

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

Thursday, June 15, 2023 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

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

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

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

Part I

Answer all questions in this part.

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

Base your answer to question 1 on the passage below and on your knowledge of social studies.

...Osei Kwadwo clearly believed that Asante [Ashanti] could not maintain its position solely by force of arms. During his 13-year reign (1764–77), he shifted authority in many areas from military leaders to civilian officials. The Asante devoted great care to the training of these administrators. Many officials entered government departments as children and spent years performing menial [low-level] jobs as they absorbed the routines and attitudes of public service. Though most of these youths were the sons of officials, Osei Kwadwo saw to it that opportunities were created for talented outsiders. Trainees who showed ability were promoted, and the most capable eventually attained important posts. Under the guidance of these individuals, Asante entered the 19th century as the most sophisticated society in all of Africa....

Source: Philip Koslow, *Asante: The Gold Coast*, Chelsea House Publishers, 1996

- 1 This passage would best be used for
- (1) explaining how the Asante king reformed his government
 - (2) recounting strategies used by officers in the Asante military
 - (3) discussing a variety of childhood experiences within the Asante kingdom
 - (4) justifying economic policies implemented under Asante leadership
-

Base your answers to questions 2 and 3 on the cartoon below and on your knowledge of social studies.



Source: Paris, 1789 (adapted)

- 2 Which situation is being depicted in this cartoon?
- (1) beginning of an estate system where the majority holds power
 - (2) creation of a classless society
 - (3) revolution led by the nobility and clergy
 - (4) existence of a rigid social class structure

- 3 Which event directly resulted from the situation shown in this cartoon?
- (1) Russian Revolution
 - (2) Agricultural Revolution
 - (3) French Revolution
 - (4) Cultural Revolution

Base your answers to questions 4 and 5 on the passage below and on your knowledge of social studies.

...What were people using all the extra energy for? More heating and cooking, to be sure, and more travel in steamships and trains; but mainly, people were manufacturing more things: more textiles, more machines, more food and ale, more paper. The pattern was clear: the more you produced, the more energy you needed. And conversely [in reverse], the more energy you used, the more things you produced — and the wealthier you or, more likely, your employer or the state, became.

One might just as well relabel [rename] the expanding Industrial Revolution the energy revolution, because the industrial economies of the nineteenth century simply could not have developed without the parallel emergence of energy economies to sustain them. And as industrialization spread, country by country, region by region, so did demand for energy....

Source: Paul Roberts, *The End of Oil*, Houghton Mifflin Company, 2004

4 Which economic concept best explains the relationship between energy and industrial production discussed in this passage?

- (1) supply and demand
- (2) favorable trade balance
- (3) collectivization
- (4) scarcity

5 Which statement best represents this author's point of view?

- (1) Pollution from energy sources hindered the expansion of railways.
- (2) New energy technologies reduced industrial production.
- (3) Reliance on traditional energy sources made industrialization more efficient.
- (4) Industrialization was dependent on increased energy production.

Base your answers to questions 6 and 7 on the passages below and on your knowledge of social studies.

...The influence of *laissez faire* on the treatment of Ireland during the famine is impossible to exaggerate. Almost without exception the high officials and politicians responsible for Ireland were fervent [strong] believers in non-interference by Government, and the behaviour of the British authorities only becomes explicable [understandable] when their fanatical belief in private enterprise and their suspicions of any action which might be considered Government intervention are borne in mind...

Source: Cecil Woodham-Smith, *The Great Hunger*, Harper & Row Publishers, 1962

...Far from allowing the market to work, England launched a massive program of government intervention, consisting mainly of building workhouses, most completed just prior to the onset of the Famine...

The workhouses, an early version of New Deal make-work programs, only made the problem of poverty worse. A system of extensive public works required heavy taxation on the local economy. The English officials directed money away from projects that would increase productivity and agricultural output into useless road building...

In addition to the fundamental failure of the government programs, workhouses, public works, and soup kitchens tended to concentrate the people into larger groups and tighter quarters. This allowed the main killer of the Famine—disease—to do its evil work...

Source: Mark Thornton, "What Caused the Irish Potato Famine?," Mises Institute, 2008

- 6 Which conclusion about these passages is valid?
- (1) British officials disagreed about an appropriate response to economic problems.
 - (2) Irish peasants refused to accept government assistance during the famine.
 - (3) Agricultural productivity increased as a result of British involvement.
 - (4) Britain's long-term objective was to support Irish nationalism.

- 7 What was a significant consequence of the events described in these passages?
- (1) A majority of the Irish people converted to Protestant Christianity.
 - (2) Ireland became the most agriculturally diversified country in Europe.
 - (3) Government intervention no longer took place in Ireland.
 - (4) Approximately one million people emigrated from Ireland.

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

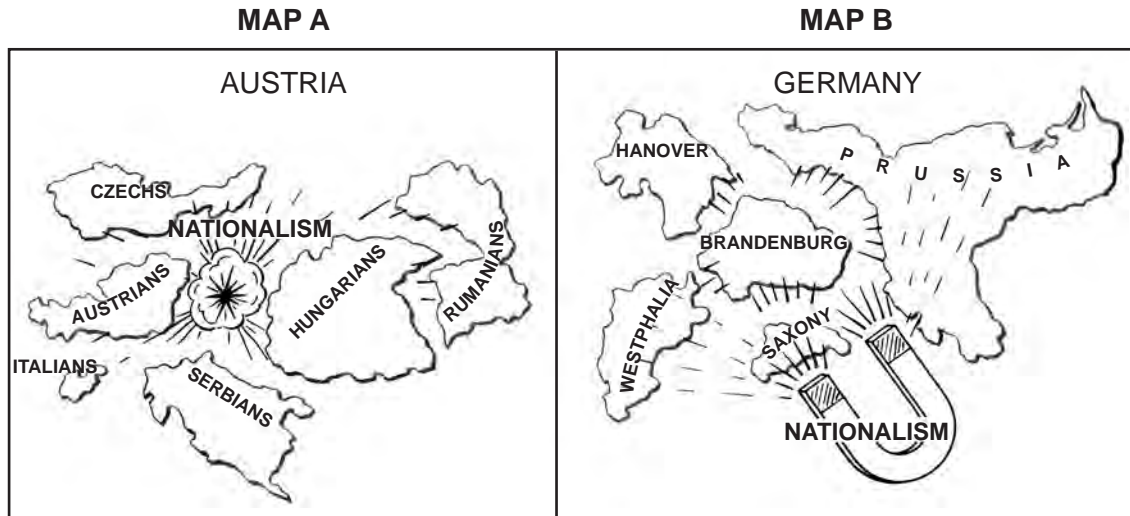


Source: J. S. Pughe, *Puck*, 1899 (adapted)

- 8 Which development most likely influenced the action taken in this cartoon?
- (1) China's naval power posed a threat to the Western powers.
 - (2) China had become stronger militarily than the Western powers.
 - (3) The Western powers desired political means to control Japan.
 - (4) The Western powers desired access to new markets in Asia.

- 9 Which concept is depicted in this cartoon?
- (1) socialism
 - (2) imperialism
 - (3) isolationism
 - (4) pacifism

Base your answers to questions 10 through 12 on the maps below and on your knowledge of social studies.



Source: Holt and O'Connor, *The New Exploring World History*, Globe Book Company (adapted)

- 10 One reason for the situation shown in Map A was Austria's
- (1) defeat by Germany in both World Wars
 - (2) diverse ethnic composition
 - (3) loss of power after fighting the Ottoman Empire
 - (4) location along key trade routes
- 11 What led to the situation shown in Map B?
- (1) Prussian leaders appealing to a common German culture in wars against common enemies
 - (2) a president elected by male voters in German states
 - (3) approval of German princes at a conference in Potsdam
 - (4) proclamation of the Empress who was head of the German Confederation
- 12 Which claim about nationalism is best supported by Maps A and B?
- (1) Nationalism only occurs in western European countries.
 - (2) Nationalism has not been found to lead to military conflicts.
 - (3) Nationalism is both a unifying and a dividing force.
 - (4) Nationalism has played a limited role in the political makeup of European countries.

Base your answers to questions 13 through 15 on the passage below and on your knowledge of social studies.

This passage is from Gandhi's second letter to Lord Irwin drafted on the eve of his arrest:

Dear Friend,

God willing, it is my intention...to set out for Dharasana and reach there with my companions... and demand possession of the Salt Works. The public have been told that Dharasana is a private property. This is mere camouflage. It is as effectively under Government control as the Viceroy's house. Not a pinch of salt can be removed without the previous sanction of the authorities.

It is possible for you to prevent this raid, as it has been playfully and mischievously called, in three ways:

- By removing the Salt Tax;
- By arresting me and my party, unless the country can, as I hope it will, replace every one taken away;
- By sheer *goondaism* [violence] unless every head broken is replaced, as I hope it will....

Source: M.K. Gandhi, *Selected Letters of Mahatma Gandhi*, May 4, 1930

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>13 This letter was written primarily in response to the</p> <ul style="list-style-type: none">(1) partition of India and Pakistan(2) widespread boycott of British textiles(3) human rights violations at Amritsar(4) British monopoly of Indian resources <p>14 The purpose of Gandhi's letter was to</p> <ul style="list-style-type: none">(1) notify the British government of his plan to continue his nationalist efforts(2) inform the British viceroy that his home is considered private property(3) advocate for British control over salt production(4) explain how religion has influenced his fight for independence against Britain | | <p>15 Which other document presented a message similar to this letter?</p> <ul style="list-style-type: none">(1) Mandela's Rivonia Trial Speech(2) Germany's Nuremberg Laws(3) Mao's Little Red Book(4) France's Law of Suspects |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

“Stalin Solidifies Power for Communists”

“Adolf Hitler Declares Third Reich”

“Mussolini Establishes Fascist State”

- 16 Which situation was most responsible for the rise of the political systems referred to in these headlines?
- (1) unification of Italy
 - (2) conflicts between European nations over Africa
 - (3) worldwide economic instability
 - (4) emergence of the United States as a world power
- 17 What is a common characteristic of the political systems represented in these headlines?
- (1) multinationalism
 - (2) capitalism
 - (3) humanitarianism
 - (4) totalitarianism
-

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

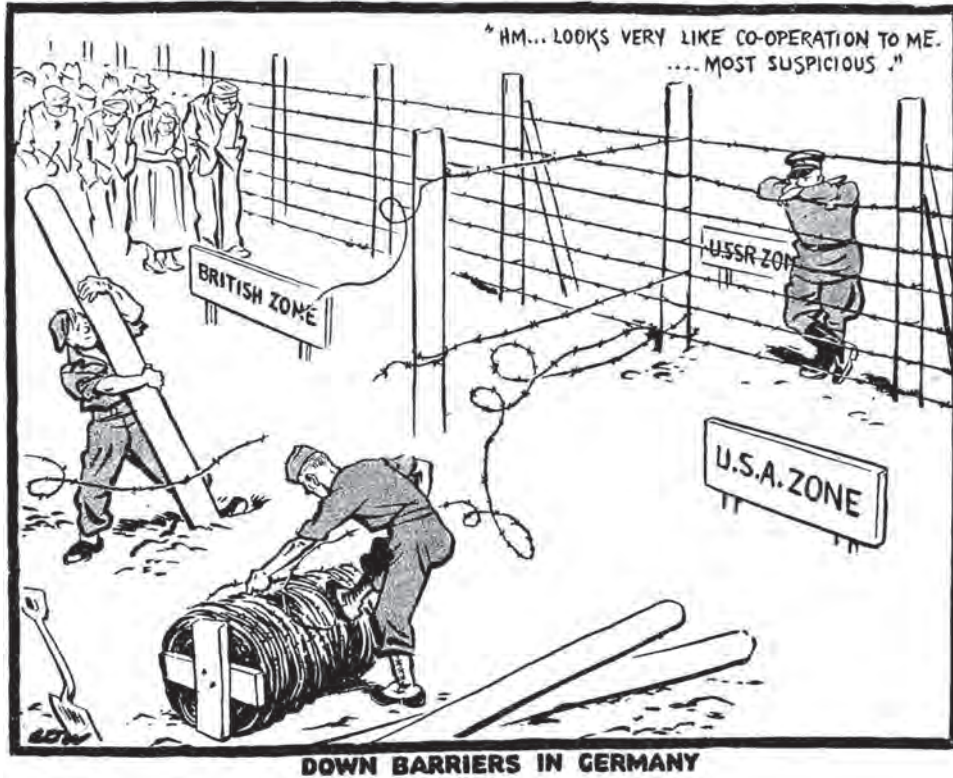


Source: Daniel Fitzpatrick, *St. Louis Post-Dispatch*, 1939 (adapted)

18 Which term is most closely associated with the event shown in this cartoon?

- (1) disarmament
 - (2) blitzkrieg
 - (3) Holodomor
 - (4) containment
-

Base your answer to question 19 on the cartoon below and on your knowledge of social studies.



Source: David Low, *The Evening Standard*, 1946 (adapted)

- 19 The situation shown in this cartoon is most closely associated with the
- | | |
|------------------------|---------------|
| (1) end of World War I | (3) Holocaust |
| (2) rise of fascism | (4) Cold War |
-

Base your answer to question 20 on the passage below and on your knowledge of social studies.

This is an excerpt from a speech given at the conclusion of the Asian-African Conference in Bandung, Indonesia.

... We value the friendship of the great countries and, if I may on your part, I should like to say that we send our greetings to the great countries of Europe and America. It is not in any spirit of hatred or dislike or aggressiveness we meet here with regard to Europe or America; certainly not. We send our greetings to them I hope from all of us here, and we want to be friends with them and to cooperate with them. But, we shall only cooperate in future and we shall obviously only be friends and equals; there is no friendship when nations are not equal, when one has to obey another and when one only dominates another. That is why we raise our voices against the domination and colonialism from which many of us have suffered for so long, and that is why we have to be very careful that any other form of domination does not come in our way. Therefore, we want to be friends with the West and friends with the East and friends with everybody, because if there is something that may be called the approach to the mind and spirit of Asia, it is one of toleration and friendship and cooperation; not one of aggressiveness.

