1650-1750} trade with the Americas and obtain such goods as furs, iron, lumber, ginger - From Boston. Silk, rice, tobacco + indigo from Charleston and sugar, molasses, and fruit from the West Indies. While selling products back to them as manufactured goods (Doc 1). Also helping with the shipping in Great Britain was the good harbors, and the rivers that run through acted as the communications over a country "broken up by mountain ranges". The land don't only provide Great Britain with access to the water, the rugged coastline provides inlets + natural harbors perfect for shipping, but it provides some vital minerals, Great Britain has coal and iron laying close together - power cheaper there -

ultimately using + stripping the colonies of their ability

and the sheep that live there in George T. Womersley's opinion "give the best wool" (Doc 3). These reasons are why Britain found its empire at its height in 1910 reaching all over the globe. It ~~attracted~~ ^{was found} in parts of N. America, Africa, Australia, the Philippines, the Middle East and all of India. (Doc 4). This could not be just because it was doing well economically. Politically it had to build up the Navy to a huge success which it did. Since it had command of the seas it stopped invasion + annoyance. But with power comes corruption. Some leaders became corrupt. That is why after years of an absolute monarchy Great Britain turned to a limited monarchy to help relieve the country of corruption. But after Britain lost all its colonies it was forced to be a superpower because other than coal and iron Great Britain lacked natural resources.

~~Japan~~ Japan is a different kind of story. Before the Meiji Restoration Japan was an agricultural country producing sufficient food for the nation. Rice was how taxes were paid and farmers were ranked higher than merchants. It was hard to be successful when you depended on good harvest. But the Meiji brought about a new point of view, industrial growth. They wanted to be "ENGLAND of the EAST" (Doc 7). The excellent harbors were brought into consideration. They held

Fish of all kinds and they had many men to work, this also bringing up the idea of Great Britain's Navy, And what worked out well was they had plenty of soldiers, the fishermen. The geography of Japan was both a blessing and a curse. Blessing being the fish ^{and being} open to the sea for trade and the ~~mountains~~ ^{mountains} providing protection from invasion ^(Doc 6) the curse being the lack of resources. Since they lacked in resources imperialism ~~was~~ became very popular and Japan became known for invading other lands such as Manchuria and Korea. These lands were good because not only did they have lots of natural resources they had access to the rest of Asia ^(Doc 8). So politically they became very imperialistic which led to dictators, Power hungry dictators much like Great Britain. And like Great Britain they have made modifications to get rid of corruption.

Believe it or not Cultural Diffusion had a big effect on how to become successful. Britain obtaining it from the Americas and Japan from China. Japan acquired ~~ideas~~ ^{ideas} such as agricultural techniques and centralized government ^(Doc 5) while Great Britain learned its government wouldn't last forever. But even though there were trials + tribulations the y'all turned out successful.

Anchor Level 3-A

The response:

- Addresses all aspects of the task in a limited way, providing few details to compare and contrast the effect of the geographic factors of location and availability of resources on the political and economic development of Great Britain and Japan
- Incorporates some information from documents 1, 2, 3, 4, 6, 7, and 8
- Incorporates little relevant outside information (Britain's limited monarchy; effect of British imperialism on colonies; specific locations of the British Empire)
- Includes some facts, examples, and details, but the discussion is mostly descriptive (Britain used colonies and stripped them of their dignity; economic and political success led to power of British Empire; geography a curse and a blessing for Japan)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the essay fits the criteria for Level 3. Although all parts of the task are addressed at length, the information is drawn directly from the documents with little outside information. Moreover, the inaccurate characterizations that are used in the comparisons lead to some confusing conclusions.

What are the effects that location and geography can have on a nation? They decide how much food the country produces and how much the country will prosper from trade, and how large the empire can become. Great Britain and Japan are island nations and their location and geography have a great influence on their political and economical development.

Great Britain is an island nation of Europe on the Atlantic coast. They have many good ports and great access to the entire world. ~~They are~~ "She has coal and iron lying close together, that her sheep give the best wool, and her harbours are plentiful, and that no part of the country is farther than some seventy miles from the sea." George T. Warner shows that Britain does have natural resources of its own. However, to be an industrialized nation it needs more natural resources. Great Britain, with many ports to go to sea, were able to be imperialist and set up colonies in the Americas and all over the world. As shown in document 4, their reach extended all over the world. They had easy access to the Americas by going by ship across the Atlantic Ocean. Britain could easily get raw materials from their colonies.

