

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

TRANSITION EXAM IN GLOBAL HISTORY AND GEOGRAPHY — GRADE 10

Tuesday, August 13, 2019 — 12:30 to 3:30 p.m., only

RATING GUIDE FOR PART III A AND PART III B (DOCUMENT-BASED QUESTION)

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

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

- A content-specific rubric
- Five prescored anchor papers ordered from score levels 5 to 1
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Transition Examination in Global History and Geography — Grade 10*.

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THE STATE EDUCATION DEPARTMENT
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Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold 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 III A score if the space is provided on the student's Part I answer sheet.

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

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 <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

Transition Exam in Global History and Geography—Grade 10
Part A Specific Rubric
Document-Based Question
August 2019

Document 1

. . . In the midst of the rivalries among the Great Powers of Europe, King Leopold II of the tiny nation of Belgium played the most important role in the story of the Congo. This leader of a country overshadowed by its larger, more powerful neighbors wanted desperately to build up an overseas empire in order to secure his position in the world. He thought that a great opportunity existed in Central Africa, a region in which other European countries had not shown interest

Source: *Colonialism in the Congo: Conquest, Conflict, and Commerce*, Choices Program, Watson Institute for International Studies, Brown University

1 Based on this excerpt, state *one* goal of King Leopold II.

Score of 1:

- States a goal of King Leopold II based on this excerpt
Examples: to build an overseas empire/imperialism; to secure his position in the world; to take advantage of a great opportunity in Central Africa; to rival the great powers of Europe; to take control of a region in which other European countries have not shown interest; to no longer be overshadowed by larger, more powerful neighbors; to gain power

Score of 0:

- Incorrect response
Examples: to reduce his overseas empire; to take over the tiny nation of Belgium; to rival Central Africa
- Vague response
Examples: European countries had not shown an interest; to secure it; to build up; tiny nation of Belgium; the story of the Congo
- No response

Document 2a

In 1887 and 1888 the Congo Free State was on the brink of bankruptcy. King Leopold II was looking for solutions.

. . . At this [Brussels] conference [1889–1890], which was devoted to ending the slave trade and liquor and arms trafficking in Africa, Leopold persuaded the European powers to permit him to create a new system of taxation in Congo for the purpose of combating the slave trade and building a stronger infrastructure for governance. In the two years after the conference, the Congo Free State instituted a new tax system in which African chiefs were forced to collect and pay taxes in goods and labor.

Furthermore, in 1891, Leopold arrogated [seized] all “vacant lands” in Congo, as well as the present and future produce of those lands. “Vacant lands” were defined as any lands without a human settlement or crops under cultivation. Leopold thus placed the greatest part of Congo at his disposal, putting an end to free trade in most of the state’s territory and enabling him to gain revenue by circumventing the Berlin Act’s prohibition against trade duties. . . .

Source: Kevin Grant, *The Congo Free State and the New Imperialism*, Bedford/St. Martin’s, 2017 (adapted)

2a According to Kevin Grant, what was King Leopold II attempting to do in the Congo Free State?

Score of 1:

- States what King Leopold II was attempting to do in the Congo Free State according to Kevin Grant

Examples: create new system of taxation/claiming to combat the slave trade by creating a new tax system; build a stronger infrastructure for governance; force African chiefs to collect and pay taxes in goods and labor; put an end to free trade in most of the state’s territory; gain revenue; seize all “vacant lands” in the Congo and present/future produce; place the greatest part of the Congo at his disposal; circumvent the Berlin Act’s prohibition against trade duties; end free trade in most of the state’s territory by seizing “vacant lands”; increase his power

Score of 0:

- Incorrect response
Examples: end taxation; increase free trade; dispose of vacant lands
- Vague response
Examples: create a new system; force African chiefs; governance
- No response

Document 2b

Beginning around 1889, the European and American markets demanded more rubber. To produce this rubber, Congolese men, women, and sometimes children harvested sap from rubber vines in forests near their villages instead of tending to their crops.

Rubber Exports from Congo

Year	Value (1000) Belgian Francs	Weight in Tons
1888	260	81.6
1890	556	135.6
1895	2,882	634.9
1900	39,874	5,859.9
1905	43,755	5,358.3

Source: Ch. Didier Gondola, *The History of Congo*, Greenwood Press, 2002 (adapted)

2b Based on this document, state *one* impact the demand for rubber had on the Congo Free State.

Score of 1:

- States an impact the demand for rubber had on the Congo Free State based on this document
Examples: the value of Congolese rubber increased; rubber was being exported from the Congo; Congo natives spent time harvesting rubber instead of tending crops; as the value of rubber and market demands increased, the amount of rubber produced in the Congo increased; to meet export demands, the Congo Free State had to produce more rubber; European and American demand for rubber placed a strain on the Congolese; Congolese men/women/children had to produce rubber

Score of 0:

- Incorrect response
Examples: rubber was imported; rubber exports decreased; Europeans demanded less rubber; crops were tended; value of rubber crop went down
- Vague response
Examples: Belgian francs; harvested sap; worked near their villages; taken from the forest; weight
- No response

Document 3

E. D. Morel formed the Congo Reform Association. In 1906, E. D. Morel published his book *Red Rubber* in which he voiced concerns about what was happening to the native peoples in the Congo Free State and to inform the British public. This excerpt is from the book's conclusion.

. . . Nothing impracticable, nothing unrealisable is being demanded on behalf of the Congo natives. No grandmotherly legislation, no sentimental claims are being urged in their interest. Only justice. They have been robbed of their property. We demand that their property shall be restored to them. They have been robbed of their liberty. We demand that their liberty shall be restored to them. They are bound in chains. We demand that those chains shall be rent asunder [split apart]. For fifteen years they have been degraded, enslaved, exterminated. We demand that this shall stop, not fifteen years, or five years, or one year hence: but now. . . .

Source: E. D. Morel, *Red Rubber*, Haskell House Publishers, 1970, first published 1906

3 According to E. D. Morel, what was *one* impact of King Leopold II's control over the Congo Free State?

Score of 1:

- States an impact of King Leopold II's control over the Congo Free State according to E. D. Morel
Examples: natives were robbed of their property/of their liberty; natives were bound in chains; natives have been degraded/enslaved/exterminated; natives were abused/mistreated; demands were made for better treatment of natives; demands were made for justice on behalf of Congo natives; the book *Red Rubber* was used to let the British public know about the mistreatment of the Congolese under Leopold II

Score of 0:

- Incorrect response
Examples: justice is being restored; sentimental claims are being urged; nothing is being demanded of Congo natives
- Vague response
Examples: grandmotherly legislation; it was impracticable; there is nothing unrealizable; there was a stop
- No response

Document 4

... After the Communists [under Mao Zedong] rose to power in 1949, China's existing market economy was gradually transformed into a socialist economy. Agriculture was collectivized, industry was nationalized, and the private sector was eliminated by 1956. Under the central plan, the state determined the allocation [distribution] of economic inputs and outputs, and maintained a monopoly over production and distribution. As well as the 'Iron Rice Bowl' of lifetime employment, under the *danwei** system, enterprises provided housing and benefits to employees, restricting their ability to live outside of the system. Despite official efforts, however, entrepreneurship was never entirely suppressed and continued to exist on a small scale, particularly in the form of the black market and underground economy. Unfortunately, much of this activity was unproductive rent-seeking [attempt to gain revenue] taking advantage of the inefficiencies in the economy. . . .

Source: Liao and Sohmen, "The Development of Modern Entrepreneurship in China," *Stanford Journal of East Asian Affairs* (adapted)

**danwei* – a government-controlled work unit

4 According to Liao and Sohmen, what were *two* characteristics of the socialist economy after the communists rose to power in China in 1949?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each ***different*** characteristic of the socialist economy after the communists rose to power in China in 1949 according to Liao and Sohmen
Examples: state maintained a monopoly over production and distribution/state determined the allocation/distribution of economic inputs and outputs/industry was nationalized; agriculture was collectivized; there was central planning in the Chinese economy; the private sector was eliminated; under the *danwei* system, enterprises provided housing/benefits to employees; restricted ability to live outside the *danwei* system; entrepreneurship was limited/entrepreneurship existed on a small scale; lifetime employment/Iron Rice Bowl; black market and underground economy existed on a small scale; there were inefficiencies in the economy; some unproductive rent seeking existed

Note: To receive maximum credit, two ***different*** characteristics of the socialist economy after the communists rose to power in 1949 must be stated. For example, *the state maintained a monopoly over production and distribution* and *industry was nationalized* are the same reason since *industry was nationalized* is equivalent to *the state maintained a monopoly over production and distribution*. In these and similar cases, award only ***one*** credit for this question.

Score of 0:

- Incorrect response
Examples: market economy became stronger; there was a strong private sector; there were no lifetime employment opportunities
- Vague response
Examples: entrepreneurship; transformed; allocations; people's ability to live outside the system; entirely suppressed; goods were distributed
- No response

Document 5a

. . . Deng's reforms abolished the communes and replaced them with a contract system. Though the state continues to own all land, it leases plots, mostly to individual families. Rent is paid by delivery of a set quantity of rice, wheat or whatever to the state at a fixed price. But once that obligation is met, families can grow anything else they wish and sell it in free markets for whatever price they can get (though the state does set limits on how much some prices can fluctuate). . . .

Source: George J. Church, "Person of the Year: Deng Xiaoping," *Time*, January 6, 1986

5a According to George J. Church, what is *one* action taken by Deng Xiaoping to reform China?

Score of 1:

- States an action taken by Deng Xiaoping to reform China according to George J. Church
Examples: abolishing communes; establishing a contract system; leasing plots of land, mostly to individual families; allowing rent to be paid to the state by delivery of a set quantity of rice, wheat, or whatever at a fixed price; fixed prices for agricultural products used for paying rent; permitting families to grow anything they wanted and sell it in free markets once state obligations were met; placing limits on how much some prices can fluctuate

Score of 0:

- Incorrect response
Examples: establishing communes; eliminating state ownership of land; placing limits on what could be grown; families can ignore obligations and can grow and sell anything they want; no restrictions
- Vague response
Examples: communes; rent; limits; fluctuating prices; a fixed price; establishing a system
- No response

Document 5b

. . . Yet Deng did not just focus on the economy. He identified other areas where changes had to be made for China to become a world power: there was the need to revamp the educational system, especially universities and research institutes; the military had to be streamlined and professionalized; lawyers had to be trained in the intricacies of commercial and corporate law, and be able to have cases heard in a viable and expanded judicial system; more Chinese had to be permitted to study overseas, and foreign students and tourists to come to China. As a complementary move, Deng ordered far-reaching reviews of the cases of hundreds of thousands of intellectuals, students and professionals who had been sent into internal exile in impoverished rural areas after the Hundred Flowers Movement in 1957, and later during the Cultural Revolution; under Deng, many were allowed to return to their homes and families. . . .