Source: Jawaharlal Nehru, April 24, 1955

20 Nehru's views in this passage can best be described as

- | | |
|-----------------|-----------------|
| (1) imperialist | (3) nationalist |
| (2) militarist | (4) communist |
-

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

...On this continent, it has not taken us long to discover that the struggle against colonialism does not end with the attainment of national independence. Independence is only the prelude to a new and more involved struggle for the right to conduct our own economic and social affairs; to construct our society according to our aspirations [goals], unhampered by crushing and humiliating neo-colonialist controls and interference.

From the start we have been threatened with frustration where rapid change is imperative and with instability where sustained effort and ordered rule are indispensable. No sporadic act nor pious [righteous] resolution can resolve our present problems. Nothing will be of avail, except the united act of a united Africa.

We have already reached the stage where we must unite or sink into that condition which has made Latin America the unwilling and distressed prey of imperialism after one-and-a-half centuries of political independence...

Source: Kwame Nkrumah, Speech Given in Addis Ababa, 1963

- 21 The ideas expressed in this passage are most similar to the ideas of
- (1) Simón Bolívar
 - (2) Winston Churchill
 - (3) Deng Xiaoping
 - (4) Mary Wollstonecraft
- 22 Based on this passage, which statement best supports Kwame Nkrumah's point of view?
- (1) Nations in Africa must be careful to avoid being conquered by Latin America.
 - (2) Now that nations in Africa have gained independence, their struggle is over.
 - (3) African nations must unite to protect themselves from neocolonialists.
 - (4) African nations were better off as colonies than they are as independent nations.

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

Document A

...To achieve a win/win result will require us to face reality. Apparently conflicting demands will have to be reconciled with one another sensibly — conflicting demands such as:

Protection of the established economic interests of investors, landowners, businessmen, professional people and salaried workers against the demand for better living conditions on the part of the less-privileged.

Participation by, and protection of minorities from domination, against the demand of a majority — however constituted [formed] — for democratically obtained power.

Recognition and accommodation of our diversity of population against the necessity of a single nationhood with a common loyalty.

The need for education linked to language and culture against the necessity of a single educational system.

So I could continue. The heart of the challenge lies in all of us having to learn not to propagate [spread] only the truth that fits our case, but also in being able to see and understand the truth that may not suit our case — and then, together, working out a solution that recognises the whole truth and deals with it sensibly....

Source: Excerpt from Opening Statement by State President F. W. de Klerk, Convention for a Democratic South Africa, December 20, 1991

Document B

Nelson Mandela and F. W. de Klerk receive the Nobel Peace Prize, 1993



Source: Gerard Julien, Australian Broadcasting Company, December 1993

23 Based on these documents, which method is being used by Mandela and de Klerk to address the conflict in South Africa?

- (1) outside military intervention
- (2) political compromise
- (3) a violent revolution
- (4) international economic sanctions

24 As shown in Document B, Mandela and de Klerk are being honored for agreeing to establish a political system that

- (1) provided universal suffrage
 - (2) required complete separation of the races
 - (3) allowed only a single political party
 - (4) nationalized all the major industries
-

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

...Political discussion in blogs presaged [indicated] the turn of popular opinion in both Tunisia and Egypt. In Tunisia, conversations about liberty, democracy and revolution on blogs and on Twitter often immediately preceded mass protests. Twenty percent of blogs were evaluating Ben Ali’s leadership the day he resigned from office (Jan. 14), up from just 5 percent the month before. Subsequently [afterward], the primary topic for Tunisian blogs was “revolution” until a public rally of at least 100,000 people eventually forced the old regimes’ remaining leaders to relinquish power.

In the case of both Tunisia’s and Egypt’s revolutions, discussion spanned borders. In the two weeks after Mubarak’s resignation, there was an average of 2,400 tweets a day from people in neighboring countries about the political situation in Egypt. In Tunisia after Ben Ali’s resignation, there were about 2,200 tweets a day.

“In other words,” Howard [professor of communications] said, “people throughout the region were drawn into an extended conversation about social uprising. The success of demands for political change in Egypt and Tunisia led individuals in other countries to pick up the conversation. It helped create discussion across the region.”...

Source: Catherine O’Donnell, “New Study Quantifies Use of Social Media in Arab Spring,” *UW Today*, September 12, 2011

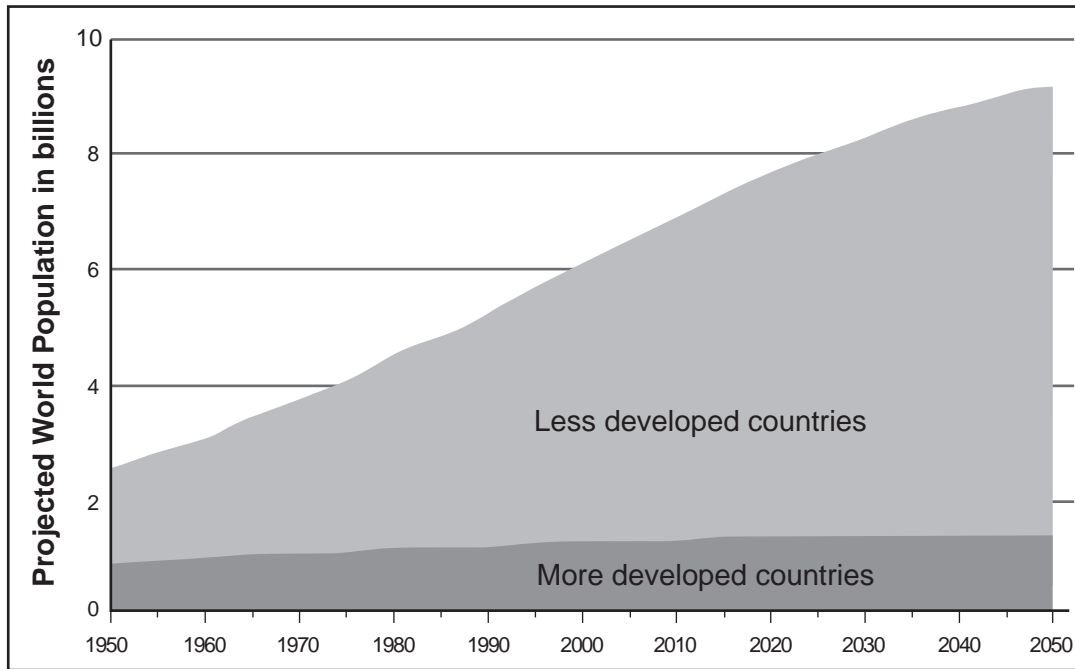
25 Which statement about the use of social media is best supported by this passage?

- (1) The use of Twitter had little impact on the uprisings in Tunisia and Egypt.
- (2) Online discussions about political rights helped encourage mass demonstrations.
- (3) Egyptian and Tunisian governments were successful in limiting social media access.
- (4) Leaders were able to use propaganda on social media to limit political reforms.

26 How is social media use most likely to affect places with political conditions like those described in this passage?

- (1) Repressive governments will have more difficulty maintaining power.
- (2) Liberal democracies will see increased political participation.
- (3) Isolated societies will easily adopt more democratic practices.
- (4) Technologically advanced societies will actively encourage political corruption.

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



Source: "World Population Highlights 2007: Overview of World Population," Population Reference Bureau Online, 2007 (adapted)

... Before those grim visions [global hunger] could come to pass, the green revolution transformed global agriculture, especially wheat and rice. Through selective breeding, Norman Borlaug, an American biologist, created a dwarf variety of wheat that put most of its energy into edible kernels rather than long, inedible stems. The result: more grain per acre. Similar work at the International Rice Research Institute (IRRI) in the Philippines dramatically improved the productivity of the grain that feeds nearly half the world.

From the 1960s through the 1990s, yields of rice and wheat in Asia doubled. Even as the continent's population increased by 60 percent, grain prices fell, the average Asian consumed nearly a third more calories, and the poverty rate was cut in half. When Borlaug won the Nobel Peace Prize in 1970, the citation read, "More than any other person of this age, he helped provide bread for a hungry world."...

Source: Tim Folger, "The Next Green Revolution," *National Geographic*, October 2014

27 According to this population graph, what is the approximate projected world population for 2050?

- (1) 1 billion
- (2) 3 billion
- (3) 9 billion
- (4) 10 billion

28 According to this *National Geographic* article, why was Norman Borlaug awarded the Nobel Peace Prize?

- (1) He transformed global agricultural production.
- (2) He was able to decrease the surplus population in areas of famine.
- (3) He targeted poverty by providing food donations to the less fortunate.
- (4) He ended famines by moving the production of grains to the Philippines.

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

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

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

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

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

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

Short-Answer CRQ Set 1 Structure

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

Short-Answer CRQ Set 2 Structure

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

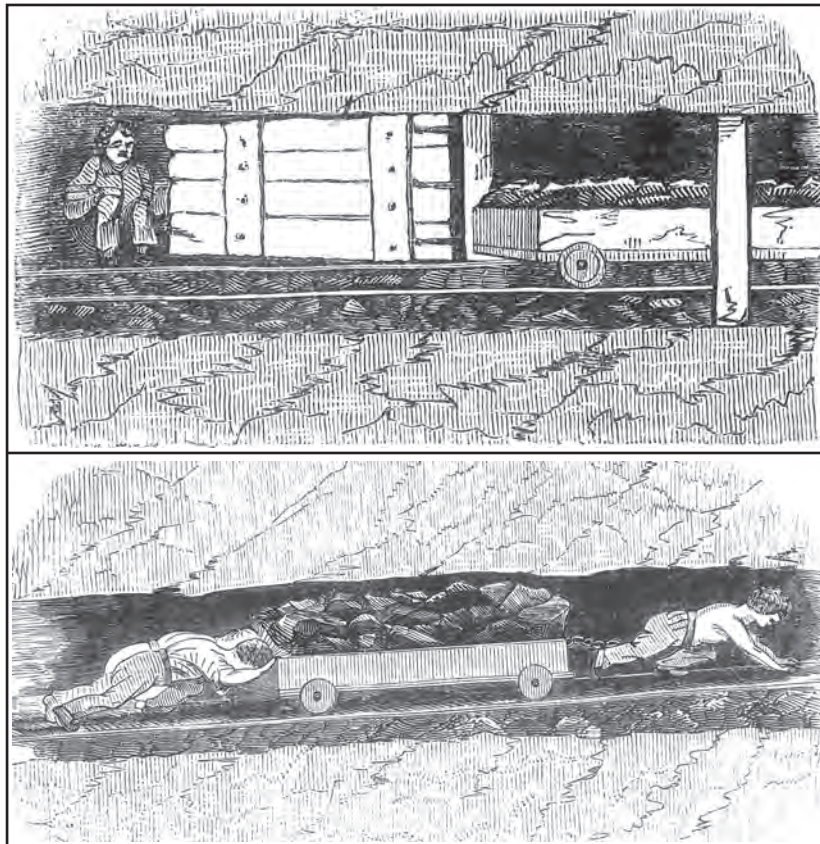
CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

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

Document 1

These engravings show children working in the mines and collieries (coal mining buildings) in the United Kingdom.

The Nature of Employment in Mines



Source: *The Condition and Treatment of the Children Employed in the Mines and Collieries of the United Kingdom*, William Strange, 21 Paternoster Row, 1842

29 Explain the historical circumstances that led to the situation shown in these engravings. [1]

Score

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

Document 2

...Further progress was made towards the end of Victoria's reign. The Factory Act of 1878 prohibited work before the age of 10 and applied to all trades. It was bolstered [strengthened] by the Education Act of 1880, which introduced compulsory schooling up to the age of 10. Subsequent [later] amendments raised the school-leaving age to 12, with dispensations [exemptions] to leave before this age if pupils reached the required standards in reading, writing and arithmetic. By the end of Victoria's reign, almost all children were in school up to the age of 12. This helped to ensure that a marked improvement in child welfare occurred between the beginning and end of Victoria's reign...

Source: Emma Griffin, "Child Labour," *British Library*, May 14, 2014

30 Explain the purpose of the Elementary Education Act of 1880, based on this passage. [1]

Score

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

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

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

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

Score

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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

Functions of the World Bank

The past 70 years have seen major changes in the world economy. Over that time, the World Bank Group—the world’s largest development institution—has worked to help more than 100 developing countries and countries in transition adjust to these changes by offering loans and tailored knowledge and advice. The Bank Group works with country governments, the private sector, civil society organizations, regional development banks, think tanks, and other international institutions on issues ranging from climate change, conflict, and food security to education, agriculture, finance, and trade. All of these efforts support the Bank Group’s twin goals of ending extreme poverty by 2030 and boosting shared prosperity of the poorest 40 percent of the population in all countries.

Founded in 1944, the International Bank for Reconstruction and Development—soon called the World Bank—has expanded to a closely associated group of five development institutions. Originally, its loans helped rebuild countries devastated by World War II. In time, the focus shifted from reconstruction to development, with a heavy emphasis on infrastructure such as dams, electrical grids, irrigation systems, and roads. With the founding of the International Finance Corporation in 1956, the institution became able to lend to private companies and financial institutions in developing countries. And the founding of the International Development Association in 1960 put greater emphasis on the poorest countries, part of a steady shift toward the eradication of poverty becoming the Bank Group’s primary goal. The subsequent launch of the International Centre for Settlement of Investment Disputes and Multilateral Investment Guarantee Agency further rounded out the Bank Group’s ability to connect global financial resources to the needs of developing countries.

Source: The World Bank, 2019

32 Explain the historical circumstances that led to the establishment of the World Bank. [1]

Score

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

Document 2

In the early 1970s, Bangladesh both fought for and won independence from Pakistan. Muhammad Yunus, an economics professor and Bangladeshi native, witnessed the extreme poverty of the Bangladeshi people and committed himself to helping them emerge from this poverty. To this end, Yunus started Grameen Bank, a microfinance institution, in Bangladesh in 1983, which continues to operate today around the world.

