

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Friday, January 29, 2010 — 9:15 a.m. to 12:15 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

Global History
and Geography
January 29, 2010

Part I

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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 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.

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Global History and Geography
Content-Specific Rubric
Thematic Essay
January 2010

Theme: Culture and Intellectual Life

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development.

Task: Select *two* intellectuals, philosophers, *and/or* leaders and a writing associated with that person and for *each*

- Describe the historical circumstances surrounding this writing
- Describe a main idea found in this writing
- Discuss how this idea has influenced the development of a nation or region

You may use any intellectuals, philosophers, or leaders from your study of global history. Some suggestions you might wish to consider include:

Bartolomé de las Casas—*Brief Report on the Destruction of the Indians*

Martin Luther—*Ninety-five Theses*

John Locke—*Two Treatises on Government*

Olympe de Gouges—*The Declaration of the Rights of Woman*

Karl Marx—*Communist Manifesto*

Theodor Herzl—*On the Jewish State*

Adolf Hitler—*Mein Kampf*

Mao Zedong—*Little Red Book*

Nelson Mandela—*Long Walk to Freedom*

You are *not* limited to these suggestions.

Do *not* use any intellectual, philosopher, or leader from the United States in your answer.

Scoring Notes:

1. This thematic essay has *six* components (for *two* different intellectual, philosophers, or leaders, discussing the historical circumstances surrounding the writing of a work associated with *each*, a main idea found in *each* work, and how *each* idea influenced the development of a nation or region).
2. For each written work, the main idea discussed must also be used in discussing the influence of that idea on the development of a nation or region.
3. A nation or region does not need to be specifically identified as long as it is implied in the discussion.
4. While the intellectual, philosopher, or leader may not be the writer of a particular work, the writing paired with an individual must represent that person's ideas, e.g., Confucius and the *Analects*.
5. The same nation or region may have been influenced by the ideas of different intellectuals, philosophers, and leaders, e.g., both Martin Luther and Adolf Hitler had an influence on Germany and/or on Europe.
6. As is the case with many historical topics, what constitutes an influence on a nation or region may be discussed from a variety of perspectives as long as the position taken is supported with accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **two** different intellectuals, philosophers, *or* leaders, describing the historical circumstances surrounding the writing of a work associated with **each**, describing a main idea found in **each** writing, and discussing how **each** idea has influenced the development of a nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information) e.g., *Martin Luther—Ninety-five Theses*: connects the practices and teachings of the Roman Catholic Church, Luther’s call for an end to the Church’s practice of selling indulgences, and Luther’s idea of salvation by faith alone to the development of a Protestant faith, the subsequent division between Protestant and Catholic forces, and the wars of religion in Europe; *Karl Marx—Communist Manifesto*: relates the Industrial Revolution to Marx’s development of the concept of scientific socialism, connecting Marx’s analysis of private property to the idea of inevitable victory by the proletariat in class war and analyzing the adaptation of Marxism by Lenin and Stalin in the Soviet Union
- Richly supports the theme with relevant facts, examples, and details, e.g., *Ninety-five Theses*: Johann Tetzel; Thirty Years War; Gutenberg’s Bible; Counter-Reformation; *Communist Manifesto*: Friedrich Engels; utopian socialism; class struggle; *Das Kapital*; Communist International(s); five-year plans
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one individual’s work more thoroughly than the other individual’s work *or* discussing one aspect of the task less thoroughly than the other aspects of the task for both individuals
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Martin Luther—Ninety-five Theses*: discusses how the sale of indulgences is tied to dissatisfaction with the Roman Catholic Church, how Luther’s idea of salvation by faith alone led to the development of a Protestant faith, and how Luther’s ideas caused the Protestant Reformation throughout Europe; *Karl Marx—Communist Manifesto*: discusses how abuses during the Industrial Revolution contributed to the development of Marx’s ideas, how the idea of redistributing property appealed to industrial workers, and how Lenin claimed he was implementing Marx’s ideas in Russia
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Note: At score levels 5 and 4, all **six** components of the task should be developed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1 of the rubric.

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

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

Both Martin Luther's Ninety-Five Theses and John Locke's Two Treatises on Government were published beliefs that went against current conditions, led to reforms in Europe while addressing problems in two different institutions, Martin Luther in church and John Locke in government.

Martin Luther's Ninety-Five Theses was posted on the door of the Roman Catholic Church in 1517. The Roman Catholic Church had been a unifying and powerful institution for some time and had a lot of control and influence all over Europe. However, the Renaissance practice of questioning authority could be seen in people like Jan Hus who called for reforms in the Church including lessening the power of the Pope. Martin Luther was a monk who believed many church practices were corrupt, hence the publication of Ninety-Five Theses. John Locke, an Englishman, published Two Treatises on Government which discussed a new way of rule and laws during the late 1600s. Locke built upon the idea of natural law from the Scientific Revolution, stressing life, liberty and property as the natural rights of all people. This was also the time when British Parliament challenged divine right rule and Locke helped justify their actions. Both men had criticized the current conditions of rule and had ignited the idea of reform in everyone.

Martin Luther objected to some practices of the Catholic Church like nepotism and the sale of indulgences. Aside from giving church offices to relatives and selling forgiveness of sins, Luther was

troubled by the wealth and worldliness of the Church, he would not recant as the Church demanded and proceeded to establish a new church in Germany. This was the start of the Protestant Reformation in which Europe would be divided and the Catholic Church would lose a lot of influence and power. Many German princes were ready to increase their power at the expense of the Church and helped spread Luther's idea of salvation by faith and a more individual relationship to God. The Council of Trent met in order to discuss the Church's doctrines and reforms but after revision they had not changed the majority of the doctrines and opted for some reforms including a better educated clergy. John Locke's publication also ignited new ideas and called for reforms in government. It brought forth rights of man vs. government that had never been heard of before such as the idea that the people have a right to question and overthrow an unjust government. Locke made it clear the people choose the government to protect their natural rights. These ideas were evident in the British Bill of Rights. These ideas sculpted the enlightenment while changing England's political system. Luther and Locke addressed very separate issues, church and state respectively, and had an influence on changes throughout the western world. Other religious reformers such as John Calvin and Henry VIII also questioned church authority and started their own reform movements. The conversion of England in the Protestant Reformation was a crushing blow to the church and

its followers. Henry VIII's institution of the Anglican Church was revolutionary and had long lasting effects in England eventually replacing the Catholic Church as the state religion. After Locke's provisions on government had circulated, revolutions occurred. In 1776 the British colonists in America created a Declaration of Independence that was much inspired by Locke's ideas, and they won their revolutionary war against Britain. Following soon after was the French Revolution and their Declaration of Rights of Man & Citizen.

Both the Ninety-Five Theses and The Two Treatises on Government allowed for an enlightened thinking in England and all of Europe between the 16 and 18th centuries. Though they were published in different times and attacked different issues, both men and their respective publications caused reform that was unheard of and has left lasting effects in history.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Martin Luther—*Ninety-five Theses* and John Locke—*Two Treatises on Government* by discussing the historical circumstances surrounding the writings, a main idea found in the writings, and how this idea has influenced the development of nations and regions
- Is more analytical than descriptive (*Ninety-five Theses*: Church had been unifying and powerful institution and had influence all over Europe; Renaissance practice of questioning authority could be seen in calls for reform in the Church, including lessening the power of the Pope; Luther objected to practices of the Catholic Church; German princes were ready to increase their power at the expense of the Church and helped spread Luther's ideas; Luther troubled by wealth and worldliness of Church; Europe would be divided and the Catholic Church lost a lot of influence and power; Council of Trent met to discuss Church doctrines and reforms, but did not change the majority of doctrines and opted for some reforms, including better educated clergy; conversion of England was a crushing blow to the Church; Henry VIII's institution of Anglican Church was revolutionary; *Two Treatises on Government*: discussed a new way of rule and law; built upon the idea of natural law from the Scientific Revolution; stressed life, liberty, and property as natural rights of all people; this was the time when British Parliament challenged divine right rule and Locke helped justify their actions; idea that people have a right to question and overthrow unjust government; made it clear that people choose the government to protect their natural rights; brought forth rights of man versus government such as the right people have to question and overthrow an unjust government; Declaration of Independence was much inspired by Locke's ideas)
- Richly supports the theme with relevant facts, examples, and details (*Ninety-five Theses*: posted in 1517; nepotism; sale of indulgences; Protestant Reformation; Jan Huss; salvation by faith; *Two Treatises on Government*: 1600s; British Bill of Rights; Enlightenment; French Revolution; Declaration of the Rights of Man and Citizen)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 5. Numerous facts and examples are applied in demonstrating that ideas of Luther and Locke grew out of historical episodes of questioning and were critical in shaping subsequent eras. Application and analysis show the revolutionary and lasting effects of these ideas.