Source: Jonathan Spence,
Time: 60 Years of Asian Heroes, Deng Xiaoping, 2006

5b According to Jonathan Spence, what was *one* change Deng Xiaoping thought had to be made in an attempt to transform China into a world power?

Score of 1:

- States a change Deng Xiaoping thought had to be made in an attempt to transform China into a world power according to Jonathan Spence
Examples: revamp the educational system/improve education; revamp universities/research institutes; professionalize/streamline the military; improve/expand the judicial system; train lawyers in commercial and corporate law; have cases heard in a viable judicial system; permit more Chinese to study overseas; permit foreign students to come to China; reviewing cases of intellectuals/students/professionals who had been exiled; many intellectuals/students/professionals in exile were allowed to return to their homes/families; end exiles caused by Hundred Flowers movement/Cultural Revolution; permit foreign tourists to come to China/increase tourism

Score of 0:

- Incorrect response
Examples: force Chinese to move overseas; exiled professionals and students; focus only on the economy; increased impoverished rural areas; Hundred Flowers movement began; Cultural Revolution started
- Vague response
Examples: professionalize; commercial/corporate law; a complementary move; a world power
- No response

Document 6

This is an excerpt from an obituary for Deng Xiaoping.

. . . At the end of his life, Mr. Deng seemed unable to chart a clear path to economic success; his economic reforms still faced daunting challenges. China's rise as a great economic power was becoming a race against time as population growth and incomplete reform were adding to the siege of China's straining foundations. Shortages of water and arable land mounted, and unchecked industrial pollution contributed to an overall degradation of the environmental landscape.

Still, in cities and in villages, real incomes more than doubled in the Deng era. Most Chinese who have watched a television or used a washing machine or dialed a telephone have done so only since Mr. Deng came to power. The struggle to survive in the Chinese countryside has greatly eased. . . .

Source: Patrick E. Tyler, "Deng Xiaoping: A Political Wizard Who Put China on the Capitalist Road," *New York Times*, February 20, 1997

6 According to Patrick E. Tyler, what was *one* impact of Deng Xiaoping's rule in China?

Score of 1:

- States an impact of Deng Xiaoping's rule in China according to Patrick E. Tyler
Examples: his economic reforms still faced daunting challenges; population growth and incomplete reform were straining China's foundations; shortages of water and arable land had mounted; industrial pollution; degradation of the environmental landscape; real incomes more than doubled in cities and villages; struggle to survive in the Chinese countryside eased; increased access to television/washing machines/telephone; incomplete reforms; China's attempt to become a great economic power was incomplete/had challenges to overcome; at the end of his life Deng was unable to chart a clear path to economic success

Score of 0:

- Incorrect response
Examples: clear path to economic success; cities and villages more than doubled; arable land increased
- Vague response
Examples: environmental landscape; struggle to survive; challenged; strained; race against time
- No response

Document 7

. . . With the ANC [African National Congress] banned, new opposition forces emerged. Black Consciousness, led by charismatic student leader Steve Biko, took off in the late 1960s. Then in 1972–1973, the black labor movement came to life again in a sudden, massive strike wave. Things were on the boil and with a rigid, inflexible, and intolerant government at the helm of state, the country finally exploded in 1976, ignited by student protests in Soweto.

Although the 1976 protests were quashed [put down] by harsh measures from the state security forces that saw many casualties, popular resistance reemerged in the 1980s. This coalesced [joined forces] around vibrant, new mass organizations. The United Democratic Front (UDF, formed in 1983), was a very wide coalition of more than 600 community, labor, sport, and church organizations. The Congress of South African Trade Unions (COSATU, formed in 1985), with its largest affiliate [associate], the National Union of Mineworkers (1982), led by ex-student activist Cyril Ramaphosa, grew rapidly and challenged the previously monolithic [rigid] economic domination of the apartheid state. Many church leaders, such as Archbishop Desmond Tutu, lent their weight to popular protests. All across the country these diverse groups spoke out loudly and their support grew rapidly, with many people aligning themselves with the ideas of the ANC exemplified [represented] in the Freedom Charter. One of their major demands was the release of [Nelson] Mandela and all political prisoners. . . .

Source: Peter Limb, *Nelson Mandela: A Biography*, Greenwood Press, 2008

7 According to Peter Limb, what was *one* problem faced by blacks in South Africa from the 1960s through the 1980s?

Score of 1:

- States a problem faced by blacks in South Africa from the 1960s through the 1980s according to Peter Limb

Examples: apartheid; rigid/inflexible/intolerant government; protests were quashed/put down by harsh measures from the state security forces; people becoming casualties as a result of protesting; monolithic economic domination of the apartheid state; African National Congress was banned; people taken as political prisoners/people being jailed; a major leader/Nelson Mandela was in jail; the political situation was boiling/was ready to explode; had to strike to make their voices heard; racial discrimination/prejudice because of their skin color; prejudice from the state

Score of 0:

- Incorrect response
Examples: charismatic student leaders; reemergence of popular resistance; formation of new mass organizations; church leaders lent their weight to popular protests; the black labor movement; wide coalition
- Vague response
Examples: challenges; banned; rigid; inflexible; Freedom Charter
- No response

Document 8

This is an excerpt about Desmond Tutu from a biographical dictionary.

. . . The problem faced by anti-apartheid clergymen was how to simultaneously oppose both violent resistance and apartheid, which was itself increasingly violent. [Desmond] Tutu's opposition was vigorous and unequivocal, and he was outspoken both in South Africa and abroad, often comparing apartheid to Nazism and Communism. As a result the government twice revoked his passport, and he was jailed briefly in 1980 after a protest march. It was thought by many that Tutu's increasing international reputation and his rigorous advocacy of non-violence protected him from harsher penalties. Tutu's view on violence reflected the tension in a Christian approach to resistance: "I will never tell anyone to pick up a gun. But I will pray for the man who picks up a gun, pray that he will be less cruel than he might otherwise have been. . . ."

Source: "Archbishop Desmond Tutu Facts," *Encyclopedia of World Biography*, The Gale Group, 2010

8 Based on this document, state *one* action taken by Desmond Tutu to resist South African government policies.

Score of 1:

- States an action taken by Desmond Tutu to resist South African government policies based on this document

Examples: gave speeches/spoke out against apartheid/opposed apartheid; compared apartheid to Nazism/communism; participated in a protest march; traveled abroad to speak against apartheid; spent time in jail; prayed for less violence under apartheid/advocated for the use of nonviolence to oppose apartheid; rigorously advocated using only nonviolence

Score of 0:

- Incorrect response
Examples: picked up a gun; advocated violence; revoked his passport
- Vague response
Examples: participated; compared them; international reputation
- No response

Document 9

. . . During apartheid in South Africa, Desmond Tutu emerged as a voice for the voiceless; someone who was able to “articulate the aspirations and the anguishes” of marginalised people.

After the 1994 elections and Nelson Mandela’s inauguration as the country’s first democratically elected president, Archbishop Tutu was asked to preside over a process “to heal a wounded and traumatised nation”. The Truth and Reconciliation Commission (TRC) was established to bear witness to apartheid-era crimes, record and in some cases grant amnesty to the perpetrators.

It subsequently became an important model for other commissions of its kind throughout the world. Archbishop Tutu articulates that the main lesson learnt from this process was that “all human beings are fundamentally good”. Despite the most horrendous atrocities committed, “people amazed the world with the exhibition of their magnanimity [mercy], their generosity of spirit, their willingness not to seek revenge and retribution [punishment], but to be willing to forgive”.

Archbishop Tutu mustered a group of close friends and associates to form the Desmond Tutu Peace Trust in 1998. The Trust administers and oversees the development of the Desmond Tutu Peace Centre.

Source: “How We Began,” The Desmond Tutu Peace Centre online

9 According to this statement from the Desmond Tutu Peace Centre website, what is *one* impact of Desmond Tutu’s leadership?

Score of 1:

- States an impact of Desmond Tutu’s leadership according to this statement from the Desmond Tutu Peace Centre website

Examples: he emerged as a voice for the voiceless; able to articulate aspirations/anguishes of marginalized people; helped to heal the nation/presided over a process to heal a wounded/traumatized nation; Truth and Reconciliation Commission became an important model for other commissions of its kind; establishment of the Desmond Tutu Peace Trust/Desmond Tutu Peace Centre; Commission bore witness to apartheid crimes; Commission granted some perpetrators amnesty; lessons learned from the Truth and Reconciliation Commission were shared; lessons about man’s generosity of spirit/about man’s willingness to forgive/about man’s willingness to not seek revenge/about man’s exhibition of mercy were shared; assisted Mandela in healing the nation

Score of 0:

- Incorrect response

Examples: was the first democratically elected president; wounded and traumatized the nation; remained voiceless

- Vague response

Examples: established; fundamentally good; marginalized people

- No response

Transition Exam in Global History and Geography—Grade 10
Content Specific Rubric
Document-Based Essay
August 2019

Historical Context:

Throughout history, the actions of certain individuals have had impacts on societies and regions. These individuals include *King Leopold II of Belgium*, *Deng Xiaoping of China*, and *Desmond Tutu of South Africa*.