As shown in Document 1, the colonies sent the raw materials to Britain. Britain would buy them at a high price then sell the finished manufactured goods back to the colonies at a high price. This made Britain a very rich nation and made it very strong economically.

Japan is an island nation on the Pacific coast. They, like Great Britain, also have very good sea ports for access to the oceans, but they do not have the best ~~of~~ geography for farming. ~~There~~ There is a variety of geographical features in Japan as ~~stated~~ ^{stated} in Document 6, there is mountains, valleys, bays, peninsulas, and an indented coastline. As shown in Document 5 Japan derived most of its political customs from China, including their form of centralized government. Japan was a strong nation with the farming done in the plains, which could support the nation, but as shown in Document 8 they wanted to imperialize Manchuria and Korea because they are rich with gold and other natural resources. With these Japan was able to become more industrial, "Industrial growth would add enormously to the power of the nation." Alfred Stead shows in Document 7 that if they would develop industrial then they would be a lot more powerful. Now Japan is a technologically advanced, industrial nation.

As you can see geography and location can have an enormous impact on a nations economic stability and its political systems. If the right moves are made you can make little island nations like Great Britain and Japan into powerful, independent nations.

Anchor Level 3-B

The response:

- Addresses most aspects of the task in a limited way but only hints at the effects on the political development of Japan and does not address the effects on the political development of Great Britain
- Incorporates some information from documents 1, 3, 4, 5, 6, 7, and 8
- Incorporates little relevant outside information (workings of mercantilism)
- Includes some facts, examples and details, but the discussion is mostly descriptive (natural resources needed for industrialization; Atlantic Ocean provided easy access to resources for Britain; variety of geographic features in Japan)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the essay fits the criteria for Level 3. Most of the response depends on statements quoted from the documents with little outside information and few specific historic details to support the information. The analysis in the response merely rewords the quoted information.

The history and development of both Japan and Great Britain have developed, in a large part, due to their geographic location and natural resources. These factors have had an enormous impact on the two nations in ~~at~~ most aspects of their development.

In documents 2 and 6, the geographic location is said to have been the two countries' best form of protection and defense. The fact of both nations being on islands has given them a natural barrier from other countries that could pose a threat. Also, the ~~area~~ access to waterways from almost any area has greatly influenced the economies of both nations.

Documents 3, and, again document 6, talk about the topography, especially the coastlines, being hugely beneficial to the big industries. Ships have easy access to the islands, making trade a simple task. Trade is essential if a country is going to survive, Japan and Great Britain have the perfect setup to control the trade industry.

Document 4 talks about ~~of~~ the ability of Great Britain to spread almost worldwide to nearly every continent. This is a huge

advantage for any nation to have. Holding land around the world not only spreads culture, but boosts trade, economy and industry as well.

Document 7 shows that Japan, through the Meiji restoration, completely rearranged its economy from agriculturally based to industry based, specifically fishing and technology. If it weren't for Japan's geographic location and its status as an island nation, this wouldn't have been possible.

In conclusion, both Japan and Great Britain has hugely benefited from their island locations, resources surrounding and within them; and their topography and have used them as an advantage over other countries. They have succeeded in using a limited supply of land and resources and come up with ways to compete with other, bigger nations.

Anchor Level 3-C

The response:

- Addresses most aspects of the task but in a limited way by providing few details to compare and contrast the effect of geographic factors on Japan and Great Britain
- Incorporates some information from documents 2, 3, 4, 6, and 7
- Incorporates little relevant outside information (island location provides natural barriers; spread of British culture throughout the empire)
- Includes some facts, examples, and details, but the discussion is mostly descriptive (access to waterways from almost any area; coastlines beneficial to industry; trade essential to survival; Meiji Restoration completely changed Japan's economy)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the effect of geographic factors by repeating the historical context and concludes with a summation of the theme

Conclusion: Overall, the essay fits the criteria for Level 3. Much of the information used is directly from the documents and not supported with specific historic details. The response identifies a factor and then compares or contrasts that factor in both Great Britain and Japan. Conclusions are used to integrate the documents and emphasize the theme.

Geological factors can have a positive or negative effect on a country's economy. Two examples include Great Britain and Japan. Because both of these countries have been industrialized, based on the geography ~~that~~ that may hinder their ability to produce goods.