... It is so tempting to blame the poor for the problems they face. But when we look at the institutions we have created and how they fail to serve the poor, we see that those institutions and the backward thinking they represent must bear much of the blame.

At Grameen Bank, we challenged the financial apartheid [discrimination]. We dared to give the poorest people bank credit. We included destitute women who had never in their lives even touched any money. We defied the rules. At each step along the way, everybody shouted at us, “You are wasting your money! The money you lend will never come back. Even if your system is working now, it will collapse in no time. It will explode and disappear.”

But Grameen Bank neither exploded nor disappeared. Instead, it expanded and reached more and more people. Today, it gives loans to over seven million poor people, 97 percent of whom are women, in 78,000 villages in Bangladesh....

Source: Muhammad Yunus, *Creating a World Without Poverty*, Public Affairs, 2007

33 Identify Muhammad Yunus’s point of view regarding poverty in Bangladesh, based on this excerpt from *Creating a World Without Poverty*. [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 work of the World Bank and of the Grameen Bank. [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** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time using your knowledge of social studies and evidence from the documents

In your essay, be sure to

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

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

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

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

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

Document 1

Bordeaux is a city in France.

... Bordeaux's workers also greeted the start of the [French] Revolution with a mixture of enthusiasm for its promise and a fear of a royal reaction. Equally important, they worried about a return of bread shortages, which had periodically plagued the city over the course of the eighteenth century. These fears crystallized [formed] around the medieval royal fortress of Chateau Trompette, called the "Bastille of Bordeaux." Built in 1453 and significantly enlarged after the Fronde,* Chateau Trompette served as a massive—and for some—unwelcome symbol of royal power. It also proved to be a tempting target for those Bordeaux workers afraid of a royal insurrection [rebellion] and anxious about the supply of bread. By August 1789, rumors circulated that royal troops garrisoned at Trompette were mining [setting traps to] the approach to the fortress and waiting for orders from the king to reduce the city to rubble. Other rumors warned of royalist sympathizers ready to take control of the fortress and bring the Revolution to an abrupt halt. In response, the city's workers hatched a plan to seize the fortress, secure its cache of weapons, and liberate the grain and flour that was rumored to be stockpiled inside.

Source: Stephen Auerbach, "Politics, Protest, and Violence in Revolutionary Bordeaux, 1789–1794," *Journal of the Western Society for French History*, Volume 37, 2009 (adapted)

*The Fronde was a series of rebellions in France between 1648 and 1653.

Document 2

On 20 February 1913 *The Times* reported: 'An attempt was made yesterday morning to blow up a house which is being built for Mr Lloyd George [Chancellor of the Exchequer*] near Walton Heath Golf Links'. One device had exploded, causing about £500 worth of damage, while another had failed to ignite.

With discarded hairpins, hatpins and the sound of a motor car as their only clues, it was fortunate the police soon had a confession. For that evening, at a meeting held in Cory Hall Cardiff, Mrs Emmeline Pankhurst, one of the leaders of the militant suffragette society, the Women's Social and Political Union (WSPU), declared 'we have blown up the Chancellor of Exchequer's house' and stated that 'for all that has been done in the past I accept responsibility. I have advised, I have incited, I have conspired'....

In the early stages of the campaign, militants had confined their attacks to government property, but from 1911 onwards had begun to attack private property. At first this had been confined to smashing shop windows and setting fire to letter boxes [mailboxes] but, as frustration with the government's refusal to concede votes for women mounted, these attacks became increasingly violent and spectacular. In 1913 the militants began a concerted [coordinated] arson campaign, which included setting fire to residential houses, golf courses, schools and even churches. The bombing of David Lloyd George's house was part of this campaign....

Source: Elizabeth Crawford, "We Wanted to Wake Him Up: Lloyd George and Suffragette Militancy," *Blog History of Government*, No. 10 Guest Historian Series, National Archives UK Government, July 4, 2013

*Treasury

Document 3

...It was April 1977, a year since the military had launched a fierce wave of repression against left-wing activists and people accused of collaborating with them.

Ms de Bonafini's* first son had been arrested two months earlier by the security forces.

"We went to the square that Thursday with the intention of handing over a letter to (military ruler Jorge) Videla.

"I remember there was a small group of mothers, some were terrified. Many of us came from small towns outside the city. Some, like me, hadn't even finished primary school. Others couldn't even read or write," she says.

Their inquiries were met with silence. Officials would refuse to meet them or tell them where their children were.

At the time, Ms Almeida says, the concept of "the disappeared" was unknown.

"We thought our sons had been imprisoned and kept in solitary confinement, but were surely alive."

That Thursday, 30 April 1977, a small group of mothers had assembled on the square by mid-afternoon.

The authorities had forbidden public gatherings of more than three people, so the police immediately approached them to demand they clear the place.

"But, by absolute chance, in response we started grabbing each other in pairs, arm to arm, and started walking in circles around the square. There was nothing illegal about that," says Ms de Bonafini, now 83.

It was the first act of a movement that would slowly raise international awareness of one of the most brutal episodes of state-sponsored repression in South America. ...

Source: Vladimir Hernandez, "Argentine Mothers Mark 35 Years Marching for Justice," BBC Mundo, April 2012

*Ms de Bonafini was the president and co-founder of the Mothers of the Plaza de Mayo.

Document 4

Remembering Iran's 1979 Islamic Revolution

As part of a series of conversations marking 1979 as a seminal [important] year in the Muslim world, Steve Inskeep talks to Iranian-born journalist Kasra Naji about the Islamic Revolution. Naji was a student in Iran at the time and has been in and out of the country since then. He is a special correspondent for BBC Persian television in London. He is also the author of *Ahmadinejad: The Secret History of Iran's Radical Leader...*

STEVE INSKEEP: The ouster of Iran's ruler and the rise of Ayatollah Khomeini created the Islamic government that rules Iran to this day, and that now faces its own street protests. BBC journalist Kasra Naji was a young demonstrator then.

Give me an idea. What was it like to be an Iranian on the street of Tehran in early 1979?

Mr. KASRA NAJI (BBC Journalist): It was most exciting. We were university students in those days in 1979. The dominant politics of universities was leaning towards the left, if you remember. And those days, a revolution was something we were all looking for, anyway. And what happened in Iran was exactly what we were looking for. We wanted democracy, and the revolution was promising that.

INSKEEP: And there are images of what looked like millions of people on the streets of Tehran as the shah of Iran, the ruler of that time, abdicated and left the country.

Mr. NAJI: Yes. It was a most popular revolution, you can imagine, throughout Iran, not just the capital Tehran. Even in remote villages, people were up in arms against the shah and were demonstrating. I was part of some of these demonstrations when I was in Tehran. These demonstrations, mostly in central parts of the capital Tehran, mostly, often and invariably descended into running battles with the army soldiers who were in charge of maintaining the security, and they used to shoot in the air and occasionally, very occasionally, into the crowds. They used to fire tear gas at us. We used to run away and sort of regroup down the street. And this is how it went. We used to shout these slogans: Down with the shah. And that was the unifying slogan, if you like....

Source: "Remembering Iran's 1979 Islamic Revolution," Special Series: Upheaval in the Muslim World, 30 Years Ago, NPR, August 17, 2009

Document 5



Waving banners, students march in Beijing streets near Tiananmen Square on May 25, 1989, during a rally to support the protest against the Chinese government.

Source: Catherine Henriette, "For Chinese, The Tiananmen Square Massacre is Still Too Taboo to Talk About," *The Epoch Times*, June 4, 2015 (adapted)

OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

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

My Enduring Issue is: _____

| Essay Requirements | Yes | Circle documents that apply | One or two possible ideas for outside information |
|---------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------|---------------------------------------------------|
| Is this an issue supported by <i>at least three</i> documents? Which documents support this issue? | | 1 2 3 4 5 | |
| Which documents can be used to develop the explanation 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 26 to review the task.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

June 2023 Regents Exam in Global History and Geography II

Scoring Key: Part I (Multiple-Choice Questions) - Updated, 1:30 pm, 6/15/23

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

MC = Multiple-choice question

June 2023 Regents Exam in Global History and Geography II

Scoring Key: Parts II and III

| Examination | Date | Question Number | Scoring Key | Question Type | Credit | Weight |
|-------------|----------|----------------------|-------------|---------------|--------|--------|
| GHG II | June '23 | Part II - 29 | - | CRQ | 1 | 1 |
| GHG II | June '23 | Part II - 30 | - | CRQ | 1 | 1 |
| GHG II | June '23 | Part II - 31 | - | CRQ | 1 | 1 |
| GHG II | June '23 | Part II - 32 | - | CRQ | 1 | 1 |
| GHG II | June '23 | Part II - 33 | - | CRQ | 1 | 1 |
| GHG II | June '23 | Part II - 34a | - | CRQ | 1 | 1 |
| GHG II | June '23 | Part II - 34b | - | CRQ | 1 | 1 |
| GHG II | June '23 | Part III - 35 | - | ES | 5 | 3 |

CRQ = Constructed Response Question ES = Essay

The chart for determining students' final examination scores for the **June 2023 Regents Exam in Global History and Geography II** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Thursday, June 15, 2023 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

For **Part III** Enduring Issues Essay:

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

General:

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

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Mechanics of Rating

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

Rating the CRQ (open-ended) Questions

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

Introduction to the task—

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

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

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

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

Rating the Enduring Issues Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

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

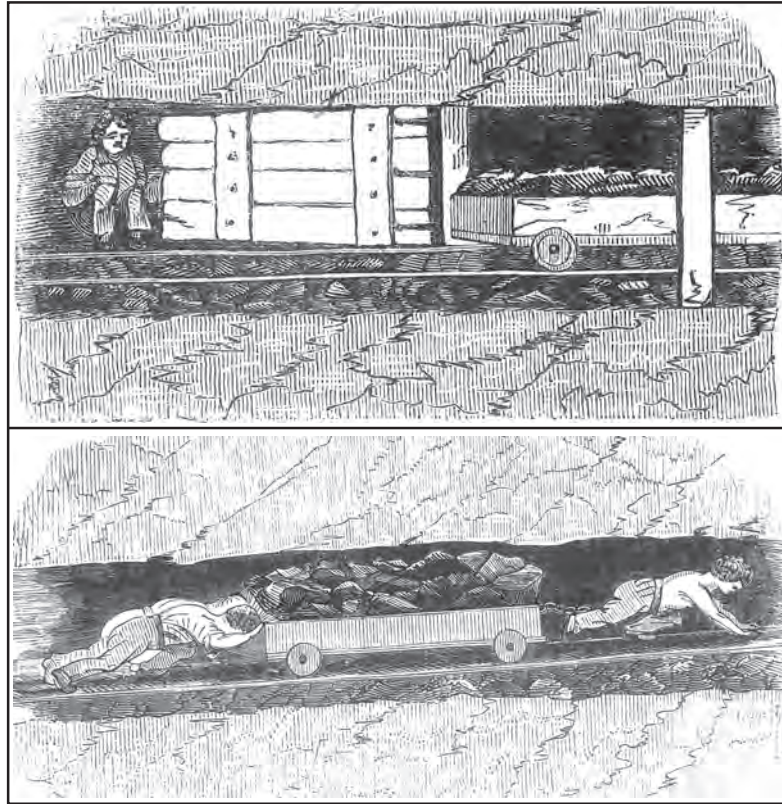
Global History and Geography
Part II Question-Specific Rubric
Constructed Response Questions
June 2023

CRQ Set 1:

Document 1

These engravings show children working in the mines and collieries (coal mining buildings) in the United Kingdom.

The Nature of Employment in Mines



Source: *The Condition and Treatment of the Children Employed in the Mines and Collieries of the United Kingdom*, William Strange, 21 Paternoster Row, 1842

29 Explain the historical circumstances that led to the situation shown in these engravings.

Score of 1:

- Correct response

Examples:

- the Industrial Revolution led to an increased need for coal as a source of fuel;
- an increased need for coal/fossil fuels as a source of power;
- development of improved technology/steam engine used in coal industry;
- children were cheaper to employ in industry/mining;
- children were used during the Industrial Revolution because they could fit into smaller spaces;
- the Agricultural Revolution in England caused people to leave farms/villages and members of the family, including children, had to work to support the family;
- there was a large supply of natural resources for industrialization in Britain

Score of 0:

- Incorrect response

Examples:

- building tunnels;
- manual labor;
- conditions in mines;
- pollution;
- urbanization

- No response

Document 2

...Further progress was made towards the end of Victoria's reign. The Factory Act of 1878 prohibited work before the age of 10 and applied to all trades. It was bolstered [strengthened] by the Education Act of 1880, which introduced compulsory schooling up to the age of 10. Subsequent [later] amendments raised the school-leaving age to 12, with dispensations [exemptions] to leave before this age if pupils reached the required standards in reading, writing and arithmetic. By the end of Victoria's reign, almost all children were in school up to the age of 12. This helped to ensure that a marked improvement in child welfare occurred between the beginning and end of Victoria's reign....