Task:

Select *two* individuals mentioned in the historical context and for *each*

- Describe the historical circumstances that led this individual to take action
- Describe an action taken by this individual
- Discuss an impact this individual had on his society and/or on another society

Scoring Notes:

1. This document-based question has a minimum of *six* components (describing the historical circumstances that led *each* of *two* individuals to take action, describing *at least one* action taken by *each* individual, and discussing *at least one* impact of *each* individual on his society and/or on another society).
2. The description of historical circumstances may be immediate or long term.
3. The action taken by the individual may be included as part of the discussion of the impact the individual had on his society and/or another society.
4. Similar information may be used to discuss the impact on two different societies, but the specific facts and details will vary, e.g., improvements in the ability to work and travel was an impact of Deng’s actions in China and of Tutu’s actions in South Africa.
5. The impact of the individual on his society or on another society may be positive or negative and it may be immediate or long term.
6. The impact of the individual on his society or on another society may be discussed from different perspectives as long as the positions taken are supported by accurate historical facts and examples.
7. Only two individuals should be chosen from the historical context. If three individuals are addressed, only the first two individuals should be scored.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 5a, and 5b may be considered as separate documents if the response uses specific separate information from each document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that led **each** of **two** individuals to take action, describing **at least one** action taken by **each** individual, and discussing **at least one** impact of **each** individual on his society and/or on another society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *King Leopold II*: connects empire-building in Africa and his desire for status and wealth derived from rule of the Congo to his seizure of land and exploitation of Congolese natives and the resulting legacy of exploitation and unstable dictatorial government; *Deng Xiaoping*: connects the restrictive nature of state control of the economy and of the individual under Mao, to Deng’s introduction of the Four Modernizations that led to a decrease in the number of communes and led to the restructuring of education and to China’s participation in the global economy under modified capitalism that led to protests for political freedom
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to actions of individuals (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *King Leopold II*: “Red Rubber” system; Scramble for Africa; Congo Free State; terms of Berlin Conference; Belgium’s control of Congo; mutilation of Congolese; missionary reports; *Deng Xiaoping*: socialist economy; one-child policy; Four Modernizations; Tiananmen Square Massacre; special economic zones; global markets; socioeconomic changes
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one individual more thoroughly than the other **or** by developing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *King Leopold II*: discusses how Leopold’s acquisition of Congo to fulfill his desire for wealth and status led to the use of forced labor and how forced labor had a devastating effect on the people in the Congo region; *Deng Xiaoping*: discusses how the restrictive nature of communism under Mao was modified by Deng’s policy of Four Modernizations in which he addressed agricultural and economic reforms and how this policy led to an expanding economy and protests for greater political freedom
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

- Minimally develops *all* aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

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

King Leopold II

Key Ideas from Documents 1–3

Historical Circumstances	Action Taken by Leopold II	Impact on Society
<p>Doc 1—Great powers of Europe in midst of rivalry Desire of Leopold II to build up overseas empire and secure his position in the world Existence of great opportunity in Central Africa</p> <p>Doc 2—Congo Free State on brink of bankruptcy (1887–1888) Leopold II permitted to create new system of taxation in Congo for purpose of combating slave trade and building stronger infrastructure for governance Increase in demand for rubber in global markets (European and American)</p>	<p>Doc 2—Forced African chiefs to collect and pay taxes in goods and labor Seized all “vacant lands” in Congo (1891) Seized present and future produce of lands (1891) Placed greatest part of Congo at his disposal Put an end to free trade in most of state’s territory Gained revenue by circumventing Berlin Act’s prohibition against trade duties</p>	<p>Doc 1— Most important role in story of Congo played by Belgium</p> <p>Doc 2—Increase in profit from rubber exports for Leopold II Increase in export of rubber from Congo Exploitation of labor in Congo Free State Sap harvested by Congolese men, women, and children instead of tending their crops (possible food shortages; increased seizure of land by Leopold II)</p> <p>Doc 3—Congo natives robbed of property Congo natives robbed of liberty/bound in chains Congo natives degraded, enslaved, exterminated for fifteen years Reforms/justice demanded by Congo Reform Association (1906) British public informed of mistreatment of Congolese with publication of Morel’s book</p>

King Leopold II

Relevant Outside Information
(This list is not all-inclusive.)

Historical Circumstances	Action Taken by Leopold II	Impact on Society
<p>Division of Africa by many nations as a result of Scramble for Africa</p> <p>Rules for dividing Africa to prevent war between European nations due to overlapping colonial claims made by Berlin Conference (1884–1885)</p> <p>No participation by African peoples at Berlin Conference</p> <p>British/French goals in Africa</p> <p>Collection of ivory before rubber boom</p> <p>Industrialization of transportation leading to increased need for rubber</p>	<p>Established forced labor of village populations</p> <p>Details about his rule of Congo Free State/Belgium Congo</p> <p>Granted companies concessions to extract resources forcing out private traders</p> <p>Established <i>Force Publique</i> which endorsed brutality including mutilation (cutting off hands and ears) to force more production</p> <p>Devastated or destroyed whole villages because of failure to meet quotas</p>	<p>Paternalism</p> <p>Destruction of Congolese economies</p> <p>Depopulation of villages (approximately 10 million died; roughly half of population died)</p> <p>Natives fleeing to neighboring colonies</p> <p>Destruction of traditions and institutions</p> <p>Details about movement by missionaries and others to end atrocities in Congo and end Leopold II's rule</p> <p>Renamed Belgian Congo (1908) on becoming a Belgian colony</p> <p>Legacy of civil war</p> <p>Publications by western authors (Mark Twain's <i>King Leopold's Soliloquy</i>; Joseph Conrad's <i>Heart of Darkness</i>; Arthur Conan Doyle's <i>The Crime of the Congo</i>)</p>

Deng Xiaoping

Key Ideas from Documents 4–6

Historical Circumstances	Action Taken by Deng Xiaoping	Impact on Society
<p>Doc 4—Rise to power of Communists in China in 1949</p> <p>Economy transformed from market to socialist under Mao Zedong</p> <p>Agriculture collectivized</p> <p>Industry nationalized</p> <p>Private sector eliminated by 1956</p> <p>Inputs and outputs allocated by state</p> <p>Production and distribution monopolized by state</p> <p>Lifetime employment guaranteed by “Iron Rice Bowl”</p> <p>Housing and benefits provided to employees by enterprises (<i>danwei</i> system); employees ability to live outside system restricted</p> <p>Entrepreneurship never entirely suppressed (black market and underground economy)</p>	<p>Doc 5—Abolished communes and replaced them with contract system</p> <p>Leased plots to individual families although state owned all land</p> <p>Allowed rent to be paid by delivery of set quantity of rice/wheat at a fixed price</p> <p>Allowed families to grow anything they wished and sell it in free market once state obligations were met</p> <p>Revamped education system, especially universities and research institutes</p> <p>Streamlined and professionalized the military</p> <p>Trained lawyers in commercial and corporate law</p> <p>Expanded the judicial system</p> <p>Permitted more Chinese to study overseas</p> <p>Permitted more foreign tourists and students to come to China</p> <p>Reviewed hundreds of thousands of cases of those sent into exile (Hundred Flowers Movement, 1957; Cultural Revolution)</p>	<p>Doc 5—Many exiled under Mao able to return home</p> <p>Doc 6—Rise of China as great economic power limited by population growth and incomplete reform</p> <p>Increase in shortages of water and arable land</p> <p>Contribution of unchecked industrial pollution to overall degradation of environment</p> <p>Real incomes more than doubled in cities and villages</p> <p>Televisions, washing machines, telephones more available for many Chinese</p> <p>Easier to survive in Chinese countryside</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Action Taken by Deng Xiaoping	Impact on Society
<p>Details about Mao’s five-year plans</p> <p>Mao’s Great Leap Forward economic disaster (forced labor, schools closed, production slowed, agricultural tasks neglected, starvation and torture used as punishment for low productivity)</p> <p>Political struggles masked by Mao’s Cultural Revolution (1966–1976)</p> <p>Many Chinese generally discontented with results of Communist Revolution</p>	<p>Established Four Modernizations, focusing on agriculture, industry, science, and defense</p> <p>Introduced “Responsibility System” in place of communes</p> <p>Improved international relations</p> <p>Opened China to manufacturing/foreign products</p> <p>Sought markets in the West</p> <p>Suppressed student demonstrations for democracy in Tiananmen Square in 1989</p> <p>Met with President Jimmy Carter in the United States</p> <p>Established special economic zones</p> <p>Established one-child policy</p> <p>Jailed/killed political prisoners</p>	<p>Employment of low-paid Chinese labor in factories</p> <p>Increased foreign trade</p> <p>Production of products for global markets (shoes, toys, bikes, watches, clothes)</p> <p>Growth of urban centers, skyscrapers, and traffic congestion</p> <p>Tearing down of traditional family homes/areas</p> <p>Tripling of average family incomes in 1990s</p> <p>Increased wealth of party officials</p> <p>Loss of some jobs due to capitalist competition</p> <p>Continued poverty for peasants in remote areas</p> <p>Failure of Tiananmen Square Massacre to have long-term political effect</p>

Desmond Tutu

Key Ideas from Documents 7–9

Historical Circumstances	Action Taken by Desmond Tutu	Impact on Society
<p>Doc 7—African National Congress (ANC) banned</p> <p>New opposition forces emerged:</p> <ul style="list-style-type: none"> • Black Consciousness, led by Steven Biko in late 1960s • Black labor movement in 1972 and 1973 • Protesting of students in Soweto in 1976 <p>Protests put down by state security resulting in many casualties</p> <p>Return of popular resistance in 1980s:</p> <ul style="list-style-type: none"> • Formation of United Democratic Front (UDF) in 1983, combining community, labor, sport, and church organizations • Formation of Congress of South African Trade Unions (1985) • National Union of Mineworkers (1982) led by Cyril Ramaphosa <p>State ruled by intolerant government</p> <p>State economy dominated by apartheid</p> <p>Economic domination of apartheid system challenged</p> <p>Protests supported by church leaders</p> <p>Alignment of people with ideas of ANC as found in Freedom Charter</p> <p>Release of Nelson Mandela and all political prisoners demanded</p> <p>Doc 8—Apartheid increasingly violent</p> <p>Resistance to apartheid increasingly violent</p>	<p>Doc 8—Vigorously opposed apartheid, comparing it with Nazism and communism</p> <p>Participated in 1980 protest march (ended in his being jailed)</p> <p>Spoke out in South Africa as well as abroad</p> <p>Advocated nonviolence</p> <p>Doc 9—Articulated aspirations and anguishes of marginalized people</p> <p>Presided over Truth and Reconciliation Commission (TRC)</p> <p>Formed Desmond Tutu Peace Trust (1998), which oversees development of Desmond Tutu Peace Centre</p>	<p>Doc 9—Truth and Reconciliation Commission (TRC) formed to aid healing of a wounded and traumatized nation</p> <p>Apartheid-era crimes identified for the record and amnesty granted to some</p> <p>Developed a model for other commissions throughout the world</p> <p>Willingness exhibited by people to grant forgiveness for crimes and atrocities committed instead of seeking revenge or retribution</p> <p>Became a voice for the voiceless</p> <p>Served as a model to support use of nonviolence to settle issues</p>

Desmond Tutu

Relevant Outside Information
 (This list is not all-inclusive.)

Historical Circumstances	Action Taken by Desmond Tutu	Impact on Society
Continuation of legacy of colonial era Races separated by apartheid Apartheid designed to protect minority rule Restriction of travel by all but whites by Pass Laws Homelands policy introduced and enforced Voting restricted to whites Segregated facilities (schools, hospitals, beaches, parks) Opposition of ANC to apartheid (marches, boycotts, strikes) Armed struggle outcomes of Sharpeville Massacre in 1960 Passage of 1967 Terrorism Act and use in arresting protestors Mandela jailed for 27 years State of Emergency declared in 1985 International sanctions imposed	Encouraged boycotts of multinational corporations doing business with South Africa Promoted divestment of foreign business in South Africa Opposed Botha’s violent actions Worked in conjunction with de Klerk to get Mandela released from jail Used Anglican Church as a tool to gain support for anti-apartheid efforts Used civil disobedience	Focus of international attention on South Africa when Desmond Tutu became 1984 Nobel Peace Prize winner Movement toward majority rule (1989) State reparations to thousands of victims Promotion of multiracial cooperation Use of Truth and Reconciliation Commission as a model for Rwanda

Throughout time, there has been many people that have had impacts in many countries in the world. Some of these individuals are Deng Xiaoping of China and Desmond Tutu of South Africa. Both of these individuals have made a great impact on each of their country's. Both used different tactics to spread their message and make a difference. Deng Xiaoping used his power that he had when he was the leader of China and Desmond Tutu was a protestor against the apartheid government who fought for human rights in South Africa.