Great Britain has manufactured goods that are easy to produce because they have near by water ways to power their industries, and also the water ways make it easier for ~~ships~~ trade w/ other countries. Great Britain has coal to power their industries and produce more goods and more money for their economy.

Japan ~~is~~ is greatly influenced by its geographical location. Japan is isolated b/c of the terrain of mountains and valleys. Japan has access to the ocean ~~to base its~~ Pacific ocean to trade and fish ~~for~~ because Japan has very little natural resources they must rely on exports of other countries. This is why Japan wanted to take control of Manchuria & Korea, they have abundant supplies of petroleum, gold and coal. They could use this to industrialize their country. ~~They~~ They would be able to ~~fuel~~ fuel their factories.

Japan has relied on ~~the ability~~ of farming of rice. Except when the Meiji restoration took place, there was an increase in industrialization and improving Japan's economy for ~~the~~ imports and exports.

In conclusion based on the geography of Great Britain and Japan this could have a positive & negative effect on their economy. Also ~~they~~ this may hinder their ability to produce goods.

Anchor Level 2-A

The response:

- Attempts to address some aspects of the task by describing the availability of resources and mentioning location in discussing the impact of geographic factors on economic development in Great Britain and Japan but does not compare or contrast the effects of geographic factors
- Makes limited use of documents 2, 3, 6, and 8
- Presents no relevant outside information
- Includes few facts, examples, and details (manufactured goods easy to produce because of location and resources; Japan must rely on exports from other countries which led her to gain control of Manchuria and Korea), and includes some misstatements (Japan is isolated because of the terrain of mountains and valleys; geological factors)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes by simply repeating the theme

Conclusion: Overall, the essay best fits the criteria for Level 2. The response discusses the impact of availability of resources on economic development in both Great Britain and Japan, mentioning location as a lead into discussing the impact. The attempts at analysis are used to develop a single point.

Great Britain and Japan's location, geography, and availability of natural resources have greatly affected their economies.

In Great Britain, the people have enjoyed a luxurious economy throughout history. A lot of this had to do with their location and control of the world. During the early 1900's Great Britain owned about $\frac{1}{3}$ of the world's land. When you own this much land, you would obviously have control over many natural resources. Also, with this many small colonies bringing in money for their "mother country", England was getting rich. Another advantage is Great Britain's flat land and navigable rivers. Britain did not have mountains and no area further than 70 miles to the sea.

Many of the same were true about Japan. Both countries are small islands, both with similar geography containing hardly any mountains and flat rivers. The only difference is that Japan is East of Asia and England is West of Asia. Japan underwent the Meiji restoration realizing that agriculture is not everything. When Japan industrialized, it was in good position. It was close to China for easy trading there, and was surrounded by water, meaning they could travel almost everywhere.

As demonstrated above, location, natural resources, and geography play a major role in the economy and running of a country.

Anchor Level 2-B

The response:

- Attempts to address some aspects of the task by describing the effects of location and availability of resources on economic development and makes a weak effort to compare and contrast the geographic factors of Great Britain and Japan
- Makes limited use of documents 1, 4, 5, and 8
- Presents little relevant outside information (England as the “mother country”; location of Japan east of Asia and England west of Asia)
- Includes few facts, examples, and details (benefits of empire for England; Japan’s realization that agriculture was not everything), and contains some inaccuracies (flat rivers and hardly any mountains in Japan)
- Demonstrates a general plan of organization
- Introduces the theme of the effect of geographic factors by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the essay fits the criteria for Level 2. While location and availability of resources are discussed for both Great Britain and Japan, the comparison and contrasting of these factors is limited. The impact of these two geographic factors on economic development is alluded to but not developed. Outside information is mentioned but is not linked to the task.

Geographic factors alter the political and economic development of Japan and Great Britain. ~~Great Britain~~^{England} was able to be ~~predicted~~ protected, Japan lacked resources, and many others.

~~Great Britain~~ England is secure because it is surrounded with geographic barriers. It will be very hard for a country to attack England, because of these geographic features. England's geographic features help England.

Great Britain also had many geographic features that helped it. Great Britain had many coal fields where power can be obtained easily. Great Britain also has good harbours that allow for maritime trade.

Japan's geographic features affected Japan in many ways. Since Japan was close to China, Japan got agricultural techniques, systems of weight and measurement, and a centralized Gov't, all from China. Japan also is a great fishing spot, because of its waters. Yet Japan lacks natural resources so Japan had to look for some. After the Meiji Restoration, when Japan modernized, Japan wanted to rule everything, including Korea and Manchuria which had vast resources that Japan could benefit from.