Source: Emma Griffin, "Child Labour," *British Library*, May 14, 2014

30 Explain the purpose of the Elementary Education Act of 1880, based on this passage.

Score of 1:

- Correct response

Examples:

- to make sure children go to school;
- to strengthen previous laws/make further provisions respecting the attendance of children at school;
- to show employers that they cannot hire children under the age of thirteen if they have not obtained an exemption;
- to make sure that children/families know that children need to have a certificate of education showing exemption/partial exemption from school in order to work;
- to provide efficient elementary education for children;
- to pass/extend labor/education reforms;
- to establish ages for employment/schooling;
- to improve the lives of children;
- to help end child labor

Score of 0:

- Incorrect response

Examples:

- to pass an act/law;
- to obey the Queen's advice;
- to employ more children under the age of thirteen in factories;
- to improve conditions in British schools

- No response

Documents 1 and 2

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

Score of 1:

- Correct response

Examples:

- children were being mistreated during the Industrial Revolution and the British Parliament sought a way to limit the mistreatment through the Education Act;
- the use of child labor during the Industrial Revolution influenced the British government to pass laws requiring the attendance of children at school;
- children were working in coal mines and the government made a law so they had to go to school;
- child labor was cheap and prevented some adults from working, so laws were passed to take children out of the workforce by educating them and allowing adults the opportunity to work;
- in Document 2, Parliament’s law attempted to address the use of child laborers shown in Document 1;
- the treatment of the children in England improved due to the Elementary Education Act of 1880;
- poor working conditions during the Industrial Revolution led to Parliament making further provisions/laws/acts

Score of 0:

- Incorrect response

Examples:

- the Education Act stopped all child labor in the coal mines;
- coal mining was made safer by Parliament’s new law;
- the condition and treatment of the children employed in coal mines improved;
- children were punished by the law;
- nothing prevented an employer from employing any child;
- children had to go to school

- No response

CRQ Set 2:

Document 1

Functions of the World Bank

The past 70 years have seen major changes in the world economy. Over that time, the World Bank Group—the world’s largest development institution—has worked to help more than 100 developing countries and countries in transition adjust to these changes by offering loans and tailored knowledge and advice. The Bank Group works with country governments, the private sector, civil society organizations, regional development banks, think tanks, and other international institutions on issues ranging from climate change, conflict, and food security to education, agriculture, finance, and trade. All of these efforts support the Bank Group’s twin goals of ending extreme poverty by 2030 and boosting shared prosperity of the poorest 40 percent of the population in all countries.

Founded in 1944, the International Bank for Reconstruction and Development—soon called the World Bank—has expanded to a closely associated group of five development institutions. Originally, its loans helped rebuild countries devastated by World War II. In time, the focus shifted from reconstruction to development, with a heavy emphasis on infrastructure such as dams, electrical grids, irrigation systems, and roads. With the founding of the International Finance Corporation in 1956, the institution became able to lend to private companies and financial institutions in developing countries. And the founding of the International Development Association in 1960 put greater emphasis on the poorest countries, part of a steady shift toward the eradication of poverty becoming the Bank Group’s primary goal. The subsequent launch of the International Centre for Settlement of Investment Disputes and Multilateral Investment Guarantee Agency further rounded out the Bank Group’s ability to connect global financial resources to the needs of developing countries.

Source: The World Bank, 2019

32 Explain the historical circumstances that led to the establishment of the World Bank.

Score of 1:

- Correct response

Examples:

- World War II devastated economies;
- established to help rebuild countries devastated by World War II;
- established to provide loans for the rebuilding of countries devastated by World War II;
- concerns about decolonization created a need for loans in former colonies;
- there was global concern about the gap between industrial and non-industrial nations;
- growing awareness of the need for international agencies to deal with worldwide problems;
- many of the economies of the major powers of the world were devastated by World War II/Great Depression;
- concern by the United States and European powers that communism would spread;
- the legacy of the Great Depression caused countries to want an organization that would help to prevent future economic failures/problems;
- countries were poor and needing loans after World War II;
- to rebuild dams/electric grids/irrigation systems/roads destroyed during World War II

Score of 0:

- Incorrect response

Examples:

- World War II;
 - 100 developing countries got loans;
 - the World Bank was founded in 1944;
 - it was created as a think tank;
 - it was first called the International Bank of Reconstruction and Development;
 - to build dams/infrastructure
- No response

Document 2

In the early 1970s, Bangladesh both fought for and won independence from Pakistan. Muhammad Yunus, an economics professor and Bangladeshi native, witnessed the extreme poverty of the Bangladeshi people and committed himself to helping them emerge from this poverty. To this end, Yunus started Grameen Bank, a microfinance institution, in Bangladesh in 1983, which continues to operate today around the world.

...It is so tempting to blame the poor for the problems they face. But when we look at the institutions we have created and how they fail to serve the poor, we see that those institutions and the backward thinking they represent must bear much of the blame.

At Grameen Bank, we challenged the financial apartheid [discrimination]. We dared to give the poorest people bank credit. We included destitute women who had never in their lives even touched any money. We defied the rules. At each step along the way, everybody shouted at us, "You are wasting your money! The money you lend will never come back. Even if your system is working now, it will collapse in no time. It will explode and disappear."

But Grameen Bank neither exploded nor disappeared. Instead, it expanded and reached more and more people. Today, it gives loans to over seven million poor people, 97 percent of whom are women, in 78,000 villages in Bangladesh...

Source: Muhammad Yunus, *Creating a World Without Poverty*, Public Affairs, 2007

33 Identify Muhammad Yunus' point of view regarding poverty in Bangladesh, based on this excerpt from *Creating a World Without Poverty*.

Score of 1:

- Correct response

Examples:

- he believed that the Bangladeshi people could emerge from poverty with the help of a microfinance institution;
- he believed that the Bangladeshi people could emerge from poverty;
- he believed Bangladesh was challenged by financial apartheid;
- he thinks current institutions failed to serve the poor/are partly to blame for the problems of the poor;
- he thinks that destitute women have not been given enough chances to borrow money/have money;
- he thinks people living in poverty deserve bank credit/loans;
- he believes poverty can be lessened by Grameen Bank;
- he believes Grameen Bank can help people cross the poverty line;
- he feels there is extreme poverty in Bangladesh;
- he believes that loaning money to the poor is a good investment for ending poverty;
- he believes in creating a world without poverty

Score of 0:

- Incorrect response

Examples:

- he blames the poor for the problems they face;
 - more have crossed the poverty line;
 - there are 7 million poor people;
 - he believes the money you lend will never come back;
 - people are wasting their money;
 - he thinks banks should not help poor people;
 - he has eliminated poverty in the world
- No response

Documents 1 and 2

34a Identify a similarity *or* a difference between the work of the World Bank and of the Grameen Bank.

Score of 1:

- Correct response

Similarities:

- both give loans;
- both help developing countries;
- both help rebuild nations;
- both make loans to stimulate growth;
- both work to end poverty;
- they both try to boost prosperity;
- both banks are attempting to help countries and people in financial crisis

Differences:

- the recipients of loans/the clients are different;
- the sources of the money/the loans are different;
- the bureaucratic structure of the banks is different;
- their methods of boosting prosperity are different;
- one is a microfinance institution and the other is a macrofinance institution;
- the scope of the issues they work on is different

Score of 0:

- Incorrect response

Examples:

- both work in the world;
- one helps only women;
- the World Bank is bigger;
- one writes the rules and one defies the rules;
- the World Bank was created first;
- Grameen Bank is privately owned

- No response

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

Score of 1:

- Correct response

Similarities:

- the World Bank gives loans to countries and Grameen Bank gives loans to individuals/Bangladeshis;
- the World Bank connects global financial institutions to developing nations to help them grow and Grameen Bank loans money to Bangladeshi women in poverty;
- according to Document 1, the World Bank gives money to build infrastructure and according to Document 2, the Grameen Bank gave loans to individuals in 78,000 villages in Bangladesh;
- the World Bank gives loans to countries to help them become more successful and the Grameen Bank gives loans primarily to women to help their families become more successful;
- the World Bank wants to eliminate poverty by 2030 and Yunus gave loans to 7 million poor people;
- they both try to boost prosperity;
- the World Bank helps developing nations/countries in transition and the Grameen Bank helps people in the developing nation of Bangladesh;
- the World Bank works to develop countries that have faced devastation and Grameen Bank works to help individuals who are destitute

Differences:

- according to Document 1, the World Bank has given money to 100 governments and according to Document 2, the Grameen Bank focuses on private individuals;
- the World Bank is organized using a variety of international institutions and Grameen Bank is self-reliant;
- the World Bank helps to boost prosperity by loaning to developing countries and the Grameen Bank helps to boost the prosperity of women in developing countries, such as Bangladesh;
- the World Bank is associated with/connected to a group of five international development institutions and the Grameen Bank is associated with giving small amounts of money to women/to those in poverty;
- the World Bank focuses on a range of issues, including climate change/conflict/food security/education/agriculture/finance/trade, while Grameen Bank focuses mostly on loans to individuals in poverty;
- more than 100 developing countries have received assistance from the World Bank; Yunus started Grameen Bank to address the extreme poverty in Bangladesh

Score of 0:

- Incorrect response

Examples:

- both are banks;
- World Bank started in 1944 and Grameen Bank started in 1983;
- the World Bank is big and Grameen Bank is small;
- the World Bank works with 40% of the world's population and the Grameen Bank works with 97% of Bangladesh

- No response

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

Task:

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

Scoring Notes:

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

Score of 5:

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

Score of 4:

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

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

Issues found in documents

Document 1: protests; armed struggle; political violence; resistance; inequality; conflict; revolution; unequal distribution of power; lack of food/food security; threats to property; fear of government; lack of safety; ability of government to maintain order; government response to popular unrest; abuse of power; desire for political change

Document 2: protests; unequal distribution of power; political violence; inequality; threats to property; use of terror; lack of voice; conflict; militancy; disagreement with government policies; lack of suffrage; government response to popular unrest; injustice; lack of safety; abuse of power; desire for political change; desire for democracy

Document 3: conflict; protests; abuse of power; lack of voice; lack of security; human rights violations; government response to popular unrest; people targeted for political views; lack of right to assemble; inequality; resistance; unjust imprisonment; injustice; unequal distribution of power; political violence; fear of government; lack of safety; desire for political change

Document 4: protests; conflict; fear of government; lack of voice; unequal distribution of power; desire for democracy; security issues; desire for change; revolution; political violence; lack of safety; government response to popular unrest; injustice; lack of safety; abuse of power; desire for political change

Document 5: protests; conflict; response to oppression; lack of voice; desire for democracy; power struggle; unequal distribution of power; desire for political change

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

| Possible Enduring Issues in the Documents | Documents associated with Enduring Issue |
|-------------------------------------------|------------------------------------------|
| Protests | 1, 2, 3, 4, 5 |
| Conflict | 1, 2, 3, 4, 5 |
| Unequal distribution of power | 1, 2, 3, 4, 5 |
| Lack of voice | 2, 3, 4, 5 |
| Political violence | 1, 2, 3, 4 |
| Government response to popular unrest | 1, 2, 3, 4 |
| Fear of government | 1, 3, 4 |
| Desire for democracy | 2, 4, 5 |
| Injustice | 2, 3, 4, |
| Lack of safety | 1, 2, 3, 4 |
| Abuse of power | 1, 2, 3, 4 |
| Desire for political change | 1, 2, 3, 4, 5 |

Example Issue: Protest

Identify and Explain:

Protest can be conducted by individuals or groups in an effort to advocate for a given cause or to challenge an injustice. Protestors can convey their message through acts of violence, peaceful assembly, or petitioning officials. At times, these demonstrations have achieved their goals, and at other times, the protests continue without resolution.

Evidence from the documents to support the explanation:

Document 1: Worries about bread shortages led Bordeaux's city workers to come together and hatch a plan to seize control of the fortress believed to contain weapons and grain. The workers feared their actions would be met with reprisals by royal soldiers and sympathizers.

Document 2: Suffragettes in England expanded the focus of their campaign's attacks to include public and private property with increasing violence.

Document 3: In the 1970s, the government of Argentina repressed left wing activists resulting in their disappearance. Argentinian mothers of those who had gone missing gathered to question the government about the whereabouts of their children. When they received no answers to their requests, they demonstrated for 35 years. The Mothers of the Plaza de Mayo marched in the square demanding answers and justice.

Document 4: In 1979, the Iranian government responded to students protesting for democracy with threats of violence, including shooting guns in the air and firing tear gas into crowds of students.

Document 5: In 1989, Chinese students marched in Tiananmen Square demanding power for the people.

Example Issue: Protest

| Document Information |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How issue affected people/how people affected issue |
| <p>Doc 1—Fear of bread shortages and royal reaction to growing revolution by Bordeaux’s workers Plan hatched by city workers (seize fortress; secure weapons; liberate grain and flour) Circulation of rumors that royal troops waiting for orders from king to reduce city to rubble</p> <p>Doc 2—Report from <i>The Times</i> of attempt made to blow up a house being built for Lloyd George, Chancellor of the Exchequer Confession and acceptance of responsibility for explosion that damaged Lloyd George’s house by Emmeline Pankhurst of the Women’s Social and Political Union Attack of both government and private property by militants in 1913 setting fires (residential houses; golf courses; schools; churches)</p> <p>Doc 3—Wave of repression launched by Argentinian military against left-wing activists and people accused of collaborating with them Ms de Bonafini’s son arrested by security forces; inquiries met with silence Assembly of group of mothers on the square</p> <p>Doc 4—Dominant politics of universities leaning toward the left Desire of students for democracy which revolution promising Millions of people on streets of Tehran as shah abdicated and left country</p> <p>Doc 5—Demonstration against Chinese government in streets of Beijing by students</p> |

| Document Information |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How issue continued or changed over time |
| <p>Continuity:</p> <p>Doc 1—During 18th century, worry of workers in Bordeaux about return of bread shortages which had plagued city</p> <p>Doc 2—Refusal of government to concede votes to women despite tactics of suffragettes</p> <p>Doc 3—For 35 years, protests by Argentinian mothers over disappearance of their sons (walking around Plaza de Mayo)</p> <p>Doc 4—Protests in streets of Iran faced by government despite change in leadership from shah to Khomeini</p> <p>Changes:</p> <p>Doc 1—Plan by Bordeaux’s workers to seize fortress Chateau Trompette, a symbol of royal power (response to rumors of revolution being brought to an abrupt halt; king ordering reduction of city to rubble)</p> <p>Doc 2—1911 a turning point for tactics used by militants of suffrage movement Concerted arson campaign began by militants in 1913 (houses; golf courses; schools; churches)</p> <p>Doc 3—Gathering of protesting mothers forbidden by authorities (began walking in circles around the square) International awareness of state-sponsored repression in South America slowly raised by protest movement of Mothers of the Plaza de Mayo</p> <p>Doc 4—Response of Iranian government to protests with violence (battles; tear gas; firing bullets in the air) Abdication of shah who left country as result of protests</p> |

