

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

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

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

Monday, June 3, 2019 — 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 2 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.

In the very heart of Tokyo sits the imperial palace, site of the former Edo Castle. Inside a colossal moat with ramparts that dwarf anything seen in Europe, vast open spaces enclose the last fragments of one of the world's most imposing seventeenth-century monuments. Across the globe in France, Louis XIV's palace and gardens of Versailles form a similar impression of artificial mastery of nature and society. Miles of formal gardens punctuated [decorated] with fountains and statuary surround a palace known for its cold magnificence, with the entire ensemble of town, palace, and park orienting itself around a single, central focal point: the Sun King's bedroom. Each complex symbolizes a system of power. Edo evokes [brings to mind] the Tokugawa rule by status, which decreed that the daimyo lords, who were themselves forced to spend alternate years in Edo away from their regional domains, lived administratively and spatially segregated from the various other categories of subjects, all ranged in a pattern of residential sectors spiraling around the castle. Versailles, in similar fashion, bespeaks [indicates] the domestication of the French aristocracy in a "gilded cage," where they scrambled for favors while the Sun King undermined their authority and deprived them of their independence. . . .

— William Beik, "Louis XIV and the Cities," *Edo and Paris: Urban Life and the State in the Early Modern Era*, Cornell University Press, 1994

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|--|---|
| 1 Based on this passage, one way the castle at Edo and the palace at Versailles are similar is that both | 2 Which claim can best be supported by this passage? |
| (1) became symbols of power and wealth | (1) The more independent the nobles were the higher their status. |
| (2) developed into monastic centers of learning | (2) Nobles maintained their authority by remaining isolated. |
| (3) were meant to provide protection and prevent attacks | (3) Rulers controlled their nobles by influencing where they lived. |
| (4) served as monuments to the military | (4) Spending time in segregated sectors guaranteed nobles the support of their ruler. |

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

Declaration of the Rights of Man and of the Citizen – 1789

Articles:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents. . . .

Source: The Avalon Project at Yale Law School

Declaration of the Rights of Woman and Female Citizen – 1791

FIRST ARTICLE

Woman is born free and remains equal to man in rights. Social distinctions can only be founded on common service.

II

The aim of all political associations is to preserve the natural and inalienable rights of Woman and Man: these are the rights to liberty, ownership, safety and, above all, resistance to oppression. . . .

IV

Liberty and justice lie in rendering everything which belongs to others as of right. Thus the exercise of woman's natural rights has no limit other than the perpetual tyranny of man's opposing them: these limits must be reformed by the laws of nature and reason. . . .

VI

The Law must be the expression of the general will; all citizens, female and male, should concur [agree] personally or through their representatives in its formation, and it must be the same for all. All citizens, being equal in its eyes, must be equally eligible to all honours, positions and public posts according to their abilities, and with no other distinction other than those of their virtues and talents. . . .

Source: Olympe de Gouges, 1791

3 Which political philosophy is best supported by both documents?

- (1) Rule of law represents a social contract with the people.
- (2) Tyranny encourages liberty and security.
- (3) Separation of powers guarantees people fair treatment.
- (4) Oppression promotes the general will.

4 Which event most directly influenced the writing of both documents?

- (1) Iranian Revolution
- (2) Cuban Revolution
- (3) French Revolution
- (4) Russian Revolution

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

... "I started from Cork, by the mail [coach] (says our informant), for Skibbereen and saw little until we came to Clonakilty, where the coach stopped for breakfast; and here, for the first time, the horrors of the poverty became visible, in the vast number of famished poor, who flocked around the coach to beg alms: amongst them was a woman carrying in her arms the corpse of a fine child, and making the most distressing appeal to the passengers for aid to enable her to purchase a coffin and bury her dear little baby. This horrible spectacle induced me to make some inquiry about her, when I learned from the people of the hotel that each day brings dozens of such applicants into the town. . . ."



Source: James Mahony, "Sketches in the West of Ireland," *The Illustrated London News*, February 13, 1847 (adapted)

- 5 What is the most likely purpose of this document?
- (1) to highlight the benefits of free market
 - (2) to record the negative effects of child labor
 - (3) to minimize the impacts of agricultural innovations
 - (4) to inspire social and political reform

- 6 The conditions described in this passage directly resulted in
- (1) Ireland invading Britain
 - (2) millions of Irish emigrating to the United States
 - (3) most landlords forgiving the rent the Irish owed
 - (4) Britain agreeing to withdraw from Ireland

Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

. . . At times, gas has been known to travel, with dire results, fifteen miles behind the lines.

A gas, or smoke helmet, as it is called, at the best is a vile-smelling thing, and it is not long before one gets a violent headache from wearing it.

Our eighteen-pounders were bursting in No Man's Land, in an effort, by the artillery, to disperse the gas clouds.

The fire step was lined with crouching men, bayonets fixed, and bombs near at hand to repel the expected attack.

Our artillery had put a barrage of curtain fire on the German lines, to try and break up their attack and keep back re-inforcements.

I trained my machine gun on their trench and its bullets were raking the parapet [spraying the wall].

Then over they came, bayonets glistening. In their respirators, which have a large snout in front, they looked like some horrible nightmare. . . .

— Arthur Epey, "Over the Top," G. P. Putnam's Sons, 1917

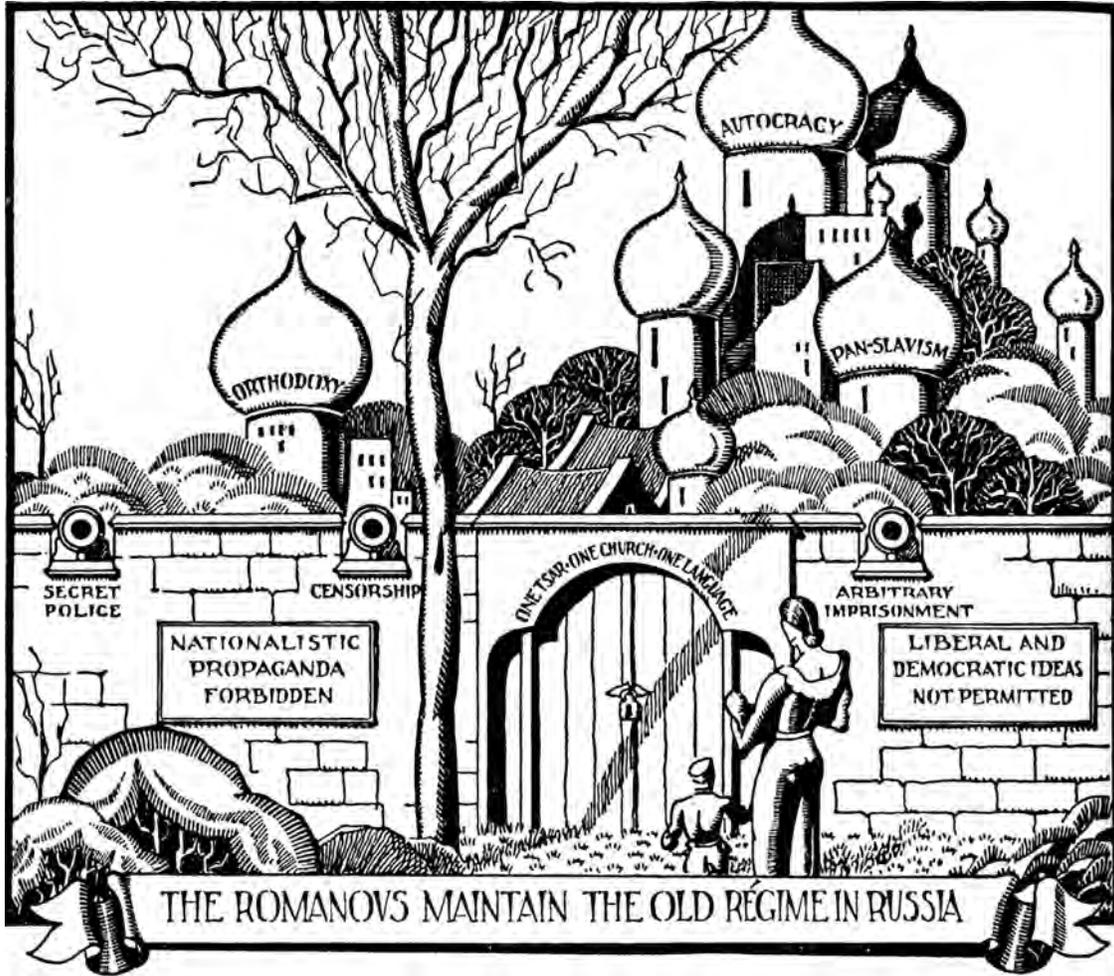
7 A historian could best use this passage to study which topic of World War I?

- (1) events that started the war
- (2) impact of combat on civilians
- (3) equipment utilized by soldiers
- (4) propaganda that supported the war effort

8 Which claim can best be supported by this passage?

- (1) New technology made warfare more destructive.
- (2) Warfare had a limited impact on the environment.
- (3) Countries engaged in war were punished for their actions.
- (4) Illness and disease took many lives.

Base your answers to questions 9 and 10 on the illustration below and on your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford Book Company

*Tsar – Czar

9 Which point of view is expressed in this illustration?

- (1) The Russian Orthodox Church caused the fall of the Romanov dynasty.
- (2) The Russian government encouraged a diversity of opinions.
- (3) The Romanovs suppressed Enlightenment ideas within their empire.
- (4) The Russian Revolution made conditions worse for most minorities.

10 Which long-term historical circumstance about Russia is shown in this illustration?

- (1) appeal of Marxism to the Russian nobles
- (2) autocratic rule of Russian royalty
- (3) rejection of the Pan-Slavism movement
- (4) support of the Russian Orthodox Church for democratic ideals

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

Interactions Between the United States of America and the Soviet Union		
1948–49	1962	1979
In June 1948, the Soviet Union blockades democratic West Berlin. The U.S. and its allies fly in supplies daily to keep the city from starving. The Soviets lift the blockade in May 1949.	U.S. spy planes discover Soviet-built nuclear sites in Cuba. After a tense 13-day standoff with President John F. Kennedy, the Soviets remove the missiles.	Soviet troops invade Afghanistan. Aided by the U.S., Islamic fighters wage a 10-year guerrilla war against the Soviets, who withdraw in 1989.

— Carl Stoffers, “Are We Heading Toward a New Cold War?” *New York Times Upfront*, October 10, 2016 (adapted)

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| <p>11 Which foreign policy action best explains the United States response to Cold War situations?</p> <ol style="list-style-type: none"> (1) repeated reliance on appeasement (2) consistent attempts to bring about détente (3) a continuing pursuit of nonalignment (4) a long-term commitment to containment <p>12 Which claim best supports the pattern of interaction between the United States and the Soviet Union between 1948 and 1979?</p> <ol style="list-style-type: none"> (1) Conflict occurred when one side tried to expand its sphere of influence into another country or region. (2) Disagreements between the United States and the Soviet Union were quickly resolved without the deployment of the military. (3) Leaders of other countries encouraged conflict between the superpowers. (4) Peace and stability were created around the world as a result of the alliance between the United States and the Soviet Union. | <p>13 Which document would best provide information about the impact these events had on regions other than the United States and the Soviet Union?</p> <ol style="list-style-type: none"> (1) Russian textbook published in 2015 (2) television interview with President John F. Kennedy (3) memoirs of people living in East Germany, Cuba, and Afghanistan (4) line graph of the Soviet Union’s gross domestic product between 1948 and 1968 |
|---|---|

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

For a fortnight Gandhi's march is intended to be only a demonstration. Then, when he expects to be at the sea, he will begin to produce salt from brine [salt water], and so infringe [violate] the Government salt monopoly, defying the Government to arrest and punish him. At the same time his supporters everywhere have been incited by him to refuse to pay local taxes.

— Gandhi's March to the Sea, *The Guardian*, 1930

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| 14 The actions taken by Gandhi reflect his commitment to which policy? | : | 15 The actions of Gandhi and his supporters, as described in this passage, helped lead to the |
| (1) collectivization | : | (1) banning of Western books and music |
| (2) religious intolerance | : | (2) removal of British control from the subcontinent |
| (3) civil disobedience | : | (3) development of an economic alliance for South Asian nations |
| (4) censorship | : | (4) peaceful partitioning of British India into India and Pakistan |
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Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

. . . History shows that wars are divided into two kinds, just and unjust. All wars that are progressive [reformist] are just, and all wars that impede [obstruct] progress are unjust. We Communists oppose all unjust wars that impede progress, but we do not oppose progressive, just wars. Not only do we Communists not oppose just wars, we actively participate in them. As for unjust wars, World War I is an instance in which both sides fought for imperialist interests; therefore the Communists of the whole world firmly opposed that war. The way to oppose a war of this kind is to do everything possible to prevent it before it breaks out and, once it breaks out, to oppose war with war, to oppose unjust war with just war, whenever possible. . . .

— Mao Zedong, *Quotations from Chairman Mao Tse-Tung*,
Foreign Languages Press, Peking, 1966

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| <p>16 Based on this passage, what does Mao believe about war from the communist perspective?</p> <ul style="list-style-type: none">(1) Wars are inevitable regardless of the society.(2) Wars can be just or unjust depending on their purpose.(3) Wars have a purpose in all societies because of a constant need for change.(4) Wars should be permitted when a government needs to obstruct progress. | <p>17 Based on this passage, what does Mao believe about World War I?</p> <ul style="list-style-type: none">(1) The philosophical beliefs of the competing countries challenged traditional ideals.(2) The potential political gains of European nations benefited China.(3) The countries in the war were involved for their individual economic benefits.(4) The possible military losses made it too risky for the Communist Party to intervene. |
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Base your answers to questions 18 and 19 on the cartoon below and on your knowledge of social studies.



Source: Kevin Kallauger, *The Economist*, February 14, 2004 (adapted)

18 Which leader's political legacy most directly influenced the situation shown in this 2004 cartoon?

- (1) Ayatollah Khomeini
- (2) Slobodan Milošević
- (3) Augusto Pinochet
- (4) Kemal Atatürk

19 What is the main idea of this 2004 cartoon?

- (1) Iran continues to build its modern infrastructure.
- (2) Iran is experiencing tensions between tradition and modernity.
- (3) Extensive ballot choices have weakened democracy in Iran.
- (4) Theocracy is the best form of government for Iran to adopt.

Base your answers to questions 20 through 22 on the passage below and on your knowledge of social studies.

. . . Yet in recent months something has changed. Kim Jong Il, whose regime was responsible for the first test and who died in 2011, had only a rudimentary [basic] nuclear device, useful mainly for blackmail. Under his son, Kim Jong Un, the programme has rapidly gathered pace, with two nuclear tests this year alone. The North has also conducted 21 missile tests this year, including one from a submarine—a first. The ability to miniaturise a tactical nuclear weapon on a working missile could be just two or three years away, with an intercontinental ballistic missile capable of hitting California possible in five years’ time. Chun Yung-woo, a South Korean former national security adviser, talks of “growing outrage. . .after five tests, a change of mood, a sense of urgency.”