Geographic features have both benefited and hurt many countries like Great Britain, England, and Japan.

Anchor Level 2-C

The response:

- Attempts to address some aspects of the task by describing the effects of the geographic factors of location and availability of resources and mentioning the impact of geographic factors on the political and economic development in both Japan and Great Britain
- Makes limited use of documents 3, 5, 6, and 8
- Presents no relevant outside information
- Includes few facts, examples, and details (Britain's geographic factors make it difficult for others to attack; abundance of coal for power in Britain; importance of cultural diffusion from China)
- Demonstrates a general plan of organization
- Introduces the theme of the effect of geographic factors by repeating the historical context and concludes with one sentence that simply repeats the theme

Conclusion: Overall, the essay best fits the criteria for Level 2. The information on Japan is substantial and organized with some analytical statements. The information on Great Britain is superficial and no attempt is made to compare and contrast the effect of the geographic factors on the two nations.

In Japan there are a lot of geographic factors to its location. Japan has many natural resources to its location, with the help of Great Britain.

Great Britain is very industrial and has a lot of benefits of it being industrial, Great Britain has well trade routes and manufactured goods. It has all the natural resources it needs. From this the British Empire power increased.

The difference between Japan and Britain is that Japan is newer at all of these needs. They are newer at government, agricultural differences, and sciences. Japan has the advantage of being a peninsula for better trading routes.

In conclusion GB and Japan are similar but have different ways of ruling.

Anchor Level 1-A

The response:

- Shows very limited understanding of the task by attempting to compare and contrast the impact of location and availability of resources on both Great Britain and Japan
- Makes limited use of documents 2, 3, and 5
- Presents no relevant outside information
- Includes a few relevant facts, examples, and details (benefits to Britain because of industrialization; increase in power of the British Empire from industrialization) and contains several inaccuracies (Japan is a peninsula for better trade routes; Japan has many natural resources; Great Britain has all the natural resources it needs)
- Demonstrates a general plan of organization, but lacks focus
- Begins with a statement that reveals a limited understanding of the task and concludes with a similar sentence

Conclusion: Overall, the essay fits the criteria for Level 1. The response uses limited information from the documents and then misinterprets this information. In the case of Japan, the response makes an incorrect generalization (Japan is newer at these needs) and then misuses that information.

The Islands of Britain and Japan are common in many ways. There are also similarities that separate their two worlds. Both are Imperialistic Countries, and both of them was they shouldn't.

Great Britain has been all around the world conquering countries. From the Americas, to Australia, countries have fallen to their superior force. Japan has gone to its neighboring countries, China, Korea, and Taiwan, and captured the countries.

These two island nations both have natural harbors, and good protection from the outside, and a good way to get to the outside.

Both are protected by water from land invasion, and only need to defend the coast.

Religions in the countries are different completely. Britain has a protestant religion, and Japan has a Confucianistic religion.

The people differ by language, ways of worship, government, food, and industry. They have their own way of doing their work, and going on with their lives.

From Imperialism, to ways of life, ~~these~~ these two countries are similar and different at the same time. They do show their own way, but some times, it's the same way as for others.

Anchor Level 1-B

The response:

- Shows limited understanding of the task by making some attempt to compare and contrast the effects of location on the development of both Japan and Great Britain
- Incorporates some information from documents 2, 4, 6, and 8
- Presents no relevant outside information (different religions, languages, government, food, industry are not relevant)
- Includes few relevant facts, examples, and details (location provides protection and a way to get to the outside; water protects both Britain and Japan from invasion)
- Demonstrates a general plan of organization
- Introduces and concludes with statements that are not related to the theme of the effect of geographic factors

Conclusion: Overall, the essay fits the criteria for Level 1. The response begins with an original introduction that is not supported with the information that follows. The location of Great Britain and Japan is generally compared and contrasted, but the numerous irrelevant and unrelated assertions do not develop the theme.

Throughout history geography has played a large role in the development of Japan and Great Britain. Location, coastline and availability of resources, have shaped these two countries into what they are today.

