FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Tuesday, August 18, 2026 — 12:30 to 3:30 p.m., only

RATING GUIDE FOR PART II (Short-Answer Constructed Response Questions) AND PART III (Enduring Issues Essay)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's website during the rating period. Visit the site at: https://www.nysed.gov/state-assessment/high-school-regents-examinations and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

For **Part II** Short-Answer Constructed Response (open-ended) questions:
- A question-specific rubric

For **Part III** Enduring Issues Essay:
- A content-specific rubric
- Prescored answer papers. Each score level has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:
- Web addresses for the test-specific conversion chart and teacher evaluation forms

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Mechanics of Rating

The procedures on pages 2 and 3 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 *Directions for Scoring Regents Examinations.*

Rating the CRQ (open-ended) Questions

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

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

(2) The CRQ questions are to be scored by one rater.

(3) The scores for each CRQ question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.

(4) Record the total Part II score if the space is provided on the student's Part I answer sheet.

Rating the Enduring Issues Essay Question

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

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

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

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

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

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

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

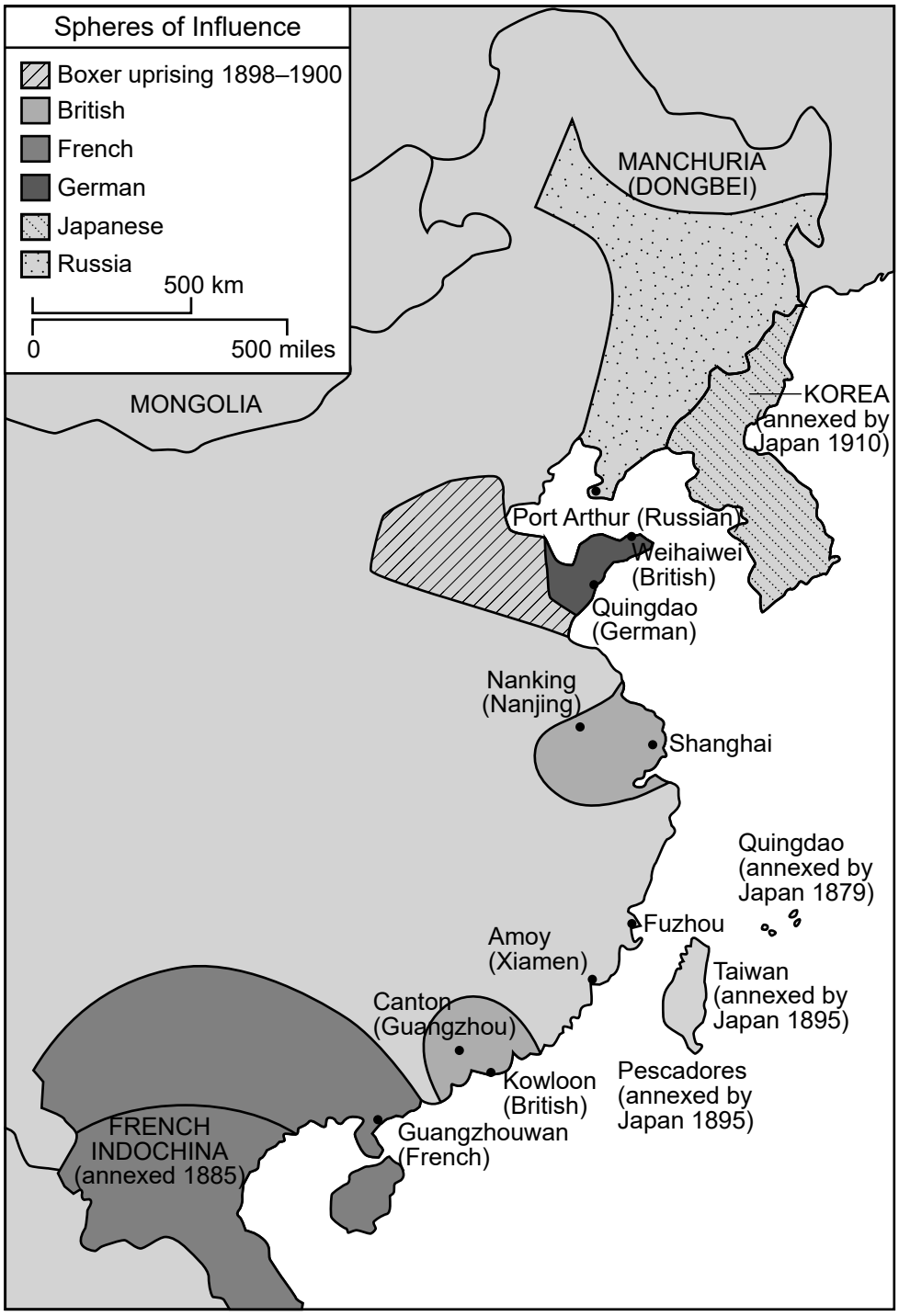
The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

The conversion chart for this examination is located at https://www.nysed.gov/state-assessment/high-school-regents-examinations and must be used for determining the final examination score.

Global History and Geography II
Part II Question-Specific Rubric
Constructed Response Questions
August 2026

CRQ Set 1:

Document 1



Source: R. Keith Schoppa, *Twentieth Century China*, Oxford University Press, 2011 (adapted)

29 Explain the geographic context for the historical developments shown on this map.

Score of 1:

- Correct response

  Examples:

  – countries created spheres of influence/markets in China;
  – the Boxer uprising occurred in China due to foreign spheres of influence;
  – China was carved up/divided by unfair treaties;
  – foreign powers took control of Chinese ports/Qingdao/Kowloon/Guangzhouwan as a result of unequal treaties;
  – Britain/France/Germany/Japan/Russia wanted access to Chinese markets/ports to sell goods/trade;
  – the Boxers challenged foreign powers in China because they wanted to preserve Chinese traditions;
  – countries wanted control of ports in coastal areas in China to show economic power;
  – China was weakened by the Opium Wars and was vulnerable to exploitation under unequal treaties negotiated by foreign powers;
  – China was reluctant to industrialize, which led industrial powers to create spheres of influence;
  – Japan was increasing its territory in Asia by annexing parts of China/Korea

Score of 0:

- Incorrect response

  Examples:

  – Europe expanded;
  – colonization;
  – China divided after the fall of the Qing Dynasty;
  – Japan took over all of China;
  – they controlled ports;
  – China needed protection against Mongolia

- No response

Document 2

About a year after the revolutionary overthrow of the Qing (Manchu) Dynasty, China was politically divided. During this time, various factions, including nationalists and warlords, competed for control of the republic. Ching Chun Wang, a representative of the new Chinese Republic, visited the United States. This excerpt is from an article written by Ching for an American magazine in January 1913.

The Chinese millions have given the world the greatest revolution of modern times in the most civilized manner known to history. We have emancipated ourselves from the imperial yoke, not by brute force but by sheer reasoning and unparalleled toleration. Within the amazingly short period of four months, and without shedding over one hundredth part of the blood that has been shed in other similar revolutions, we have transformed our immense country from an empire of four thousand years' standing into a modern democracy. After having set this new standard of sanity in revolutions, we have organized ourselves into the newest republic, following up-to-date patterns. Now we come forward with hands and hearts open to join the sisterhood of nations, and all we ask is that the world will permit us to join its company. We are born into the world as a nation, and we wish to be registered as a part of the world. We ask for recognition of our Republic because it is an accomplished fact. Neither our modesty nor our sense of self-respect will ever allow us to make another request if any party can show us that the Chinese Republic is not a fact. . . .

During the past seven months China has rushed through her great drama with appalling speed and audacity [boldness]. She has run the hardest Marathon known in history. After reaching her goal, breathless, she nervously but confidently looks to the world for the recognition due to every such runner. She stretches out her hands to America first, because she prefers to have her best friend be the first in giving her this deserved encouragement. Now, will America understand the truth? Will America listen to her plea?

Source: Ching Chun Wang, "A Plea for the Recognition of the Chinese Republic," *The Atlantic*, January 1913

30 Based on this excerpt, explain how the audience affects what Ching includes in his article.

Score of 1:

- Correct response

  Examples:

  – because he is speaking to an audience in the United States in this article, he is arguing that the Chinese Revolution has changed China into a modern democracy, hoping to gain their support and recognition of the new republic;
  – Ching is trying to gain support of a democratic nation, so he states that China has become a republic;
  – he wants the United States to see China as an equal and is trying to persuade the Americans to welcome them into the "sisterhood of nations;"
  – he states that China has emancipated itself from its imperial yoke to show the United States that China has changed its political system;
  – he wants the United States to recognize the new republic;
  – he is trying to make sure the United States remains on friendly terms with the new republic;
  – he wants to reassure the United States that China is a democracy;
  – Ching presents China's revolution as not problematic/a positive change to encourage alliance building/friendship with the United States;
  – China is trying to convince America/the world that China is relevant/is a new republic;
  – he is explaining to the United States that China is reaching out its hand to America first;
  – because he is speaking to the world, he wants them to accept China as part of it;
  – he is asking America to recognize the Republic of China and uses an uplifting/reasoning tone;
  – to connect with his audience Ching explains that China escaped tyrannical government similar to the origin of the United States

Score of 0:

- Incorrect response

  Examples:

  – the American audience didn't like China;
  – the United States was interfering;
  – they transformed their country into an empire

- No response

Documents 1 and 2

31 Identify *and* explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from *both* Documents 1 and 2 in your response.