Once, it was possible to hope that the North’s isolated regime would implode [fail] under its own contradictions before it gained a proper nuclear capability. But the spread of informal markets and, for some North Koreans, a measure of prosperity may have strengthened the regime’s chances of survival. A consensus in Seoul is forming that Mr Kim now aims to dictate events on the peninsula—including the ability to demand that the Americans leave. One senior foreign diplomat in Seoul says that for the first time he hears people wondering openly whether there will be a major conflict on the peninsula in their lifetime. . . .

— “A Shrimp Among Whales,” *The Economist*, October 27, 2016

- 20 The tensions between North Korea and South Korea described in this passage began over
- (1) boundaries drawn during the Cold War
 - (2) ethnic conflict on the Korean peninsula
 - (3) trade disputes centered on fishing rights in the Yellow Sea
 - (4) China’s purchase of submarine technology from North Korea
- 21 Based on this passage, in which way is the situation in the Korean peninsula comparable to the history of South Asia since World War II?
- (1) Peaceful protests led colonial powers to surrender their control of the region.
 - (2) Increased prosperity has accompanied a shift from totalitarian to democratic rule.
 - (3) Regional conflicts have contributed to the proliferation of nuclear weapons.
 - (4) Technological progress reduced tension and led to improved trade relationships.
- 22 Which claim is best supported in this passage?
- (1) An arms race will help defuse tensions on the Korean peninsula.
 - (2) Economic cooperation between the two Koreas would spread democracy to the North.
 - (3) An invasion by the United States could remove Kim Jong Un from power with few casualties.
 - (4) North Korea’s successful military tests have increased the likelihood of war.

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

A Stadium With a Bloody Past



Chile: For weeks after the coup, the military rounded up political and social activists and suspected supporters of the former president, Salvador Allende, and brought them to the concrete edifice [structure], which opened in 1938 and hosted matches at the 1962 World Cup. . . .

Source: David Waldstein, "In Chile's National Stadium, Dark Past Shadows Copa América Matches," *New York Times*, June 17, 2015 (adapted)

The "Dirty War"



Argentina: The Mothers of the Plaza de Mayo. According to a report published in 1986, almost 9,000 Argentines disappeared during the "dirty war."

Source: Gofen and Jermyn, *Argentina*, Marshall Cavendish, 2002 (adapted)

23 Based on these photographs, which action taken by the governments of Chile and Argentina violated the principles of the Universal Declaration of Human Rights?

- (1) conducting trials by juries
- (2) blowing up factories
- (3) arresting known criminals
- (4) kidnapping political opponents

24 In which way are the situations shown in these photographs similar?

- (1) Military regimes overthrew democratically elected leaders in both countries.
- (2) The United Nations sent peacekeeping forces that provided aid in both countries.
- (3) Marxist parties removed the military leaders holding power in both countries.
- (4) Foreign armies led invasions in both countries.

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



Source: Adam Zyglis, *New York Times Upfront*, October 10, 2016

... “Putin sincerely believes that the end of the Cold War was a source of humiliation and misery for Russia and that the duty of any Russian leader is to erase that humiliation and restore Russia to some of the superpower glory of the Soviet Union,” says Leon Aron, Director of Russian Studies at the American Enterprise Institute in Washington, D.C. . . .

— Carl Stoffers, “Are We Heading Toward a New Cold War?,” *New York Times Upfront*, October 10, 2016

25 This cartoonist is comparing Vladimir Putin to

- (1) Czar Nicholas II
- (2) Joseph Stalin
- (3) Mikhail Gorbachev
- (4) Boris Yeltsin

26 Which earlier historical development best reflects Putin’s strategy for rebuilding Russia’s prestige in the world?

- (1) granting of independence to former Soviet republics
- (2) removal of Soviet troops from Afghanistan
- (3) lifting of the Berlin blockade
- (4) installation of communist regimes throughout Europe

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

The genius of apartheid was convincing people who were the overwhelming majority to turn on each other. Apart hate, is what it was. You separate people into groups and make them hate one another so you can run them all.

At the time, black South Africans outnumbered white South Africans nearly five to one, yet we were divided into different tribes with different languages: Zulu, Xhosa, Tswana, Sotho, Venda, Ndebele, Tsonga, Pedi, and more. Long before apartheid existed these tribal factions clashed and warred with one another. Then white rule used that animosity [hatred] to divide and conquer. All nonwhites were systematically classified into various groups and subgroups. Then these groups were given differing levels of rights and privileges in order to keep them at odds. . . .

– Trevor Noah, *Born a Crime: Stories from a South African Childhood*, Spiegel & Grau, 2016

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| 27 According to this author, how did the minority white population maintain control over the majority black population in South Africa? | 28 Since the end of apartheid, which problem continues to exist in South Africa? |
| (1) through military conscription of black South Africans | (1) inability of nonwhites to vote in elections |
| (2) through divide and conquer techniques that kept tribes at odds | (2) restricting educational instruction to Afrikaans |
| (3) by enforcing the use of tribal languages so that tribes could not communicate | (3) monopolizing of political power by white South Africans |
| (4) by allowing democracy within localized areas in the black South African community | (4) persistence of segregation as a result of economic inequalities |
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NAME _____ SCHOOL _____

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

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

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

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

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

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

Short-Answer CRQ Set 1 Structure

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

Short-Answer CRQ Set 2 Structure

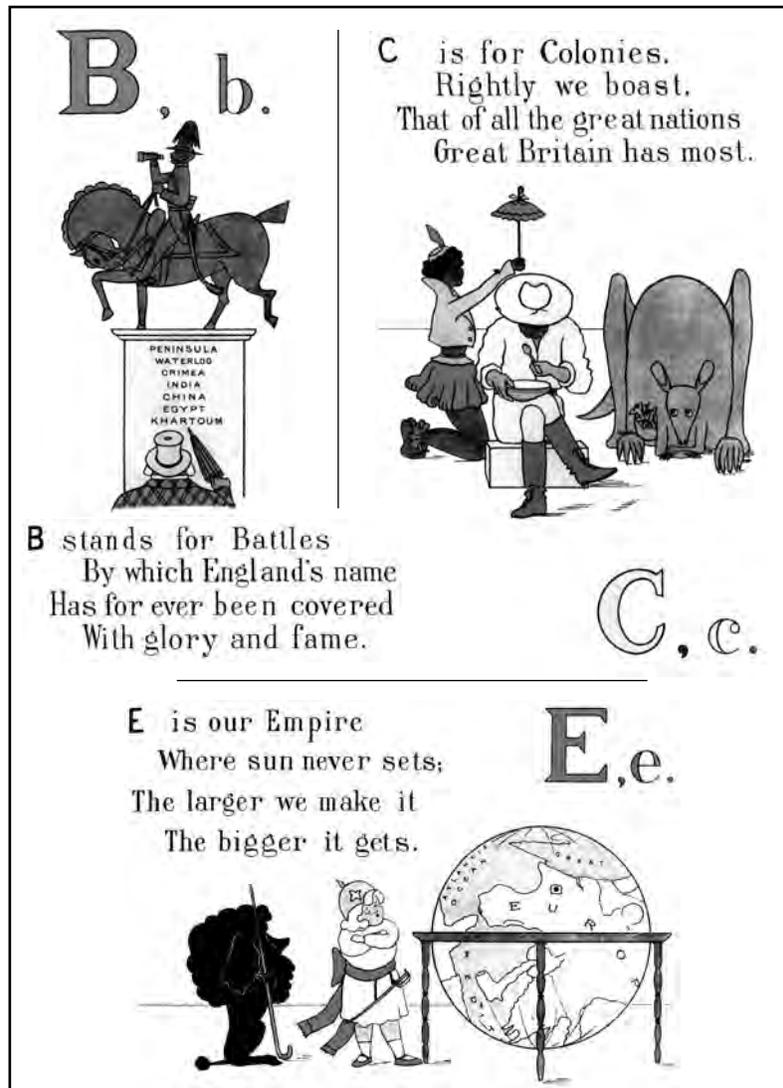
- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
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CRQ Set 1 Directions (29-31): Analyze the documents and answer the short-answer questions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

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

Document 1



Source: Mrs. Ernest Ames, *An ABC for Baby Patriots*,
Dean & Sons, 1898 (adapted)

29 Explain the historical circumstances that led to British attitudes about their empire as shown in this excerpt from *An ABC for Baby Patriots*. [1]

Score

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

Document 2

The Discovery of India was written by Jawaharlal Nehru during his imprisonment at Ahmadnagar Fort in British India from April to September 1944. Nehru was a leader in the Indian National Congress.

The Chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts.

To some extent this was inevitable as the older manufacturing came into conflict with the new industrial technique. But it was hastened by political and economic pressure, and no attempt was made to apply the new techniques to India. Indeed every attempt was made to prevent this happening, and thus the economic development of India was arrested [stopped] and the growth of the new industry prevented. Machinery could not be imported into India. A vacuum was created in India which could only be filled by British goods, and which also led to rapidly increasing unemployment and poverty. The classic type of modern colonial economy was built up, India becoming an agricultural colony of industrial England, supplying raw materials and providing markets for England's industrial goods. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, The John Day Company, 1946

30 Identify Jawaharlal Nehru's point of view concerning British colonialism in India based on this excerpt. [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 associated with the historical developments in documents 1 and 2. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]

Score

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

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

Document 1

Economic development has played a role in China’s efforts to establish its identity and to maintain its security at different times in its history. Economic development policies have affected China’s relationship with foreigners. This excerpt focuses on economic development in China before Mao Zedong came to power and during the time Mao was in power.

. . . Chinese economic and technological systems were backward compared to those of the West. This sense of vulnerability created the dominating issue of modern Chinese politics, the search for wealth and power. Left unsolved by previous governments, the problem remained to be addressed by the People’s Republic when it came to power [on October 1, 1949].

To develop without relying on foreign powers, Mao Zedong and his colleagues devised a system modeled on Stalinism but with a number of unique features. They collectivized the land and organized the peasants into communes. The party-state extracted capital from agriculture, used it to build state-owned industry, and returned the profits to more industrial investment. This led to rapid industrial growth in the 1950s, although growth slowed later under the impact of the Great Leap Forward and the Cultural Revolution. In three decades China made itself self-sufficient in nearly all resources and technologies.

However, by the end of Mao’s life in 1976 China’s economy was stagnant [not advancing], and technology lagged twenty to thirty years behind world standards and most Chinese lived in cramped quarters with poor food and clothing, few comforts, and no freedoms. Much of Asia and the world had raced beyond China toward technical and social modernity. . . .

Source: “China’s Foreign Policy: The Historical Legacy and the Current Challenge,” Asia for Educators online, Columbia University, 2009

32 Explain the historical circumstances that led to the developments discussed in this excerpt from “China’s Foreign Policy.” [1]

Score

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

Document 2

Deng Xiaoping was the most powerful leader in China from December 1978 until he stepped down in 1992. In early 1992, Deng Xiaoping visited and gave talks in some southern Chinese cities.

. . . The reason some people hesitate to carry out the reform and the open policy and dare not break new ground is, in essence, that they're afraid it would mean introducing too many elements of capitalism and, indeed, taking the capitalist road. The crux of the matter is whether the road is capitalist or socialist. The chief criterion for making that judgement should be whether it promotes the growth of the productive forces in a socialist society, increases the overall strength of the socialist state and raises living standards. As for building special economic zones, some people disagreed with the idea right from the start, wondering whether it would not mean introducing capitalism. The achievements in the construction of Shenzhen have given these people a definite answer: special economic zones are socialist, not capitalist. In the case of Shenzhen, the publicly owned sector is the mainstay of the economy, while the foreign-invested sector accounts for only a quarter. And even in that sector, we benefit from taxes and employment opportunities. We should have more of the three kinds of foreign-invested ventures [joint, cooperative and foreign-owned]. There is no reason to be afraid of them. So long as we keep level-headed, there is no cause for alarm. We have our advantages: we have the large and medium-sized state-owned enterprises and the rural enterprises. More important, political power is in our hands.

Some people argue that the more foreign investment flows in and the more ventures of the three kinds are established, the more elements of capitalism will be introduced and the more capitalism will expand in China. These people lack basic knowledge. At the current stage, foreign-funded enterprises in China are allowed to make some money in accordance with existing laws and policies. But the government levies taxes on those enterprises, workers get wages from them, and we learn technology and managerial skills. In addition, we can get information from them that will help us open more markets. Therefore, subject to the constraints of China's overall political and economic conditions, foreign-funded enterprises are useful supplements to the socialist economy, and in the final analysis they are good for socialism. . . .

Source: Deng Xiaoping, "Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai, and Shanghai," January 18–February 21, 1992, China Through A Lens online

33 Based on this excerpt, explain the purpose of Deng Xiaoping's speech which addresses reform and the open policy in China. [1]

Score

Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

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

- a) Identify a similarity **or** a difference between the economic development policies of Mao Zedong and those of Deng Xiaoping. [1]
- b) Explain the similarity **or** difference you identified using evidence from both documents. [1]

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

Part III

(Question 35)

ENDURING ISSUES ESSAY

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

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

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

Task:

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

In your essay, be sure to

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

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

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

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

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

Document 1

In this excerpt, the transformation of the British economy is discussed.

For a few decades in the 19th century British manufactured goods dominated world trade. Most mass manufactured items were produced more efficiently and competitively in Britain than elsewhere. She also had the commercial, financial and political power to edge out rivals at home and abroad. In some industries, most notably textiles, massive changes took place in technology and in the organisation of production causing dramatic productivity growth. This in turn brought a steep decline in prices. In many other sectors more modest organisational improvements coupled with greater specialisation and the employment of cheap labour brought similar, though less dramatic, results. An unprecedented [extraordinary] range and variety of products thus came within the grasp of a new mass market both within Britain and overseas. No other country could at first compete so Britain became the workshop of the world. . . .

Source: Pat Hudson, "The Workshop of the World," BBC History online, March 29, 2011

One of the major commodities exported from India to Britain was tea. . . . A growing industry, by 1900 there were around 4,000 tea estates in north and south India, as well as over 2,000 in Ceylon (now Sri Lanka). This popular drink generated a hugely profitable industry, and a tea culture emerged in Britain with its own quintessentially [classically] English customs and rituals. . . .

SEPT. 17, 1892 THE ILLUSTRATED LONDON NEWS 383

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AND BRANCHES THROUGHOUT GREAT BRITAIN AND IRELAND.



Source: Lipton Tea Advertisement, *The Illustrated London News*, September 17, 1892, as found in "Global Trade and Empire," Asians in Britain, British Library online

Document 3

George Soros is a Hungarian-American investor, businessman, and philanthropist. He has published books and articles on finance and on public policy.

