

# 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

Tuesday, June 18, 2024 — 1:15 to 4:15 p.m., only

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

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

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

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

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

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

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

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

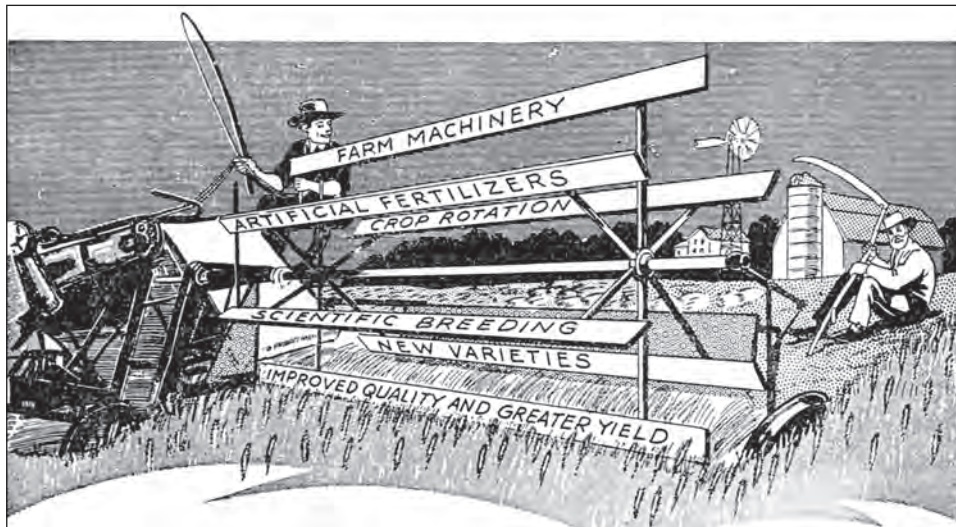
## Part I

Answer all questions in this part.

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

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

### The Agricultural Revolution



Source: Philip Dorf, *World History*, Oxford Book Company, 1958 (adapted)

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|--|--|
| 1 This illustration can best be used to                      | 2 Which claim is best supported by this illustration?                  |
| (1) describe factors that hindered British industrialization | (1) New technologies reduced the impact of farming on the environment. |
| (2) illustrate advances in agriculture                       | (2) Innovations in farming contributed to a drop in population.        |
| (3) explain the decline of Enclosure Movements               | (3) Improved equipment decreased the amount of human labor of farmers. |
| (4) depict daily life of British urban workers               | (4) Changes in farming prevented the growth of large scale farms.      |

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

... The serf question is commonly seen as the acid test of Catherine's sincerity; and her failure to solve it is taken as proof of insincerity. But Catherine was convinced, both on humanitarian and practical grounds, of the desirability of emancipation, or at least of state regulation of the relationship between noble and serf.

She voiced her beliefs clearly and often, publicly and privately. She roundly declared that 'unless we agree to alleviate the cruelties and to mitigate [reduce] a condition intolerable for human beings, they themselves will take matters into their own hands, whether we like it or not'.

On the other hand, when it came to putting her wishes into action, Catherine was faced with the almost unanimous disapproval of the nobility. They, having won wide authority over the serfs from her predecessors, were bent on exacting [forcing] still more from Catherine herself, and had little patience with her liberal ideas. . . .

... The gulf between noble and serf had grown too wide for Catherine to bridge it. Faced with such an impasse, she could do nothing. To push through her programme with any prospect of success, she would have had to resort to the forcible methods of Peter the Great, an option that she had neither the inclination nor the power to take. Trapped in a historical process that was none of her making and which she could not control, Catherine was compelled to yield against her private judgment.

Hence the paradox [contradiction], that under the most enlightened Russian ruler of the century, the condition of the serfs underwent so marked and rapid a deterioration. The nobility demanded payment for their support of Catherine; and Catherine had to pay at the serfs' expense. . . .