When the Communists rose to power, under the rule of Mao Zedong in 1949, China's economy that existed under the Guomindang was transformed into a socialist economy (Doc 4). Mao Zedong tried to transform the economy and the society. He declared all people equal and transformed the economy by removing all private property. People were organized in collectives and communes and lived together as workers or peasants. Things that would distinguish individuals like education, intellectualism, or class were discouraged and ended. Mao Zedong was trying to catch up with the rest of the world by attempting the Great Leap Forward in the 1950s and 1960s. This plan was to transform China from an agricultural economy to a rapidly industrialized modern China. (O.I.) The Great Leap Forward was much like Stalin's 5 Year Plans and both didn't work so well. (O.I.) Peasants were told to increase food production to help grow a strong Chinese workforce. Part of the Great Leap Forward was also to increase steel production through backyard furnaces. However without adequate training and equipment both goals failed causing a massive famine killing many millions of people. The Great Leap Forward was such a failure that it is often called the "Great Leap

Backward” because it killed so many people. While everyone was provided benefits like housing and minimal healthcare, there were many issues with Mao Zedong’s plan (Doc 4). Another of Mao Zedong’s major policies was called the Cultural Revolution in which he punished intellectuals, professionals, and others with foreign connections or old ideas sending them for re-education or killing them. Mao Zedong purposely got rid of the modern thinking, educated Chinese which led to inefficiencies in the economy as young people were not being taught the skills needed to have a positive impact in the workplace. Due to the actions of Mao Zedong, Deng Xiaping took action to reform China to try to transform it to the modern industrialized society that Mao Zedong had promised years before.

One of Deng’s actions to reform China was to abolish the communes and replace them with a contract system. (Doc 5a) What this meant was that Chinese farmers no longer had to give all their produce to the government. This increased incentive and efficiency. Farmers still had to pay rent and a quota but after that they could sell their surplus in a capitalist-style market. This gave farmers much more wealth than they ever had under Mao Zedong. But Deng Xiaping didn’t just focus on the economy, he also realized that if China wanted to become a world power, he would have to revamp the educational system. (Doc 5b) He invested in science and technology sending people to foreign countries to bring back knowledge found in modern countries. This is similar to Japan’s Meiji Restoration and Gorbachev’s policy of glasnost. The opening of China allowed it to develop very quickly technologically. He also promoted special economic zones and encouraged globalization that brought foreign

companies into China. In cities and in villages, real incomes more than doubled in the Deng era. (Doc 6) Deng Xiaoping is the father of Modern China, and thanks to him, most Chinese who have watched TV, used a washing machine or dialed a telephone have done so only since Mr. Deng came to power. (Doc 6) Many Chinese became middle class or rich due to Deng Xiaoping's changes. They benefited from capitalism becoming owners or managers of multinational corporations. However, many foreign businesses moved to China because of its massive population and cheap labor. Even today many Chinese are forced to live in and work in harsh conditions for extremely little pay. Many are abused under Deng Xiaoping's modified capitalist system.

Another important individual who inspired great changes is Desmond Tutu of South Africa. South Africa implemented apartheid in the late 1940s. Under the system the white minority had political and economic control over everyone else. Black South Africans were not considered citizens, could not vote, and were not allowed to own property. They were forced to live in shanty towns called Bantustans, given few necessities, and forced to live in constant poverty and subjugation. The Apartheid government banned many rights including the right to protest or organize. The African National Congress or ANC was banned but black South Africans still fought for their rights. Oppression was constant and many leaders against apartheid such as Steven Biko and Nelson Mandela were either killed or imprisoned. Many protests have turned violent and caused many casualties such as in Sharpeville in 1960 and Soweto in 1976. (Doc 7) But in the 1980s popular resistance reemerged due to student

protests and international campaigns. Church leaders, such as Archbishop Desmond Tutu, lent their weight to these popular protests and promoted the freedom and equality of black South Africans.

Desmond Tutu was one of the many that took action against the racism and apartheid in South Africa. Desmond Tutu was outspoken in South Africa and abroad, often comparing apartheid to Nazism and Communism. (Doc 8) The government tried to stop Tutu by revoking his passport and putting him in jail, but it didn't work due to Tutu's tactic of protesting. Desmond Tutu used Civil Disobedience (peaceful protesting) whenever he protested. His weapons were the press, newspapers and the public eye (O.I.) He helped sway international public opinion. People around the world became aware of the human rights abuses that were perpetrated by the South African government. Individuals around the world listened to Desmond Tutu and divested from South African businesses. South Africa was ostracized from the international community – anything from conferences, to concerts, to sports, and business. Desmond Tutu talked about creating an equal society for all South Africans. Partly through his efforts apartheid ended and blacks were given the right to vote. After the 1994 elections and Nelson Mandela's inauguration as the country's first democratically elected black president, Desmond Tutu was asked to help "heal a wounded and traumatized nation." (Doc 9) The Truth and Reconciliation Commission (TRC) was established to bear witness to apartheid era crimes, record, and in some cases grant amnesty to the perpetrators. The idea behind the TRC was without truth and admittance of crimes there would be no healing. This organization became a role model to other organizations like it

who also had to heal after major problems around the world such as in Rwanda. (Doc 9)

In time, many individuals have made an impact in parts of the world. Some of these people were Deng Xiaoping and Desmond Tutu. Deng Xiaoping stepped up and fixed the errors of past rulers in China and is the father of modern China. Desmond Tutu used civil disobedience, like Gandhi (O.I.) to spread his message and win freedom and equality. Today there are still individuals like this, for example, Malala. She fights for women's rights and education. (O.I.) Actions of individuals can make a big difference in the world.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Deng Xiaoping of China and Desmond Tutu of South Africa
- Is more analytical than descriptive (*Deng Xiaoping*: Mao Zedong tried to transform economy and society by declaring all people equal and removing private property; under Mao people organized in collectives and communes; Chinese farmers no longer had to give all produce to government which increased incentive and efficiency; realized if China wanted to become a world power, education system had to be revamped; *Desmond Tutu*: often compared apartheid to Nazism and communism; government tried to stop him by revoking his passport and putting him in jail but it did not work because he used civil disobedience; partly through his efforts apartheid ended and blacks given the right to vote)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Deng Xiaoping*: attempting Great Leap Forward to transform China from an agricultural economy to industrialized modern China; Mao's Cultural Revolution punished intellectuals, professionals, and others with foreign connections or old ideas; promoted special economic zones and encouraged globalization that brought foreign companies into China; many foreign businesses moved to China because of massive population and cheap labor resulting in many being forced to live and work in harsh conditions for little pay; *Desmond Tutu*: under apartheid white minority had political and economic control over everyone else; forced to live in shantytowns called Bantustans, given few necessities, and forced to live in poverty and subjugation; many protests turned violent and caused casualties such as Sharpeville in 1960; individuals around world listened to him and divested from South African businesses; idea behind Truth and Reconciliation Commission was without truth and admittance of crimes there could be no healing)
- Richly supports the theme with many relevant facts, examples, and details (*Deng Xiaoping*: Communists rose to power under Mao Zedong in 1949; abolished communes and replaced them with contract system; real income in cities and villages more than doubled in his era; *Desmond Tutu*: African National Congress banned but black South Africans still fought for rights; Soweto protest in 1976; promoted freedom and equality of black South Africans)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss leaders used different tactics to spread their messages

Conclusion: Overall, the response fits the criteria for Level 5. The thesis that both leaders effectively employed different tactics to spread their messages and make a difference is thoroughly supported with the use of numerous details, especially in the discussion of historical circumstances. The inclusion of comparative statements throughout the response demonstrates a depth of knowledge and strong analysis.

Throughout history, leaders have made great strides to bring about change, equality, and advancement in their nations. Deng Xiaoping's affect in China and Desmond Tutu's influence in South Africa are often considered turning points in each of their country's histories. Throughout his life, Tutu attempted to bring reform and justice to racist South African policies through peaceful measures, similarly to Deng Xiaoping who encouraged reform to economy, industry and agriculture in communist China to allieviate the struggles peasants faced under the rule of the previous leader, Mao Zedong, in the 1950's.

Colonialism had lasting affects over the political policies in South Africa, establishing a white minority controlled government that repressed its black majority that Desmond Tutu sought to reform. Afrikaners who were originally called Boers, which is Dutch for farmers, settled in South Africa and colonized it for the Netherlands. The English eventually took over the colony but in the 1940's the Afrikaners came into power of a now independent South Africa and set up apartheid. Apartheid codified the system of segregation. Blacks were not citizens and could not vote. They were forced to live on the worst land and had to carry passbooks everywhere because they did not have freedom of movement. They were often separated from their families because blacks could only have certain jobs such as in mines. At the time Tutu began to speak out, South Africa was dealing with the affects of apartheid that had plagued the people for multiple generations. Tutu fought against the system that made blacks lack equal rights to that of the elite, white class and government policies that made social mobility impossible. The African

National Congress, which hoped to bring about equality, was banned, but nevertheless, people and organizations continued to speak out and fight for change (Doc 7). Despite the increasingly violent Apartheid government and the increasingly violent protesters, Tutu encouraged and exercised peaceful protests in South Africa, even after being jailed briefly because of a protest march in 1980 (Doc. 8). He used his position as a church leader to travel and bring the injustices to a worldwide audience. He was so successful that the South African government confiscated his passport but he didn't give up. He continued to bring people together to fight against apartheid. Parallels can be drawn between Tutu and Gandhi, who similarly was jailed for his peace protest for Indian rights. Like Gandhi, Tutu's efforts were successful. Through their speeches and actions Gandhi and Tutu helped convince the international media and foreign governments to put pressure on the government and forced them to change. Tutu's actions made the election of Nelson Mandela, the first black president in South Africa, possible. After, Tutu worked with Mandela to help heal the nation that had been torn up by decades of hate and violence. Under Mandela, Tutu helped establish and participated in the Truth and Reconciliation Commission which sought justice for apartheid crimes (Doc 9). Although the status of blacks in South Africa has still not fully recovered from the affects of the apartheid, Tutu's valient effort began the process of restoring equality among races to the nation. The work of Desmond Tutu is still alive and well in the Desmond Tutu Peace Centre (Doc. 9) which tries to defend human rights and uses his fame to bring attention to fight HIV/AIDS, poverty, and racism. Tutu has also won many awards which means

he has remained an advocate of nonviolence around the world.