. . . The disparity [difference] in the treatment of labor and capital is an essential feature of the global capitalist system as it is currently organized. Capital moves to countries where it finds cheap labor and other favorable conditions. This helps those countries to develop; a number of them have made remarkable progress. Developed countries lose jobs, but the gains from trade allow new jobs, often with greater value added, to be created. There is also a certain amount of migration, both legal and illegal, to the rich countries to fill jobs that cannot be filled locally. But workers in the countries that offer cheap labor are often deprived of the right to organize and are mistreated in other ways. China is notorious in this respect. . . .

Source: George Soros, *George Soros On Globalization*, PublicAffairs, 2002

Child Labor and Global Free Trade

The minimum working age set in the International Labor Organization's (ILO) Convention on Child Labor is 15, although in special circumstances it may be 14. Yet in 2000, the ILO estimated that there were 211 million children between the ages of 5 and 14 working around the world. This equates to just under one-fifth of all children in this age group. Of these children, about 73 million were younger than 10 years old. This seems like exploitation of the worst kind—and it often is.

Compared to the WTO [World Trade Organization], the ILO is almost without power, prompting critics of globalization to argue for a greater role for the WTO in enforcing labor standards. Many labor violations have nothing to do with international trade and may have no impact on it. In many countries, for example, child labor is not seen as exploitation but as a normal part of family life. Children work alongside their parents and other relatives in extended family businesses. Others, less fortunate, work in factories, fields, or mines.

Some have argued for greater ratification and enforcement of ILO conventions. Although a worldwide legal ban on child labor might sound like a good idea, it could actually make matters worse, further driving struggling families into poverty. A recent agreement negotiated in Brazil suggests a possible solution. There, a successful pilot project pays subsidies to poor families if all the children in the family regularly attend school. A more recent proposal would reward girls with a savings account if they complete eight years of school.

Source: Randall Frost, *The Globalization of Trade*, Smart Apple Media, 2004

Document 5

Guiyu is a town in China famous for recycling electronic waste (e-waste). Many involved in the e-waste business migrated from poorer regions in China to gain work with the hope of opening their own business. Andrew Blackwell visited Guiyu in 2011.

. . . Theirs [the Han family] was one of thousands of similar workshops in town. Guiyu's entire economy is based on tearing apart old electronics and reselling the components and raw materials. Walk the streets and you will see building after building with a workshop at ground level and family quarters on the upper floors.

It's a dirty business. Computers are full of all kinds of things that are bad for you—things other than the Internet—and when you tear them apart, or melt them down, or saw them into pieces, a portion of those toxic substances is released. In a place like Guiyu, with what I'll call relaxed workplace standards, you end up with workshops full of lead dust and other heavy metals and clouds of who the hell knows what floating through the streets. The water is laced with PCBs and PBDEs and other hazardous acronyms. The air, the water, the dust—in Guiyu it comes with promises of cancer, nerve damage, and poisoned childhood development.

Exporting toxic waste across borders, especially to developing countries, is supposed to be illegal. The Basel Convention, the treaty that outlaws it, was already nearly twenty years old by the time I visited Guiyu, in 2011. In the case of electronic waste, though, the convention is easy to circumvent [get around]. As the green-electronics coordinator at the ever-present Greenpeace has said, “the common way exporters get round existing regulations is to relabel e-waste as second-hand goods for recycling.” . . .

Source: Andrew Blackwell, *Visit Sunny Chernobyl*, Rodale, 2012

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OPTIONAL

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.

Enduring Issues Planning Page

My Enduring Issue is: _____

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

Refer back to page 24 to review the task.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

FOR TEACHERS ONLY

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

GLOBAL HISTORY AND GEOGRAPHY II (GRADE 10)

Monday, June 3, 2019 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III** Enduring Issues Essay:

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

General:

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

Mechanics of Rating

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

Rating the CRQ (open-ended) Questions

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

Rating the Enduring Issues Essay Question

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

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

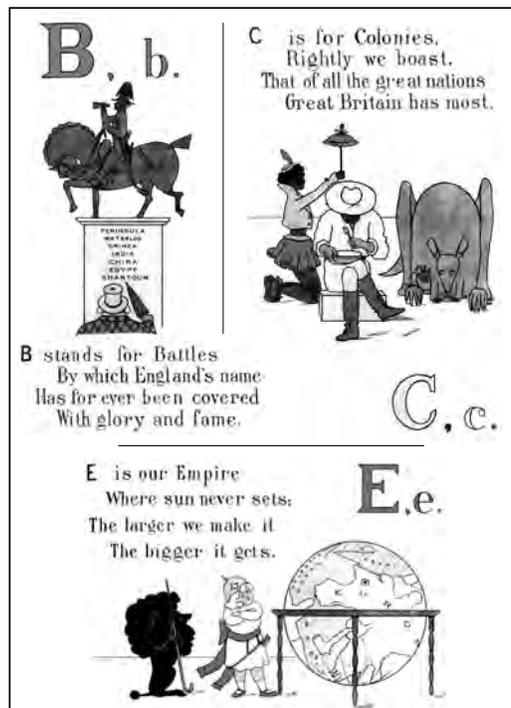
The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

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

**Global History and Geography II (Grade 10)
Part II Question-Specific Rubric
Constructed Response Questions
June 2019**

CRQ Set 1:

Document 1



Source: Mrs. Ernest Ames, *An ABC for Baby Patriots*,
Dean & Sons, 1898 (adapted)

29 Explain the historical circumstances that led to British attitudes about their empire as shown in this excerpt from *An ABC for Baby Patriots*.

Score of 1:

- Explains the historical circumstances that led to British attitudes about their empire
Examples: Britain wanted a large empire to acquire new markets/military bases; because of the Industrial Revolution, they wanted to expand their markets to sell the goods being manufactured; they educated their children to believe in/support British nationalism; military conquest led to prestige/new colonies/power; beliefs in Social Darwinism supported their actions; they wanted to spread their culture; Britain developed class hierarchies in the colonies that showed they saw themselves as superior; during the Age of Imperialism, Britain boasted/felt proud about their empire; some British people believed they were more civilized than/superior to the peoples of colonized lands; the British were able to take over many places

Score of 0:

- Incorrect response
Examples: Britain believed that colonies should be given independence; British Empire was too large/too aggressive; British Empire was childlike/young
- No response

Document 2

The Discovery of India was written by Jawaharlal Nehru during his imprisonment at Ahmadnagar Fort in British India from April to September 1944. Nehru was a leader in the Indian National Congress.

The Chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts.

To some extent this was inevitable as the older manufacturing came into conflict with the new industrial technique. But it was hastened by political and economic pressure, and no attempt was made to apply the new techniques to India. Indeed every attempt was made to prevent this happening, and thus the economic development of India was arrested [stopped] and the growth of the new industry prevented. Machinery could not be imported into India. A vacuum was created in India which could only be filled by British goods, and which also led to rapidly increasing unemployment and poverty. The classic type of modern colonial economy was built up, India becoming an agricultural colony of industrial England, supplying raw materials and providing markets for England's industrial goods. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, The John Day Company, 1946

30 Identify Jawaharlal Nehru's point of view concerning British colonialism in India based on this excerpt.

Score of 1:

- Identifies Jawaharlal Nehru's point of view concerning British colonialism in India
Examples: India's traditional industries were damaged/hurt by British colonialism; British imperialism benefited Britain more than it did India; colonialism hindered India's economic development; imperialism caused high unemployment and poverty; colonialism made India rely on agricultural production; Britain monopolized trade with India; industrial capitalists are responsible for a shift in trade relations between Britain and India; British Parliament was heavily influenced by capitalism and that had a negative effect on India; British policies were responsible for the collapse of the Indian textile industry; made people in India poor; the British took advantage of the Indian people; Britain tried to prevent India from using new industrial techniques

Score of 0:

- Incorrect response
Examples: colonialism led to industrialization in India; India became closed to British goods; new techniques were applied to India; machines were imported into India
- No response

31 Identify *and* explain a cause-and-effect relationship associated with the historical developments in documents 1 and 2. Be sure to use evidence from *both* documents 1 and 2 in your response.

Score of 1:

- Identifies and explains a cause-and-effect relationship associated with the historical developments in these two documents

Examples: because Great Britain wanted a large empire, it colonized India and exploited the Indian economy/resources; British imperialism/capitalism led to the collapse of India's native industries/domestic system; British imperialism led to the loss of India's economic self-sufficiency; British imperialism led to the eventual rise of Indian nationalism and resistance; Britain's desire for raw materials led to the exploitation of Indian agricultural products; Britain defeated India and colonized it; British imperialism in India led to Nehru's opposition

Score of 0:

- Incorrect response

Examples: Nehru fought against the British; the British expanded their empire; native industries collapsed; British imperialism directly benefited from Indian domestic industries; India imperialized Britain and caused political and economic problems; Nehru's book helped Britain become an empire

- No response

CRQ Set 2:

Document 1

Economic development has played a role in China's efforts to establish its identity and to maintain its security at different times in its history. Economic development policies have affected China's relationship with foreigners. This excerpt focuses on economic development in China before Mao Zedong came to power and during the time Mao was in power.

. . . Chinese economic and technological systems were backward compared to those of the West. This sense of vulnerability created the dominating issue of modern Chinese politics, the search for wealth and power. Left unsolved by previous governments, the problem remained to be addressed by the People's Republic when it came to power [on October 1, 1949].

To develop without relying on foreign powers, Mao Zedong and his colleagues devised a system modeled on Stalinism but with a number of unique features. They collectivized the land and organized the peasants into communes. The party-state extracted capital from agriculture, used it to build state-owned industry, and returned the profits to more industrial investment. This led to rapid industrial growth in the 1950s, although growth slowed later under the impact of the Great Leap Forward and the Cultural Revolution. In three decades China made itself self-sufficient in nearly all resources and technologies.

However, by the end of Mao's life in 1976 China's economy was stagnant [not advancing], and technology lagged twenty to thirty years behind world standards and most Chinese lived in cramped quarters with poor food and clothing, few comforts, and no freedoms. Much of Asia and the world had raced beyond China toward technical and social modernity. . . .

Source: "China's Foreign Policy: The Historical Legacy and the Current Challenge," Asia for Educators online, Columbia University, 2009

32 Explain the historical circumstances that led to the developments discussed in this excerpt from "China's Foreign Policy."

Score of 1:

- Explains the historical circumstances that led to the developments discussed in this excerpt
Examples: Chinese economic/technological systems were backward; previous attempts at modernization had failed; the victory of the Communist Party brought economic and political changes; Civil War/World War II/Japanese imperialism had left China economically/politically vulnerable; European spheres of influence had slowed China's development; traditionally China had relied on agriculture and was attempting to industrialize; rise of the Soviet Union encouraged developing nations to model their economies on collectivization/five-year plans/Stalinism; imperial China collapsed and different factions fought each other for control; failure of economic policies of Chiang Kai-shek; communist policies were started; the Cold War encouraged some nations to continue development of communist policies

Score of 0:

- Incorrect response
Examples: rapid industrial growth during the Cultural Revolution; Mao decreased government's role in the economy; Cold War; trade; Silk Roads; China's economy was stagnant under Mao; modernization had succeeded in the past; European spheres of influence had helped China economically; China rejected industrialization
- No response

Document 2

Deng Xiaoping was the most powerful leader in China from December 1978 until he stepped down in 1992. In early 1992, Deng Xiaoping visited and gave talks in some southern Chinese cities.

... The reason some people hesitate to carry out the reform and the open policy and dare not break new ground is, in essence, that they're afraid it would mean introducing too many elements of capitalism and, indeed, taking the capitalist road. The crux of the matter is whether the road is capitalist or socialist. The chief criterion for making that judgement should be whether it promotes the growth of the productive forces in a socialist society, increases the overall strength of the socialist state and raises living standards. As for building special economic zones, some people disagreed with the idea right from the start, wondering whether it would not mean introducing capitalism. The achievements in the construction of Shenzhen have given these people a definite answer: special economic zones are socialist, not capitalist. In the case of Shenzhen, the publicly owned sector is the mainstay of the economy, while the foreign-invested sector accounts for only a quarter. And even in that sector, we benefit from taxes and employment opportunities. We should have more of the three kinds of foreign-invested ventures [joint, cooperative and foreign-owned]. There is no reason to be afraid of them. So long as we keep level-headed, there is no cause for alarm. We have our advantages: we have the large and medium-sized state-owned enterprises and the rural enterprises. More important, political power is in our hands.

Some people argue that the more foreign investment flows in and the more ventures of the three kinds are established, the more elements of capitalism will be introduced and the more capitalism will expand in China. These people lack basic knowledge. At the current stage, foreign-funded enterprises in China are allowed to make some money in accordance with existing laws and policies. But the government levies taxes on those enterprises, workers get wages from them, and we learn technology and managerial skills. In addition, we can get information from them that will help us open more markets. Therefore, subject to the constraints of China's overall political and economic conditions, foreign-funded enterprises are useful supplements to the socialist economy, and in the final analysis they are good for socialism. . . .

Source: Deng Xiaoping, "Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai, and Shanghai," January 18–February 21, 1992, China Through A Lens online

33 Based on this excerpt, explain the purpose of Deng Xiaoping's speech which addresses reform and the open policy in China.

Score of 1:

- Explains Deng Xiaoping's purpose for addressing reform and the open policy in China
Examples: to stress the importance of economic development; to criticize those who had doubts about the reform and open policy; gain support for/promote/defend his policies with the Chinese; to explain how his policies benefited China; demonstrate the achievements of special economic zones; illustrate that the special economic zones are socialist; show that his policies benefit China through collection of taxes/through employment opportunities; reassure the Chinese/keep level-headed about foreign-owned ventures; help Chinese better understand the new policies so they are not so afraid of capitalist ventures; trying to convince people that foreign businesses are good for Chinese socialism

Score of 0:

- Incorrect response
Examples: to visit southern cities; break new ground; offer a final analysis of socialism; to hesitate to carry out the reform and the open policy; to take the capitalist road; to have political power in our hands; to convince foreign manufacturers that China was a safe market for investment
- No response

34a Identify a similarity *or* a difference between the economic development policies of Mao Zedong and those of Deng Xiaoping.