History has been intertwined with literature since the dawn of civilization. Books have long since been used to influence the masses, advocate policy or even ignite ground-breaking revolutions. The Communist Manifesto by Marx and Engels, and Mein Kampf (my struggle) by Adolf Hitler each shaped history in their own day. These books have impacted history because of the historical circumstances during their inception; the main ideas expressed in the books, and because of the resonating impacts they created.

"A spectre is haunting Europe, that spectre is Communism!" (Marx 1); flawlessly expresses the idea that loomed over mid to late 19th century Europe. The Communist Manifesto was written during a time when the worst aspects of the Industrial Revolution had surfaced—a time when the Proletariat working class was being ruthlessly exploited by the emerging middle class. Marx and Engels wrote on behalf of workers who did their jobs under abhorrent factory conditions, living in overcrowded cities and tenement houses. Along these lines the manifesto puts forth an idea of change. It states the shackles of laissez faire free-market capitalism would be thrown off. In their place would be a society and economy where workers controlled and benefitted from the means of production.

Such revolutionary ideas would rattle the bourgeoisie of Britain and France who were used to having their way, but would only take root after the Bolshevik revolution of 1917. After achieving this foothold Communism would ignite numerous wars in its attempt to spread. Lenin added peasants to the revolutionary classes. People like Mao and Ho Chi Minh added to this idea in Asia, China, Korea and Vietnam underwent nationalist, peasant-based Communist revolutions that resulted in one party dictatorships that have lasted to today.

In contrast, Mein Kampf would propose a fascist regime. After the failed Munich Beer Hall Putsch, Adolf Hitler was incarcerated. While in jail, Rudolf Hess encouraged him to write an "autobiography" in which ~~Hit~~ Hitler would express his feelings on Germany's defeated state after WWI. In it, Hitler expressed his bitterness towards war guilt, reparations and loss of German territory. Mein Kampf was full of blatant anti-semitism and foreshadowed the Holocaust a decade before it happened. In an attempt to reinstate Germany's "rightful state atop the world" Hitler would discuss an expanded military (in violation of the Versailles Treaty) in order to gain Lebensraum (living space). Justification for the seizure of land and resources was based

on racial superiority and would lead to ethnic cleansing. And so Germany would be the vehicle for these ideas, implementing an aggressive foreign policy under the Nazis, leading to WWII. But the greatest impact of Mein Kampf was its unrestrained anti-Semitism that grew and grew from the Nuremberg Laws, to Kristallnacht, to concentration camps, to genocide. The pursuit of war criminals has continued into the 21st Century as those who put Hitler's hateful ideas into practice are put on trial.

Literature has always impacted society: changing ideas, setting policy, launching wars, et al. But books themselves must be influenced by the period they're written in. Were it not for the squalor people world in, Marx wouldn't have written The Communist Manifesto, likewise the Weimar Government had to impact Hitler's ideas. Regardless of the causes, both were influential during their time, much like the leaders who wrote them.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Karl Marx—*Communist Manifesto* and Adolf Hitler—*Mein Kampf* by discussing the historical circumstances surrounding the writings, a main idea found in the writings, and how this idea has influenced the development of nations
- Is more analytical than descriptive (*Communist Manifesto*: written when the worst aspects of Industrial Revolution had surfaced; working class was being ruthlessly exploited by emerging middle class; wrote on behalf of workers who did their jobs under abhorrent factory conditions; states the shackles of laissez-faire and free-market capitalism would be thrown off; would be a society and economy where workers controlled and benefited from the means of production; revolutionary ideas would rattle bourgeoisie but would only take root after the Bolshevik Revolution; Lenin added peasants to the revolutionary classes; nationalist, peasant-based communist revolutions that resulted in one party dictatorships in Asia; *Mein Kampf*: autobiography in which Hitler would express his feelings on Germany's defeated state after World War I; blatant anti-Semitism foreshadowed the Holocaust a decade before it happened; justification of seizure of land and resources based on racial superiority and would lead to genocide; aggressive foreign policy leading to World War II; greatest impact was anti-Semitism that grew and grew; pursuit of war criminals has continued into the 21st century)
- Richly supports the theme with relevant facts, examples, and details (*Communist Manifesto*: “a spectre is haunting Europe”; proletariat; Engels; overcrowded cities; tenement houses; Mao; Ho Chi Minh; China, Vietnam; *Mein Kampf*: Rudolph Hess; Beer Hall Putsch; expanded military; Germany's “rightful state atop the world”; Treaty of Versailles; Lebensraum; Nuremberg Laws; Kristallnacht; concentration camps; Weimar government); includes a minor error (*Communist Manifesto*: revolution in Korea)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response illustrates how the ideas of Marx and Hitler both grew out of unsettled societal conditions. Details employed in discussing Marxist-inspired governments demonstrate a good understanding of 20th-century communism while the discussion of the implementation and legacy of genocide illustrates the pervasive nature of Hitler's anti-Semitism.

When an ordinary person writes something like a diary, it is not likely to change the world, when an extraordinary person writes something, it may become a force that can alter the course of history. Two excellent examples of this are Martin Luther's Ninety-five Theses and Adolf Hitler's *Mein Kampf*, while one was a religious work and the other a political work, both writings had a profound effect on the history of Europe, especially in Germany, their region of origin.

In the 1500s, the Roman Catholic Church was in poor shape. There were a number of abuses among the clergy. Many poor priests in rural areas were almost illiterate. On the other end of the spectrum, some priests and Vatican officials were living large and being paid for duties they weren't performing. In addition, the Church was in great financial need. It had borrowed money from wealthy families, like the Fuggers, in order to build its grand cathedrals, and now it had to pay those debts back. One enterprising priest named Johann Tetzel came up with an idea to help bring an end to the Church's deficits. This solution was the sale of indulgences, a sort of "get out of hell free card." A jingle, "As soon as a coin in the coffer rings, a soul from purgatory springs," described Tetzel's sales pitch. Tetzel made gobs of cash for the church. Martin Luther, a monk, priest, and professor

of theology was deeply troubled by this. As he saw it, the Church was tricking people into believing that they could buy their own salvation. He quickly penned the Ninety-five Theses, a series of statements on the abuses of the church, and, according to legend, nailed them to the door of the Wittenberg Church.

One of the most important ideas of Luther's work is that salvation comes from faith alone. Contrary to the Roman Catholic Church's doctrine at the time, Luther stated that no amount of good works done or indulgences bought could save a person's soul if they had no faith. This belief brought him under attack by the Church, although many years later, the Church affirmed that faith was an integral part of salvation.

Within Germany and other Northern European states, Luther's ideas led to divisiveness. Many German princes, whether out of faith or desire to become unshackled from the Pope, adopted Lutheranism. This led to a number of religious wars between Catholics and Protestants which devastated the German economy until the Peace of Westphalia was reached.

Many centuries later, Germany had lost WWI. A highly nationalistic young Adolf Hitler was crushed. He became convinced that Germany had been sabotaged

and stabbed in the back. When he was arrested after the failed Beer Hall rebellion, he wrote Mein Kampf, ~~My Struggle~~ in jail.

One of the main ideas of Mein Kampf, or "My Struggle" was that almost all of Germany's problems stemmed from the Jews. Hitler believed that Germany's loss in WWI was a result of betrayal by the Jews, and that its current economic crisis was, too. Details like the signing of the Treaty of Versailles, the related reparations and rampant inflation were all manipulated to be part of a conspiracy.

Hitler's anti-Semitic beliefs were applied when Hitler became Chancellor, the Führer. Many Germans, looking for a scapegoat for their problems, accepted Hitler's views and blamed the Jews. This public support for Hitler's ideas made the oppression of the Jews under the Nuremberg laws, and eventually the Holocaust, possible. As the Germans took over Europe during WWII, they rounded up Jews in occupied countries and sent them to death camps in eastern Europe, as people in Germany and elsewhere stood by.