Deng Xiaoping sought to mitigate the repressive communist policies established under Mao Zedong through a series of reforms with the goal to establish China as a world power. Under Mao Zedong's rule the government had oppressive control over the industry, agriculture and education systems in China. Many universities were closed and studying abroad options were not available for Chinese students. In addition, communes were established where farmers shared land and grew what was ordered of them by the government (Doc 4). In both communes and factories unrealistically high quotas were established, creating at best high quantity, low quality goods and steel and at worst great scarcity especially of food which led to massive famines. Deng Xiaoping's reforms included encouraging Western technology in China, easing the lives of citizens and encouraging students to get a western education (Doc. 5b). In addition, he hoped to revive the education system within China and create a viable judicial system in order to understand and deal with a more modernized globalized economy that has connections around the world. Deng Xiaoping also broke down communes and encouraged aspects of the free market in Chinese economy, which allowed people to profit from their labor (5a). Deng Xiaoping allowed foreign businesses into China and Chinese factories made many goods that we see in our stores today. He is responsible for the establishment of China as a world power and the economic, industrial success in the country today.

Through hard work and reforms Desmond Tutu and Deng Xiaoping were able to correct injustices and change repressive

governments to better serve their nation's majorities. They created brighter futures for the individuals in South Africa and China despite the corruption the nations previously faced.

Anchor Level 4

The response:

- Develops all aspects of the task for Deng Xiaoping of China and Desmond Tutu of South Africa
- Is both descriptive and analytical (*Deng Xiaoping*: under Mao's rule, government had oppressive control over industry, agriculture, and education; under Mao, communes established where farmers shared land and grew what government ordered; reforms included encouraging Western technology in China and encouraging students to get a Western education; encouraged aspects of free market economy which allowed people to profit from their labor; *Desmond Tutu*: system meant blacks lacked equal rights and government policies made social mobility impossible; despite increasingly violent apartheid government and protesters, made election of Mandela, first black president in South Africa, possible; began process of restoring equality among races to nation)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Deng Xiaoping*: under Mao, unrealistically high quotas established creating high quantity but low quality goods and steel but great scarcity of food which led to massive famines; allowed foreign businesses into China and Chinese factories made many goods we see in stores today; responsible for establishment of China as world power and economic industrial success in country today; *Desmond Tutu*: in 1940s Afrikaners came into power and set up apartheid; blacks were not citizens and could not vote; blacks forced to live on worst land and had to carry passbooks everywhere; parallels can be drawn between him and Gandhi who was similarly jailed for his protests for Indian rights; like Gandhi, his efforts were successful through speeches and actions and helped convince international media and foreign governments to put pressure on offensive government and force it to change; status of blacks in South Africa still not fully recovered from effects of apartheid; Desmond Tutu Peace Centre tried to defend human rights and uses his fame to fight HIV, AIDS, poverty, and racism)
- Supports the theme with relevant facts, examples, and details (*Deng Xiaoping*: universities closed under Mao's rule and studying abroad options not available for Chinese students; broke down communes; *Desmond Tutu*: African National Congress banned; jailed briefly in 1980 because of a protest march; helped establish and participated in Truth and Reconciliation Commission)
- Demonstrates a logical and clear plan of organization; includes an introduction that briefly summarizes the reforms of Deng Xiaoping and Desmond Tutu and a conclusion that states both leaders created brighter futures for individuals in their respective nations

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the analytic comparative statements about Desmond Tutu and Gandhi and the strong outside historical circumstances about apartheid. Although additional supporting facts and details would have benefited the treatment of the impact of Deng Xiaoping's actions, a good understanding of both leaders is demonstrated.

During the Age of Industrialization, the need for raw resources to support the newly opened European industrial factories stimulated the Age of Imperialism. During this time, various European powers looked overseas to Africa as a source for these resources, colonizing areas and subsequently using the indigenous peoples as their main source of forced labor. From the late 1800's to the late 1900's in Africa, the actions of King Leopold II of Belgium and Desmond Tutu of Africa impacted Africans role in the labor force, position in African society, and international status.

The actions of both King Leopold the II and Desmond Tutu affected the role of Africans in the African labor force, but the actions of these two men had opposite effects. King Leopold wanted holdings in Central Africa to become an international power. During this time of industrialization, European countries' ability to procure raw materials directly influenced their world status, and Leopold didn't want the small country of Belgium to fall behind. Leopold used the Congo to extract as many resources as possible to be an active participant in the world economy. There are many resources that the Congo had but one of the most profitable was rubber. Leopold built rubber plantations in order to extract and export as much rubber as possible. This would lead to Leopold's mass exploitation of the Congolese people under a brutal labor system that generated high death tolls, as he was focused on acquiring as much rubber from the Congo as possible. Belgium steadily increased the amounts of rubber exported from the Congo from 1888 to 1900. The increasing amounts of rubber were only possible through the expansion of Leopold's brutal labor system, which included cutting off worker's hands for slow

work. Leopold seemed to be willing to use violence to increase his profit. However, Desmond Tutu had the opposite impact for the South African labor force. In the early and mid 1900s a large number of South African organizations rose up to fight against the apartheid system. This system forced the Black South African majority to work and live on less productive land than the white minority. This system was established by the white Afrikaners in South Africa. Blacks were not only given the worst land but the worst jobs, education, sanitation systems, and very few rights, including not being able to work. Tutu's actions along with leaders like Nelson Mandela would help abolish this system, which would lead to black South African freedom. Unlike Mandela, Tutu was not imprisoned for a long period of time. Tutu used his position as Archbishop to advocate for equality. He peacefully protested and made speeches about the cruelty and violence of the Afrikaner government. He united people against the unjust apartheid government until the white minority had to end their system of oppression.

Leopold and Tutu also both impacted Africans in their societies in opposite ways. In the Congo the African people were robbed of their liberty, rights, and property under colonization by Belgium. This was because Leopold took control of all the Congolese land and forced the Congolese people to work on it under the worst of conditions and always in danger of death. This would result in the Congolese having no say in their form of government under Leopold. Leopold did not allow any Congolese to participate in government or be educated. He only cared about the extraction of profitable materials from the Congo. Even outside opinions like the Congo Reform Association did not

cause Leopold to make the conditions of the Congolese better. However, Tutu had the opposite effect in South Africa. Tutu's non-violent way of opposing the apartheid system made a difference. Influenced by previous non-violent protestors such as Gandhi in India, Tutu's actions would influence the position of South Africans in their society resulting in the abolishment of the apartheid system in South Africa, which gave basic rights to the South African majority.

As well, the actions of both Leopold and Tutu impacted the international view of Africans. Leopold restructured the Congo economy in his favor. Many other European countries did the same using their colonies to maximize their profits. Just like Leopold in many ways, their efforts were a product of the Scramble for Africa in which the European imperial powers divided up Africa amongst themselves. This resulted in a total disregard for African cultures internationally. Under President Mandela, Tutu led the TRC (Truth and Reconciliation Committee) which did not punish the crimes that were committed under apartheid but helped the black majority to reconcile and forgive past actions. He also formed the Desmond Tutu Peace Trust which administers and oversees the development of the Desmond Tutu Peace Center. Both groups became international examples of how to reconcile and live in peace after crimes have been committed that is focusing on restorative justice and not blame and punishment. This shows how Tutu's help in abolishing the apartheid system and the establishment of the trust and the TRC would impact South Africans by helping them gain international recognition.

The actions of both King Leopold II and Desmond Tutu both impacted Africa in opposite ways. While Leopold's rule led to the

oppression and deprivation of basic human rights from the Central African people, Tutu's actions resulted in the acknowledgement of South Africa on a global scale.

Anchor Level 3

The response:

- Develops all aspects of the task with some depth for King Leopold II of Belgium and Desmond Tutu of South Africa
- Is more descriptive than analytical (*King Leopold II*: African people robbed of liberty, rights, and property under colonization by Belgium; forced Congolese people to work under the worst of conditions and in danger of death; restructured Congo economy in his favor; *Desmond Tutu*: in early and mid-1900s large number of South African organizations rose up to fight against the apartheid system; used his position as Archbishop to advocate for equality; Truth and Reconciliation Committee (TRC) did not punish crimes committed under apartheid but helped black majority to reconcile and forgive past actions)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*King Leopold II*: used Congo to extract as many resources as possible to be an active participant in world economy; policies led to mass exploitation of Congolese people under a brutal labor system that generated high death tolls; Congolese people had no say in government under Leopold; in many ways maximizing colonies for profit was a product of the Scramble for Africa; *Desmond Tutu*: apartheid system established by white Afrikaners forced black South African majority to work and live on less productive land than white minority; blacks given worst land, jobs, education, sanitation systems, and very few rights; influenced by previous nonviolent protesters such as Gandhi in India; abolition of apartheid in South Africa gave basic rights to South African majority)
- Includes some relevant facts, examples, and details (*King Leopold II*: built rubber plantations to extract and export as much rubber as possible; Belgium steadily increased amount of rubber exported from Congo from 1888 to 1900; *Desmond Tutu*: peacefully protested and made speeches about cruelty and violence of Afrikaner government; under President Mandela led Truth and Reconciliation Committee (TRC); formed Desmond Tutu Peace Trust which administers and oversees development of Desmond Tutu Peace Center)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses the connection between the Age of Industrialization and the Age of Imperialism and a conclusion that discusses the opposite ways the actions of King Leopold II and Desmond Tutu affected Africa

Conclusion: Overall, the response fits the criteria for Level 3. The response analyzes and provides insight as to how imperialism impacted Central and South Africa by simultaneously comparing the rule of King Leopold II and efforts of Desmond Tutu. Additional historical details and development would have strengthened the conclusion that the actions of the two leaders were very different.

Throughout history individuals have had large impacts on society. Some of these individuals include King Leopold II of Belgium, who rose to power in the small European country during a time of political rivalries and imperialistic pushes by nations of the region. Another one of these leaders was Deng Xiaoping, who succeeded Mao Zedong as leader of Communist China. Both of these leaders show that individuals will take political action in hopes that it will strengthen the nation.

