

GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Thursday, January 23, 2025 — 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.

. . . To see to it that the *daimyo* obeyed *bakufu* [shogunate] orders, the shogun had his own inspectors. He also kept the *daimyo* under surveillance by requiring them to spend alternate years in residence in Edo. When they returned to their domains, they had to leave their wives and children behind. This system of alternate attendance (*sankin kōtai*) forced the *daimyo* to spend large sums traveling back and forth with their retainers [attendants] and to maintain suitably elaborate residences in Edo. They were also called on to support public projects such as waterworks or the repair of the shogun's castle at Edo, but such extractions [demanded contributions] were not as burdensome as the constant expense of alternate attendance. This requirement turned Edo into the capital not only of the *bakufu* but of all Japan. . . .

Source: Schirokauer and Clark, *Modern East Asia*, Thomson Wadsworth, 2004

- | | |
|---|--|
| 1 A historian would find this passage most useful for understanding the | 2 Which claim can best be supported by this passage? |
| (1) obligations of the <i>daimyo</i> under the Tokugawa shogun | (1) Regulations established by the shogun limited the size of Edo. |
| (2) design of public projects in the Tokugawa period | (2) The primary role of the <i>daimyo</i> was keeping the shogun under surveillance. |
| (3) inspections conducted by the <i>daimyo</i> during the Tokugawa period | (3) Service to the shogun often required personal sacrifice. |
| (4) foreign policy concerns of the Tokugawa shogun | (4) The <i>daimyo</i> and the shogun were equal partners in the governance of Japan. |
-

Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

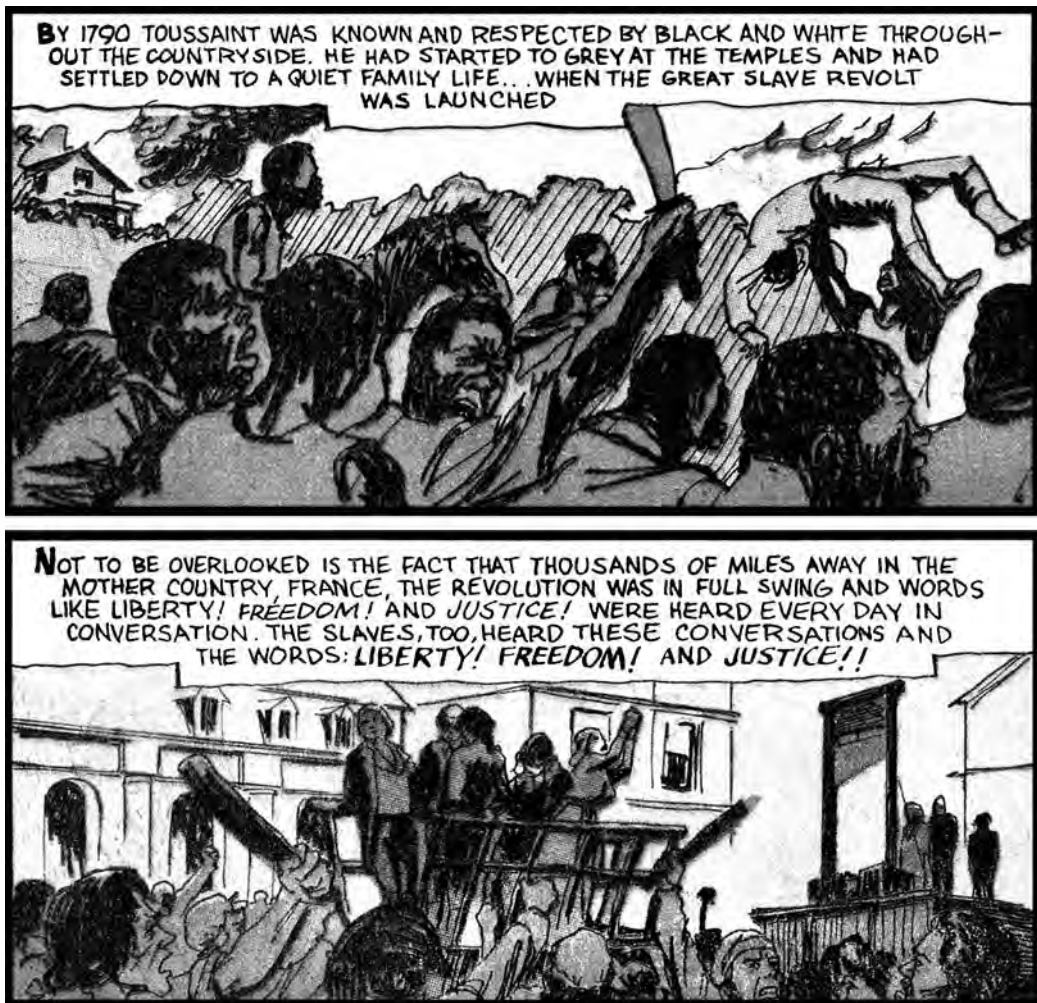
. . .India, in the eighteenth century, was an empire ready to be conquered. This vast continent, so rich in resources of every kind, was divided into many states, colonized on the edges, and constantly rent [torn] by war. By the 1730s, the Mogul [Mughal] Empire, which had once ruled two-thirds of its land area, had collapsed; new states had arisen in great numbers; older states, once subordinated to the empire, had recovered their full independence. And then there were the foreigners.

Some, like the Portuguese in Goa, really did not matter: they controlled a port and its immediate hinterland [back country] in order to trade – in spices, rice, ivory, precious stones, rare tropical woods, and silk – and that was the limit of their ambition. Others, like the French, had once hoped to have an empire in India, but Great Britain had defeated them during the Seven Years' War (1756-1763), and they had been left with a mere five ports. There remained the British, or rather that oddest of entities, the East India Company. . . .

Source: Olivier Bernier, *The World in 1800*, John Wiley & Sons, 2000

- | | |
|--|---|
| 3 What impact did the situation described in this passage have on Mughal rule? | 4 This passage could best be used by historians to address the |
| (1) Mughal political and economic authority became more centralized. | (1) peaceful coexistence between Hindus and Muslims |
| (2) Foreign influence in India led to the Mughals' loss of territorial control. | (2) social effects of urbanization and industrialization in India |
| (3) The Mughals led successful resistance efforts against French interference. | (3) relationship between European migration and the spread of disease |
| (4) Competition between European countries brought increased stability to the Mughals. | (4) shifting balances of power and trade in India |
-

Base your answers to questions 5 and 6 on the cartoon below and on your knowledge of social studies.



Source: Bertram A. Fitzgerald Jr., ed., *The Saga of Toussaint L'Ouverture and The Birth of Haiti*, Fitzgerald Publishing Company, 1966

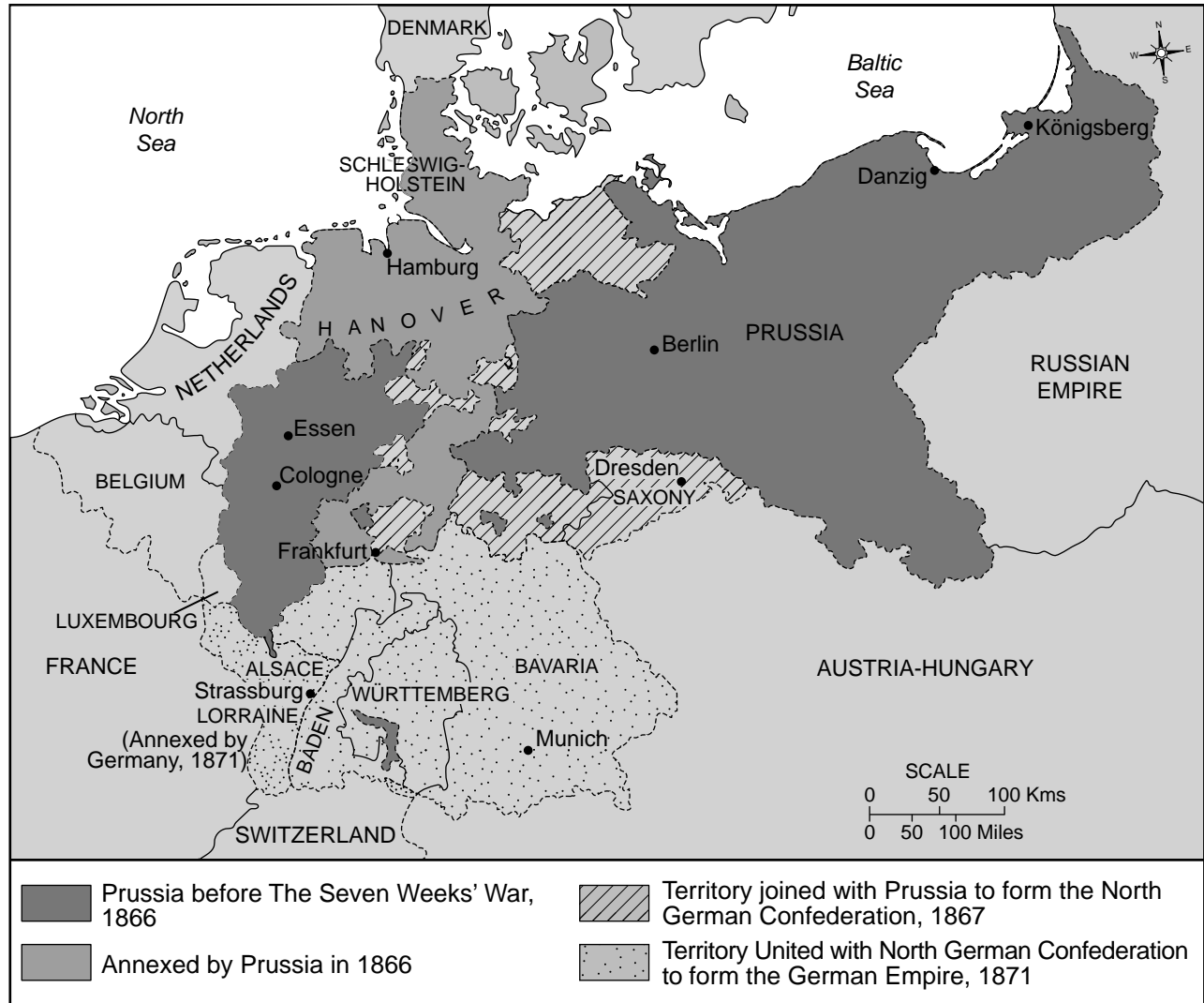
5 What influenced the actions of the Haitian people in this cartoon?

- (1) the adoption of Marxist ideas by revolutionaries in Haiti
- (2) the spread of Enlightenment ideas to Haiti
- (3) the rebellions in the Spanish colonies led by Bolívar
- (4) the weakening of the Catholic Church in Latin America

6 What was a major result of the situation depicted in this cartoon?

- (1) Toussaint L'Ouverture led a revolution to win independence for the people of Haiti.
- (2) Napoleon formed an alliance with Toussaint L'Ouverture to jointly rule Haiti.
- (3) The French monarchy granted rights to Haiti without any blood being shed.
- (4) The French Whites in Haiti formed a new government that abolished slavery.

Base your answer to question 7 on the map below and on your knowledge of social studies.



Source: *Historical Maps on File*, Martin Greenwald Associates, 1984 (adapted)

7 Which concept most influenced the major changes shown on this map?

- (1) universal suffrage
- (2) isolationism
- (3) emancipation of serfs
- (4) nationalism

Base your answers to questions 8 and 9 on the passage below and on your knowledge of social studies.

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

Source: Edward Baines, *History of the Cotton Manufacture in Great Britain*, H. Fisher, R. Fisher, and P. Jackson, 1835

8 Which claim is best supported by this passage?

- (1) There are many diverse cultures in England because it is near the Atlantic Ocean.
- (2) The proximity of England to Germany makes it vulnerable to invasion.
- (3) England has many economic advantages because of its island location.
- (4) England is isolated from overseas trade networks.

9 Which turning point is most closely associated with the geographic context described in this passage?

- (1) the Industrial Revolution
- (2) the Great Depression
- (3) the Russian Revolution
- (4) World War I

Base your answers to questions 10 and 11 on the passage below and on your knowledge of social studies.

Chinua Achebe was an author from Nigeria.

“Does the white man understand our custom about land?”

“How can he when he does not even speak our tongue?”

But he says that our customs are bad; and our own brothers who have taken up his religion also say that our customs are bad. How do you think we can fight when our own brothers have turned against us? The white man is very clever. He came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act like one. He has put a knife on the things that held us together and we have fallen apart.”

Source: Chinua Achebe, *Things Fall Apart*, Anchor Books

10 Which event most influenced the situation being described in this passage?

- (1) the Berlin Conference
- (2) World War II
- (3) the Congress of Vienna
- (4) the Treaty of Versailles

11 For which purpose could this passage best be used?

- (1) to show the perspective of indigenous people during the time period
- (2) to provide a primary source of information to explain events during the Cold War
- (3) to give an example of resistance methods that can be modeled to other societies
- (4) to develop policies of religious toleration and consideration of traditional cultures

Base your answers to questions 12 and 13 on the cartoon below and on your knowledge of social studies.