The written works of Great Leaders can be a tremendous force for change, good or bad. Martin Luther's Ninety-five Theses led to the reformation of Christianity in the west; the ideas in Hitler's Mein Kampf led to the oppression and genocide of minorities, and in part, led to one of the deadliest wars in human history.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Martin Luther—*Ninety-five Theses* in more depth than Hitler—*Mein Kampf*.
- Is both descriptive and analytical (*Ninety-five Theses*: poor priests in rural areas were almost illiterate; some priests and Vatican officials were living large; Church had borrowed money from wealthy families and now had to pay these debts; sale of indulgences was a sort of “get out of hell free card;” Luther saw Church tricking people into believing they could buy their own salvation; Luther stated that no amount of good works done or indulgences bought could save a person’s soul if they had no faith; later, the Church affirmed faith was an integral part of salvation; many German princes, whether out of faith or desire to become unshackled from the Pope, adopted Lutheranism; *Mein Kampf*: Hitler was convinced Germany had been sabotaged and stabbed in the back; wrote *Mein Kampf* in jail; Germany’s problems blamed on Jews; anti-Semitic beliefs were applied when Hitler became Chancellor, then Fuehrer; Germans, looking for a scapegoat for their problem, blamed the Jews)
- Supports the theme with relevant facts, examples, and details (*Ninety-five Theses*: Fugger family; cathedrals; Johann Tetzel; deficits; purgatory; Wittenberg; a series of statements on the abuses of the Church; salvation from faith alone; good works; religious wars between Catholics and Protestants; Peace of Westphalia; *Mein Kampf*: Germany lost World War I; Treaty of Versailles; reparations; rampant inflation; Nuremberg Laws; Holocaust)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. While some of the language used and characterizations made lack sophistication, a knowledge of history is evident and well applied. Insightful statements are used in summing up major ideas.

The legacy of many philosophers, leaders, and intellectuals lay in their writing. Some have influenced powerful rulers, and indirectly, entire nations. Such people include Machiavelli and his book The Prince and Karl Marx and The Communist Manifesto.

Machiavelli wrote The Prince in the early 1500's. At this time there was no powerful centralized government of Italy. Numerous city-states competed for wealth and territory in those times. ^{betrayals} ~~betrayals~~ and political assassinations were common. The main idea Machiavelli wrote about in his book was that the end justifies the means. In short, a ruler should do whatever is necessary to establish and maintain power. He was rather ruthless about this as well. He stated that is a ruler could either be feared or loved, he should strive to be both, but if he could only be one, then it is best to be feared because people can fall out of love, and take advantage of a kind ruler. This didn't affect the development of Italy at the time but influenced Europe and the world for centuries. Machiavelli revolutionized political thinking by saying all that mattered was success, not what was right or moral.

Karl Marx ^{wrote} ~~wrote~~ The Communist Manifesto in the 1800's, a time of great social as well as political change. Marx rejected romanticism and liberalism as the means of addressing the problems of industrial society and saw the need to revise socialism. In his manifest, Marx laid the ground for communism, a new form of "scientific" socialism and he stressed a classless society that could only be brought about by a

popular revolution of the proletariat. He believed this would happen in an industrialized nation. It is ironic then, that his ideas took root in Russia, which led to the creation of the Soviet Union. This is unexpected because Russia at the time was very backward and relatively poor, playing catch-up with Europe. The Bolsheviks, particularly Lenin, took ideas outlined in the Communist Manifesto and twisted them slightly. He believed that only a small group is needed to revolt and start a communist state. This small group would then govern the masses, teaching them all the benefits of communism. This was called the dictatorship of the proletariat. This idea was further twisted by Stalin who created a totalitarian system where he had all the power. The proletariat wound up being dictated to.

Machiavelli's The Prince and Karl Marx's The Communist Manifesto were the legacy of their authors. Influencing the development of many nations long after their publishing, and both still hold influence in the world today.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Karl Marx—*Communist Manifesto* more extensively than Niccolò Machiavelli—*The Prince*
- Is both descriptive and analytical (*The Prince*: numerous city-states competed for wealth and territory in those times; betrayals and political assassinations were common; a ruler should do whatever is necessary to establish and maintain power; if a ruler must choose between being feared or loved, he should be feared; people can fall out of love and take advantage of a kind ruler; revolutionized political thinking by saying all that mattered was success, not what was right or moral; *Communist Manifesto*: saw the need to revise socialism; Russia was backward and playing catch-up with Europe; Bolsheviks, particularly Lenin, took ideas and twisted them slightly; small group would revolt and start a communist state; idea further twisted by Stalin who created a totalitarian system)
- Supports the theme with relevant facts, examples, and details (*The Prince*: early 1500s; Italy; the end justifies the means; *Communist Manifesto*: 1800s; romanticism; liberalism; scientific socialism; dictatorship of the proletariat)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response does a good job with the difficult task of summarizing ideas and demonstrating that sometimes the indirect influence of ideas can be long lasting and widespread. While some statements are insightful, the general treatment of the influence of Machiavelli's ideas limits the response.

Intellectuals, philosophers, and leaders often write books to express their ideas. Their written works convey their opinions and views. Many of their ideas have influenced their country, as well as the world today.

John Locke was an English philosopher and an ~~Eng~~ Enlightenment leader. He wrote the revolutionary book, Two Treatises on Government. The book was a justification of the Glorious Revolution of 1688. During the 1600's, England's society was changing. Emerging commercial and religious minorities were demanding to be included in a political system that shut them out. The country was torn between those that wanted a king with absolute power and these new groups that wanted the right to govern themselves. As most of John Locke's works are characterized by opposition to authoritarianism, they were extremely important in this debate. In Two Treatises on Government, Locke expresses his views that people are moral and reasonable. He felt government should be based on a contract between a ruler and the people and that government works best when its powers are limited. Government exists to protect its citizens' natural rights, or rights belonging to all people at birth. Locke stressed the right to life, liberty, and property. If the government fails to protect its citizens' rights, they have a right to rebel. These ideas revolutionized political relationships between ruler and ruled, giving both a voice in decisions.

John Locke's political ideas were embraced by philosophers in the Age of Enlightenment from the late 1600's to the early 1800's. John Locke's democratic principles affected not only England but the entire world. His philosophies influenced the establishment of democracy in many countries. In fact, in the United States, Thomas Jefferson was influenced by Two Treatises on Government.

The right to "life, liberty, and the pursuit of happiness," in the Declaration of Independence originated from Locke's right to "life, liberty, and property."

Adolf Hitler arose to power as Chancellor of Germany in 1933. Back in 1923, Hitler had led an attempted coup, called the Beer Hall Putsch. The coup was unsuccessful and Hitler was sentenced to Landsberg Prison. While in jail, Hitler wrote a book, Mein Kampf ("My Struggle"). The book was an autobiography and an exposition of his ideas. In the book, Hitler blamed the Jewish minority for Germany's loss in World War I. When the book was published, Germans were suffering. The Treaty of Versailles unfairly blamed the Germans for causing World War I and left them with unrealistic reparations. Also in Mein Kampf, Hitler expressed his desire to unite all German-speaking people, who he called the "Aryan race." After his release from jail, Hitler became the leader of the National Socialist German Workers Party, or the Nazis. In 1933, he was appointed Chancellor of Germany. He became known as "der Führer," or the leader.

Hitler's antisemitic policies make him one of the most infamous leaders of all time. He and his Nazi party almost exterminated the Jewish race through the Holocaust. The establishment of Jewish ghettos and requiring identification by wearing the Star of David were early stages in the process of making Jews non-citizens. These actions culminated in genocide.

In conclusion, there have been many written works that have affected the course of history. John Locke's Two Treatises on Government influenced politics, philosophy, and government. Adolf Hitler's Mein Kampf began years of murder.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing John Locke—*Two Treatises on Government* more thoroughly than Adolf Hitler—*Mein Kampf*
- Is both descriptive and analytical (*Two Treatises on Government*: justification of the Glorious Revolution of 1688; people are moral and reasonable; emerging minorities demanding to be included in political system; country torn between those wanting a king with absolute power and a new group that wanted to govern themselves; government exists to protect rights belonging to all people at birth; if government failed to protect rights, citizens have the right to rebel; revolutionized relationships between ruler and ruled; democratic principles affected not only England but the entire world; *Mein Kampf*: blamed Jewish minority for Germany’s loss in World War I; Treaty of Versailles unfairly blamed Germans for causing World War I and left them with unrealistic reparations; desire to unite all German-speaking people; Hitler and his Nazi Party almost exterminated the Jewish race through the Holocaust)
- Supports the theme with relevant facts, examples, and details (*Two Treatises on Government*: authoritarianism; contract; natural rights; Age of Enlightenment; Thomas Jefferson; life, liberty, and the pursuit of happiness; Declaration of Independence; life, liberty, and property; *Mein Kampf*: chancellor; 1933; Beer Hall Putsch; coup; Landsberg prison; “My Struggle”; Aryan race; der Führer; ghettos; Star of David)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Most of the analytical aspects of the response occur in the discussion of John Locke, while the section on Adolf Hitler is primarily descriptive. A clear understanding of the role of ideas in history is evident throughout the response.