King Leopold II took action in Belgium by establishing the Congo Free State. Belgium is a small nation that was in close proximity to many of the world's greatest powers at the time, such as France, Germany, and Great Britain. Leopold wanted to increase the power of Belgium to compete with its neighbors by establishing an overseas empire in the Congo, a region overlooked by other European nations (Document 1). To create profit from the new territory he controlled, Leopold began creating policies to create revenue from the region, such as his tax system from the 1889-1890 Brussels conference, which allowed him to force Congolese chiefs into paying and collecting taxes in goods and labor (Document 2a). The taxes requiring labor helped increase the collection of rubber, which was growing in demand in Europe, and became a profitable export for the Belgians in the Congo (Document 2b). Although control of the Congo did increase the economic power of Belgium, it also hurt the living conditions of the Congo natives, who lost liberties and properties as a result of the forced labor they were put in (Document 3). Belgium's occupation of the Congo is similar to that of Europeans in the Americas in the 1500's in that both cases show a growth in economic prosperity of the mother

nations, but both also took away rights and the wealth of the occupied nations natives. King Leopold II took action in the Congo to increase Belgian strength.

Deng Xiaoping reformed communist China in an attempt to strengthen his nation. Deng's predecessor Mao Zedong established many socialist policies in China in an effort to create a powerful communist nation. Although some of the systems improved living conditions in China, they also left poverty for people of the countryside and entrepreneurship that Deng had to deal with when taking power (Document 4). Deng took charge as leader by innacting policies such as a contract system that replaced communes to increase the wealth of the nations farmers (Document 5a). He also revamped the education system to help the entrepreneurs gain more knowledge on what tools are effective and desirable (Document 5b). Like Leopold, Deng's reforms had some negatives such as a straining of Chinese recourses and destruction of land. Deng however did improve living conditions in the Chinese countryside, and modernized the people of the nation (Document 6). Xiaoping's reforms to China were made with the goal of strengthening the nation.

Individuals in history have taken action to help his or her nation grow. King Leopold II occupation of the Congo was done in an attempt to strengthen his nations economic power. Deng Xiaoping's reforms to Communist China helped lessen poverty and improve living conditions for his people. Individuals can have a large effect on a nation's strength and livlihood.

Anchor Level 2

The response:

- Minimally develops all aspects of the task for King Leopold II of Belgium and Deng Xiaoping of China
- Is primarily descriptive (*King Leopold II*: rose to power in small European country of Belgium during a period of political rivalries; wanted to increase power of Belgium to compete with its neighbors by establishing an overseas empire in the Congo; created new tax system allowing him to force Congolese chiefs into collecting and paying taxes in goods and labor; taxes helped increase collection of rubber which growing in demand in Europe and could become a profitable export; *Deng Xiaoping*: reformed China in an attempt to strengthen his nation; reforms strained Chinese resources and destroyed land; helped modernize people)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents relevant outside information (*King Leopold II*: Belgium's occupation of Congo similar to that of Europeans in Americas in 1500s in that both show growth in economic prosperity of mother nations but both also took away rights and wealth of natives; *Deng Xiaoping*: predecessor Mao established many socialist policies in China in an effort to create a powerful communist nation; revamped educational system to help entrepreneurs gain more knowledge of what tools would be effective and desirable)
- Includes few relevant facts, examples, and details (*King Leopold II*: established Congo Free State; created a new system of taxation from Brussels conference; *Deng Xiaoping*: succeeded Mao Zedong as leader of Communist China; replaced communes with contract system; improved living conditions in Chinese countryside)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Interpretation of document information forms the basis of the response but some statements are presented in isolation with limited explanation. The comparison of Belgium's occupation of the Congo to Europeans in the Americas in the 1500s is thoughtful but lacks development.

Throughout history, the actions of certain individuals have had impacts on societies and regions. These individuals include King Leopold II of Belgium, Deng Xiaoping of China, and Desmond Tutu of South Africa. The two individuals that I think have had the greatest impact are King Leopold II and Deng Xiaoping.

King Leopold II was the ruler of Belgium. He played the most important role in the story of the Congo. He seized all vacant land and put an end to free trade in most of the state's territory and enabling him to gain revenue by circumventing the Berlin Act's Prohibition against trade duties. The people of the Congo were robbed of their land. They demanded that their property was restored. The people were robbed of their liberty. They demanded that their liberty was restored to them. In document 3 it stated that for 15 years they were degraded, enslaved, exterminated. They demanded that it stopped right then not in 15 years not in 10 years, not in 5 years but right then.

Deng Xiaoping was the leader of China. Deng Xiaoping worked to reform China. He abolished the communes and replaced them with a contract system. Deng did not focus on Economy. He focused on other areas where changes had to be made for China to become a world power. The military had to be streamlined and professionalized. During and shortly after the rule of Deng Xiaoping real income more than doubled.

Those are all of the things that show how much an impact King Leopold II of Belgium and Deng Xiaoping of China had on their countries. Those are only two leaders that had great impacts in history.

Anchor Level 1

The response:

- Minimally develops most aspects of the task for King Leopold II of Belgium and Deng Xiaoping of China
- Is descriptive (*King Leopold II*: put an end to free trade in most of state's territory enabling him to gain revenue by circumventing Berlin Act's prohibition against trade duties; people of Congo robbed of their land and liberty and demanded their property and liberty be restored; *Deng Xiaoping*: focused on areas where changes had to be made for China to become a world power; military had to be streamlined and professionalized); includes faulty and weak application (*Deng Xiaoping*: did not focus on the economy)
- Consists primarily of information copied from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*King Leopold II*: ruler of Belgium; seized all vacant lands in the Congo; *Deng Xiaoping*: leader of China; abolished communes and replaced it with a contract system; under his rule real incomes more than doubled)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although historical circumstances are not mentioned and only a single reference is included about the impact of both leaders, relevant statements selected from the documents demonstrate a basic understanding of the task. Lack of explanation and generalizations further weaken the effort.

Throughout history, citizens have made huge impacts on the world and how we see it today. Some of these people may have shaped our values and inspired us to seek justice and equality, however some of these people are the opposite of the human rights that we strive for today. King Leopold II of Belgium brutally colonized and controlled the Congo in ways unimaginable to human kind. Whereas Desmond Tutu (Archbishop Tutu) fought for diversity and equality for all in South Africa.

King Leopold II of Belgium sought to colonize a part of Central Africa, known as the Congo or Congo Free State. At this time it was common for European countries to impose and control parts of Africa. The Berlin Conference divided Africa among different European powers, encouraging them to “civilize the uncivilized (blacks)” which was known as the “White Man’s Burden.” King Leopold saw it as his duty to take over the Congo and create his own empire. Around the late 1800’s, Leopold began his strategic plan to eliminate native power sources and enslave the Congolese. To do this Leopold instituted a new tax policy forcing Chief’s to give up goods. Leopold also began taking over “vacant” land and all it’s goods. This led to the elimination of free trade in the Congo (Document 2). Now that King Leopold controlled almost all the land of Congo and the people tied to it, he began to enslave and impose harsh labor on the Congolese people. The graph in Document 2b explains that the government forced the Congolese to harvest huge amounts of rubber (Document 2b). Rubber was abundant in the Congo and in high demand by other countries who needed rubber to industrialize further. It was a product that was scarce in many places but in the Congo rainforest it was plentiful.

Leopold could almost name his price for the rubber making increasingly massive profits from the resource. Leopold was known for forcing the natives to harvest the rubber and if they did not comply or meet their quota he would torture and/or cut off their limbs. Besides the physical abuse the Congolese were robbed of their property and their freedom and they were bound in chains, degraded, enslaved, and exterminated (Document 3). The abuse was so great that reformers worldwide fought to change the conditions. The Congo became the world's example of how horrible and abusive the imperialist system could be. But in the end the Congolese lost who they were and many aspects of their culture and morale. King Leopold's rule took both their physical and mental properties from them, and this has contributed to the instability in Congo, to this day.

During the 1960's-1980's, South Africa was facing a time of revolution and revolt. At the time the country was segregated under the policy also known as Apartheid. The black South Africans were not allowed to participate in government, stripped of many human rights, and pushed away from any whites. They were forced to live and work in horrible conditions segregated from white Afrikaners who were generally much wealthier and held all of the political power in South Africa. However people began to realize the injustice in this and blacks began to revolt/protest. These revolts were supported by growing British Anti-Apartheid movements, as well as movements in the U.S. The struggle for Blacks to speak out often resulted in the death or imprisonment of many Anti-Apartheid leaders (Document 7). This however did not stop Desmond Tutu, a man who would become one of the strongest voices of the South African Anti-Apartheid Movement.

Tutu was not a politician but held a position of power as the Archbishop of Capetown which made him a person many people listened to and he was also a black South African. As conditions got worse and more repressive and violent, he began to speak out, publicly, to express the injustice of Apartheid. He participated in protest marches and encouraged other black South Africans to peacefully protest. (Document 8). He was punished more than once for his actions, however this did not stop him. He continued protests often trying to get international support by making speeches outside South Africa. Black South Africans eventually gained equality with the Afrikaners with the help of people like Desmond Tutu and Nelson Mandela. Tutu's actions gave a voice to those who could not speak up like Mandela, who was imprisoned for almost 30 years. After Mandela was released and became president he was asked to help re-institute the culture and morale of South Africans. His actions later awarded him with a Nobel Peace Prize, showing the world that violence is not needed to institute change.

Actions of those taken throughout history, good or bad, have paved the way for our world today. King Leopold II and his aggressive policies have created a state full of turmoil in the Congo. Desmond Tutu demonstrated that every person deserves a voice and if you see injustice you have the ability to spark change. These actions and policies have a generation where people stand up for what they believe in and strive for equality.

Throughout history strong leaders have come into power hoping to implement policies and ideas that will benefit their country. These leaders can have a lasting impact on the regions they sought to change. During two different time periods we can see the enormous impact King Leopold II of Belgium and Deng Xiaoping of China had in the world. In 19th Century Central Africa, King Leopold II sought to expand Belgium by making it into an overseas empire, acquiring the Congo and implementing control over the area resulting in the abuse and hatred of the native blacks by the white imperialists, while in the late 20th Century in China, after Mao's death, Deng Xiaoping became the leader of communist China. He implemented the Four Modernizations which greatly impacted China's economic growth.

Throughout the 19th Century, Western European countries experienced an "age of imperialism" as the countries sought to gain colonies for cheap labor and natural resources for their growing factories. As a result of the Berlin Conference, Africa was divided among European countries. The only areas that would escape European imperialism in Africa were Ethiopia and Liberia. King Leopold II wanted to build an overseas empire in order to secure his position as a world power in Europe and the world. (Doc 1) In the shadow of the larger empires of Britain and France, King Leopold colonized land in Central Africa, naming it the Congo Free State. Although he said that he wanted to civilize the people, he and Belgium were the only ones to really benefit. In order to benefit from his colony, Leopold [seized] all "vacant lands in Congo". (Doc 2) The lands were owned by black natives leaving the lands "vacant" and open to Leopold's seizure. King Leopold II imposed control over all trade

and profit in Congo so it would benefit Belgium and the white's, not the black natives. The native Congolese were forced to harvest thousands of tons of rubber rather than cultivate their own crops.

