

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Thursday, January 23, 2020 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

Print your name and the name of your school on the lines above. A separate answer sheet has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II and III.

Part I contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains two sets of constructed-response questions (CRQ). Each constructed-response question set is made up of two documents accompanied by several questions. When you reach this part of the test, enter your name and the name of your school on the first page of this section. Write your answers to these questions in the examination booklet on the lines following these questions.

Part III contains one essay question based on five documents. Write your answer to this question in the essay booklet.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

The sankin kōtai (lit., “alternate attendance”) system was a device of the Tokugawa shogunate, the government of Japan from 1603 to 1868, designed to insure political control by the regime over the daimyo, or territorial lords, who exercised virtually autonomous authority over the more than 260 feudal states into which four-fifths of the country was divided. Under this system most of the daimyo were required to travel biennially [every two years] from their domains to the capital of the Tokugawa at Edo (present day Tokyo) and to spend alternate years in personal attendance at the shogunal court. Each daimyo was also required to maintain residences at the capital where his wife and children were permanently detained. . . .

Another important contribution of the operation of the sankin kōtai system to the modernization of Japan was to promote the intellectual and cultural unification of the country. The sankin kōtai served to bring a large part of the leadership elements from the whole country together in one place and to keep a constant stream of leaders and intellectuals moving back and forth between the capital and all parts of the country. This was important in giving Japan the tremendous intellectual unity with which it faced the West in the nineteenth century. It also enabled the people at large to have a stronger sense of national unity than would have been the case had the system not existed. By serving as the vehicle which spread the culture of Edo and Osaka to the countryside, the system influenced the diffusion of a truly national culture. . . .

Source: Toshio G. Tsukahira, *Feudal Control in Tokugawa Japan*, East Asian Research Center, Harvard University, 1966

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|---|--|
| 1 What was an important contribution of the sankin kōtai (alternate attendance) system to the modernization of Japan?
(1) Japan’s people developed a stronger sense of national cultural unity.
(2) Japan’s government established control over Western intellectuals forced to live in Osaka.
(3) Japan improved its railroad system by connecting the countryside to the cities.
(4) Japan increased the power of the daimyo during the Tokugawa shogunate. | 2 The purpose of the Tokugawa’s sankin kōtai (alternate attendance) system is similar to the purpose of
(1) British suffragettes who demanded Parliament grant women the right to vote
(2) King Louis XIV of France who required nobles to stay at Versailles
(3) Simón Bolívar who expected the indigenous people to rise up against the Spanish
(4) European countries that divided up the African continent |
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Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

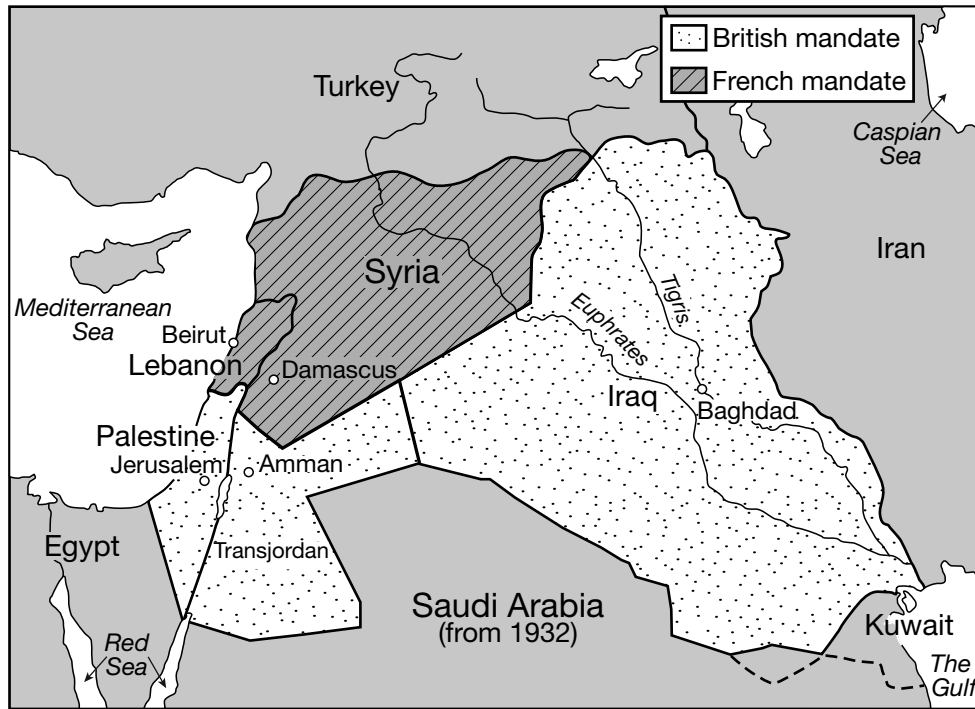
. . . Owing to the extensive use of machinery and to division of labor, the work of the proletarians has lost all individual character, and, consequently, all charm for the workman. He becomes an appendage [accessory] of the machine, and it is only the most simple, most monotonous, and most easily acquired knack [skill] that is required of him. Hence, the cost of production of a workman is restricted, almost entirely, to the means of subsistence that he requires for his maintenance, and for the propagation [reproduction] of his race. But the price of a commodity, and also of labor, is equal to its cost of production. In proportion, therefore, as the repulsiveness of the work increases, the wage decreases. Nay more, in proportion as the use of machinery and division of labor increases, in the same proportion the burden of toil also increases, whether by prolongation [stretching] of the working hours, by increase of the work exacted in a given time, or by increased speed of machinery, etc. . . .

Source: Marx and Engels, *The Communist Manifesto*, 1848

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| 7 Marx and Engels are reacting to changes resulting from | 8 Which action did Marx and Engels predict would change the conditions described in this passage? |
| (1) imperialism | (1) implementation of government reforms |
| (2) nationalism | (2) adoption of laissez-faire policies |
| (3) industrialization | (3) use of passive resistance |
| (4) democratization | (4) revolts by the working class |
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Base your answers to questions 9 and 10 on the map below and on your knowledge of social studies.

League of Nations Mandates



Source: Albert Hourani, *A History of the Arab Peoples*, The Belknap Press of Harvard University Press (adapted)

- 9 The division of the mandates into these states caused future conflicts because
- (1) the Ottoman Empire thought it could easily conquer the divided territories
 - (2) Britain received a larger territorial mandate than France did
 - (3) none of the territories were turned over to German control as they had been promised
 - (4) the boundaries failed to fully recognize competing religious and ethnic interests
- 10 The situation shown on this map played a direct role in the
- (1) building of the Suez Canal
 - (2) invasion of Afghanistan
 - (3) series of Arab-Israeli wars
 - (4) admission of Turkey to the North Atlantic Treaty Organization (NATO)

Base your answers to questions 11 through 13 on the quotations below and on your knowledge of social studies.

Quotations Attributed to Kemal Atatürk

Legal Transformation

“We must liberate our concepts of justice, our laws and legal institutions from the bonds which hold a tight grip on us although they are incompatible with the needs of our century.”

Social Reforms

“The major challenge facing us is to elevate our national life to the highest level of civilization and prosperity.”

The New Language

“The cornerstone of education is an easy system of reading and writing. The key to this is the new Turkish alphabet based on the Latin script.”

Women’s Rights

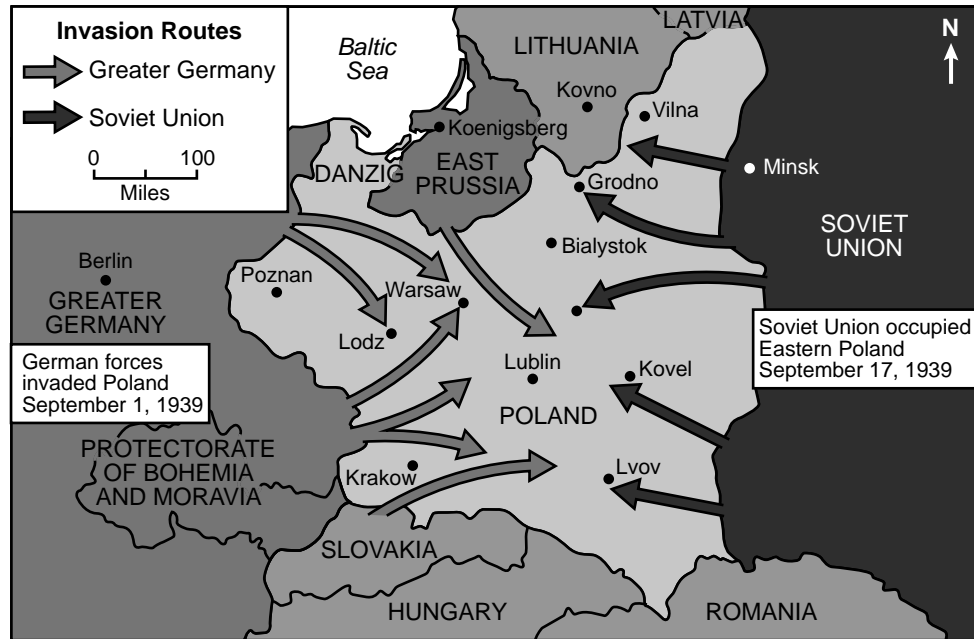
“Everything we see in the world is the creative work of women.”

Source: “Atatürk: Creator of Modern Turkey,” Columbia University Turkish Students Association online (adapted)

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| <p>11 What changed in Turkey as a direct result of Atatürk’s efforts?</p> <ul style="list-style-type: none">(1) Turkey adopted a more modern Western orientation.(2) Turkey’s government was dominated by Islamic clerics.(3) Secularism in Turkey was universally accepted.(4) Communist forces seized power in Turkey. <p>12 During which historical period did Atatürk make these remarks?</p> <ul style="list-style-type: none">(1) between the World Wars(2) during the Persian Gulf War(3) at the time of Israel’s creation(4) at the beginning of the Iranian Revolution | <p>13 The overall change desired by Atatürk is similar to the change enacted in</p> <ul style="list-style-type: none">(1) South Africa during the period of apartheid(2) the Soviet Union during the period of détente(3) Japan under the Meiji(4) India under nonalignment |
|---|--|

Base your answers to questions 14 and 15 on the map and cartoon below and on your knowledge of social studies.

GERMAN INVASION OF POLAND SEPTEMBER 1, 1939



Source: U.S. Holocaust Memorial Museum online (adapted)

RENDEZVOUS



Source: David Low, "Rendezvous," *Evening Standard*, September 20, 1939 (adapted)

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| <p>14 The events shown on this map and in this cartoon were related to the outbreak of which conflict?</p> <p>(1) Napoleonic Wars (3) World War II
(2) Russo-Japanese War (4) Cold War</p> | <p>15 Which event ended the cooperation shown in these documents?</p> <p>(1) Russian Revolution
(2) fall of France to Germany
(3) German invasion of the Soviet Union
(4) Nuremberg trials</p> |
|--|--|

Base your answers to questions 16 and 17 on the excerpt below and on your knowledge of social studies.

Sixty per cent of Hiroshima was obliterated [destroyed] by the lone atomic bomb dropped on Sunday, it was announced in Guam last night. Five major industrial plants disappeared and additional damage was done beyond the wiped-out area. Only 2.8 square miles of the city's 6.9 square miles remained.

The city disappeared in a cloud of smoke, flame and dust that rose 40,000 feet. The missile struck the center of the target, a flash brighter than sunlight covered the city and several minutes later the smoke cloud reached up to the stratosphere. . . .

Source: "War News Summarized," *New York Times*, August 8, 1945

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| 16 Which event is described in this excerpt from the <i>New York Times</i> ? | 17 Which historical development followed the events described in this excerpt? |
| (1) use of a deadly new weapon against Japan | (1) Japan entered a period of isolation. |
| (2) invasion of Guam by the United States | (2) The war in Europe came to an end. |
| (3) firebombing of Tokyo by the United States | (3) Japan annexed Korea and Manchuria. |
| (4) attack by the Soviet Union on Germany | (4) The United States and the Soviet Union began an arms race. |
-

Base your answers to questions 18 and 19 on the maps below and on your knowledge of social studies.

Map A



Map B



Source: Shirin Keen, Emory University, Spring 1998 (adapted)

18 Which concept is most closely associated with the situation presented in map A?

- (1) appeasement
- (2) Zionism
- (3) nonalignment
- (4) colonialism

19 Which statement best explains the changes in borders shown between maps A and B?

- (1) Nationalism has been a unifying and dividing force in this region.
- (2) Invading neighbors have been a driving force in this region.
- (3) Marxism has been a dominant movement in this region.
- (4) National elections have been a determining factor in this region.

Base your answers to questions 20 and 21 on the passage below and on your knowledge of social studies.

The Rise of the Khmer Rouge

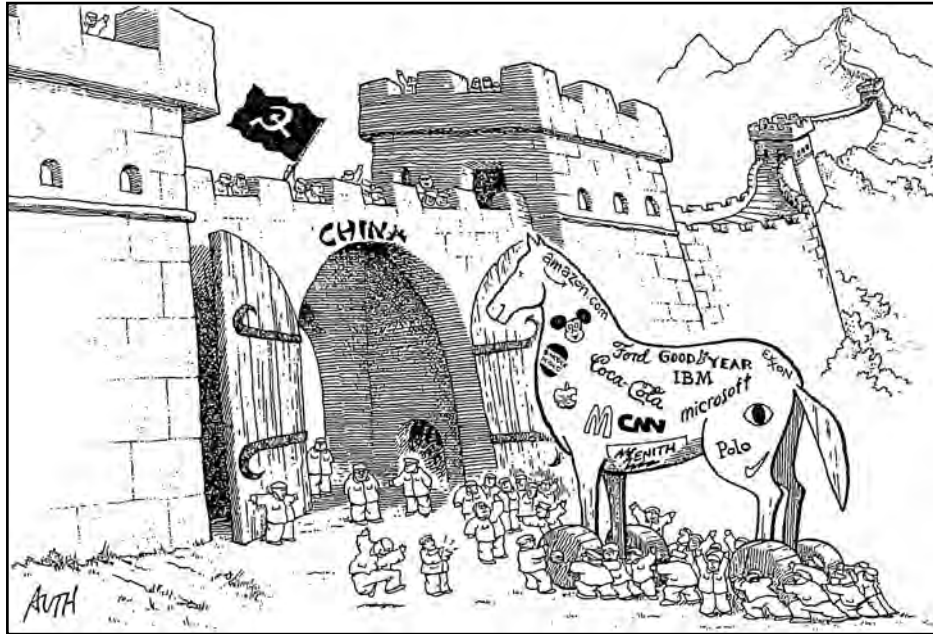
. . . Growing to an army of hundreds of thousands, the Khmer Rouge pushed across the countryside. They captured the capital, Phnom Penh, and took power in 1975. The soldiers, wearing black pajama-like uniforms, forced nearly 2 million Cambodians out of the cities and into the countryside. Their goal was to remove foreign influence in Cambodia and turn everyone into a simple worker or farmer.

During the evacuation, thousands died. Starvation and disease killed many, while execution practically became a science. The Khmer Rouge death list included those in the opposing regime, intellectuals, doctors, and teachers. Even people wearing glasses were executed simply because they were considered part of the upper or business classes. Ethnic minorities such as Cham, Chinese, Vietnamese, Thai, and Lao were targeted. Not considered “pure,” many were accused of supporting American imperialism or of nothing more than living in what was called the “enemy zone.” . . .