For centuries, people have expressed their interpretations of the world through books. In some cases these people have been intellectuals, philosophers, and leaders, and the ideas expressed in these books have altered history. An example of this is the book A Vindication of the Rights of Woman, by Mary Wollstonecraft. This called for women to be educated and participate in society. A Vindication of the Rights of Woman helped launch the Western women's movement, which gave Western women (and, eventually, women in other countries) expanded rights and more influence in society.

A Vindication of the Rights of Woman was a product of the Enlightenment, the era in the eighteenth century in which Western European and American philosophers expressed their faith in reason and the rights of men. The Enlightenment influenced the American Revolution and the development of the United States as well as the French Revolution and the Haitian Revolution. A political firestorm was ignited all over Europe and in America, and one of its main issues was natural rights. Some women began to question the second-class citizenship and exclusion of women. They asked, "If men have rights, then why don't women?" One of the earliest Enlightenment arguments for women's rights was put forward by Abigail Adams when she wrote to her ~~to~~ husband John and asked him to consider woman's place in the new United States. A Frenchwoman named Olympe de Gouges wrote A Declaration of the Rights of Woman in response to the French Revolution document A Declaration of the Rights of Man, and American Judith Sargent Murray wrote at least two documents making the case for

Women's rights.

These women were the forerunners of Mary Wollstonecraft, who in 1793 published the most influential of these documents: A Vindication of the Rights of Woman. In it she argued that if women were educated, they would not have such restrictive lives and would be able to influence society more. She argued that the purported inferiority of women was the result of restrictions on education and participation imposed on them by men. She extended this argument to say that societal norms kept women from achieving their potential by keeping them uneducated. This was truly radical because it challenged the idea that women's abilities were fixed and limited, saying that if men underwent a similar inferior education they would be just as limited in abilities.

A Vindication of the Rights of Woman was a watershed that helped launch the women's movement by increasing educational opportunities for women. Schools for girls were opened in America, Britain, and other Western nations, and their alumni sometimes worked as teachers and social reformers. The women's rights advocate Elizabeth Cady Stanton was a graduate of a girls' school. Aside from these concrete gains, Wollstonecraft set in motion a discussion that would eventually disprove the myth that women were only fit to be household managers trained only for domestic duties. This was a necessary prerequisite for women like Emmeline Parkhurst seizing control of their destiny.

Mary Wollstonecraft did indeed alter history. Her call for women to be educated and participate in society inspired thinkers and activists to seek empowerment.

Anchor Level 3-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Mary Wollstonecraft—*A Vindication of the Rights of Woman* by discussing the historical circumstances surrounding the writing, a main idea, and how this idea influenced women in Europe, the United States, and the world
- Is more analytical than descriptive (*A Vindication of the Rights of Woman*: called for women to be educated and participate in society; era in 18th century which expressed faith in reason and the rights of men; political firestorm ignited all over Europe and in America and one of its main issues was natural rights; some women began to question the second-class citizenship and exclusion of women; argued that the purported inferiority of women was the result of restrictions on education and participation imposed by men; truly radical because it challenged the idea that women’s abilities were fixed and limited, saying that if men underwent a similar inferior education, they would be as limited in abilities; schools for girls opened in America, Britain, other Western nations; set in motion a discussion that would disprove the myth that women were only fit to be household managers)
- Richly supports the theme with relevant facts, examples, and details (*A Vindication of the Rights of Woman*: Enlightenment; western European and American philosophers; American Revolution; French Revolution; Haitian Revolution; Abigail Adams; Olympe de Gouges; *A Declaration of the Rights of Man*: Judith Sargent Murray; Emmeline Pankhurst)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: The response meets the criteria for a Level 3 paper. All components of the task have been developed evenly and in depth for one individual, and the response meets the other Level 5 criteria. A high level of scholarship and insight is evident throughout the response.

The works of Martin Luther and Adolf Hitler have had their ideas used to inspire various societies and people. Written works are used for the spread of ideas.

Martin Luther in his ninety-five theses wrote how the sale of indulgences by such men as Johann Tetzel was a sin to the virtues of the Catholic Church. Luther was appalled by what he saw as the selling of indulgences and tried to create reform in the Catholic Church. Even before indulgences there were other things that led to the decline of prestige in the church. They were the Babylonian Captivity which the Conciliar Movement fixed and the burning of Jan Hus. Luther in his works also explained ways to reform the church. Such ways were salvation through faith alone, and the bible's authority on faith and truth. The Bible was translated into German and became available to more people. Literary levels increased as people read the Bible. He also reformed the Lutheran Church and had literate clergy work unlike in the Roman Catholic Church where rural priests often could not read. His works led to a widespread revolution. Though he never intended it. They were the Protestant Reformation where all his ideas were incorporated into. This also led to movements such as the Peasant Revolt of 1520s against their lord. Luther never wanted this revolution to be a political/economic one, but in some ways it did. Many princes in the Holy Roman Empire

turned to Lutheranism to oppose the Emperor and break away with the empire. This in fact led to the decline of the Holy Roman Empire. This also inspired religious wars and other Protestant reformations, the Anabaptists, Anglican, Presbyterian.

Adolf Hitler also used his works to inspire others. During the time he wrote Mein Kampf Germany was coming off World War I destroyed by the Allies. The Weimar Republic was weak economically and politically. While he was in prison for a failed coup Hitler wrote Mein Kampf. In his work Hitler blamed the Jews for World War I, for their lack of support. Hitler also stated the need for Germany to retake their glory from the German Empire. It was his radical ideas that contributed to his rise as dictator of Nazi Germany. Circumstances favored Hitler as the people wanted revenge. Hitler's works also inspired the policy of Lebensraum; living space, to gain territory. He took control of Austria, Czechoslovakia, and part of Poland. His belligerent policy contributed to the start of World War II. Hitler's writing against Jews led him to discriminate against them. Jews had to wear the Star of David and live in ghettos. They were sent to concentration camps, where 6 million Jews died.

The written works of people such as Hitler and Martin Luther

inspired people to follow their ideas and have impacted society. Some negatively and some positively.

Anchor Level 3-B

The response:

- Develops the task by discussing the historical circumstances surrounding the writing of *Ninety-five Theses* and of *Mein Kampf* and the main ideas found in these writings in some depth, describing some effects of Martin Luther’s ideas, and alluding to the Holocaust as an effect of Hitler’s ideas
- Is more descriptive than analytical (*Ninety-five Theses*: appalled by what he saw; even before indulgences, other things led to the decline in prestige in the Church; salvation through faith alone and the Bible’s authority on faith and truth; his work led to a widespread revolution, though he never intended it; many princes in the Holy Roman Empire turned to Lutheranism to oppose the Emperor and break away; led to the decline of the Holy Roman Empire; inspired religious wars; *Mein Kampf*: Germany was coming off World War I, destroyed by the Allies; radical ideas contributed to his rise as dictator of Germany; circumstances favored Hitler as the people wanted revenge; Hitler took control of Austria, Czechoslovakia, and part of Poland; Jews had to wear the Star of David and live in ghettos); includes weak analysis (*Ninety-five Theses*: Conciliar movement fixed Great Schism); includes weak application (*Mein Kampf*: stated the need for Germany to retake their glory from the German Empire)
- Includes some relevant facts, examples, and details (*Ninety-five Theses*: sale of indulgences; Johann Tetzel; Babylonian captivity; Peasant Revolt; Anabaptists; Anglican; Presbyterian; *Mein Kampf*: Weimar Republic; failed coup; lebensraum—living space; concentration camps; 6 million Jews died); includes a minor inaccuracy (*Mein Kampf*: this belligerent policy contributed to the start of World War I)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: The response fits the criteria for Level 3. The response demonstrates a satisfactory understanding of the role of Luther’s ideas in the Protestant Reformation and Hitler’s ideas in his rise to power. However, a tendency to create a “laundry-list” detracts from the application of historical knowledge.