Source: A. Lentin, "Catherine the Great and Enlightened Despotism," *History Today*, March 1971

- |  |   |
|--|---|
| 3 Based on this passage, what issue was debated but not changed during the reign of Catherine the Great? | 4 Which claim is best supported by this passage?                  |
| (1) abolishing noble titles  | (1) Political and social changes can be difficult to bring about. |
| (2) emancipating the serfs   | (2) Monarchs rule with unquestioned authority.                    |
| (3) withholding pay from the nobility  | (3) Nobility rarely have an impact on royal decisions.            |
| (4) increasing royal authority   | (4) Inequality was not a concern of monarchs.                     |



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

### Excerpts from the Meiji Constitution of 1889

**ARTICLE II.** The Imperial Throne shall be succeeded to by Imperial male descendants, according to the provisions of the Imperial House Law.

**ARTICLE VI.** The Emperor gives sanction to laws and orders them to be promulgated [developed] and executed.

**ARTICLE XI.** The Emperor has the supreme command of the Army and Navy.

**ARTICLE XIII.** The Emperor declares war, makes peace, and concludes treaties.

**ARTICLE XV.** The Emperor confers titles of nobility, rank, orders and other marks of honor.

**ARTICLE XVIII.** The conditions necessary for being a Japanese subject shall be determined by law.

**ARTICLE XXIV.** No Japanese subject shall be deprived of his right of being tried by the judges determined by law.

**ARTICLE XXVIII.** Japanese subjects shall, within limits not prejudicial to peace and order, and not antagonistic to their duties as subjects, enjoy freedom of religious belief.

**ARTICLE XXIX.** Japanese subjects shall, within the limits of law, enjoy the liberty of speech, writing, publication, public meetings and associations.

Source: Meiji Constitution of 1889, Asia for Educators, Columbia University online

9 Which statement about Japan is best supported by this document?

- (1) The people of Japan enjoyed great freedom while the power of the Emperor was quite limited.
- (2) The Japanese people could remove the Emperor if their rights were not protected.
- (3) The Emperor of Japan was required to seek counsel of the people before declaring war.
- (4) The rights of the Japanese people were protected under law but the Emperor held supreme authority.

10 What was a goal of Japan in the 19th century that most influenced the writing of this document?

- (1) expanding its trade networks by water from Asia to the Western Hemisphere
- (2) matching the technological and industrial advancements of the Western nations
- (3) gaining worldwide recognition for its large empire
- (4) decreasing its cultural and economic ties throughout Asia



Base your answers to questions 15 and 16 on the passage below and your knowledge of social studies.

It was dangerous to stand out from the crowd because of illness or any other reason. Once a prisoner became known to the guards, he or she was a target for abuse or “special” treatment. By staying invisible, by being nothing more than the number tattooed on your forearm, you stood a chance of living longer.

Disappearing in the crowd helped Helen stay alive for the two months she was in Auschwitz. During this time, she survived three more selections by Dr. Mengele. In the last, she was one of 300 women and teenage girls chosen to go to another barrack. Helen took this as a hopeful sign, because those selected for the gas chamber were never counted. Rumor soon spread that the women were going to be moved to a labor camp.

Source: Ayer et al., *Parallel Journeys*, Aladdin Paperbacks, 2000

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|---|--|
| 15 The human rights violations discussed in the passage occurred during the | 16 Which course of action was taken in response to the atrocities described in this passage? |
| (1) Holocaust   | (1) issuance of the Potsdam Declaration  |
| (2) Armenian Genocide   | (2) creation of the policy of containment  |
| (3) Rwandan Genocide  | (3) holding of criminal trials at Nuremberg  |
| (4) Amritsar Massacre   | (4) signing of the Treaty of Versailles  |
- 

Base your answers to questions 17 and 18 on the passage below and on your knowledge of social studies.