Source: Icy Smith, *Half Spoon of Rice*, East West Discovery Press

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| 20 For which purpose could this passage best be used? | 21 Which historical development is most similar to the situation described in this passage? |
| (1) learning about the reasons for the rise of the Khmer Rouge | (1) Nazi actions in Germany in the 1930s and 1940s |
| (2) researching life in Phnom Penh before the arrival of the Khmer Rouge | (2) Nelson Mandela’s campaigns against apartheid in the early 1960s |
| (3) explaining the contributions of the ethnic minorities within Cambodia | (3) Ayatollah Khomeini’s rise to power in Iran in the late 1970s |
| (4) understanding the impacts of Khmer Rouge policies on Cambodian society | (4) Argentinian mothers protesting in the Plaza de Mayo in the 1980s and 1990s |

Base your answers to questions 22 and 23 on the cartoon below and on your knowledge of social studies.



Source: Tony Auth, *The Philadelphia Inquirer*, May 19, 2000

22 Which concept is best illustrated by the horse in this 2000 cartoon?

- (1) containment
- (2) militarism
- (3) globalization
- (4) tolerance

23 Which concern facing China's government in 2000 can best be inferred from this cartoon?

- (1) protests against the need to shift from regional self-sufficiency to regional specialization
- (2) military attacks by Western powers to gain competitive market shares
- (3) negative reactions by citizens to annexing Taiwan into the political bureaucracy
- (4) internal disruptions resulting from rapidly opening economic development zones

Base your answers to questions 24 through 26 on the passage below and on your knowledge of social studies.

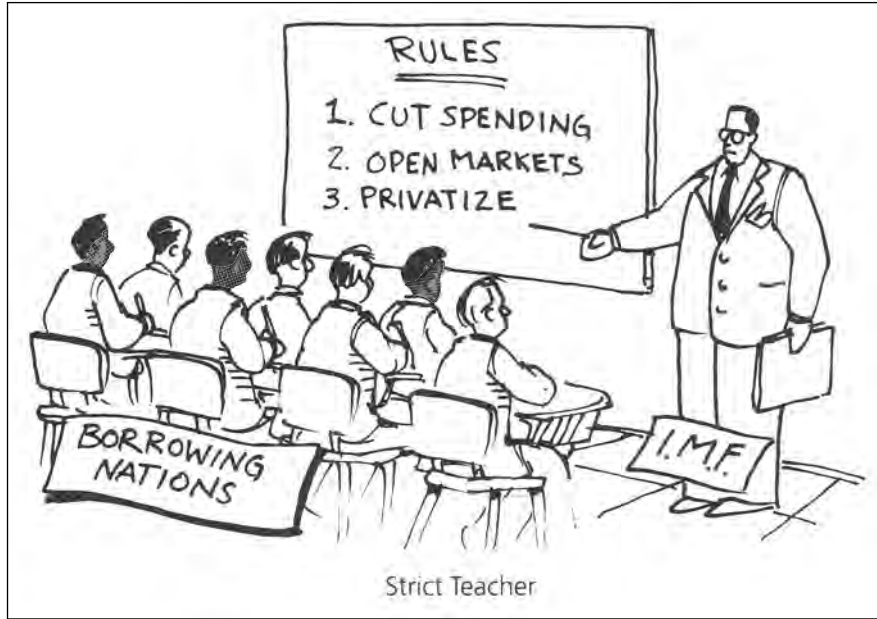
Elizabeth Robles Ortega began working in the *maquilas* (foreign factories) at the age of fourteen and was blacklisted from employment after participating in independent union drives on Mexico’s northern border. She later worked as an organizer for the Service, Development, and Peace organization.

NAFTA [North American Free Trade Agreement] has led to an increase in the workforce, as foreign industry has grown. They are reforming labor laws and our constitution to favor even more foreign investment, which is unfair against our labor rights. For example, they are now trying to take away from us free organization which was guaranteed by Mexican law. Because foreign capital is investing in Mexico and is dominating, we must have guarantees. The government is just there with its hands held out; it’s always had them out but now even more shamelessly. . . . Ecological problems are increasing. A majority of women are coming down with cancer — skin and breast cancer, leukemia, and lung and heart problems. There are daily deaths of worker women. You can see and feel the contamination of the water and the air. As soon as you arrive and start breathing the air in Acuña and Piedras Negras [border cities between the states of Coahuila and Texas], you sense the heavy air, making you feel like vomiting. . . .

Source: Interview with Elizabeth “Beti” Robles Ortega in *Worlds of History: A Comparative Reader*, Bedford/St. Martin’s, 2007

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| <p>24 According to Elizabeth Robles Ortega, what is the basic cause of the problems described?</p> <ul style="list-style-type: none">(1) the Mexican government’s desire to centralize power(2) NAFTA’s demand for increased spending on health care(3) the Mexican government’s focus on obtaining foreign capital(4) NAFTA’s tight regulations on the environment <p>25 Based on this document, what is the author’s primary goal?</p> <ul style="list-style-type: none">(1) to increase profits for factory owners and investors(2) to gain protection of workers’ rights and improve the workplace(3) to reduce taxes levied on foreign investments in Mexico(4) to restrict union organization and eliminate collective bargaining | <p>26 Which situation directly influenced the author’s point of view?</p> <ul style="list-style-type: none">(1) having learned of medical problems suffered by factory workers(2) being present at the negotiations to gain foreign investments(3) having extensively profited from her investment in border factories(4) being blacklisted from union membership |
|---|--|

Base your answers to questions 27 and 28 on the cartoon below and on your knowledge of social studies.



Source: Henry Brun, *The World Today*, Amsco School Publications, 2010

27 Based on this cartoon, the views of the International Monetary Fund (IMF) are most closely associated with which economic system?

- (1) mixed
- (2) traditional
- (3) capitalism
- (4) command

28 Based on this cartoon, what is one function of the International Monetary Fund (IMF)?

- (1) to implement tariffs to protect borrowing nations' markets
- (2) to establish guidelines for nations that are asking for loans
- (3) to encourage nations to apply for loans in order to increase their spending
- (4) to assist borrowing nations in taking control of businesses

Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

Document 1

This excerpt is taken from John Locke’s *Second Treatise of Government*, which was originally published in 1690.

. . .95. MEN being, as has been said, by nature, all free, equal, and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent. The only way whereby any one divests [surrenders] himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it. This any number of men may do, because it injures not the freedom of the rest; they are left as they were in the liberty of the state of nature. When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic, wherein the majority have a right to act and conclude the rest. . . .

Source: C. B. Macpherson, ed., John Locke, *Second Treatise of Government*,
Hackett Publishing Company

29 Explain the historical circumstances that led John Locke and other political philosophers to develop political ideas such as those expressed in his *Second Treatise of Government*. [1]

Score

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

Document 2

Haitians had a written constitution in 1801. Following Toussaint L'Ouverture's death in a French prison in 1803, Haitian independence movement leaders continued the revolution which resulted in independence in 1804. These revolutionary leaders wrote a new constitution for an independent Haiti. On May 20, 1805, Emperor Jacques Dessalines ratified this constitution. This is an excerpt of the 1805 Constitution.

Constitution of Hayti [Haiti]

. . .Do declare that the tenor [intent] of the present constitution is the free spontaneous and invariable expression of our hearts, and the general will of our constituents, and we submit it to the sanction [approval] of H.M. [His Majesty] the Emperor Jacques Dessalines our deliverer, to receive its speedy and entire execution [implementation].

Preliminary Declaration.

Art. 1. The people inhabiting the island formerly called St. Domingo, hereby agree to form themselves into a free state sovereign and independent of any other power in the universe, under the name of empire of Hayti.

Art. 2. Slavery is forever abolished.

Art. 3. The Citizens of Hayti are brothers at home; equality in the eyes of the law is incontestably [certainly] acknowledged, and there cannot exist any titles, advantages, or privileges, other than those necessarily resulting from the consideration and reward of services rendered to liberty and independence.

Art. 4. The law is the same to all, whether it punishes, or whether it protects. . . .

Art. 6. Property is sacred, its violation shall be severely prosecuted. . . .

Source: 1805 Constitution of Haiti, Webster University online

30 Based on this excerpt, explain the purpose for which Haitian revolutionary leaders created the 1805 Constitution of Hayti [Haiti]. [1]

Score

Base your answer to question 31 on **both** Document 1 and Document 2 and on your knowledge of social studies.

Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

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

Score

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CRQ Set 2 Directions (32–34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1

BELIEVE IT OR KNOT*



*Knout – a whip used to punish

Source: Leslie G. Illingworth, *Punch*, July 12, 1950 (adapted)

32 Explain the historical circumstances that led to the situation shown in this cartoon. [1]

Score

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

This excerpt is from a speech given by Mikhail Gorbachev on December 25, 1991. The speech was broadcast on Central Television of the Soviet Union and was printed in *Rossiiskaia Gazeta* on December 26, 1991. *Rossiiskaia Gazeta* is a daily newspaper owned by the government that publishes official documents.

Dear compatriots! Fellow citizens! Due to the situation that has taken shape as a result of the formation of the Commonwealth of Independent States, I am ceasing my activity in the post of President of the USSR. I am making this decision out of considerations of principle.

I have firmly advocated the independence of peoples and the sovereignty of [Soviet] republics. But at the same time I have favored the preservation of the Union state and the integrity of the country.

Events have taken a different path. A policy line aimed at dismembering the country and disuniting the state has prevailed, something that I cannot agree with . . .

Speaking to you for the last time as President of the USSR, I consider it necessary to express my assessment of the path traversed [traveled] since 1985. Especially since there are a good many contradictory, superficial and unobjective opinions on this score [state of affairs].

Fate ordained that when I became head of state it was already clear that things were not going well in the country. We have a great deal of everything — land, petroleum, gas and other natural resources — and God has endowed us with intelligence and talent, too, but we live much worse than people in the developed countries do, and we are lagging further and further behind them. . . .

I realized that to begin reforms on such a scale and in such a society as ours was an extremely difficult and even riskier endeavor. But even today I am convinced of the historical correctness of the democratic reforms that were begun in the spring of 1985 . . .

The totalitarian system, which for a long time deprived the country of the opportunity to become prosperous and flourishing, has been eliminated.

–A breakthrough has been achieved in the area of democratic transformations. Free elections, freedom of the press, religious freedoms, representative bodies of power and a multiparty system have become a reality. Human rights have been recognized as the highest principle.

–Movement toward a mixed economy has begun, and the equality of all forms of ownership is being established. Within the framework of a land reform, the peasantry has begun to revive, private farming has appeared, and millions of hectares of land are being given to rural and urban people. The economic freedom of the producer has been legalized, and entrepreneurship, the formation of joint-stock companies and privatization have begun to gather momentum. . . .

Source: “Gorbachev Resigns as President,” Seventeen Moments in Soviet History online, Michigan State University

33 Based on this excerpt, explain how the audience affects what Mikhail Gorbachev includes in his speech. [1]

Score

Turning point—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

34a–34b Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- a) Identify a turning point associated with the historical developments related to both Documents 1 **and** 2. [1]
- b) Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from both Documents 1 **and** 2 in your response. [1]

34a Score	<input type="text"/>
34b Score	<input type="text"/>

Part III

(Question 35)

ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify **and** define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

In your essay, be sure to

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

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Define—means to explain features of a thing or concept so that it can be understood.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

The Industrial Revolution began in England around 1750 and continued into the 19th century, bringing about significant changes in the British way of life. This excerpt is from an essay that explored themes from the temporary exhibition, at the Barber Institute of Fine Arts in 2008–2009 entitled “The Industrial Revolution and the changing face of Britain”.

The industrial and economic developments of the Industrial Revolution brought significant social changes. Industrialization resulted in an increase in population and the phenomenon of urbanization, as a growing number of people moved to urban centres in search of employment. Some individuals became very wealthy, but some lived in horrible conditions. A class of prosperous industrialists, ship owners and merchants dominated, accumulating great wealth, but at the same time the working classes had to live with minimum comforts in overcrowded environments. Children were sent to work in factories, where they were exploited and ill-treated; women experienced substantial changes in their lifestyle as they took jobs in domestic service and the textile industries, leaving the agricultural workforce and spending less time in the family home. This period also saw the creation of a middle class that enjoyed the benefits of the new prosperity. People started spending their free time entertaining themselves in theatres, concert halls and sports facilities or enjoying the countryside in long promenades [walks]. . . .

Source: Artemis Manolopoulou, ed., “The Industrial Revolution and the changing face of Britain,” An exhibition at the Barber Institute of Fine Arts, British Museum online

Document 2

A 1992 poster from the India Ministry of Health and Family Welfare



The country's most recent [1993] approach to population issues focuses on the advancement of women economically, academically, and socially, as independent women are more likely to have small families. Indian public information campaigns are also working to counter favoritism for boys, a deeply ingrained tradition that drives couples to have more children. . . .

Source: Lexi Krock, "Population Campaigns," NOVA, PBS, posted April 20, 2004 (adapted)

Document 3

On September 8, 2000, thirty years after receiving the Nobel Peace Prize for his work in food production and hunger relief, Laureate Norman Borlaug gave an anniversary lecture at the Norwegian Nobel Institute in Oslo. This is an excerpt from his lecture.

Norman Borlaug, 1970 Nobel Peace Prize Laureate, September 8, 2000

. . . I am now in my 56th year of continuous involvement in agricultural research and production in the low-income, food-deficit developing countries. I have worked with many colleagues, political leaders, and farmers to transform food production systems. Despite the successes of the Green Revolution, the battle to ensure food security for hundreds of millions of miserably poor people is far from won.

Mushrooming [fast-growing] populations, changing demographics* and inadequate poverty intervention programs have eaten up many of the gains of the Green Revolution. This is not to say that the Green Revolution is over. Increases in crop management productivity can be made all along the line – in tillage [land under cultivation], water use, fertilization, weed and pest control, and harvesting. However, for the genetic improvement of food crops to continue at a pace sufficient to meet the needs of the 8.3 billion people projected in 2025, both conventional breeding and biotechnology methodologies will be needed. . . .

Had the world's food supply been distributed evenly, it would have provided an adequate diet in 1998 (2,350 calories, principally from grain) for 6.8 billion people – about 900 million more than the actual population. However, had people in Third World countries attempted to obtain 70 percent of their calories from animal products – as in the USA, Canada, or EU [European Union] countries – only about half of the world population would be fed.