Example Issue: Protest

| Outside Information |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How issue affected people/how people affected issue |
| <p>Doc 1—Influence of Enlightenment ideas (John Locke; Montesquieu) Influence of American Revolution Additional causes of protest in France (unfair taxation; inequity in Estates General; lack of representation; demand for more rights; inflation of grain prices; disconnect with monarchy; incompetent leadership)</p> <p>Doc 2—Lack of suffrage rights Legal inequities faced by women Suffrage protests (hunger strikes; marches; postcards; <i>The Suffragette</i> magazine) Advocation for equity in education and other rights in publication of Mary Wollstonecraft’s <i>Vindication of the Rights of Women</i></p> <p>Doc 3— Details about “Dirty War” Overnight raids on private homes (journalists; college professors)</p> <p>Doc 4—Details about Iranian hostage crisis Anti-Western sentiment; flag burning; propaganda</p> <p>Doc 5—Policies under Deng Xiaoping Desire for democracy Details about Goddess of Liberty sculpture Government crackdown (details about “Tank Man”)</p> <p>Additional: Support for abolitionist movement from William Wilberforce to expose evils of slavery Opposition to changes brought about by Industrial Revolution from Luddites breaking textile machines Physical resistance from Zulus to imperial settlement of their lands Resistance of kulaks to Stalin’s policy of collectivization (destroying tools; killing livestock) Uprisings in ghettos during World War II as way to resist Nazi oppression Student participation in late 1960s to demonstrate against United States involvement in Vietnam (marches; rallies; protest music) Journey to Indian Ocean led by Gandhi in defiance of British monopoly on salt production (Salt March) Challenge to apartheid government by Nelson Mandela working with African National Congress (demonstrations; writings; acts of sabotage) Arab Spring movement largely organized through use of social media and mobile technology Global protests mounted to conserve natural resources and habitats (marches; concerts; digital fundraising; online awareness campaigns)</p> |

Outside Information

How issue continued or changed over time

Continuity:

Doc 1—Problems existing from Old Regime through the French Revolution (poverty; hunger)

Many protests throughout French Revolution violent

Participation of women in protests throughout French Revolution

Doc 2—Lack of rights for women until early 20th century (representation in government; right to vote)

Doc 3—"Dirty War" carried out by Videla from 1976-1983 (disappearance of intellectuals)

Doc 4—Under rule of Ayatollah illegal to protest in Iran

Lack of freedom of speech for Iranians despite regime change

Doc 5—Peaceful protests carried out by students in Tiananmen Square from April 17th-June 5th

Democracy advocated by students throughout protests

Information about protests censored by Chinese government 1989 to present (protest leaders monitored)

Additional:

Policies often established or acts committed that prompt resistance by unjust systems of government
(imperialism; totalitarianism; oppressive military regimes)

No change in societies in which protests take place in some cases

Methods established by inspiring figures such as Gandhi adopted by other activists

Reasons for protests (lack of protesters voice in government; unequal distribution of power)

Changes:

Doc 1—Allegiance to National Assembly sworn by Louis XVI as result of women's march on Versailles

Doc 2—Right to vote gained by women in England after World War I

Right to vote gained by women in other countries

Doc 3—Videla's arrest of citizens beginning in 1976

Doc 4—Abdication of shah (results of protests; anti-western ideas)

Results of Iranian Revolution (rise of Khomeini; creation of Islamic government)

Doc 5—Spread of protests to other cities; growth of protests over time

Military suppression of protests

Protestors injured or killed by government forces

Additional:

Resistance to injustices by individuals and groups through a variety of methods (rallies; marches; speeches; writings; civil disobedience; violence; assassination)

Shift in protest movements from local awareness to global collaboration because of introduction of new technologies

Governments sometimes forced to change policies or leadership in response to protest movements

Throughout the course of history, the need for Reform has frequently occurred in many different times and places. Reform has been demanded by the Third Estate in Revolutionary France (Doc 1), protesters calling for the ousting of the Iranian Shah (Doc 4), and by students in Tianmen Square in Beijing in 1989 (Doc 5). Reform is really a call for change, and can come from a large group of people such as students or just one individual, like Emmeline Pankhurst, who led a movement for suffrage. Many situations in which the need for reform emerges in places where people have a lack of political or economic freedom. These calls for reform have in some cases been extremely successful, while in other instances they have not led to significant change.

In France on July 14th 1789, a Parisian mob made up of members of the Third Estate stormed the Bastille signifying the start of the French Revolution. The Third Estate had a number of grievances including high rates of taxation, an unfair voting system, and inflation which was creating economic hardship. Following the uprising of Paris, workers in Bordeaux, France, who feared the return of shortages of bread, hatched a plan to storm the Chateau Trompette, or the “Bastille of Bordeaux.” The intent was to take control of weapons, the fortress, and any grain and flour stored there. Events like these characterized the beginning of the French Revolution. As the conflict continued France would see the overthrow of Louis XVI, the Reign of Terror that killed many with the use of the guillotine and the rise of Napoleon, who eventually brought an end to the Revolution. The impact of this Reform was met with mixed results. The hope that absolutism would end in France, was seemingly achieved until Napoleon emerged with similar

power. However, during the Napoleonic Era, inflation was regulated and more rights were granted at least to men under the Napoleonic Code. For some Napoleon is viewed as a hero while other describe him as a tyrant.

Another example of a historical call for reform was in Iran in 1979, during the Iranian Revolution. One of the major causes of the Iranian revolution was the fear of the loss of traditional culture and its seemingly modernization and westernization which was led by the Shah, Reza Pahlavi. As a result of this, people including university students rose against the Shah. Kobra Najafi recalled the popular revolution, and the run-ins many protestors had with army soldiers. The effects of this call for reform were significant. Under Ayatollah Khomeini who replaced the Shah as Iran's leader, an Islamic state was established and Sharia law was instituted. Relations with the West, especially the United States deteriorated. Many women faced a loss in rights as the country became a strict Islamic state (Doc 4).

Reform can also be seen through acts of civil disobedience, such as the Mothers of the Plaza de Mayo who since 1977 walked in Buenos Aires, Argentina and grabbed each other, arm in arm around the square (Doc. 3). The mothers did this in response to state sponsored oppression in which their sons disappeared. Each year these women march in this public square protesting the atrocities committed under the military dictator Videla. These women are calling for transparency of the state and the investigation and/or release of information pertaining to the whereabouts of their loved ones. This weekly march has continued to the present day. Lastly, calls for reform occurred in 1989 in Beijing's Tianmen Square when hundreds of thousands of students gathered to protest the policies of Deng Xiaoping. These students

demanded democracy and freedom and carried signs that read “All power belongs to the people.” The response of the Chinese government to this protest was to call in the military in hopes of dispersing the crowds, this escalation led to injury and deaths of many of the protestors. Ultimately, China has maintained repressive policies. The Tianamen Square Massacre and the events that took place that day are not widely discussed and information about it is not readily available in China.

Calls for reform have endured throughout history and at times have helped people achieve change. In 1913, Emmeline Pankhurst went as far as orchestrating the bombing of the home of the Chancellor of The Exchequer, Lloyd George, protesting the government’s refusal to concede votes for women. Pankhurst, her daughters, and suffragettes fought for years both peacefully and violently to achieve the right to vote. Universal suffrage was eventually achieved after World War I.

Calls for reform can also be seen in 1517, during the Protestant Reformation when Martin Luther posted the Ninety-five Theses on a church door in Wittenberg, Germany to protest the abuses of the Catholic Church. Luther called for a change in their methods of selling indulgences, pardens for sins. Luther’s actions led to the Church condemning him and eventually the rise of the Lutheran faith. It is very clear that reforms have occurred as a result of people calling for change both peacefully and violently, but just how much has it affected people? To put it simply, each revolutionary movement resulted in change of some sort. The French Revolution destroyed the estates system, which dominated France for so long under Absolute Rulers like Louis XVI. It also gave the French citizens natural rights they’ve been wanting for years. The Women’s Social and Political Union, led

by Emmeline Pankhurst, destroyed the homes, business, churches, and schools, until finally suffrage was achieved in Britain. A huge affect after the Iranian Revolution, was the creation of an Islamic state. This changed all aspects of life for Iranian government, clothing, rights, and overall lifestyle was altered. The Tianmen Square protestors were peaceful in that the students brought no weapons and used words to protest and all for democratic reforms. The effect on them was the deaths of thousands of protestors when the Chinese military came and violently crushed the rebellion. Similarly the Mothers of the Plaza de Mayo peacefully continue to protest for government transparency.

These calls for reform all come from similar goals with calls for personal freedom. These protestors address class divisions, women's rights, and disobedience, and government liberties. Calls for reform without a doubt is the cause of many historically significant changes and without it, the hardships endured may still have been existing today.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *reform* as an enduring issue raised in the documents (reform really a call for change and can come from large group of people such as students or just one individual; many situations where reform called for occurs in places where people lack political or economic freedom; calls for reform in some cases extremely successful, while in other instances have not led to significant change; reform also seen through acts of civil disobedience; calls for reform all come from similar goals with similar calls for personal freedom)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (impact of reform in France met with mixed results; for some, Napoleon viewed as a hero while others describe him as a tyrant; Iranian Revolution popular and protestors had many run-ins with army soldiers; students in Tiananmen Square defended democracy and freedom; suffragettes in England protesting government's refusal to concede votes for women; protests in Tiananmen Square peaceful in that students brought no weapons and used words to protest and call for democratic reforms)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Richly supports the task by incorporating substantial relevant outside information (number of grievances of Third Estate included high rates of taxation, an unfair voting system, and economic hardships created by inflation; as conflict continued France would see overthrow of Louis XVI, reign of Terror that killed many with use of guillotine and rise of Napoleon who eventually brought an end to revolution; hope that absolutism would end in France seemingly achieved until Napoleon emerged with similar power; during Napoleonic era under Napoleonic Code inflation regulated and more rights granted at least to men; major cause of Iranian Revolution fear of loss of traditional culture and modernization and westernization led by Shah Reza Pahlavi; Sharia law instituted under Ayatollah Khomeini and relations with West, especially United States, deteriorated; many women faced loss in rights as Iran became a strict Islamic state; women in Argentina called for transparency of the state and investigation and/or release of information pertaining to whereabouts of loved ones; weekly march of Mothers continues to present day; response of Chinese government to protests in Tiananmen Square to call in military who violently crushed rebellion; Pankhurst, her daughters, and suffragettes fought for years both peacefully and violently to achieve right to vote; calls for reform can also be seen during Protestant Reformation when Martin Luther posed Ninety-Five Theses on a church door in Wittenberg, Germany to protest abuses of Catholic Church; Luther's actions led to Church condemning him and the eventual rise of the Lutheran faith)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The comparison of different reform movements is the strength of this discussion. The inclusion of detailed interpretation of documents is combined with relevant outside information and reflects an analytical understanding of the degree to which reform movements have been successful and how they have changed over time.

There have been many ways of carrying out activism using nonviolent or violent actions. Whether it's the nonviolent protests of Mohandas Gandhi and the prodemocracy sit ins in Tianamen Square or the violent actions of the WSPU in Britain and the revolutionary actions of the bourgeoisie in the French Revolution people across time and space fight to achieve what they see is right. Many have attempted to address a problem in their nation with varying degrees of success. These sparks of activism have often arisen from governmental oppression which is still being seen and happening today.

Many protestors choose to send their messages through a series of violent protesting such as harming other people or destroying public and/or private buildings. The violence added a sometimes controversial meaning to a successful or unsuccessful revolt such as during the French Revolution from 1789-1794. Although it started in Paris the French Revolution spread throughout France in different major cities that were feeling the same inequalities and injustices that were happening in Paris. Citizens in Bordeaux, France, feared their bread supply would be reduced again. Many speculations occurred around the "Bastille of Bordeaux," a royal fortress that exuded royal and military power. The workers and revolutionaries feared that the king would reduce the city to rubble or that royalist sympathizers were willing to shut down the revolution so the city's workers devised a plan to over take the fortress and liberate the food supply. This violence ultimately widened and strengthened the French Revolution which eventually led to overthrowing the monarchy (doc 1). The French Revolution started from the American Revolution and Enlightened thinkers such as Voltaire, John Locke and Jacques Rousseau. Both of

these Revolutions were successful and sparked other uprisings like the Haitian Revolution to occur. What all of the Revolutions had in common was that people saw that the government held an unfair amount of power and was abusing the people. People saw this abuse as a reason to be activists and violently revolt against the government. Including the modern day, evidence of violent protests still remain. More currently France is still using violent methods to protest against Emmanuel Macron, the French president. He initiated a green bill which skyrocketed oil prices and angered some French citizens. This led to groups such as the yellow vests to throw rocks and violently lash out against the government. The continuation of unfair treatment by the government to allow and cause the suffering among people is occurring across time and in different spaces and has been faced by activists who want change.

In contrast to violent efforts in France and other nations, nonviolence has also been brought to attention with major activists such as Mohandas Gandhi and Martin Luther King Jr. to use nonviolent methods. Memorable protests such as the Revolution in Argentina and Tiananmen Square are still talked and thought about today. The protests in Argentina by the Mothers of the Plaza de Mayo sparked outrage within South America against military oppression against the left-wing activists and the people associated with them. The Mothers of the Plaza de Mayo specifically protested the disappearance of their children who had been activists against the government. The repressive and brutal behavior by the government who killed or made protestors disappear was met by silent non-violent protests by the mothers. The first action that sparked international awareness was

the gathering of mothers walking in circles to protest against their children who they thought were getting arrested and getting put in solitary confinement (doc 4). They would later find out that their children were actually killed. The continuation of this and other revolts led to the successful Argentinian independence movement against the militaristic power. Even across the Earth in China, outrage against the government led to the Tiananmen Square revolt. This massive protest led to international recognition of the Chinese government oppressing Western democratic thought. The most recognizable act of nonviolence occurred during the Tiananmen Square Protests where students, workers, and others gathered in Tiananmen Square to protest the lack of democracy and political freedom in China. One of the most famous parts of the protest was when one man stood against a line of tanks headed toward the square, blocking the tank from getting through. The media covered every event that unfolded allowing the world to know what was happening in this normally very private country and while there was a violent crackdown against the protestors and many of the activists and organizers were targeted or jailed, the world saw the Chinese government's behavior through the media coverage. This protest was ultimately unsuccessful because it did not lead to more political freedoms in China. Events like those still occur today in America and across the world. Specifically, when the Parkland shooting occurred in the U.S., the students who were affected by the traumatic event and went to the media to display nonviolent protesting. March for our lives occurred across the nation to protest the NRA and advocate for gun control. Sadly, this educated many students about gun control, but ignorance and resistance occurred with President Trump and the NRA.