Score of 1:

- Correct response

  Examples:

  – Document 1 shows that China has become weak and has fallen victim to imperialism and as a result, there was a revolution and a new government was created in China as seen in Document 2;
  – China was divided into spheres of influence in the mid-to-late 1800s, which led to a revolution in China and the development of a new republic;
  – a desire to create a republic/democracy resulted from foreign control/European imperialism in China;
  – China had a revolution after the Qing Dynasty was weakened by European imperialism;
  – China looked to the United States for help after years of European domination;
  – the Boxer uprising (Document 1) led to reforms/increasing nationalism in China/the fall of the Qing Dynasty (Document 2);
  – a democracy was created after a weakened dynasty/monarchy;
  – because China was weakened as a result of imperialism/rebellions, Ching made a plea to the United States for recognition of China as a new nation

Score of 0:

- Incorrect response

  Examples:

  – European countries created a democracy in China;
  – the Boxers looked to the United States for help;
  – the Qing Dynasty came to power and asked the United States for recognition;
  – Mao Zedong defeated the Nationalists

- No response

CRQ Set 2:

Document 1

December 24, 1979: The Invasion Begins

Source: "Soviet War in Afghanistan," *BBC News* (adapted)

*garrison = military base

. . . By the late 1980s, the mujahedeen [Islamic guerilla fighters] had battled the mighty Red Army to a stalemate. Finally, the Soviet Union gave up, pulling out the last of its troops early in 1989.

The war had taken a terrible toll on both sides. As many as 1.5 million Afghans died, including hundreds of thousands of civilians, out of a population of 15 million.

On the Soviet side, 15,000 soldiers died and another 11,000 returned home disabled. In addition, the war's enormous expense intensified already crushing economic problems at home. Public discontent, and tempers, ran high. . . .

Back in Afghanistan, chaos reigned. With the Soviets gone, the tribal bands of the mujahedeen were battling each other for supremacy. Tens of thousands more lives were lost and much of Kabul, the capital, was reduced to rubble. . . .

Source: Lawrence M. Paul, "Afghanistan: How We Got There," *New York Times Upfront*, February 8, 2010

32 Explain the geographic context for the historical developments shown on this map and described in this excerpt.

Score of 1:

- Correct response

  Examples:

  – the Soviet Union bordered Afghanistan;
  – the Soviet Union was trying to spread communism to Afghanistan;
  – the Soviet Union wanted communist countries on its borders;
  – the Cold War led to conflicts in Asia;
  – the Soviets wanted further influence in Afghanistan;
  – the Soviets built garrisons in Afghanistan;
  – Afghanistan was strategic to the Soviet Union due to its proximity to southwest Asia;
  – the Soviets/Red Army were unable to gain control in Afghanistan due to the mujahedeen;
  – there was a stalemate in Afghanistan due to the difficult terrain and the actions of the mujahedeen;
  – Kabul, the capital, was reduced to rubble due to the war;
  – the Soviet Union gave up and removed its troops to the north

Score of 0:

- Incorrect response

  Examples:

  – war occurred;
  – 15,000 soldiers died;
  – the Soviet Union invaded;
  – the mujahedeen fought the Red Army

- No response

Document 2

The Tet Offensive began on January 30, 1968. It was a coordinated series of attacks by the Communist North Vietnamese on more than 100 cities and outposts in South Vietnam.

> For the President from [Ambassador] Bunker. Herewith my thirty-eighth weekly message. . . .
>
> Enemy attacks have resulted in heavy damage in many cities and towns. We do not yet have an accurate count of the number of houses destroyed or refugees created, but we do have enough information to know that there has been very considerable property damage. As of this morning, the refugee count in the Saigon metropolitan area was 93,000 and for the country as a whole about 190,000. Thus far, with 31 provinces out of 50 reporting, even though sketchily, we estimate the number of evacuees (many of whom will return home as soon as fighting subsides) may reach between 250,000 and 300,000. About 15,000 homes are reported destroyed though this figure will undoubtedly increase. Civilian casualties compiled from preliminary figures total almost 800 dead and 7,500 injured, though this also is probably much under the actual total. Some important installations, such as hospitals, radio stations, and power plants, have also been damaged. The GVN [Government of the Republic of Vietnam], however, has taken prompt measures to deal with all these problems through the Joint Task Force, which I mentioned in my last message and to which I shall refer in more detail later in this report. . . .

Source: Telegram from Ambassador to South Vietnam Ellsworth Bunker in Saigon to the United States Department of State, February 8, 1968

33 Explain the purpose of this telegram to the Department of State.

Score of 1:

- Correct response

  Examples:

  – the ambassador wants the president to know the extent of the damage inflicted during the Tet Offensive;
  – the ambassador wants to report on the casualties resulting from the Tet Offensive;
  – Ambassador Bunker wants Washington to know about the damage to homes/hospitals/radio stations/power plants;
  – he wants to report that the government of South Vietnam is dealing with its problems through the Joint Task Force;
  – he wants to inform the president about the situation on the ground in Vietnam

Score of 0:

- Incorrect response

  Examples:

  – the Tet Offensive begins;
  – he is writing to the President;
  – he mentioned it in his last message;
  – to inform the President

- No response

Documents 1 and 2

34a Identify a similarity *or* a difference in the conflicts described in Documents 1 *and* 2.

Score of 1:

- Correct response

  Similarities:

  – both conflicts involve communism;
  – both conflicts destroyed cities;
  – both conflicts used armed forces;
  – economies were damaged;
  – many deaths resulted from the conflicts;
  – both invading nations were defeated;
  – both conflicts were part of the Cold War/proxy wars

  Differences:

  – the combatants are different;
  – the proxy wars are in different countries;
  – motivations for the conflict are different

Score of 0:

- Incorrect response

  Examples:

  – the United States removed its troops from Afghanistan and Vietnam;
  – both are part of the War on Terror;
  – the United States accomplished its goal in Vietnam but not in Afghanistan

- No response

34b Explain the similarity *or* difference you identified using evidence from *both* documents.

Score of 1:

- Correct response

  Similarities:

  – the Soviet Red Army was fighting in Afghanistan and the Communist North Vietnamese invaded South Vietnam;
  – Kabul was reduced to rubble and cities and towns in Vietnam were destroyed;
  – the Red Army/the mujahedeen fought in Afghanistan and the United States Army/North Vietnamese fought in Vietnam;
  – the Tet Offensive was a widespread, unexpected attack and the mujahedeen fought off the Soviets;
  – the war was very expensive for the Soviets in Afghanistan and the war in Vietnam damaged important places such as hospitals/radio stations/power plants;
  – in Afghanistan, as many as 1.5 million Afghans died as well as 15,000 Soviet soldiers. In the Tet Offensive, 800 civilians died, based on preliminary figures

  Differences:

  – in Afghanistan, the mujahedeen/Islamic guerillas fight the Soviets, and in Vietnam, the North Vietnamese fight the United States/South Vietnamese;
  – the Soviets were fighting close to their border in Afghanistan and the United States was fighting across the world in Vietnam;
  – the United States is fighting against the communist North Vietnamese, and the Red Army is trying to spread communism in Afghanistan

Score of 0:

- Incorrect response

  Examples:

  – in Vietnam, the refugees moved away from the war, and in Afghanistan, the Soviets left;
  – Vietnam solved their problems and Afghanistan did not;
  – Document 1 shows a map and Document 2 shows a telegram

- No response

Global History and Geography II
Part III Content-Specific Rubric
Enduring Issues Essay

Task:

- Identify ***and*** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant ***and*** how it has endured across time using your knowledge of social studies and evidence from the documents

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least **three*** documents
- Explain the issue using relevant evidence from *at least **three*** documents
- Argue that this is a significant issue that has endured by showing:
  - How the issue has affected people or has been affected by people
  - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

Scoring Notes:

1. Some examples of enduring issues that students may identify in *at least **three*** documents are provided. However, other issues may be identified if they are supported by accurate facts and examples from both the documents and outside information.
2. The discussion of the issue must be related to the documents, accomplish the task, ***and*** be supported by accurate facts and examples.
3. The identification and explanation of the enduring issue may be included in the discussion of why the issue is significant and how it has endured across time.
4. Information used to discuss how the enduring issue affected people ***or*** has been affected by people may also be used to discuss how the issue has endured across time.
5. The enduring issue may be discussed from different perspectives as long as the position taken is supported with accurate historical facts and examples.
6. A specific time period or era need not be identified as long as it is implied in the discussion.
7. A response may discuss either how the enduring issue affected people ***or*** has been affected by people ***or*** both.
8. A response may discuss either continuity ***or*** change regarding the selected enduring issue ***or*** both.
9. While not required, a student may include information from the 9th grade social studies framework.
10. While the United States should not be the focus of the argument, issues related to the United States may be used to address the task as long as information used relates to the enduring issue selected from these documents.
11. While the focus of the response should be on the enduring issue that is identified, additional enduring issues may be referenced as part of the discussion. However, if two or more enduring issues are addressed in separate discussions, only the first one should be scored.
12. The rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score, (e.g., if a response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point).