These statistics point out two key problems. The first is the complex task of producing sufficient quantities of the desired foods to satisfy needs, and to accomplish this Herculean [difficult] feat in environmentally and economically sustainable ways. The second task, equally or even more daunting, is to distribute food equitably. Poverty is the main impediment [obstacle] to equitable food distribution, which, in turn, is made more severe by rapid population growth

Source: Norman E. Borlaug, Nobel Prize online

* demographic: relating to the study of changes in population patterns

Document 4

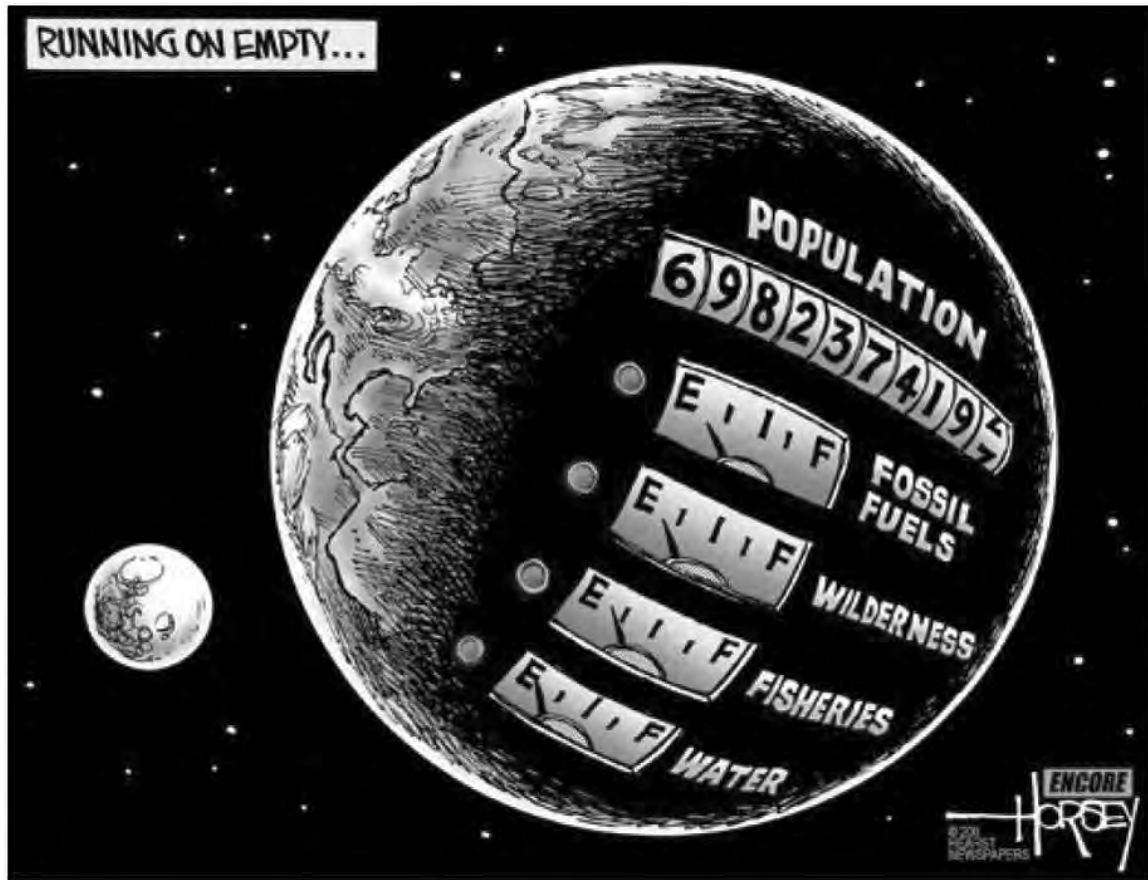
This passage discusses changing population patterns in Brazil and in the Amazon region.

. . .Some countries such as Brazil are seeing significant internal migration. Most countries, including Brazil, have seen significant migration from rural areas into cities. But in Brazil, millions of people are also moving into the Amazon region, a vast resource-rich rain forest drained by the largest river on Earth, the Amazon. These people and the companies they work for are in quest of valuable resources such as timber, gold, oil, and land that can be ranched or farmed. To exploit these resources means cutting down rain forest land and displacing rain forest peoples. . . .

The related demographic issue is that much of this land is not actually empty of human beings. Rather, indigenous peoples from many tribes live there. These Native Americans are mainly hunter-gatherers who rely on hunting game and gathering berries and other edible foods across large stretches of land. They migrate through these areas, rather than staying in fixed locations as agricultural peoples do. One of the indigenous rain forest groups is the Yanomami. According to current estimates, only about thirty thousand Yanomami remain in an area roughly three times the size of Switzerland around Brazil's border with Venezuela. Their way of life is in serious jeopardy as they are being displaced by population pressures from outside their culture and traditional homelands. For example, about forty thousand independent gold miners have overwhelmed Yanomami territory in recent decades. The Brazilian government has worked with the Yanomami to preserve some land for indigenous peoples, much like the reservation system in the United States. . . .

Source: Michael M. Andregg, *Seven Billion and Counting: The Crisis in Global Population Growth*, Twenty-First Century Books, 2014

Document 5



Source: David Horsey, *Hearst Newspapers*, January 21, 2011

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OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: _____

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by <i>at least three</i> documents? Which documents support this issue?		1 2 3 4 5	
Which documents can be used to develop the definition for this issue?		1 2 3 4 5	
Has this issue significantly affected people or been affected by people? In which document or documents do you see this?		1 2 3 4 5	
Has this issue endured across time or changed over time? In which document or documents do you see this?		1 2 3 4 5	

Refer back to page 24 to review the task.

Write your essay on the lined pages in the essay booklet.

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

The State Education Department / The University of the State of New York
January 2020 Regents Exam in Global History and Geography II (Grade 10)

Scoring Key: Part I (Multiple-Choice Questions)

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II (Grade 10)	January '20	1	1	MC	1	1
GHG II (Grade 10)	January '20	2	2	MC	1	1
GHG II (Grade 10)	January '20	3	4	MC	1	1
GHG II (Grade 10)	January '20	4	4	MC	1	1
GHG II (Grade 10)	January '20	5	2	MC	1	1
GHG II (Grade 10)	January '20	6	1	MC	1	1
GHG II (Grade 10)	January '20	7	3	MC	1	1
GHG II (Grade 10)	January '20	8	4	MC	1	1
GHG II (Grade 10)	January '20	9	4	MC	1	1
GHG II (Grade 10)	January '20	10	3	MC	1	1
GHG II (Grade 10)	January '20	11	1	MC	1	1
GHG II (Grade 10)	January '20	12	1	MC	1	1
GHG II (Grade 10)	January '20	13	3	MC	1	1
GHG II (Grade 10)	January '20	14	3	MC	1	1
GHG II (Grade 10)	January '20	15	3	MC	1	1
GHG II (Grade 10)	January '20	16	1	MC	1	1
GHG II (Grade 10)	January '20	17	4	MC	1	1
GHG II (Grade 10)	January '20	18	4	MC	1	1
GHG II (Grade 10)	January '20	19	1	MC	1	1
GHG II (Grade 10)	January '20	20	4	MC	1	1
GHG II (Grade 10)	January '20	21	1	MC	1	1
GHG II (Grade 10)	January '20	22	3	MC	1	1
GHG II (Grade 10)	January '20	23	4	MC	1	1
GHG II (Grade 10)	January '20	24	3	MC	1	1
GHG II (Grade 10)	January '20	25	2	MC	1	1
GHG II (Grade 10)	January '20	26	1	MC	1	1
GHG II (Grade 10)	January '20	27	3	MC	1	1
GHG II (Grade 10)	January '20	28	2	MC	1	1

MC = Multiple-choice question

January 2020 Regents Exam in Global History and Geography II (Grade 10)

Scoring Key: Parts II and III

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II (Grade 10)	January '20	Part II - 29	-	CRQ	1	1
GHG II (Grade 10)	January '20	Part II - 30	-	CRQ	1	1
GHG II (Grade 10)	January '20	Part II - 31	-	CRQ	1	1
GHG II (Grade 10)	January '20	Part II - 32	-	CRQ	1	1
GHG II (Grade 10)	January '20	Part II - 33	-	CRQ	1	1
GHG II (Grade 10)	January '20	Part II - 34a	-	CRQ	1	1
GHG II (Grade 10)	January '20	Part II - 34b	-	CRQ	1	1
GHG II (Grade 10)	January '20	Part III - 35	-	ES	5	3

CRQ = Constructed Response Question ES = Essay

The chart for determining students' final examination scores for the **January 2020 Regents Exam in Global History and Geography II (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 Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Thursday, January 23, 2020 — 9:15 a.m. to 12:15 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's 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 II** Short-Answer Constructed Response (open-ended) questions:

- A question-specific rubric

For **Part III** Enduring Issues Essay:

- A content-specific rubric
- Prescored answer papers. Each score level has two papers. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

Mechanics of Rating

The procedures on pages 2 and 3 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography II*.

Rating the CRQ (open-ended) Questions

- (1) Follow your school's procedures for training raters. This process should include:
Introduction to the task—
 - Raters read the task
 - Raters identify the answers to the task
 - Raters discuss possible answers and summarize expectations for student responses
- (2) The CRQ questions are to be scored by one rater.
- (3) The scores for each CRQ question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part II score if the space is provided on the student's Part I answer sheet.

Rating the Enduring Issues Essay Question

- (1) Follow your school's procedures for training raters. This process should include:
Introduction to the task—
 - Raters read the task
 - Raters identify the answers to the task
 - Raters discuss possible answers and summarize expectations for student responses
Introduction to the rubric and anchor papers—
 - Trainer leads review of specific rubric with reference to the task
 - Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
 - Trainer leads review of each anchor paper and commentary
Practice scoring individually—
 - Raters score a set of five papers independently without looking at the scores and commentaries provided
 - Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating
- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

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

The conversion chart for this examination is located at <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

Global History and Geography II (Grade 10)
Part II Question-Specific Rubric
Constructed Response Questions
January 2020

CRQ Set 1:

Document 1

This excerpt is taken from John Locke's *Second Treatise of Government*, which was originally published in 1690.

. . .95. MEN being, as has been said, by nature, all free, equal, and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent. The only way whereby any one divests [surrenders] himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it. This any number of men may do, because it injures not the freedom of the rest; they are left as they were in the liberty of the state of nature. When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic, wherein the majority have a right to act and conclude the rest. . . .

Source: C. B. Macpherson, ed., John Locke, *Second Treatise of Government*,
Hackett Publishing Company

29 Explain the historical circumstances that led John Locke and other political philosophers to develop political ideas such as those expressed in his *Second Treatise of Government*.

Score of 1:

- Correct response

Examples:

- Enlightenment ideas spread in Europe;
- the Enlightenment led to people questioning the nature of political power;
- the oppressive power of government tyranny denied citizens basic liberties leading to theories of government/philosophies based on reason/natural laws;
- philosophers recognized the abuses of governments and spread ideas to promote change;
- Locke was responding to absolute monarchies abusing their power;
- the Scientific Revolution influenced political thinkers/John Locke to apply natural law to politics;
- questioning government traditions in England led Locke to support new political ideas;
- people were questioning divine right theory; absolute monarchy;
- thinkers began to question government traditions and put their faith in reason;
- thinkers were making rational assessments related to how government functioned/to human governance;
- thinkers were trying to determine what the relationship should be between the ruler and the ruled

Score of 0:

- Incorrect response

Examples:

- French Revolution;
 - American Revolution;
 - Locke lived in the Dark Ages;
 - John Locke wanted to end monarchies and install democracies;
 - Locke believed in natural rights/consent of the governed/majority rule;
 - tyranny;
 - abuse of power;
 - theories of government;
 - questioning attitude
- No response

Document 2

Haitians had a written constitution in 1801. Following Toussaint L'Ouverture's death in a French prison in 1803, Haitian independence movement leaders continued the revolution which resulted in independence in 1804. These revolutionary leaders wrote a new constitution for an independent Haiti. On May 20, 1805, Emperor Jacques Dessalines ratified this constitution. This is an excerpt of the 1805 Constitution.

Constitution of Hayti [Haiti]

. . .Do declare that the tenor [intent] of the present constitution is the free spontaneous and invariable expression of our hearts, and the general will of our constituents, and we submit it to the sanction [approval] of H.M. [His Majesty] the Emperor Jacques Dessalines our deliverer, to receive its speedy and entire execution [implementation].

Preliminary Declaration.

Art. 1. The people inhabiting the island formerly called St. Domingo, hereby agree to form themselves into a free state sovereign and independent of any other power in the universe, under the name of empire of Hayti.

Art. 2. Slavery is forever abolished.

Art. 3. The Citizens of Hayti are brothers at home; equality in the eyes of the law is incontestably [certainly] acknowledged, and there cannot exist any titles, advantages, or privileges, other than those necessarily resulting from the consideration and reward of services rendered to liberty and independence.

Art. 4. The law is the same to all, whether it punishes, or whether it protects. . . .

Art. 6. Property is sacred, its violation shall be severely prosecuted. . . .

Source: 1805 Constitution of Haiti, Webster University online

30 Based on this excerpt, explain the purpose for which Haitian revolutionary leaders created the 1805 Constitution of Hayti [Haiti].

Score of 1:

- Correct response

Examples:

- to establish laws for newly-independent Haiti;
- to establish a secure government with an emperor after the revolution;
- to protect the rights of all citizens;
- to create a sense of nationalism in newly independent Haiti;
- to establish a sense of equality;
- to protect property of Haitians;
- to abolish slavery;
- to replace the 1801 constitution;
- to establish Haiti as a free and sovereign state;
- to declare themselves as an independent state from France;
- to declare that the new constitution of Haiti frees men/protects men;
- to abolish titles/advantages/privileges other than those awarded for service to Haiti;
- to explain that property is sacred;
- to inform Haitians/citizens that violation of property rights will result in severe prosecution

Score of 0:

- Incorrect response

Examples:

- to begin the revolution against France;
- to execute Emperor Jacques Dessalines;

-approval;

-to grant titles and privileges;

-to declare that the present constitution is free

- No response

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

Score of 1:

- Correct response

Examples:

- ideas of the Enlightenment sparked revolutions/new constitutions like the one in Haiti;
- Locke’s ideas of all men being free and equal created a desire to abolish slavery;
- Locke’s idea of the protection of property may have inspired Article 6 of the Haitian Constitution about property being sacred;
- Locke’s idea of men consenting to a government is presented in the “general will” statement of the constitution;
- Locke’s idea of an independent people with government based on the consent of the people gave inspiration to the Haitian Revolution;
- document 1 shows new ideas about government and document 2 shows how these ideas were incorporated into the Haitian constitution;
- in document 1, Locke speaks against the tyranny of government and document 2 shows how Haitians used Locke’s ideas to create a government opposed to tyranny;
- Enlightenment ideas led Toussaint L’Ouverture to rebel against colonial authority in Haiti;
- John Locke’s political ideas/*Second Treatise of Government* may have led Haitian independence leaders to write a new constitution;
- Haiti’s new constitution was influenced by ideas such as John Locke’s *Two Treatises of Government*

Score of 0:

- Incorrect response

Examples:

- John Locke led the Haitian Revolution;
- Treatise caused the Haitian Revolution/Constitution of 1805;
- Haiti elected an emperor;
- Haitians ignored Enlightenment ideas in the constitution;
- both documents were caused by injustice/inequality;
- John Locke supported absolute monarchy and so did the 1805 Constitution

- No response

CRQ Set 2:

Document 1



*Knot – a whip used to punish

Source: Leslie G. Illingworth, *Punch*, July 12, 1950 (adapted)

32 Explain the historical circumstances that led to the situation shown in this cartoon.

Score of 1:

- Correct response

Examples:

- Stalin was the totalitarian leader of the Soviet Union and wanted to spread communism to other countries;
- World War II ended with unsolved problems between the United States and the Soviet Union;
- the Cold War began after World War II;
- division of Korea/division of Germany led to tensions between the United States and the Soviet Union after World War II;
- the Cold War spread to Asia;
- belief in containment/Truman Doctrine led to United States involvement in Korea;
- the USSR wanted a buffer zone/satellite states to separate itself from the West;
- NATO formed as a Cold War alliance which led to an escalation of tensions;
- after World War II, the United States occupied South Korea and the Soviet Union occupied North Korea;
- Marshall Plan gave aid to noncommunist/democratic Western European countries;
- the North Koreans invaded South Korea in an attempt to unify Korea;
- decisions made at the Yalta Conference were ignored/not enacted by Stalin, increasing tension between the Soviet Union and the United States;
- the United Nations Security Council passed a resolution naming North Korea as the aggressor for invading South Korea

Score of 0:

- Incorrect response

Examples:

- Stalin was punishing Korea;
- Truman started wars;
- the atomic bomb was dropped;
- Korea was unified;
- North Korea was defenseless;
- Truman has launched an unprovoked attack on North Korea;
- Stalin taught/whipped Eastern Europe;
- domino theory;
- Warsaw Pact;
- Cold War

- No response

Scoring Note: The *Warsaw Pact* was formed in 1955, after this cartoon was drawn.