Source: Nelson Harding, "A Threatening Situation," *Brooklyn Eagle*, December 4, 1912

12 Which event occurred as a result of the situation illustrated in this cartoon?

- (1) the sinking of unarmed ships by France
- (2) the installation of the Weimar government
- (3) the rejection of the Treaty of Versailles
- (4) the assassination of the archduke of Austria

13 Based on this cartoon, which statement best describes the cartoonist's point of view?

- (1) European militarism prevented conflict.
- (2) European peace relied on collective security.
- (3) A system of European alliances caused the escalation of tension in Europe.
- (4) Serbia was able to avoid getting involved with other European countries.

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

The Doormat.

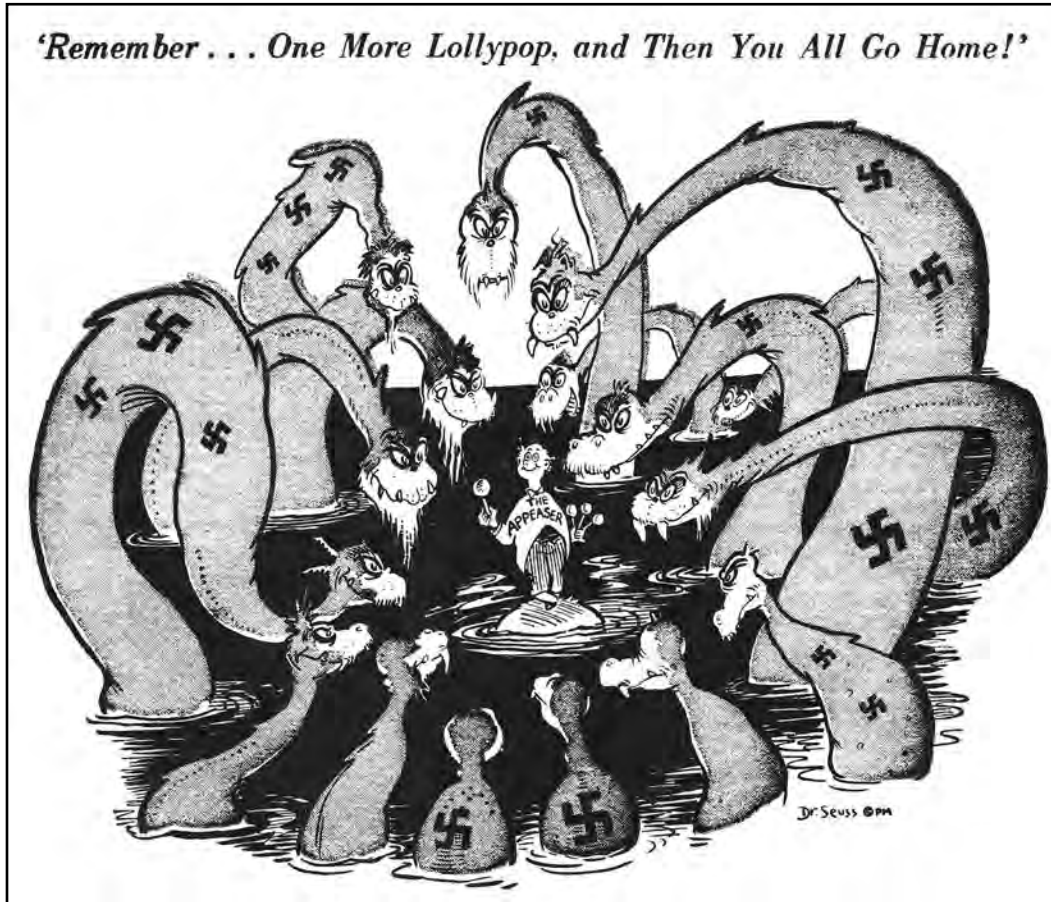


Source: David Low, *Evening Standard*, January 19, 1933 (adapted)

- 14 Which situation is considered a cause of the events depicted in this cartoon?
- (1) the German invasion of Poland
 - (2) the policy of self-determination stated by the League of Nations
 - (3) the failure of secret treaties created after World War I
 - (4) the League of Nations' inability to control aggressor nations

- 15 Which claim about the League is best supported by this cartoon?
- (1) It allowed Japan to invade Manchuria without any form of retaliation.
 - (2) It supported Japan's invasion of Manchuria by supplying troops.
 - (3) It attacked Japan after the invasion of Manchuria, but lost the battles.
 - (4) It failed to include Great Britain in the original charter.

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



Source: Dr. Seuss, *PM*

16 What led most directly to the situation depicted in this cartoon?

- (1) the reluctance of Europeans to get drawn into another war
- (2) international support for German militarism
- (3) the success of European peacemaking
- (4) the Allies' demand for German war reparations

17 What was an immediate effect of the actions depicted in this cartoon?

- (1) The United States entered World War II.
- (2) The Nazis proceeded to take over new territory.
- (3) Wilson's Fourteen Points allowed Germany to rebuild its military.
- (4) Nazi leaders were tried for crimes against humanity at Nuremberg.

Base your answer to question 18 on the headlines below and on your knowledge of social studies.

U.S. BLOCKADES CUBA, TELLS RUSS 'LAY OFF'

Source: *Arizona Republic*, October 23, 1962

EXPERTS SAY BERLIN BLOCKADE IS BACKFIRING

Source: *Boston Daily Leader*, November 24, 1948

**CZECHOSLOVAKIA INVADED BY RUSSIANS
AND FOUR OTHER WARSAW PACT FORCES;
THEY OPEN FIRE ON CROWDS IN PRAGUE**

Source: *New York Times*, August 21, 1968

18 Which generalization about the Cold War is best supported by these headlines?

- (1) It prevented outbreaks of violence.
 - (2) It led to direct military conflict between the U.S. and the Soviet Union.
 - (3) It impacted various countries and regions throughout the world.
 - (4) It required intervention by the United Nations.
-

Base your answers to questions 19 and 20 on the cartoon below and on your knowledge of social studies.



Source: Edmund Valtman, *Waterbury Republican*, 1991

19 Which event is being depicted in this cartoon?

- (1) the rule of Czar Nicholas II
- (2) the creation of the International Criminal Court
- (3) the collapse of the Soviet Union
- (4) the decrease in the power of the Orthodox church

20 Which policy most directly contributed to the situation shown in this cartoon?

- (1) Lenin's New Economic Policy
- (2) Stalin's Five-Year Plans
- (3) Deng's Four Modernizations
- (4) Gorbachev's policy of glasnost

Base your answers to questions 21 and 22 on the passage below and on your knowledge of social studies.

. . . I reminded the people that our land was our own and that we did not want to continue to live in slavery and under exploitation and oppression; that it was only under full self-government that we would be in a position to develop the country so that our people could enjoy the comforts and amenities of modern civilization. I explained to them the necessity for backing our demand for self-government with a programme of positive action employing legitimate agitation, newspaper and political educational campaigns and the application of strikes, boycotts and non-cooperation based on the principle of non-violence. I advised against diplomacy and deception as I pointed out to them that the British, as past masters themselves of diplomatic tactics, would far prefer to have from us frankness and firmness. A policy of collaboration and appeasement would get us nowhere in our struggle for immediate self-government. . . .

Source: Kwame Nkrumah, *The Autobiography of Kwame Nkrumah*, Thomas Nelson and Sons, 1957

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|--|---|--|
| 21 Which claim is most plausible based on the information in this passage? | : | 22 Which leader used similar methods as those described in this passage? |
| (1) Britain avoided diplomacy in dealing with Africans. | : | (1) Ho Chi Minh |
| (2) Kwame Nkrumah wanted independence from Britain. | : | (2) Mao Zedong |
| (3) Self-government for European colonies only required education. | : | (3) Mohandas Gandhi |
| (4) European powers encouraged colonial demands for freedom. | : | (4) Ayatollah Khomeini |
-

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

. . . India's partition and the conflict over Kashmir, a Muslim-majority princely state ruled by a Hindu dynasty, were driven by local interests and philosophy, including the two-nation theory, which held that the Muslims of British India should be granted their own country, Pakistan. According to Muhammad Ali Jinnah, the founder of Pakistan:

“Hindus and Muslims belong to two different religious philosophies, social customs and literary traditions. They neither intermarry nor eat together, and indeed they belong to two different civilizations which are based mainly on conflicting ideas and conceptions.”

This view of Hindus and Muslims belonging to two different civilizations is problematic for many modern thinkers, who seek in the British Raj an explanation for the subcontinent's divides. Was the divide – the different social customs and philosophies that Jinnah referred to – the result of a colonial plot? Or is there a deeper civilizational divide? . . .

Source: Akhilesh Pillalamarri, “The Origins of Hindu-Muslim Conflict in South Asia,” *The Diplomat*, March 16, 2019

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|--|--|
| 23 Which claim about the need to create Pakistan is best supported by this passage? | 24 Based on this passage, some modern thinkers believed the continuing tensions between Hindus and Muslims on the Indian subcontinent were caused by the |
| (1) Concerns about the loss of shared Muslim and Hindu traditions need to be considered. | (1) secular beliefs of India's leaders |
| (2) Local residents should determine whether Kashmir is controlled by Muslims or Hindus. | (2) policies of the British Raj |
| (3) The cultural identity of Muslims is unique and separate from that of Hindus. | (3) philosophies of Buddhist Monks |
| (4) Muslims and Hindus could not live in harmony without colonial assistance. | (4) social customs in Hindu temples |

Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

. . .The new Turkish Constitution, based on the principle of national sovereignty adopted in April 1924; the “new order” now had its legal frame. In November 1925 Western headgear was officially adopted. The religious orders and their premises were banned during the same month. In December 1925 a new law established the Western calendar and time system which were to be effective as of January 1926. A new civil code, inspired by the Swiss code was enacted in February, transforming the legal basis of marriage, family and property. . . .

In April 1928, Article 2 of the Constitution of 1924, which stipulated that Islam was the official religion of the Turkish State, was annulled. Latin numbers were adopted in May 1928, and the Latin alphabet, replacing the Arabic alphabet, in November of the same year. . . .

Source: “Atatürk’s Reforms,” *The Turkish Yearbook of International Relations*, Ankara University Press, 1979

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|--|---|
| 25 What inference about Atatürk is best supported by this passage? | 26 The policies being described in this passage are a result of the |
| (1) He was a strict believer of Adam Smith’s ideas. | (1) Iranian Revolution |
| (2) He supported westernization. | (2) fall of the Ottoman Empire |
| (3) He opposed secularization. | (3) Mughal victory during World War I |
| (4) He based his ideas on key concepts of Sharia law. | (4) Mandate System following World War II |
-

Base your answer to question 27 on the cartoon below and on your knowledge of social studies.



Source: Denny Pritchard, *Ottawa Citizen*, 1995

27 Which statement best describes this cartoonist's point of view of the United Nations (UN)?

- (1) The United Nations peacekeeping system is broken.
- (2) People are safe because of United Nations peacekeeping efforts.
- (3) Walls are the most effective United Nations peacekeeping tool.
- (4) United Nations peacekeeping efforts are supported by many people.

Base your answer to question 28 on the article below and on your knowledge of social studies.

. . .In December, [Wael] Ghonim, who has since moved to Silicon Valley, posted a TED talk about what went wrong. It is worth watching and begins like this: “I once said, ‘If you want to liberate a society, all you need is the Internet.’ I was wrong. I said those words back in 2011, when a Facebook page I anonymously created helped spark the Egyptian revolution. The Arab Spring revealed social media’s greatest potential, but it also exposed its greatest shortcoming. The same tool that united us to topple dictators eventually tore us apart.” . . .

Source: Thomas L. Friedman, “Social Media: Destroyer or Creator?,” *New York Times*, February 3, 2016

28 Which claim about the internet can best be supported by this article?

- (1) It is slower than traditional means of communication.
 - (2) It is only favored by young, urban individuals.
 - (3) It is always an accurate source of information.
 - (4) It can be used to promote different political ideologies.
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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)