. . . From the mound, Mr. Tanimoto saw an astonishing panorama. Not just a patch of Koi, as he had expected, but as much of Hiroshima as he could see through the clouded air was giving off a thick, dreadful miasma [fog]. Clumps of smoke, near and far, had begun to push up through the general dust. He wondered how such extensive damage could have been dealt out of a silent sky; even a few planes, far up, would have been audible. Houses nearby were burning, and when huge drops of water the size of marbles began to fall, he half thought that they must be coming from the hoses of firemen fighting the blazes. (They were actually drops of condensed moisture falling from the turbulent tower of dust, heat, and fission fragments that had already risen miles into the sky above Hiroshima.) . . .

Source: John Hersey, *Hiroshima*, Alfred A. Knopf, 1946

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|--|--|
| 17 Which situation most directly led to the event described in this passage? | 18 The event described in this passage resulted in         |
| (1) German rejection of the Treaty of Versailles                             | (1) the expansion of World War II into Asia                |
| (2) Japanese aggression in the Pacific                                       | (2) Hiroshima’s emergence as an important center for trade |
| (3) Russian demands that the Allies establish a second front                 | (3) an international agreement banning chemical weapons    |
| (4) evacuation of Nationalist Chinese forces to Taiwan                       | (4) the development of a new type of arms race             |
-

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

**“LET’S GET A LOCK FOR THIS THING”**



Source: Herblock, *Washington Post*, November 1, 1962 (adapted)

19 This political cartoon is most closely associated with which world event of the 20th century?

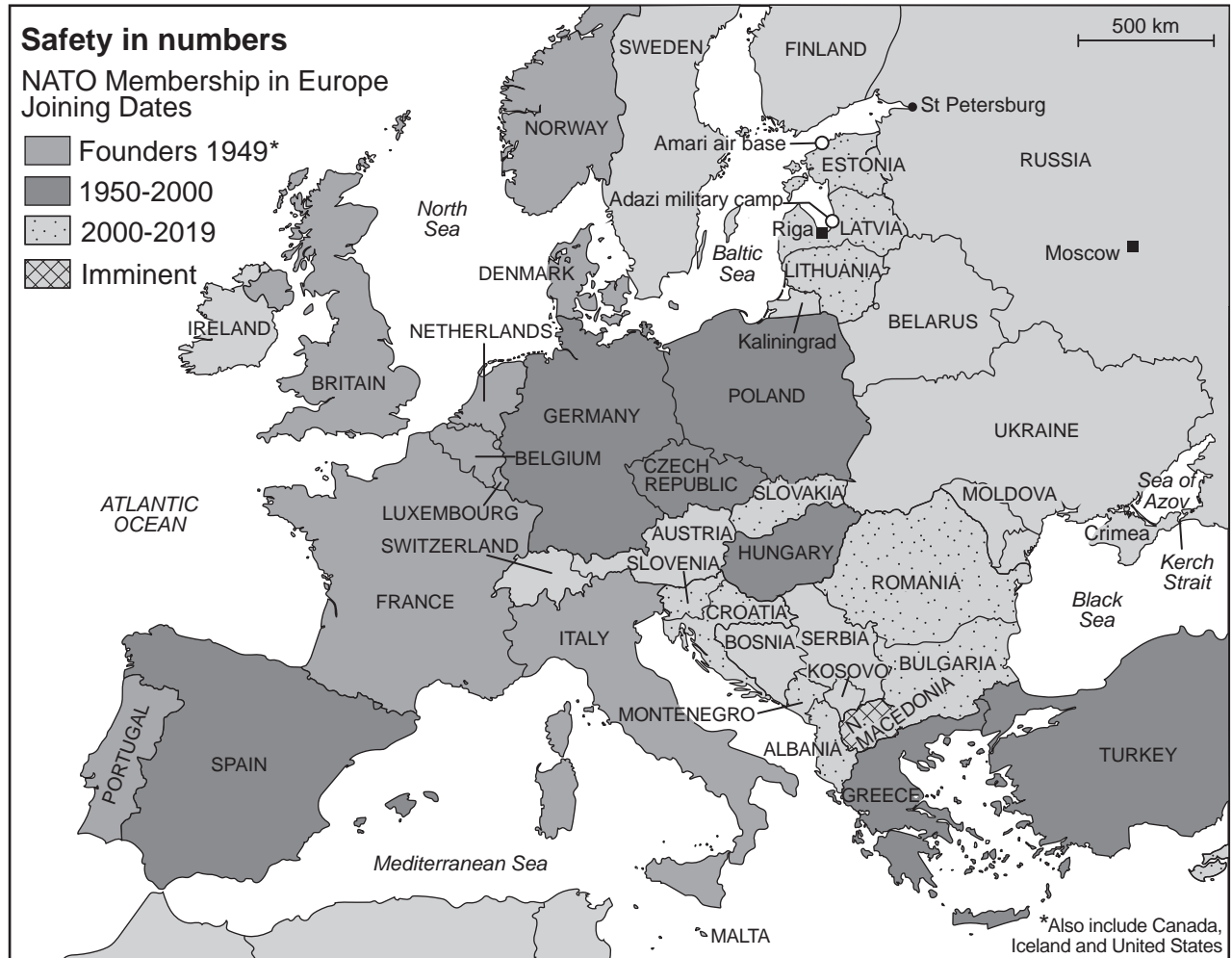
- (1) the Korean War
- (2) the Cuban missile crisis
- (3) the Soviet invasion of Afghanistan
- (4) the nuclear meltdown at Chernobyl