Throughout history, philosophers, leaders, and intellectuals have influenced their societies by writing their ~~ideas~~ ideas and opinions in books, journals, and newspapers. ~~Bartholomeo~~ Bartholomeo de las Casas and Martin Luther had that affect upon different regions and cultures. With the help of their written works, they were able to alter society and bring a major change.

During the development of the New World, the European conquistadors began colonizing the Americas with the help of the forced labor demanded from the ~~the~~ Native Americans. The immunity of the indigenous people didn't compare to that of the Europeans and caused a major decline in their population. The spread of smallpox and other deadly diseases wiped out the majority of the Native Americans' population. The unjust work that was given to them had also impacted their survival conditions. One man by the name of Bartholomeo de las Casas, recognized the torture that the Natives experienced and wrote: "Brief Report on the Destruction of the Indians" to record his observations and ~~spec~~ to specify the brutality the the Native Americans face daily.

The ~~the~~ significant death rate and the influence of Bartholomeo de las Casas' words ~~led~~ led to the replacement of Native Americans with slaves imported from Africa. It was Bartholomeo's suggestion that

the use of African slaves would be more beneficial because they have more immunity to diseases and they are used to the heat and tough working conditions. As a result, millions of Africans were brought to the Americas through the Middle Passage and used as slaves on the many plantations established in the Americas.

Martin Luther was a German monk who opposed the status of the Roman Catholic Church because of the constant corruption. He wrote the "Ninety-Five Theses" in which he attacked the idea of the sale of indulgences. ~~and his idea~~ He also believed that the Bible should be written in the vernacular of the country and that the priest should have the right to have a family. These ideas were dramatically spread with the help of the printing press and ~~the~~ certain rulers' approval of the ~~the~~ Protestant Reformation. Many rulers wanted to gain more land, and by taking control of the region controlled by the Church they were able to accomplish this mission.

~~The~~ Protestant Reformation influenced many societies because it replaced former Christian traditions with newer and different ones. Certain governments even made their own churches in response to the Reformation. For example, In England, King

~~Henry~~ Henry established the Anglican church and the Calvinists were set up in Switzerland and France. This led to the downfall of the unity between the European nations.

Bartolomeu de las Casas and Martin Luther had a great affect on the culture and society of their regions. With the use of their written works, they were able to impact ~~the history~~ the world in a way that is still a major part of ~~the~~ society today.

Anchor Level 3-C

The response:

- Develops the task by describing the historical circumstances surrounding the writing of *Brief Report on the Destruction of Indians*, discussing ideas found in both *Brief Report on the Destruction of Indians* and *Ninety-five Theses*, describing some effects of Luther's ideas, and briefly mentioning the Middle Passage as an effect of Bartolomeo de las Casas' idea
- Is more descriptive than analytical (*Brief Report on the Destruction of the Indians*: colonizing the Americas with the help of forced labor demanded from Native Americans; immunity of indigenous people didn't compare to that of Europeans; deadly diseases wiped out the majority of Native American population; his words led to the replacement of Native Americans with slaves from Africa; millions of Africans brought to Americas through the Middle Passage; *Ninety-five Theses*: attacked the idea of the sale of indulgences; Luther believed the Bible should be written in the vernacular; ideas dramatically spread with the help of the printing press and certain rulers' approval of the Protestant Reformation; certain governments even made their own churches in response to the Reformation)
- Includes some relevant facts, examples, and details (*Brief Report on the Destruction of the Indians*: European conquistadors; smallpox; plantations; *Ninety-five Theses*: German monk; King Henry; Anglican Church; Calvinists)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response lies in the number of facts, examples, and details employed in the discussion. Lack of analysis and uneven development limit the response.

One could say ~~that~~ the most effective & important role that one could take in a nation is to lead it. However if you don't better the nation or region in anyway as a leader, what good does it do for the people? An effective leader is one with policies & beliefs that will change the nation. John Locke & Muammar al Gaddafi ~~were~~ an intellectual & a leader, both had ~~ideas~~ written works with ideas that affected the development & structure of 2 different regions.

In Europe during the ^{18th &} 19th century a period known as the Enlightenment came about.

This period was known as a time where new age thinkers, & intellectuals & ~~philosophers~~ philosophers were able to come up with different ways to better their society without having to worry about being the only one thinking differently. John Locke was ^{an englishman who was also} one of these enlightened thinkers. He came up with various ideas in his book known as ~~the~~ 2 Treatises on Government. ~~He was an englishman~~ to better the way states were to be run.

~~and Libya had during the after the terrible~~
~~disasters known as the first world war Libya~~

During the 20th & 21st century centuries Libya had been known as a poor country under King Idris who ruled as a traditional religious leader had a passive foreign policy with the discovery of natural resources in Libya the people disapproved of this & therefore an overthrow of the government was planned this coup d'état was lead by General Muammar al-Qaddafi who had also been a ~~and~~ military leader as well. He had specific policies & beliefs on the way a ~~governm~~ government should be run these were outlined in his ~~own~~ own written work ~~not~~ known as the Green Book

~~The~~ John Locke's ~~main~~ main idea from the two treatises on government that had a significant effect on society was ~~this~~ the idea of ~~the~~ natural rights ~~he~~ He claimed everyone had certain rights given to us as human beings that no government could take away this had a ~~big~~ significant effect on ~~the~~ different constitutions such as the American in which Thomas Jefferson incorporated ~~to~~ Locke's idea of natural inborn rights As for

As Muammar al-Qaddafi the Green Book outlined numerous policies of his. Libya was affected so that certain things were limited such as ~~own~~ ownership of houses/cars & the amount of money ~~to~~ saved in one's bank account.

These 2 figures & men were important figures in shaping the nations they affected. Whether they or their ideas were initially accepted or not.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by discussing a main idea for John Locke—*Two Treatises on Government*, the historical circumstances surrounding the writing of Muammar al-Qaddafi's *Green Book*, and by mentioning an influence of the ideas of both individuals
- Is primarily descriptive (*Two Treatises on Government*: everyone had certain rights as human beings that no government could take away; Thomas Jefferson incorporated Locke's idea of natural inborn rights; *Green Book*: limited certain things such as ownership of houses, cars, and the amount of money saved in one's bank account)
- Includes few relevant facts, examples, and details (*Two Treatises on Government*: Enlightenment; Englishman; *Green Book*: King Idris; coup d'état); includes inaccuracies (*Two Treatises on Government*: 19th-century Enlightenment; linking different constitutions such as the American to Thomas Jefferson's incorporation of Locke's ideas; *Green Book*: 21st century Libya was poor)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that is a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Relevant statements and accurate details are included in discussing Locke's idea of natural rights and the historical circumstances surrounding the writings of Muammar al-Qaddafi. The development of the remaining aspects of the task are omitted or over-generalized.

Intellectuals, philosophers and Leaders have often recorded their Ideas in Literature.

These works contained their views and goals, and were often used to try to portray these views on the world. This is a very successful method, but can often be used for negative causes.

An example of a Negative use of this method is "Mein Kampf" written by Adolf Hitler. Hitler was responsible for one of the largest Genocides in history, and this book helped him achieve his goal. Hitler's goal was to create an ~~new~~ Arian race and kill those inferior. He also wanted to bring Germany to its former glory and he saw the Jewish people as its declining cause. In "Mein Kampf" he explained his views. He described Arians and their superiority, and he blamed the Jews excessively throughout the book. The book turned the people to him, and when he rose to power his views went into action. His hatred of Jews caused German antisemitism, and the Nazi party with Hitler at its head

began the persecution of the Jewish people. Literature was one of Hitler's ~~methods~~ methods to rise to power, and He used it affectively and ~~effectively~~ mercifully.

Although Hitler's use of literature was negative a lot of works through out history have been positive. "Long walk to freedom" written by Nelson Mandela is an example of a positive work. Nelson Mandela's goal was a fight to end apartheid. Apartheid was a set of laws used to separate whites and blacks and keep the power in the hands of whites. Mandela fought to end this separation and make all Africans equal. His book "Long walk to freedom" was written to help get his views across. However when he got arrested and imprisoned for his views his cause grew. Through out his imprisonment he became a symbol of freedom and when he was finally released apartheid was lifted and when Africa's first elections were held he was a "shoo in" for president.