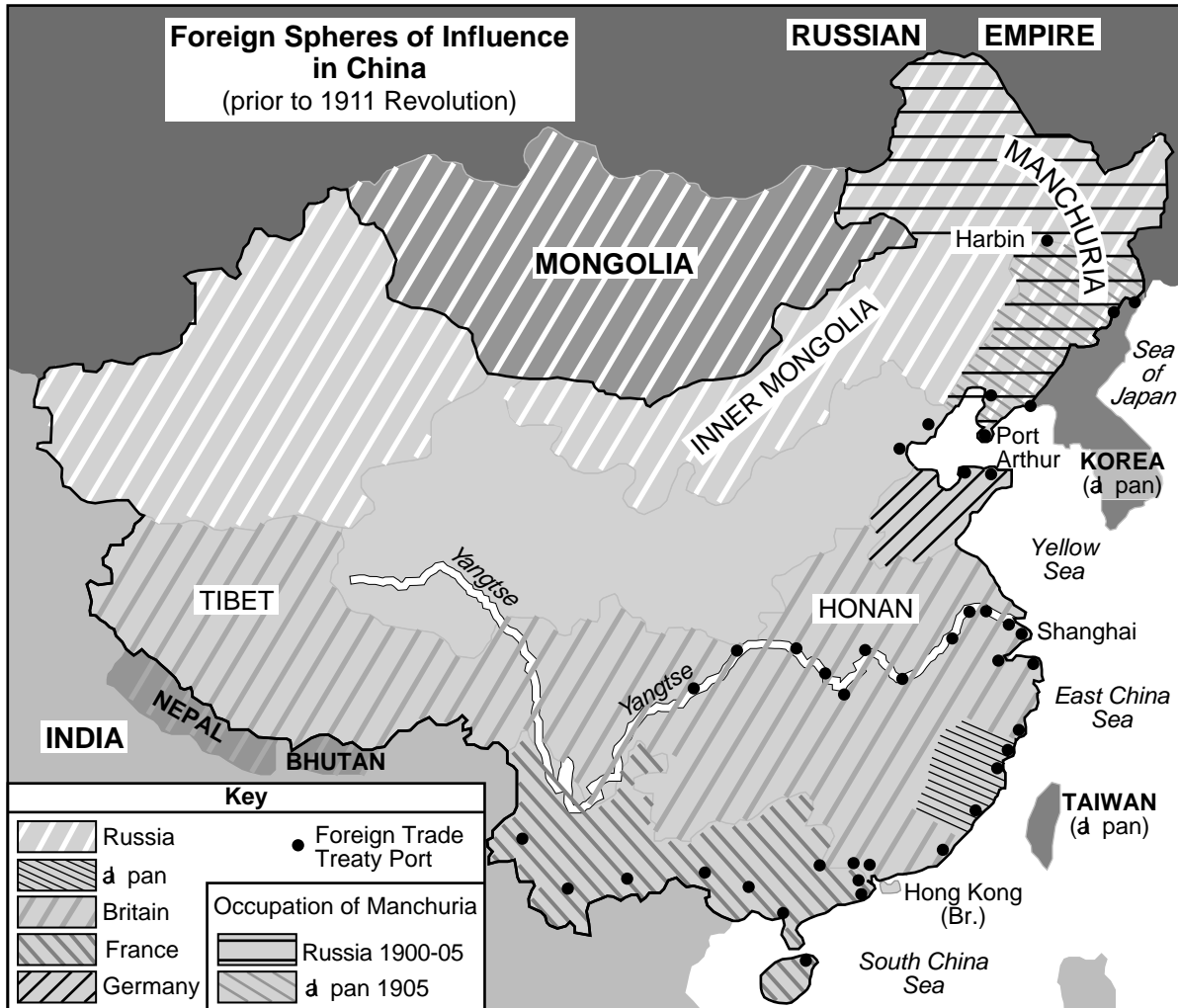
Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
-

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



Source: Portsmouth Peace Treaty website (adapted)

Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.

29 Explain the geographic context for the developments shown on this map. [1]

Score

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

Document 2

The following is a foreign correspondence that illustrates actions taken by the I Ho Ch'uan, also known in the West as the Boxers. This author includes quotes from Dr. John Hykes of the American Bible Society and information provided by Edwin Conger, an American government official in China.

NORTH CHINA TERRORIZED

Bands Organized to Destroy the Homes of Christian Converts.

**Work of Pillage and Murder by Boxers—Would Drive Out Foreigners—
Suspicion of Government Connivance [scheme].**

Foreign Correspondence New York Times.

TIEN-TSIN, Feb. 10.—In order to present intelligently an account of the disturbances in North China it will be necessary for me to write a brief summary of the uprising from its beginning. While confined principally to Shantung Province, it is affecting seriously all Christian work in the north and is rapidly assuming vast proportions and spreading like a forest fire from village to village. I have gathered all the information possible from various sources, both native and foreign, but as it is important that only facts should be presented, I will make only such statements as are amply proved. Most of the statements given below are those which have been communicated officially to Minister Conger by our American missionaries and they do not include the reports of innumerable outrages of which we have not reliable information. . . .

The I Ho Ch'uan, Righteous Harmony Fists, commonly known as the "Boxers," is a so-called secret society which made its first appearance about one year ago. It rapidly attracted multitudes of men, both young and old, who formed into small bands of gymnasts. Each band was conducted by a "demonized" leader, who, by the selection of an epileptic [having seiziures] patient or by the aid of hypnotism, caused a "medium" to display wild or unnatural symptoms or to utter wild and strange speech, this serving as a basis for the claim of this society to spiritual power. The followers were assured of immunity from death or physical injury, their bodies being spiritually protected from sword cuts and bullets. . . .

Source: *New York Times*, March 30, 1900

30 Based on this excerpt, explain how this article shows bias in its description of the I Ho Ch'uan. [1]

Score

Base your answer to question 31 on **both** Documents 1 and 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

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 and on your knowledge of social studies.

Document 1

**Photograph from Cape Town, South Africa,
in 1967**



Source: *The Guardian*

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

Score

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

Document 2

On February 2, 1990, South African President F. W. de Klerk delivered a speech at the opening of Parliament. The audience included South Africa’s White government and foreign ambassadors, and was also broadcast on television and radio in South Africa and around the world. The speech outlines de Klerk’s goals for South Africa.

. . . Our country and all its people have been embroiled in conflict, tension and violent struggle for decades. It is time for us to break out of the cycle of violence and break through to peace and reconciliation. The silent majority is yearning for this. The youth deserve it.

With the steps the Government has taken it has proven its good faith and the table is laid for sensible leaders to begin talking about a new dispensation [system], to reach an understanding by way of dialogue discussion.

The agenda is open and the overall aims to which we are aspiring should be acceptable to all reasonable South Africans.

Among other things, those aims include a new, democratic constitution; universal franchise [voting]; no domination; equality before an independent judiciary; the protection of minorities as well as of individual rights; freedom of religion; a sound economy based on proven economic principles and private enterprise; dynamic programmes directed at better education, health services, housing and social conditions for all.

In this connection Mr. Nelson Mandela could play an important part. The Government has noted that he has declared himself to be willing to make a constructive contribution to the peaceful political process in South Africa. . . .

Source: F. W. de Klerk, speech at the opening of Parliament, February 2, 1990

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

Score

Base your answers to questions 34a and 34b on **both** Document 1 and 2 below and on your knowledge of social studies.

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 directly associated with the historical developments found in both Documents 1 **and** 2. [1]
- b) Explain how the turning point you identified created significant change, using evidence from both Documents 1 **and** 2. [1]

34a Score

34b Score

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

In your essay, be sure to

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

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.

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

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

Document 1

. . . In 1789, to avert [prevent] the deepening crisis, Louis agreed to summon the 'estates-general' (a form of parliament, but without real power) in order to try and raise taxes. This was the first time the body had met since 1614. Angered by Louis' refusal to allow the three estates – the first (clergy), second (nobles) and third (commons) – to meet simultaneously, the Third Estate proclaimed itself a national assembly, declaring that only it had the right to represent the nation.

Rumours that the king intended to suppress the assembly provoked the popular storming of the Bastille prison, a symbol of repressive royal power, on 14 July 1789. In October, Louis and his family were forced by the mob to return to Paris from their palace at Versailles. In June 1791, they attempted to escape, which was considered proof of Louis' treasonable dealings with foreign powers. He was forced to accept a new constitution, thereby establishing a constitutional monarchy. . . .

Source: "Historic Figures: Louis XVI (1754-1793)," BBC History online, 2014

Document 2

King Leopold II of Belgium expanded his control of the Congo region.

. . . Christened the Congo Free State in 1885, Leopold's playground was an astonishing 76 times the size of Belgium. Comprised largely of unmapped jungle, it was initially a huge financial burden. But when worldwide demand for rubber boomed, Leopold cashed in. Congolese workers were sent out into the jungle to slash down vines and layer their bodies with rubber latex. Later they would scrape it off their skin – often taking flesh and hair with it. The work was labour-intensive and injurious to health; the only economical way to collect it was via the forced mobilisation of Congolese society. The Congo Free State evolved from a vanity possession into a slave plantation. . . .

Source: Tim Stanley, "Belgium's Heart of Darkness," *History Today*, October 10, 2012

Document 3

Between 1940 and 1960, Evfronsiniia Kersnovskaia spent time in exile in Siberia and in Soviet prison camps. Beginning in 1964, she began writing and illustrating her experiences.

“The arrival at the corrective labor camp turned out to be the culmination of the humiliation. First we were made to strip naked and were shoved into some roofless enclosures made out of planks. Above our heads the stars twinkled; below our bare feet lay frozen excrement. An enclosure measured 3 square feet. Each held three to four naked, shivering, and frightened men and women. Then these ‘kennel cages’ were opened one after the other and the naked people were led across a courtyard ‘the camp version of a foyer [entrance]’ into a special building where our documents were ‘formulated’ and our things were ‘searched.’

The goal of the search was to leave us with rags, and to take the good things ‘sweaters, mittens, socks, scarves, vests, and good shoes’ for themselves. Ten thieves shamelessly fleeced these destitute and barely alive people.

‘Corrective’ is something that should make you better, and ‘labor’ ennobles you. But ‘camp’? A camp wasn’t a jail, So then what on earth was going on?”

Source: “Gulag: Soviet Forced Labor Camps and the Struggle for Freedom,” Gulag: Many Days, Many Lives, Online Exhibit, Center for History and New Media, George Mason University, 2006–2021

Document 4

"All the News That's Fit to Print"	The New York Times.	LATE CITY EDITION Mostly sunny today. Fair and warmer tomorrow. Temperature Today—Low, 54; High, 65 Forecast Today, High 62; Low 52; Wind, S-W 7-12. Pub. G. S. Washburn, Business Manager, Room 42	
VOL. XCVI...No. 32,953	Printed at <i>Amesbury Press, Inc.</i> New York, N. Y.	Copyright, 1946, by The New York Times Company. NEW YORK, WEDNESDAY, OCTOBER 2, 1946.	THREE CENTS NEW YORK CITY
12 NAZI WAR LEADERS SENTENCED TO BE HANGED; GOERING HEADS LIST OF THOSE TO DIE BY OCT. 16; HESS GETS LIFE, SIX OTHERS ORDERED TO PRISON			

Source: *New York Times*, October 2, 1946

Document 5

Saddam Hussein is the first world leader in modern times to have brutally used chemical weapons against his own people. His goals were to systematically terrorize and exterminate the Kurdish population in northern Iraq, to silence his critics, and to test the effectiveness of his chemical and biological weapons. Hussein launched chemical attacks against 40 Kurdish villages and thousands of innocent civilians in 1987-88, using them as testing grounds. The worst of these attacks devastated the city of Halabja on March 16, 1988.

Source: Bureau of Public Affairs, "Saddam's Chemical Weapons Campaign: Halabja, March 16, 1988," U.S. Department of State Archive online, March 14, 2003

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
<p>Is this an issue supported by <i>at least three</i> documents?</p> <p>Which documents support this issue?</p>		1 2 3 4 5	
<p>Which documents can be used to develop the explanation for this issue?</p>		1 2 3 4 5	
<p>Has this issue significantly affected people or been affected by people?</p> <p>In which document or documents do you see this?</p>		1 2 3 4 5	
<p>Has this issue endured across time or changed over time?</p> <p>In which document or documents do you see this?</p>		1 2 3 4 5	

Refer back to page **26** to review the task.

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

GLOBAL HISTORY AND GEOGRAPHY II

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GLOBAL HISTORY AND GEOGRAPHY II

January 2025 Regents Exam in Global History and Geography II

Scoring Key: Part I (Multiple-Choice Questions)

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

MC = Multiple-choice question

January 2025 Regents Exam in Global History and Geography II

Scoring Key: Parts II and III

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	January '25	Part II - 29	-	CRQ	1	1
GHG II	January '25	Part II - 30	-	CRQ	1	1
GHG II	January '25	Part II - 31	-	CRQ	1	1
GHG II	January '25	Part II - 32	-	CRQ	1	1
GHG II	January '25	Part II - 33	-	CRQ	1	1
GHG II	January '25	Part II - 34a	-	CRQ	1	1
GHG II	January '25	Part II - 34b	-	CRQ	1	1
GHG II	January '25	Part III - 35	-	ES	5	3

CRQ = Constructed Response Question ES = Essay

The chart for determining students' final examination scores for the **January 2025 Regents Exam in Global History and Geography II** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> 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

Thursday, January 23, 2025 — 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: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

For **Part II** Short-Answer Constructed Response (open-ended) questions:

- A question-specific rubric

For **Part III** Enduring Issues Essay:

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

General:

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

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THE STATE EDUCATION DEPARTMENT

Albany, New York 12234

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.