Score of 1:

- Identifies a similarity *or* a difference between the economic development policies of Mao Zedong and those of Deng Xiaoping

Similarities: similar because both controlled/encouraged economic development; similar because both maintained state-owned industries within China; both used government-led policies to promote development; both Mao and Deng made reforms

Differences: they had different perspectives on the role of foreigners in economic development; they were different in how they viewed communist economic theory; they looked to different sources for economic development; they focused on different sectors of the economy; the end results of Mao's and Deng's programs were different; Mao and Deng used different ideologies to form their economic policies; Mao's and Deng's reforms led to different economic/social results

Score of 0:

- Incorrect response

Examples: they were the same; they were different; both Mao and Deng made China poor; Deng fixed Mao's problems; there were foreign-funded enterprises; industrial development; foreign powers; growth; they had taxes

- No response

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

Score of 1:

- Explains the similarity *or* the difference identified in 34a with evidence from both documents

Similarities: Mao and Deng were similar in that they both maintained state-owned industries within China to encourage economic development; they were similar because they both used government-led policies to promote development, as Mao used collectivization and communes and Deng used special economic zones

Differences: Mao wanted development without relying on foreign powers while Deng wanted to open China to foreign investment; they were different in how they viewed communist economic theory, as Mao modeled his economic policy on Stalinism with some unique features while Deng introduced some elements of capitalism to supplement the socialist economy; Mao stressed self-sufficiency whereas Deng stressed foreign investment; Mao encouraged the growth of China through agricultural policies whereas Deng focused on growth through urban industrial policies; the end results of Mao's and Deng's programs were different, as Mao's Great Leap Forward/Cultural Revolution led to stagnation in China and Deng's reforms led to growth in China

Score of 0:

- Incorrect response

Examples: Mao used capitalism and Deng used socialism; Deng embraced Stalinism and Mao relied on foreign investment; they had similar views on the economy; they had different views on the economy; they both made reforms; Mao and Deng both failed; they both focused on Shenzhen

- No response

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

Task:

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

In your essay, be sure to

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

Scoring Notes:

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

Issues found in documents

Document 1: Impact of trade; British domination; impact of industrialization; impact of globalization; impact of technology; impact of imperialism; impact of cultural diffusion; lack of equity; impact of capitalism; increased consumerism; impact of cheap labor

Document 2: Impact of imperialism; impact of globalization; impact of trade; impact of industrialization; impact of cultural diffusion; impact of cheap labor; impact of capitalism; increased consumerism

Document 3: Impact of globalization; impact of trade; impact of migration (legal/illegal); losing jobs in developed countries; unable to fill jobs that cannot be filled locally/need for laborers; impact of cheap labor; lack of the right to organize; impact of capitalism

Document 4: Impact of cooperative groups; exploitation of child/cheap labor; impact of globalization; impact of industrialization; traditional culture vs. modernization; conflict (child wages vs. poverty); lack of enforcement of international labor regulations; impact of capitalism

Document 5: Disease; pollution; exporting e-waste to developing countries; impact of cooperative groups; impact of technology; impact of globalization; impact of humans on environment; treatment of laborers; impact of capitalism; exporters getting around existing regulations

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

Possible Enduring Issues in the Documents	Documents associated with Enduring Issue
Impact of cheap labor	1, 2, 3, 4, 5
Impact of globalization	1, 2, 3, 4, 5
Impact of industrialization	1, 2, 3, 4, 5
Treatment of laborers	3, 4, 5
Impact of trade	1, 2, 3, 5
Violations of regulations	3, 4, 5
Impact of capitalism	1, 2, 3, 4, 5
Cost of economic growth	1, 2, 3, 4, 5
Human rights violations	3, 4, 5

Score of 5:

- Clearly identifies and accurately defines *one* enduring issue raised in *at least three* documents (See Definition and Evidence from Documents)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people *or* how the issue has been affected by them **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., connects the *impact of cheap labor* to the growth of industrialization and imperialism, to how the increasing demands for natural resources and manufactured goods led to the exploitation of laborers who lacked basic protections, and to how it benefited those who held and continue to maintain political and economic power over others
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents (*impact of cheap labor*: cheap labor in Britain led to low prices; laborers from India and Ceylon harvested tea for Britain; capital moves to countries where cheap labor is available; workers deprived of right to organize; the less fortunate work in mines; millions of children between the ages of 5 and 14 working around the world; migration of e-workers from poorer regions in China to gain work; e-waste workers exposed to toxic substances)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (*impact of cheap labor*: dust in textile factories causes lung-related illnesses; laborers in Congo had hands cut off for not meeting quotas; laborers organize to protest low wages; jobs outsourced to India and Southeast Asia; multinational companies manufacture clothes in Bangladesh, Ecuador, and Cambodia)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

- Identifies and accurately defines *one* enduring issue raised in *at least three* documents
- Develops a thoughtful argument in some depth about how the enduring issue has affected people *or* has been affected by them **and** how it continues to be an issue *or* has changed over time *or* develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses the *impact of cheap labor* on the need by imperialists and industries for laborers, industrialists' desire to make profits, and the desire of individuals to earn enough money to meet basic needs that often resulted in laborers receiving low wages for doing dangerous and less desirable jobs
- 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 that includes facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

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

Score of 2:

- Identifies, but does not clearly define, *one* enduring issue raised in the set of documents; may contain inaccuracies
- Minimally develops both aspects of the argument *or* develops one aspect of the argument in little depth
- 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; may include some inaccuracies
- Presents little or no relevant outside information; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion

Score of 1:

- Identifies, but does not define, *one* enduring issue raised in the documents
- Minimally develops one aspect of the argument
- Is descriptive; may lack understanding, application, or analysis
- Includes some vague, unclear references to the documents and 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

Example Issue: Impact of Cheap Labor

Identify and Define:

The impact of cheap labor often means workers earn low wages, work in jobs that others may not want to, and face hazardous conditions; these laborers may also live in developing nations and have to choose between accepting the less desirable conditions of cheap labor or experience further poverty while employers, industries, developed nations, and empires often profit from the labors of the workers.

Evidence from the documents to support the definition:

- Document 1:** In Britain, the availability of cheap labor resulted in low prices and trade dominance for decades.
- Document 2:** In India and Ceylon, plantation laborers worked to produce a large quantity of tea to profit British companies.
- Document 3:** The availability of cheap laborers has led to increased foreign investments in developing nations.
- Document 4:** International groups, including the ILO, have struggled to establish regulations regarding the cheap labor of children, though they faced resistance from those who argued that family businesses and chores are not exploitative and are necessary to avoid poverty.
- Document 5:** In China, cheap laborers work in the e-waste industry that lends itself to diseases from exposure to hazardous pollutants; however, the e-waste industry is still considered an opportunity for business ownership.

Example Issue: Impact of Cheap Labor

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p>Doc 1—Decline in prices as result of employment of cheap labor British dominance of world trade due to use of cheap laborers</p> <p>Doc 2—Use of laborers from India and Ceylon by Lipton Tea Company to harvest tea for export to Britain with no middlemen’s profits Existence in 19th century of over 4,000 tea estates in India and over 2,000 in Ceylon British profits from tea industry with use of Indian labor</p> <p>Doc 3—Movement of capital to countries where cheap labor was available helping those countries to develop Mistreatment of workers in countries offering cheap labor and often depriving them of the right to organize</p> <p>Doc 4—Some children laboring alongside their parents in extended family businesses while others less fortunate working in factories, fields, or mines ILO Convention setting minimum working age of 15 Subsidizing families in Brazil if children regularly attend school and offering savings accounts to girls completing eight years of school Millions of children between ages of 5 and 14 working around the world</p> <p>Doc 5—Migration of many e-waste workers from poorer regions in China to gain work hoping to open their own businesses Exposing e-waste workers to toxic substances Workshops full of lead dust and other heavy metals PCBs and PBDEs in water Possibility of cancer, nerve damage, and poisoned childhood development as result of air, water, and dust</p>	<p>Serfs in Russia experiencing poor conditions Details about wages and working conditions of factory workers and miners during Industrial Revolution Organization of workers and formation of labor unions to demand reforms and higher wages Development of Marxism as response to inequity faced by working class laborers Economic benefits for imperial powers by using cheap labor in their colonies (Belgians in Congo, Dutch in South Africa, British in India) Details on slavery and plantation labor in the Americas Support for Lenin from discontented workers fueling Russian Revolution Reliance of garment industry in Southeast Asia and Latin America on sweatshop laborers Use of women and children as cheap labor for certain industries, resulting in exploitation or displacement of traditionally male professions Wealthy nations use of illegal migrant workers in homes, factories, and farms</p>

Example Issue: Impact of Cheap Labor

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
<p>Continuity: Doc 1—Cheap labor a factor in Britain maintaining its dominance of world trade for a few decades in the 19th century Doc 2—Continued exploitation of labor on tea estates for British profit Doc 3—Depriving cheap laborers of right to organize and mistreating them in other ways Doc 4—Continuation of debate by groups on how to address child labor around the world Doc 5—Migration of laborers from poorer regions in China to gain work Exposure of individuals laboring in e-waste businesses to hazardous materials that pollute the air and water</p> <p>Changes: Doc 1—Steep decline in prices as result of employment of cheap labor Doc 2—Increases in the number of tea estates worked by native peoples in India and Ceylon as result of growth of tea industry Doc 3—Movement of capital to countries with cheap laborers causing those countries to develop and workers in developed countries to lose jobs Doc 4—ILO Convention setting minimum working age of 15 Doc 5—Exporting of toxic waste across borders outlawed by Basel Convention</p>	<p>Continuity: Cheap laborers often exploited by imperial powers as a way of maximizing profits (British cotton in India, sugar plantations in Latin America) Workforce for development initiatives such as infrastructure projects sometimes provided by cheap labor (railroads, roads, bridges, canals) Laborers working for low wages often face harsh working conditions, long hours, and abuse Cheap laborers often work in dangerous or hazardous occupations (mining, logging, fishing) Pursuit of profit often leading to exploitation of labor in capitalism Tensions emerge between indigenous and foreign workers in regions that employ cheap labor (guest-worker programs, migratory/seasonal work, Indians in South Africa, modern-day Chinese managers in African mines)</p> <p>Changes: More companies seek cheap laborers abroad as a result of increase in globalized trade Laborers organize/unionize to advocate for reforms (Sadler Report, minimum wage, collective bargaining, William Wilberforce) Technological innovations and improvements change the ways labor is performed</p>

Each nation and empire across the world, past and present, is unique. Their cultural traditions, political ideologies, historical developments, and leadership blend together to create extraordinarily diverse nations. However, despite their differences, each country has been forced to find solutions to similar enduring issues. For example, the issue of the exploitation of labor often leads to workers receiving low wages and working long hours in unsafe conditions and businesses sometimes employing children. Exploitation of labor is an issue that has transcended and plagued multiple governments and capitalist societies overtime. Despite the efforts of many countries and organizations to resolve this issue in a variety of ways, it continues to plague societies in the modern age.

The exploitation of labor and its effects are a perfect example of a challenge that has persisted for centuries. An early prominent location during the Industrial Revolution of the 19th century was Britain. As British imperialism spread, so did the exploitation of laborers both at home in factories and abroad on plantations (doc 1, 2). At this point in England's history, the economy was experiencing radical changes in part due to the growth of the factory system. As craftsmen and farmers moved to urban areas they found employment as unskilled laborers, most notably in factories and mines. With the rapid increase in population during this time laborers became disposable causing labor to be cheap and working conditions to become worse (doc 1). Employees were forced to work long hours, often contracted illnesses or were injured, and received little pay for their work. Child labor was also common in the industrial era and they faced similar conditions to adults. Children worked in places like

mines and textile factories. Due to their small size they were forced to crawl into small, very dangerous spaces and frequently lost body parts or were killed. Now, in the present some workers are still deprived of basic rights, like the ability to organize, and are mistreated by their employers. This often occurs as a result of globalization in nations that employ cheap laborers. (doc 3). Multi-national companies have moved their factories to countries like Cambodia, Honduras, and Indonesia that lack strong labor protections and exploit workers. Families continue to work in sweatshops producing textiles, sports equipment, and other desired goods that will be exported to developed countries. In 2000 about one-fifth of children ages 5-14 across the globe were placed in situations where they must join the workforce (doc 4).

As a result of Deng Xiaoping's Four Modernizations, China also became a manufacturing center for many multi-national companies who took advantage of the nation's large population as a source of workers to exploit. For example the Apple Corporation which has moved much of its manufacturing assembly to China is known for its stressful conditions which in some cases have led to suicide. These multinational corporations also use China as a dumping ground for e-waste. The city of Guiyu has become famous for recycling global e-waste causing major problems for employees and the environment. Chinese employees face some of these issues in workshops in Guiyu, where the stripping of computers results in workplaces full of lead dust and other heavy metals, along with contaminated ecosystems, that can result in issues during childhood development (doc 5).

This is a challenge that multiple governments have faced across

time, as evidenced by the development of regulations and labor unions in multiple countries. In England an investigation into child labor practices led to the Sadler Report which exposed work abuses. In turn, this helped lead to changes in the number of hours and types of work children could perform. This has been somewhat successful in combatting the exploitation of workers. Union building efforts in China have sometimes resulted in laborers being fired, while more recently businesses have chosen to leave regions such as these to move to areas where they can more easily exploit the workers. While some nations have passed legislation that has protected workers' rights others have failed to do so. International organizations such as the WTO and ILO have pushed for labor standards with varying degrees of success (doc 4). Therefore, exploitation of labor and its effects is an enduring issue.

The rise of industrial nations has continued to cause exploitation of peoples in other regions – from the Age of New Imperialism up through modern times. After the Industrial Revolution began, Britain colonized regions all over the world in an effort to gain cheap labor, resources, and markets for manufactured goods. For example, at the time of Britain's reign in India, the tea industry became widely popular (doc. 2). This would lead to an increase in the demand for workers on tea plantations. Conditions for these laborers were harsh with long hours of physically exhausting manual labor for little pay. The abuse of these workers allowed British companies to profit by decreasing the costs of production and meeting the high demand for cheaper tea by the British public. New imperialism was a system that contributed to the exploitation of workers which in turn fueled

independence movements in the 1900s. Even earlier leaders like Toussaint L'Ouverture fought against their colonial controllers. The Industrial Revolution increased demand for new materials, which put additional pressure on enslaved peoples. It is evident that resistance to poor working conditions and the abuse of colonized peoples have occurred over time and place.

Every nation may be unique, but each faces similar challenges that endure through the ages, such as the exploitation of laborers. If this significant issue is not addressed, it will result in the continuing violation of individuals basic human rights. Sometimes these abuses are answered through the passing of legislation, the work of international organizations, the development of unions, independence struggles, or even violent revolution. It is important that we continue to push for fair labor standards around the world.