20 Based on this political cartoon, what statement about nuclear weapons is most accurate?

- (1) Nuclear weapons were largely ignored by countries' leaders in favor of conventional weapons.
- (2) Leaders of the world encouraged the use of nuclear weapons to solve conflict.
- (3) The dangers of nuclear weapons greatly concerned world leaders.
- (4) The failure of nuclear weapons disappointed the leaders of many countries.



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



Source: *The Economist*, March 16th-22nd, 2019 (adapted)

- 21 The international organization shown on this map was originally established to improve its
- (1) defensive capabilities during the Cold War
  - (2) participation in the economic benefits of globalization
  - (3) ability to counter the harmful effects of pollution and climate change
  - (4) access to development loans by the International Monetary Fund

- 22 The shift in membership after 2000 can best be explained as a response to the
- (1) construction of the Berlin Wall
  - (2) formation of the United Nations
  - (3) independence movements in Africa
  - (4) collapse of the Soviet Union

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

### Chile, 1988



Source: Marcelo Montecino, Watson Institute for International and Public Affairs, Brown University

\* ¿Dónde Están? = "Where are they?"

23 This photograph shows women demanding information about their relatives who disappeared

- (1) following a severe earthquake
- (2) while fighting in a war with Chile's neighbors
- (3) after a mass migration
- (4) during a time of political repression

24 Which group of women took similar actions for similar reasons?

- (1) Mothers of the Plaza de Mayo in Argentina in the early 1980s
- (2) British suffragists who marched in the early 1900s
- (3) Saudi women driving into cities in early 2013
- (4) activists protesting the World Bank in 2002

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

. . . In 1991, while the attacking Tutsi rebels were gaining ground, speeches at Rwandan political meetings, notably at rallies held by the party of President Habyarimana and his ministers, consisted almost entirely of threats made against Tutsis. In Butare, home of the national university, professors vied with one another to publish historical screeds [rants] and anti-Tutsi diatribes [lectures]. In the broadcast studios of popular radio stations, Radio Rwanda and Radio Mille Collines, the Tutsis were referred to as “cockroaches.” Announcers, the two best known of whom were Simon Bikindi and Kantano Habimana, used humorous sketches and songs to call openly for the destruction of the Tutsis. . . .