Great Britain has a great commanding position in the Atlantic as a result of a strong navy. England has the wealth in natural resources to succeed. When Great Britain modernized during the Industrial Revolution her industry and commerce were not limited by natural conditions. England has coal and iron fields lying close together. Thus modern manufactures were able to cluster around these fields (Doc. 3). According to (Doc. 1), Great Britain has an abundance of manufactured goods but its colonial empire allowed her to import silk, rice, indigo, tobacco, lumber, furs and other goods as part of the mercantile system. ^{Because of} Great Britain's geographical position and their strong navy they have been safe from invasion by a water route. During the Battle of Britain (early 1940's), Germany was not able to invade England from the water so they had to resort to bombing air fields and cities. Also, because of England's power and imperialistic

policies, it was able to extend its influence around the globe (Doc. 4). England, unlike Japan was not greatly influenced by foreign powers.

Japan lacks the natural resources of England. It has few of the resources like iron, needed to become a modern industrialized society. Japan has excellent fishing harbors and an abundance of all kinds of fish.

(Doc. 6). Like Britain Japan built up one of the most powerful navies of modern times (Doc. 6).

Unlike England Japan was influenced by other nations, most notably China. From China it took a centralized gov't, agricultural techniques, and a system of weights and measurements (Doc. 5) which was known as cultural diffusion.

Through history Japan has been in search of resources with which to turn into a industrial society. The Russo-Japanese war, the Meiji restoration, and to a certain extent WWII, has been a expansion for resources. When Japan was occupied by American forces after World War II, they developed a democratic form of government. Although they continue to need resources, their methods of obtaining these

resources are peaceful.

Natural resources played an important role in both the political and economic development of Great Britain and Japan. While Britain modernized during the Industrial Revolution, Japan didn't modernize until the 20th century. Geography helps both countries to stay world powers.

The position or location of a country is often a reflection of how prosperous that particular country is. This is true in the cases of Great Britain and Japan.

Japan and Britain are both islands, as stated in Documents 6 and 2. Because of their jagged harbor lines, they have easy access to the sea and excellent harbors. This is why Japan has a good fishing industry. Japan and Britain are also both imperialistic.

Parts of the British Empire were all over the world, so they could trade with the countries they had taken over. Japan took over Manchuria and Korea to get their natural resources, such as gold and coal.

Japan and Britain were very different in many ways. Japan had virtually no natural resources^(Doc. 5), while Britain was rich in coal and iron, as stated in Document 3. The British had a large empire (Document 4) while Japan had a smaller one. The British also participated in the Atlantic Trade Routes with France, United States, and the West Indies (Document 4). Japan had the Meiji Restoration

(Document ⇒) which influenced Japan by ~~not~~ making it westernized, modernized, and industrialized. Japan also ~~is~~ was influenced by China because China was very nearby, resulting in Japan having a centralized government, ~~the~~ new agricultural techniques, and a system of weights and ~~measures~~ measurements.

Japan and Britain have both benefited from their ~~present~~ locations as islands. It has helped them industrially and economically.

The geographic factors and availability of resources have affected the history of both Japan and Great Britain. How they have affected their political systems and economic development in different and like ways. Great Britain has always been a source of modernization in some ~~ways~~ ^{manner}. They also have led the way to modernization. On the other hand, Japan is relatively new to modernization. They were an agriculturally based country until Commodore Matthew Perry and the Meiji Restoration. Although Japan and Great Britain have both modernized. They have done so in different ways. Those ways have influenced their countries in different political and economic courses.

Japan was a brother country to China. It happened that a great deal of cultural diffusion occurred between the two: "According to Document 5, three major aspects of the Chinese culture were passed to the Japanese" "They were a centralized government, agricultural techniques, and their system of weights and measures." Japan was an island nation so not too many nations could influence them. Another reason it was isolated was the fact that its land on all sides well protected since it was an archipelago and "possessed a deeply indented coastline according to Document 6." Its