Anchor Level 5-A

The response:

- Clearly identifies and accurately defines *exploitation of workers* as an enduring issue raised in the documents (often leads to workers receiving low wages and working long hours in unsafe conditions and businesses sometimes employing children)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (Britain's Industrial Revolution gave rise to imperialism and consequently exploitation of laborers both at home in factories and abroad on plantations; rapid increase in population in urban Britain caused laborers to become disposable and working conditions to become worse; some nations passed legislation protecting workers' rights but others have failed to do so; abuse of workers allowed British companies to profit by decreasing costs of production and meeting high demand for cheaper tea; sometimes abuses answered through passing of legislation, work of international organizations, development of unions, independence struggles, or even violent revolution)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all of the documents (employees forced to work long hours, often contracted illnesses, or were injured; child labor common in industrial era and faced similar conditions to adults; today workers still deprived of basic rights and mistreated by employers; stripping of computers results in workplaces full of lead dust and other heavy metals; WTO and ILO have pushed for labor standards with varying degrees of success)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (British craftsmen and farmers moved to urban areas and found employment as unskilled laborers; children forced to crawl into small, dangerous spaces; multi-national companies moved factories to countries such as Cambodia, Honduras, and Indonesia that lack strong labor protections; as a result of Deng Xiaoping's Four Modernizations, China became manufacturing center for many multi-national companies; Apple Corporation moved much of its assembly to China and is known for its stressful conditions which in some cases lead to suicide; Sadler Report helped lead to changes in number of hours and types of work children could perform; union building efforts in China sometimes resulted in workers being fired; after Industrial Revolution began Britain colonized regions all over world in effort to gain cheap labor, resources, and markets for manufactured goods)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a depth of understanding in the connections between historical and current circumstances. A critical appraisal of document information establishes a strong evaluative basis for assessing that the exploitation of labor is and continues to be an enduring issue that needs to be addressed.

In the current world, there are many different issues that continue throughout history. One such issue, the inequity between the rich and the poor has existed within nations between wealthy and working class people. In other places and times imperialism has also led nations to exploit the land, labor, and resources of their colonies. After imperialism started to fade globalization continued the exploitation of the poor, which has led to inequity between nations to the benefit of some at the expense of others. The cost of inequity includes a lack of development in some countries, exploitation of cheap labor, and increased debt for the benefit of the few large corporate leaders who are typically from more developed countries.

The disparity between the developed countries and developing countries is an illustration of this inequity. During the 19th century Britain dominated world trade and became an economic world power. The empire acquired a number of colonies throughout Africa, Australia, and Asia. These colonies provided the British with many natural resources and products contributing to the tremendous wealth accumulated during the Victorian Era. This wealth allowed industrial manufacturing to boom with both the increase of resources and colonial markets for manufactured goods. In contrast to the wealth and power gained by Britain the colonies were robbed of their lands, laborers, and natural resources. Traditional markets and trade patterns were disrupted because of this mercantile relationship. Additionally, colonies provided a cheap workforce to benefit the British. A clear inequity existed between the British Empire and its colonies.

In the 21st century countries like the U.S and China dominate

markets which allows them to exploit the resources of developing countries in the name of profit. Over time, industrialization has grown to a point where factories have been built in developing nations. The inequities that have developed from this change are two-fold. First, as business owners profit from the ability to manufacture products more cheaply workers are exploited and paid low wages making it difficult for them to meet their basic needs. This situation is worsened by the fact that in many of these developing nations workers lack the right to unionize. Workers' inability to advocate for better conditions reinforced this inequity. Additionally, inequities have emerged between the nations involved. As developed nations become richer from successful business ventures, developing countries have been unable to develop their own industries and so remain economically behind. In the 20th century China changed drastically from Maoist communist rule to more capitalist practices since the rule of Deng Xiaoping. As a result of this shift, China has made the jump from developing to developed. In modern times China has become wealthy enough to invest in foreign lands. But while a wealthy elite class and a growing middle class have emerged, many people both in China and in foreign lands remain oppressed and poorly compensated.

Moreover, the inequality between countries and the demand for cheap labor have forced many children to work. There were about 211 million children in 2000 between the ages of 5 and 14 working around the world even though the minimum working age is 15. As a result, the vast difference in economic status in different countries caused more problems that have endured until today. International organizations such as the WTO and ILO have been unable to end

child labor in less developed nations of Asia, Africa, and Latin America. Many times children are needed to work to help support their families. Whether children are working on chocolate plantations, in stone quarries, or in garment factories the futures of children in less developed nations are limited. Forced labor and lack of adequate educational opportunities prolong economic inequality.

Although the poor felt the poverty associated with inequality there were rapid advancements in many countries in different areas such as technology, agriculture, and medicine. Countries like South Africa became wealthy due to its gold, diamond, and wine industries that were owned by the white British and Afrikaner South Africans. This massive inequity was cemented in the system of apartheid. During this time, South Africa was able to create a modern infrastructure while the black South Africans lived in horrible conditions in the townships. This situation was made worse as foreign companies like DeBeers exploited cheap labor in South Africa. These companies made huge profits while black South Africans struggled to survive. This trend of capital moving to countries where it finds cheap labor continues today. Not only are individual countries suffering, even poor areas within a relatively developed country are undergoing hideous situations. Guiyu is a poor town in China that has become famous for recycling e-waste, which is toxic, in order to maintain its economy. Poor populations from rural areas are migrating to places like Guiyu in search of higher incomes and better lives only to be faced with conditions that are at times lethal. While families may have increased their incomes, the inequity between the rich and poor is still apparent. As you can see, the problems that inequality causes

Anchor Paper – Document-Based Essay—Level 5 – B

occurs throughout the world.

Countries, groups and individuals are all suffering from the enduring problem of inequality. Workers who provide cheap labor have to give up their rights and privileges for the benefit of business owners. This has occurred in industrial England, post-Apartheid South Africa, and in modern China. Despite some successes of labor organizations to address these disparities, inequity continues to plague people around the world.

Anchor Level 5-B

The response:

- Clearly identifies and accurately defines *inequity* as an enduring issue raised in the documents (exists between the rich and poor within nations; disparity between developed and developing countries)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (disparity between developed countries and developing countries is an illustration of inequity; colonies provided British with many natural resources and products contributing to tremendous wealth during Victorian Era; in contrast to wealth and power gained by Britain, colonies were robbed of their lands, laborers, and natural resources; as business owners profit from ability to manufacture products more cheaply workers exploited and paid low wages; while wealthy elite class emerged in China many people in China remain oppressed and poorly compensated; forced labor and lack of educational opportunities perpetuate economic inequality; trend of capital moving to countries where it finds cheap labor continues; poor populations from rural areas migrating to places such as Guiyu in search of higher incomes and better lives only to be faced with conditions that at times are lethal)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 3, 4, and 5 (19th-century Britain dominated world trade and became an economic world power; colonies provided a cheap workforce; in many developing nations, workers lack right to unionize reinforcing inequity; inequity between countries and demand for cheap labor forced many children to work)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (cost of inequity includes lack of development in some countries, exploitation of cheap laborers, and increased debt for benefit of few large corporate leaders; British empire acquired a number of colonial possessions; countries such as South Africa became wealthy due to gold, diamond, and wine industries owned by white British and Afrikaner South Africans; massive inequality cemented in system of apartheid; South Africa able to create modern infrastructure but black Africans lived in horrible conditions in townships; despite some success of labor organizations, inequity continues to plague people around the world)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Substantive and relevant historical details establish a good comparative context for the discussion of inequity in 19th-century Britain, 20- and 21-st century China, and post-apartheid South Africa. Numerous analytic statements effectively support document interpretation.

Some CEO's of large cooperations neglect working conditions or commit human rights abuses for the sake of increased profit margins. In a world where the minimum wage in developed countries continues to rise, cooperations turn to outsourcing their labor in developing countries where the wages and quality of life are lower due to the lack of labor laws and the inability to unionize.

An enduring issue is the exploitation of labor. Since Europeans started to colonize the Americas, people in this region were viewed as less than Europeans, and their economies turned into an extension of the European mother country. Native Americans and Africans, both of whom Europeans regarded as racially inferior, were forced to work in brutal conditions to benefit the Spanish monarchy. Slaves lost their freedom, homeland, and some ultimately lost their lives on these plantations. The price of early colonization was the abuse of labor in colonial countries.

When Britain first colonized India, many in Britain and some of the ruling elite in India were excited. The basic way in which the mercantile economy functioned was that Indian farmers would grow tea, cotton and other cash crops and those materials would be manufactured into goods in Britain, and then sent back to the large Indian market for purchasing. One of the main reasons the British imperialized India was to gain raw materials for their textile factories in Britain. The British exploited Indian labor forcing them to work on cotton plantations to help fulfill a global demand for British cloth. The plantation labor benefited the British Empire while undermining the traditional Indian economy. Tea for example was a massive industry, with over 6000 tea farms in India and Ceylon. Tea was a

hugely profitable industry for Great Britain. (Doc 2) The main downside was that now Indian farmers needed to mass produce materials to keep up with British demand leading to increasingly harsh conditions. Some British companies started producing even more profitable crops such as opium which they sold in Chinese markets leading to even greater profits.

In the modern world, there is no longer colonialism where developed countries blatantly take over countries and their economies, but rather a culture of economic imperialism where the developed world is still controlling what is happening in the developing world typically through the process of outsourcing. (doc 3) This results in everyday consumer products in places like the United States being produced in the developing world. For example, the shirt I'm wearing was made in Bangladesh, my pen in China, and my sneakers in Indonesia. Companies and even countries have made deals with foreign developing countries to move their factories there to capitalize on cheap labor and few environmental regulations. This modern day culture of outsourcing has some drawbacks, but also provides benefits. The first major benefit is cheaper consumer goods in the developed world like the United States. When a company doesn't need to pay \$10/hour to its workers, they can sell their products for a lower price while maintaining comfortable profit margins. In developing countries it helps them to develop and in the developed world the trade creates new jobs of greater value, like management posts and service industry jobs.

The draw backs of outsourcing however, are massive. While many outsourced factories force their workers to work around the clock in

sometimes poorly built and inadequately maintained factories there are massive negative effects on the environment. Companies like Union Carbide in Bhopal India sometimes have industrial accidents that have killed or injured thousands of people. Developed countries today outsource their recycling of e-waste. E-waste recycling exposes workers and their families to many harmful or toxic substances, including lead, dust, heavy metals, and PCBs and PBDEs that flow into the water system leading to problems like cancer, nerve damage, and child development problems. (doc 5) Poor regulations have led to horrible working conditions for not only adults in developing countries, but for the whole family. In developing countries, parents send their children to work, at ages as young as 5. About 73 million children under the age of 10 were working in 2000. Children in this position are left unable to attend school endangering their lives and childhood.

There is no perfect solution to this globalized dilemma; those in the developing world need jobs, but if these jobs prevent children from attending school, the countries will find it difficult to advance. A possible solution to this issue would be to have real enforcement of labor laws around the world. The International Labor Organization seems to have limited power to enforce labor standards. The ILO needs to be given the power to enforce the International Labor standards so steps towards ending abuses against workers around the world can be taken. (doc 4)

The companies who want to enlarge their profit margins also need to step up, and recognize the international consequences of their behavior in terms of egregious human rights violations. But, until

there is money to make this happen, it is unlikely we will see real change in corporate behavior. Exploitation of labor is an enduring issue because those in power seem to abuse the working class in order to make more profit. This is true for colonial governments and it is true for companies that outsource. Consumers also have a responsibility. Considering how many people wear clothing and purchase other products manufactured in developing countries where labor is exploited there is a need for change. It is unlikely this issue will ever be completely solved, but there are steps individuals and the international community could take that could substantially improve working conditions for all.

Anchor Level 4-A

The response:

- Identifies and defines *exploitation of labor* as an enduring issue raised in the documents (workers forced to work in brutal conditions; those in power seem to abuse working class to make more profit; poor working conditions and human rights abuses for the sake of increased profit margins)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (British exploited Indian labor forcing them to work on cotton plantations; paying low wages to workers means company can sell their products for a lower price while maintaining comfortable profit margins; harmful or toxic substances from e-waste recycling flows into water systems leading to problems such as cancer and nerve damage; if jobs prevent children from attending school developing countries will find it difficult to develop; enforcement of labor laws needed around the world; companies who want to enlarge profit margins need to recognize international consequences of their behavior in terms of egregious human rights violations)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from all of the documents (with over 6,000 tea farms in India and Ceylon tea was a hugely profitable industry; developed countries today outsource recycling of e-waste; about 73 million children under age of 10 working in 2000; ILO needs power to enforce international labor laws so steps can be taken toward ending abuses against workers)
- Supports the task by incorporating relevant outside information that includes facts, examples, and details (Native Americans and later Africans, forced to work in brutal conditions to benefit Spanish monarchy; in mercantile economy Indian farmers grew tea, cotton, and other cash crops that would then be manufactured into goods in Britain and sent back to large Indian market; plantation labor benefited British Empire; some British companies produced even more profitable crops such as opium which were sold in Chinese markets; a major benefit of outsourcing is cheaper consumer goods in developed world; many outsourced factories force workers to work around the clock in inadequately maintained factories; outsourcing creates massive negative effects on environment; companies such as Union Carbide in Bhopal, India sometimes have industrial accidents that have killed or injured thousands of people)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Good historical outside references are integrated throughout the response, especially in the discussion of outsourcing and its impacts. Further interpretation and employment of document information would be needed to meet the criteria of a Level 5 paper.

The appalling and hazardous working conditions prevalent within developing countries is an issue that has endured over time. These conditions can include, but are not limited to, low wages, long hours, the operation of unsafe machinery, exposure to various dangerous chemicals and toxins, and use of child labor. Such conditions can be traced to the historic economic circumstances of many developing countries and their populations.

Poor working conditions affect many populations, including children. Abysmal working conditions for children can be found in developing countries around the world. According to a 2000 International Labor Organization (ILO) estimate, “there were 211 million children between the ages of 5 and 14” including “13 million” children “younger than 10 years old” working around the world. These children are not given an adequate education and are forced to work long hours for cheap pay. Industries such as the carpet industry and clothing industry exploit children in order to make a higher profit. Their inability to become educated and the low wages that they earn means that many of these children will remain in a life of poverty. For example, towns within China that are involved in recycling electronic waste for income are filled with toxic chemicals and substances that cause a number of negative health effects. Such conditions are damaging to the growth and development of healthy children, who frequently work within shops, factories and mines with their parents. This situation also exists in other developing nations such as India. In India children are forced to work in dangerous occupations including the recycling of metal and hypodermic needles increasing their odds of contracting communicable illnesses. In

response to these problems individuals, organizations, and developing nations have sought resolutions. The Basel Convention for example has restricted the movement of e-waste from developed to developing nations (doc 5). Since then China has independently also limited these toxic imports due to its negative environmental impacts. In India NGOs have taken up efforts to help children have opportunities at becoming educated and escaping poverty.

Such conditions are borne from the nature of the global capitalist system and the organization of international trade. In capitalist countries money moves to countries where it finds cheap labor and other favorable conditions. This often happens when companies want to maximize profits and to escape forced labor regulations in the developed world. In the process, local labor in developing countries oftentimes works under dangerous conditions. In Bangladesh, laborers in a garment factory complained about concerns for their safety due to a poorly maintained building, Rana Plaza. Because it was illegal to unionize, these laborers lacked the ability to fight business owners. Ultimately the building collapsed killing over 1,000 workers. It took this tragedy to establish new fire safety standards though seemingly their deaths could have been avoided. Child labor and other poor working conditions are not a new trend, by any means. Workers, including children, have been mistreated in large numbers, harkening back to the age of imperialism. Nations are attracted to regions where they find cheap labor, a situation visible in colonies and protectorates, from Latin America, to Africa, and in Asia. Industrial infrastructure was established in territories by western colonial powers, and the indigenous workforce was exploited at

Anchor Paper – Document-Based Essay—Level 4 – B

times including children. Resource and materials would be extracted by the aforementioned colonial powers but the colonial territory would remain impoverished. Similar situations have persisted to this day. Poor working conditions in developing countries help countries with political and economic wealth to maintain their power.