The *domino theory* applies to Vietnam, not Korea.

All responses that refer to these are incorrect.

Document 2

This excerpt is from a speech given by Mikhail Gorbachev on December 25, 1991. The speech was broadcast on Central Television of the Soviet Union and was printed in *Rossiiskaia Gazeta* on December 26, 1991. *Rossiiskaia Gazeta* is a daily newspaper owned by the government that publishes official documents.

Dear compatriots! Fellow citizens! Due to the situation that has taken shape as a result of the formation of the Commonwealth of Independent States, I am ceasing my activity in the post of President of the USSR. I am making this decision out of considerations of principle.

I have firmly advocated the independence of peoples and the sovereignty of [Soviet] republics. But at the same time I have favored the preservation of the Union state and the integrity of the country.

Events have taken a different path. A policy line aimed at dismembering the country and disuniting the state has prevailed, something that I cannot agree with . . .

Speaking to you for the last time as President of the USSR, I consider it necessary to express my assessment of the path traversed [traveled] since 1985. Especially since there are a good many contradictory, superficial and unobjective opinions on this score [state of affairs].

Fate ordained that when I became head of state it was already clear that things were not going well in the country. We have a great deal of everything — land, petroleum, gas and other natural resources — and God has endowed us with intelligence and talent, too, but we live much worse than people in the developed countries do, and we are lagging further and further behind them. . . .

I realized that to begin reforms on such a scale and in such a society as ours was an extremely difficult and even riskier endeavor. But even today I am convinced of the historical correctness of the democratic reforms that were begun in the spring of 1985 . . .

The totalitarian system, which for a long time deprived the country of the opportunity to become prosperous and flourishing, has been eliminated.

—A breakthrough has been achieved in the area of democratic transformations. Free elections, freedom of the press, religious freedoms, representative bodies of power and a multiparty system have become a reality. Human rights have been recognized as the highest principle.

—Movement toward a mixed economy has begun, and the equality of all forms of ownership is being established. Within the framework of a land reform, the peasantry has begun to revive, private farming has appeared, and millions of hectares of land are being given to rural and urban people. The economic freedom of the producer has been legalized, and entrepreneurship, the formation of joint-stock companies and privatization have begun to gather momentum. . . .

Source: "Gorbachev Resigns as President," Seventeen Moments in Soviet History online, Michigan State University

33 Based on this excerpt, explain how the audience affects what Mikhail Gorbachev includes in his speech.

Score of 1:

- Correct response

Examples:

- he justifies his actions/policies to the people;
- he explains why he is stepping down to fellow citizens;
- he hopes to establish his legacy by telling the Russian people what he has accomplished;
- he assures people that the changes will continue;
- he recognizes the diversity of the country and included both agricultural and urban changes;
- since he recognizes that the Russian people have suffered in the past, he disassociates himself from the old totalitarian system;
- he wants to explain his decision and his resignation to the people he once ruled;
- he focuses on the positive changes that have occurred because he wants the people to approve his actions;
- he stresses things that are important to Russian citizens such as freedom/human rights;
- he calls his listeners “compatriots” and lists successes in order to leave on friendly terms;
- he avoids placing blame on specific people for the fall of the Soviet Union;
- he wanted to set the record straight to the people about his presidency because contradictory opinions existed;
- he wants to avoid responsibility for the dissolution of the Soviet Union

Score of 0:

- Incorrect response

Examples:

- he decided to speak on television;
- he had his speech printed in a newspaper;
- this letter to his closest friends explains why he is stepping down as president;
- he is very positive;
- he wanted the audience to support his presidential campaign;
- to establish human rights;
- to establish a totalitarian system in a country facing hard times;
- he wants to remain president of the USSR

- No response

34a Identify a turning point associated with the historical developments related to *both* documents 1 and 2.

Score of 1:

- Correct response

Examples:

- end of communist totalitarian leadership in the Soviet Union/USSR;
- collapse of the Soviet Union;
- end of the Cold War;
- fall of communism in the Soviet empire/Soviet satellites/Soviet Union/USSR;
- end of communist totalitarian system in parts of the Soviet Union;
- shift to more democratic governments in parts of the Soviet Union;
- collapse of command economic systems in parts of the USSR;
- end of Soviet control over Eastern European countries and Soviet republics

Score of 0:

- Incorrect response

Examples:

- preservation of the Soviet Union;
- creation of communism;
- Gorbachev becomes president of the USSR;
- change from democracy to communism;
- Korean War;
- Berlin Wall

- No response

34b Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from *both* documents 1 and 2 in your response.

Score of 1:

- Correct response

Examples:

- document 1 shows Stalin as the totalitarian dictator of the USSR and document 2 shows a major governmental shift with democratic transformations taking place in the Soviet Union;
- document 1 shows the beginning of the Cold War with Stalin exerting control over Eastern European countries/fighting to expand communism in Korea and document 2 shows that the Cold War ended with the breakup of the Soviet Union;
- Stalin’s Cold War diplomacy used threats to control other countries associated with the Soviet empire but under Gorbachev’s reforms there is a democratic transformation where he recognized/advocated for the independence of people;
- the Soviet totalitarian system tightly controlled its people until Gorbachev initiated reforms in the 1980s;
- Gorbachev’s democratic/capitalist reforms ended an era of communist control in Eastern Europe;
- Stalin/the Soviet Union is firmly in control in Eastern Europe in 1950, but by 1991, the Soviet republics and Eastern European countries are becoming sovereign states independent of Soviet influences;
- the Soviet Union controlled Eastern European nations and economies until it broke up;
- document 1 shows the Soviet Union in charge of Eastern Europe, however, their control of the region did not remain when the Soviet Union broke up;
- document 1 shows Stalin controlling communist countries in the early days of the Cold War and document 2 shows the collapse of communism with Gorbachev resigning as the last communist leader of the Soviet Union;
- in document 1, Stalin is in control of Eastern European countries and urging the expansion of communism in the 1950s, but by 1990 Gorbachev is advocating the independence of peoples and the Soviet Union is breaking up

Score of 0:

- Incorrect response

Examples:

- the reforms begun in 1985 created a totalitarian system;
- Gorbachev became the first president of a democratic Russia;
- Gorbachev wanted to dismember the country/disunite the state;
- Stalin was a strong communist and Gorbachev was weak;
- Korean War ended with two independent states;
- document 1 shows Stalin as the leader and document 2 shows Gorbachev as the leader;
- the warmonger has resigned;
- Stalin is warning against United States aggression and Gorbachev wants to dismember the country

- No response

Global History and Geography II (Grade 10)
Part III Content-Specific Rubric
Enduring Issues Essay

Task:

- Identify *and* define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time

In your essay, be sure to

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

Scoring Notes:

1. Some examples of enduring issues that students may identify in *at least three* documents are provided. However, other issues may be identified if they are supported by accurate facts and examples from both the documents and outside information.
2. The discussion of the issue must be related to the documents, accomplish the task, and be supported by accurate facts and examples.
3. The identification and definition of the enduring issue may be included in the discussion of why the issue is significant and how it has endured across time.
4. Information used to discuss how the enduring issue affected people or has been affected by people may also be used to discuss how the issue has endured across time.
5. The enduring issue may be discussed from different perspectives as long as the position taken is supported with accurate historical facts and examples.
6. A specific time period or era need not be identified as long as it is implied in the discussion.
7. A response may discuss both how the selected enduring issue has affected people and how the issue has been affected by people.
8. A response may discuss both continuity and change regarding the selected enduring issue.
9. While not required, a student may include information from the 9th grade social studies framework.
10. While the United States should not be the focus of the argument, issues related to the United States may be used to address the task as long as information used relates to the enduring issue selected from these documents.
11. While the focus of the response should be on the enduring issue that is identified, additional enduring issues may be referenced as part of the discussion. However, if two or more enduring issues are addressed in separate discussions, only the first one should be scored.

Score of 5:

- Clearly identifies and accurately defines *one* enduring issue raised in *at least three* documents (See Definition and Evidence from Documents on page 19)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people *or* how the issue has been affected by them **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

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

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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.

Issues found in documents

Document 1: Impact of industrialization; impact of population growth; impact of urbanization; inequalities; poverty; overcrowding; overpopulation; exploitation of child laborers; traditional culture vs. modernization; impact of changing demographics

Document 2: Impact of population growth; impact of big/small families; favoritism toward male children/gender inequality/inequalities; traditional culture vs. modernization; scarcity/lack of food/clothing/shoes; poverty; impact of government policies; overpopulation; impact of changing demographics

Document 3: Human impact on environment; impact of transformation of food production; impact of lack of adequate diet/food scarcity/uneven distribution of food across the world; impact of changing demographics; impact of population growth; impact of technology; impact of Green Revolution; inequalities/rich countries vs. poor countries; need for economic/environmental sustainability; poverty

Document 4: Impact of population growth; impact of changing demographics; impact of migration; depletion of resources/exploitation of resources; deforestation; displacement of rain forest people; traditional culture vs. modernization; loss of way of life/culture/homeland; threat to indigenous cultures; inequalities; scarcity; human impact on environment; need for environmental sustainability

Document 5: Impact of population growth; human impact of environment/wilderness/fisheries/water; need for environmental sustainability; scarcity; exploitation of resources; depleting resources; impact of changing demographics

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

Possible Enduring Issues in the Documents	Documents associated with Enduring Issue
Impact of population growth	1, 2, 3, 4, 5
Traditional culture vs. modernization	1, 2, 4
Inequalities	1, 2, 3, 4, 5
Environmental sustainability	3, 4, 5
Exploitation of resources (human/environmental)	1, 3, 4, 5
Poverty	1, 2, 3
Depleting Resources (Scarcity)	1, 2, 3, 4, 5
Impact of humans on environment	3, 4, 5
Overpopulation	1, 2, 3, 5

Example Issue: Impact of Population Growth

Identify and Define:

Impact of population growth has led to a wide number of effects on societies including inequalities, urbanization, and the straining of and exploitation of resources. One way individuals and governments have attempted to address the impact of population growth is by trying to find ways to meet the needs of people and societies. Some countries have promoted family planning to address the issue.

Evidence from the documents to support the definition:

Document 1: In England, during the Industrial Revolution, rural migration to cities led to economic divisions between the wealthy business owners and merchants and the working class, who often lived in terrible overcrowded conditions.

Document 2: In India, governmental attempts have been made to decrease population growth by encouraging the economic, academic, and social advancement of women, ending favoritism toward boys, and educating families on the hardships that can stem from having large families.

Document 3: Norman Borlaug explained how the continued increase in population has lessened the gains of the Green Revolution and how continued efforts of managing crops with fertilizer, pest control, and tillage are necessary. He believed new methods in biotechnology would be required to meet future demands for food.

Document 4: Millions of people have migrated into the Amazon region to exploit valuable resources. They have cut down parts of the rainforest and displaced indigenous peoples, such as the Yanomami, whose way of life is now in serious jeopardy. The Brazilian government has tried to preserve some land for indigenous peoples.

Document 5: Growth of global population has strained environments and resources, including fossil fuels, water, fisheries, and wilderness.

Example Issue: Impact of Population Growth

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p>Doc 1—Movement of growing numbers of people to urban centers in search of employment Some people living in horrible conditions and overcrowded environments with minimum comforts Gap between rich and poor living in some cities</p> <p>Doc 2—Role of large families in creating hardships/straining resources Population issues addressed with posters from Indian Ministry of Health and Family Welfare encouraging family planning Focus of Indian public information campaigns (advancing women; countering favoritism of boys)</p> <p>Doc 3—Food security issue for hundreds of millions of poor people Conventional breeding and biotechnology methodologies needed for genetic improvements of food crops to meet needs of a growing population Poverty worsened by rapid population growth</p> <p>Doc 4—Displacement of indigenous peoples as a result of migration (in Brazil migration to Amazon region in search of valuable resources) Yanomami culture and traditional homelands being threatened by population pressures Brazilian government working to preserve land for indigenous peoples (Yanomami)</p> <p>Doc 5—Resources and environments threatened by continuing overpopulation (fossil fuels; wilderness; fisheries; water)</p>	<p>During Industrial Revolution living conditions and daily lives of people affected (Victorian England; Meiji Japan) Congested rural areas susceptible to issues of scarcity, disease, and emigration (Ireland) Impacts of rural to urban migration on regions to which they migrated (enclosure movement) Details about population policies and impact on societies (China, India) Details on the Green Revolution Effects on environment and increases in scarcity of resources (air/water/noise pollution; desertification; deforestation) Campaigns established by government and non-governmental organizations to address issues related to overpopulation in developing world (micro-loans) Details about effects of overpopulation on threats to traditional ways vs. modernization</p>

Example Issue: Impact of Population Growth

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
<p>Continuity: Doc 1—During Industrial Revolution, working class people living with minimum comforts in overcrowded environments Doc 3—Advancement of food production continued by Norman Borlaug to try to ensure food security for hundreds of millions of poor people Poverty chronic factor in contributing to inequitable food distribution, which in turn, made more severe by population growth Doc 5—More strain placed on resources and environments with continuing growth in population</p> <p>Changes: Doc 1—Overpopulation and urbanization in Great Britain as a result of Industrial Revolution Doc 2—Indian public information campaigns working to counter favoritism for boys and advance women in an effort to curb population growth Doc 3—Many gains of Green Revolution eaten up (mushrooming populations; changing demographics; inadequate poverty intervention programs) To meet needs of 8.3 billion people projected in 2025, biotechnology methodologies needed Doc 4—Displacement of indigenous peoples because of migration Creation of reservation like system by Brazilian government Yanomami culture and traditional homelands being threatened by population pressures</p>	<p>Continuity: Negative effects of population growth on environments/ecosystems contributing to pollution (air; water; land) Continued pursuit of ways to address issues related to population growth</p> <p>Changes: Enactment of government policies and efforts to control populations (One Child Policy) Contributions of forced and voluntary migrations leading to areas with dense populations Contributions of rise of industry/industrial centers to increases in population in urban areas Emergence of international and charitable organizations with efforts to lessen difficult circumstances in overpopulated regions (UNICEF, UNHCR, Oxfam, Save the Children, Doctors Without Borders)</p>

Humans have existed on Earth for over 40,000 years, and have multiplied to achieve today's world population of over seven billion. Though increased population does mean a bigger workforce, stronger nation or group, and usually more possible wealth, having more people can also cause a variety of negative effects. These issues that growing populations cause can be seen throughout history. Numerous societies have attempted to stop the phenomenon with varying degrees of success. Overpopulation continues today, threatening nations, elements of society, and the planet itself. The growth of population within regions as well as the world has caused, and continues to cause, issues for societies, such as famine, territorial conflicts, and strains on natural resources. The ever present problem of population growth is the source of both historical and modern conundrums.