Anchor Paper – Enduring Issues Essay—Level 4

The Colorado shooting and many others occurred from the lack of gun restrictions. Overall, the use of nonviolent action have led to successful and unsuccessful results from the anger towards governmental restriction.

All in all, the use of violent and nonviolent protesting across history has led to recognizable problems that citizens face globally. Without the use of activism and people being willing to fight against government wrong doing oppression will continue to occur. The activists in the world then and now help check the powers that exist and help make certain we are at least somewhat protected.

Anchor Level 4

The response:

- Identifies and accurately explains *revolts* as an enduring issue raised in the documents (activism uses violent or nonviolent action to address problems; activism often result of governmental oppression; message sent through series of protests such as harming people or destroying public and/or private buildings; violence added sometimes controversial meaning to successful or unsuccessful revolt)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (violence ultimately widened and strengthened French Revolution which eventually led to overthrowing monarchy; what all revolutions had in common was people saw government held unfair amount of power and was abusing people; memorable protests such as Revolution in Argentina and Tiananmen Square still talked about and thought about today; protests by Mothers of Plaza de Mayo sparked outrage within South America against military repression against left-wing activists and people associated with them; Tiananmen Square protest led to international recognition of Chinese government oppressing western democratic thought; media coverage of events in Tiananmen Square allowed world to know what was happening in this normally very private country; without use of activism and people willing to fight against government wrongdoing government oppression will continue to occur)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, 3, and 5
- Supports the task by incorporating relevant outside information (although started in Paris, French Revolution spread throughout France in different major cities feeling same inequalities and injustices happening in Paris; French Revolution started from American Revolution and Enlightenment thinkers such as Voltaire, John Locke, and Jacques Rousseau; France still using violent methods as can be seen to protest against French president Emmanuel Macron who initiated a green bill which skyrocketed oil prices and angered some French citizens and groups such as the Yellow Vests to throw rocks and violently lash out at government; non-violent efforts brought to attention with activists such as Mohandas Gandhi and Martin Luther King, Jr.; repressive and brutal behavior by Argentina government that killed or made protesters disappear met with silent nonviolent protests from mothers; one of most recognizable events of Tiananmen Square protest when one man stood in front of a line of tanks blocking them from getting through; Tiananmen protest ultimately unsuccessful because it did not lead to more political freedoms in China; Colorado shooting and other events occur because of lack of gun restrictions in United States)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is in the continual comparison and utilization of both historical and current examples of both violent and nonviolent revolutions. Although good analytic conclusions are scattered throughout the discussion, lack of supporting facts and examples detracts from their effectiveness.

Ever since democratic values were introduced to the world, people have struggled to bring reform to their own countries. Many of these ideas surrounding natural rights, individual freedoms, and having a voice in government emerged in the 18th century during the Enlightenment. This movement spurred rebellions and revolutions worldwide. Groups have taken a variety of actions from peaceful protests to violent uprisings in an effort to achieve change. Protests have been an enduring issue over time. Sometimes these protests have resulted in change towards more democratic principles and sometimes societies have become more oppressed.

Calls for democratic reforms have taken on many forms throughout history. For example in Tunisia during Arab Spring in 2011, democracy was achieved by peaceful protest. Protesters marched in the streets of Tunisia eventually leading to a change in political leadership and the establishment of free elections. Yet, not all protesters took a non-violent route. In the early 20th century in the United Kingdom, violent methods were used to attract attention to the issue of women's suffrage in an effort to force the government to react. Suffragettes participated in violent activities such as attempting to blow up a government officials home, smashing windows, and setting fire to mailboxes. These actions came after years of peaceful marches, speeches, and campaigns for women's suffrage. Women continued to advocate against inequitable treatment under the law and a lack of voice to change laws. Finally in 1928, suffragettes led by Emmeline Pankhurst received the right to vote. In both Tunisia and Britain protesters achieved their goals, although one was peaceful while the other became more violent.

In some cases protest movements have been led by students. In 1989 students gathered in Tiananmen Square holding signs and protesting against the Chinese government. These students hoped to move China from communism to more democratic ways. While Deng Xiaoping seemed to have embraced some Western economic ways, politically he remained anti-democratic. Despite the reformers relying solely on peaceful methods of protest the actions taken by the government in response resulted in mass terror and the deaths of thousands of people. The government ordered the military to suppress protestors in what would become known as the Tiananmen Square Massacre. This led to the suffering of countless people, all in the name of putting down democratic reform. Today, the Tiananmen Square Massacre is rarely discussed in China.

Over the course of history, some protests have led to the removal of political leaders from office. Workers planned to seize a royal fortress in Bordeaux at the beginning of the French revolution, in 1789. Like the storming of the Bastille in Paris, members of the Third Estate were upset with living in poverty and lacking a voice in their government. Meanwhile the King and Queen, Louis XVI and Marie Antoinette were living a lavish lifestyle in the Palace of Versailles. Through a very violent revolution the Third Estate would rise up and create a Constitution and Declaration of Rights of Man and Citizen through the National Assembly. During the Reign of Terror the King and Queen would be executed and over time new leadership would be appointed. Similarly, the Iranian revolution of 1979 resulted in the overthrow of Shah Reza Pahlavi and the rise of Ayatollah Khomeini, a complete change in leadership. Khomeini moved Iran from a nation

that had ties to the west to a strict Islamic state. Although there are nearly 200 years separating these events, they share the outcome of protests and revolution leading to changes in political leadership. Though both events were violent the groups carrying out the violence were different. In the seizure of the royal fortress during the French revolution, violence was perpetrated by the reformers, and in the Islamic revolution in Iran, it was perpetrated by the government against the protesters.

As protests continue in an effort to achieve democratic values violence in some cases has continued to be problematic for those who are involved. It has resulted in the suffering of millions and acted as a roadblock in the development of the free world. Yet, people continue to stand up against inequity and injustice around the world.

Anchor Level 3

The response:

- Identifies and explains *protests* as an enduring issue raised in the documents (efforts to achieve change; sometimes resulted in change towards more democratic principles and sometimes have become more oppressed; some have led to removal of leaders from office)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (in United Kingdom, violent methods often used to attract attention to issue of women's suffrage in an effort to force government to react; student protesters in China hoped to move China from communism to more democratic ways; Tiananmen Square led to suffering of countless people, all in name of putting down democratic reform; as protests continue in an effort to achieve democratic values, violence in some cases continued to be problematic for those involved, resulting in suffering of millions and acting as a roadblock in development of free world; despite issues people continue to stand up against inequity and injustice around the world)
- Includes relevant evidence that includes facts, examples, and details from Documents 1, 2, 4, and 5
- Includes relevant outside information (many ideas surrounding natural rights, individual freedoms, and having a voice in government emerged during Enlightenment; Enlightenment spurred rebellions and revolutions worldwide; in Tunisia during Arab Spring in 2011, protesters marched in streets eventually leading to change in political leadership and establishment of free elections; violent activities in England's suffrage movement came after years of peaceful marches, speeches, and campaigns; in 1928 suffragettes led by Emmeline Parkhurst received right to vote; Deng Xiaoping seemed to embrace some western economic ways but politically he remained anti-democratic; despite Chinese protesters relying solely on peaceful methods of protest, actions taken by government in response resulted in mass terror and deaths of thousands; government ordered military to suppress protesters in what would become known as Tiananmen Square Massacre; Tiananmen Square Massacre rarely discussed in China today; like storming of Bastille in Paris, members of Third Estate upset with living in poverty and lacking a voice in government; King Louis XVI and Queen Marie Antoinette living a lavish lifestyle in Palace of Versailles; through a very violent revolution, Third Estate would rise up and create a Constitution and Declaration of Rights of Man and Citizen through the National Assembly; during Reign of Terror, King and Queen of France executed and over time new leadership would be appointed; Iranian Revolution of 1979 resulted in overthrow of Shah Reza Pahlavi and rise of Ayatollah Khomeini, a complete change in leadership; Khomeini moved Iran from a nation that had ties to the West to a strict Islamic state)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Comparative statements surrounding different protest movements are interwoven throughout the discussion and are the strength of the response. Although additional supporting facts and details would have strengthened their effectiveness, relevant outside information and some analytical statements demonstrate why protests continue to be an enduring issue.

An enduring issue raised by this set of documents is oppression throughout history. Oppression is the abusive and negative actions groups of people do to other groups of people that belittle and push them down in life. People can be oppressed socially, politically, and economically.

Document 1 exemplifies the oppression of the working class in France during the French Revolution and the actions they took against the crown in response. The French working class were the majority of the population of France, yet they held the least amount of power between the 3 Estates. They had been suffering a famine and were overlooked by the crown so they decided to fight back. After rumours of a stockpile of grain in the grand royal fortress and symbol of royalty, the Bastille of Bordeaux, spread the workers planned to seize the Bastille and take the grain and flour rumoured to be inside.

Document 2 exemplifies oppression of women in the UK and their desire to obtain suffrage. Women had always been second class citizens in England's society and lack proper political representation. In response to the government's unwillingness to meet their requests, various women's rights groups decided to rebel and blow up government buildings and later other city infrastructure. Throughout history there have been many times in which women had an outcry for political equality and suffrage such as in the USA, especially the early 20th century.

Document 5 exemplifies the oppression of the Chinese citizens during the later 20th century as a result of the newly established Chinese Communist government. Chinese students marched in the streets of Beijing to demand greater political powers to be granted to the people

Anchor Paper – Enduring Issues Essay—Level 2

and basic human rights. During the second half of the 20th century many other nations, mainly in Eastern Europe, suffered some of the same societal issues and demanded the same rights in response to a Communist governments oppression of them.

Anchor Level 2

The response:

- Identifies and explains *oppression* as an enduring issue raised in the documents (abusive and negative actions groups of people do to other groups of people that belittle and push them down in life; people can be oppressed socially, politically, and economically)
- Minimally develops both aspects of the argument
- Is primarily descriptive (working class in France during French Revolution oppressed and in response took actions against crown; Bastille of Bordeaux a symbol of royalty; in response to government's unwillingness to meet their requests, various women's rights groups decided to rebel and blow-up government buildings and later other city infrastructures; Chinese citizens oppressed during later 20th century as result of newly established Chinese Communist government)
- Includes few relevant facts, examples, and details from Documents 1, 2, and 5
- Presents relevant outside information (French working-class majority of French population yet they had least amount of power among three estates; French working class suffering from famine and overlooked by crown so decided to fight back; women always second-class citizens in England's society and lacked proper political representation; throughout history, many times in which women had an outcry for political equality and suffrage such as in the United States in the early 20th century; Chinese students marched in streets of Beijing to demand greater political powers to be granted to people as well as basic human rights; during second half of 20th century, many other nations mainly in eastern Europe suffered some of same societal issues and demanded same rights in response to a communist governments' oppression of them)
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. While all aspects of the task are mentioned, additional supporting facts and details would have strengthened the treatment of the last part of the task. Simplified explanations of document information weaken the discussion; however, the inclusion of relevant outside information pertaining to each example demonstrates a limited understanding of oppression as an enduring issue.

An enduring issue raised by the documents is the lack of a functioning government. Governments and lack of appeasement by the people has led to countless revolutions, because people are choosing to revolt against their rulers, due to unfair or unwanted laws or lack of good leadership. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Document 5 shows an image of a poster being held in China during a protest. The banner reads “All Power belongs to the People”, this protest is against the Chinese government as the government has failed to fulfill the needs of the Chinese people. This protest was a failure as it led to the massacre of thousands of innocent Chinese students.

Another document where the enduring issue of government rule is seen, is document 2. In this document describes or explains the damage caused from a bomb being blown in the “Chancellor of Exchequer’s” home. This was an attempt to reach the government by a group or society called the Womens social and political union, as they were fighting against the governments refusal to give women the right to vote.

Rebellions in France against the government kept happening due to the fact the people werent receiving what they needed. In this document, document 1 talks about workers and their fear of bread shortages and mixed feelings on the French revolution. Many threats were made against the royals for stockpiling food and weapons and not sharing with the people of France.

Government and lack of proper leadership has been an issue since the beginning of time. Rebellions, revolts and violence have all been methods trying to gain improvement. Some have failed and others have gained attention for their cause and changes to their issues.

Anchor Level 1

The response:

- Identifies and explains *protests against the government* as an enduring issue raised in the documents (governments and lack of appeasement by people has led to countless revolutions; people choose to revolt against their rulers due to unfair or unwanted laws or lack of good leadership)
- Minimally addresses both aspects of the argument
- Is descriptive (protest against Chinese government as it failed to fulfill needs of people; bomb blown up in home of Chancellor of Exchequer attempt to reach government by Women's Social and Political Union; women fighting against government's refusal to give women right to vote; rebellions in France against government because workers feared bread shortages; many threats against French royals for stockpiling food and weapons and not sharing with people of France; rebellions, revolts, and violence all methods trying to gain improvement; some protests have failed and others have gained attention for their cause)
- Includes minimal relevant facts, examples, and details from Documents 1, 2, and 5
- Presents some relevant outside information (Chinese protest a failure as led to massacre of thousands of innocent Chinese students)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Reliance on limited document information demonstrates a basic understanding of protests against the government as an enduring issue. Government's lack of proper leadership is mentioned as an issue that has existed since the beginning of time but lacks supporting explanation and details.

Abuse of power is an enduring issue because it affects many people over a long period of time. It often happens when the government fails to protect the human rights of its people. These rights were eventually established in the Universal Declaration of Human Rights. Examples of abuse of power can be found in pre-revolutionary France, during the Iranian Revolution, and in China under Deng Xiaoping.