Anchor Level 4-B**The response:**

- Identifies and accurately defines *poor working conditions* as an enduring issue raised in the documents (includes low wages, long hours, operation of unsafe machinery, exposure to various dangerous chemicals and toxins, and use of child labor)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (abysmal working conditions for children found in developing countries; inability to become educated and low wages earned means many of these children will remain in a life of poverty; towns in China involved in recycling e-waste filled with toxic chemicals; bad conditions born from nature of global capitalist system and organization of international trade; poor working conditions in developing countries help countries with political and economic wealth to maintain their power)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 3, 4, and 5 (2000 ILO report estimated 211 million children between ages of 5 and 14 including 73 million children younger than age 10 working around the world; children frequently work within shops, factories, and mines with their parents; Basel Convention restricted movement of e-waste from developed to developing nations)
- Supports the task by incorporating relevant outside information that includes facts, examples, and details (industries such as carpet and clothing industries exploit children to make a higher profit; in India children forced to work in dangerous occupations; since the Basel Convention, China independently limited toxic imports due to negative environmental impacts; in India NGOs taken up efforts to help children become educated and escape poverty; in Bangladesh laborers in garment factory complained about concerns for safety due to poorly maintained building, Rana Plaza; illegal to unionize so workers in Bangladesh lacked ability to fight business owners and ultimately building collapsed killing over 1,000 workers; nations attracted to regions where cheap labor is found as in colonies and protectorates from Latin America, to Africa, and in Asia; industrial infrastructure established in territories by western colonial powers and indigenous workers exploited at times)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

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

For countless years, societies have divided into classes namely the wealthy and the poor, with some room for those in the middle class. There is always a group of people at the bottom of society who are mistreated, taken advantage of and oppressed by those above them. With industrialization the working class often became the group of people who were mistreated. There are many issues that can arise in the workplace, from child labor, lack of safety regulations, low wages, working long hours and dangerous conditions. Throughout history, laborers have been placed in dangerous, unfair positions for the purpose of the upper classes making money.

Mistreatment of laborers is a major issue in China. These abuses have become more obvious with the rise of factories and mass production that occurred after Deng's Four Modernizations. Partly because of this policy China became one of the world's leading exporters of clothing, toys, electronics, and many other manufactured goods. Because of the massive population of China businesses have flocked there in order to hire low waged employees. These workers are treated poorly, forced to work long hours, and live in tenement-style dorms. Countries that offer cheap labor often deprive workers of the right to organize and are mistreated in other ways. (doc 3) This is one reason why the mistreatment of laborers is present in China. The result of the abuse of laborers is often death, illness or diseases in these places. It is not only in factories but also in other places where workers face mistreatment and are forced to work in unhealthy environments.

In the Chinese town of Guiyu, the entire economy is based on tearing apart old electronics. The air, water, and dust – in Guiyu has

led to increased chances of cancer, nerve damage, childhood illnesses and developmental problems. (doc 5) Computers contain harmful chemicals that are being released into the work place and environment. These can greatly harm laborers. This is not just a new issue, however. Workplace accidents were extremely common during the age of industrialization in Britain. Many times, workers would get injured by machines, or get sick from inhaling fumes. Men, women, and children had to work night and day on dangerous machines. Loss of limbs, respiratory diseases, hair caught in machines, and death were regular occurrences in these hazardous factories. Insurance did not exist for laborers so injuries simply meant workers lost their income and couldn't afford going to the hospital or getting help.

Another way workers are being mistreated is by child labor. In many countries, especially poor countries, children must work to help support their families. This was also a major issue during the Industrial age in England, and continues through today. Currently millions of children continue to work around the world. This can have negative impacts on childhood development and safety as well as take away a child's opportunity to be educated. Additionally, the employment of some children has created a decrease in the average working wage in some regions. Adults compete for jobs that are often filled by children who are willing to accept the little incomes that are offered. Yet all child labor is not the same. Some families own businesses that children work in. This type of labor can be seen as a necessity for family survival or simply as part of their lives.

The mistreatment of laborers and working conditions has been an

issue throughout time. Factory dangers have elevated concerns about health risks that can accompany a lack of regulations or safety procedures. Concerns about child labor have also been raised in many countries. International groups and countries have tried to fix the mistreatment but unfortunately it still exists.

Anchor Level 3-A

The response:

- Identifies and defines *mistreatment of workers* as an enduring issue raised in the documents (includes child labor, lack of safety regulations, low wages, working long hours, and dangerous conditions)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (for countless years societies divided into classes, namely wealthy and poor; with industrialization, working class often becomes mistreated group; throughout history laborers placed in dangerous, unfair positions for purpose of upper classes to make money; workers in China treated poorly, forced to work long hours, and live in tenement-style dorms; elevated concerns about health risks that can accompany a lack of regulations or safety procedures)
- Includes some relevant evidence that includes facts, examples, and details from documents 3, 4, and 5 (countries that offer cheap labor often deprived workers of right to organize and mistreated them in other ways; death, illness, or disease often result of abuse of laborers; Guiyu's entire economy based on tearing apart old electronics; air, water, and dust in Guiyu has led to increased chances of cancer, nerve damage, childhood illnesses, and developmental problems)
- Includes relevant outside information that includes facts, examples, and details (abuses in China more obvious with rise of factories and mass production that occurred after Deng's Four Modernizations; China one of world's leading exporters of clothing, toys, electronics, and many other manufactured goods; because of massive population of China, businesses flocked there to hire low-waged employees; workplace accidents extremely common during Age of Industrialization in Britain; insurance did not exist for laborers so injuries meant workers lost income and could not afford going to hospital or get help; employment of some children created decrease in average working wage in some regions; adults compete for jobs often filled by children eager to accept low incomes offered)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Good document interpretation and outside historical references enhance the discussion, demonstrating a good understanding of the task. However, additional supporting facts and details would have strengthened the discussion.

Throughout time, trade has expanded between nations as a source of economic profit. As trade becomes global, the labor needs have increased, requiring more workers. Globalized trade has caused some nations to get rich. While other areas have suffered from harsh and abusive conditions. This source of cheap work benefits the rich areas in the long run, but harms those countries and people that are being used. The enduring issue of global trade leading to unhealthy lifestyles is prominent and has endured across time because of the profit potential for wealthier areas.

The benefit of using less developed countries as a base of labor for global trade is the introduction of new jobs. However these new jobs aren't always well paid or safe for the people who take them. (doc 3) Cheap laborers often have a higher chance of being mistreated and deprived of their right to organize which means their situation is not likely to improve. This problem is seen in many countries. China, for example, is booming in global trade, but so many people are living in harsh conditions. Therefore, even though developing nations get jobs needed for trade, they are not entirely beneficial for their people. Furthermore, despite regulations already in place, cheap labor is an ongoing problem. Many goods traded on the global market are produced by these forms of cheap labor. As transportation has become faster and cheaper, companies have had the ability to establish themselves in places further away and more remote than ever before. Cheap labor can now be exploited in even the most distant regions. Because of these growing problems, the ILO and the WTO have pushed for better labor standards. (doc 4) As workers begin to organize or groups like the ILO and WTO pressure companies to improve labor

practices, these businesses sometimes move to new areas that lack these regulations. This cycle continues over and over as global trade networks thrive. So again, the benefits of better working standards have caused damage to the workers because they lose their jobs when the factories are closed and moved to other places to exploit new sources of cheap labor.

Trade networks have led to the development of a necessary but harmful exchange. Developed countries send their e-waste to places like Guiyu despite regulations that ban the international trade of toxic harmful waste. The developed countries are willing to ship their e-waste and pay others to break it down and recycle it because of how toxic and harmful it is to people and the environment. The breakdown of e-waste can be viewed as positive because devices are being recycled and employment opportunities have emerged in towns like Guiyu. These benefits are accompanied by several drawbacks. The neglect of international regulations and the physical and environmental toll experienced by workers and their surroundings are unforgivable. Developed nations need to be held more accountable for their actions.

For the people of the town of Guiyu recycling e-waste has brought food to the dinner table, yet has also caused cancer, nerve damage and hindered childhood development (doc 5). This issue has continued in Guiyu because it is still viewed as a way of owning a business and possibly a way to escape poverty. Despite the consequences, the people do it to survive.

As Global trade continues, harsh and dangerous labor continues as well. This abuse of labor from the developing world is necessary for economic stability for the developed world. Even though millions are

being abused this enduring issue is yet to have a solution, as it is a means for survival and success for many.

Anchor Level 3-B

The response:

- Identifies and defines *impact of trade* as an enduring issue raised in the set of documents (expansion of trade as a source of economic profit; leads to increased labor needs requiring more workers)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (source of cheap work benefits rich areas in long run but harms countries and people being used; endured across time because of profit potential for wealthier areas; cheap laborers often have higher chance of being mistreated and deprived of right to organize which means situation is not likely to improve; breakdown of e-waste can be viewed as positive because devices are being recycled and employment opportunities emerged in towns such as Guiyu; neglect of international regulations and physical and environmental toll experienced by workers and surroundings unforgivable; developed nations need to be held more accountable for actions)
- Includes some relevant evidence that includes facts, examples, and details from documents 3, 4, and 5 (China booming in global trade, but many living in harsh conditions; many goods traded on global market produced by cheap labor; ILO and WTO pushed for better labor standards; businesses sometimes move to new areas that lack regulations; developed countries send their e-waste to places such as Guiyu despite regulations that ban international trade of toxic harmful waste; for people of Guiyu recycling e-waste brought food to dinner table but also caused cancer, nerve damage, and hindered childhood development; in Guiyu recycling e-waste still viewed as way of owning business and possibly a way to escape poverty)
- Includes limited relevant outside information that includes facts, examples, and details (as transportation became faster and cheaper, companies able to establish themselves in places more remote than ever before; benefits of better working standards hurt workers because they lost jobs when factories closed and moved to other places to exploit new sources of cheap labor)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although relevant document information is supported by good explanations and some historical outside information, the focus is on recent trends in globalization. Thoughtful conclusions and analytic statements are scattered throughout the response but it would have benefited from additional supporting facts and details.

Since the Industrial Revolution, countries have scrambled to increase industry and the manufacture of goods. If a country is successful, it will benefit from the wealth that this industry brings. While increased industry may boost a country's economy, it often comes at the expense of that country's people. Ever since the industrialization of Britain in the 19th century, people have suffered in countries that attempt to increase productivity disregarding the welfare of their people.

The Industrial Revolution began in Britain, which dominated world trade in the 1800s. In the textile industry, massive technological advancements were made, which allowed for dramatic productivity growth (Document 1). There soon became a large variety of products in the market, the purchase of which boosted Britain's economy. However, the use of child labor and cheap labor caused widespread suffering among the people. In the town of Manchester, the environment became so polluted that the rivers ran purple with dyes used in the textile industry. Smog from factories coated tree bark, causing some species of insects to become endangered. People working in factories or mines inhaled smoke, coal, textile fibers, and harmful chemicals. The result was a dramatic drop in the average life expectancy. This issue has continued, where it is now visible in Guiyu, China, a town famous for recycling electronic wastes (Document 5). When the e-wastes are melted down or sawed, toxic chemicals are released. Workshops in Guiyu are full of lead dust, other heavy metals, and toxic clouds floating through the streets (Document 5). The water is laced with PCBs and PBDEs. All of these toxins cause cancer, nerve damage, and poison childhood development.

While the rare metals extracted from the e-wastes boosts China's economy, the people of Guiyu are suffering in a poisoned environment.

In the 19th century in Britain, most children worked in factories alongside their older siblings and parents. Regulations on businesses and child labor have been put in place, yet in 2000, the International Labor Organization estimated that there were 211 million children between ages 5 and 14 working around the globe (Document 4). These children, instead of receiving an education at school, spend their days working in a factory, a field, or a mine (Document 4). In 19th century Britain, people lived in close quarters with inadequate conditions. This urban squalor has not disappeared, as today, many people living in China live the same way.

The Industrial Revolution has made dramatic economic improvement possible, but often, the people's rights, even the right to organize peacefully (Document 3), and the peoples' welfare, are neglected. Even today.

Anchor Level 2-A

The response:

- Identifies and provides a basic definition of *human suffering as a result of the Industrial Revolution* as an enduring issue raised in the documents (people suffering as a result of countries increasing productivity; countries disregarding welfare of people in industrialized countries)
- Minimally develops both aspects of the argument
- Is primarily descriptive (ever since industrialization of Britain in 19th century, people have suffered in countries that attempt to increase productivity by disregarding welfare of people; technological advancements led to large variety of products in the market; use of child labor and cheap labor caused widespread suffering among people; urban squalor has not disappeared as many people in Guiyu, China live same way as people in 19th-century Britain)
- Includes relevant facts, examples, and details from documents 1, 3, 4, and 5 (Industrial Revolution began in Britain; Britain dominated world trade in 1800s; Guiyu, China famous for recycling e-waste; workshops in Guiyu full of lead, dust, and other heavy metals and toxic clouds float through streets; water laced with PCBs and PBDEs; regulations on businesses and child labor put in place, yet in 2000 ILO estimated 211 million children between ages 5 and 14 working around the globe; instead of receiving an education children work in factories, fields, or mines)
- Presents little relevant outside information (since the Industrial Revolution, countries have scrambled to increase industry and manufacturing of goods; in town of Manchester environment became so polluted that rivers ran purple with dyes used in textile industry; smog from factories coated tree bark causing some species of insects to become endangered; people working in factories or mines inhaled smoke, coal, textile fibers, and harmful chemicals leading to dramatic drop in life expectancy)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response is framed by a thorough and methodical reiteration of document information to address human suffering as a result of the Industrial Revolution, demonstrating a limited understanding of the task. Some outside information is scattered throughout the response but lack of explanation and connection to the task weaken the effort.

Beginning with slavery, the working conditions of the lower class especially in developing countries have been deplorable. Although slavery is illegal in many parts of the world sweatshops and factories have replaced it. Working conditions in developing countries include child labor, toxic work places, and low pay. This is an enduring issue that occurred before and after the industrial revolution but has changed throughout time.

The start of the problem is that people in developing countries are forced to work at a young age to support their families. According to "The Globalization of Trade" written in 2004, "that there were 211 million children between the ages of 5 and 14 working around the world." (4) This issue does not only have short-term effects either. It affects people because when they work at a young age they don't have time to receive an education. "The Globalization of Trade" says the solution would lie in paying families whose children regularly attend school. This issue has endured since 1876 the beginning of the Industrial Revolution when women working in factories would have to bring children to work because they could not afford to have someone watch them or they needed more money to support the family.