(Doc 2b) Under Leopold II the black natives were abused so a plentiful amount of rubber and profit would be acquired. If the native Congolese rubber plantation workers didn't work hard and produce their quota they were mutilated as punishment. Many were tortured, beaten, or killed. The Congolese faced starvation as they were unable to grow their food to survive which made them susceptible to diseases such as smallpox. Thousands of Congolese died. King Leopold II had a devastating impact on the native Congolese. The Congo Reform Association, other groups, and thousands of Congolese demanded reform because of the horrible conditions on the plantations and throughout the colony. (Doc 3) The discriminated blacks cultivated a hatred for the white colonizers. They demanded that Belgium give them their freedom after these terrible injustices had been experienced. But this wasn't achieved until the 1960s partly because King Leopold only cared about rubber and profit and did little to educate, build an infrastructure, or help the Congolese. King Leopold's actions would continue to impact the Congolese into the next century as they demanded the independence from colonial rule.

Throughout the 20th century China experienced turmoil and change as its many leaders altered its government. After a brutal civil war Mao Zedong instituted Communism in China. China's was transformed into a socialist economy and all agriculture and industry was placed under government control (Doc 4). Mao Zedong's two major initiatives, the Great Leap Forward and the

Cultural Revolution both had a negative impact on China's economy and individualism was stifled. The Chinese people remained poor and controlled by the government who determined people's jobs, their education, where they lived, what was in stores, their healthcare, and almost everything else. After Mao Zedong's death, Deng Xiaoping came to power to fix China's economy. During his time in power Deng implemented the Four Modernizations in China. These were centered in agriculture, industry, defense, and science and technology. Deng's reforms got rid of communes and allowed limited privatization, allowing farmers to sell surplus food for a profit (Doc 5a). Deng integrated a mixed economy in China, keeping command economy ideals such as the control of money but allowing some aspects of a market economy.

Deng allowed some government owned business to be bought and privatized to stimulate the economy. He opened foreign trading zones so China could gain greater insight and investment in the Western world. Deng's modernizations greatly impacted China's economy. China began to rise as an economic power and double real incomes. (Doc 6) Through the later part of the 20th century and beginning of the 21st century, China rose to become one of the top economies in the world with thousands of privatized businesses that greatly benefit the world.

The leadership of King Leopold of Belgium and Deng Xiaoping of China had a major impact on the countries they implemented their policies in. The Congolese and Chinese had changes to their economy that benefited China and negatively impacted the Congolese that had a major impact on their future, as Congo strove for independence and China became an economic power.

Throughout history, leaders continuously impact society through economic, political, and social changes. Often these changes can either benefit or harm regions under their domain. Throughout the 1800's, imperialism was a force that persuaded many European countries, such as Belgium, to seek a colonial empire for raw materials, to build industry, and to help their economy. Throughout the 1900's, a form of socialism was adopted by many Eastern European nations and eventually some Asian countries, such as China, that appealed to the peasants who favored a classless society in which all wealth and land was evenly distributed; but in reality, communism was a one party dictatorship. King Leopold II of Belgium, who was driven by imperialism to colonize the Congo which led to brutality towards the Congolese, and Deng Xiaoping, who witnessed the failure of communes and a command economy created a mixed economy which helped economic growth. Both impacted the region which they ruled.

King Leopold II of Belgium ruled during a period of time in which nationalism and imperialism was a driving force in Europe. Italy and Germany had led nationalist unification movements in the late 1860s–1870s and in the process created tensions between countries particularly with France after the Franco-Prussian War. Also several European countries such as Britain, Germany, and France had industrialized becoming relatively modern economies. They started looking for places to imperialize in order to extend their markets, get cheap raw materials, and gain a better geographic, political, and economic position. When the Berlin Conference was held in 1884 the goal was to imperialize Africa without causing war between European countries. Africa was to be claimed by European nations on a first

come, first serve basis. European countries could make a claim when it was generally accepted that the territory was theirs. As Britain and the French carved up much of Africa, King Leopold II wanted to establish an oversea empire in the region. (Document 1) King Leopold II believed that if he secured a territory in Africa focused on the Congo within Central Africa, a region abundant in ivory but later and more importantly rubber, he could secure a position of power within Europe. Inspired by the desire for raw materials, King Leopold II of Belgium quickly ordered the exploration and occupation of the region. He spoke of civilizing the Congolese and ending the slave trade but his control was not marked by hospitality and generosity. King Leopold II robbed the Congolese of their property (Document 3) and forced them to harvest rubber sap rather than tend to their crops and farmland as the demand for rubber in Europe and America increased (Document 2b). When lands became vacant King Leopold seized the land making his control even more complete. He forced the Congolese people to work on the rubber plantations under extremely cruel conditions. This proved to be extremely profitable for him as industrialization caused the demand and price of rubber to go up tremendously. As a result, the Congolese men and women were subject to much brutality and starvation. Often Belgium forces in the Congo used harsh punishment towards the Congolese, such as mutilation or their hands, arms, legs, or fingers being cut off for simple actions such as not making daily quotas for rubber collections. The Congolese were imprisoned, maimed, or murdered for the sake of profit. But it is hard to tell how many died at the hands of the Belgian forces because although the Belgians promised civilization many died of disease

and famine. An estimated 10–15 million died in the Congo under Leopold II's rule. Eventually, brutality of the Congolese under King Leopold II became aware to western nations. People such as Joseph Conrad and Mark Twain wrote works like "The Heart of Darkness" to bring attention to the forced labor, cruelty, and barbarity of King Leopold II. The legacy of the brutality and the focus on rubber sales was long lasting. Under the Belgians few Congolese were educated or trained and an infrastructure was not created. Once the Congo became independent it fell into periodic chaos with long periods of dictatorship or civil war.

By 1949, China became a communist nation under Mao Zedong after a bitter civil war between communism and the Guomindang under Jiang Jieshi. Once Mao Zedong won, he introduced a command economy in which agriculture was collectivized, laborers were put into communes, and the state distributed economic inputs and outputs and maintained a monopoly over production and distribution. Under Mao's Great Leap Forward, land was collectivized into communes, in which a group of peasants lived and worked together as a whole and set quotas would be fulfilled, or a set amount peasants were forced produce, which was sent to the government. The Great Leap Forward was supposed to increase agricultural output, however, it failed causing the deaths of tens of millions of people due to famine. A couple of years after the Great Leap Forward ended the Cultural Revolution occurred trying to "re-revolutionize" the people. They targeted "enemies of the state" such as intellectuals, professionals, and others. The goal of both the Great Leap Forward and the Cultural Revolution was to force the people to follow Mao's communist regime.

Deng Xiaoping, successor to Mao, felt that greater economic and social freedom and some elements of capitalism should be introduced to fix the economy and help modernize Mao's backward economy. Deng abolished communes, established a contract system, and allowed peasants to sell grain/food for a profit after rent/quotas were paid and rice was delivered to the government (Document 5a). International relations connecting foreign companies and economies to China were promoted. Joint ventures brought foreign companies and products into China and started making China the manufacturer of many products. This allowed for more consumer products, such as televisions and washing machines to be more available under his control. Another part of Deng Xiaoping's Four Modernizations was that he revamped the educational system, promoted research and technology, and allowed foreign trade and travel in and out of China. All this helped China modernize and develop quickly under his modified capitalist economy. However, Deng's economic freedom had increased the desire of political freedom which he was unwilling to grant which can be seen during the Tiananmen Square Massacre when protesters who were fighting for increased democracy were forcibly removed and some even killed. Another impact was the One Child Policy because the demographic trends and economic growth caused population growth which would interfere with Deng Xiaoping's economic goals. So Deng Xiaoping put strict limitations on reproduction in order to allow for continued economic growth. This restriction on families caused many future problems that China is facing today such as the imbalanced gender ratio and an aging population. Although he created a mixed economy, political and social freedom was still restricted, and often

with force.

Leaders impact their regions economically, politically, and socially. Driving forces such as communism or imperialism affect the type of impact these leaders have on society. King Leopold the II of Belgium, inspired by nationalism and imperialism, the need for raw materials, and an overseas empire, occupied the Congo in Central Africa, leading to brutality, starvation, and restrictions among the Congonese. Deng Xiaoping, who observed the ineffectiveness of communes and a command economy sought to grant greater economic freedom with some elements of capitalism, such as allowing peasants to sell for a profit and modernizing the economy. Although agricultural outputs increased and the economy grew, he was not willing to grant political and social freedoms. Overall both King Leopold II and Deng Xiaoping greatly influenced the region they occupied.

As repressive governments take control of a Nation, people that see issues will speak up or do something about it. It can be a leader seeing issues like Deng Xiaoping of China; or it could be a citizen speaking out like Desmond Tutu of South Africa.

In China, following the revolution, people were repressed and everything was controlled by the communist party. Once Deng Xiaoping came into power, he saw how the economy was failing and started off with "reforms [that] abolished the communes and [he] replaced them with a contract system." (Document 5a). Deng later identified other areas besides the economy that had issues and worked towards solving them as well.

In South Africa, Desmond Tutu spoke out against the policies of apartheid. Desmond, along with other anti-apartheid clergymen had trouble opposing both apartheid and violent resistance. Through his leadership and point of view, Desmond was able to lead the people in a non-violent revolt. During apartheid in South Africa, Desmond Tutu emerged as a voice for the voiceless.

The influences of Deng Xiaoping and Desmond Tutu has had a positive influence on their society. "Most Chinese who have watched a television or used a washing machine or dialed a telephone have only done so since Mr. Deng came to power" (Document 6). This economic freedom has increased the economy drastically; China is approaching having the #1 economy currently. In South Africa it is now peaceful and equal. The Truth and Reconciliation commission has set a model for many other commissions.

Over time many rulers have risen and fallen. Each bringing about change to their government and or region that they control. Two of these leaders are King Leopold II, and Deng Xiaoping. King Leopold II ruled over the Congo in the late 1800's, and Deng Xiaoping ruled in China in the 1950's-1960's.

Belgium is a small country surrounded by large industrial nations. This caused the ruler King Leopold II to want a place of power among the larger countries. Because of this he set his eyes on the Congo. The Congo is an inland region of Africa that was largely overlooked by other European powers. (Doc. 1) After taking the Congo King Leopold II imposed taxes on the village chiefs to gain even more wealth. He also took all unpopulated land for himself and eliminated free trade in most of the states territory. (Doc. 2) King Leopold II left a large impact on the Congo. Through his policies he had degraded, enslaved, or exterminated the people of the Congo for 15 yrs. (Doc 3) An example of his brutality is that if a worker didn't bring back enough rubber he had his hand chopped off. This was a common occurrence since after a few years, the rubber veins went dry.