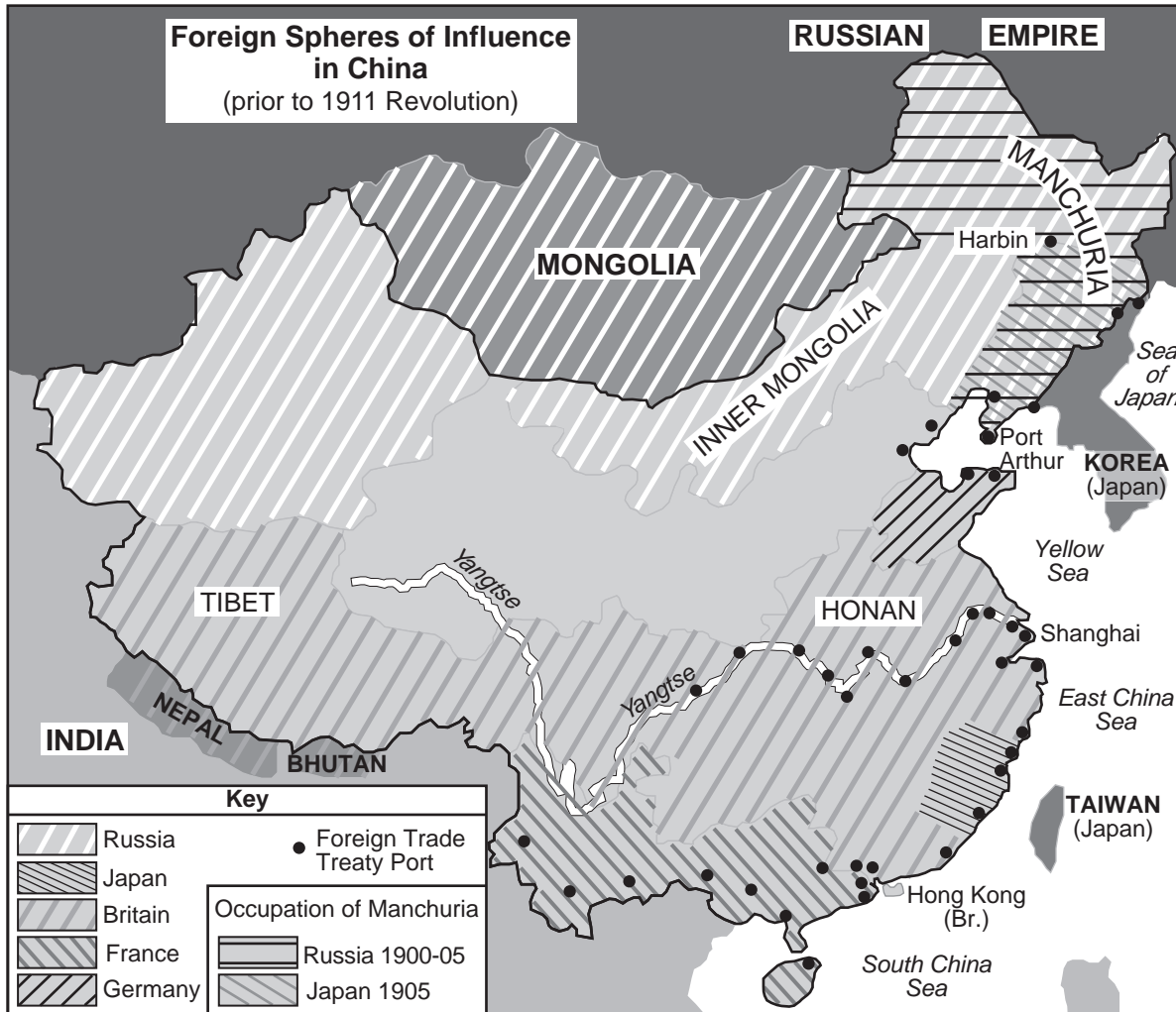
The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

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

**Global History and Geography II
Part II Question - Specific Rubric
Constructed-Response Questions
January 2025**

CRQ Set 1:

Document 1



Source: Portsmouth Peace Treaty website (adapted)

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

Score of 1:

- Correct response

Examples:

- European countries were competing for resources/new markets/trade ports outside of their own borders/in China;
- provisions in the Nanjing Treaty granted Britain treaty ports, and other European powers sought similar privileges;
- European pursuit of power during the Age of Imperialism led to spheres of influence in China;
- the Russian Empire wanted access to the Yellow Sea;
- Japanese/European industrialization led to the desire for resources in Manchuria/China;
- foreign powers were drawn to the abundance of natural resources in Manchuria;
- technology such as steamships and the Suez Canal allowed for industrial powers to more easily gain access to Chinese ports and compete for their control;
- Japan was a growing regional power in East Asia and wanted to be considered equal to the European powers;
- imperialism in China took place along waterways, the coast, and trade routes because they were easily accessible

Score of 0:

- Incorrect response

Examples:

- the rise of communism in China led to spheres of influence;
- Britain controlled Hong Kong;
- Japan controlled Taiwan;
- Russia controlled Mongolia;
- imperialism;
- Industrial Revolution;
- Berlin Conference;
- trade;
- Silk Road

- No response

Document 2

The following is a foreign correspondence that illustrates actions taken by the I Ho Ch'uan, also known in the West as the Boxers. This author includes quotes from Dr. John Hykes of the American Bible Society and information provided by Edwin Conger, an American government official in China.

NORTH CHINA TERRORIZED

Bands Organized to Destroy the Homes of Christian Converts.

Work of Pillage and Murder by Boxers—Would Drive Out Foreigners— Suspicion of Government Connivance [scheme].

Foreign Correspondence New York Times.

TIEN-TSIN, Feb. 10.—In order to present intelligently an account of the disturbances in North China it will be necessary for me to write a brief summary of the uprising from its beginning. While confined principally to Shantung Province, it is affecting seriously all Christian work in the north and is rapidly assuming vast proportions and spreading like a forest fire from village to village. I have gathered all the information possible from various sources, both native and foreign, but as it is important that only facts should be presented, I will make only such statements as are amply proved. Most of the statements given below are those which have been communicated officially to Minister Conger by our American missionaries and they do not include the reports of innumerable outrages of which we have not reliable information. . . .

The I Ho Ch'uan, Righteous Harmony Fists, commonly known as the "Boxers," is a so-called secret society which made its first appearance about one year ago. It rapidly attracted multitudes of men, both young and old, who formed into small bands of gymnasts. Each band was conducted by a "demonized" leader, who, by the selection of an epileptic [having seiures] patient or by the aid of hypnotism, caused a "medium" to display wild or unnatural symptoms or to utter wild and strange speech, this serving as a basis for the claim of this society to spiritual power. The followers were assured of immunity from death or physical injury, their bodies being spiritually protected from sword cuts and bullets. . . .

Source: *New York Times*, March 30, 1900

30 Based on this excerpt, explain how this article shows bias in its description of the I Ho Ch’uan.

Score of 1:

- Correct response

Examples:

- the article is biased against the I Ho Ch’uan because it uses loaded terms such as terrorized, pillage, murder, and innumerable outrages to describe the Boxers’ actions;
- the article may be exaggerating the spread of the negative impact the Boxers are having on Christian work with phrases like “spread like a forest fire from village to village” and “assumed vast proportions”;
- the article uses a negative tone—“so-called secret society”—implying the Boxers were not secret;
- the article relies mostly on Christian/Western/American sources to explain the Boxers to readers;
- the article describes the Boxers’ practices as being unnatural displays;
- the author describes the Boxers as having ceremonies that include wild and strange speech uttered by a medium;
- the headline implies that the Chinese government is scheming with the Boxers;
- the author states that there were reports of “innumerable outrages” without providing reliable information to support this;
- the author/article presents no information from the Boxers’ point of view or Chinese government’s point of view;
- the author provides/gives unflattering descriptions of the Boxers as being conducted by a demonized leader;
- it shows bias against the Boxers because it is only explaining harm they do and not what they are fighting for;
- the article refers to the I Ho Ch’uan as “Boxers” and paints them in a negative way

Score of 0:

- Incorrect response

Examples:

- *The New York Times* describes the Boxers as righteous and harmonious;
- confined to Shantung Province;
- the article is not biased because it includes information from many sources;
- *The New York Times* is an American newspaper;
- not biased because the author said he used only facts;
- not biased because the author states that people were native and foreign

- No response

Documents 1 and 2

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

Score of 1:

- Correct response

Examples:

- in Document 2, the Boxers rebelled because China was weakened by foreign influences as shown in Document 1;
- some Chinese/the Boxers were upset about Europeans being in China, so they attacked them;
- Europeans/foreign spheres of influence/imperialism angered some Chinese, which led to the Boxer Rebellion;
- foreigners/Christians were targeted in Boxer uprisings because of the influence that foreigners/missionaries had in parts of China;
- Westerners/Christians/American newspapers were upset about how the Boxers treated foreigners living in treaty ports/regions of China;
- because there were foreigners in China, foreign newspapers reported on violence against them;
- imperialism in China led to nationalist movements/the Boxers destroying homes of Christian converts;
- because of Western imperialism, some Chinese converted to Christianity

Score of 0:

- Incorrect response

Examples:

- Boxers rebelled;
- northern China was terrorized;
- Christian converts were killed in the 1911 Revolution;
- foreign treaty ports and Boxers;
- facts were presented in the map of China and bias was shown about the Righteous Harmony Fists

- No response

CRQ Set 2:

Document 1

**Photograph from Cape Town, South Africa,
in 1967**



Source: *The Guardian*

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

Score of 1:

- Correct response

Examples:

- the South African government/Nationalist Party enacted apartheid laws that separated the races;
- apartheid in South Africa enforced a system of inequality/led to racial discrimination;
- European colonization of South Africa led to racist policies/laws/attitudes;
- the minority White government controlled the laws that led to segregation;
- the Afrikaner government kept control of the Black majority in South Africa through the policy of apartheid;
- public transportation/taxis were segregated because of apartheid laws;
- the South African constitution gave Whites power and denied rights to the Black majority

Score of 0:

- Incorrect response

Examples:

- apartheid;
- Nelson Mandela;
- inequality;
- segregation/slavery in the southern United States

- No response

Document 2

On February 2, 1990, South African President F. W. de Klerk delivered a speech at the opening of Parliament. The audience included South Africa's White government and foreign ambassadors, and was also broadcast on television and radio in South Africa and around the world. The speech outlines de Klerk's goals for South Africa.

. . . Our country and all its people have been embroiled in conflict, tension and violent struggle for decades. It is time for us to break out of the cycle of violence and break through to peace and reconciliation. The silent majority is yearning for this. The youth deserve it.

With the steps the Government has taken it has proven its good faith and the table is laid for sensible leaders to begin talking about a new dispensation [system], to reach an understanding by way of dialogue discussion.

The agenda is open and the overall aims to which we are aspiring should be acceptable to all reasonable South Africans.

Among other things, those aims include a new, democratic constitution; universal franchise [voting]; no domination; equality before an independent judiciary; the protection of minorities as well as of individual rights; freedom of religion; a sound economy based on proven economic principles and private enterprise; dynamic programmes directed at better education, health services, housing and social conditions for all.

In this connection Mr. Nelson Mandela could play an important part. The Government has noted that he has declared himself to be willing to make a constructive contribution to the peaceful political process in South Africa. . . .

Source: F. W. de Klerk, speech at the opening of Parliament, February 2, 1990

33 Based on this excerpt, explain how the intended audience affects what de Klerk includes in his speech.

Score of 1:

- Correct response

Examples:

- because de Klerk is speaking to the White government, he includes ideas such as dialogue and reconciliation among all South Africans;
- since he is speaking to the White government, he identifies the steps they have already taken and calls them sensible leaders;
- because he is speaking to all of the people of South Africa, he outlines his aims for ending violence, expanding rights, allowing freedom of religion, and improving education, health services, housing, and social conditions for all;
- de Klerk promises a better South Africa for the youth/silent majority/Blacks;
- since South Africans/the world see Mandela as a symbol opposing apartheid, he states that Nelson Mandela can play a part in the future;
- because the speech is delivered worldwide, he acknowledges the failure of the government in the past and states how he wants to fix it;

- de Klerk says that change has to happen because the world/South Africans demand it/ask for it;
- de Klerk wants the non-White populations to understand that the changes/aims suggested will bring inclusion to the majority;
- de Klerk lays out an agenda of inclusion and change because this speech is being broadcast to all South Africans

Score of 0:

- Incorrect response
 - Examples:*
 - he is speaking to Parliament;
 - a new constitution is given to Parliament;
 - the entire country/world heard the speech;
 - he is talking to/about Nelson Mandela;
 - he opens an agenda for all South Africans
- No response

Documents 1 and 2

34a Identify a turning point directly associated with the historical developments found in both Documents 1 and 2.

Score of 1:

- Correct response
 - Examples:*
 - the end of apartheid;
 - the spread of inclusive democratic ideas;
 - South Africa becoming an inclusive democracy;
 - success of anti-apartheid movements;
 - the release/rise of Nelson Mandela;
 - end of minority rule/beginning of majority rule in South Africa;
 - leadership/presidency of F. W. de Klerk

Score of 0:

- Incorrect response
 - Examples:*
 - decolonization/independence;
 - spread of communism;
 - advancements in transportation;
 - discrimination

- No response

34b Explain how the turning point you identified created significant change, using evidence from both Documents 1 and 2.