The French Revolution was a reaction to the abuse of government power by the peasants. During this time period France was an absolute monarchy led by Louis XVI, the absolute monarch and his wife Marie Antoinette. Louis had total power and did not listen to the problem of the Third Estate. The peasants had to pay the majority of the taxes even though they had the littlest amount of money. In contrast, the clergy and nobility were exempt from paying taxes. Any effort to change the unequal tax system was met with the Third Estate being out voted. Additionally, increasing frequency of "bread shortages," paired with this unjust treatment, people began to rebel. By the end of the Revolution, the King and Queen would be executed but not until the Age of Napoleon would many of the issues of the Third Estate be addressed. The abuse of power was a primary cause of not only the French Revolution but also other societies that had oppressive rulers who neglected the needs of the people.

The Islamic Revolution in Iran is another example of people rebelling against a government that abuses power. During this time period, Iran was ruled by Shah Reza Pahlavi. The people of Iran had disputed whether or not to westernize or to follow more closely traditional Islamic law. Many Iranians felt the Shah was too closely tied to the West, mainly the United States. They feared the Shah was moving more

closely towards westernization and further away from an Islamic state. The government under the Shah did not appeal to the people of Iran and was extremely corrupt. As a result the people protested leading to the Iranian revolution. Though the revolution resulted in the overthrow of the Shah, his succession by Ayatollah Khomeini has been considered by some to be an abuse of power as well.

China in 1989 people protested their government in Tiananmen Square. China was communist at this time and the people wanted democracy and more political freedoms. The sign carried by protesters that reads "All Power Belongs To The People" suggests that the people of China wanted more power and to have a voice in their government. As a result of the protest, the government under Deng Xiaoping ordered these protestors to be removed, with force. Chinese soldiers fired into these crowds and drove tanks into the square injuring and killing many. The government was sending a message that anyone who challenges government power will be punished. Still today people in China face a very oppressive government and some are subject to human rights violations showing a continuity of this issue—abuse of power by the government.

Overall, we continue to see abusive governments today. France, Iran, and China are just three examples but we also see it today in places such as North Korea. This issue continues to affect many people and has over a long period of time. More attention should be given to organizations helping to protect the rights of people in places where they are denied.

Enduring Issues Essay—Practice Paper – B

My enduring issue in these five documents are human rights weren't fair and another one is the people vs the government.

In document 1, its talking about the french government not being fair to its people. To prove that it says "In response, the citys workers hatched a plan to seize the fortress, secure its cache of weapons and liberate the grain and flour that was rumored to be stockpiled inside. to explain that it means the french government was not sharing its resources with its people. In document two It saying the UK goverment wasnt fair to woman Rights to show that Document 2 is saying "The Womens social and Political union declared we have blownup the Chancellor of Echequer house." Too say why they did this is because women didnt have any rights that allowed them to do anything that men could.

In document five, it says "students march in beiging streets near tianamen square on may 25, 1989, during a rally to support the protest against the chinease government. to say this in other words the chinease government wasnt treating students fair.

In conclusion, these three documents I chose all had to do with human rights violation and the governments not helping there people.

People and nations have always fought whether it was for food, land, or rights. People with different interests have created conflicts in order to improve their conditions. Conflicts are an issue that started long ago and will likely continue in the future. The specific conflicts are revolutions and uprising. These nationalistic movements include The French Revolution, The suffrage movement in the U.K, The Islamic Iranian Revolution, Demonstrations in Argentina, and the Tianmen Square Protests. A similarity between these conflicts is that they all involve a specific group of people against the government. Governments have often denied people rights which has forced people to act violently. France, Iran, and China all include examples of conflict. These conflicts still have an impact on the world today; and have not been totally resolved.

The French Revolution started in July 1789 with the storming of the Bastille Prison in Paris. The revolution started because of the inequalities between the third estate and the second and first estates. The first and second estates were wealthy and held power over the third estate. They voted as a block which then led to the third estate being forced to pay almost all the taxes. This economic unfairness was made worse by the economic hardship that was faced by many in the third estate. In addition to this the king spent money like it was water while his subjects were struggling in the streets. These social class imbalances and financial hardships that had plagued the third estate for years came to a head in July of 1789 when rising bread prices and a seemingly uncaring government caused the people to lash out at the symbol of royalty, control, and abuse—the Bastille. Most of the major events in the French Revolution took place in Paris, but news of the

conflict spread quickly to other cities, including Bordeaux which was also important to the uprising. The conflict in Bordeaux started over the Chateau Trompette. The Trompette was a medieval fortress built in 1453. The French people saw the Trompette as a symbol of royal power; many compared it to the Bastille in Paris. In both the Bastille and Chateau Trompette people were agitating for change. The governmental abuse forced them to take to the streets and organize protests against the government. The conflict truly arose when rumours spread about the king giving orders for the army to set traps around the Trompette or orders to destroy Bordeaux. The French Revolutionaries were also worried about royal sympathisers taking over the fort and killing the revolution. In 1789 the city's workers planned to seize the fort and use its supplies for the revolution. These actions were important because it allowed The French Revolution to live on and expand throughout the entire country. However, even though The French Revolution was largely a failure because it basically ended when Napoleon took control and claimed similar power and authority of the King. After Napoleon was defeated the crown was restored and it took many years for the people to increase their power in France. However, economic inequality continues to be a problem. The French Revolution inspired countless other revolutions; including the Haitian Revolution and the Latin American wars for independence and the communist Russian Revolution. The French Revolution also sent a message to the world and the world's absolute monarchies.

More conflict is shown in Iran where people like Kasma Najafi who participated in demonstrations during the 1979 Iranian Revolution. The Iranian Revolution started in protest to the Shah. The Shah wanted

to westernize Iran. He was also a dictator. Many Iranians were very unhappy with Iran's westernization, which they considered un-Islamic; they had a strict interpretation of the Qu'aran. They wanted an Islamic government run on these ideals. Many of the young people in Iran favored democracy as well as an end to the abuses of the Shah who opposed people's freedoms and rights in violent and cruel ways. These groups came together and started the Islamic Iranian Revolution. Millions of people would take to the streets during this conflict of ideals. These protests led to conflicts which would almost never stay peaceful. They would often turn into battles with the army who were trying to maintain security. The military would often drop tear gas to push the protesters back, they even shot into the crowd on occasion with rising protests and the Shah's failing health. It eventually became too much to handle and the Shah abdicated his power. He was replaced with an Islamic leader, The Ayatollah Khomeini. This conflict was important because it led to an Islamic Government in Iran, the government that Iran still has today. However, the democracy and freedom that many were fighting for was illusive and many found themselves living under another repressive government.

There was also conflict in China in May 1989 during the Tienamen Square Protests in China. The people were pushing for democracy and that "All power belongs to the people". The Tienamen square protests are one of the most famous conflicts in recent history. Around a million Chinese citizens were tired of the Chinese dictatorship and the lack of democracy and freedom. Mao Zedong started the Chinese communist government in 1949 and ruled it with an iron fist. Mao was a hardline communist and allowed absolutely no capitalism and no democracy.

After his death, Deng Xiaoping took power in China, Deng was more relaxed economically than Mao. He introduced some elements of capitalism into China, giving the economy a huge boost. This plan was called the Four Modernizations and targeted economic growth and development. Despite the elements of a free market, Deng Xiaoping was still deadset against democracy. But when he opened Chinese borders to foreign businesses he let ideas of democracy and freedoms in with them. The young people of China especially had their hearts set on expanding their rights and voices. Their demand of democracy led to the conflicts of the 1989 prodemocracy protests. A million Chinese citizens (mostly college students) gathered in Tianamen square and other Chinese cities to protest the communist government. The communist Government wasn't happy about the protests and it ordered the military to intervene. This led to the military firing into the crowd. Massacering some of the Chinese protesters and violently putting down the protests. This again was the end of the conflict. China has continued to deny the people free speech, freedom of press, freedom of information, and democracy. They have violently put down attempts to protest the government policies as seen in Hong Kong as well as commonly censoring the internet and imprisoning many prodemocracy activists.

In the end, these conflicts still impact us today and many still have never been resolved. Conflict is still an issue in this world, especially revolutionary conflict. The protests in Venezuela against the government and women's rights advocates in Saudi Arabia are both examples of conflicts that have occurred in recent times.

People at all times and in different parts of the world have conflicts with the government when they feel their rights are being denied

Enduring Issues Essay—Practice Paper – C

and when they are not listened to. Unfortunately, these conflicts are often not resolved. Governments continue to abuse the people but the people will generally react and fight for what they believe in. But it's important to study the conflict of the past because it might help us solve the conflicts of our today and the conflicts of our tomorrow.

Enduring issues, such as unjust laws and governments, have been debated or discussed throughout time and have led societies to attempt to fix these issues. In places such as China, Argentina, Iran and Great Britain, unjust laws and governments were retaliated with protest and revolution.

Protests began in Argentina and the UK to combat repressive laws. In Argentina, left wing activists began to go missing. Soon after, a group of mothers gathered in a public square, which was illegal; in response the police told them to clear the area to which the mothers, “started grabbing each other in pairs, arm to arm, and started walking around the square. There was nothing illegal about that” (Document 3). In response to the repression and unjust laws, these mothers acted in civil disobedience. Similarly, in the UK, suffragists battled for the female right to vote. However suffragists, such as Emmeline Pankhurst took a more violent approach by, “smashing shop windows and setting fire to letter boxes (Document 2). These protests eventually earned females the right to vote in the UK. Protests and civil disobedience help correct unjust laws.

Protests and revolts helped change unjust governments. In document 5, Chinese students protested the government. In 1989, China was in communist rule. Although these protests were overall unsuccessful, they still brought light to the issues. Similarly, in Iran, they fought to correct the governing system. Kasra Najji, a young demonstrator, said, “we wanted a democracy, and the revolution was promising us that.” (Document 4). Overall, protests and revolutions brought about reforms in the government.

Enduring issues, such as unjust laws and governments have been

Enduring Issues Essay—Practice Paper – D

around for awhile. Spanning back to China's dynasties, if an emperor was unsuccessful, the people had the right to overthrow the government. Unjust laws and governments can be combatted by protests and revolutions.

Over the course of history, protest has been an enduring issue.

Protest is the demonstration against a controversial subject, typically against the government or another form of power such as a corporation or group. Protests are often peaceful, but can sometimes turn into riots and full scale Revolutions. This can be seen in Iran, Argentina, and China where people protested in order to try and change the government. While protesters are not always successful their actions provide an important check on the government and force them to be accountable for their actions.

One such protest was the protest against Iran's Shah. On the surface this issue was about the Shah who had made progresses towards an advanced, Western nation. This was unpopular among the conservative Islamic Population in Iran, who, under Ayatollah Khomeini, ousted the Shah and replaced his monarchy with a Theocratic Islamic state. Of course, the issues were far more complicated than this. The Shah had grown rich from oil profits and contracts, his dictatorial government silenced those who disagreed and he abused people who refused to give up their religious beliefs. Beyond this his government was corrupt and supported by the military and others who watched over and denied the people freedoms of speech and thought. After the revolution however Sharia law was implemented by the Ayatollah, and diplomatic ties to the US were cut. The promises of an Islamic democracy were denied. Repression similar in some ways to life under the Shah existed under the Ayatollah. While all of this stemmed from Anti-Shah protests in Iran and resulted in a full blown Revolution and Regime change in the country, the peoples' lives remained the same - oppressed and silenced. This is true in other protests as well. In France the people especially

the Third Estate protested against the unfair tax system, lack of a political vote, and food shortages. These protests happened in Paris but also in other cities such as Bordeaux. While, just like in Iran, the old government, in this case King Louis XVI was removed and replaced by the equally dictatorial Napoleon. Sometimes protests result in an immediate change that can result long term in status quo.

Another example of protest, this time peaceful, was in Argentina during the military rule of people such as Juan Perón and Jorge Videla. Basic rights such as the right to protest, freedom of speech and freedom of the press were suspended. Argentina was not the only country to be turned from a socialist, democratic nation to a right-wing military Dictatorship either. Other such countries that had substantial military dictatorships were Brazil under Getúlio Vargas, and Cuba under Fulgencio Batista. These regimes were in some degree eventually brought to an end with the end of the Cold War, but in their wake have left behind power vacuums, instability, and civil war.

Lastly, another example of protest was the Tiananmen Square protests in China. After the death of Mao Zedong, China's second chairman, Deng Xiaoping allowed greater economic freedom to the Chinese people, these newfound economic and political freedoms lead to students protesting for political freedoms in Tiananmen Square. Originally, the government somewhat allowed these protests to occur but eventually ended them violently with military action once they started to pose a growing and serious threat. Tanks and soldiers were sent in to destroy the protests, resulting in violence caught on TV. One such incident was that of the infamous and anonymous "Tank man" who bravely halted a column of tanks with nothing but two shopping

bags. He was dragged off and disappeared from the public eye, but his bravery and the brutal suppression of this protest and others remains in history. Like many of the other protests this one was suppressed and change in the government did not happen. This protest like the Hungarian Revolution in 1956 would be major embarrassments to the communist world. This was a brutal display of the communist system. The government backed by the USSR lasted until the Soviet Union's collapse in 1991 under Mikhail Gorbachev and the release of the eastern bloc in 1989. To this day, China remains communist, but any mentions of the protests at Tiananmen Square are hardly ever spoken of, as the government arrests any who speak of it.

Thus, protests are an enduring issue that have changed the world for better or worse as evident with the protests in Iran, Argentina, and China among others. While protests are needed to keep governments in check they are often met with violence and unfortunately have resulted in changes that at times has caused problems and denied its people rights as well.