Score of 5:

- Identifies and clearly and accurately explains ***one*** enduring issue raised in *at least* ***three*** documents (see Explanation and Evidence from Documents on page 18)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people ***or*** how the issue has been affected by them, ***and*** how the issue continues to be an issue ***or*** has changed over time
- Is more analytical than descriptive
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least* ***three*** documents
- Richly supports the task by incorporating substantial relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately explains ***one*** enduring issue raised in *at least* ***three*** documents
- Develops a thoughtful argument in some depth about how the enduring issue has affected people ***or*** how the issue has been affected by people ***and*** how it continues to be an issue ***or*** has changed over time ***or*** develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other aspect
- Is both descriptive and analytical
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least* ***three*** documents
- Supports the task by incorporating relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

- Identifies and explains ***one*** enduring issue raised in the set of documents
- Develops both aspects of the argument with little depth ***or*** develops only one aspect of the argument in some depth; may include some minor inaccuracies
- Is more descriptive than analytical
- Includes some relevant evidence that includes facts, examples, and details from some of the documents; may include some minor inaccuracies
- Includes limited relevant outside information
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Score of 2:

- Identifies, but does not clearly explain, ***one*** enduring issue raised in the set of documents
- Minimally develops both aspects of the argument ***or*** develops one aspect of the argument in little depth; may contain inaccuracies
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details from the documents ***or*** consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion

Score of 1:

- Identifies, but does not explain, ***one*** enduring issue raised in the documents
- Minimally develops one aspect of the argument; may include inaccuracies
- Is descriptive; may lack understanding or application
- Includes some vague, unclear references to the documents ***or*** includes minimal relevant facts, examples, and details copied from the documents
- Presents no relevant outside information
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and 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 evidence copied from the documents; ***or*** includes only entire documents copied from the test booklet; ***or*** is illegible; ***or*** is a blank paper

Issues found in documents

Document 1: Human rights violations; lack of access to food; lack of food; famine; starvation; impact of government policy; impact of imperialism; lack of security; abuse of power; forced relocation; poor working conditions; scarcity; conflict

Document 2: Human rights violations; lack of access to food; lack of food; famine; starvation; impact of government policy; lack of security; abuse of power; scarcity; resistance to oppression; conflict

Document 3: Human rights violations; lack of access to food; lack of food; starvation; impact of government policy; lack of security; inequality; abuse of power; forced relocation; poor living conditions; scarcity; antisemitism; conflict

Document 4: Human rights violations; lack of access to food; lack of food; famine; starvation; impact of government policy; lack of security; abuse of power; poor working conditions; scarcity

Document 5: Human rights violations; lack of access to food; lack of food; starvation; impact of government policy; lack of security; abuse of power; conflict; scarcity

This chart suggests enduring issues that can be found in *at least **three*** documents. It is not meant to be a comprehensive list and students may identify enduring issues not included in the chart.

Possible Enduring Issues in the Documents	Documents Associated with Enduring Issue
Human rights violations	1, 2, 3, 4, 5
Lack of food	1, 2, 3, 4, 5
Lack of access to food	1, 2, 3, 4, 5
Impact of government policy	1, 2, 3, 4, 5
Starvation	1, 2, 3, 4, 5
Scarcity	1, 2, 3, 4, 5
Abuse of power	1, 2, 3, 4, 5
Lack of security	1, 2, 3, 4, 5
Conflict	1, 2, 3, 5
Famine	1, 2, 4

Example Issue: Lack of Food

Identify and Explain: Lack of food is when people do not have enough food to survive. This lack of food may be the result of government policies that withhold sustenance from the people.

Evidence from the documents to support the explanation:

Document 1: Soldiers in the Belgian Congo plundered large numbers of goats, hens, and ducks from villages. Villagers were also forced to give up bananas, manioc, fish and meat to the Belgian soldiers. In addition, farming was made more difficult because able-bodied men were forced to collect rubber in the forests.

Document 2: In Ukraine, a forced famine occurred, resulting in the deaths of six million people. The Soviet government seized crops, resulting in the starvation of people and animals.

Document 3: After the Nazis conquered Poland, Jews were forced into ghettos. Five thousand Jews died of starvation in a six-month period in the Lodz ghetto.

Document 4: From 1958 to 1961, there was a nationwide famine in China caused by Mao's Great Leap Forward. Although there was plenty of food in state granaries, government officials refused to provide citizens with the food needed for survival.

Document 5: Food was power in Cambodia under the Khmer Rouge. Khmer Rouge soldiers ate well, while those at the bottom of society were chronically malnourished.

Example Issue: Lack of Food

Document Information	Outside Information
How issue affected people/how people affected issue	**How issue affected people/how people affected issue**
Doc 1—Villagers' animals taken and crops burned by Belgian soldiers in Congo, leaving villagers with no food	Grain shortages in pre-revolutionary France led to bread riots
Goats, hens, and ducks plundered by Belgian soldiers	Economists such as Thomas Malthus argued that famine was a natural check on population growth
Congolese villagers forced to give up food to Belgian soldiers (bananas, manioc, fish, meat, yams, pigs, chickens)	Widespread famine in Ireland result of potato blight and policies of British absentee landlords and British government
Congolese men forced into forests to search for rubber, leaving fewer people to farm or clear additional farmland	Irish emigration of over a million people (approx. one-third of population) as result of Irish Potato Famine
Less food as a result of lack of new garden plots, leading to soil degradation	British policies forced Indian farmers to grow cash crops instead of food, resulting in lack of food
Doc 2—Six million perished in Soviet famine	Shortages of food in Soviet Union during World War II because of diversion of food resources to soldiers at front by government
Peasants' crops seized, resulting in starvation of people and animals	Institution of food rationing policies during World War I and World War II
People searching for food	Lack of money for people to buy enough food during Great Depression
Policy of collectivizing farmland imposed by Stalin	Details about starvation caused by government policies (Holodomor; Stalin's Five-Year Plans; Holocaust; Nazi policies in Germany; Armenian Genocide; Rwandan Genocide; Cambodian Genocide; genocide in Darfur; Great Leap Forward; Lost Boys of Sudan; contemporary North Korea)
Doc 3—Death of five thousand Jews from starvation in Lodz Ghetto in six-month period	Food security of West Berlin threatened by Berlin Blockade, leading to Berlin Airlift to bring food and supplies
Doc 4—Death by starvation of people who could not find extra food	Contribution of food shortages to breakup of Soviet Union
Food in state granaries guarded by army	Soil degradation and less arable land available for farming foodstuffs as result of Latin America's cash crop economy
Doc 5—Top of Khmer Rouge hierarchy fed reasonably well, while those at bottom chronically malnourished	Less land available for farming because of adoption of demand for clean energy (mining for lithium; solar farms; wind farms)
Field workers limited to eating watery gruel	
Pretense by soldiers that they ate same food as other Cambodians, but in reality, had much more to eat	
In Khmer Rouge Cambodia, food meant power	

	Adoption of Green Revolution technology by governments to prevent food shortages in drought-prone areas (India; Mexico; South Africa) Green Revolution technologies promoted cash crop economies, resulting in starvation of local populations Food scarcity found in refugee camps throughout the world Attempts to address food scarcity by providing aid in form of food (United Nations; NGOs (Oxfam, Heifer International, World Central Kitchen))

Example Issue: Lack of Food

Document Information	Outside Information
How issue continued or changed over time	**How issue continued or changed over time**
Continuity:	***Continuity:***
Doc 1—Hunger and starvation often faced by villagers during time King Leopold controlled Congo	Starvation sometimes caused by government policies (Holodomor; Holocaust; Armenian Genocide; Rwandan Genocide; Cambodian Genocide; genocide in Darfur; Great Leap Forward; Lost Boys of Sudan; contemporary North Korea; contemporary Ukraine)
Villagers forced to give up portions of their food to Belgian soldiers throughout Belgian rule	Despite initial success of Green Revolution, persistence of famine in places where policy adopted
Doc 2—Death of six million Ukrainians during Stalin's rule	Food scarcity found in refugee camps throughout the world
Crops seized by government during Stalin's collectivization	
Doc 3—Slow starvation of Jewish population during Nazi regime	
Doc 4—Famine experienced by people in China from 1958 to 1961	***Changes:***
Chinese people denied access to grain storage facilities from 1958 to 1961	Grain shortages in pre-revolutionary France caused bread riots
Doc 5—Many Cambodian people chronically malnourished during time of Khmer Rouge	Migration as result of food shortages during Irish Potato Famine
	Indian farmers forced to grow cash crops instead of food as result of British policies that created famine-like conditions
Changes:	Shortages of food in Soviet Union during World War I because of diversion of food resources to soldiers at front by government
Doc 1—Fleeing of some Congolese as result of Belgians plundering food sources	Institution of food rationing policies during World War I and World War II
Doc 2— Kulak resistance to Stalin's collectivization policies	Lack of capital for people to buy enough food during Great Depression
Worldwide attention brought to suffering of famine victims by newspapers	Food security of West Berlin threatened by Berlin Blockade, leading to Berlin Airlift to bring food and supplies
Doc 3—Jewish people relocated to ghettos where food severely limited	Food shortages contributed to breakup of Soviet Union
Doc 4—Death of Chinese people by starvation as result of Great Leap Forward	Soil degradation and less arable land available for farming foodstuffs as result of Latin America's cash crop economy
Falling of caloric intake of Chinese citizens to 1,534.8 calories a day	Less land available for farming because of adoption of demand for clean energy (mining for lithium; solar farms; wind farms)
Doc 5—Malnourishment due to policies created by Khmer Rouge	

	Accountability for some after removal from power for abusing human rights by denying food (Holodomor; Holocaust/Nuremberg Trials; Cambodia/ECCC; Rwanda/Gacaca Courts) Creation of United Nations and NGOs (Oxfam; Heifer International) in part to address food scarcity

Humanity has always been plagued with challenges. Man's very existence requires plenty of work to ensure survival. Most importantly, mankind is dependent on a consistent food source in order to thrive. An enduring issue is a problem that has remained throughout time. One such example of an enduring issue is human rights violations, including man-made famines, which have been persistent throughout the ages. This can be seen in the Belgian Congo, during the Holodomor and the Holocaust, as well as in Maoist China. In all of these situations, governments intentionally withheld food from those under their control. There have been measures taken in response to these circumstances in an effort to prevent situations like these from happening again.