Another working condition in developing countries is toxic environments. According to Andrew Blackwell, who visited a town in China in 2011 "the water is laced with PCB's and PBDE's" along with "workshops full of lead dust." (5) This affects people because it can cause cancer, nerve damage, and delayed development. This issue has endured throughout history because during the Industrial Revolution many factory owners would keep windows closed and dangerous fumes would be breathed in causing many respiratory problems.

Also, another working condition in developing countries is low wage jobs. According to "George Soros on Globalization," "workers in the countries that offer cheap labor are often deprived of the right to organize and are mistreated in other ways." (3) This affected people because they could not support their families so they were forced to work longer hours or to have their children work. This issue has endured throughout history because during the feudal system serfs were paid low wages and it forced them to work longer to support themselves.

In conclusion, working conditions in developing countries has affected people in many ways whether through the use of child labor, toxic work environments, or low wages. This issue has enduring throughout time but has had changes that affected the way it was viewed. This issue is significant because it has created workers' unions, child labor laws and health inspections of workplaces that have kept workers safer in the recent years.

Anchor Level 2-B

The response:

- Identifies and provides a basic definition of *poor working conditions* as an enduring issue raised in the documents (includes child labor, toxic workplaces, and low pay)
- Minimally develops both aspects of the argument
- Is primarily descriptive (beginning with slavery, working conditions of the lower class especially in developing countries have been deplorable; people in developing countries forced to work at a young age to support their families; when people work at young age they do not have time to receive an education; people who could not support families often forced to work longer hours or to have children work)
- Includes some relevant facts, examples, and details from documents 3, 4, and 5 (211 million children between ages of 5 and 14 working around world; solution proposed to pay families whose children regularly attend school; water in Guiyu, China in 2011 laced with PCBs and PBDEs and workshops full of lead dust; workers in countries that offer cheap labor often deprived of right to organize and mistreated in other ways)
- Presents some relevant outside information (although slavery illegal in many parts of the world, sweatshops and factories have replaced it; during Industrial Revolution many factory owners would keep windows closed and dangerous fumes breathed in; led to creation of workers' unions, child labor laws, and health inspections at workplaces); includes some inaccuracies (Industrial Revolution began in 1876; during feudal system serfs paid low wages that forced them to work longer to support themselves)
- 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 and some relevant outside information demonstrate a limited understanding of poor working conditions as an enduring issue. Brief references to changes that have improved conditions would have benefited from supporting facts and details.

Anchor Paper – Document-Based Essay—Level 1 – A

When the global capital system moves into a country it causes a loss of a lot of jobs but then replaces it with people who migrate in legally or illegally, but these people are often mistreated and end up working for very little pay. Children among these people are also overworked, according to D4 the ILO's law is that a child must be the age of 15 or older but research shows that 211 million are between the age of 5 and 14. Some children work with their parents if they own a business, but most don't. Small children are working in harsh conditions in factories or fields. This has been going on since the 1930s children and teens have worked in factories with many safety issues and with little to no pay to today's century.

Anchor Level 1-A**The response:**

- Identifies and implies a definition of *child labor* as the enduring issue raised in the documents
- Minimally addresses both aspects of the argument
- Is descriptive (jobs are replaced with people who migrate; immigrants often mistreated and end up working for very little pay; small children working in harsh conditions in factories or fields); lacks understanding and application (when a global capital system moves into a country it causes a loss of a lot of jobs)
- Includes minimal references to documents 3 and 4 (according to ILO Convention a child must be 15 or older to work; millions of children between ages 5 and 14 working)
- Presents little relevant outside information (children and teens have worked in factories with many safety issues and with little to no pay); includes an inaccuracy (children have been working since the 1930s)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response includes a general discussion of labor but focuses on child labor as the enduring issue. A few isolated sentences are employed to interpret documents and demonstrate a basic understanding of the task. Child labor is mentioned as an issue that still exists in this century but the essay lacks supporting explanation and details.

Anchor Paper – Document-Based Essay—Level 1 – B

In these documents it repeats to tell mainly about the problems in how they are producing products. Also they briefly states changes but should tell more about the changes that happened so that you can see progres.

Child labor is brought up many times. In document 4 it states (child labor is 15, although . . . may be 14) (04, Line 1). This shows that 15 or 14 is working ages. If someone wants to work when they are 14 or 15 they should but they should not be forced to.

Working condition in work places should be good. It shouldn't cause any helth risks. In document 3 it states "treatment of laborer". This shows that workers should be treated with respect.

Also in document one it states "mass manufactured items" there should be a limit of hours you can work. People should not be working crazy long hours.

In conclusion it is a good thing working condition have changed.

Anchor Level 1-B

The response:

- Identifies, but does not define, *poor working conditions* as an enduring issue raised in the documents
- Minimally addresses one aspect of the argument
- Is descriptive (if someone wants to work when they are 14 or 15, they should but they should not be forced to; working conditions in workplaces should be good; workers should be treated with respect; people should not be working crazy long hours)
- Includes minimal references to documents 1, 3, 4, and 5 (child labor is set at 15 although it may be 14; workers should not have to face health risks)
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although the enduring issue is implied to be poor working conditions, the focus of the response is on what working conditions should be inferring that they were poor in the past. Minimal interpretation of document evidence demonstrates a basic understanding of how working conditions have changed over time.

Throughout history, oppression of people has been an ongoing issue. The two main reasons for this usually are related to inequity of power and economic opportunity. Basic rights and privileges are commonly taken away and ignored due to the power struggle between countries or the power struggle between business owners and workers. People have been oppressed by the government when they do not have rights that allow them to be safe at work and at home. Also governments may not enforce laws that exist to protect the people. Companies and businesses also oppress their workers by exposing them to toxic conditions, using child labor, and forcing people to work long hours for low wages. This issue has continued from 19th century Britain to present day.

Although these issues aren't as common in the developed world anymore, they still occur in some places and are often caused by developed countries. Since many electronics contain toxic substances and are difficult to safely recycle the developed world has for years sent these products to developing nations to break down and recycle. These developing nations often have large poor populations that provide a cheap disposable labor force. As a result many workers are oppressed and forced to break down these dangerous products by hand in rooms heavily contaminated by toxins. (doc 5) Many adults in China are being exposed to these harmful substances and are faced with the chance of being seriously ill. Unfortunately, adults are not the only ones who are denied their rights, but children who risk having problems with development are too. Today in Asia children continue to be oppressed in various types of labor. For example children who work in tanneries are often exposed to toxic chemicals that are used to

produce the leather. Sometimes these chemicals run into the ground-water supplies contaminating the drinking water. Enforcement of any labor regulations is minimal at best.

Additionally, children who are forced into labor are often deprived of a childhood and education. In 2000, the International Labor organization estimated that 211 million children between the ages of 5 and 14 were working around the world (doc 4). This staggering statistic is heartbreaking, especially due to the working conditions young children are faced with. Some children work with their family members but the less fortunate children are forced to work in the unfavorable conditions of factories, fields and mines. Coal mines in industrial Britain were the source of tremendous childhood labor. Children worked in small channels underground moving and extracting coal. Death, disease, and injury were common. These children worked for the benefit of the wealthy and lost out on their own education and childhood. Even today children are still being oppressed by working in gold mines in Africa. Hundreds of thousands of children as young as five work 12-15 hour days in places like the Democratic Republic of Congo. Some children are even forced to mine blood diamonds to pay for military equipment needed to fight in the deadly wars. Some children are even forced to become soldiers. There are countless numbers of labor violations that are associated with young children working. Another example of oppression would be the oppression of developing countries for cheap labor and other favorable conditions by developed countries (doc 3). These workers are deprived of the right to organize and are mistreated in other ways.

Developed countries like Britain have a history of oppressing others. This is because for decades in the 19th century, the British manufactured goods dominated world trade (doc 1). Britain was growing rapidly and receiving great profits while others could not compete. This gave Britain a dominance of power and allowed it to colonize areas like India and exploit them for their resources. The tea culture began in India but spread to Britain where it became a profitable industry. Workers on tea plantations were oppressed by British overseers. They performed back-breaking work for long hours day after day. Little of their labor benefitted India but instead made the British Empire wealthier. This system ensured that Britain could maintain its control over the "crown jewel." As India suffered under the oppressive conditions of the British, the British Empire continued to grow and become the wealthiest in the world.

Although oppression of people and areas has existed for many centuries, there have been examples of resistance to this oppression. International agreements such as the Basel Treaty, and organizations such as the ILO and Amnesty International have pushed for stronger regulations. Equal rights, better working conditions, and advocacy for children are issues that frame today's attempts to combat oppression.

Throughout the history of mankind, beginning with family tribes, every family member had to work. Unlike modern day, children had to work alongside their parents to one day support their family. In modern day children go to school to decide their career for themselves, however all are not that fortunate. In third-world countries, there are children starving and dying due to lack of opportunity.

The age in which children can begin working is between 14 and 15, anytime before this where children work for pay is considered child labor. In the age before the modern era, the discovering of “a new world” introduced child labor to a new level. There was no consideration for a slave or indigenous person’s age, just the need for work. These children were forced into unsafe conditions, working in mines and factories later. With the industrialization of major countries factories grew, and children whose families needed money would work. These had poor conditions, including toxins and long strenuous hours. This affected the children by not seeing their families, sickening and weakening their bodies, and in some cases killing them. As seen in document 4, “Some have argued for greater ratification and enforcement of ILO conventions. Although . . . driving struggling families into poverty.” There is currently a need for some of these child labor jobs for poverty families, because many governments choose not to involve themselves into the matters. As stated in document 5, the recycling of e-waste is a dirty and dangerous business. “The air, the water, the dust in Guiya—comes with promises of cancer, nerve damage, and poisoned, childhood development. “These factories are some homes to children as they have no families, and the government won’t take action.

Document-Based Essay—Practice Paper – B

However, there is change to this enduring issue. As read in document 3, "Capital moves to countries where it finds cheap labor and other favorable conditions." This indicates that capital moving to weak countries and motivating their development is increasing in rate, and is a good thing. In the end of document 4, "... a recent proposal ... reward girls with a savings account if they complete eight years of school." This shows improvement in less developed countries, which many someday have a much larger impact on the child labor issue.

Yes, child labor is an enduring issue that may not be eradicated for centuries. But in the last few decades many steps have been taken to bring it to a close. If child labor must come to an end, there must be government action on families living in poverty. If there isn't then child labor will continue off the books to supply suffering families with a source of income.

As an economy grows, so does the need for workers. However, many of these jobs involve hard labor for little pay. Many people in the world suffer from poverty despite working long hours everyday. Cheap labor is a major issue in our society and has been historically. Cheap labor can be defined as an individual working without the ability to earn a wage that would allow for a satisfactory standard of living. During the 19th century British factories producing textiles and other manufactured goods increased technology and specialization and used cheap labor in order to increase their own profits (doc 1). Currently many children are working to help their struggling families in many different countries (doc 4). This situation in today's global capitalist system where jobs are leaving developed countries and going to developing countries. This gives the developed countries access to cheap laborers willing to do work that others refuse to do, including the recycling of e-waste as in the Guiyu region of China (docs 3,5).

The history of hiring cheap labor goes back to the earliest years of the Industrial Revolution. As businesses increased their productivity, they needed more workers in their factories. Eventually, prices for goods started to decrease and in turn more people bought manufactured goods (doc 1). This increase came at a cost to workers because they worked under terrible circumstances and were exposed to many hazardous conditions and toxins. Urban growth led to factories emerging in cities like London and Manchester. Children often provided labor in factories as they could be paid a fraction of the wages of adults. Their small bodies were a benefit at times when working on the machines, even though unfortunately they often fell victim to injuries, amputations of limbs, and even death. The lack of safety

regulations in the factories contributed to the high number of workers, both children and adults who experienced hardships. Children were often beaten if they did not maintain the schedule or pace factory owners established or if they arrived late or fell asleep on the job. Additionally the working class faced substandard living conditions without access to fresh water and clean air. Overcrowded and polluted urban centers led to many poor laborers contracting illnesses like black lung and cholera. Similarly in New York City, workers would work in terrible conditions in industrial factories. They would also go home to overcrowded tenements that were barely suitable for living. Being part of the poor working class and living in impoverished conditions was a difficult fate to escape. The horrors of poverty and poor working and living conditions gave rise to an increase in criminal activity, alcoholism, and in some cases suicide. The working class faced a grim life in industrial England. Once the world took notice to how workers were being treated, reform movements started to make working a more fair experience. However, these reform movements generally took place in developed countries. As companies in developed nations increasingly faced new labor regulations they sought new ways to make a profit. Under a policy of imperialism these companies found an even cheaper source of labor and a market for their goods in places such as in India and Africa. Plantation laborers were another source of cheap labor that Europeans historically exploited to make a profit. Throughout Africa and Asia cotton, tea, rubber and other cash crops were cultivated on large plantations. Grueling and long work days by local people further contributed to the profits made by some European entrepreneurs while devastating the local economies in the regions they colonized. Even decades after

independence movements in these regions workers have sometimes continued to be dependent upon these same companies and institutions. In less developed countries, people still suffer every day. There are millions of children between the ages of 5 and 14 still working around the world, to help their families survive. Many of these families still farm the same lands their ancestors worked. Their dependence on the low wages paid to them keeps them subservient to developed nations. Yet, even in less developed countries organizations such as the ILO, WTO, and UN are pushing for better labor standards (Doc 4). Another movement that has tried to help workers in especially less developed nations is the fair trade movement where consumers seek to purchase products from companies that pay fair wages to workers in an attempt to combat challenges associated with cheap labor. Therefore, it's obvious that since the days of industrialization, imperialism, and even today not much has changed. Workers have continued to be exploited despite the efforts of some to end this issue.

Many large companies obviously understand that they are mistreating their workers. However, when they are making as much money as they do they tend to care a little less. Their profit margins are more important than the treatment of workers (Doc 3). This means that if companies want to make the maximum profit they will not pay their workers more. Ultimately the company will make more money at the expense of its workers. The only way to combat this is to get consumers to truly care and to expose the conditions of cheap laborers around the world. With the technologies available today the conditions of workers can be more widely and quickly known and understood. Media campaigns can change the purchasing habits of consumers. Companies need to be held accountable for their actions and be forced

to pay fair wages to their workers.