Literature has been used through out history to develop the growing world.

It has been used for assorted causes,

Some negative some positive. Literature has

freed nations and caused Genocides. However

no matter how the literature is written it is

the writers views that decide what will

be done with it. It is the writers views

that truly change history.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth by discussing Hitler's anti-Semitism, mentioning his rise to power and persecution of Jews, discussing Nelson Mandela's opposition to apartheid, and mentioning circumstances that promoted his ideas
- Is primarily descriptive (*Mein Kampf*: responsible for one of largest genocides in history; wanted to bring Germany to its former glory; blamed Jews excessively throughout the book; *Long Walk to Freedom*: goal was a fight to end apartheid; set of laws was used to separate whites and blacks and keep power in the hands of whites; throughout his imprisonment, he became a symbol of freedom); includes faulty analysis (*Mein Kampf*: the book turned the people to him; Hitler's hatred of Jews caused German anti-Semitism)
- Includes few relevant facts, examples, and details (*Mein Kampf*: Aryan; anti-Semitism; Nazi Party); includes an inaccuracy (*Long Walk to Freedom*: Africa's first election)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that goes beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the ideas of Hitler and Mandela, but neglects other aspects of the task. The discussion of Mandela's ideas is applicable even though *Long Walk to Freedom* was published after the end of apartheid.

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide ~~societies~~ societies and influence the course of national and regional development. Two examples of leaders who have done this are Adolf Hitler and Karl Marx. Both leaders have written books about ~~their~~ their ideas and both changed nations forever.

When Adolf Hitler was writing Mein Kampf, it was shortly after World War I. ~~He~~ He was in jail ~~and~~ and he decided to put in writing all his ideas. Some of his main ideas was that he blamed Jews for all the things that happened with Germany. He also thought the German race was perfect. They should take over the world. This greatly ~~affected~~ influenced the development of Germany. When Hitler got into power he tried to bring his ideas to life. He set up concentration camps and tried to eliminate all Jews and

~~Also~~ races of people he didn't like. Also tried to take over most of Europe because he felt Germany had to take over because Germans were the defect race. ~~Ad~~ Adolf Hitler and his work Mein Kampf, greatly affected the development of Germany.

Karl Marx was another leader in history who had written his ideas. When he wrote Communist Manifesto, the working conditions were bad and workers had low wages. The work Communist Manifesto was about how workers should rally together and fight for better conditions and wages. This affected many nations for many nations will become communist and want to spread his idea. For example, Soviet Union. They founded Karl Marx ideas and also spread them to many other countries such as Poland and the ideas also spread to Japan. Karl Marx influenced many developing nations with his writings.

There are many ~~years~~ people throughout history who affected nations & with their ideas. Adolf Hitler and Karl Marx were just two of the many. Hitler and Marx's work affected the nations in many way. ~~Even affect generations to come today~~. They had a great influence ~~to the world~~ that will affect the world forever.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for Adolf Hitler—*Mein Kampf* and Karl Marx—*Communist Manifesto*
- Is primarily descriptive (*Mein Kampf*: blamed Jews for all the things that happened with Germany; thought the German race was perfect; tried to eliminate all Jews and races of people he didn't like; *Communist Manifesto*: working conditions were bad and workers had low wages; workers should rally together and fight for better conditions and wages); includes weak application (*Communist Manifesto*: ideas also spread to Japan)
- Includes few relevant facts, examples, and details (*Mein Kampf*: World War I; concentration camps; *Communist Manifesto*: Soviet Union; Poland)
- Demonstrates a general plan of organization; includes an introduction a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. In this response, all aspects are mentioned although not fully addressed. The discussion of how ideas influenced nations or regions is particularly deficient.

This was written to explain what he went through for his freedom. He & other African Americans ~~that~~ fought to end apartheid. ~~The~~ Apartheid was a policy that separated the blacks and whites and had different laws. The blacks had unequal laws. Mandela went to prison b/c of his actions and he ~~is~~ still fought for what he wanted. In the end ~~that~~ Mandela and the other African Americans got ~~what~~ what they fought for and Nelson Mandela became the president of Africa. This influenced the region by having equal rights for the African Americans and having a president that ~~is~~ can help the people.

As one can see, these two philosophers, John Ceece and Nelson Mandela have wrote their ideas in books to explain what ~~they~~ their beliefs and what they've been through. These two philosophers have fought for what believed and helped other people by spreading their ideas.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by discussing Locke's idea of natural rights and the policy of apartheid that Mandela fought to overcome
- Is descriptive (*Two Treatises on Government*: people born with natural rights and government should support their rights; if the government is not protecting your rights, the people have a right to get rid of that government and receive a new one that protects their rights; *Long Walk to Freedom*: policy that separated the blacks and whites and had different laws ; the blacks had unequal laws); includes faulty application (*Long Walk to Freedom*: African Americans)
- Includes few relevant facts, examples, or details (*Long Walk to Freedom*: apartheid); includes an inaccuracy (*Long Walk to Freedom*: Mandela became president of Africa)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The strongest part of the response is the description of Locke's idea of natural rights. The brief treatment of Mandela is limited to a description of apartheid.

Intellectuals, philosophers, and leaders have often recorded their ideas in written works. These ideas have been used throughout history to guide societies and influence the course of national and regional development. "The Communist Manifesto" by Karl Marx and "Mein Kampf" by Adolf Hitler are both written works that influenced and developed Nations.

"The Communist Manifesto" was a literary work that supported socialist and communist thought. Ideas that Karl Marx included influenced nations greatly, such as Russia's Soviet Union and China. With these ideas nations became powerful communist countries. These were equality among workers, little diversity among citizens, totalitarian rule, etc. The book "Communist Manifesto" influenced nations and they became somewhat successful.

The next literary work was "Mein Kampf" by Adolf Hitler. Hitler wrote the book while he was in prison. In the writing he expresses his thoughts about what he would do to rule Germany and why he blames his imprisonment on other races, specifically Jews. Once he is out of Jail, he becomes

Anchor Paper – Thematic Essay—Level 1 – B

a leader in Germany, and his totalitarian power gets every one to have nationalistic pride and to expand "Mein Kampf" helped his ruling greatly.

Leaders have often recorded their ideas in written works. These ideas have been used throughout history and have influenced many nations to develop and expand.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning an idea of Marx, mentioning nations influenced by his ideas, and stating some ideas of Hitler
- Is descriptive (*Communist Manifesto*: influenced nations greatly such as Russia's Soviet Union and China; *Mein Kampf*: his thoughts about what he would do to rule Germany; blames imprisonment on Jews)
- Includes few relevant facts, examples, or details (*Communist Manifesto*: supported socialist and communist thought; *Mein Kampf*: totalitarian power; nationalist pride)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of Hitler's idea of how to rule Germany is general and limited. Although the discussion of the *Communist Manifesto* contains some detail, it is also limited. Both discussions lack any reference to the historical circumstances leading to the selected works.

Philosophers' ideas have often been used to guide societies because they were recorded and available for many countries to use. Some examples of this are John Locke and Olympe de Gouge, whose ideas were both used in the French Revolution, as well as elsewhere.

John Locke wrote the Two Treatises on Government in England in the 17th century. Locke's writing, ~~two treatises~~ stated that a government should be more to protect the rights of man and not just for the rulers to have power. He was living in a period where monarchs ruled for themselves and treated the ordinary people badly. This was exactly the case in the French Revolution. The upper class were a minority, but held most of the power, while the majority, the lower class, held very little. When it came time to write a declaration, John Locke's ideas were the foundation. His idea that the people should be allowed to vote by head rather than by estate (money) was used, so that citizens could vote for a leader that would help them maintain their basic rights, as a government should according to Locke. Also, they used his idea that everyone should be allowed their basic human rights as the title,

Declaration of the Rights of Man suggests. Locke's ideas of basic rights were freedom of speech, freedom of religion, and protection of one's property. These were used in the declaration in 1789 giving all ~~citizens~~^{men}, no matter what class, their rights.