Famine can occur for a variety of reasons; sometimes it is a result of a natural occurrence, but other times it is a leader's cruelty that causes the starvation. In the 19th century, European powers continued to imperialize and spread their rule throughout Africa and Asia, pillaging villages and ruining lives. People who were not of the white race were thought of as inferior, as justified by the theory of Social Darwinism. In this theory, Europeans engaged in "civilizing missions" in an effort to impose European culture and ways of life onto the native peoples in the areas they colonized. This can be seen in the Belgian Congo. As Europeans continued to invade, they took over villages and took away people's possessions, including food sources. Some villagers were able to flee from the forces but had to escape into dense forests with only what they could quickly gather. Those who did not escape also suffered. If villagers lived near a rubber post, they were required to turn over a lot of their food resources. It was the resource

rubber that attracted Europeans to the Congo. The Congolese faced human rights abuses, not only in regards to the scarcity of food they were allotted, but also in terms of the brutal labor conditions they faced while enslaved. Families were spared no sympathy and were expected to meet the required quota on food to be donated, no matter their circumstances. Quotas were also established for rubber. Men primarily went to search and harvest rubber, leaving women to tend to the gardens. Frequent replanting caused the soil to lose nutrients, which led to smaller and smaller harvests over time, contributing to famine. As the Europeans continued to recieve food, the villagers grew weaker and hungrier, subjected to both harsh labor and a lack of food. It would not be until the 1960s that the Congo would gain independence. Similar conditions can be seen in Medievel Europe. In an age of feudalism, medieval manors were largely run by lords who required a portion of a serf's harvest to be turned over in exchange for their given plot of land. Environmental factors and soil exhaustion contributed at times to bad harvests. However, these variables did not change the requirements of the serf population. As a result, despite being the ones to harvest the food, the serfs often went hungry as lords and royalty were always fed. Until the three-field process was invented, soil grew weaker with considerably less nutrients in each harvest, also eventually leading to famine. Serfdom would not end in much of Western Europe until the late medieval period, when the plague devastated the population which, in turn, created a demand for new wage laborers. It is persistent throughout history for people with power to exploit those viewed as less important or inferior for labor, in these cases, also contributing to those deemed inferior as having no food. This power

led to widespread hunger and famine in lower classes of people over time—a clear human rights violation.

Communist regimes are linked to issues of food insecurity. Governments use food as a method of control. As communism grew in the Soviet Union, Stalin implemented his Five-Year Plans. Under these plans, Stalin denied an increase in agricultural production and industrial output. In an effort to increase agricultural yields, Stalin implemented a policy of collectivization. Since communism promoted equality, Stalin targeted this with "more foods" under his policy of collectivization. During the Holodomor, Ukrainian kulaks or wealthier peasants were targeted. Many resisted Stalin's demands to turn food over to the state. Eventually, Stalin closed the border with troops and extracted what food he could from the region. Not surrendering food was met with a man-made famine and a heavy punishment of death or torture, even if it was only keeping spare bread crumbs safe to prevent starvation. Famine spread throughout the Soviet Union, making the population weak and causing millions to die. The Holodomor is one grave example of a human rights violation under Stalin. He would also create food insecurity within the Gulag labor camps, punishing those considered dissidents of the state. Similar issues were seen in Communist China. Mao implemented similar policies such as the Great Leap Forward which was supposed to increase farming and harvest size, yet it still did not work (Doc 4). There was not much of an incentive to work when Mao called for the collectivization of agriculture and the movement to communes, as the whole principle of communism promises everyone the same benefits. If working all day versus not working at all, and people were granted the same amount of food either way, then why would people work hard? This mindset led to less

work being done, therefore less food being produced, then starvation would eventually happen. The poorly planned policies of Mao combined with natural disasters led to the deaths of millions. People could be overworked for hours, but still be paid such low wages that they could not afford anything. In China, food was kept from populations as punishment for disobedience (Doc. 4). Similar issues are persistent in Communist-ruled regions such as North Korea in the 21st century. This is an unfortunate trend in communist leadership in which food insecurity is largely caused by political leaders who don't hesitate to violate human rights as long as they maintain their power.

A notable example of a government violating the rights of people is the Holocaust. This was done in a variety of ways, ultimately leading to the deaths of over 6 million Jews. As in the case of other dictatorships, Hitler's Nazi regime used food as a way to control, weaken, and kill Jewish people and other citizens. This is evident in both concentration camps as well as ghettos. In many of the ghettos, people were given such minimal food that they struggled to sustain their livelihood. Despite this situation there are a number of accounts of people attempting to smuggle food into the ghetto to save lives. (Doc 3)

Famine has occurred since the dawn of mankind. It is hard to imagine people dying from a lack of food, but it is even more upsetting to consider leaders in countries carrying out these atrocities. Despite efforts by some governments and individuals, human rights violations related to food insecurity still occur.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *human rights violations* as an enduring issue raised in the documents (governments have intentionally withheld food from people under their control; persistent throughout history for people with power to exploit those viewed as less important or inferior for labor, also contributing to those deemed inferior as having no food; deaths unfortunate trend in communist leadership in which food insecurity largely caused by political leaders who do not hesitate to violate human rights as long as they maintain their power)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (sometimes famine a result of natural occurrences but other times a leader's cruelty causes starvation; Europeans continued to invade Belgian Congo, taking over villages and people's possessions; Congolese families spared no sympathy and expected to meet required quotas on food to be donated no matter their circumstances; frequent replanting caused soil to lose nutrients, leading to smaller and smaller harvests over time; as Europeans continued to receive food, villagers grew weaker and hungrier as they were subjected to both harsh labor and lack of food; in an effort to increase agricultural production, Stalin implemented policy of collectivization; famine spread throughout Soviet Union, making population weak and causing millions to die; in China, Mao instituted similar policies such as Great Leap Forward, which was supposed to increase farming and harvest size, but did not work; if working all day versus not working at all, and person granted same amount of food, why would people work hard in China; in many ghettos, people given such minimal food that they struggled to maintain livelihood)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, 3, and 4
- Richly supports the task by incorporating substantial relevant outside information (in 19th century, European powers continued to imperialize and spread their rule throughout Africa and Asia; people not of white race considered inferior as justified by theory of Social Darwinism; Congolese faced human rights abuses, not only in regards to scarcity of food allotted to them, but also in terms of brutal labor conditions faced while enslaved; similar conditions to Congo seen in Medieval Europe as in Age of Feudalism, medieval manors largely run by lords and required portion of a serf's harvest to be turned over in exchange for their given plot of land; during Holodomor, Ukrainian kulaks or wealthier peasants targeted, but many resisted Stalin's demands to turn food over to state; Stalin would also create food insecurity within Gulag labor camps, punishing those considered dissidents of the state; poorly planned policies of Mao combined with natural disasters led to deaths of millions; similar issues persistent in Communist-ruled regions such as North Korea in 21st century; rights violated in variety of ways during the Holocaust, ultimately leading to deaths of over 6 million Jews; as in case of other dictatorships, Hitler's Nazi regime used food as way to control, weaken, and kill Jewish people and other citizens, which is evident in both concentration camps as well as ghettos)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Historical details and analytic statements are interwoven throughout the response and effectively support document interpretation, especially in the discussion of the relationship between communism and food insecurity. Ideas are logically connected with applicable outside information in a thorough treatment of the task.

An enduring issue is a problem at exists through out time. Human Rights Violation is an enduring issue that is a constant problem existing through out time and place. From the dawn of civilization people were treated unfairly, often losing their lives or being denied certain rights. The Qin dynasty, the caste system and the Code of Hammurabi were all early examples of governments and societies denying people their rights to such things as life, liberty, freedom from torture, and equality. In a more current time period, some Examples of Human Rights Violations are the USSR Famine (in Ukraine), the Nazis killing and torturing Jews, the killing fields in Cambodia, and the rape of Nanjing. All of these occurred in the 20th century. In these situations, Nations or the Nation's leader violated people's Human Rights for their personal gain or for the country to gain power.

As a result of the 1917 Communist Revolution, the czar was kicked out and replaced by Vladimir Lenin. But after the death of Lenin (their communist leader), a man named Joesph Stalin became the communist dictator. He had a plan called the "5-year-plan" which would help industrialize Russia and help it develop a modern economy. Part of the plan was to take away the crop planting land owned by kulaks in Ukraine. His goal was two-fold. First, he wanted to control and smash any Ukrainian nationalist feelings. Second, he wanted to collectivize agriculture and industrialize the Soviet economy.

The peasants and kulaks who did not like this idea resisted. Stalin responded by having crops confiscated and took food away from these areas (in Ukraine). This lead to a Famine so bad that millions of people died of starvation (and disease) and that is not even considering the amount of animals who died the same way. This is a great example of

Human Rights Violation because we get to see How an idea/plan of a single man can hurt millions when they have a bad leader who does not care for all his people.

This can also be seen in Germany. After World War I Germany started breaking rules made in the Treaty of Versailles. The began building up their Army once again and reaccumulating land. During this time Europe did nothing in an attempt to appease Germany's leader, Hitler. Not only was Germany breaking previously made rules but Hitler had a master plan to create a Germany for the Aryan race, so he started killing those who didn't fit his idea of the German ideal. The included Romani and Gay people, but most famously he killed the Jews. So as this appeasement kept going on, Hitler continued doing what he wanted. This included invading Poland. When he took Poland the Nazis discriminated against many Jews. The Nazis put Jewish people in Poland in ghettos where they were given very little food and the living conditions were terrible. This caused thousands of Jews to die because of it. It wasn't long after when Hitler decided to put Jews in concentration camps for labour work and death. Hitler's plan to create a master race and living space for the German race almost succeeded. Unfortunately for the Nazis, their invasion of Poland ended appeasement and marked the beginning of World War II. This is another amazing example of the Human Rights Violation that involves Genocide committed for Hitler's personal gain and increased power.

During the years after the war a lot of countries faced major upheaval. Japan, who had taken over Southeast Asia during the war, lost and France tried to reestablish its colonial power. After a long war, the countries were given their freedom but were dictated by outside

forces. This led to the Vietnam War, which threw Cambodia into chaos. Cambodia was eventually taken over by the Communist group called the Khmer Rouge, led by Pol Pot. During this time Cambodian citzens faced terrible conditions because of the Khmer Rouge. The Khmer Rouge forced people who lived in cities into what became known as the killing fields where they were forced to work long hours and many were beaten, tortured, subject to reeducation, and starved. To the Khmer Rouge, food was power. Leaders of the Khmer Rouge would eat well then pretend as if they haven't eaten and eat the Cambodian people's porridge. They did this while calling them lazy because they are doing better while eating the same. Many millions of people starved and died in these killing fields because they were denied the food others had access to. All of this occurred in a communist society where all people are supposed to be equal. This shows another great example for Human rights violation by showing the denial of something necessary for life in order to psychologically control the people.