As population growth involves the increase in number of people in the world, there is no doubt that many societies attempted to address this issue. For one thing, some societies have promoted programs aimed at regulating the size of their population. In India the government tried to stop these practices of favoring boys and as a result producing more children within their nation. Male children in India were traditionally considered to be more desirable than females, and a woman should have as many children as possible. This added tremendously to the world's population as well as creating further issues like straining resources in India. The Indian government is attempting to change this practice by increasing the social status of women and ending the need for families to have numerous children. This initiative is similar to what occurred in China under Deng Xiaoping with the implementation of the One Child Policy, which

allowed couples to produce only one child in hope that their population would stabilize. While the rate of Chinese population growth slowed, other issues came about as a result of this policy. As many families desired a male child, female infants were often put up for adoption. Over time a gender imbalance emerged in China with many more males than females. In India, a gender imbalance also exists because many families, despite government education programs, still value sons over daughters. Another problem that developed in China is that the population in China is aging, causing China to amend the policy to allow for 2 children to try to take care of the growing elderly population. Neither of these government plans in India and China were extremely successful. The population in both countries has continued to grow and poses new challenges to governments on how to meet the needs of its citizens.

People also affect population by deciding where to reside and what resources they will use. The Brazilian population is increasingly exploiting more and more resources within the rainforest. The urban to rural migration in Brazil has led to large numbers of Brazilians to move from coastal areas to the rainforest in search of more job opportunities and profits. This has caused the displacement of indigenous peoples. When doing this, native groups are forced onto smaller and smaller "reservations" of land, contributing to the demise of native culture and their way of life. Additionally the destruction of the rainforest has been a consequence of these circumstances. The rainforest is essential for the world's survival and we are losing it as a result of greed. Likewise in the United States westward expansion contributed to the displacement of Native Americans on to reservations. This policy undermined the cultural identity of native

groups for the benefit of white businessmen and settlements. In both cases of modern Brazil and historically in the United States native peoples have been pushed from their homelands as new populations moved in and they were relocated to the least desirable lands available.

In contrast, in the 18th century British peasants moved from the rural countryside to urban centers in search of job opportunities. Cities grew crowded as they drew larger numbers of migrants. Many of these migrants became employed as factory laborers earning low wages, working long hours, and facing dangerous conditions. This led to greater wealth inequality amongst the different social classes. While some lived lives of luxury, others, including children, lived lives of extreme poverty. Working class family members of all ages were needed to work for survival. Additionally, increases in population led to poor living conditions and catastrophic effects on the environment. Overcrowded tenement buildings crammed large families into small spaces. Diseases such as cholera were commonplace and spread quickly due to poor sanitation. Furthermore, air, water, and noise pollution filled cities as more people and more industries produced waste. Today urban centers face similar population related issues as they did over two centuries ago. Slum areas surrounding cities like Delhi and Mumbai in India are locations where the urban poor are living destitute lives and family members are forced to work in similar conditions as in Industrial Revolution in England. They too live in areas without proper sewage or fresh water sources. Today these regions are considered to be some of the most polluted areas in the world.

Population growth also contributes to food shortages. At times

agricultural production is not able to keep up, leading to shortages of food, which can cause famines. In Ireland in the mid 1800s, a potato famine caused about one million Irish to die, and another one million to emigrate to other nations.

Though the potato famine was caused largely as a result of a natural blight and a lack of assistance from the British government and landlords, population growth played a role. The introduction of the potato in Europe led to a drastic population increase causing the Irish peasantry to become largely dependent on this staple crop. As a result, when the blight struck, it had significant consequences on the Irish population. As populations have continued to increase globally malnourishment, starvation, and famine have become greater concerns. Efforts have been made to address food insecurity most notably by Norman Borlaug during the Green Revolution. During this movement, new fertilizers, crop management, and pesticides were developed to increase food production. Though the Green Revolution was successful in increasing agricultural output continued growth of population has led to a resurfacing of this concern, especially in places where poverty and food insecurity are constant issues.

The issue of population growth has not changed much throughout history, enduring as an underlying threat to the planet for many years. Overtime, the constant growth of population has drained natural resources leading to a very possible and rapidly approaching tipping point in which humans may be exceeding the world's carrying capacity. Even hundreds of years ago overpopulation caused extreme poverty and social unrest. These qualities have continued into today, as people in less developed countries throughout the globe have suffered from similar effects. While the issue of growth of population

Anchor Paper – Enduring Issues Essay—Level 5 – A

has not changed in its factors or negative aspects, it has become progressively more severe and detrimental to the people of Earth.

The growth of population has been a problem of societies across the world for centuries. Famines and food shortages have killed millions, overcrowding has emerged in cities, and natural resources are being depleted though governments have attempted to address overpopulation related issues, they have not been entirely successful.

Uncontrolled population growth has endured throughout history and continues into modernity as an important international problem.

Anchor Level 5-A

The response:

- Clearly identifies and accurately defines *increase in population* as an enduring issue raised in the documents (means bigger workforce, a stronger nation or group, and usually more possible wealth; involves increase in number of people in world)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (Indian government attempting to increase social status of women and ending need for families to have more sons; people affect population by deciding where to reside and what resources will use; native groups in Brazil forced onto smaller reservations of land contributing to demise of culture as well as destruction of rainforest; many migrants in Britain became employed as factory laborers earning low wages, working long hours, and facing dangerous conditions; great division of wealth among social classes in Britain where some lived lives of luxury and others lived lives of extreme poverty; as populations continued to increase globally malnourishment, starvation, and famine greater concerns; though Green Revolution successfully increased agricultural output continued growth of population led to resurfacing of concern, especially where poverty and food insecurity constant issue; constant growth of population drained natural resources leading to possible and rapidly approaching tipping point in which humans may be exceeding world's capacity)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Richly supports the task by incorporating substantial relevant outside information (China's Deng Xiaoping implemented One Child Policy in hope that population would stabilize; as many families in China continued desire for a male child, female infants often put up for adoption; over time gender imbalance emerged in China; in India gender imbalance exists because families, despite government education programs, still value sons over daughters; population in China aging causing China to amend One Child Policy to try to address growing elderly population; in United States westward expansion contributed to displacement of Native Americans onto reservations undermining cultural identity of native groups for benefit of white businessmen and settlements; overcrowded tenement buildings crammed large families into small spaces; diseases such as cholera commonplace and spread quickly with rise in poor sanitation; air, water, and noise pollution filled cities as more people and more industries produced waste; slum areas surrounding cities such as Delhi and Mumbai in India locations where urban poor living destitute lives and family members forced to work in similar conditions as Industrial Revolution England; people today live in areas without proper sewage or fresh water sources and some considered to be some of most polluted areas in world; introduction of potato in Europe led to drastic population increase causing Irish peasantry to become largely dependent on this staple crop)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Good historical examples from many different time periods in history form the basis of the discussion. Analytic statements and thoughtful conclusions are interwoven throughout the narrative and effectively support increase in population as an enduring issue.

Poverty has been an enduring issue that has affected nations and regions in different places and times. The lack of resources and the inability of people to make enough money to care for their families has caused people to come up with new methods and technologies to grow food for the population. But this has resulted in different problems and often has failed to reduce poverty. Population growth, overpopulation, and poverty are interconnected and have caused many negative effects such as worsening living conditions, environmental problems, famines, and the abuse of the working class.

1700s England, experienced a number of industrial and economic developments in what would come to be known as the Industrial Revolution. During this period many social and economic changes occurred. One significant change was the growth in population. That population growth combined with a policy of laissez-faire led to a more distinct gap between the rich and the poor as well as the rise of a new middle class. While the upper classes enjoyed a more luxurious lifestyle and access to consumer products, wealth, and leisure activities like theaters and museums, the urban working class remained impoverished. Many of the working class earned low wages, lived in overcrowded tenements, and worked hard in factory jobs. Young children were also sent to work in factories and mines where they were often exploited and mistreated (Doc. 1). Working class women changed their lifestyle from working at home to laboring in textile factories (Doc 1). Women and children would suffer injuries when their hair would get caught in machine parts, or limbs were broken or amputated. Though women and children earned less than men, their wages were necessary for growing families to survive. As

the population of the working poor increased, the poverty among these people increased as well. Illnesses were also common effects of poor working and living environments which were worsened by the lack of regulations and their inability to access medical care as they were incredibly poor. Industrialization has continued into modern times in many regions creating similar effects on the urban poor. In Industrial England the rise of labor unions and changing legislation led to the establishment of minimum wage laws, safety regulations, and limits on the length of the work day. The Sadler Report helped children gain similar regulations. Yet today many people continue to work in factories and sweatshops as a means of survival. Because these factories and sweatshops are owned by foreign companies they often lack the ability to fight for better working conditions that the workers of Industrial England were able to win.

Poverty often develops due to population issues, leading to a cycle of people having large families because many can't afford family planning, or because families want sons who will care for their parents in their old age, or because they need more workers to work on their farms. Governments around the world have tried to decrease poverty by targeting population growth. In India family planning programs have been set up to promote small families. As illustrated in government propaganda, having smaller families gives families a better lifestyle by reducing poverty. Ultimately the Indian Ministry of Health and Family Welfare aimed to reduce both population growth and poverty. However, India today still faces a rapidly growing population and some of the worst slums exist in this country. While family size has decreased in some cases, poverty rates are still

problematic. As in Industrial Britain, an incredible disparity in wealth exists in India today. Part of this disparity stems from the legacy of the caste system. This was a rigid social class system where you have the Brahmins on top & the untouchables on the bottom. The untouchables were viewed as outcasts and forced to work in the least desirable jobs. This unequal standard of living contributed to the poverty of many in India. Even today, although the discrimination against the caste system has been outlawed, some Indians still discriminate against untouchables. This keeps many of them in poverty.

Those who live in poverty often face issues of food insecurity. Many people and organizations have attempted to address this issue. We can see this through Norman Borlaug, a noble peace prize winner and his work in food production & hunger relief (Doc. 3). Norman Borlaug led a team of scientists who were able, through genetically modified plants, fertilizers, and improved agricultural techniques to increase food production in poverty stricken areas. However, while he and others were successful in producing more food, this led to more population growth that has caused more people to live in poverty. The benefits are great but they don't come without some major problems like poverty, overuse of resources, pollution of land and water supplies as well as problems with fair food distribution. However, despite his work many living in poverty today continue to lack access to an adequate food supply. Organizations have been created to address these issues of lack of food and poverty. The United Nations, Oxfam, and Heifer International all seek to provide assistance to those in need. Heifer International provides livestock to impoverished families

as a way of providing a sustainable food supply and providing an income and hopefully a way out of poverty. Though efforts are being made to combat poverty and food related issues, these issues still plague many around the world.

Mahatma Gandhi once said, "Be the change you wish to see in the world." Poverty is a huge problem that needs to be changed and solved. However, because poverty is intertwined with so many other problems and issues, there are no simple answers. Every time it seems like a solution is found, it results in new problems. A multi-pronged attack on inequality is necessary but the rich and powerful may not be willing to lose their advantages so that the poor can live better lives.

Anchor Level 5-B

The response:

- Clearly identifies and accurately defines *poverty* as an enduring issue raised in the documents (lack of resources and inability of people to make enough money to care for their families)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (has caused people to come up with new ways and technologies to grow food for population; population growth, overpopulation, and poverty interconnected and have caused many negative effects such as worsening living conditions, environmental problems, famines, and abuse of working class; industrialization continued into modern times in many regions creating similar effects on urban poor; government propaganda and posters promote with smaller families children can be given access to education, technology, and as a result a better lifestyle; benefits of Green Revolution great but come with major problems such as poverty, overuse of resources, pollution of land and water supplies as well as problems with equity of food distribution; despite Borlaug's work many living in poverty today continue to lack access to adequate food supply; because poverty intertwined with so many other problems and issues no simple answers; multi-pronged attack on inequality necessary but rich and powerful may not be willing to lose their advantages so poor can live better lives)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 2, and 3
- Richly supports the task by incorporating substantial relevant outside information (Industrial England experienced population growth combined with a laissez-faire economy; women and children would suffer face injuries when their hair would get caught in machine parts or limbs broken or amputated; though women and children earned less than men wages necessary for growing families to survive; illnesses common effects of poor working and living environments which worsened by lack of regulations and inability to access medical care; in Industrial England rise of labor unions and changing legislation led to establishment of minimum wage laws, safety regulations, and limits on length of work day; Sadler Report helped children gain similar regulations; today many people continue to work in factories and sweatshops as a means of survival; today many people work for foreign companies so lack ability to fight for better working conditions that workers of Industrial England able to win; leads to a cycle of families having large families because many cannot afford family planning or because families want sons who will care for parents in old age or because more workers needed to work on their farms; India today still faces rapidly growing population and some of worst slums exist in this country; incredible disparity in wealth exists in India today partly from legacy of caste system; even today although discrimination against caste system outlawed some Indians still discriminate against untouchables keeping many of them in poverty; organizations such as United Nations, Oxfam, and Heifer International all seek to provide assistance to those in need)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Substantive and relevant historical details establish a good comparative context for an in-depth discussion of the effects of poverty as a result of the Industrial Revolution and traditional India versus today. A critical appraisal of document information establishes a strong evaluative basis for assessing that poverty is and continues to be an enduring issue that needs to be addressed.

Recently, the issue of climate change has been in the media and has been a controversial topic of discussion, especially since President Trump withdrew the United States from an agreement made in Paris. Scientists around the world agree that global warming and climate change is a result of human actions, especially after the Industrial Revolution. Our use of resources has caused massive environmental damage causing average world temperatures to increase. The UN recently warned that we have a very limited time to change our behavior and because people still refuse to change our wasteful and damaging behavior we are doomed to a potential environmental catastrophe. Climate change however, has been a prominent concern that has endured over the course of history, affecting people around the globe and changing over time, yet still managing to remain a problem in the twenty-first century.

Climate change is a broad term covering many problems that stem from rising global temperatures. Historians, as well as scientists, believe that humans are at fault for some of this change in the climate. Looking back it is likely that the Industrial Revolution affected climate change drastically. When people were leaving their farms to find work in the city, industry intensified even more. Additionally, this urbanization led to a rapid increase in the burning of fossil fuels, which have now been found to create global warming. Urbanization and industrialization along with increased population led us down a path that we are still on around the world and it has led to the destruction of the environment we live in today, not just in England, but all over the world. In many places around the world large populations, urbanization, and industrialization have led to

many environmental problems. Some of them like increasing CO₂ emissions have increased climate change and other problems have damaged water supplies and polluted environments. In Mexico City, for example, the rapid growth of industrial centers has contributed to the development of smog. On some days when the smog is particularly thick people are asked to not drive their vehicles in an effort to improve air quality. Similarly, cities like Beijing face smog pollution as well. As urban lifestyles continue to pollute the environment, global warming worsens. We need to figure out quickly ways to combat global warming to protect his earth and the future for humans.

As our population increases, there is a higher demand for food, water, and shelter. In order to meet this demand, sometimes the environment gets affected unintentionally. During the Green Revolution, attempts were made to help decrease famines and feed the hungry. However, as steps were made to increase food production the environment was an afterthought. The use of chemical pesticides and fertilizers combined with new mechanical machinery is further worsening the environment and ultimately causing more global warming. This, combined with higher populations has eaten up many of the gains of the Green Revolution. (Doc 3) Norman Borlaug who led the Green Revolution admits that in the process of reducing poverty and hunger we have ended up warming the environment. While the Green Revolution was proven to be a major cause of climate change, there are other reasons as well, such as the exploitation of resources. For example, people in the Amazon are seeking resources such as land, wood, oil, and gold for their own needs and profit. (Doc 4). However, in

order to get these resources, people have moved into the Amazon region and have deforested large areas of the Amazon rainforest which is essential in the production of the world's oxygen. Without the Amazon global warming is worsened. Because the possible profits for products from the Amazon are so great people have been willing to abuse this needed and scarce resource. There are many people who see the importance of protecting the environment as seen in recent years with conferences about climate change as well as protesters like Greta Thunberg.