Score of 1:

- Correct response

Examples:

- Document 1 shows apartheid in South Africa in 1967, and Document 2 shows how the laws begin to change in 1990;
- de Klerk announces his aims to end apartheid laws such as segregated taxis for Whites and Blacks;
- de Klerk’s speech signaled the early stages of systemic change/dismantling of discriminatory practices/dismantling of apartheid, such as those shown in the 1967 photo;
- de Klerk’s speech was an early step toward an inclusive democracy that would no longer support the practice of separating Whites from Blacks, as was shown in the 1967 photo;
- de Klerk’s speech was an early step toward/signaled hope that Cape Town/South Africa would work to end years of racial discrimination/apartheid practices by establishing a more inclusive democracy/new goals that included all people’s voices;
- before the end of apartheid, Blacks and Whites were segregated; after 1990, the government worked to make South Africa a democracy without domination by any group;
- in 1967, South Africa used apartheid to keep races separate; after many years, Nelson Mandela was asked to play an important part in changing the politics in his country

Score of 0:

- Incorrect response

Examples:

- de Klerk wants to begin apartheid;
- decolonization led to the end of apartheid;
- apartheid leads to the opening of Parliament;
- Mandela can play an important part;
- in Document 1 there were taxis for Whites, and in Document 2 there was a speech

- No response

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

Task:

- Identify *and* explain an enduring issue raised by this set of documents
 - Argue why the issue you selected is significant *and* how it has endured across time
- In your essay, be sure to**
- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
 - Explain the issue using relevant evidence from *at least three* documents
 - Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
 - Include relevant outside information from your knowledge of social studies

Scoring Notes:

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

Score of 5:

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

Score of 4:

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

Score of 3:

- Identifies and explains *one* enduring issue raised in the set of documents
- Develops both aspects of the argument with little depth *or* develops only one aspect of the argument with some depth; may include minor inaccuracies
- Is more descriptive than analytical
- 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 explain, *one* enduring issue raised in the set of documents
- Minimally develops both aspects of the argument or develops one aspect of the argument in little depth; may include minor inaccuracies
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details from the documents or consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion

Score of 1:

- Identifies, but does not explain, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument; may include minor 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; may include some inaccuracies
- Presents no relevant outside information
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion

Score of 0:

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

Issues found in documents

Document 1: Abuse of power; social class tensions; lack of voice; lack of representation; revolution; unequal distribution of power; conflict; attempt to bring leaders to justice; economic injustice

Document 2: Abuse of power; human rights violations; impact of imperialism; conflict; rule by terror; exploitation/forced labor; brutality; impact of trade; impact of technology; impact of humans on the environment; impact of environment on humans; unequal distribution of power; lack of voice; economic injustice

Document 3: Human rights violations; abuse of power; dehumanization; lack of resources; putting people in labor camps; brutality; unequal distribution of power; lack of voice; conflict; economic injustice

Document 4: Attempt to bring leaders to justice; imprisonment; conflict

Document 5: Human rights violations; use of chemical weapons; abuse of power; genocide; goal of eliminating ethnic minorities; brutality; unequal distribution of power; conflict; lack of voice; impact of technology

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
Abuse of power	1, 2, 3, 5
Human rights violations	2, 3, 5
Brutality	2, 3, 5
Unequal distribution of power	1, 2, 3, 5
Conflict	1, 2, 3, 4, 5
Lack of voice	1, 2, 3, 5
Economic injustice	1, 2, 3

Example Issue: Abuse of Power

Identify and Explain:

Abuse of power occurs when leaders or officials use their authority to take advantage of others. Leaders or officials sometimes push the limits of their authority to behave in ways that are unethical or that are harmful to people. Such leaders or officials often use a variety of methods to maintain control. Some examples include the use of institutions to silence groups, as well as the use of brutality, fear, imprisonment, and forced labor as a means of control and exploitation.

Evidence from the documents to support the explanation:

Document 1: In France, Louis XVI refused to allow the three estates to meet simultaneously and attempted to suppress their right to assemble.

Document 2: King Leopold forced the Congolese population to harvest rubber in large quantities for his own economic benefit at the expense of their lives, their health, and their freedom.

Document 3: The Soviet government imprisoned, stole from, and dehumanized people considered threats to the state in labor camps/gulags.

Document 5: Saddam Hussein committed atrocities by using chemical and biological weapons in an attempt to eliminate the Kurds.

Example Issue: Abuse of Power

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p>Doc 1—Attempts by Louis XVI to suppress the National Assembly Bastille stormed by protesters King forced to accept new constitution</p> <p>Doc 2—Congolese workers sent out into jungle to slash down vines and layer their bodies with rubber latex Work labor-intensive and injurious to health, resulting in scraping of skin and hair</p> <p>Doc 3—Prisoners in gulag dehumanized and humiliated by Soviet officials (belongings confiscated; forced to march naked) Prisoners kept in kennel cages Experiences of Evfronsiniia Kersnovskaia in a prison camp in Siberia documented</p> <p>Doc 5—Use of chemical weapons by Saddam Hussein against 40 villages and thousands of innocent civilians in 1987 and 1988 in an attempt to eliminate Kurdish population in Iraq</p>	<p>Details about Bourbon dynasty and Louis XVI’s abuse of taxpayers’ money Imprisonment and persecution under Reign of Terror and Robespierre</p> <p>Exploitation of workers under plantation system in Latin America Catherine the Great’s repression of the serfs European oppression in other parts of Africa and in parts of Asia</p> <p>Atrocities committed against Armenian people during World War I Antisemitic legislation established by Nuremburg laws Japanese atrocities committed during World War II Nazi atrocities committed during Holocaust Post-World War II international response to war crimes (Nuremburg/Tokyo trials) Stalin targeting perceived political enemies (purges; famine; show trials; use of NKVD) Inequities under system of apartheid in South Africa Use of domestic terror to eliminate dissent (Pinochet; Pol Pot; Khomeini; Milosevic; Mao; Deng; the Taliban; Assad; Kim Jung Un/Il) Atrocities during Rwandan genocide</p>

Example Issue: Abuse of Power

Document Information	Outside Information
How issue continued/changed over time	How issue continued/changed over time
<p>Continuity: Doc 1—No meeting of Estates General held between 1614 and 1789 Doc 2—Exploitation of Congo for Belgian rubber industry Doc 3—Two decades of Evfrosiniia Kersnovskaia’s life spent in exile in Siberia and in Soviet prison camps Prisoners humiliated by being forced to strip naked and relinquish belongings in camps Doc 5—Use of chemical weapons by Hussein to systematically terrorize and exterminate Kurdish population and silence critics in 1987 and 1988</p> <p>Changes: Doc 1—Results of Louis XVI’s suppression of National Assembly (storming of Bastille; his forced signing of a constitution) Doc 2—Congo became a colony from which Leopold profited at expense of Congolese workers when demand for rubber increased Doc 5— Hussein first leader since World War II to use chemical weapons against his own people</p>	<p>Continuity: Violence often used by totalitarian leaders to assert authority (Stalin, Hitler, Mussolini) Military superiority often used by imperial governments to exploit land, labor, and resources of colonies Creation of legal systems by abusive governments that segregate and marginalize groups to maintain privilege and power (apartheid, Nuremberg laws)</p> <p>Changes: Creation of United Nations Universal Declaration of Human Rights as result of recognition of abuse of power by some individuals and regimes International Criminal Court created to try crimes against humanity Challenges to abuse of power by individuals, groups, and governments through use of boycotts, sanctions, and protest movements (South Africa, Iran, Iraq, North Korea, Gandhi in India) Nongovernment organizations formed to bring attention to injustices and abuses carried out by leaders (Human Rights Watch, Amnesty International) Propaganda and censorship implemented by abusive leaders to control their people (Stalin, Mao, Deng, Assad, Kim Jong-Un/II, Putin) Use of media by people to introduce world to abuses they face (faxes and television used by Chinese expats in United States and Canada; social media used in Arab Spring and Green Movement in Iran) Composition of music and concert performances and use of celebrity status to draw attention to abuse</p>

Throughout the course of history, societies have been defined and dictated by the leaders that ruled them. The development of the society, ranging from the treatment of people to political policies to economic goals can all be traced back to the type of leader and their goals. When a single leader holds complete power, there is a risk of suppressive leadership, and the leader can prove that he should not be in power through his abuse of power. This can be seen in pre-revolutionary France under Louis XVI, during the Age of Imperialism with King Leopold II, in World War II under Hitler, and in more modern times such as during the rule of Iraq's Saddam Hussein, and even today under Russia's Vladimir Putin. In all these cases, leaders exercised their dictatorial power and abused others in the process. Many of these leaders were punished for their crimes against people, but some have escaped prosecution and were not and have not been brought to justice. When this happens, it seems unfair for the people who have been hurt by them, often because of the leader's greed and ambition.

Dating back hundreds of years, people have taken control of other people through heritage, divine right, or election. One example of this is King Louis XVI of France during the Age of Absolute Monarchs. Claiming the divine right to power, King Louis tried to control all of France and its people, which was not popular, as he suppressed people without consent of the public. He did this in many ways. He increased taxes on the Third Estate and gave privileges to the nobility and clergy. He refused to give the Third Estate more power in the Estates General, even though they made up about 98% of the population, and spent money extravagantly on himself and his wife, Marie Antoinette. This all meant that most of the citizens suffered as he benefitted, which

meant that although he was in power, he did not have support from the people he was ruling. Using ideas from Enlightenment thinkers like John Locke, the people began to want more of a say in the government due to the lack of power and rights they had under the king's rule. This led to the start of the French Revolution. The meeting of the National Assembly and the storming of the Bastille showed that the people were not happy with his abuse of power. Eventually he was arrested, tried for treason, and he and Marie Antoinette were beheaded for their crimes against France. While this was an important step against an abusive king, it didn't create a more fair society as decades of war, as well as the rule of another dictator, Napoleon Bonaparte, followed and more innocent people were killed.

King Leopold of Belgium in the late 1800s and early 1900s is another example of a dictatorial king who abused his power through the cruelty he showed toward his colonial subjects. Blinded by the gain of wealth, King Leopold II ignored the rights of the Congolese people and forced them to help him profit by doing dangerous and painful work. Even though this took place well after the French Revolution, people were still being exploited by the leader: the person who is supposed to be looking out for the well-being of his people. He forced his colonial subjects in the Congo to work in incredibly dangerous and often violent conditions to gain more profit. He literally had them rip off their skin in order to harvest rubber. His forced labor system was incredibly cruel. He would hold Congolese women hostage to force the men to work in the grueling rubber industry. Many of the women starved to death and the men were worked to death. If they didn't meet their quotas of rubber collection, they were beaten, maimed, or

killed. This cruelty was finally revealed in newspapers and books like "Heart of Darkness" and Leopold was forced to turn the colony over to Belgium, ending his rule. However, Leopold never faced punishment for the massive numbers of Congolese who were killed, maimed, and hurt. Unfortunately, unfairness and lack of justice sometimes happens with powerful leaders.

During the global mess known as World War II, Hitler was never tried or brought to justice because he killed himself. Hitler and his Nazi party killed more than 11 million people and put even more in ghettos and concentration camps. These people were abused by people in the government and lost their possessions, families, and lives. While some of the Nazi leaders were tried and sentenced in the Nuremberg Trials, Hitler escaped punishment because he killed himself before he was captured. Therefore, he was never brought to justice for his abuse of power.

Once again, it is evident that leaders are not always role models for the people, and can abuse the power they possess through suppression of people, such as the Nazi persecution of Jewish people during the Holocaust. Doing morally wrong things while in leadership seems to be a constant from these examples.

Finally, the last example of a person who abused his power and maybe never should have been in power in the first place is Saddam Hussein. In order to test weapons and get rid of people who opposed him, Saddam Hussein attacked the Kurds who lived in Iraq with chemical weapons. Not only is this severely inhumane, but it goes against everything that a leader should stand for; the word "lead" is even in the name, demonstrating the idea that people in power should

guide their people to success. While he used chemical weapons against the Kurdish Iraqi people in 1987 and 1988, he still ruled Iraq. It took another two wars against the U.S. until he was captured. He was finally tried for these crimes in the early 2000s, which shows that justice wasn't exactly swift. The abuse of power by Hussein and many before and after him indicates how enduring this issue unfortunately is. Instead it has become an unfortunate theme that people end up in a position they should not be in where they are responsible for the lives and well-being of other people. We see this even today in places like Russia. Vladimir Putin has killed, imprisoned, and otherwise harmed people who oppose him or people he believes to be his enemies, like the Ukrainians, as well as gay people and the press who don't agree with him. From all the way back to the French Revolution to today in Russia, people in their society are very severely effected and exploited by their leaders, who lack the moral and equality-driven capabilities that qualify them to be in a leadership position in the first place. The great thing about today's democratic republics is that the public can elect people to lead and represent them which greatly diminishes the chances of suppressive leadership down to almost nothing (with the help of separation of powers). The unfortunate part of this enduring issue is that many of these abusive leaders do not face punishment or justice, and the people they have harmed have to live with the consequences.

Someone in complete control of their people can easily take advantage of the rights and liberties of their people. This has been demonstrated through hundreds of leaders and many different societies, all which had severe impacts on the people, sparking a potential desire for change. Possible the only good outcome from these

suppressive leaderships is the opportunity to learn from their past atrocities in order to shape an even better and more prosperous society.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *abuse of power* as an enduring issue raised in the documents (influences treatment of people, political policy, and economic goals; leaders exercise their dictatorial power and abuse others in the process; leader's greed and ambition can often hurt their people)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (under King Louis XVI most citizens suffered as he benefited which meant he did not have support from people he was ruling; blinded by gain of wealth, King Leopold II ignored rights of Congolese people and had them help him profit through dangerous and painful work; King Leopold II's forced labor system incredibly cruel; to test chemical weapons and get rid of people who opposed him Hussein attacked Kurds who lived in Iraq; leaders who abuse their power lack the moral and equality-driven capabilities that qualify them to be in a leadership position in the first place; great thing about democratic republics is that public can elect people to lead and represent them, which greatly diminishes chances of suppressive leadership to almost nothing)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (King Louis XVI ruled France during Age of Absolute Monarchs and claimed divine right to power; King Louis XVI refused to give Third Estate more power in Estates General even though it comprised 98 percent of the population, and spent money extravagantly on himself and his wife, Marie Antoinette; using ideas from Enlightenment thinkers like John Locke, people began to want more of a say in government, which led to French Revolution; King Louis XVI eventually arrested, tried for treason, and he and Marie Antoinette beheaded for crimes against France; an important step against an abusive King but did not create a fair society as decades of war as well as rule of another dictator, Napoleon Bonaparte, followed and more innocent people killed; King Leopold II would hold Congolese women hostage to force men to work in grueling rubber industry; King Leopold II forced to turn colony over to Belgium, ending his rule, but he never faced punishment for his actions; Hitler was never tried or brought to justice as a result of his actions in World War II as he killed himself; Hitler and his Nazi party killed more than 11 million people and put even more in ghettos and concentration camps during Holocaust; Hussein finally tried for his crimes in early 2000s, showing that justice was not exactly swift; today in Russia, Vladimir Putin has killed, imprisoned, and otherwise harmed people who oppose him or people he believes to be his enemies such as Ukrainians as well as gay people and press who do not agree with him)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. An analytical discussion of the abuse of power by leaders is thoroughly supported by substantive details and meaningful document interpretation. Thoughtful conclusions reflect a good historical understanding of how abuse of power is an enduring issue that is not always addressed in a satisfactory manner.