Finally, cheap labor commonly exists because of how many people live in poverty. Instead of helping people out of starvation and everything else that comes with poverty, businesses exploit peoples' suffering perpetuating the cycle of poverty. In Guiyu, China, the people have been significantly harmed by substandard living and working conditions. They work with e-waste that typically comes from developed countries, recycling these products at the expense of their own health. These workers are stuck in hazardous jobs in which they face medical problems from exposure to toxic substances (doc 5) Even with all of the harmful chemicals and substances poisoning people in Guiyu, people from poor areas still move there in hope of work. Guiyu is a modern example of people from poorer areas migrating in search of work only to suffer in the end. This situation also exists in African mines where workers are paid little to mine resources like cobalt. This resource is used in the manufacturing of electronics like cell phones which are in high demand in the developed world. These laborers risk poor health effects from working in these mines for a low wage. Once these products are no longer wanted they have a chance of winding up in these e-waste towns poisoning another set of workers.

Cheap labor is an issue that has not disappeared since the world industrialized. People suffer everyday from poor working and living conditions and they suffer so that large and powerful companies can reap the benefits and grow. The issue of cheap labor needs to be fixed to bring these workers out of poverty. This can only happen when people realize that everyone deserves fair opportunities and wages.

There has been many enduring issues involving labor over time. Some of these issues are, child labor, not much pay for labor, and pollution due to modernization. Over the course of history these issues have been debated but not all of them solved.

One enduring issue throughout history is child labor. During the Industrial Revolution child labor was a huge factor, but it has been reduced a little bit since then. The minimum work age set by the International Labor Organization is 15. But there is an estimated 211 million children working under the age of 15 around the world. Some people tried to ban child labor worldwide but could have made matters worse or put families into poverty (D4).

Another enduring issue is cheap pay for labor. In some countries labor is cheap, so they set up a capitalist system. This makes some countries lose jobs but trade allows them to find new jobs. Migration also fills jobs (D3).

Another enduring issue has been pollution from modernization. China has modernized in the past few decades thanks to Deng Xiaoping. In China the government destroys old computers and electronics. Just destroying electronics like that releases toxic substances, lead and dust clouds into the air. As a result most places in China have polluted air. The Basel convention outlaws exporting toxic waste to help the levels of pollution go down. (D5).

Over the course of history issues have been debated but not all solved. There has been many enduring issues involving labor over time.

Industrialization is often seen as a positive process that results in many great developments, such as the invention of new machines used in factories, and consumer goods. However, what is not seen as often, is how much industrialization has also negatively impacted society. It wasn't the actual process of industrializing that has hurt society, but the situations it has spurred, such as poor working conditions, child labor, and environmental problems.

Industrialization has often been accompanied by the migration of workers from agricultural areas to cities, hoping to gain work. This phenomenon occurred in 19th century Britain and happened as well in modern China. One example of an industry that has grown popular in China is the recycling of electronic waste. This popular business attracted many to migrate from poor rural areas in China with the hope of opening their own business. (Document 5). However, what these migrants didn't know was how personally and environmentally toxic and dangerous the working conditions in this area of work were. According to Document 5, e-waste is a dirty business that has workshops full of lead dust and other heavy metals and contaminants that pollute the air and water. In the town of Guiyu many are likely to develop cancer. As a result, these terrible conditions result in the spread of illness and the death of many as well as permanent environmental damage. In addition, the workers in countries such as China are often prevented from forming unions and therefore mistreatment continues. (Document 3). By attracting workers from poorer regions industrial businesses could exploit the workers more because they were new to the area and therefore dependent upon the industrial jobs as they had no support system.

These workers faced terrible working conditions and could rarely change their situation.

It was not only adults, but also children who were exposed to this dangerous labor. Industrialization played a major role in the use of child labor and child exploitation. The rise of factories and demand for cheap labor helped lead to the exploitation of children because they could be paid very little.

This was common in industrial England where children worked in factories and mines. Decades of this child labor eventually led to the passage of legislation that set labor standards and hours for children and mandated schooling. In 2000, an estimated 211 million children were working around the world. However, some families also have no choice but to have kids work because of how impoverished they are. In fact some argue that a worldwide ban on child labor might actually make matters worse pushing struggling families further into poverty. Furthermore, when children work, their education is often hindered, as they lack time to attend school. In nations like Brazil the government has sought to fix these problems by offering subsidies to families who have children that regularly attend school. NGOs have also sought ways to assist rural families in their economic struggles. For example, Heifer International has lessened poverty by providing sustainable ways of living through agriculture. This would keep people in rural areas and allow them to make a living so they would not have to work in industrial cities.

Overtime, industrialization has led to horrendous conditions for adults and children working in factories. Today more people and organizations are calling for children to be more focused on their

Document-Based Essay—Practice Paper – E

education and escaping poverty while clear benefits of industrialization exist all around us with modern technology and the high demand for consumer goods. We still need to consider the negative impacts this process has on our world.

Practice Paper A—Score Level 4**The response:**

- Identifies and defines *oppression of people* as an enduring issue raised in the documents (people oppressed by government when they do not have rights that allow them to be safe at work and at home; governments may not enforce laws that exist to protect people; companies and businesses oppress their workers by exposing them to toxic conditions, using child labor, and forcing people to work long hours for low wages)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (reasons for oppression usually related to inequity of power and economic opportunity; enforcement of labor regulations minimal at best in developing countries; children worked for benefit of wealthy and lost out on education and childhood; oppression of developing countries for cheap labor and other favorable conditions used by developed countries; little of Indian labor benefitted India but instead made British Empire wealthier; equal rights, better working conditions, and advocacy for children are issues that frame today's attempts to combat oppression)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from all of the documents (many workers forced to break down dangerous e-waste products by hand in rooms heavily contaminated by toxins; in 2000, ILO estimated 211 million children between the ages of 5 and 14 working around world; less fortunate forced to work in unfavorable conditions of factories, fields, and mines; workers deprived of right to organize and mistreated in other ways; tea culture began in India but spread to Britain where it became a profitable industry; international agreements such as Basel Treaty pushed for stronger regulations)
- Supports the task by incorporating relevant outside information that includes facts, examples, and details (children who work in tanneries often exposed to toxic chemicals used to produce leather; sometimes chemicals run into groundwater supplies contaminating drinking water; in coal mines in industrial Britain children worked in small channels moving and extracting coal where death, disease, and injury common; today children working in gold mines in Africa; hundreds of thousands of children as young as five work 12-15 hour days in places such as Democratic Republic of Congo; some children forced to mine blood diamonds to pay for military equipment needed to fight in deadly wars; some children forced to become soldiers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Oppression of people is discussed across time and place and demonstrates a good historical understanding as an enduring issue. Relevant outside information is effectively employed throughout the response but would have benefited from additional explanation.

Practice Paper B—Score Level 2

The response:

- Identifies and provides a definition for *child labor* as an enduring issue raised in the documents (children age 14 and under work for pay)
- Minimally develops both aspects of the argument
- Is primarily descriptive (children had to work alongside their parents to support their family; children forced to work in unsafe conditions in mines and factories; with industrialization, factories grew and children whose families needed money would work; in past few decades many steps have been taken to end child labor)
- Includes few relevant facts, examples, and details from documents 3, 4, and 5 (children begin working between ages 14 and 15; poor conditions included toxins and long strenuous hours; some people have argued for greater ratification and enforcement of ILO conventions; air, water, and dust in Guiyu comes with promise of cancer, nerve damage, and poisoned childhood development; capital moves to countries where it finds cheap labor and other favorable conditions; in Brazil a recent proposal rewards girls with a savings account if they complete eight years of school); includes an inaccuracy (some factories homes to children as they have no families)
- Presents some relevant outside information (modern-day children go to school to decide their careers for themselves; in third world countries children are starving and dying due to lack of opportunity; discovery of a new world introduced child labor to a new level; no consideration for a slave or indigenous person's age, just the need for work; children who worked did not see their families and sickness weakened their bodies and in some cases killed them)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Interpretation of document information is general but an understanding of child labor as an enduring issue is demonstrated. Some relevant outside information including a 9th-grade reference is included, but lack of integration limits its effectiveness.

Practice Paper C—Score Level 5

The response:

- Clearly identifies and accurately defines *cheap labor* as an enduring issue raised in the documents (individual working without the ability to earn a wage that would allow for a satisfactory standard of living)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (many jobs involve hard labor for little pay; many people in the world suffer from poverty; developed countries have access to cheap laborers willing to do work others refuse to do; hiring of cheap labor goes back to earliest years of Industrial Revolution; as businesses increased productivity, more workers needed in factories; increase in goods came at cost to workers; workers exposed to hazardous conditions and toxins; being part of poor working class and living in impoverished conditions difficult fate to escape; workers continue to be exploited despite efforts of some to end issue; workers in Guiyu, China stuck in hazardous jobs in which they face medical problems from exposure to toxic substances)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from documents 1, 3, 4, and 5 (during 19th century, British factories producing textiles and other manufactured goods using increased technology, specialization, and cheap labor to increase profits; currently many children working to help struggling families; jobs leaving developed countries and going to more developing countries; as prices for goods decreased, people bought more manufactured goods; people in Guiyu, China work with e-waste that typically comes from developed countries)
- Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details (small children a benefit at times when working on machines; overcrowded and polluted urban centers led to many poor laborers contracting illnesses such as black lung and cholera; working class faced a grim life in industrial England; reform movements generally took place in developed countries; under policy of imperialism, companies found cheaper source of labor and market for goods; plantation laborers another source of cheap labor that Europeans historically exploited to make a profit; even decades after independence movements workers continued to be dependent on same companies and institutions)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

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

Practice Paper D—Score Level 1

The response:

- Identifies, but does not define, *child labor* as an enduring issue raised in the documents
- Minimally addresses both aspects of the argument
- Is descriptive (child labor a huge factor during Industrial Revolution; some people tried to ban child labor worldwide, but it might have made matters worse or put families into poverty)
- Includes minimal references to document 4 (ILO set minimum work age at 15; estimated 211 million children under the age of 15 are working around world)
- Presents little relevant outside information (child labor has been reduced a little since Industrial Revolution)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Three enduring issues are identified but only child labor, which is presented first, can be rated. Although child labor is not specifically defined, the other aspects of the task are minimally addressed with brief statements from document 4 demonstrating a basic understanding of the task. The response is limited in scope and lacks development.

Practice Paper E—Score Level 3

The response:

- Identifies and defines *impact of industrialization* as an enduring issue raised in the set of documents (industrialization resulted in many developments such as invention of new machines used in factories and new consumer goods; industrialization spurred poor working conditions, child labor, and environmental problems; industrialization often accompanied by migration of workers)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (by attracting workers from poorer regions industrial businesses could exploit workers more; rise of factories and demand for cheap labor helped lead to exploitation of children; some argue worldwide ban on child labor might actually make matters worse and push families further into poverty; today more people and organizations calling for children to be more focused on their education and escaping poverty; clear benefits of industrialization all around us with modern technology and high demand for consumer goods)
- Includes some relevant evidence that includes facts, examples, and details from documents 1, 3, 4, and 5 (recycling of e-waste popular industry in China; many Chinese migrated to Guiyu hoping to open own business; e-waste a dirty business that has workshops full of lead dust and other heavy metals and contaminants that pollute the air and water; many in Guiyu develop cancer; workers often prevented from forming unions so mistreatment continues; not only adults but also children exposed to dangerous labor; some families have no choice but to have their children work; when children work education is often hindered as they lack time to attend school; in nations such as Brazil government offered subsidies to families who have children who regularly attend school)
- Includes limited relevant outside information that includes facts, examples, and details (in 19th-century Britain and modern-day China, migration of workers from agricultural areas to cities hoping to find work; child labor common in industrial England where children worked in factories and mines; decades of child labor eventually led to passage of legislation that set labor standards; NGOs have sought ways to assist rural families in their economic struggles; Heifer International has lessened poverty by providing sustainable ways of living through agriculture)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although more descriptive statements are provided, some good analytic statements and explanations are integrated throughout the response and support document interpretation. Additional supporting facts and details would have benefited the discussion.

The *Chart for Determining the Final Examination Score for the June 2019 Regents Exam in Global History and Geography II* (Grade 10) will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> no later than June 26, 2019. Conversion charts provided for the previous administrations of any other Global History and Geography examinations must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

June 2019 Regents Examination in Global History & Geography II (Grade 10)
Test Questions with [Standards](#) and [Key Ideas](#)

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

Standards

1: US & NY History 2: World History 3: Geography 4: Economics 5: Civics, Citizenship, & Government

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

June 3, 2019 Regents Exam in Global History and Geography II (Grade 10)

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

To determine the total score for Part I and Part II, add the total number of Part I multiple-choice questions answered correctly to the total credits received for Part II. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 6 credits on Part II would have a total score for Part I and Part II of 28: $22 + 6 = 28$.

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I and Part II score of 28 would receive a final examination score of 81.

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	20	24	28	33	37	40	44
	1	3	8	13	18	23	27	31	35	39	43	46
	2	7	12	16	21	26	30	34	38	42	45	49
	3	10	15	20	24	28	33	37	40	44	48	51
	4	13	18	23	27	31	35	39	43	46	50	53
	5	16	21	26	30	34	38	42	45	49	52	55
	6	20	24	28	33	37	40	44	48	51	54	57
	7	23	27	31	35	39	43	46	50	53	56	59
	8	26	30	34	38	42	45	49	52	55	58	61
	9	28	33	37	40	44	48	51	54	57	60	62
	10	31	35	39	43	46	50	53	56	59	62	64
	11	34	38	42	45	49	52	55	58	61	63	66
	12	37	40	44	48	51	54	57	60	62	65	67
	13	39	43	46	50	53	56	59	62	64	67	69
	14	42	45	49	52	55	58	61	63	66	68	70
	15	44	48	51	54	57	60	62	65	67	70	72
	16	46	50	53	56	59	62	64	67	69	71	73
	17	49	52	55	58	61	63	66	68	70	73	75
	18	51	54	57	60	62	65	67	70	72	74	76
	19	53	56	59	62	64	67	69	71	73	75	77
	20	55	58	61	63	66	68	70	73	75	77	79
	21	57	60	62	65	67	70	72	74	76	78	80
	22	59	62	64	67	69	71	73	75	77	79	81
	23	61	63	66	68	70	73	75	77	79	81	82
	24	62	65	67	70	72	74	76	78	80	82	84
	25	64	67	69	71	73	75	77	79	81	83	85
	26	66	68	70	73	75	77	79	81	82	84	86
	27	67	70	72	74	76	78	80	82	84	86	88
	28	69	71	73	75	77	79	81	83	85	87	89
	29	70	73	75	77	79	81	82	84	86	88	90
	30	72	74	76	78	80	82	84	86	88	90	92
	31	73	75	77	79	81	83	85	87	89	91	93
	32	75	77	79	81	82	84	86	88	90	93	95
	33	76	78	80	82	84	86	88	90	92	94	96
	34	77	79	81	83	85	87	89	91	93	96	98
35	79	81	82	84	86	88	90	93	95	97	100	

Scale Scores to Performance Levels				
Level 1: 0 - 52	Level 2: 55 - 64	Level 3: 65 - 78	Level 4: 79 - 84	Level 5: 85 - 100