Natural harbors which was abundant with fish of all sorts, made Japan a strong fishing nation therefore, by being forced to master the seas they developed a strong navy. This was shown in World War II when they were able to attack Pearl Harbor and control the Pacific. Japan was ruled by a series of Shoguns. Their political system stayed much the same because they were isolated. Both their political and economical ways were changed during the Meiji Restoration after the Tokugawa's could not keep Perry from landing in Japan. According to Document 7, before the Meiji Restoration Japan was based solely on agriculture even taxes being paid by rice." But by the end of the Restoration "Its proficiency made Japan desire to be the England of the Far East." Japan was a rocky mountainous island. So to become industrialized Japan would have to resort to Imperialistic ways fighting a series of wars. Japan fought first with Russia in the Russo-Japanese war and then with China over Korea and the with Manchuria winning both these wars. They acquired abundant natural resources including "gold, coal, and petroleum according to Document 8." So Japan became

an industrial leader. Unlike Japan Great Britain has always been on the side of modernity. According to the map in Document 1, even during the 1650's-1750's England had a steady supply of natural resources, and they were producing manufactured goods to sell throughout the world since the sun never sets on the British empire. Like Japan, England was an island nation that was at a strategic location. However Great Britain controlled the seas with a strong navy. Also like Japan, according to Document 3, they possessed good harbours. England unlike Japan had coal fields, plenty of workers and were uninfluenced by other countries because the English channel kept them separated from Europe. As a result England was ruled by a king, but really was controlled by a parliamentary democracy instead of an absolute monarchy. They established colonies throughout the world and established a vast empire in which many of their colonies copied their parliamentary system of government (India) can be seen on the map in Document 4.

In conclusion, Japan and Great Britain did not have too much in common in how they

developed economically and politically even though their geography was similar. Japan was insecure economically so much of their history because their geography kept them isolated. ^{Like} England, who chose to maintain its isolation from European problems, Japan had to go through a Meiji Restoration, Americanize and rebuild their society. Both countries used their geographic isolation to their advantage.

Geographical location is a major factor in the way a country lives and is ran. This will affect the supply of food, water, and also trade. If you are an island you have control over the seas which could play a big roll in a war. Japan and Great Britain are two examples of island countries. There are some positives and also negatives to being an island.

Japan is an island right next door to Korea, Manchuria and China. (document 2) Since Japan is so close to China it gives a great deal of cultural diffusion. Japan gets ideas such as a centralized government. (document 5) They also learn agriculture techniques, and system of weights and measurements. (document 5) Japan is an island surrounded by water which means they have lots of imports and exports. This is also a good source of water and food. They would be able to control the seas if a war ever broke out. These are just some of the geographical advantages Japan has because it is an island. One negative is they might feel isolated from the rest of the world. They are the last one to receive the news on worldwide affairs. There are many advantages to being an island but also comes the disadvantages.

Japan and Great Britain are two countries that have developed both economically and politically over the last couple centuries. One of the reasons that they have developed is due in part to the geographic factors of the area. Such as, the abundance of resources and the location of the land.

Great Britain is surrounded by bodies of water. Therefore they can trade almost anywhere in the world and still be protected from invasion. Some of these bodies of water include the Baltic, the Mediterranean, and the Atlantic Ocean. (Doc. 2). Great Britain also has a great abundance of resources. Such as, coal, iron ore, and sheep's wool. Coal is a great power resource and since there is so much of it in Great Britain it is very cheap. (Doc. 3). Great Britain's Empire is also widely spread across the world. This results in the British language being spread and trade being great in many parts of the world. (Doc. 4). Due to all of these things, Great Britain is a very prosperous and developed nation.

Japan is also surrounded by water. This leads to a great quantity in fish and accessible trade routes. The land was protected by the water and you are never far from the sea. The land is also mountainous with

a deeply indented coastline. (Doc. 6). A very big part of Japan's development was the Meiji restoration. Before this Japan was very self-supporting and mainly poor. But the restoration added economic power to Japan from 1868-1912. (Doc. 7.). Japan also gained Korea and Manchuria between 1918 and 1934. These nations were rich in oil, gold, and coal. Without these resources Japan may not be what it is today. (Doc. 8).

Japan and Great Britain are two very good examples of how a nation develops. All you need is seaports, resources, and economic power. This is how geography can help a nation.

Practice Paper A—Score Level 4

The response:

- Addresses all aspects of the task by comparing and contrasting the effect of the geographic factors of location and availability of resources on the political and economic development of Great Britain and Japan
- Incorporates accurate information from documents 1, 3, 4, 5, 6, and 7
- Incorporates some relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan (Britain’s mercantile system; Battle of Britain; Germany’s use of bombs to attempt to destroy Britain; Russo-Japanese War; occupation of Japan by American forces; democratic form of government after World War II)
- Includes relevant facts, examples, and details, but the discussion is more descriptive than analytical, mentioning information rather than applying it (British modernization during the Industrial Revolution not limited by natural resources; British factories able to cluster around supplies of coal and iron; colonial empire allowed Britain to import needed resources; Britain’s strong navy emphasized the advantage of being an island nation; cultural diffusion from China; modern Japan continues to need resources but obtains them peacefully)
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme of the effect of geographic factors by repeating the historical context and concludes with an interpretive summation of how the information in the response relates to differences in the pace of modernization in both Britain and Japan

Conclusion: Overall, the essay fits most of the criteria for Level 4. Although the outside information is no more than sufficient, the many insightful historic comments are well integrated and add to the response. Many solid facts, examples, and details are used throughout the response to support the themes effectively.