Also around the time of World War II was the Rape of Nanjing. As the Japanese invaded and conquered eastern China, they came to Nanjing and decided to show their powers by committing unspeakable atrocities on the Chinese people. Women were raped, there were killing contests, children were targeted, and people were tortured. Again we see a government, this time Japan, violating people's human rights as a way to control them.

Human rights have been violated through out time. Some bare resembence to the Irish Potato Famine where most of Irish food was being sent to Britian and the Irish were left with diseased potatoes. Others bare resembence to the Rape of Nanjing where Japan took control of

China's Nanjing and did horrible things like raping and killing the Chinese. These were terrible events that show a nations actions of leaders mindset. This is often not about supporting and protecting its people, but rather just to show their power over others.

Anchor Level 4

The response:

- Identifies and accurately explains *human rights violations* as an enduring issue raised in the documents (from dawn of civilization people treated unfairly, often losing their lives or being denied certain rights; denial of something necessary for life in order to psychologically control the people)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (nations or nation's leader violated people's rights for personal gain or for their country to gain power; part of Stalin's plan to take away crop-planting land of kulaks in Ukraine; Stalin's second goal to collectivize agriculture and industrialize Soviet economy; Stalin responded to Ukrainian protests by confiscating crops and taking food away, which led to millions of people and animals dying of starvation and disease; Stalin example of person whose plan could hurt millions when a leader does not care for his people; nation's actions or leader's mindset often not about supporting and protecting people, but rather just show their power over others)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Supports the task by incorporating relevant outside information (Qin dynasty, caste system, and Code of Hammurabi all early examples of governments and societies denying people their rights to such things as life, liberty, freedom from torture, and equality; as result of 1917 Communist Revolution, czar kicked out and replaced by Lenin; after death of Lenin, Stalin became Communist dictator who felt his Five Year Plan would help industrialize Russia and help it develop a modern economy; Stalin's goal to control and smash any Ukrainian nationalist feelings; after World War I, Germany started breaking rules made in Treaty of Versailles by building up army once again and reaccumulating land; in attempt to appease Hitler, Europe did nothing; Hitler had master plan to create a Germany for Aryan race, so he started killing those he did not like, including Romani and gay people, but mostly Jews; soon after, Jews put into concentration camps for labor work and death; Hitler's personal goal to create master race and living space for German race almost succeeded; invasion of Poland ended appeasement and marked beginning of World War II; after World War II, many countries faced major upheaval; Japan, who had taken over Southeast Asia during war lost and France tried to reestablish its colonial power; after long war, countries given their freedom but dictated by outside forces, which led to Vietnam War, which threw Cambodia into chaos; Khmer Rouge forced people who lived in cities into what became known as "killing fields" where forced to work long hours and many beaten, tortured, subjected to reeducation, and starved; in Irish Potato Famine, most of Irish food sent to Britain and Irish left with diseased potatoes; in Rape of Nanjing, Japan took control and did terrible things, such as raping and killing Chinese)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Human rights violations are discussed across time and place, especially in the 20th century, and the response demonstrates a good understanding of an enduring issue. Relevant outside information is effectively employed throughout the response, but would have benefited from additional explanation.

World powers have completely relied on exploitative practices to amass wealth. During the Industrial Revolution, many of the world's developing nations created new manufacturing technologies which resulted in industrialized powers seeking laborers who could provide the manpower to operate the machines or work in the mines to support production goals. In order to ensure economic growth was maximized, industrial powers often took advantage of the less powerful laborers of a region.Exploitation is the act of using power to unfairly force a group(s) of people to work without any benefit for themselves. This practice of exploiting laborers can be seen not only as a consequence of industrialization, but also during periods of colonialism and under communist rulers. In all cases, this practice perpetuated an individual or small group to stay in power at the expanse of the masses, and therefore exploitation is an enduring issue.

Exploitation has continuously been used to maintain the power of companies and states. The Congo was put under the control of the Belgian leader, King Leopold II. In the Congo, poor villages were often forced by international companies such as the Anglo-Belgian India Rubber Company to labor for valuable rubber resources that could be sold for extremely high profits or the rubber could be utilized in their nation's own industrial activity. The Congolese were given high quotas with the consequence of harsh punishments if not met. For example, if a quota was not met, villagers could be kept as hostages in deplorable conditions and face death. The Congolese laborers were not given any type of benefit for the grueling work that they were forced to do for the European company, which meant they were merely being used to maintain the power of the existing authority—in this case, the A.B.I.R.

This is a clear case of exploitation. In China, Mao Zedong imposed his policy of the Great Leap Forward, which saw the country's food supplies being collectivized by the government for their own control, leaving much of the Chinese population in economic despair. This reflects exploitation because the Chinese government was using their authority in order to increase food productions, yet at the same time, Mao neglected his people's needs. Mao recognized that China needed to industrialize. His goal was to increase food production to support a working industrial class. Villagers in Cambodia were forced to rely on small amounts of food given to them by the elites of the ruling communist regime, while the soldiers who were close to the govement received significantly more food. Again this demonstrates exploitation because the Khmer Rouge neglected the well being of its laborers in order to benefit the upper classes. Continually, we see the abuse of power by a government to neglect its own citizens from access to basic necessities.

Exploitation is a significant issue which has remained a historical continuity. Historically, exploitation was done by states in order to ensure their authority in regions deemed necessary for building wealth/power. This can be seen in instances of both political and economic imperialism. Similarly to the Anglo-Belgium India Rubber Company exploiting the Congolese for rubber for profitable exports for Belgium. The economic exploitation of China by Britain took place in the 1800s. The British exploited the Qing Dynasty silver exports through the imposition of an unfair trade balance. Opium was being smuggled into China and traded by Chinese merchants for silver. Despite the Chinese request to ban the sale of opium, the British

continued. Eventually, this led to the Opium Wars with the British being victorious. In both scenarios there is an existing imbalance of power between a foreign power and a targeted region, leading to the amassing of wealth by one and impoverishment at the expense of the other; in other words, an exploitative relationship. Also, exploitation has historically left the lower classes of a nation impoverished in favor of the ruling authorities. This was evident under Mao, where Chinese villagers were being left without any food supplies despite being the main source of the nation's food production, whereas the government kept large storages of essential meals in military-protected buildings. Similarly, during the Bengal Famine of India imposed by the British in World War II, where the British enforced heavy restrictions on food transported into India and brought much of India's food productions to the front-lines of Europe, leading to the mass starvation of millions of Indian villagers. Again, this demonstrates how exploitation often leaves lower classes of a nation impoverished, because in both scenarios the people were left to starve due to authorities neglecting their well-being to enhance the power of themselves.

Anchor Level 3

The response:

- Identifies and explains *exploitation* as an enduring issue raised in the documents (to ensure economic growth was maximized, industrial powers often took advantage of less powerful laborers; seen during periods of industrialization, but also during colonialism and under communist rulers; perpetuated an individual or small group to stay in power at expense of masses; continually been used to maintain power of companies and states; continual abuse of power by government who neglects its own citizens from access to basic necessities; historically has left lower classes of a nation impoverished in favor of ruling authorities)
- Develops both aspects of the argument with some depth
- Is both descriptive and analytical (in Congo, poor villages often forced by international companies to labor for valuable rubber resources that could be sold for extremely high profits; if quotas not met, villagers could be kept as hostages in deplorable conditions and face death; Congolese laborers not given any type of benefit for grueling work they were forced to do for European company, which meant they were being used to maintain powers of existing authority; Mao's Great Leap Forward saw collectivization of country's food supplies by government for their control, leaving much of Chinese population in economic despair; Chinese government used their authority to increase food production, yet at same time neglecting needs of people; villagers in Cambodia forced to rely on small amounts of food given to them by elites of ruling Communist regime while soldiers received significantly more food; existing imbalance of power between foreign power and targeted region leading to amassing of wealth by one and impoverishment at expense of the other; Chinese villagers left without food supplies despite being main source of nation's food production, while government kept large storages of essential meals in military-protected buildings)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 4, and 5
- Includes relevant outside information (during Industrial Revolution, many of world's developing nations created new manufacturing technologies, resulting in industrial powers seeking laborers who could provide manpower to operate machines or work in mines to support production goals; rubber could be utilized in nation's own industrial activity; Congolese given high quotas with consequence of harsh punishments if not met; Mao's goal to increase food production to support working industrial class; economic exploitation of China by Britain took place in mid-1800s when British exploited Qing Dynasty by ensuring silver exports through imposition of unfair trade balance; despite Chinese request to ban sale of opium, British continued, which eventually led to Opium Wars, with British being victorious; Bengal famine of India imposed by British in World War II when they brought much of India's food production to front lines of Europe, leading to mass starvation of Indian villagers)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Good document interpretation and outside historical references enhance the narrative, demonstrating a good understanding of exploitation as an enduring issue. Additional supporting facts and details would have strengthened the discussion.