Many atrocities have been committed in the course of human history, and while everybody should follow the “Golden Rule,” treat others the way you want to be treated, that clearly is not always the case. Inhumane treatment of people, whether it be in the likes of genocide or just vile actions, has stuck around for quite a while, a thorn in humanity’s side. Humans have treated others in cruel ways to increase their power and have more control. At times, these people are punished for their inhumane behavior. Unfortunately though, many people have acted without repercussion.

Unfair treatment is one thing, it’s happened plenty of times but genuinely horrid treatment is another, whether for financial gain or in anger. A little bit of both most likely was the cause for Leopold of Belgium to treat the Congolese the way he did. King Leopold ruled the Congo during the Age of Imperialism. During this time there was a European belief in Social Darwinism. As a result, European leaders believed that Africans were not equal to them and that it was alright to abuse them in what we today would think is inhumane and horrendous for their own benefit and profit. When worldwide demand for rubber boomed, Leopold cashed in by forcing Congolese workers into the jungle to slash down vines and layer their bodies with rubber latex. Later the rubber had to be scraped off their skin—often taking flesh and hair with it. This disgusting treatment of native workers in the Congo that Belgium controlled was done for King Leopold and the empire’s financial gain which today we can see was not a good reason for this. This type of treatment is not limited to one of two countries, it eventually happened in more places than you would think. In colonies such as India and South Africa, people were also

treated with tremendous cruelty as there was no concern for the rights of colonial people. In more recent times in Russia during the 1940s to 1960s, Russia's gulags for forced labor camps were common places to where any "disobeyers" of the totalitarian regime were sent which could be as simple as criticizing the government. The experience in those camps was incredibly inhumane. People were sent to corrective labor camps but they turned out to be a place of humiliation. They were made to strip naked and then were shoved into some roofless enclosure made out of planks. They were forced to go to the bathroom there and stand in their frozen excrement. After this process, anything these people had with them that could make their life or survival easier was taken. Gulags were horrible places where people were mistreated to a very high degree. The most notorious of any inhumane treatment however, is the Holocaust. The Jewish people and others were targeted and systematically killed, had vile experiments done on them and suffered other horrors one should not have to imagine. The Nazis were the ones behind these extermination and concentration camps. The effects reverberate even today as approximately six million Jews and millions of others were killed by the Nazis. [The Nazis were tried in an international court after World War II, but Hitler was never brought to justice because he killed himself before the Allied troops could capture him. However, in this case, 12 Nazi war leaders were sentenced to death for the crimes, as well as six others who were ordered to go to prison.]

This type of treatment has endured for a while, it is not a thing of the past as all may wish. In the 1970s, the Khmer Rouge, a Cambodian radical group, took over Cambodia. They wanted to regress their culture to the times when farming was one of the only ways to get

by. They did this with the killing of any foreign-influenced people, government workers, and educated people. They then forced people onto farms, similar to communes, where they worked with little rest and little sustenance. This was another case of abhorrent treatment. Even more recently, in the mid 1990s, was the Rwandan genocide. There are two major groups, the Tutsis and the Hutus in Rwanda but when the Rwandan president was killed when his plane was shot down, violence erupted and the Hutus began slaughtering Tutsis ruthlessly, often with machetes which did not guarantee a swift death. Another recent smaller scale genocide by Saddam Hussein was in the late 1980s. As stated in Document 5, "His goals were to systematically terrorize and exterminate the Kurdish population in northern Iraq...". He killed innocent people with mainly chemical weapons. Inhumane treatment of people or certain groups has endured over time.

Whether the horrid treatment of other humans be in the 1860s or the 1990s, it can be agreed upon that it was and still is a problem.

Unfortunately there will always be the case where humans will always treat certain others horribly throughout time.

Anchor Level 4

The response:

- Identifies and accurately explains *inhumane treatment of people* as an enduring issue raised in the documents (treatment can be in the likes of genocide or just vile actions and has stuck around for quite a while; humans have treated others in cruel ways as a way to increase their power and have more control; unfair treatment one thing but horrid treatment another whether for financial gain or in anger)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (everyone should follow the “Golden Rule,” treat others the way you want to be treated, but that is clearly not always the case; at times people punished for inhumane behavior but unfortunately many people have acted without repercussions; when worldwide demand for rubber boomed, King Leopold cashed in by forcing Congolese workers into the jungle; King Leopold’s treatment of his people happened in more places than one might think; experience in Gulag camps incredibly inhumane as they turned out to be a place of humiliation; whether horrid treatment of other humans is in the 1860s or 1990s it can be agreed that it was and still is a problem)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, 4, and 5
- Supports the task by incorporating relevant outside information (as a result of Social Darwinism European leaders believed Africans not equal to them and that it was okay to abuse them in what we think of today as inhumane and horrendous for their own benefit and profit; in colonies such as India and South Africa people treated with tremendous cruelty as no concern for rights of colonial people; in more recent times, Russia’s Gulags common places to send “disobeyers” of the totalitarian regime even if they simply criticized the government; during Holocaust, Jewish people and others targeted and systematically killed and suffered other horrors one should not have to imagine; effects reverberate even today as approximately six million Jews and millions of others killed; Nazis tried in international court after World War II but Hitler never brought to justice as he killed himself before Allied troops could capture him; in 1970s Khmer Rouge, Cambodian radical group took over Cambodia and wanted to regress culture to times when farming one of only ways to get by; Khmer Rouge killed foreign influenced people, government workers, and educated people; Khmer Rouge forced people onto farms similar to communes where they worked with little rest and sustenance; Tutsis and Hutus two major groups in Rwanda; when Rwandan president killed when his plane shot down, violence erupted; Hutus ruthlessly began slaughtering Tutsis, often with machetes which did not guarantee a swift death)
- Demonstrates a weakness in organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Critical appraisal of document information is integrated throughout the discussion; however, additional facts and details would have strengthened the historical analysis. Some perceptive conclusions reflect historical insights, but lack of organization weakens their impact.

Throughout history, maintaining the balance of power has always been a struggle. Often times with too much power and no limitations on that power, leaders tend to become corrupt. This has been the case with many countries and governments all over the world and at various points in time. Therefore, a common issue that has lasted for centuries is the abuse of power that has often led to a government's mistreatment of subjects. This was evident with King Leopold II of Belgium in the Congo, the mistreatment by the Russian government of its own people and Saddam Hussein's attacks against the Kurdish population.

In 1885, many European nations gathered together to partition Africa in an event known as the Berlin Conference. These countries competed economically for natural resources to help fuel industrialization. King Leopold of Belgium gained control over parts of the Congo. This region was rich in natural rubber, which was largely found on vines in jungles in the Congo. An example of Leopold's abuse of power was because Congolese workers were mistreated and forced to perform brutal labor that both hurt and exhausted them. The work consisted of cutting down vines, collecting rubber latex on their skin, and then tearing it off so it could be sold and processed. Workers who didn't meet the high quotas set by Leopold often had their limbs amputated. Millions died during this time. This abuse of power and greed by Leopold negatively affected the Congolese. This is evident in other times in history as monarchs from European empires didn't seem to care much for the well being of those they colonized. Many British colonies in both Africa and India had poor treatment of natives living under their rule. During the British Raj, many native Indians were forced to work on cotton plantations to fuel the textile revolution

back in England. Again, during the Age of New Imperialism, many colonial peoples were exploited by abusive governments seeking profit and power above all else.

Another example of the abuse of power is in Communist Russia after WWII. The Soviet Union was ruled by a totalitarian dictator, Stalin. Because of this, Russian citizens were often encouraged to blindly follow their leader and do everything possible to benefit the state. This was a common idea there because Communist values stressed that the state was more important than the individual. Soviet leaders utilized labor camps basically as prisons for their own people, especially those who were considered enemies of the state. These labor camps treated workers terribly and many of them were injured or died. Under a government where the leader had all of the power, the middle/working class had little to no rights and millions of people died in Gulag camps. Leaders, such as Stalin, treated people horribly and faced no consequence. Stalin was not unique in this way. Even today, leaders such as Kim Jong Un have followed a similar path of abusing power.

In the 20th century, Iraq was another place with a leader who abused his power. In 1988, Saddam Hussein experimented with new chemical weaponry and technology against his own people. He tested them on innocent civilians in over 40 villages and terrorized and killed tens of thousands of Kurds. He used cruel, unconventional methods to put down Kurdish resistance and their desire for self-rule. Similarly to other leaders, Hussein had total control and was able to commit atrocities against his people. It is alarming that leaders terrorize their own citizens. Thankfully, today some international courts and organizations have begun to hold leaders who commit these crimes

against humanity accountable. The atrocities committed are clear examples of leaders abusing their power.

Many leaders across history have done terrible things but a common correlation is between leaders who have too much power, which often goes unchecked. This has led to dictators, absolute monarchs, and other leaders committing terrible acts to keep their own power, and become extremely corrupt. This has been evident in various places and it is an issue that has lasted for centuries. More people need to expose and address the abuse of power by leaders in today's world.

Anchor Level 3

The response:

- Identifies and explains *abuse of power* as an enduring issue raised in the documents (maintaining balance of power has always been a struggle; often with too much power and limitations on that power, leaders tend to become corrupt; at various points in time and all over the world, this has been the case with many countries and governments; has often led to a government's mistreatment of subjects; leaders who have too much power often go unchecked)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (Congolese workers mistreated and forced to perform brutal labor that both hurt and exhausted them; workers had to tear rubber off their skin so it could be sold and processed; monarchs of European empires did not seem to care much for the well-being of those they colonized; Soviet leaders basically used labor camps for prisons for their own people, especially those they considered enemies of the state; Stalin treated people horribly and faced no consequences; dictators, absolute monarchs, and other leaders committing terrible acts to keep their own power; more people need to expose and address abuse of power by leaders in today's world)
- Includes some relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Includes relevant outside information (in Berlin Conference of 1885, many European nations gathered together to partition Africa; participants competed economically for natural resources to help fuel industrialization; workers who did not meet high quotas set by King Leopold often had their limbs amputated and millions died; many British colonies in both Africa and India treated natives living under their rule poorly; during British Raj, many native Indians forced to work on cotton plantations to fuel textile revolution back in England; during Age of New Imperialism, many colonial peoples exploited by abusive governments seeking profit and power above all else; in Communist Russia after World War II, Soviet Union ruled by totalitarian dictator Stalin; Russian citizens often encouraged to blindly follow their leader and do everything possible to benefit the state; Communist values stressed state more important than the individual; in Soviet Union where leader had all the power, middle and working classes had little to no rights; millions of people died in Gulag camps; even today leaders other than Stalin, such as Kim Jong Un, have followed a similar path of abusing power; Saddam Hussein tested his chemical weapons on innocent civilians and killed tens of thousands of Kurds to put down their desire for self-rule; today some international courts and organizations have begun to hold leaders who commit crimes against humanity accountable)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Some analytic statements and good interpretation of document information are connected to relevant outside information and demonstrate an understanding of why abuse of power is an enduring issue. However, while some good statements are included, they lack supporting facts and details, weakening the discussion.

An enduring issue is a challenge or problem which has been encountered time and time again throughout history, ones that are often debated and discussed. One enduring issue that many societies face is their rulers going against the people. There are many examples of rulers going against their peoples' basic human rights, such as Louis XVI, Leopold II, and Saddam Hussein, to benefit themselves in some way.

One specific period of time where this issue was prominent was during the Reign of Terror in France, under Louis XVI. Louis XVI attempted to raise the taxes, mostly for his own benefit, when the Third Estate, made up of the common people and the majority of his country, rose to power to fight against the King. (Doc 1) The King attempted to escape the rumors of suppressing the assembly, which later caused France to go spirally down beginning in 1789 with the storming of the Bastille, leading to the Reign of Terror, which killed a large percentage of the French population. To simplify, if King Louis XVI did not try to suppress his peoples' voices and opinions, madness and the thousands public executions would not have happened.

To add, another event which showed a country's ruler going against the people was King Leopold II. When he expained Belgium to the Free State of Congo in Africa, he was profit-hungry. When the world demanded rubber, he would send Congolese workers into the thick jungle to cover their bodies in the rubber latex. To remove the rubber, they would have to forcefully scrape it off their skin, ripping hair and flesh with it. (Doc 2) This is an example of a ruler having a lack of empathy for his people and their health, because it would earn him money.

In addition, Saddam Hussein has gone against his people, for the

better of himself. In 1988, he used chemical weapons on his own people to terrorize and potentially eliminate the Kurdish people in northern Iraq, to test chemical warfare, and to permanently silence his critics. (Doc 5) Unfortunately, he killed thousands of innocent civilians by this act of selfishness.