Source: Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak*, Farrar, Straus and Giroux, 2005

- |   |   |
|---|---|
| 25 Based on this passage, one can infer that popular radio programming  | 26 Which situation in Rwanda led to the events described in this passage? |
| (1) gave hope to the Tutsis during the genocide                         | (1) the establishment of a classless society                              |
| (2) was used to help end the genocide                                   | (2) ethnic rivalries promoted by colonial favoritism                      |
| (3) was not well known in Rwanda  | (3) famine caused by environmental disaster                               |
| (4) was a propaganda tool that led to the Tutsis being seen as inferior | (4) a large influx of refugees  |
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Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

A colossal hydroelectric dam being built on the Nile 2,000 miles upriver, in the lowlands of Ethiopia, threatens to further constrict Egypt's water supply — and is scheduled to start filling this summer.

The dispute between Egypt and Ethiopia over the \$4.5 billion Grand Ethiopian Renaissance Dam — Africa's largest, with a reservoir about the size of London — has become a national preoccupation in both countries, stoking patriotism, deep-seated fears and even murmurs of war.

To Ethiopians, the dam is a cherished symbol of their ambitions — a megaproject with the potential to light up millions of homes, earn billions from electricity sales to neighboring countries and confirm Ethiopia's place as a rising African power.

After years of bumpy progress, including corruption scandals and the mysterious death of its chief engineer, the first two turbines are being installed. Officials say the dam will start filling in July.

That prospect induces dread in Egypt, where the dam is seen as the most fundamental of threats. . . .

Source: Walsh and Sengupta, "For Thousands of Years, Egypt Controlled the Nile. A New Dam Threatens That," *New York Times*, February 9, 2020

27 What is one concern expressed in this passage?

- (1) scarcity of resources
- (2) outsourcing of labor
- (3) overproduction of agricultural products
- (4) widening income gap between top and bottom earners

28 Which claim is best supported by this passage?

- (1) Infrastructure projects create jobs essential for development.
- (2) Modernization benefits some but presents challenges to others.
- (3) Lack of technology has hindered development in Africa.
- (4) Sustainable agricultural production depends on the cultivation of cash crops.

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.

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#### 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)

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#### Short-Answer CRQ Set 2 Structure

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

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

**Document 1**

The attack on the Bastille prison in Paris is seen by many as the first major violent event of the French Revolution.



Source: Jean-Pierre Houël, *The Storming of The Bastille*, July 14, 1789, World History Encyclopedia

29 Explain the historical circumstances that led to the scene shown in this painting. [1]

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Score

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

**Document 2**

Jean-Paul Marat was a radical revolutionary who wrote political journals in Paris from 1789 until his death in July of 1793. His “Journal of the French Republic” was published daily and was one of hundreds of journals that emerged during this period. This article was published two days after the execution of King Louis XVI.

**The Execution of the Tyrant**

The head of the tyrant has just fallen under the sword of the law; the same blow has overturned the foundations of monarchy among us. I finally believe in the republic. . . .

The rest of the day was perfectly calm; for the first time since the federation the people seemed animated by a serene joy: one would have thought they had just participated in a religious celebration, delivered from the weight of oppression that had weighed on them for so long; and, penetrated by the sentiment of fraternity, all hearts gave themselves over to the hope for a happier future.

The execution of Louis XVI is one of those memorable events that mark an epoch [era] in the history of nations. It will have a prodigious [vast] influence on the fate of the despots of Europe, and on those peoples who have not yet broken their chains. . . .

The execution of Louis XVI, far from troubling the peace of the state [France], will only serve to strengthen it, not only by containing the internal enemies through terror, but also the external enemies. It will also give the nation new strength to push back the ferocious hordes of foreign henchmen [accomplices] who would dare bear arms against it. For there is no way of going back, and this is the position in which we find ourselves today: we must win or perish, a palpable [visible] truth that Cambon\* rendered in a sublime image when he said at the tribune the day before yesterday: “We have finally docked on the isle of freedom, and we have burned the vessel that brought us there.”