An enduring issue throughout history has been man-made starvation. This means a large scale starvation that is caused by people, not environmental factors. One instance of this was during the time period of European colonialism. After the Berlin Conference, many European nations raced to set up profitable colonies in Africa. Document 1 describes the ruthless tactics, such as starvation, used by colonial rulers like King Leopold of Belgium. It describes how the rubber companies plundered Congolese villages of all food and livestock, and also demanded unreasonable amounts of food from small villages. It states that elderly, children, and women were held hostage and fed little to nothing to coerce men to work. This affected the Congolese people by causing untold numbers of people to starve to death or have to flee their villages. Another instance of a man-made famine was during the Holocaust. However, instead of as a tactic to coerce labor or feed soldiers it was used as part of a genocide against the Jewish people. Documen 3 describes the starvation in Jewish ghettos after the Nazi invasion of Poland. It tells of how in several months thousands could die of starvation in just one ghetto. Man-made famine contributed to the 6 million Jews that were killed in the Holocaust, permanently damaging the Jewish population. One final example was during communist China. Mao Zedong's Great Leap Forward was an attempt to rapidly increase the countries agricultural and industrial capacity. However, Document 4 describes how this backfired and led to mass malnutrition and starvation. Workers quickly died and calorie intake plummeted. This killed huge numbers of Chinese people and led to the fall of communist leader Mao Zedong. Man-made famine has been an issue brought on by several cruel governments throughout

history and has led to the deaths of untold numbers of people.

Anchor Level 2

The response:
- Identifies and partially explains *man-made famine* as an enduring issue raised in the documents (large scale starvation caused by people not environmental factors; starvation in Jewish ghettos after Nazi invasion of Poland; Great Leap Forward led to mass malnutrition and starvation; led to deaths of untold numbers of people)
- Minimally develops both aspects of the argument
- Is primarily descriptive (King Leopold of Belgium used ruthless tactics; rubber colonies plundered Congolese villages of all food and livestock and demanded unreasonable amounts of food from small villages; the elderly, children, and women held hostage and fed little to coerce men to work; untold numbers of Congolese starved to death or had to flee their villages; in several months of Nazi rule thousands could die of starvation in just one ghetto; Mao Zedong's Great Leap Forward an attempt to rapidly increase country's agricultural and industrial capacity backfired and led to his downfall)
- Includes few relevant facts, examples, and details from Documents 1, 3, and 4
- Presents little relevant outside information (after Berlin Conference many European nations raced to set up profitable colonies in Africa; Holocaust used as part of a genocide against Jewish people; man-made famine contributed to six million Jews killed in Holocaust permanently damaging Jewish population)
- Demonstrates a weakness in organization; includes introductory and concluding sentences

Conclusion: Overall, the response fits the criteria for Level 2. The response is framed by brief explanations of document information and a few references to outside information demonstrating a basic understanding of the task in one paragraph. Additional supporting facts and details would have strengthened occasional attempts at analysis.

An enduring issue is a problem or challange that has effected people over time. Scarcity is an enduring issue that people suffer from. Scarcity is when we don't have the resources we need. This issue has affected many people to this day by having limited resources.

In document 1 it shows scarcity affecting people. This document states "starvation, exhaustion, and exposure." this is telling us that people are starving because the don't have the resources they need to eat. "Harvests declined..." stated in document 1 is saying that when the amount of harvesting goes down, we have limited food and crops.

Document 2 show how bad this issue is affecting them and the environment. The picture on the right shows the horses and how they are effected by scarcity. They are getting sick and skinny from not eating. The title of the article pictured is "Six Million Perish in Soviet Famine." this is telling us how many people were affected and died of starvation due to scarcity.

In document 5 it talks about how much food you get depending on your class and where you are placed. It states "..those at the top ate reasonably well and those of us at the bottom were chronically malnourished." Some people were eating good while others were not. The people who ate good had power over the rest. The people at the bottom suffered from scarcity and not eating enough.

In conclusion scarcity has affected many people and still does affect us today. Some people may not suffer while others are getting extremly sick and dying from not having enough or even any resources that we need. Scarcity is an enduring issue that is hurting people.

Anchor Level 1

The response:
- Identifies *scarcity* as an enduring issue raised in the documents (happens when we do not have resources needed; limited resources available; results in starvation, exhaustion, and exposure because people do not have needed resources to eat; limited food and crops when harvests decline; some people may not suffer while others get extremely sick and die from not having enough or any resources)
- Minimally addresses both aspects of the argument
- Is descriptive (six million people died in Soviet famine as well as horses getting sick and skinny; how much food you get depends on your class and where you are placed; people at top ate reasonably well while those at bottom chronically malnourished; people who ate good had power over the rest while people at bottom suffered from scarcity and not eating enough)
- Includes minimal facts, examples, and details from Documents 1, 2, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief explanations accompany document quotations, indicating a limited understanding of the task. All aspects of the task are mentioned but development is restricted to one region and is simplistic and lacks details.

Throughout time, people all across the world suffered from starvation wether it was economic issues, or government policies, people suffered from it. Starvation is an enduring issue raised by these documents.

As shown in document 2, millions of peasents in the Soviet Union died from starvation. Their crops were seized by the government, and they died as a result of not being able to get food. This came as a result of the Ukrainian kulaks attempts to resist Stalin's plans to collectivize their farms and he retaliated against them. Another example of starvation affecting people due to goverment policies is in document 3. This document refers to the brutal conditions of Jewish people under Hitler in Poland, and goes into depth of the starvation that occurred there. This issue of starvation significantly affected people all across the world, and has also been affected by people, such as Hitler and Stalin.

As seen in document 4, Mao's Great Leap Forward was another example of a cause of starvation. The amount of food being provided to citizens across the nation was outlandishly low, and it greatly affected the people in China. Another example is in document 5, where soldiers and other people at the top ate well, while those at the bottom hardly ate anything. The soldiers would pretend to be underfed as well, but it was obvious they were getting fed.

In conclusion, starvation is an enduring issue that has endured across time, and has affected people and been affected by people.

An enduring essay is one that occurs again and again across time and space. There are many enduring issues that have occurred throughout the course of history over time. One of the most common enduring issues is scarcity. Scarcity is having a lack of something, whether it's food, resources, weapons, or supplies. Scarcity can cause prices to increase and can lead to companies profiting, but can also cause death, wars, and destruction. Scarcity of food is shown by history through the examples of the lack of food given by A.B.I.R., the Ukranian Kulaks being forcibly starved when they resist Stalin's plan during the Holodomor, and the Holocaust when food rations were not enough to sustain the victims. Food scarcity was also experienced in Cambodia under Pol Pot as well as during the Great Leap Forward in China. In each of these cases food scarcity led to many people suffering and dying. Through these examples we can see how food scarcity has impacted the people in the countries involved in a negative way. In each of these cases, the government created the scarcity, often when food sources were plentiful, in order to exert their will onto the people and force cruel and inhumane policies.

One example of how food scarcity has impacted the Congo in a negative way is through the A.B.I.R., the Anglo-Belgian Indian Rubber company which was a British and Belgian company hired by King Lepold to extract rubber. Belgium had colonial control over the Congo region in Africa. King Leopold was known for being a cruel leader, forcing the colonized people to work in slave-like conditions to extract and process rubber and other resources. The government would stage raids of terror in order to ensure the compliance and obedience of the Congolese. These raids left hundreds of thousands of people hungry,

exhausted, and exposed. The Belgian government and the A.B.I.R. especially abused the people. They took food that the Congolese grew for their own use to feed the soldiers who terrorized the communities. The villagers who did not flee the soldiers and lived near rubber posts had to give up most of their bananas, manioc, fish, and meat to feed the soldiers. As the soldiers were being fed, the innocent civillians died of being starved and held hostage. This scarcity of food was forced upon the Congolese. If they had not had to feed and take care of the soldiers, they would have survived. King Leopold's policies put the production of rubber over the food needs of the Congolese. This shows that food scarcity had negative effects because the people who lived there had a lack of food and resources, and they're the ones who suffered the most. This food scarcity was not even the most cruel policy of King Leopold. He forced workers to go into the jungle to find rubber. Often he chained them up and held their families hostage and starved them. Many of these workers died while working in the rubber industry and never saw their families again. This relates to many areas today such as North Korea where the ruler Kim Jung Un and soldiers are living comfortable, where as the citizens are living on the brink of starvation, causing them to die and suffer.

Another example of how food scarcity negatively affects society is when the Ukranian Kulacks attempted to resist Stalin's plan to collectivize farms. The Soviet Union constantly pushed to control Ukraine. They wanted to undermine Ukrainian autonomy and leave them powerless and take everything from them. However, many Ukrainian kulaks resisted and maintained their culture and identities. The Soviet government then systematically enforced policies

to ensure people did not have enough food and would starve. This is called the Holodomor. The Soviet government withheld food and used this as a weapon of genocide and control. When Stalin collectivized the Ukraine, Ukrainian kulaks were forced to surrender their land, livestock, and farming tools. They were forced to work their land as laborers. When the harvest came, they were not allowed to eat the food that they had grown and could be shot or imprisoned for stealing "Soviet property." Six million people died as a result of the famine, peasants and kulaks had their crops seized, and people and animals starved. The Ukranians suffered greatly from this famine, where as the Soviets were the ones who benefited by increasing their control over the Ukranian people. The Soviets' plan was to collectivise the Ukranian farms, but after the Ukranian's resisted, the Soviets left Ukranian farms in fatal conditions. This shows that the peasants lack of food and supplies led to many casualties and innocent lives lost. This conflict between Ukraine and now Russia can relate to the issues going on today involving Russia and Ukraine today. Today Ukraine is free from Russian rule, however for many years, Russia has been trying to regain their territory and gain control of several areas of Ukraine. There have been a series of wars and attacks on Ukraine by Russia to weaken the country, including Russia taking over Crimea. From these attacks, many innocent people have died, been attacked, starved, and have been left without a home. There have been many people who have tried to rebel or speak out against Russia but have consequently been killed for their actions. Russia has actively tried to block supplies going into Ukraine in a similar way to what the Soviet Union did during the Holodomor. It seems like in both situations the Russians tried to starve

the Ukrainians into submission. This ongoing war between Russia and Ukraine has left Ukraine helpless and the country's resources scarce.