To conclude, one enduring issue that societies face is their ruler going against the people, instead of working with them and for them. As seen in the documents, from the 1700s to in the last 40 years, rulers have been going against the greater good, sometimes in attempt of utilitarianism, and sometimes of out pure selfishness of the rulers.

Anchor Level 2

The response:

- Identifies and partially explains *human rights violations* as an enduring issue raised in the documents (in many societies rulers have gone against their peoples' basic human rights to benefit themselves in some way instead of working with the people and for them; from the 1700s to the last forty years, rulers have been going against the greater good, sometimes in an attempt of utilitarianism and sometimes out of pure selfishness of the rulers)
- Minimally develops both aspects of the argument
- Is primarily descriptive (Louis XVI attempted to raise taxes mostly for his own benefit; Third Estate fought against King Louis XVI; King Louis XVI attempted to escape rumors of suppressing the assembly, which later caused France to spiral down; if Louis XIV did not try to suppress his peoples' voices and opinions the madness and thousands of public executions would not have happened; when King Leopold expanded to the Congo in Africa he was profit-hungry; King Leopold had a lack of empathy for his people and their health because it would earn him money; Saddam Hussein used chemical weapons on his own people to terrorize and potentially eliminate the Kurdish people in northern Iraq, killing thousands of innocent civilians); includes faulty application (a large percentage of the French population killed during the Reign of Terror)
- Includes few relevant facts, examples, and details from Documents 1, 2, and 5
- Presents limited relevant outside information (Reign of Terror happened in France during rule of Louis XVI; majority of people in France belonged to Third Estate)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information demonstrate a limited understanding of human rights violations as an enduring issue. A few statements of relevant outside information about France during the rule of Louis XVI lack supporting facts and details and weaken the effort.

Anchor Paper – Enduring Issues Essay—Level 1

Over the years there have been many problems with the government mistreating people and usually are the leaders who do this to them. This has taken many people's lives away and put them through very bad pain. Many people were more treated like animals than humans.

In Document 5 we are told about Saddam Hussein. We learn about how he was the first leader who used chemical weapons on his own people. He used his own people to test his chemicals and weapons. He killed thousands of innocent people by just using them to get his own arms.

In Document 3 we learn about a labor camp from a former Gulag prisoner. We are told on how badly they were treated "we were made to strip naked were shoved to roofless enclosures." "the goal was to leave us with rags and to take the good things". Leaders harmed their own people and took their things away. Again another example of mistreating their own people. They would tell the people the points of the camps were to better them. But they really prison camp to take things away from innocent people.

Anchor Level 1

The response:

- Identifies and minimally explains *mistreatment of people* as an enduring issue raised in the documents (mistreatment usually done by leaders; led to many people losing their lives and suffering very bad pain; led to people being treated more like animals than humans)
- Minimally addresses both aspects of the argument
- Is descriptive (Hussein used his own people to test his chemicals and weapons; Soviet leaders harmed their own people and took their things away; people told the camps were to better them)
- Includes minimal facts, examples, and details, some of which are copied 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. Limited interpretation of document information minimally addresses the task and demonstrates a basic understanding of mistreatment of people by governments as an enduring issue. Lack of development and weak generalizations detract from the effort.

Since the age of Imperialism countries have both risen and fallen in power due to their leaders and the decisions they have made. Often, dictators have abused their roles and committed atrocities against the people within their nations. Hitler took control of Germany after World War I and led the persecution of the Jews during the Holocaust. Other leaders, such as Saddam Hussein in Iraq and Stalin in Russia, committed terrible atrocities as well. These dictators have all violated the human rights of their people and abused their power. The abuse of power is an issue that still persists today.

In the late 20th century, Saddam Hussein launched a brutal attack against the Kurdish population in Iraq. The Kurds wanted independence from Iraq. They also lived in an area that had a lot of oil. In response, Hussein abused his power and launched 40-chemical attacks on Kurdish villages between the years 1987-88. The worst attack was in Halabaja on March 16, 1988 killing thousands. Saddam Hussein was a very brutal dictator and did not have a problem persecuting his own people. The U.S. would eventually go to war with Iraq as it was suspected that he was amassing weapons of mass destruction. Hussein was captured and killed by the U.S. in the early 21st century. Leaders are held accountable today for atrocities they commit that are considered crimes against humanity.

Prison camps were in Siberia under the rule of Stalin. Prisoners were kenneled and were often left unclothed, cold, and frightened. Stalin put anyone that disagreed with him either into camps or executed them to try to maintain his power. Stalin also deterred people from questioning the government by making public examples of those seen as disloyal. One way he demonstrated this was through the

Moscow Show Trials. Stalin repeatedly abused his power while leading the Soviet Union. Similar to Stalin, Adolf Hitler was also a brutal leader, especially as seen during the Holocaust with the persecution of the Jews. Hitler led the Nazi Party, authorizing the killing of over 6 million Jews. Many more suffered throughout this time. The Nuremberg Laws and other regulations restricted Jewish people in many ways, including their right to marry, receive an education, and operate businesses, as well as their right to citizenship. Over time, Jews were forced to live in ghettos, and then many were deported to concentration camps. Every human right during this time was violated as Hitler maintained his power. Following WWII, 12 Nazi leaders were sentenced to be hanged as an outcome of the Nuremberg Trials. Six leaders were sentenced to prison and 1 more was sentenced to life. For the first time, leaders were being charged with war crimes.

All of the examples show how leaders abused their power. The Nazi Party, Stalin and his secret police and Saddam Hussein were very Brutal dictators and clearly took advantage of their power. As a result, they all violated the human rights of those they ruled. Today there are still leaders who abuse their power. However, there are groups that work to expose atrocities and advocate for the human rights of people, such as Amnesty International. Laws have also been passed in some countries to protect the fundamental freedom of people.

During this time period 1614–1988 many governments had tried to use their people for the benefit of their countries. But indeed by doing so they had tremendously hurt them. In this time while the industrial revolution had occurred, much more people were needed to continue the work that had been offered. So by choice or not, governments had used their people to fill the countries' needs even if it hurt them more than it helped. An enduring issue set through this time is that each government continued to overly use its power without consideration of the people's benefits and this is significant because many people were negatively impacted by the result of these choices.

The issue presented by these documents is that governments continuously overstep their power. After King Leopold II of Belgium expanded his control of the Congo region, he forced Congolese workers to slash vines and cover their bodies with latex for rubber production. For these Congo people, "the work was labour-intensive and injurious to health" (Doc 2). This problem of injury-prone labor is a problem because by King Leopold putting this on his people he only hurts them in result even though wanting better rubber production. Another example of government overstepping power is the Soviet Union and Siberia exiling people to the prison camps. People were unaware of the camps' true intentions and they found "the corrective labor camp turned out to be the culmination of the humiliation... these destitute and barely alive people" (Doc 3). The camp had actually taken from the people for the government rather than provide more. Lastly another example is Louis XVI trying to raise taxes on his people. He did this by agreeing "to summon the Estates General in order to try and raise taxes." (Doc 1). The problem is Louis continued to make decisions that a majority of his

people did not approve, Government during this time had used many.

Many events that occurred during this time were significant because many people were hurt in result of it. For example Nazi war leaders had been sentenced not only resulting in losing their lives, but in result of taking others. They had committed many crimes and many "Nazi war leaders sentenced to be hanged" (Doc 4), had died right away. More death had to result because of their wrong doings. Another example is Saddam Hussein practicing chemical weapons on his own people. He wanted to exterminate and terrorize Kurdish population and he did when he "launched chemical attacks against 40 Kurdish villages and thousands of innocent civilians" (Doc 5). This is significant because even though it'd help advance their technologies, it still killed many of their people in result. Lastly another example is in the Congo region when forced labor workers had to rip latex off their skin. The Congolese workers would "layer their bodies with rubber latex. Later they would scrape it off their skin - often taking flesh and hair" (Doc 2). These people were forced to harm themselves for the better of the government and economy. These actions forced on by the governments were significant for the people were severely hurt by them.

In conclusion, people were negatively impacted by the choices of their government exceeding the amount of power they should have been able to use. Many had been tricked and lost a grand amount rather than gaining as typically promised. In result people had lost everything from careless choices of government, some even their lives

History tends to repeat itself. A recurring piece of history that has resurfaced time and time again is the act of governments violating the basic human rights of its people. In many cases no measures were taken to secure the welfare of the common populace. This issue has endured throughout time, as it did in revolutionary France, the Belgian Congo, Siberian labor camps, during the Holocaust, and in late 20th-century Iraq. In these situations, those in power hoped to maintain that power by oppressing people within their control.

It can be seen that many governments have led the basic human rights of their people. One example was during King Leopold II of Belgium's rule over the Congo Free State. During the Age of New Imperialism, Leopold discovered that harvesting rubber would be extremely profitable. By enslaving the Congolese people, Leopold forced these laborers to harvest natural rubber, a process that was very physical and frequently caused injuries. This process would force the workers to "layer their bodies with rubber latex" and scrape it off. The process would strip their bodies of skin and hair as well. Leopold established quotas, and if they were not met, the Congolese would be punished by the amputation of a limb. Again, Leopold's power and profit were maintained at the expense of the Congolese. The Congo would not become independent until the Age of Decolonization during the Cold War.

Another violation can also be seen during the reign of Louis XVI. During the revolutionary period in France, Louis oversaw the further taxation of the Third Estate which paid almost all the taxes. This situation highlights Louis denying citizens their basic right to free speech, as when the Third Estate tried to speak up in protest about these taxes, Louis refused the Third Estate to have any form of say in the

Estates General. Ultimately, this would lead to protest and the French Revolution. By its conclusion, Louis XVI would be overthrown and sent to the guillotine. A new Directory would be established with less absolute power and with a constitution.

The Soviet Union also violated the human rights of many of its people. During the Cold War era, those considered dissidents of the state were often sent to the Gulag labor camps. The Gulag "camps" in Siberia contained 3 square foot enclosures which held 3-4 often naked and scared people. These people faced inadequate conditions in terms of their food, clothing, and shelter. Many, such as Evfronsinila Kersnovskaia, were humiliated and suffered during their time in camps. Many prisoners did not survive. It is apparent that human rights violations by governments against their people has occurred over time and place.

Another injustice that occurred in the 20th century was the Holocaust. This atrocity included the death of over 6 million Jews by Adolf Hitler and is considered one of the worst violations of basic human rights in history. Hitler and the Nazi party overran parts of Europe and his nationalist and antisemitic rhetoric was prominent in the government. Jewish people became a target blamed for the turmoil the German state was in. As a result, concentration camps were erected, some with the intent of coercing labor and others with the intent of killing those who entered. Throughout this period, Jews and other groups were denied their basic fundamental freedoms – their right to life, personal freedoms, security, and education, etc. It was not until the war ended that these camps were liberated. Eventually, during the Nuremberg Trials, Nazis were held accountable for the war crimes they committed. Though genocides have persisted, there has been a response

from the international world to address these circumstances.

Likewise in Iraq, thousands of innocent civilians were killed in a genocide as a result of Saddam Hussein's leadership and his use of chemical weaponry against the Kurdish population from 1987 to 1988. This genocide was an intentional attack upon individuals' most basic human rights such as the right to life. Many women and children died by gas attacks. It wouldn't be until years later that the United States would capture Saddam Hussein.

To deny human rights is to deny life or basic shelter, clothing, liberties, or it can be the intentional exploitation of people. Often this occurs when people are in a position considered not as powerful as another. This issue can be identified through to continual violation of these rights by governments and others alike. As long as there are inequalities of power, this issue has the potential to endure. However, there have been attempts to address these violations by groups, governments, and organizations through protests, laws, and international courts.

An enduring issue that has emerged in both historical and modern times is subjugation of less fortunate people. Subjugation occurs when one power or group of people puts another group under their control. This can be seen during the Age of New Imperialism in the subjugation of native Congolese by European outsiders in the 20th century with the imprisonment of people in Soviet gulag camps, and during the Kurdish genocide in Iraq. This is an issue that has persisted across time and has affected people from around the globe.

Following the Berlin Conference, European nations carved up African land and began to exploit indigenous people as laborers. Under the theory of Social Darwinism many Europeans justified their imperial actions. The tyrannical grip that King Leopold of Belgium had on the Congo and the forced labor imposed upon native Congolese people are one such historical example of the subjugation of people. As the demand for natural rubber increased, the increased demand was placed on laborers. Cruel and harsh treatment towards Africans was common under the Belgians. The Industrial Revolution made the demand for rubber high. Africans were enslaved and forced to meet high quotas.

The Congolese would slash rubber trees and coat their bodies. Once the rubber hardened, laborers would peel it off their skin, which was incredibly painful. If Africans did not meet the high quotas that were established, they often suffered from the amputation of limbs. This was a clear consequence for being “unproductive” and an outward warning and example to the other Congolese. This situation would not improve until Belgium took control of the Congo from Leopold in the 20th century. Today, rubber is still a major export out of central Africa.

Also in the mid-20th century in Russian Gulags, the clear subjugation and confinement of people took place. The Gulags were a place where “enemies of the state” were imprisoned and kept in brutal conditions. Often, those imprisoned were forced to work hours on end with little to no food. Under Stalin, thousands of people were sent to these labor camps and forced to provide service to the state. Many died of starvation, disease, or being killed. The conditions in these “camps” were appalling. Prisoners received limited food, were often housed in unsanitary confined cells, and were subject to violent punishments. Millions perished under Stalin’s Great Purge.