Practice Paper B—Score Level 3

The response:

- Addresses all aspects of the task in a limited way, providing little discussion on the effect of geographic factors on political development in either Japan or Great Britain
- Incorporates some information from documents 1, 2, 3, 4, 6, 7, and 8
- Incorporates little relevant outside information (westernization and modernization in Japan)
- Includes some facts, examples, and details, but the discussion is mostly descriptive (jagged coastlines give easy access to the sea; comparison of British and Japanese imperialism; contrast between resources of Britain and Japan; Meiji Restoration)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the effect of geographic factors by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the essay fits the criteria for Level 3. Most of the information is directly from the documents, but the response makes the points of comparison and contrast very clear. Conclusions are made, but only general information is used to support them.

Practice Paper C—Score Level 5

The response:

- Thoroughly addresses all aspects of the task by comparing and contrasting the effect of the geographic factors of location, availability of resources, and some topography on the political and economic development of Great Britain and Japan
- Incorporates accurate information from documents 1, 3, 4, 5, 6, 7, and 8
- Incorporates relevant outside information related to the effect of geographic factors on the political and economic development of Great Britain and Japan (Commodore Perry; Japan as an archipelago; attack on Pearl Harbor and control of the Pacific in World War II; rule of Shoguns; Russo-Japanese War; War with China; “sun never sets on the British Empire”; English channel separated Britain from Europe; India’s choice of government, parliamentary democracy, modeled after Great Britain)
- Richly supports the theme of the effect of geographic factors on the political and economic development of Great Britain and Japan with many relevant facts, examples, and details, and the discussion is more analytical than descriptive (compares pace of modernization of Britain and Japan; Japan—a brother country to China; politics and economics of Japan changed during Meiji Restoration; Japan’s relationship between industrialization and imperialism; separation from European continent and impact on political development of Britain; influence of Britain on political forms of colonies)
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 5. The quoting of the documents leads to a heavy dependence on the documents to organize the response. Even though details are repeated in many cases, outside information is used, many analytical observations are made, and conclusions are accurate. The introduction establishes the points of comparison and contrast between the pace of development and the effects of geography, while the conclusion strengthens these points.

Practice Paper D—Score Level 2

The response:

- Attempts to address some aspects of the task by describing the effects of geographic location on the economic development of Japan and making one statement about the effect of geographic factors on political development in Japan, but fails to address the effect of geographic factors in Great Britain
- Makes limited use of documents 5 and 8
- Presents limited relevant outside information (importance of control of seas in case of war and for trade)
- Includes few facts, examples, and details (effects of cultural diffusion on political development in Japan)
- Demonstrates a general plan of organization
- Introduces the theme of the effect of geographic factors by establishing a framework that is beyond a simple restatement of the historical context and uses the last sentence for a conclusion that repeats the theme

Conclusion: Overall, the essay fits most of the criteria for Level 2. The response contains some analytical statements, but they are not supported by historical details. Most of the discussion relies solely on information from the documents.

Practice Paper E—Score Level 3

The response:

- Addresses most aspects of the task in a limited way, however, the comparison and the contrast of geographic factors on the political development of Japan or Great Britain is implicit rather than direct
- Incorporates some information from documents 2, 3, 4, 6, 7, and 8
- Incorporates little relevant outside information (spread of British language along with trade)
- Includes some facts, examples, and details, but the discussion is mostly descriptive (coal is cheap because of abundance; geographic factors help Britain become prosperous; geographic factors protect Japan; Meiji Restoration important to Japan's economic development)
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme of the effect of geographic factors by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the essay fits the criteria for Level 3. The response depends entirely on information from the documents that are integrated to address the task. Limited conclusions are drawn from the information that is presented. The implied conclusions about resources and location satisfy the requirement for comparing and contrasting.