Another example of how scarcity has negatively effected people in history is through the example of the Holocaust. The Holocaust was a tragic event in which many Jews suffered and were innocently killed. The Nazi's attacked Jewish people. Some were killed and others were thrown into concentration camps. In the concentration camps in Poland, people froze to death in the brutal Polish winters. Epidemic diseases such as typhus and tuberculosis claimed thousands of lives and the slow starvation caused by inadequate calorie intake claimed even more. This shows the enduring issue of food scarcity and other forms of scarcity and how it has negatively effected the Jews because in these ghettos and concentration camps, there was a lack of everything. There was limited food, no medical resources, and no basic living supplies. Since these camps lacked food, many people starved to death. Because these people lacked basic living supplies such as fire wood and other things used to keep warm so many people did not survive the freezing winters at the camps. The camps also did not have a medicine system so when people caught diseases, they would die from them. The Holocaust was a devastating time where many innocent peoples' lives were lost. This is seen in the famous novel, "The Diary of Anne Frank". In this diary Anne documents her life living in the Holocaust. The family is forced to stay in the attic of their shop with no contact with the outside world and little food to share amoung several of them. The lack of food, supplies, and protection that the Jews had is ultimately what led to their downfall during the Holocaust.

In another 20th century genocide called the "Killing Fields," Pol

Pot used government policies to target a large group of Cambodians, eventually killing about 20% of the population. Using Maoist policies of the Great Leap Forward, Pol Pot and the Khmer Rouge sought to establish a super Great Leap Forward by abolishing the former government's structure and economy and forcing the people into brutal rural communes. The Khmer Rouge forced people living in cities to leave and go to rural areas to work in the "killing fields." There they were not given enough food to survive, even though the leaders of the Khmer Rouge were well fed. The scarcity of food negatively affected the people of Cambodia as many of them died from starvation.

Another similar situation was the Irish potato famine. Even though the Irish were growing great amounts of food, they were only allowed to eat potatoes because of the policy of the British government. When the blight happened, the Irish starved even though they were harvesting and shipping food such as oats and wheat to their British landlords. The British allowed millions to die and didn't provide much relief to the Irish. This was a way that the British could control the Irish people.

Scarcity of any kind is an ongoing enduring issue that will forever have its impact on the world. Whether it's the scarcity of oil, fresh water, or food. scarcity always impacts us. It has negative effects on the people who encounter it and this will continue to develop as we use up our finite resources. We have seen how scarcity has negatively impacted society through the examples in the Congo, Ukraine, Germany, and Cambodia, not to mention many other places in which the government actively caused food scarcity. These governments used food scarcity to force people to behave in a certain way and to comply. While these policies worked for a short time, in the long run these

governments collapsed at least partly due to the mistreatment of people.

The enduring issue is inhumanity. It is shown in document three during the holocaust. When the Nazi's invaded Poland they took away all Jews rights. They seperated all Jews from everyone else. They made Jewish towns so that Jews had no contact with others. They could not have simple suplies to keep them alive.

In documen two this is also showed. Because that Ukraine did not want to follow Stalin's ideas the U.S.S.R. commited a mass killing against them. They killed six million and many animals.

This is considered inhumanity because it is heavily effecting a group of peoples lives. It could be a nation, race, religion and other kinds of things.

Throughout history, there have been a variety of famines that have resulted in many men, women, children, elderly, and even animals dying of starvation. Sometimes, this starvation is due to lack of food caused by man made famines. Other times, its due to crop shortages caused by a variety of natural environmental factors. This enduring issue of famine and starvation has led to hundreds, thousands, and even millions of people having died of starvation due to a withholding of food by individuals or governments that want to stay in power.

For instance, during WWII Jews were mistreated and persecuted in the Holocaust. After World War I, Adolf Hitler placed blame for Germany's devastating economic situation on Jewish people. He called for Lebensraum, or living space, for the master Aryan race. In doing so, he also called for the displacement and persecution of Jewish people. It was in this period, at both concentration camps and within ghettos, that Jewish people suffered from terrible circumstances. They were forced to work in extreme conditions, sometimes exploited, beaten, and starved. In the beginning of the Holocaust, Jews faced restrictions on their basic rights with the Nuremberg Laws. In the Lodz ghetto, Jews were slowly starved to death, and in a six-month timespan, 5,000 Jews died of starvation. The situation was not unique to Lodz. Jews in other ghettos suffered too in similar ways. The control and restriction of food by the Nazi government was used as a way to maintain power and remove a minority group that was viewed as a threat. This overall demonstrates that food insecurity is an enduring issue as it was used in WWII as a way to mistreat, malnourish, and get rid of the Jewish community. Starvation was used in part as a way to commit genocide.

Furthermore, also around the same time period, Mao Zedong came to

power in China after the defeat of Chiang Kai-Shek and the Nationalist party. As a communist leader, Mao proposed his policy of the Great Leap Forward as a way to move China forward. Mao set goals to increase industrial and agricultural production throughout China. Through the use of communes and policies of collectivization, Mao hoped to increase crop yields. Yet, at the end of the day, the Great Leap Forward was a failure. Millions of Chinese peasants starved to death, some due to the policies of the Chinese government. At times food was guarded and allowed to rot even though there was an ongoing famine. In addition, the caloric intake of the people was insufficient and unsustainable. In China, during the late 1950s and early 1960s, the caloric intake was far below 2,000 calories daily. In fact, by 1960 the maximum caloric intake was 1,200 calories a day for urban housewives These situations combined with the Chinese government's demands to meet quotas worsened conditions. Furthermore, the government did little to intervene and help people suffering from food insecurity. Clearly, this was a man made famine that impacted the entire nation and could have been prevented. It is yet another example of how famine is an enduring issue that is often forced on people. Stalin, like Mao, implemented repressive communist policies as the leader of the Soviet Union. Under his Five-Year Plans, Stalin similarly collectivized lands, established quota systems, and caused an inequality of resources within the nation. In Ukraine, Stalin forced a famine by extracting food from the nation and restricting any food provisions from entering. Millions of people died in this forced famine as well. It is evident that communist, totalitarian dictators have proven to be willing to use food as a weapon to maintain their power and position.

Additionally, not only did famine occur in China, the Soviet Union, and Germany, but also in Cambodia. During the rule of Pol Pot, when Khmer Rouge took over Cambodia, he purposefully allowed for many Cambodians to face food insecurity. The Khmer Rouge was a communist party that encouraged people in urban areas to relocate to what would become known as the "Killing Fields." Those considered threats to the state were targeted and killed. Many were intellectuals. Those who survived faced terrible circumstances. Khmer Rouge soldiers would eat and fill up on good food, feeling full and content and would then pretend to eat with the Cambodians, as though they were also surviving on limited food. Meanwhile, the Cambodians were forced to eat watery gruel as it was their only option. Again, this was another induced famine. Not until the Khmer Rouge was overthrown did the genocide end.

Throughout history, in a variety of places, in the late 30s, 50s and 60s, and 70s, there have been many famines caused by people in power who use food as a means to maintain power. They seek to eliminate groups, or anyone perceived as a threat to their authority. Hitler, Stalin, Mao, and Pol Pot are all good examples of this. We can see this in Germany when genocide was committed against the Jewish community, in China during The Great Leap Forward, during the Ukrainian Holodomor, and during the Cambodian genocide. There are so many more instances where people face starvation at the hands of those who rule over them, kill them, and more.

Over time there have been many oppressive governments that have caused mass hunger and starvation. In many cases, governments were aware of these circumstances and and could have helped but didn't. Because of this millions of people died. This is evident historically in the Belgian Congo, during the Holocaust, and throughout the rule of Mao Zedong. Today hunger and starvation are still a massive, growing problem all around the world, in some cases due to the government under which people live. Over time there has been a huge enduring issue of starvation that still affects us today. Hopefully, we will continue to find ways to end this challenge.

The starvation of thousands of people in the Belgian Congo under the rule of King Leopold II is an example of how a government has withheld food from people under its control, causing death in many cases. During the late 19th century , Europeans exploited the Congolese to try and gain wealth from the raw materials of the Congo such as Rubber, and ivory. This was done through forced hard labor. The people living in the village were forced to work until they met their established quotas. If they failed to do so, then they were imprisoned in dirty compounds, bound, and given little food until other villagers fulfilled the obligation. Many of these Congolese hostages died of starvation while being held against their will. This proves how powerful forces such as a government can cause mass starvation. It would not be until 1960 that many African nations, including the Congo, would achieve independence.

During WWII, Adolf Hitler led Germany and the Nazi Party. Part of his goal included the extermination of the Jewish population in the Third Reich. When Jewish people were first targeted, many

were displaced from their homes and moved into ghettos. They faced deplorable living conditions, disease, and starvation. This again shows how governments can cause the deaths of many people sometimes by withholding food resources. Adolf Hitler's plan to create an Aryain race and eliminate the Jewish population failed. Yet six million Jewish people died. At first, Jewish people were moved to ghettos and then later forced into concentration camps that killed them in gas chambers, or work camps where many died of starvation. These survivors of the Holocaust were liberated at the end of the war. At the Nuremberg Trials, few Nazi officials were tried for war crimes. The UN was also created, with one of their goals being to prevent genocide.

In 20th century China, Mao Zedong who was a communist leader, attempted to modernize his country. He implemented the great leap forward in an effort to increase agricultural and industrial production. Ultimately, this led to millions of deaths. This collectivization of land under Mao forced people to work on communes and work towards state goals. There was no real incentive to work hard because everyone was "rewarded" equally. Mismanagement during Mao's rule made the famine worse. There was barely any extra food and many people were dying of starvation. This shows how many people faced starvation because of government leaders and their poor implementation of their policies. The people who lived in those conditions faced death or horrible living conditions without a way to escape them. Some might argue that places like North Korea are similar today.