Practice Paper A—Score Level 3

The response:

- Identifies and explains *abuse of power* as an enduring issue raised in the documents (affects many people over a long period of time; often happens when government fails to protect human rights of its people; primary cause of French Revolution but also other societies with oppressive rulers who neglected needs of people)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (government under Shah did not appeal to people of Iran and was extremely corrupt; although Iranian revolution resulted in overthrow of Shah, his succession by Khomeini considered by some to be abuse of power as well; people in China wanted more power and a voice in their government; Chinese government wanted to send a message that anyone who challenges government power will be punished; more attention should be given to organizations helping to protect rights of people in places where denied)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 4, and 5
- Includes relevant outside information (human rights eventually established in Universal Declaration of Human Rights; French Revolution reaction to abuse of power by peasants when France an absolute monarchy led by Louis XVI and his wife Marie Antoinette; King Louis XVI did not listen to problems of Third Estate; peasants in France had to pay majority of taxes even though they had littlest amount of money while in contrast, clergy and nobility exempt from paying taxes; any effort to change unequal tax system met with Third Estate being outvoted; with increasing frequency of bread shortages paired with unjust treatment, French people began to rebel; by end of French Revolution, King and Queen would be executed but not until Age of Napoleon would many issues of Third Estate be addressed; under rule of Shah Reza Pahlavi, people of Iran disputed whether or not to westernize or follow traditional Islamic law more closely; many Iranians felt Shah too closely tied to west, mainly United States and feared Shah moving more closely towards westernization and further away from an Islamic state; Chinese government under Deng Xiaoping ordered protesters to be removed and Chinese soldiers fired into crowds and drove tanks into crowds killing and injuring many; still today people in China face a very oppressive government and some are subject to human rights violations; abuse of power also present in North Korea)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Relevant document information is supported by some good explanations and relevant historical outside information. Thoughtful conclusions are scattered throughout the discussion, but limited development and analysis weaken their effectiveness.

Practice Paper B – Score Level 1

The response:

- Identifies and explains *human rights violations by the government* as an enduring issue raised in the documents (government not being fair to its people)
- Minimally addresses both aspects of the argument
- Is descriptive (plan hatched by city workers to seize fortress, secure its cache of weapons, and liberate grain and flour said to be inside because French government not sharing its resources with the people; women in United Kingdom denied rights men had; Chinese government not treating students fairly)
- Includes minimal relevant facts, examples and details from Documents 1, 2, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A basic understanding of the task is generally addressed with document quotations followed by simplified explanations of that information. The response is limited in scope and lacks development.

Practice Paper C – Score Level 5

The response:

- Clearly identifies and accurately explains *conflict* as an enduring issue raised in the documents (people and nations have always fought whether for food, land, or rights; governments often denied people rights which has forced people to act violently; governments continue to abuse people but people will generally react and fight for what they believe in; important to study conflicts of the past because it might help us solve conflicts of today and conflicts of our tomorrow)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (governmental abuse in France forced people to take to streets and organize protests against government; French Revolution inspired countless other revolutions and sent a message to the world and its absolute monarchies; millions of people took to streets during Iranian Revolution and conflicts almost never stayed peaceful; democracy and freedom many fighting for in Iran illusive and many found themselves living under another repressive government; around a million Chinese citizens tired of Chinese dictatorship and lack of democracy and freedom; young people of China especially had hearts set on expanding their rights and voices)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (First and Second Estate voted as a block which led to Third Estate being forced to pay almost all taxes; economic unfairness of estates system made worse by economic hardship faced by many in Third Estate; social class imbalances and financial hardships came to a head in July of 1789 when rising bread prices and a seemingly uncaring government caused people to lash out at symbol of royalty, control, and abuse—the Bastille; French Revolution largely a failure because it basically ended when Napoleon took control and claimed similar power and authority of King; after Napoleon defeated crown restored and it took many years for people to increase their power in France; many Iranians unhappy with westernization that they considered un-Islamic; they had a strict interpretation of the Quran and wanted a government based on its ideas; many young Iranians favored democracy as well as an end to abuses of the Shah who opposed peoples’ freedoms and rights in violent and cruel ways; Mao Zedong a hardline communist and allowed absolutely no capitalism and democracy; Deng Xiaoping more relaxed economically than Mao and introduced some elements of capitalism into China giving economy a huge boost with his Four Modernizations plan; communist government not happy about protests and ordered military to intervene which led to military firing into the crowd and massacre of some protestors; after protests China continued to deny people free speech, freedom of press, freedom of information, and democracy; Chinese government violently put down attempts to protest government policies as seen in Hong Kong; protests in Venezuela against government and women’s rights advocates in Saudi Arabia both examples of conflicts that have occurred in recent times)
- 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 details establish a good context to understand the historical circumstances surrounding each conflict. Numerous analytic statements effectively support a strong evaluative basis for assessing why each conflict continues to be an enduring issue that needs to be addressed.

Practice Paper D – Score Level 2

The response:

- Identifies and explains *protest* as an enduring issue raised in the documents (attempts to fix unjust laws and governments; began as a way to combat repressive laws)
- Minimally develops both aspects of the argument
- Is primarily descriptive (in Argentina, left wing activists began to go missing and soon after group of mothers illegally gathered in a public square to protest; mothers responded to police by walking around the square in pairs since that was not illegal; suffragists in United Kingdom battled for female right to vote; suffragists such as Emmeline Pankhurst took a more violent approach; protests and revolts helped change unjust governments; in Iran, protestors wanted democracy and the revolution was promising that)
- Includes few relevant facts, examples, and details from Documents 2, 3, 4, and 5
- Presents little relevant outside information (mothers in Argentina acted in civil disobedience; protests by suffragists eventually earned females right to vote in United Kingdom; although protests in China in 1989 were overall unsuccessful they still brought light to the issue; spanning back to China's dynasties if an emperor was unsuccessful people had the right to overthrow the government)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Limited information from the documents is employed to provide some comparative examples in the discussion. Relevant outside information is used to make thoughtful conclusions but lack of supporting facts and details detracts from their effectiveness.

Practice Paper E – Score Level 4

The response:

- Identifies and accurately explains *protest* as an enduring issue raised in the documents (demonstration against a controversial subject; typically, demonstration against government or another form of power such as a corporation or group; often peaceful but can sometimes turn into riots and full-scale revolutions; sometimes protests result in immediate change but can result long term in status quo; often resulted in changes that at times have caused problems and denied people rights as well)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (protesters not always successful but actions provide important check on government and force them to be accountable for their actions; Shah's actions unpopular among conservative Islamic population; repression similar in some ways to life under Shah existed under Ayatollah; in Argentina basic rights such as right to protest, freedom of speech, and freedom of press suspended; Argentina not only country in South America to be turned from a socialist democratic nation to a right-wing military dictatorship; new found economic and political freedoms led Chinese students to protest for freedoms in Tiananmen Square)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 3, 4, and 5
- Supports the task by incorporating relevant outside information (on the surface protest against Shah of Iran because he had made progress towards an advanced western nation; Shah had grown rich from oil profits and contracts; Shah's dictatorial government silenced those who disagreed and abused people who refused to give up their religious beliefs; Shah's government corrupt and supported by military and others who watched over and denied people freedom of speech and thought; after Islamic Revolution, Sharia law implemented by Ayatollah and diplomatic ties to the US cut; in France, old government under King Louis XVI removed and replaced by equally dictatorial Napoleon; military dictators in Latin America included Vargas in Brazil and Batista in Cuba which to some degree brought to an end with end of Cold War although power vacuums, instability, and civil war left in their wake; Deng Xiaoping allowed greater economic freedom to Chinese people than Mao; originally protests allowed in Tiananmen Square but eventually ended with violent military action; tanks and soldiers sent in to end protests and violence caught on television; infamous and anonymous "Tank Man" bravely halted column of tanks with nothing but two shopping bags but dragged off and disappeared from public eye; like Hungarian Revolution in 1956, brutal display of communist system; to this day, China remains communist and Tiananmen Square hardly ever spoken about)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Protests are examined across time and place and demonstrate a historical understanding of protest as an enduring issue. However, while good document interpretation and relevant outside information are included the discussions lack the depth and analysis of a Level 5 paper.

June 2023 Regents Examination in Global History & Geography II
Test Questions by Key Idea

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

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

The Chart for Determining the Final Examination Score for the June 2023 Regents Exam in Global History and Geography II will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the exam. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students' final scores for this administration.

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 <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
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 2023 Regents Exam in Global History and Geography II

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

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3.5 and a total Part I and Part II score of 27 would receive a final examination score of 80.

Part III Essay Score

| | | 0 | 0.5 | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 | 4.5 | 5 |
|--------------------------|----|----|-----|----|-----|----|-----|----|-----|----|-----|----|
| Part I and Part II Score | 0 | 0 | 5 | 9 | 14 | 18 | 23 | 27 | 31 | 35 | 38 | 42 |
| | 1 | 3 | 8 | 12 | 17 | 21 | 25 | 29 | 33 | 37 | 41 | 44 |
| | 2 | 6 | 11 | 15 | 20 | 24 | 28 | 32 | 36 | 40 | 43 | 46 |
| | 3 | 9 | 14 | 18 | 23 | 27 | 31 | 35 | 38 | 42 | 45 | 49 |
| | 4 | 12 | 17 | 21 | 25 | 29 | 33 | 37 | 41 | 44 | 48 | 51 |
| | 5 | 15 | 20 | 24 | 28 | 32 | 36 | 40 | 43 | 46 | 50 | 53 |
| | 6 | 18 | 23 | 27 | 31 | 35 | 38 | 42 | 45 | 49 | 52 | 55 |
| | 7 | 21 | 25 | 29 | 33 | 37 | 41 | 44 | 48 | 51 | 54 | 57 |
| | 8 | 24 | 28 | 32 | 36 | 40 | 43 | 46 | 50 | 53 | 56 | 59 |
| | 9 | 27 | 31 | 35 | 38 | 42 | 45 | 49 | 52 | 55 | 58 | 60 |
| | 10 | 29 | 33 | 37 | 41 | 44 | 48 | 51 | 54 | 57 | 59 | 62 |
| | 11 | 32 | 36 | 40 | 43 | 46 | 50 | 53 | 56 | 59 | 61 | 64 |
| | 12 | 35 | 38 | 42 | 45 | 49 | 52 | 55 | 58 | 60 | 63 | 66 |
| | 13 | 37 | 41 | 44 | 48 | 51 | 54 | 57 | 59 | 62 | 65 | 67 |
| | 14 | 40 | 43 | 46 | 50 | 53 | 56 | 59 | 61 | 64 | 66 | 69 |
| | 15 | 42 | 45 | 49 | 52 | 55 | 58 | 60 | 63 | 66 | 68 | 70 |
| | 16 | 44 | 48 | 51 | 54 | 57 | 59 | 62 | 65 | 67 | 69 | 71 |
| | 17 | 46 | 50 | 53 | 56 | 59 | 61 | 64 | 66 | 69 | 71 | 73 |
| | 18 | 49 | 52 | 55 | 58 | 60 | 63 | 66 | 68 | 70 | 72 | 74 |
| | 19 | 51 | 54 | 57 | 59 | 62 | 65 | 67 | 69 | 71 | 74 | 76 |
| | 20 | 53 | 56 | 59 | 61 | 64 | 66 | 69 | 71 | 73 | 75 | 77 |
| | 21 | 55 | 58 | 60 | 63 | 66 | 68 | 70 | 72 | 74 | 76 | 78 |
| | 22 | 57 | 59 | 62 | 65 | 67 | 69 | 71 | 74 | 76 | 78 | 80 |
| | 23 | 59 | 61 | 64 | 66 | 69 | 71 | 73 | 75 | 77 | 79 | 81 |
| | 24 | 60 | 63 | 66 | 68 | 70 | 72 | 74 | 76 | 78 | 80 | 83 |
| | 25 | 62 | 65 | 67 | 69 | 71 | 74 | 76 | 78 | 80 | 82 | 84 |
| | 26 | 64 | 66 | 69 | 71 | 73 | 75 | 77 | 79 | 81 | 83 | 86 |
| | 27 | 66 | 68 | 70 | 72 | 74 | 76 | 78 | 80 | 83 | 85 | 87 |
| | 28 | 67 | 69 | 71 | 74 | 76 | 78 | 80 | 82 | 84 | 86 | 88 |
| | 29 | 69 | 71 | 73 | 75 | 77 | 79 | 81 | 83 | 86 | 87 | 90 |
| | 30 | 70 | 72 | 74 | 76 | 78 | 80 | 83 | 85 | 87 | 89 | 91 |
| | 31 | 71 | 74 | 76 | 78 | 80 | 82 | 84 | 86 | 88 | 90 | 93 |
| | 32 | 73 | 75 | 77 | 79 | 81 | 83 | 86 | 87 | 90 | 92 | 94 |
| | 33 | 74 | 76 | 78 | 80 | 83 | 85 | 87 | 89 | 91 | 94 | 96 |
| | 34 | 76 | 78 | 80 | 82 | 84 | 86 | 88 | 90 | 93 | 95 | 98 |
| 35 | 77 | 79 | 81 | 83 | 86 | 87 | 90 | 92 | 94 | 97 | 100 | |

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

Regents Examination in Global History and Geography II

Policy-level Performance Level Definitions

Students perform along a proficiency continuum with regard to the knowledge and skills necessary to meet the demands of the NYS K-12 Social Studies Framework. There are students who meet the expectations of the Framework with distinction, students who fully meet the expectations, students who partially meet the expectations and students who do not demonstrate sufficient knowledge or skills required for any performance level. The Regents Examination in Global History and Geography II is designed to classify students into one of five proficiency categories (i.e., performance levels). These categories are defined as:

Level 5

Students performing at this level meet the expectations of the Framework with distinction for Global History and Geography II.

Level 4

Students performing at this level fully meet the expectations of the Framework for Global History and Geography II. They are likely prepared to succeed in the next level of coursework.

Level 3

Students performing at this level minimally meet the expectations of the Framework for Global History and Geography II. They meet the content area requirements for a Regents diploma but may need additional support to succeed in the next level of coursework.

Level 2

Students performing at this level partially meet the expectations of the Framework for Global History and Geography II. Students with disabilities performing at this level meet the content area requirements for a local diploma but may need additional support to succeed in the next level of coursework.

Level 1

Students performing at this level demonstrate knowledge, skills, and practices embodied by the Framework for Global History and Geography below that of Level 2.

The specific knowledge and skills that students in each performance level are expected to demonstrate are described in the [Performance Level Descriptions \(PLDs\) for Global History and Geography II](#).