In China in the 1950's a very different form of change was occurring. For the longest time China had been fully Communist with both Agriculture and Industry controlled by the government. (Doc 4) Deng Xiaoping thought that this was not very efficient. One of his biggest actions was that he allowed farmers to sell their extra crops at the market after they had paid their rent on the land they cultivated. (Doc. 5a) Deng Xiaoping also allowed intellectuals that were exiled to come home to revamp the educational system. (Doc. 5b) Deng Xiopings impact on society was largely in the economic field. After he allowed

Document-Based Essay—Practice Paper – E

farmers to sell their crops, income doubled in cities and country life became easier. One side effect of the rapid industrial growth led to major pollution of the air and water leading to water shortages.

(Doc. 6) At the cost of the environment China had grown into a world power.

Societies have been influenced in many ways throughout history. Either by natural occurrences, or governments led by powerful leaders. These leaders like King Leopold II and Deng Xiaoping have made their country prosperous through different means. King Leopold II enslaved the people of the Congo to harvest rubber, and Deng Xiaoping through governmental reforms.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task for King Leopold II of Belgium and Desmond Tutu of South Africa
- Is both descriptive and analytical (*King Leopold II*: saw it as his duty to take over Congo and create his own empire; taking over vacant land and its goods led to elimination of free trade in Congo; rubber abundant in Congo and in high demand by other countries who needed rubber to industrialize further; in addition to physical abuse, Congolese robbed of their property and freedom and bound in chains, degraded, enslaved, and exterminated; *Desmond Tutu*: people began to realize injustice of apartheid and blacks began to revolt and protest; struggle for blacks to speak out often resulted in death or imprisonment of many anti-apartheid leaders; continued protests after trying to get international support by making speeches outside South Africa; actions gave a voice to those who could not speak up and he was asked to help reinstitute the culture and morale of South Africans)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*King Leopold II*: Berlin Conference divided Africa among different European powers, encouraging them to “civilize the uncivilized (blacks)” known as White Man’s Burden; rubber scarce in many places but in Congo rain forest plentiful; known for making natives harvest rubber and if they did not comply or meet their quota he would torture and/or cut off their limbs; abuse so great that reformers worldwide fought to change conditions; *Desmond Tutu*: black South Africans forced to live and work in horrible conditions segregated from white Afrikaners; revolts supported by growing British anti-apartheid movements, as well as movements in United States; black South Africans eventually gained equality with Afrikaners; awarded Nobel Peace Prize for his actions showing that violence was not needed to institute change)
- Supports the theme with relevant facts, examples, and details (*King Leopold II*: sought to colonize part of central Africa known as Congo or Congo Free State; instituted new tax policy forcing chiefs to give up goods; imposed harsh labor on Congolese people; *Desmond Tutu*: during 1960s–1980s, South Africa facing time of revolution and revolt; country segregated under policy of apartheid; participated in protest marches and encouraged other black South Africans to peacefully protest)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that compares King Leopold II and Desmond Tutu’s views on human rights

Conclusion: Overall, the response fits the criteria for Level 4. Recognition of the differences in the actions of King Leopold II and Desmond Tutu establish a good framework to understand both leaders. Critical appraisal of document information and thoughtful conclusions are scattered throughout the response, but additional development would have strengthened the discussion.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with some depth for King Leopold II of Belgium and Deng Xiaoping of China
- Is both descriptive and analytical (*King Leopold II*: colonized land in Central Africa in the shadow of larger empires of Britain and France; imposed control over all trade and profit in Congo so it would benefit Belgium; black natives abused so a plentiful amount of rubber and profit would be acquired; Congo Reform Association, other groups, and Congolese demanded reforms because of horrible conditions on plantations and throughout colony; *Deng Xiaoping*: got rid of communes and allowed limited privatization allowing farmers to sell surplus food for a profit; integrated a mixed economy in China keeping command economy ideals; allowed some government-owned businesses to be bought and privatized to stimulate the economy)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*King Leopold II*: Western countries sought to gain colonies for cheap labor and natural resources for growing factories; Congolese faced starvation as they were unable to grow food to survive; discriminated blacks demanded freedom from Belgium after terrible injustices; independence not achieved for Congo until 1960s partly because he only cared about rubber and profit and did little to educate, build an infrastructure, or help the Congolese; *Deng Xiaoping*: implemented Four Modernizations which centered in agriculture, industry, defense, and science and technology; Mao's Great Leap Forward and Cultural Revolution had negative impact on China's economy and individualism stifled; opened foreign trading zones so China could gain greater insight and investment in the western world)
- Includes some relevant facts, examples, and details (*King Leopold II*: acquired the Congo; colony in Central Africa became Congo Free State; native Congolese forced to harvest thousands of tons of rubber rather than cultivate own crops; *Deng Xiaoping*: China transformed into a socialist economy and all agriculture and industry placed under government control; reforms helped China rise as an economic power and doubled real incomes)
- Demonstrates a satisfactory plan of organization; includes an introduction that briefly summarizes all aspects of the task for King Leopold II and Deng Xiaoping and a conclusion that summarizes the impact of the actions of both leaders

Conclusion: Overall, the response fits the criteria for Level 3. A logical and methodical interpretation of document information is supplemented with some thoughtful analysis and relevant outside information especially in the discussion of King Leopold II. Good conclusions are integrated throughout the narrative; however, additional supporting facts and details would have strengthened the effort.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for King Leopold II of Belgium and Deng Xiaoping of China
- Is more analytical than descriptive (*King Leopold II*: ruled during time when nationalism and imperialism were a driving force in Europe; spoke of civilizing Congolese and ending slave trade but his rule not marked by hospitality and generosity; when lands became vacant he seized them making his control more complete; *Deng Xiaoping*: Mao introduced command economy in which agriculture was collectivized, laborers put into communes, and state distributed economic inputs and outputs; Mao's Cultural Revolution tried to re-revolutionize people by targeting enemies of state; felt greater economic and social freedom and some elements of capitalism should be introduced to fix economy)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*King Leopold II*: goal of Berlin conference to imperialize Africa without causing war between European countries; Congolese imprisoned, maimed, or murdered for sake of profit; Joseph Conrad wrote *The Heart of Darkness* to bring attention to forced labor, cruelty, and barbarity of King Leopold II; under Belgians, few Congolese educated or trained and an infrastructure not created; once Congo became independent it fell into periodic chaos with long periods of dictatorship or civil war; *Deng Xiaoping*: China became communist nation after civil war between communists and Guomindang; Great Leap Forward failed to increase agricultural output causing deaths of tens of millions of people due to famine; during Tiananmen Square massacre protesters fighting for increased democracy were forcibly removed and some killed; instituted one-child policy because economic growth caused population growth which would interfere with his economic goals)
- Richly supports the theme with many relevant facts, examples, and details (*King Leopold II*: robbed Congolese of property and forced them to harvest rubber sap rather than tend crops and farmland; native peoples forced to work on rubber plantations; *Deng Xiaoping*: abolished communes, established a contract system, and allowed peasants to sell grain and food for a profit; products such as televisions and washing machines more available under his control)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss imperialism as it relates to King Leopold II and communism as it relates to Deng Xiaoping

Conclusion: Overall, the response fits the criteria for Level 5. A thorough discussion of both leaders is supported by substantive relevant historical details resulting in thoughtful conclusions that demonstrate the influence of existing ideas on the actions of King Leopold II and Deng Xiaoping. Analytic statements are integrated throughout the response and effectively support document interpretation.

Practice Paper D—Score Level 1

The response:

- Minimally develops most aspects of the task for Deng Xiaoping of China and Desmond Tutu of South Africa
- Is descriptive (*Deng Xiaoping*: in China following the revolution, people were repressed and everything was controlled by Communist Party; when he came into power he saw how economy needed reforms; most Chinese who have watched television, used a washing machine, or dialed a telephone have only done so since he came to power; economic freedom has increased economy drastically; *Desmond Tutu*: along with other anti-apartheid clergymen, he had trouble opposing both apartheid and violent resistance; lead people in a nonviolent revolt; emerged as a voice for the voiceless; Truth and Reconciliation Commission has set a model for many other commissions)
- Includes minimal information from documents 5, 6, 7, and 9
- Presents little relevant outside information (*Deng Xiaoping*: currently China is approaching having the number one economy)
- Includes few relevant facts, examples, and details (*Deng Xiaoping*: abolished communes and replaced them with a contract system; *Desmond Tutu*: spoke out against policies of apartheid)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although no historical circumstances are included for Desmond Tutu, brief general summaries address the other aspects of the task for both leaders. Simplistic generalizations and lack of explanation result in a list of statements with somewhat muddled connections.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for King Leopold II of Belgium and Deng Xiaoping of China
- Is primarily descriptive (*King Leopold II*: Belgium was a small country surrounded by large industrial nations; wanted a place of power among the larger countries; set his eyes on Congo because it was overlooked by other European powers; imposed taxes on village chiefs to gain even more wealth; policies degraded, enslaved, or exterminated people of Congo for 15 years; *Deng Xiaoping*: for a long time China was fully communist with both agriculture and industry controlled by government; allowed exiled intellectuals to come home to revamp educational system; after farmers allowed to sell their crops, income doubled in cities and country life became easier; China grew into a world power at the cost of environment)
- Incorporates limited relevant information from documents 1, 2, 3, 5, and 6
- Presents little relevant outside information (*King Leopold II*: if a worker did not bring back enough rubber, he had his hand chopped off; brutality was common since after a few years rubber veins went dry)
- Includes few relevant facts, examples, and details (*King Leopold II*: took all unpopulated land for himself and eliminated free trade in most of state's territory; *Deng Xiaoping*: allowed farmers to sell their extra crops at market after rent on land they cultivated was paid)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document quotations and brief explanations of the information frame the response. The requirements of the task are met; however, the treatment of the impact of the actions of both leaders is weak, especially in the discussion of Leopold.

Transition Exam in Global History and Geography—Grade 10 Specifications August 2019

Part I Multiple-Choice Questions by Standard

Standard	Question Numbers
1—United States and New York History	N/A
2—World History	3, 4, 6, 9, 11, 12, 13, 15, 16, 17, 19, 20, 21, 24, 27, 28, 29, 30
3—Geography	1, 7, 10, 14, 25, 26
4—Economics	8, 22, 23
5—Civics, Citizenship, and Government	2, 5, 18

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Technology	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Change; Conflict; Economic Systems; Political Systems; Power; Human Rights; Imperialism; Justice; Scarcity; Nationalism	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the August 2019 Transition Exam in Global History and Geography—Grade 10* will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Transition Exam in Global History and Geography must NOT be used to determine students’ final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.