This issue has entered into the 21st century, but with it has come significant changes. As some have begun to recognize the issue, the world has started to have discussions about prevention of future damage. It has caused people to have to change their actions, such as not using chemicals reusing grocery bags, and recycling bottles in order to protect the environment. This problem could potentially worsen if governments, companies, and people put greed ahead of the environment. The world has dealt with climate change throughout modern history. If we as a human race want to prevent any further environmental damage, the time to act is now.

Anchor Level 4-A

The response:

- Identifies and accurately defines *climate change* as an enduring issue raised in the documents (broad term covering many problems that stem from rising global temperatures)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (historians as well as scientists believe humans at fault for some of change in climate; likely that Industrial Revolution affected climate change dramatically; urbanization and industrialization along with increased population led down a path still on around the world leading to destruction of environment not just in England but all over world; in many places around world large populations, urbanization, and industrialization led to many environmental problems; as urban lifestyles continue to pollute environment global warming worsens; as steps made to increase food production during Green Revolution environment became afterthought; use of chemical pesticides and fertilizers combined with new mechanical machinery further worsening environment and ultimately causing more global warming eating up many gains of Green Revolution; because possible profits for products from Amazon rainforest so great people willing to abuse this needed and scarce resource)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 3, and 4
- Supports the task by incorporating relevant outside information (has been in media and has been controversial discussion, especially since President Trump withdrew United States from agreement made in Paris; scientists around world agree that global warming and climate change result of human actions, especially after Industrial Revolution as use of resources caused massive environmental damage causing average world temperatures to increase; United Nations recently warned limited time to change behavior and because people still refuse to change wasteful and damaging behavior doomed to a potential environmental catastrophe; urbanization led to rapid increase in burning of fossil fuels which now have been found to create global warming; rising CO₂ emissions have increased climate change and other problems have damaged water supplies and polluted environments; in Mexico City rapid growth of industrial centers has contributed to development of smog; on some days when smog particularly thick people asked not to drive vehicles in effort to improve air quality; cities such as Beijing face smog pollution as well; large areas of Amazon deforested and rainforest essential to production of world's oxygen; many people see importance of protecting environment as can be see recent years with conferences about climate change as well as protesters such as Greta Thunberg; discussions to prevent future damage have caused people to change actions such as not using chemicals, reusing grocery bags, and recycling bottles to protect environment)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Good interpretation of document information and historical outside information are integrated throughout the response, especially in the discussion of the impact of climate change today and on future generations. Additional supporting facts and details would be needed to meet the criteria of a Level 5 paper.

The size of the human population is increasing at a very fast rate. This growth, if not properly prepared for or slowed, causes more problems for the planet such as depletion of resources, lack of clean water, and hunger. Overpopulation can be defined as a state in which the size of a population creates problems for society. This type of problem is seen world-wide and throughout time. The existence, effects and history of the overpopulation problem can be seen in Industrial England, modern India, less developed nations, and the Amazon region.

Overpopulation can be a result of an increase in the number of people being born, the consequence of migrations, or the influx of people. During the Industrial Revolution in England rising urbanization as a result of massive migration from the countryside in search of industrial factory jobs led to many problems including horrible working and living conditions, poverty, health problems, and contaminated water supplies. As the population grew, more people lived in the limited urban spaces. Population grew so quickly that health care, sewage, and water supplies could not be maintained properly leading to many deaths. Urban slums continue to plague societies today. In places like India the same issues of an increasing population have led to overcrowded living conditions, a lack of sanitation, and limited access to medical care exist. This is why the Indian government has tried to target overpopulation and large families. In posters and campaigns the government compared large and small families, saying big families lead to "Problems all the way" while small families lead to "Happiness all the way". The stance of the Indian government on this matter implies that high birth rates

are a prominent problem, suggesting that more children will lead to poverty, hunger, and disease. These governmental programs have had varied success but one of the most successful programs was when India focused on women's rights. Education, family planning, targeting the Indian patriarchal society, and providing women with economic independence gave women access to job opportunities, microloans, and jobs. Another issue caused by overpopulation is the depletion of resources. With an increase in population, the demand for resources such as clean water and food rises accordingly. However, it is clear that we are using our scarce resources quickly. As depicting the Earth population counter is nearly 8 billion today, our planet's fossil fuels, wilderness, fisheries and water supplies are nearly empty. Those that remain are often so polluted that they are causing harm to wildlife and human pollution. The oceans are filling up with plastic pollution causing even more problems. Large influxes of people to one area either by high birthrates or mass migrations have affected the area's resources and have caused massive problems throughout the world.

Despite efforts to ease the effects of overpopulation, the effects can still be felt today. 1750s England and the issues there make clear that the problem of negative impact growth has been around for centuries. 250 years later it is evident that the problem of resource depletion still exists. The problems seems to only have grown to a more global scale, moving from city/nation wide effects to a world-wide-felt shortage/over usage of resources. The consumption of Amazonian resources and migration into the Amazon region has increased population there. Economic forces have driven migrants who desire

profits from natural resources to the area. It seems that the demand has passed the point of sustainability, as more and more people rush to the Amazon for farm land, wood, gold or other valuable resources. As with all problems, there is of course a push to solve it. Government programs that target large families as well as advances in food production, specifically farming have potentially created a viable option to help feed a growing population. Despite the efforts of the Green Revolution, we are still not able to ease hunger on the scale that is needed. One other approach to easing the paths of overpopulation is to control birthrates. China also implemented such a solution having a legal limit set on the number of children allowed per family.

Overpopulation is a problem that shows no signs of solving itself. As such, we must take greater action to slow it down before the population grows anymore unsustainable, resources become more scarce, and poverty rates skyrocket. Creative solutions to address population growth and its impacts are essential for human survival.

Anchor Level 4-B

The response:

- Identifies and accurately defines *overpopulation* as an enduring issue raised in the documents (size of human population increasing at very fast rate; state in which size of population creates problems for society)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (causes problems such as depletion of resources, lack of clean water, and hunger; can be a result of either increase in number of people being born or consequence of migrations or influx of people; during Industrial Revolution in England rising urbanization as result of massive migration from countryside led to many problems including horrible working and living conditions, poverty, health problems, and contaminated water supplies; as population grew more people lived in limited urban spaces; often resources that remain so polluted that causing harm to wildlife and human pollution; large influxes of people to an area either through high birthrates or mass migrations caused massive problems throughout world; problems from overpopulation seemed to have grown to a more global scale moving from city/nation-wide effects to world-wide felt shortage/over using of resources; economic forces have driven migrants who desire profits from natural resources to Amazon area; government programs that target large families as well as advances in food production specifically farming have potentially created a viable option to feed a growing population; despite efforts of Green Revolution still not able to ease hunger on scale that needed)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Supports the task by incorporating relevant outside information (population grew so quickly in England that health care, sewage, and water supplies could not be maintained properly leading to many deaths; urban slums continue to plague societies today; Indian government has tried to target overpopulation and large families because increasing population has led to overcrowded living conditions, a lack of sanitation, and limited access to medical care; education, family planning, targeting Indian patriarchal society, and providing women with economic independence gave women access to job opportunities, microloans, and jobs; oceans filling up with plastic pollution causing even more problems; China implemented a solution by setting a legal limit on number of children allowed per family)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the integration and analysis of document information employed to discuss the economic and social impacts of overpopulation on industrialization in England and on traditional cultural practices in India. Relevant outside historical information is incorporated into the discussion, but lack of explanation detracts from its effectiveness as in the mention of the One Child Policy in China.

A major problem that has been occurring today and in the past is poverty. It has been around since early civilization and the problem still hasn't been fixed. This enduring issue has been a part of many societies from the ancient Romans to present-day. Governments and economies are created by those who are able to gain and hold power. In addition they usually hold the wealth as well. Besides those in power, there are a large number of people in these societies who are poor and face major problems due to their poverty. This problem is constantly trying to be fixed, but no solution has been made to fix the problem completely.

During the Industrial Revolution in England, poverty was a large problem. Businessmen and factory owners became very wealthy as they invested in companies, but the workers were less fortunate. The working class was paid very low wages, were forced to live in overcrowded environments, and faced severe poverty (Doc #1). Since so many people were poor, families often made their children go to work in factories and mines in order to afford to live. Diseases were common and people died younger than they did before industrialization happened. This shows that poverty has been a severe problem, even when the time period was thought to be prosperous for the wealthier classes. This was also true more than a thousand years earlier in the Roman Empire where poverty was also a huge problem. Even while the government and wealthy were experiencing Pax Romana the government used the method of bread and circuses to please the poor and keep them content, but it was only a short term fix. Bread and circuses were when the government provided food and entertainment so that the poor would not rebel.

Poverty was also a major problem in India. In this case the problem is due to overpopulation and large family size. In early Indian history some families tended to be quite large and as a result very poor. The parents had to feed and care for many children which became an economic burden and put them in poverty. In more recent history the Indian government has tried to reduce the number of kids parents have, so families can live above the poverty line (Doc #2). The government also tried to change the role of women in society. The goal was to help women become economically independent so they would be more likely to have fewer children. Smaller families and independence for women were major changes from Indian tradition. This method has also been used in China with the one-child policy. While the One Child Policy lowered population growth in China it was accomplished with some major problems, such as female infanticide, aging populations, and a gender imbalance. It has been successful demographically but has had detrimental social effects.

In our society today, we are running out of natural resources, as our population is increasing (Doc #5). Currently we are not providing for everyone's needs in society causing some to live in poverty. As a society, we are trying to address some issues related to poverty such as food insecurity. One way to do this is to produce more food for our society. Programs such as the Green Revolution and other food programs have been used to create food to get people out of poverty (document 3). The Green Revolution was successful in increasing food production. Places that were experiencing food insecurity such as developing countries were able to produce food for millions of desperately poor people. However, this did not get these millions out of

poverty. They remained poor as the wealthy who owned the land simply forced the poor to work on these higher yield farms that were often unhealthy due to the chemicals that were used to help the wealthy gain more personal profit. It is know that if people are well-fed, they can often make their way of of poverty.

Poverty is a problem in our society and it has been a large problem since the age of classical empires.

It has been a problem and will continue to be one until we find long-term solution. Governments have tried to help this issue but more needs to be done.

Anchor Level 3-A

The response:

- Identifies and defines *poverty* as an enduring issue raised in the documents (large number of people in societies who are poor and face major problems due to poverty)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (has been around since early civilizations and problem still has not been fixed; businessmen and factory owners during Industrial Revolution in England became very wealthy as invested in companies but workers less fortunate; working class paid very low wages, forced to live in overcrowded environments, and faced severe poverty; poor families often made children go to work in factories and mines in order to afford to live; in recent history Indian government trying to reduce number of children so families can live above poverty line; smaller families and independence for women major changes from Indian tradition; trying to address some issues related to poverty such as food insecurity by trying to produce more food; Green Revolution successful in increasing food production but not able to get millions out of poverty)
- Includes some relevant evidence that includes facts, examples, and details from documents 1, 2, 3, and 5
- Includes relevant outside information (a part of many societies from ancient Romans to present day societies; governments and economies created by those able to gain and hold power who usually hold the wealth as well; diseases common during Industrial Revolution and people died younger than before industrialization happened; poverty a huge problem even while government and wealthy experiencing Pax Romana; Roman government used method of bread and circuses to please the poor and keep them content but it was only a short-term fix; Roman government provided food and entertainment so poor would not rebel; while One Child policy lowered population growth in China accomplished with major problems such as female infanticide, aging populations, and a gender imbalance; people in developing countries remained poor despite Green Revolution as wealthy who owned land forced the poor to work on higher yield farms that often unhealthy due to chemicals used to help wealthy gain more personal profit)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Good document interpretation and outside historical information including a 9th-grade reference to the Roman empire enhance the discussion demonstrating a good understanding of poverty as an enduring issue. However, additional supporting facts and details would have strengthened the response.

The world's population has changed significantly overtime. Beginning with the Neolithic revolution there was an increase in population brought about by the change from nomadic to sedentary lifestyle. This new lifestyle meant a more steady supply of food which lead to population growth. This trend continued with the formation of cities, interaction, trade, expansion, industrialization, and colonization. But with this increase in population came a need for more food and resources. An enduring issue is the increase in population which led to overuse and exploitation of the environment thus leading to gaps between the wealthy and the poor. As the population increased at a faster rate in the 1800s it put strains on resources as these resources became more scarce. This led people to explore, conquer, and exploit other areas of the world. The rich who controlled the resources got richer as the poor got even more poor.

This issue of problems due to overpopulation endured overtime from the Industrial Revolution to the Green revolution to today. A range of resources from food to sources of fuel such as oil have increased in demand as population grows. Norman Borlaug and his ideas helped to greatly increased crop yields however, the resulting increase in population has eaten away at that success (Doc. 3). Norman Borlaug also expressed concern over how food is distributed unevenly. The world has plenty of food to feed the current world population given that many less developed countries eat much less meat as compared to developed countries. (Doc 3) The problem is battling the increasing population while also fighting poverty.

Another more recent example of this issue of population growth can be seen in Brazil. Companies are encroaching on native land for

resources such as timber, gold, and oil (Doc 4). Due to decreasing availability of goods, companies must go into the rainforest to find and exploit materials. However, the Amazon rainforest is home to the native Yanomami tribe. As companies chose to make money off these resources, the Yanomami lost their land, resources, and culture. The government gave the Yanomami land to live on much like the reservations given to Native Americans by the US government. This land forced the Yanomami as well as other tribes to give up their way of life. Conflict over oil and water can be seen in the middle east which has a direct link to overconsumption by the world's growing population. As more people wanted more resources, places like the Middle East became places of conflict. Wars such as the Persian Gulf War were fought over the desire to control oil resources. As populations keep demanding more and more resources the planet has been depleting supplies of fresh water, land, and fish. (Doc 5) The strain on the environment is a direct consequence of population growth. Humans have polluted our air, water, and land. They have destroyed forests changing landscapes forever. If people do not change their ways or find alternative resources, our planet will eventually die. Again increased consumption by the increasing population is the cause of this problem.

This issue is significant in that it is important to everyone on this planet. The depletion of resources is primarily caused by the overuse of resources by developed countries but mostly affecting less developed countries right now. However, its continuation will affect other countries soon as well. It has led to rising sea levels and changing weather patterns increasing the number of hurricanes, forest fires,

Anchor Paper – Enduring Issues Essay—Level 3 – B

droughts, and other natural disasters. Soon the depletion of natural resources due to still growing populations will become a significant concern for more societies.

An enduring issue across times is clearly the increase of population leading to the rapid depletion of resources. This has impacted less developed nations significantly but soon will affect most others. Population growth has continued to become a significant concern to people worried about the future of societies and the environment. More needs to be done to help address this issue.