Many people have endured horrible conditions by the government or important figures that led to mass hunger and starvation. This issue has remained over time with many millions of people still facing

hunger due to the government in power and the policies they choose to implement. This issue that is still affecting people today and will most likely continue to affect us in the future.

Practice Paper A—Score Level 2

The response:

- Identifies and partially explains *starvation* as an enduring issue raised in the documents (caused by economic issues or government policies leading people to suffer; caused millions of peasants in Soviet Union to die; brutal conditions of Jewish people under rule of Hitler in Poland led to starvation)
- Minimally develops both aspects of the argument
- Is primarily descriptive (Soviet crops seized by government and people died as result of not being able to get food; deaths result of Ukrainian kulaks not being able to get food; Ukrainian kulaks attempted to resist Stalin's plans to collectivize their farms and he retaliated against them; amount of food being provided during Mao's Great Leap Forward in China outlandishly low, greatly affecting people; soldiers and people at top ate well, while those at the bottom ate hardly anything; soldiers pretended to be underfed but obvious they were getting fed)
- Includes few relevant facts, examples, and details from Documents 2, 3, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a one-sentence conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document information frames the response and demonstrates a basic understanding of the task. Additional supporting facts and details would have strengthened the discussion.

Practice Paper B—Score Level 5

The response:

- Clearly identifies and accurately explains *scarcity* as an enduring issue raised in the documents (having a lack of something, whether it be food, resources, weapons, or supplies; can lead to some companies profiting, but can also cause death, wars, and destruction; led to many people suffering and dying; governments created scarcity often when food sources plentiful to exert their will onto people and force cruel and inhumane policies; will continue to develop as we use up our finite resources)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (King Leopold's policies put production of rubber over food needs of Congolese; King Leopold chained workers, held their families hostage, and starved them; Ukrainian kulaks attempted to resist Stalin's plan to collectivize farms; peasants and kulaks had their crops seized and people and animals starved; Ukrainians suffered greatly from famine while Soviets benefited by increasing control over Ukrainian people; Ukrainians resisted collectivization; Holocaust another tragic event in which many Jews suffered and innocently killed; epidemic diseases such as typhus and tuberculosis claimed thousands of lives and slow starvation claimed even more)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Richly supports the task by incorporating substantial relevant outside information (King Leopold known for being a cruel leader, forcing the colonized people to work in slave-like conditions to extract and process rubber and other resources; in North Korea today, leader Kim Jung Un and his soldiers living comfortably whereas citizens living on brink of starvation, causing them to die and suffer; Soviet government in Holodomor systematically enforced policies to ensure people did not have enough food and would starve by withholding food and using it as a weapon of genocide and control; kulaks forced to work their land as laborers and when harvest came not allowed to eat food they had grown, and could be shot or imprisoned for stealing "Soviet property;" today Ukraine free from Russian rule, but for many years Russia has been trying to regain territory and gain control of several areas in a series of wars and attacks, including Russian takeover of Crimea; Russia actively tried to block supplies going into Ukraine similar to what Soviet Union did during Holodomor, trying to starve Ukrainians into submission; ongoing war between Russia and Ukraine has left Ukraine helpless and country's resources scarce; Nazis attacked and killed Jewish people and threw others into concentration camps; in concentration camps in Poland, people froze to death in brutal Polish winters; "Diary of Anne Frank" famous novel which shows horrors of Holocaust where family had no contact with outside world and little food to share; Pol Pot and Khmer Rouge sought to establish super Great Leap Forward by abolishing former government's structure and economy and forcing people living in cities to leave for rural areas to work in "killing fields" where they were not given enough food to survive, even though leaders well fed; when blight happened, Irish starved even though harvesting and shipping food such as oats and wheat to British landlords; British allowed millions to die and did not provide much relief to Irish so it could control Irish people)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Detailed examples and strong comparisons between different time periods in history form the basis of the discussion. Analytic statements and thoughtful conclusions are interwoven and effectively support document interpretation.

Practice Paper C—Score Level 1

The response:
- Identifies *inhumanity* as an enduring issue raised in the documents (shown during Holocaust; more than six million people and many animals killed by Stalin; can happen to a race, nation, or religion)
- Minimally addresses both aspects of the argument
- Is descriptive (Nazis invaded Poland and took away all rights of Jews and separated them from rest of population; made Jewish towns so Jews had no contact with others and could not have simple supplies to keep them alive; because Ukraine did not want to follow Stalin's ideas, USSR committed a mass killing against them)
- Includes minimal facts, examples, and details from Documents 2 and 3
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic interpretation of limited document information demonstrates a basic understanding of inhumanity during the Holocaust and Stalin's rule. Generalizations and lack of supporting facts and details weaken the response.

Practice Paper D—Score Level 4

The response:

- Identifies and accurately explains *famine* as an enduring issue raised in the documents (resulted in many men, women, children, elderly, and even animals dying of starvation; sometimes caused by lack of food caused by man-made famines, while other times due to crop shortages caused by variety of natural environmental factors; led to hundreds, thousands, and even millions of deaths due to withholding of food by individuals or governments who want to stay in power; food insecurity used in World War II to mistreat, malnourish, and get rid of Jewish community; evident that communist totalitarian dictators proven to be willing to use food as weapon to maintain power and position)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (in Lodz ghetto, Jews slowly starved to death and Jews in other ghettos suffered same fate; control and restriction of food by Nazi government used as way to maintain power and remove minority group viewed as threat; Mao proposed policy of Great Leap Forward as way to move China forward and set goals to increase industrial and agricultural production throughout China; at end of day, Great Leap Forward a failure; food guarded and allowed to rot even though ongoing famine and caloric intake limited; government did little to intervene and help people suffering from food insecurity; famine in China man-made, impacted entire nation, and could have been prevented; Khmer Rouge encouraged people in urban areas to relocate to what would become known as "Killing Fields;" those considered threats to state targeted and killed; Khmer Rouge soldiers who had good food would eat with Cambodians, pretending to also be surviving on limited food)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, 4, and 5
- Supports the task by incorporating relevant outside information (after World War I, Hitler placed blame for Germany's devastating economic situation on Jewish people; Hitler called for Lebensraum, or living space for master Aryan race and also called for displacement and persecution of Jewish people; Jewish people suffered from terrible circumstances both at concentration camps and within ghettos; Jews forced to work in extreme conditions and sometimes exploited, beaten, and starved; in beginning of Holocaust, Jews faced basic restrictions on basic rights with Nuremberg laws; starvation used to commit genocide; Mao came to power in China after defeat of Chiang Kai-Shek and Nationalist party; through use of communes and policies of collectivization, Mao hoped to increase crop yields; millions of Chinese peasants starved to death, some of which caused by government policies; under Stalin's Five-Year Plans, he collectivized lands, established quota systems, and caused inequality of resources within nation; in Ukraine, Stalin forced a famine by extracting food from the nation and restricting any food provisions from entering; not until Khmer Rouge overthrown did genocide end in Cambodia)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information and some good analytic statements support document interpretation and demonstrate a good understanding of famine as an enduring issue. Thoughtful conclusions reflect historical insights, but lack depth and details.

Practice Paper E—Score Level 3

The response:

- Identifies and explains *starvation* as an enduring issue raised in the documents (in many cases governments aware of circumstances and could have helped but did not; still today massive growing problem around the world due in some cases to government under which people live; many people faced starvation because of government leaders and poor implementation of their policies)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (under rule of King Leopold, government withheld food from people under its control, causing death in many cases; exploited Congolese to gain wealth from raw materials such as rubber and ivory; people in villages forced to work until they met established quotas and if they failed to do so, were imprisoned in dirty compounds, bound, and given little food until other villagers fulfilled their obligation; many Congolese hostages died of starvation while being held against their will; when Jewish people first targeted, many displaced from homes and moved into ghettos where they faced deplorable living conditions, disease, and starvation; Mao attempted to modernize China by implementing Great Leap Forward in effort to increase agricultural and industrial production, ultimately leading to millions of deaths; mismanagement during Mao's rule made famine worse)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 3, and 4
- Includes relevant outside information (would not be until 1960 that many African nations, including Congo, would achieve independence; during World War II, Hitler led Germany and Nazi Party; part of Hitler's goal included extermination of Jewish population in Third Reich; Hitler's plan to create Aryan race and eliminate Jewish people failed, yet six million Jewish people died; Jewish people moved to ghettos and then later forced into concentration camps that killed them in gas chambers or work camps where many died from starvation; survivors of Holocaust liberated at end of war; at Nuremberg Trials, few Nazi officials tried for war crimes; United Nations created with one of their goals to prevent genocide; Mao's collectivization forced people to work on communes and work towards state goals; no real incentive to work hard because everyone "rewarded" equally; some people argue places like North Korea face similar problems today)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation and some good historical outside information frame a response that discusses how a government's role can result in starvation of its people. Some good conclusions are included, but more analysis and greater depth would have improved the effort.

August 2026 Regents Examination in Global History & Geography II
Test Questions by Key Idea

Question Number	Key Idea
1	10.1
2	10.2
3	10.2
4	10.2
5	10.3
6	10.3
7	10.2
8	10.2
9	10.4
10	10.4
11	10.4
12	10.7
13	10.7
14	10.5
15	10.5
16	10.5
17	10.5
18	10.6
19	10.6
20	10.10
21	10.10
22	10.8
23	10.9
24	10.9
25	10.9
26	10.8
27	10.9
28	10.9
29	10.4
30	10.7
31	CT
32	10.6
33	10.7
34a	CT
34b	CT
35	CT

CT = Cross Topical: test items that cover more than one Key Idea

The Chart for Determining the Final Examination Score for the August 2026 Regents Exam in Global History and Geography II **will be posted on the Department's website at: https://www.nysed.gov/state-assessment/high-school-regents-examinations no later than on the day of the examination. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students' final scores for this administration.**

Online Submission of 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 https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments.
2. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form.