Olympe de Gouge also had strong ideas that were used in and based around the French Revolution. When de Gouge wrote ^{The} Declaration of the Rights of Woman, she was basing this off of the Declaration of the Rights of Man. During the French Revolution, men were fighting for equal rights ~~to~~ regardless of their class. de Gouge believed that women should also be allowed these basic rights as well, because they were all human. Women had contributed a lot to the French Revolution, which gave men these basic rights. The Versailles March was led by women who wanted bread for their children and this resulted in the capture of ~~to~~ the monarchs, Louis ~~XIV~~ and Marie Antoinette. Women also contributed in the siege of the Bastille. After all that women did for the French Revolution, they believed that they too deserved basic rights, and to be treated equal to men as can be seen in the way that

The ~~Declaration of the Rights of Women~~ simply replaced woman for man throughout The Declaration of the Rights of Man. de Gouge's idea of gender equality also helped women's Rights movements such as that in Great Britain, when women protested for their right to vote.

When philosophers write down their ideas, it is generally to give their ideas on what is happening around them and influence others to act. Often, these ideas such as John Locke's basic rights of man and de Gouge's idea of gender equality hold true to events past the author's time and guide other societies to act and improve upon their nation. It is important to record these ideas, ~~not~~ not to force change upon a future society, but to give them the option.

Throughout history, the writings of famous or influential people have ~~been~~ been read and used in politics. These writings can be ~~on~~ ^{on} ~~about~~ a variety of topics, ranging from religion to government to nature. Charles Darwin and Martin Luther are two examples of famous and influential people who wrote such ~~works~~ works.

Charles Darwin was a scientist whose work ~~at~~ ^{indirectly} influenced the development of many nations. Charles Darwin did extensive research on nature, ~~and~~ and evolution. One of the concepts he is most known for is survival of the fittest. Survival of the fittest is a phrase that refers to one of the ways evolution occurs in our world. It refers to the fact that the beings who are better adapted to their way of life are more likely of survive. One might wonder what Charles Darwin has to do with the development of nations. To some effect, he doesn't. However, that being said, Darwin's theories were put into a social context to form a concept called Social Darwinism. It is through Social Darwinism that Mr. Darwin has influenced the development of nations. Social Darwinism is basically Darwin's theories translated into a ~~concept~~ ^{political} concept for ~~political~~ and economical evolutions instead of biological evolutions. Leaders, reformists, and politicians have used Social Darwinism when making strategies, creating policies, and debating ideas. Overall, Charles Darwin has greatly affected the development of nations.

Martin Luther ~~also~~ directly influenced politics and ~~also~~ also the development of nations. To be specific, his "Ninety-Five Theses" were the influential factor. Martin Luther was indignant about the methods and behaviors of the Church and its priests. As a protest against several aspects of the Church (one being Forgiveness), Martin Luther posted his "Ninety-Five Theses" on the door of a nearby church. This act caused a huge stir in the Christian faith. The Church (and many others) were outraged by Luther's bold move. Mr. Luther was excommunicated for denouncing the Church's ways.

Thematic Essay—Practice Paper – B

Try as they might, though, the Church could not prevent the less hidden murmurs of discontent from rising. ~~To make a long story~~ In the end, the Church split. As the years ~~of~~, ~~decades~~, and centuries passed the Christian faith split into more and more sub-faiths. Yet again, one might ask how these events influenced the development of nations. This time, the answer is less complicated. The Church was in control of many nations and countries. As people began to question the Church's authority, its power and hold began to loosen and recede. Also, people were a little less afraid of questioning the Church and splitting into different sub-faiths. One king even decided to split from the Church because, unless he did, he could not divorce his wife. It was thus that Martin Luther and his "Ninety-Five Theses" influenced the development of nations.

To conclude, Martin Luther and Charles Darwin both had their own effects on the world and its politics. Despite the differences between their works, both contributed to the developments of several nations.

People, nations, and armies all crumble with the passing of time but ideas never die. Some of the world's greatest thinkers recorded their ideas in their writing. Karl Marx and Plato are two such people. The writings of both Karl Marx and Plato have greatly influenced not only the nations and people of their own time, but also future generations and developing nations.

Karl Marx's Communist Manifesto introduced the ideas of communism to a world where many struggling and/or developing nations would latch on to his ideas. Karl Marx was born in Germany but found his way into an England that was fast being swallowed up by the greedy factory system and urbanization brought about by the Industrial Revolution. Poor working conditions, including long working hours for low pay, of the common English laborer convinced Marx that history was a cycle. This cycle, Marx believes, involves the constant struggle between classes. These classes, Marx portrays in his manifesto, consist of the working class, or exploited class, and the ruling class, or exploiting class. Throughout history the exploited have made up the majority of the population. Despite their outnumbering of the exploiters, the workers have always been oppressed and taken advantage of by the ruling class. In his manifesto Marx discusses his ideas on how he feels there will be an end to class struggle. Marx states that all the Proletariat (workers) will unite to overthrow their rulers (bourgeoisie). After this Proletarian revolution, a transition period will come about, in which a working class dictatorship shall take over and implement reforms that will create a classless society. Theoretically, this dictatorship will then step down

from power and ~~then~~ this classless society would then run flawlessly. Unfortunately, in some minds, the practice of Communism in real life has greatly differed from ideal Communism. The Russian revolutions at the end of WWI eventually brought about a Bolshevik ruling class that set up a Communist government. The dictator Joseph Stalin came into power in this new Russian state. Although Stalin was said to be a Marxist, the state he ran had more similarities to facism than Communism. Stalin, through the use of a secret police force, murdered anyone who took a political stance against him and promoted the "liquidation" of groups. So although the Soviet Union did not achieve ideal Communism pictured in Marx's Communist Manifesto the ideas in his book are what sparked the initial revolutions. Marx, however is not the only man in history to influence generations through his writing.

Plato was one of, if not, the greatest philosophers of ancient Greece. Through Plato's writing, or dialogues, ancient Greece and all of western civilization have been fascinated with (borrowing, transforming, and building off of) the philosophical thoughts and ideas presented in his works such as Republic. Ancient Greece was arguably the first democratic state(s). A place where music, art, literature, architecture and philosophy were all in their own Golden Ages, ancient Greece was where Plato drew his ideas from. Aside from the culture of Greece Plato was influenced, by more than anyone else, Socrates. Socrates was a well known philosopher who had students whom he taught through the use of Socratic dialogue, a system where the teacher does not "teach" in the modern sense of the word

but instead asks questions allowing the student to discover the answers on their own. One of Plato's greatest influences on Western ~~society~~ civilization could very well be his popularization of this method in The Republic. Even today, many countries encourage their teachers to use this method. Plato was a student of Socrates and some say was present at his death. The condemnation of Socrates by the Athenians convinced Plato that democracy was truly a bad and easily corrupted form of government that should be replaced. In Plato's Republic, he discusses a government where there are three distinct classes. These classes would have different responsibilities ranging from ruling and fighting to common labor. A person's class would be determined by his/her intellectual and physical abilities, but only the elite ruled. Much in this world was illusory and hard to know. With this discussion Plato modeled the Socratic method and emphasized what he thought to be the essentials of living in organized society. This opened the way for many other political philosophers to express their opinions. Aristotle was one such political philosopher who, although a friend and contemporary of Plato, critiqued Plato's ideas and put out his own. All western societies have been influenced by Plato's ideas, for the most part indirectly. A famous Renaissance painting of Plato with Aristotle at the center of learning shows the continued influence of Plato's ideas.

When a person is educated they will often seek out literature. This is because writing is a form of preserving great ideas. The ideas of Marx and Plato were great ideas, and as such, continue to this day to influence the minds and thoughts of anyone who reads these works.

Ideas have been used throughout history to guide societies and influence the course of national and regional development. There are many different intellectual, philosophers but two of them are Martin Luther who wrote the Ninety-five thesis and John Locke who wrote the two treatises on Government.

Martin Luther was a man who wrote the Ninety-five thesis and he did this so that every one would follow the Rule and Martin Luther is different from Martin Luther King Jr.

John Locke was also a good man and he wrote the two treatises of government. John Locke wrote these two treatises so that every one would have a stable government.

These two intellectual, philosophers have recorded the ideas in written works and they have influenced the course of national and regional development. John Locke, Martin Luther, Karl Marx, Adolf Hitler, etc. ~~have~~ were all intellectual, philosophers and they were ~~is~~ very good ones.

Throughout history there have been many ~~p~~ religious and political philosophers whose work has altered the course of history. An example of a religious philosopher is Martin Luther and an example of a political philosopher is ~~Robert~~ John Locke.