Anchor Level 3-B

The response:

- Identifies and defines *problems resulting from overpopulation* as an enduring issue raised in the documents (increase in population led to overuse and exploitation of environment)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (as population increased at a faster rate in 1800s strains put on resources and they became scarcer; rich who controlled resources got richer as poor got even poorer; increase in crop yields as result of Green Revolution eaten away with increase in population; problems because battling increasing population and poverty at same time; due to decreasing availability of goods companies must go into rainforest to find and exploit materials; strain on environment direct consequence of population growth; humans have destroyed forests changing landscapes forever; if people do not change their ways or find alternative resources our planet will eventually die; increasing consumption by an increasing population the cause of the problem)
- Includes some relevant evidence that includes facts, examples, and details from documents 1, 3, 4, and 5
- Includes relevant outside information (Neolithic Revolution brought about by change from nomadic to sedentary lifestyle which meant a steady supply of food brought about increase in population; scarce resources led people to explore, conquer, and exploit other areas of world; a range of resources from food to sources of fuel such as oil have increased in demand as population grows; fight for oil and fuel can be seen in Middle East which has a direct link to overconsumption by world's growing population; as more people want more resources places such as Middle East become places of conflict; wars such as Persian Gulf War fought over desire to control oil resources; overuse of resources has led to rising sea levels and changing weather patterns increasing number of hurricanes, forest fires, droughts, and other natural disasters)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation and historical outside information frame a discussion of problems resulting from overpopulation. Good references such as the Neolithic Revolution are included and demonstrate how the problems have continued to be an issue over time but would have benefited from additional supporting facts and details.

Throughout the documents, there was a common theme of the enduring issue surrounding population size/growth. From the beginning of time, population size has been exponentially growing. This increase in population has affected groups of people and have caused problems that are still continuing today.

There are many times in history where population has been an enduring issue. During the Industrial Revolution, many people who used to live in rural areas migrated to urban cities to find work, because many lost their jobs due to the enclosure act. Enclosure sectioned off large plots of land. So many people lost their jobs. With the opening of factories and many in search for employment, this was a recipe for overcrowded environments and horrible conditions. Multiple famines lived in slums and there were garbage in the streets. This affected people's health and hygiene. In addition, according to Document 1, "Children were sent to factories, where they were exploited and ill-treated." Not only was this environment unhealthy for children, but it essentially, took away their childhood. This issue has changed over time, because cities are not as crowded and children are required, by law, to attend school. In addition, population growth was a problem in countries like Brazil. In Brazil, urbanization was also present where there was a mass migration from rural areas to urban areas. Many companies would come to Brazil, specifically to the Amazon River, to use Brazil's resources such as oil and gold (Document 4). However, since the population on Earth is always expanding, there are only so many places people can live. Native rain forest peoples from many tribes are located there. According to Document 4, it expresses, "Their way of life is in serious jeopardy as

they are being displaced by population pressures. . .” Since our Earth is heavily populated, the indigenous peoples way of life, including how the hunt and gather for food is being disrupted (Document 4). The growing population and the needs and wants of companies are damaging the cultures of many. Also, the issue of the growing population is causing the Earth’s resources to plummet. As seen in Document 5, fossil fuels, the wilderness, fisheries, and water are all “running on E” (in other words, running out). With the growing population, there are more mouths that need water and more houses (lumber) that need to be built. This issue has affected people, because resources are beginning to run out, so not everyone is getting the proper amount of everything they need. In addition, population growth will continue to be an issue, because eventually resources will run out and the population will keep growing.

Anchor Level 2-A

The response:

- Identifies and provides a basic definition of *population growth* as an enduring issue raised in the documents (population size exponentially growing since beginning of time; Earth heavily populated)
- Minimally develops both aspects of the argument
- Is primarily descriptive (opening of factories a recipe for overcrowded environments and horrible conditions; working in factories essentially took away childhood; population major source of turmoil during Industrial Revolution; since population of Earth always expanding only so many places people can live; growing population and needs and wants of companies damaging cultures of many Native Americans in Brazil; growing population causing Earth's resources to plummet; with growing population more mouths need water and more houses need to be built; resources are beginning to run out so not everyone is getting proper amount of everything they need; eventually resources will run out and population will keep growing); includes weak and isolated application (cities not as crowded)
- Includes relevant facts, examples, and details from documents 1, 4, and 5
- Presents little relevant outside information (many lost jobs due to Enclosure Acts which sectioned off large plots of land; multiple families lived in slums and garbage in streets affecting people's health and hygiene; children required by law to attend school)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The explanation of relevant quotations demonstrates a basic understanding of the impact of population growth on people and how it continues to be a problem. Some overgeneralizations of document information are scattered throughout the discussion and weaken the response.

In the past few hundred years the world has faced many issues such as war, famine, and pollution but another issue that has been getting extensively worse is overpopulation.

Overpopulation has created many more issues such as unemployment. One of the first issues of this was after Britain's industrial revolution. So many people moved to one area looking for jobs at factories but found themselves stuck in an overpopulated slum because there were too many people (Document 1). Another notable issue that overpopulation has created is issues with distributing food. There are many areas in the world where there are too many people and not enough food. In the year 2025 there will need to be enough food for 8.3 billion people worldwide. It is questionable if this will be possible (Document 3). Overpopulation has also led to people invading and destroying other people's land. For example residents of Brazil are moving into the Amazon which is occupied by the Yanomami, a large group of people who have been living in the Amazon. The people of Brazil plan to find resources in the Amazon but in order to do this they must destroy most of the area including the Yanomami's home.

Overpopulation is a very significant problem in today's world. Although places such as China with its one child policy have addressed this problem, the question still stands whether or not this issue is reversible or at least preventable.

Anchor Level 2-B

The response:

- Identifies and provides a basic definition of *overpopulation* as an enduring issue raised in the documents (many people moved to one area; too many people)
- Minimally develops both aspects of the argument
- Is primarily descriptive (created many more issues such as unemployment and distribution of food; during Britain's Industrial Revolution many people moved to an area looking for jobs at factories and ended up stuck in an overpopulated slum; in many areas of world too many people and not enough food; it is questionable if will be enough food by 2025; led to people invading and destroying other people's land)
- Includes few relevant facts, examples, and details from documents 1, 3, and 4
- Presents little relevant outside information (China with its One Child Policy addressed the problem)
- Demonstrates a general plan of organization; includes an introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information and a mention of the One Child Policy as China's attempt to address the issue of overpopulation demonstrates a limited understanding of this enduring issue. Some good conclusions are included but lack of supporting facts and details weakens their effectiveness.

Throughout the course of history the increase of global population has been an enduring issue. The rise in global population has drastically affected supplies and other people!

According to document 1, industrialization led to an increase in population. This rise in population would encourage many more people to move to urban areas; many of these people became wealthy. However many people lived in horrible conditions, children were sent to work where they were ill-treated and exploited.

According to document 2 a deeply ingrained tradition of wanting sons has caused a major increase of couples having more children. The poster in document 2 shows how a bigger family would cause “problems all the way” and a smaller family would result in “happiness all the way.” In document 3 Norman Bourlog speaks about the rising populations affect on the gains of the Green Revolution. The inadequate distribution has drastically affected the diets of many people in 3rd world countries.

In conclusion, whether it be the preference of boys or the industrial revolution. The ever so fast-growing population has affected the supply of fossil fuels, water, fisheries and wilderness.

Anchor Level 1-A

The response:

- Identifies and implies a definition of *rise in population* as an enduring issue raised in the documents (many more people move to urban areas; major increase of couples having more children)
- Minimally addresses both aspects of the argument
- Is descriptive (many people who moved to urban areas became wealthy; many people lived in horrible conditions; deeply ingrained tradition of wanting sons; inadequate distribution of food drastically affected diets of many people in third world countries)
- Includes minimal facts, examples, and details from documents 1, 2, 3, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although rise in population is not specifically defined the other aspects of the task are minimally addressed with brief summaries of document information that demonstrate a basic understanding of the task. It is implied that growing population continues to be an issue, but the discussion lacks supporting explanations and details.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success. In these documents, an enduring issue is a growing population. As population increases, the demands of goods also increase.

The increasing population results in not everyone being fed. According to document 3 it says, "only about half of the population would be fed." This shows that food supply won't be enough to feed the world because there's too much people. According to document 5 because of the increasing population, fossil fuels, wilderness, fisheries and water is running low. According to document 3 it states, "poverty is the main impediment to equitable food distribution, which, in turn, is made more severe by rapid population growth." Growth populations has affected the world but has changed overtime.

In conclusion, growing population has affected the world. Back then poverty has been an obstacle to get food. It could lead to starvation. The Green Revolution is a way people can be fed. Now, there are not as much people in poverty than back then.

Anchor Level 1-B

The response:

- Identifies and implies a definition of *increase in population* as an enduring issue raised in the documents (there are too many people)
- Minimally addresses both aspects of the argument
- Is descriptive (as population increases demands for goods also increases; increasing population results in not everyone being fed; poverty was an obstacle to getting food; poverty could lead to starvation); includes faulty and weak application (now not as many people in poverty as before)
- Includes minimal facts, examples, and details from documents 3 and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Quotations of document information followed by brief summary statements demonstrate a limited understanding of the task. A faulty conclusion and lack of supporting facts and details detract and at times confuse the effort.

The world's population is increasing drastically, and it does not seem to be slowing down any time soon. The more people there are, the more resources are needed to keep them alive, and this can be seen across time and place. The impact of population growth is complex in that it affects the standard of living, the environment, social interactions, economic inequalities, and strains on resources. Governments and individuals have sought ways to address these issues that have stemmed from increasing populations. Whether it be in the slums of Great Britain during the Industrial Revolution, the Amazon rain forests where the native are being threatened by population pressures, or in family sizes in India, population increases and the problems that come with it have persisted throughout hundreds of years.

While the number of people has increased globally, the amount of natural resources are being depleted has lead not only to the scarcity of resources but also environmental damage. Population growth and the use of fossil fuels have caused deforestation and the poisoning of water supplies and fisheries.

Many societies throughout time have suffered from population problems. In Industrial England resources were being used and polluted with little care or thought of the future or the environment. Factories would dump waste into the rivers and sewage would run through the streets of cities like London and Manchester. This partly stems from the rise of population that occurred during the Agricultural Revolution. With the passage of the Enclosure Acts people funneled into cities in large numbers taking dangerous, low skill jobs. These jobs were low paying and people were forced to live in

tenement housing. They could not afford education or health care leading to high birth and death rates. These same issues can also be seen in India in the 1990s. High birth rates caused poverty and overcrowding. The society was populated by many large families who were forced to live in small poor houses often in need of repair and resources such as food needed to feed the children were increasingly scarce. Either way, the main idea is that increased population comes with many problems. A way the government has tried to address these population problems was to produce propaganda posters and public information campaigns that targeted large families. In their eyes smaller families meant more wealth and happiness.

Increased population has persisted throughout multiple time periods due to its intrinsic exponential nature: The more people alive on earth means more people using resources. Obviously, increase in global population is this issue, but sometimes other population issues such as migration cause increased populations in specific parts of the world. Recently more people in Brazil are moving into the Amazon region, a complete opposite shift in population patterns as compared to the British Industrial Revolution, where people actually wanted to move out of rural areas and into cities. Because of this, Brazilians are threatening the Yanomami group's way of life by relocating them onto reservations. This population increase in the Amazon is the result of internal migration by the increasing births in the Amazon. This type of population increase due to migration can also be seen in the previously mentioned Industrial Revolution, where people went to cities for more job opportunities. The migration in Brazil was into the rainforest for the valuable resources that societies rely on. Attempts to

fight poverty have had limited success. Norman Borlaug, Nobel Peace Prize Laureate developed new ways to increase food production. However, people did not change their eating and population habits which has resulted in mushrooming population and even greater poverty. The issue might have been solved in the late 1990s if the world's food supply was simply distributed evenly. However very few people are willing to actually give up their gluttonous lifestyle in exchange for decreasing world poverty and starvation rates.

Population increase have often led to a multitude of problems in various regions of the world. These problems have led to hunger, poverty, a lack of access to resources, and environmental degradation. Changing demographics as a result of migration have also caused the displacement of peoples and growth of overpopulated slums. As the number of people continues to grow, governments, organizations, and individuals will need to continue to find ways to assist those less fortunate. Closing the gap between the very wealthy and the very poor is a complex and difficult challenge.

The enduring issue brought to the reader from this set of documents is overpopulation. The documents provided give times or events throughout history of when overpopulation have been detrimental to humans and countries. As explained in the articles, overpopulation is when too many humans reside in one place, or exist in general. Overpopulation is a serious issue because as time goes on, the effects become worse.

In document 1, the author explains the living conditions during a time of overpopulation in England around 1750. The document lists the effects of having too many people residing in one area. A prime example of overpopulation affecting people comes from this document, "... but at the same time the working classes had to live with minimum comforts in overcrowded environments". Around the time of the Industrial Revolution, the people of England were crowded into small living spaces, and many of them would catch the contagious sickness from the dirty air through one another.

In document 3, the author discusses the continual effects of overpopulation. This document tells of the bad effects of overpopulation that occur from the past and even projected to happen in the future. Document 3 says that there are too many people with not enough supplies to keep people alive and healthy. As the document is describing this idea it states the future plan for growing population. "8.3 billion people projected in 2025, both conventional breeding and biotechnology methodologies will be needed". the document also provides plans to limit bad effects of overpopulation "the first is the complex task of producing sufficient quantities of the desired foods to satisfy needs. . . the second task . . . is to distribute food equitably."

Enduring Issues Essay—Practice Paper – B

This document provides information to prove that overpopulation has an ongoing/continual effect on people.

Document 5 is also a great source for effects of overpopulation. Although it is not a written document, its image is very descriptive. Document 5 shows how as population is increasing, essentials such as fossil fuels, wilderness, fisheries, and water are being taken from earth to help deal with overpopulation. This document shows the effect when the population is about "6,982,347,193", imagine how much worse it will be if the population continually increases.

Each of the documents provided portray the terrible effects overpopulation has. overcrowded living areas, lack of food, lack of essentials for living, have gradually increased throughout history as population increased. From past to present, overpopulation has been detrimental to humans, as well as the earth.

Enduring Issues Essay—Practice Paper – C

Based on the documents, an enduring issue in the world is the significant increase and overflow of population. This overflow causes a significant decrease in necessary materials like food and water. It also causes many other problems.

Document 2 shows how a big family faces many more issues than a small family. Document 5 shows how the population increase is causing a decrease in fossil fuels and water and other important things to humanity. Document 3 explains how the increase in population is causing hunger and more labor in the agricultural field.

Therefore, increase in population is an enduring issue.

Since the Industrial Age, human populations have exponentially increased. Over time this growth has affected our surroundings and led societies to manipulate it for their benefit. The extreme population gains we have seen time and again account for problems such as poverty, starvation, terrible living conditions and loss of natural resources. These problems have occurred as populations compete for living spaces, place strains on infrastructure, education, and medical care, as well as exploit finite resources with the goal of making a profit.

The world population really started growing around the Agricultural and Industrial Revolutions. Since the Agricultural Revolution produced a surplus of food it allowed kids and adults alike to remain healthy and it also encouraged women to have more children, since now they were healthy enough and their children would have enough food in the future as well. Industrialization and related improvements in food production, sanitation, and medicine resulted in an increase in population. Industrialization also led to migration to urban centers. This increase in urban population had terrible effects on the living conditions of the working poor. Families were tightly packed into tenement buildings where filth, overcrowding, and poor hygiene were common. Additionally, diseases like cholera were rampant throughout large cities like London. Urban planning was not able to keep up with the influx of rural migrants into the English cities. The same trend can be seen in growing industrial cities today where population growth has caused the same problems in cities like Mumbai, New Delhi, and Dhaka. Even now, advancements in medicine like vaccines, antibiotics, and care for the

elderly save and prolong many lives. While these are positive outcomes when considering the human lifespan, it raises new concerns and has caused unforeseen problems in society. As people live longer we face increased strains on global food production, more scarce resources, and more destruction of the environment.