Global History and Geography Specifications Grid

January 2003

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: Conflict; Effect on Political Systems	Standards 2 and 5: World History; Civics, Citizenship, and Government
Document-based Essay	Change: Economic Systems; Political Systems; Movement of People and Goods; Scarcity; Imperialism; Nationalism	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

Regents Examination in Global History and Geography — January 2003 Chart for Determining the Final Examination score (Use for January 2003 examination only.)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part III A score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part III A score of 47 would receive a final examination score of 79.

**Total
Essay
Score →**

0	1	2	3	4	5	6	7	8	9	10
0	4	7	11	15	19	22	26	30	34	38
1	5	9	12	16	20	24	28	31	35	39
2	6	10	14	17	21	25	29	33	37	40
3	7	11	15	19	22	26	30	34	38	42
4	9	12	16	20	24	28	31	35	39	43
5	10	14	17	21	25	29	33	37	40	44
6	11	15	19	22	26	30	34	38	42	45
7	12	16	20	24	28	31	35	39	43	47
8	14	17	21	25	29	33	37	40	44	48
9	15	19	22	26	30	34	38	42	45	49
10	16	20	24	28	31	35	39	43	47	50
11	17	21	25	29	33	37	40	44	48	52
12	19	22	26	30	34	38	42	45	49	53
13	20	24	28	31	35	39	43	47	50	54
14	21	25	29	33	37	40	44	48	52	55
15	22	26	30	34	38	42	45	49	53	57
16	24	28	31	35	39	43	47	50	54	58
17	25	29	33	37	40	44	48	52	55	59
18	26	30	34	38	42	45	49	53	57	60
19	28	31	35	39	43	47	50	54	58	61
20	29	33	37	40	44	48	52	55	59	62
21	30	34	38	42	45	49	53	57	60	64
22	31	35	39	43	47	50	54	58	61	65
23	33	37	40	44	48	52	55	59	62	66
24	34	38	42	45	49	53	57	60	64	67
25	35	39	43	47	50	54	58	61	65	68
26	37	40	44	48	52	55	59	62	66	69
27	38	42	45	49	53	57	60	64	67	70
28	39	43	47	50	54	58	61	65	68	71
29	40	44	48	52	55	59	62	66	69	73
30	42	45	49	53	57	60	64	67	70	74
31	43	47	50	54	58	61	65	68	71	75

Total Part I and Part III A Score

Total Part I and Part III A Score (continued)

	0	1	2	3	4	5	6	7	8	9	10
32	40	44	48	52	55	59	62	66	69	73	76
33	42	45	49	53	57	60	64	67	70	74	77
34	43	47	50	54	58	61	65	68	71	75	78
35	44	48	52	55	59	62	66	69	73	76	79
36	45	49	53	57	60	64	67	70	74	77	80
37	47	50	54	58	61	65	68	71	75	78	81
38	48	52	55	59	62	66	69	73	76	79	82
39	49	53	57	60	64	67	70	74	77	80	83
40	50	54	58	61	65	68	71	75	78	81	84
41	52	55	59	62	66	69	73	76	79	82	85
42	53	57	60	64	67	70	74	77	80	83	85
43	54	58	61	65	68	71	75	78	81	84	86
44	55	59	62	66	69	73	76	79	82	85	87
45	57	60	64	67	70	74	77	80	83	85	88
46	58	61	65	68	71	75	78	81	84	86	89
47	59	62	66	69	73	76	79	82	85	87	90
48	60	64	67	70	74	77	80	83	85	88	90
49	61	65	68	71	75	78	81	84	86	89	91
50	62	66	69	73	76	79	82	85	87	90	92
51	64	67	70	74	77	80	83	85	88	90	93
52	65	68	71	75	78	81	84	86	89	91	93
53	66	69	73	76	79	82	85	87	90	92	94
54	67	70	74	77	80	83	85	88	90	93	95
55	68	71	75	78	81	84	86	89	91	93	95
56	69	73	76	79	82	85	87	90	92	94	96
57	70	74	77	80	83	85	88	90	93	95	97
58	71	75	78	81	84	86	89	91	93	95	97
59	73	76	79	82	85	87	90	92	94	96	98
60	74	77	80	83	85	88	90	93	95	97	98
61	75	78	81	84	86	89	91	93	95	97	99
62	76	79	82	85	87	90	92	94	96	98	99
63	77	80	83	85	88	90	93	95	97	98	100