Saddam Hussein used chemical warfare against a minority known as the Kurds, which is another example of subjugation of people. In late 20th-century Iraq, Saddam Hussein refused to acknowledge the voice or rights of the Kurdish population. Ultimately tens of thousands of Kurds perished during Saddam Hussein’s reign. Additionally, many others were forced to relocate to other areas. This democide, supported by Saddam Hussein, utilized chemical weapons against innocent men, women, and children. Historically, minority groups have often been targeted by the majority group. The Kurds were no different in this way.

All in all, the subjugation of people, be it through forced labor, imprisonment, or suppression has continued throughout time.

This issue has plagued humanity for thousands of years. Very early on, civilizations such as the Egyptians enslaved others, putting them in horrific conditions and forcing them to build tombs for their emperors. But this issue has surfaced in the United States and Latin America as well in the form of chattel slavery. From the 17th century

Enduring Issues Essay—Practice Paper – D

through the 19th century, millions of Africans were forcibly removed from Africa, only to be brought to the Americas where they were bought and forced to work on plantations. The majority of Africans ended up in Brazil to work on sugar plantations. Similar to rubber cultivation, sugar harvesting and processing was laborious and dangerous work. Though the issue of slavery was addressed with abolition movements and the passing of the 13th Amendment in the United States, the issue of segregation continues to plague many places until the late 1900s. Furthermore, this issue plagues us to this day with Aung San Suu Kyi, the Prime Minister of Myanmar, turning a blind eye to the oppression and killing of a religious minority in her country. It is clear that this issue has persisted across time and place.

In conclusion, the enduring issue of the subjugation of one people by another people has affected many around the world. Be it the enslaving of people by the Egyptians or the enslaving of African by European and western powers, or the oppression of minorities in places like Iraq and Myanmar, this is an issue that plagues us to this day. It is hopeful that many groups and organizations have started to address the subjugation of people. We see this with the creation of International Courts, the UN and NGOs.

Throughout history, there have been many different leaders of countries, both good and bad. The worst leaders have mistreated their own people, which has grown to create the enduring issue of leader violating the Human Rights of their people. This mistreatment has affected those involved greatly.

It is becoming more and more common that we hear and learn about the horrific treatment of a specific group of people, often times implemented by their own rulers. One popular instance was the unfair treatment of the French citizens under Louis XVI. Those who were not wealthy or a member of the Third Estate had no say in government. In fact, "the Third Estate proclaimed itself a national assembly, declaring that only it had the right to represent the nation" (Doc 1). Not only did those not apart of the Third Estate have no right to vote or speak in government, they were also forced to pay taxes to the government. This is a major Human Rights violation and Louis XVI was the one enforcing it. It is not as common for us to see this treatment in America, but it is still going on in many countries today.

Practice Paper A — Score Level 3

The response:

- Identifies and explains *abuse of power* as an enduring issue raised in the documents (often dictators have abused their roles and committed atrocities against the people within their nations; issue still persists today)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (since Age of Imperialism, countries have both risen and fallen in power due to their leaders and decisions they have made; Saddam Hussein was a very brutal dictator and did not have a problem persecuting his own people; leaders held accountable today for atrocities they commit that are considered crimes against humanity; some leaders, such as Hitler, Stalin, and Hussein, were brutal dictators and clearly took advantage of their power and violated human rights of those they ruled)
- Includes some relevant evidence that includes facts, examples, and details from Documents 3, 4, and 5
- Includes relevant outside information (Hitler took control of Germany after World War I and led persecution of Jews during Holocaust; Kurds wanted independence from Iraq; Kurds lived in an area that had a lot of oil; United States eventually went to war with Iraq as it was suspected that Hussein was amassing weapons of mass destruction; Hussein captured and killed by United States in early 21st century; Stalin put anyone who disagreed with him into camps or executed them in an effort to maintain his power; Stalin deterred people from questioning the government by making public examples of those seen as disloyal, such as the Moscow Show Trials; Stalin repeatedly abused his power while leading the Soviet Union; Hitler led Nazi Party and authorized the killing of over six million Jews; Nuremberg laws and other regulations restricted Jewish people in many ways, including right to marriage, education, operating businesses, and citizenship; over time, Jews forced to live in ghettos and then many deported to concentration camps; Nazi leaders sentenced to be hanged as an outcome of Nuremberg Trials where, for the first time, leaders were being charged with war crimes; groups work to expose atrocities and advocate for the human rights of people, such as Amnesty International; laws have been passed in some countries to protect fundamental freedoms)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Interpretation of document information and relevant outside information demonstrate an understanding of why abuse of power is an enduring issue. Some analytic statements and a conclusion that crosses time and place reflect a good understanding of the task, but lack of development weakens their effectiveness.

Practice Paper B — Score Level 2

The response:

- Identifies and explains *abuse of power* as an enduring issue raised in the documents (governments tried to use their people for the benefit of their countries, tremendously hurting them; by choice or not, governments used their people to fill their countries' needs even if it hurt the people more than it helped them; many people negatively impacted by the results of the government's choices)
- Minimally develops both aspects of the argument
- Is primarily descriptive (governments continuously overstep their power; King Leopold's injury-prone labor is a problem because it hurts the people even though it results in better rubber production; people unaware of true intentions of Soviet and Siberian labor camps which took from the people for the government; Louis XVI continued to make decisions the majority of his people did not approve of; even though Saddam Hussein's tactics helped advance their technologies, it still killed many people; Congolese workers forced to harm themselves for the better of the government and economy)
- Includes few relevant facts, examples, and details from all the documents
- Presents little relevant outside information (during Industrial Revolution, more people needed to continue work offered; Nazi war leaders took other peoples' lives; Nazi war leaders committed many crimes)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although the connections are weak, the Industrial Revolution is employed to allude to why governments used people to benefit their country. Most of the discussion focuses on a basic interpretation of document information that addresses the task, while the abuse of power has endured across time is only referenced in general terms.

Practice Paper C— Score Level 5

The response:

- Clearly identifies and accurately explains *human rights violations* as an enduring issue raised in the documents (measures taken to secure welfare of general populace; those in power hope to maintain power by oppressing the people within their control; to deny life, basic shelter, clothing, liberties, or intentional exploitation)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (harvesting natural rubber very physical process frequently causing injuries; King Leopold II's power and profit maintained at expense of Congolese; during Cold War, Soviets considered dissidents of the state often sent to Gulag labor camps; Kurdish genocide was an intentional attack upon individual's most basic human rights such as right to life; as long as there are inequalities of power, human rights violations have the potential to endure)
- 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 (during Age of New Imperialism, King Leopold II enslaved Congolese people; King Leopold II established quotas and if not met, Congolese punished by amputation of a limb; Congo did not become independent until Age of Decolonization during Cold War; during revolutionary period in France, Louis XVI oversaw further taxation of Third Estate which paid almost all the taxes; basic rights of citizens to free speech highlighted when Third Estate protested; Louis XVI refusing Third Estate any say in Estates General led to French Revolution; at conclusion of French Revolution, Louis XVI overthrown and sent to guillotine; Directory established with less absolute power and a constitution; many prisoners did not survive Gulag labor camps; atrocity of Holocaust included death of over six million Jews ordered by Adolf Hitler and is considered one of worst violations of human rights in history; Hitler and Nazi party overran parts of Europe and his Nationalist and antisemitic rhetoric prominent in government; Jewish people became a target and were blamed for turmoil of German state; concentration camps erected, some with intent of coercing labor and others with intent of killing those who entered; during Holocaust, Jews and other groups denied basic fundamental freedoms such as right to life, personal freedoms, security, and education; camps not liberated until end of war; eventually during Nuremberg Trials, Nazis held accountable for war crimes they committed; though genocides have persisted, there has been a response from international world to address the circumstances; many women and children died from gas attacks in Kurdish genocide; not until many years after genocide that United States captured Hussein)
- 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 comparison of the violation of human rights in different areas and in different times is the strength of the discussion. The inclusion of detailed interpretation of document information combined with relevant outside information reflects an analytic understanding of how and why human rights violations have been an enduring issue.

Practice Paper D — Score Level 4

The response:

- Identifies and accurately explains *subjugation of people* as an enduring issue raised in the documents (occurs when one power or group of people puts another group under their control; subjugation of less fortunate people has occurred in both historical and modern times and around the globe; hopeful that many groups and organizations have started to address the issue)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (King Leopold had a tyrannical grip on the Congo and forced labor imposed upon natives; increased demand for rubber placed on Congolese laborers; harsh treatment of Africans common under Belgians; conditions in Gulags appalling; in Russian Gulags “enemies of the state” imprisoned and kept in brutal conditions often forced to work long hours and with little to no food)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Supports the task by incorporating relevant outside information (following Berlin Conference, European nations carved up African land and began to exploit indigenous people as laborers; under theory of Social Darwinism, many Europeans justified their imperial actions; Industrial Revolution made demand for rubber high; Africans enslaved and forced to meet high quotas and if they did not, they oftentimes suffered with amputation of limbs; clear consequence for being “unproductive” and an outward warning and example to other Congolese; under Stalin, thousands of people sent to labor camps and forced to provide service to the state; many died of starvation, disease, or being killed; millions perished under Stalin’s Great Purge; tens of thousands of Kurds perished during Hussein’s reign and many others forced to relocate to other areas; very early in history civilizations such as Egyptians enslaved others putting them in horrific conditions and forcing them to build tombs for their emperors; issue has surfaced in United States and Latin America in form of chattel slavery; Africans brought to Americas and forced to work on sugar plantations in Brazil; slavery issue addressed in United States with abolition movements and passing of 13th Amendment, but it continued to plague many places until late 1900s; Aung San Suu Kyi, Prime Minister of Myanmar turned a blind eye to oppression and killing of a religious minority in her country; International Courts, the United Nations, and NGOs have started to address the issue)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Historical details are integrated throughout the discussion and establish a good foundation to demonstrate how the subjugation of less-fortunate people has occurred in both historical and modern times. Relevant outside information is effectively employed throughout the response but would have benefited from additional explanation.

Practice Paper E — Score Level 1

The response:

- Identifies and implies *human rights violations* as an enduring issue raised in the documents (worst leaders have mistreated their own people; people greatly affected by human rights violations; more and more common to hear and learn about horrific treatment of a specific group of people, oftentimes implemented by their own rulers)
- Minimally addresses both aspects of the argument
- Is descriptive (people who were not wealthy or were a member of the Third Estate had no say in government of Louis XVI; members of Third Estate no right to vote or speak in government; not as common to see human rights violations in America but still going on in many countries today)
- Includes minimal facts, examples, and details from Document 1
- Presents little relevant outside information (Third Estate forced to pay taxes to the government)
- Demonstrates a general plan of organization; includes an introduction and a concluding sentence

Conclusion: Overall, the response fits the criteria for Level 1. Minimal interpretation of quoted information from Document 1 and one general statement about how the issue has endured across time demonstrates a basic understanding of the task. The response is limited in scope and lacks development.

January 2025 Regents Examination in Global History & Geography II
Test Questions by Key Idea

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

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

The Chart for Determining the Final Examination Score for the January 2025 Regents Exam in Global History and Geography II will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> 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.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

January 2025 Regents Exam in Global History and Geography II

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 4 credits on Part II would have a total score for Part I and Part II of 26: $22 + 4 = 26$.

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 3.5 and a total Part I and Part II score of 26 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	5	10	15	19	24	28	32	36	40	44
	1	3	8	13	18	22	27	31	35	39	42	46
	2	7	12	16	21	25	30	34	38	41	45	48
	3	10	15	19	24	28	32	36	40	44	47	50
	4	13	18	22	27	31	35	39	42	46	49	53
	5	16	21	25	30	34	38	41	45	48	52	55
	6	19	24	28	32	36	40	44	47	50	54	57
	7	22	27	31	35	39	42	46	49	53	56	58
	8	25	30	34	38	41	45	48	52	55	58	60
	9	28	32	36	40	44	47	50	54	57	59	62
	10	31	35	39	42	46	49	53	56	58	61	64
	11	34	38	41	45	48	52	55	58	60	63	66
	12	36	40	44	47	50	54	57	59	62	65	67
	13	39	42	46	49	53	56	58	61	64	66	69
	14	41	45	48	52	55	58	60	63	66	68	70
	15	44	47	50	54	57	59	62	65	67	69	72
	16	46	49	53	56	58	61	64	66	69	71	73
	17	48	52	55	58	60	63	66	68	70	72	74
	18	50	54	57	59	62	65	67	69	72	74	76
	19	53	56	58	61	64	66	69	71	73	75	77
	20	55	58	60	63	66	68	70	72	74	76	78
	21	57	59	62	65	67	69	72	74	76	78	80
	22	58	61	64	66	69	71	73	75	77	79	81
	23	60	63	66	68	70	72	74	76	78	80	82
	24	62	65	67	69	72	74	76	78	80	82	84
	25	64	66	69	71	73	75	77	79	81	83	85
	26	66	68	70	72	74	76	78	80	82	84	86
	27	67	69	72	74	76	78	80	82	84	86	87
	28	69	71	73	75	77	79	81	83	85	87	89
	29	70	72	74	76	78	80	82	84	86	88	90
	30	72	74	76	78	80	82	84	86	87	90	92
	31	73	75	77	79	81	83	85	87	89	91	93
	32	74	76	78	80	82	84	86	88	90	92	95
	33	76	78	80	82	84	86	87	90	92	94	96
	34	77	79	81	83	85	87	89	91	93	95	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