Advancements like these came at a price. The world's population is around 7-8 billion people now, and many of the world still live in unimaginable poverty and hunger. As the population grows, we use many more natural resources than before, and many of them are non-renewable (Document 5) Our fossil fuels, forests, fisheries, and fresh water supplies are becoming more scarce and polluted. Soon we will not have the natural resources to sustain life on Earth. As populations have increased in the Amazon region due to internal migration, people have searched for more resources ultimately "cutting down rain forests and jungles, while displacing native peoples and animals. For example, in Brazil, people are looking for valuable resources such as timber, gold, oil and land that can be ranches or farmed. To exploit these resources many cutting down rain forests land and displacing rain forest peoples. . . ." (Document 4). Since populations are rising, natural resources are being depleted, and natural habitats and homelands are being destroyed and people are living in more unfavorable environments.

Population increase also contributes to extreme poverty and starvation. While there is food security in developed countries, it's even more severe in less developed countries. The high populations in these less developed countries tend to contribute to greater poverty and hunger. Norman Borlaug sought to address this issue of food

insecurity by developing new agricultural techniques that would increase food production drastically. (Document 3). This coupled with transportation advances allowed for more food to be produced and distributed around the world. However, this hasn't been equitable and so it is not enough to feed the entire world's population. As a result of the growing population there was an increasing gap between the rich and the poor. One solution some governments have proposed to curb population growth is by developing family planning initiatives. For example, in India the government encouraged citizens to find happiness in smaller family sizes. Additionally the Indian government promoted women to become more independent — again in hopes of decreasing family size. As one poster explained, a small family leads to more happiness and success and a decrease in poverty. This is because with smaller families, there will be enough money and food to provide for everyone, rather than not having enough for a big family which could lead to hunger, disease, and strife. Another country that promoted a population control initiative is China. The One Child Policy was started because China's population growth was out of control. Under this policy families were allowed to have only one child. This along with Deng's Four Modernizations caused many to get more wealth and be able to provide for their families and allow more people, both young and old, to survive. Population growth sometimes results in there being too little food and money for the poor, and this contributes to the horrible state of life in less developed countries with huge populations.

An enduring issue throughout all of time has been rising population rates. This has led to the depletion of natural resources,

Enduring Issues Essay—Practice Paper – D

homeland and habitats. Additionally, poverty and starvation have increased since there isn't enough food and money for the poor. This cycle of rising population rates and growth of poverty continues today. Humans rising populations have led to many problems that have no easy solutions. However, governments have attempted to reduce population growth with some success. Today, many organizations help people who suffer from the impacts of growing population.

Houses and spaces seem to be getting smaller and smaller due to the amount of people of earth. With almost seven billion people on earth in 1998 to an estimated 8.3 billion in 2025, the world and its resources cannot keep up (Doc 3). Resources are being used up, there is overcrowding in our urban areas and the status of the environment is declining. The rapid growth of the world's population affects both the planet and the people living on it in extreme ways.

The earth is running out of resources. Our fossil fuels which are nonrenewable resources are being completely used up and the wilderness areas, including our rain forests are being deforested. In addition to the using of resources our fisheries and water sources are being polluted and the air is full of CO₂ emissions caused by the burning of fossil fuels. We are "Running on Empty" (Doc 5). Not only does it show the impact that people have had on the earth but it also shows that there has been a change over time. Earth used to be full of resources and able to provide more than necessary to everyone, but now resources are being quickly depleted. However, this depletion is affecting people around the world differently. The rich developed countries are using more resources yet the countries that are suffering are the poorer developing countries. They do not have what they need, so many people are forced to immigrate and move somewhere else. Along with individuals, companies are moving as well to get resources and space. In Brazil, for instance, people and companies are moving into the Amazon region causing the displacement of relatively large populations of people like the Yanomami and the extinction of plants and animals. (Doc 4). The usage of resources has an impact on everyone, especially when people are living close together.

In India resources are also becoming more scarce due to overpopulation. This has caused many problems such as poverty, health care problems, and overcrowded houses. A poster campaign started by the India Ministry of Health and Family Welfare shows the limited resources when families have too many children. In this case, though it is about how smaller families are better for themselves and environment. A poster from 1992 shows the contrasting conditions of a large family and a small family. On one side is a family of eight. They look unhappy and starved. On the other side is a family of four. They, on the other hand, look happy and prosperous (Doc 2). While the poster shows the impact on the family mainly, it also shows the impact on the family's surroundings. On the side of the large family the house is beaten up, trees have no leaves, and the ground is bare. On the side of the small family the house is beautiful and the shrubbery is thriving. Propaganda campaigns were created to try to reverse or help address some of the problems that can be caused by population. Essentially they said with large families people are poor, hungry, and live in poor conditions whereas with small families people are much better off. Campaigns like this have been somewhat successful. Family size in India has decreased tremendously and with smaller families people do have more opportunities.

In 1750, England began its Industrial Revolution. Factories were being built providing jobs and goods, and many residential buildings were built. Like in many places where population is too large, there was tremendous poverty leading to many of the houses becoming crowded tenements. People had poor health, few had indoor plumbing, and most had extremely small apartments. The jobs they

worked were dangerous, poor paying, and long hours. This same thing is still happening in places today. The difference with the 1750s and the 21st century, though, is obviously the fact that there are even more people, but also there is not as much space for buildings because the space has often been used up. Another difference is that it is not happening in places like England. It is now happening in places like China, Vietnam, and Indonesia. It is truly saddening to know that conditions for the planet and its inhabitants are worsening, especially when looking back at how prosperous life was for some, especially in developed countries.

Sparked in the past and continuing on to today, rapid population growth is a major influence of where people live, what they eat and do, and how they live. The same can be said about the planet. It is fully affected by the population through its resources and pollution. Hopefully solutions will be found in the future for population problems like unemployment, starvation, homelessness, and the depletion of resources before it is far too late.

Practice Paper A—Score Level 4

The response:

- Identifies and accurately defines *population growth* as an enduring issue raised in the documents (impact complex in that it affects standard of living, the environment, social interactions, economic inequalities, and strains on resources)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (more people means more resources needed to keep them alive; in Industrial England resources used and polluted with little care or thought of future or environment; Indian government tried to address population problems with campaigns targeting large families as believed smaller families meant more wealth and happiness; sometimes population issues such as migration cause increased populations in specific parts of world; recently more people moving into Amazon region of Brazil—a complete opposite shift in population patterns as compared to Industrial England when people migrated to cities; population increase in Amazon result of internal migration rather than by increasing births; people did not change eating and population habits as result of Green Revolution which has resulted in mushrooming population and even greater poverty; closing the gap between very wealthy and very poor a complex and difficult challenge)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Supports the task by incorporating relevant outside information (use of fossil fuels has caused deforestation and poisoning of water supplies and fisheries; factories in Industrial England would dump waste into rivers and sewage would run through streets of cities such as London and Manchester; problems in Industrial England partly a result of rise of population during Agricultural Revolution; with passage of Enclosure Acts people funneled into cities in large numbers taking dangerous low skill jobs; jobs in Industrial England low paying so people forced to live in tenement housing and could not afford education or health care leading to high birth and death rates which can be seen in 1990s India; changing demographics as a result of migration has caused displacement of peoples and growth of overpopulated slums)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information and analytic statements support document interpretation demonstrating a good understanding of population growth as an enduring issue, especially in the discussion of the Industrial Revolution in England. The treatment of other areas such as the Amazon region in Brazil and the Green Revolution focus on document interpretation and would have benefited from additional supporting facts and details.

Practice Paper B—Score Level 2

The response:

- Identifies and provides a basic definition of *overpopulation* as an enduring issue raised in the documents (happens when too many humans reside in one place or exist in general; too many people with not enough supplies to keep people alive and healthy)
- Minimally develops both aspects of the argument
- Is primarily descriptive (as time goes on effects become worse; if population continues to increase situation will be much worse; overcrowded living areas, lack of food, and lack of essentials for living have gradually increased as population increased; providing sufficient quantities of food to satisfy needs and distributing food equitably are complex tasks; essentials such as fossil fuels, wilderness, fisheries, and water being taken from Earth to help deal with overpopulation)
- Includes few relevant facts, examples, and details from documents 1, 3, and 5
- Presents little relevant outside information (during Industrial Revolution many people would catch contagious sickness from one another)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Quotations and brief summaries of document information address the enduring issue of overpopulation and demonstrate a limited understanding of the task. Methodical and simplistic use of document information and statements which lack supporting facts and details weaken the effort.

Practice Paper C—Score Level 1

The response:

- Identifies, but does not define, *increase in population* as an enduring issue raised in the documents
- Minimally addresses both aspects of the argument
- Is descriptive (overflow of population causes significant decrease in necessary materials such as food and water and many other problems; population increase causing decrease in important things to humanity); includes faulty and weak application (increase in population causing more labor in the agricultural field)
- Includes minimal facts, examples, and details from documents 2, 3, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A brief statement summarizes each document used in the discussion. Despite some misinterpretation of document 3 a limited understanding of the task is indicated.

Practice Paper D—Score Level 5

The response:

- Clearly identifies and accurately defines *increase in population growth* as an enduring issue raised in the documents (extreme population gains cause problems such as poverty, starvation, terrible living conditions, and loss of natural resources; started growing around Agricultural and Industrial Revolutions)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (industrialization resulted in increase in population because people employed, had money, and could provide for families without fear of dying of hunger; much of world's population still live in unimaginable poverty and hunger; as population grows use many more natural resources than before and world cannot replenish them; soon will not have enough natural resources to sustain life on earth; since natural resources are being depleted natural habitats and homelands are being destroyed and people living in more unfavorable environments; while there is food scarcity in developed countries it is even more severe in less developed countries; high population in less developed countries tends to contribute to greater poverty and hunger; governments have proposed family planning initiatives to curb population growth)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Richly supports the task by incorporating substantial relevant outside information (problems occur as populations compete for living spaces, place strains on infrastructure, education, and medical care as well as exploit finite resources with goal of making a profit; Agricultural Revolution produced surplus of food allowing children and adults alike to remain healthy and encouraged women to have more children since healthy enough and children would have enough food in future as well; families tightly packed into tenement buildings where filth, overcrowding, and poor hygiene common; diseases such as cholera rampant throughout large cities such as London; urban planning not able to keep up with influx of rural migrants into English cities; in growing industrial cities today such as Mumbai, New Delhi, and Dhaka seeing problems of population growth; advancements in medicine such as vaccines, antibiotics, and care for elderly save and prolong many lives; prolonging lives raises new concerns and caused unforeseen problems such as increased strains on global food production, more scarce resources, and more destruction of environment; drastic increases in food production coupled with transportation advances allowed for more food to be produced and distributed around the world although lack of equity means it is not enough to feed the entire world's population; China's One Child Policy started because China's population growth out of control; One Child Policy and Deng's Four Modernizations caused many to get more wealth and be able to provide for families allowing more people both young and old to survive; governments and organizations today have attempted to reduce population growth)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a depth of understanding in the connections between historical and current circumstances. Substantive relevant historical details support document interpretation in an analytic discussion.

Practice Paper E—Score Level 3

The response:

- Identifies and defines *impact of population growth* as an enduring issue raised in the documents (resources being used up, overcrowding in areas, and status of environment declining; rapid growth of population affects both the planet and people living on the planet in extreme ways)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (houses and spaces seem to be getting smaller and smaller due to amount of people on earth; world and its resources cannot keep up with population growth; fossil fuels which are nonrenewable resources being completely used up and wilderness areas including rainforests being deforested; earth used to be full of resources and able to provide more than necessary for everyone but now resources being quickly depleted; in India scarce resources causing problems such as poverty, health care problems, and overcrowded houses; propaganda campaigns created to try to reverse or help address some of problems caused by population; sad to know that conditions for planet and its inhabitants worsening, especially when looking back at how prosperous life was for some, especially in developed countries)
- Includes some relevant evidence that includes facts, examples, and details from all the documents
- Includes relevant outside information (fisheries and water sources being polluted and air full of CO₂ emissions caused by burning of fossil fuels; rich developed countries using more resources yet countries that are suffering are poorer developing countries who do not have what they need; people and companies moving into Amazon region causing extinction of plants and animals; family size in India has decreased tremendously and with smaller families people do have more opportunities; during Industrial Revolution in England tremendous poverty led to many houses becoming crowded tenements; people in Industrial England had poor health, few had indoor plumbing, and most had extremely small apartments; jobs in Industrial England dangerous, poor paying, and long hours similar to what is happening in places today such as China, Vietnam, and Indonesia)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Detailed interpretation of document information, especially document 2, and some relevant outside information demonstrate an understanding of the task. Some good conclusions are included but more analysis and greater depth would have improved the effort.

The *Chart for Determining the Final Examination Score for the January 2020 Regents Exam in Global History and Geography II* (Grade 10) will be posted on the Department’s web site at: <http://www.p12.nysed.gov/assessment/> on the day of the exam. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students’ final scores for this administration.

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.

January 2020 Regents Exam in Global History and Geography II (Grade 10)

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the total score for Part I and Part II, add the total number of Part I multiple-choice questions answered correctly to the total credits received for Part II. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 5 credits on Part II would have a total score for Part I and Part II of 27: $22 + 5 = 27$.

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I and Part II score of 27 would receive a final examination score of 80.

Part III Essay Score

		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Part I and Part II Score	0	0	6	11	16	20	25	29	33	37	41	45
	1	4	9	14	19	23	28	32	36	40	43	47
	2	7	12	17	22	26	31	35	39	42	46	49
	3	11	16	20	25	29	33	37	41	45	48	51
	4	14	19	23	28	32	36	40	43	47	50	53
	5	17	22	26	31	35	39	42	46	49	52	55
	6	20	25	29	33	37	41	45	48	51	54	57
	7	23	28	32	36	40	43	47	50	53	56	59
	8	26	31	35	39	42	46	49	52	55	58	61
	9	29	33	37	41	45	48	51	54	57	60	63
	10	32	36	40	43	47	50	53	56	59	62	64
	11	35	39	42	46	49	52	55	58	61	63	66
	12	37	41	45	48	51	54	57	60	63	65	67
	13	40	43	47	50	53	56	59	62	64	67	69
	14	42	46	49	52	55	58	61	63	66	68	70
	15	45	48	51	54	57	60	63	65	67	70	72
	16	47	50	53	56	59	62	64	67	69	71	73
	17	49	52	55	58	61	63	66	68	70	72	75
	18	51	54	57	60	63	65	67	70	72	74	76
	19	53	56	59	62	64	67	69	71	73	75	77
	20	55	58	61	63	66	68	70	72	75	76	78
	21	57	60	63	65	67	70	72	74	76	78	80
	22	59	62	64	67	69	71	73	75	77	79	81
	23	61	63	66	68	70	72	75	76	78	80	82
	24	63	65	67	70	72	74	76	78	80	82	83
	25	64	67	69	71	73	75	77	79	81	83	85
	26	66	68	70	72	75	76	78	80	82	84	86
	27	67	70	72	74	76	78	80	82	83	86	87
	28	69	71	73	75	77	79	81	83	85	87	89
	29	70	72	75	76	78	80	82	84	86	88	90
	30	72	74	76	78	80	82	83	86	87	89	92
	31	73	75	77	79	81	83	85	87	89	91	93
	32	75	76	78	80	82	84	86	88	90	92	95
	33	76	78	80	82	83	86	87	89	92	94	96
	34	77	79	81	83	85	87	89	91	93	96	98
35	78	80	82	84	86	88	90	92	95	97	100	

Scale Scores to Performance Levels				
Level 1: 0 - 54	Level 2: 55 - 64	Level 3: 65 - 78	Level 4: 79 - 84	Level 5: 85 - 100