Martin Luther's publication of the 95 theses soon led to ~~a~~ the Protestant Revolution which quickly spread through Europe. The main cause of this publication was Luther's unhappiness with the selling of indulgences. Tetzel, a church official, had been selling indulgences, which were a guarantee to go to heaven even when someone had sinned, in his town. In addition to not agreeing with indulgences, Luther also did not agree with pluralism and other faults the Catholic church was displaying. These events lead to the posting of Luther's Theses on the ~~bottom~~ church door. The ideas Luther discussed soon became very popular and began

through the Holy Roman Empire. These ideas included only 3 of the 7 Catholic sacraments, a belief in consubstantiation rather than transubstantiation, abolition of the church hierarchy, a belief that faith alone would secure one's place in heaven, and the idea of a brotherhood of all believers. These ideas found in his work appealed to men and women of all classes throughout the Holy Roman Empire. This changed the influence of the Holy Roman Emperor over his land. The Emperor, currently Charles V, was given power by the Catholic church. If people were no longer Catholic in the region he was governing, then he no longer had power. The concept of the whose region is his religion was born, and solidified with the Treaty of Westphalia which recognized Lutheranism. It also led to the 30 years, more Protestant sects, and the decline of the Holy Roman Empire.

John Locke, an English philosopher, changed history with his publication *Two Treatises on Government*. John Locke wrote his paper during a time of political tension in Europe. Many ~~ideas~~ of his ideas came from Enlightenment thought, such as the belief in reason. His main idea was that a government was responsible for protecting the basic rights of man (life, liberty, property). If a government was not doing so it was the people's right and responsibility to overthrow the government and replace it with a more effective one. His ideas were seen in both the American (Declaration of Independence) and the French (Declaration on the Rights of Man) Revolutions. It was a major theme in the French Revolution. The French Revolution was a wake-up call for many governments. It also brought about the Napoleonic area and led to nationalistic movements. All of this historical

changes were a result of Locke's work.

History ~~and~~ can be changed, and has been changed, with the publication of different works. Two examples of these are Luther's 95 theses which led to the decline of the Holy Roman Empire and the protestant Reformation, and John Locke's Treatises on Two Governments which supported and encouraged the American and French revolutions. These two great men were able to alter history with the work of their mind and a pen.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for John Locke—*Two Treatises on Government* and Olympe de Gouge—*Declaration of the Rights of Woman*
- Is more descriptive than analytical (*Two Treatises on Government*: a government should be there to protect the rights of man; everyone should be allowed their basic human rights; basic rights were freedom of speech, freedom of religion, and protection of property; *Declaration of the Rights of Woman*: based on the *Declaration of the Rights of Man*; de Gouges believed that women should also be allowed basic rights as well; Versailles March was led by women and resulted in the capture of the monarchs; women also contributed in the siege of the Bastille); includes weak application (*Two Treatises on Government*: idea that citizens should vote for a leader by head rather than estate)
- Includes some relevant facts, examples, and details (*Two Treatises on Government*: 17th century; French Revolution; *Declaration of the Rights of Woman*: French Revolution; gender equality; women’s rights movement in Great Britain); includes a minor inaccuracy (*Declaration of the Rights of Woman*: Louis XIV)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the ideas of Locke and de Gouges and the historical circumstances behind Olympe de Gouge’s work; however, it lacks depth on the other aspects of the task.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in some depth by discussing how Darwin’s ideas were adapted, how this adaptation influenced thinkers, Luther’s unhappiness with the Church, and the general impact of Luther’s ideas
- Is primarily descriptive (*Charles Darwin*: did extensive research on nature and evolution; beings better adapted to their way of life are more likely to survive; Darwin’s theories were put into a social context; theories translated into a concept for political and economic evolution instead of biological; *Ninety-five Theses*: indignant about the methods and behaviors of the Church and its priests; as a protest against several aspects of the Church, posted his Ninety-five Theses; in the end, the Church split; one king even decided to split from the Church because he could not divorce his wife)
- Includes few relevant facts, examples, and details (*Charles Darwin*: survival of the fittest; evolution; Social Darwinism; *Ninety-five Theses*: excommunicated)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. While not mentioning a specific text for Darwin, the response accurately characterizes an idea found in his writings. The discussion of Luther’s thinking lacks details. The historical circumstances surrounding Charles Darwin are not addressed.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Karl Marx—*Communist Manifesto* and Plato—*Republic* by discussing the historical circumstances surrounding the writings, a main idea found in the writings, and how this idea has influenced the development of nations and regions
- Is more analytical than descriptive (*Communist Manifesto*: introduced the ideas of communism to a world where many struggling and/or developing nations would latch on to his ideas; an England that was fast being swallowed by the greedy factory system and the urbanization of the Industrial Revolution; history was a cycle that involves constant struggle between classes; the workers have made up the majority but have always been oppressed by the ruling class; proletariat will unite to overthrow bourgeoisie; after proletarian revolution, a transition of a working class dictatorship will implement reforms; Russian Revolution brought about a Bolshevik ruling class that set up a communist government; although Stalin was said to be a Marxist, the state he ran had more similarities to fascism than communism; Stalin promoted the “liquidation” of groups; although the Soviet Union did not achieve ideal communism, ideas are what sparked the initial revolutions; *Republic*: Plato was one of, if not, the greatest philosophers of ancient Greece; music, art, literature; architecture, and philosophy were all in their own Golden Ages; Socrates taught through a system where the teacher asks a question allowing the students to discover the answers on their own; greatest influence could very well be in popularizing Socratic method; Plato discusses government where different classes have different responsibility; class was determined by abilities, but only the elite ruled; Plato emphasized what he thought to be essentials of living in organized society; famous Renaissance painting shows continued influence of Plato’s ideas; even today, many countries encourage their teachers to use this method)
- Richly supports the theme with relevant facts, examples, and details (*Communist Manifesto*: Germany; poor working conditions; long working hours; low pay; exploited class and exploiting class; World War I; classless society; secret police; *Republic*: dialogues; Western civilization; Socratic dialogue; Aristotle)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. While demonstrating that the practice of communism under Stalin differed significantly from Marxist ideals, the response also demonstrates linkage between the Marxist idea of a working class dictatorship and the concentration of power in the state. The discussion stresses the importance of Plato’s search for answers in establishing a foundation for Western philosophy and its continued importance today.

Practice Paper D—Score Level 0

The response:

Fails to develop the task; includes no relevant facts, examples, or details; includes only portions of the theme and suggestions as copied from the test booklet

Conclusion: The response fits the criteria for Level 0. Although the idea of government is associated with Locke in a very general way, no information in the response relates to the task.

Practice Paper E—Score Level 3

The response:

- Develops the task by discussing the historical circumstances, a main idea, and the influence of this idea for Martin Luther—*Ninety-five Theses* in some depth and discussing a main idea and some influences of this idea for John Locke—*Two Treatises on Government*
- Is more descriptive than analytical (*Ninety-five Theses*: unhappiness with the selling of indulgences; faith alone would secure one’s place in heaven; if people were no longer Catholic then the emperor no longer had power; led to more Protestant sects and the decline of the Holy Roman Empire; *Two Treatises on Government*: a government was responsible for protecting the basic rights of man; if government was not protecting rights, it was the people’s right and responsibility to overthrow and replace it with a more effective one; ideas were seen in American and French revolutions); includes faulty application and analysis (*Ninety-five Theses*: did not agree with pluralism and other faults the Catholic church was displaying; Emperor was given power by the Catholic church; *Two Treatises on Government*: all of these historical changes were a result of Locke’s work)
- Includes some relevant facts, examples, and details (*Ninety-five Theses*: Protestant Reformation; Tetzel; Charles V; *Two Treatises on Government*: Enlightenment; reason; life, liberty, property; American Declaration of Independence; French Declaration of the Rights of Man; Napoleonic Era); includes an inaccuracy (*Ninety-Five These*: Treaty of Westphalia associated with details that apply to the Peace of Augsburg)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The treatment of Luther’s work is diminished by imprecise statements. The details of Locke’s ideas strengthen the response, but the historical circumstances leading to his ideas is lacking, and the attribution of all historical changes to Locke’s work is overstated.

Global History and Geography Specifications January 2010

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Culture and Intellectual Life	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government
Document-based Essay	Change: Factors of Production; Needs and Wants; Scarcity; Science and Technology	Standards 2, 3, and 4: World History; Geography; Economics

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

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

The *Chart for Determining the Final Examination Score for the January 2010 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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