Source: Jean-Paul Marat, *Journal of the French Republic*, 1793 (adapted)

\* Joseph Cambon was a member of the Legislative assembly.

30 Based on this excerpt, explain Marat’s point of view regarding the effect King Louis XVI’s execution will have on political developments outside of France. [1]

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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]

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Score



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

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

**Document 1**

. . . Colonialism changed African societies in significant ways. For example, colonial rulers shifted the focus of African economies toward trade with Europe and grouped diverse and hostile societies within new colonial borders. But this period was not a complete departure from those that came before it. Relations between Europeans and Africans stretched back hundreds of years. What made the nineteenth-century different was that Europeans wanted to take away African sovereignty—the right of Africans to rule themselves. . . .

Source: Colonization and Independence in Africa, The Choices Program, Brown University, January 2014

32 Explain the historical circumstances that led to the developments described in Document 1. [1]

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Score

**GO ON TO THE NEXT PAGE** ➞

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

**Document 2**

Harsh repression of African political activities made written African primary sources rare. The Song of Africa (Kenyan Song) was composed in 1957 by Kenyan political activists (Mau Mau) who were imprisoned by the British and provides an African perspective. Josiah Mwangi Kariuki, a fellow prisoner, published this song in 1963.

<p>God gave to the black people This land of Africa Praise the God who dwells in the high places For his blessings</p> <p>Chorus: We will continue in our praises Of the land of Africa From East to West From North to South</p> <p>After much suffering The country of Egypt Was delivered from bondage And received Freedom</p> <p>Abyssinia [Ethiopia] saw the light Shining down from the North Her people struggled mightily And rescued themselves from the mire</p>	<p>Now do we loudly rejoice To hear the story of Ghana The flag of Great Britain Has been lowered for all time there</p> <p>If you look round the whole of Kenya It is only a river of blood For we have our one single purpose To lay hold of Kenya's freedom</p> <p>Listen to the sobbing Of our brothers in South Africa Where they are being tormented By the tribe of Boers [also known as Afrikaners]</p> <p>We shall greatly rejoice In the unity of all the black people Let us create in our unity A United States of all Africa.</p>
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Source: Todd Shepard, *Voices of Decolonization: A Brief History with Documents*, Bedford/St. Martin's Books, 2015

33 Based on this excerpt, explain Josiah Mwangi Kariuki's purpose for publishing the Song of Africa (Kenyan Song). [1]

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Score

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

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

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

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Score

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**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

Emmeline Pankhurst was a suffragette in Britain in 1914.

THE DAILY MIRROR, Friday, May 22, 1914

The Militants' March to Buckingham Palace Fully Illustrated.

# The Daily Mirror

LATEST CERTIFIED CIRCULATION MORE THAN 940,000 COPIES PER DAY

No. 3,300. Registered at the G.P.O. as a Newspaper. FRIDAY, MAY 22, 1914. One Halfpenny.

MRS. PANKHURST ARRESTED AT THE GATES OF BUCKINGHAM PALACE IN TRYING TO PRESENT A PETITION TO THE KING.



Forcing back the women at Constitution Hill

Suffragette faints after a scuffle

Chief Inspector Rolfe arrests Mrs. Pankhurst



Chasing the first woman to break through the cordon [fence]. She reached the pavement when she stumbled and fell, her arrest followed.

Source: *The Daily Mirror*, May 22, 1914 (adapted)

## Document 2

In June 1919, Ho Chi Minh [Nguyen Ai Quoc] petitioned Allied leaders at the Paris Peace Conference but his petition was rejected. He founded the Communist Party in Vietnam in 1930.

. . . While waiting for the principle of national self determination to pass from ideal to reality through the effective recognition of the sacred right of all peoples to decide their own destiny, the inhabitants of the ancient empire of Annam [Vietnam], at the present time French Indochina, present to the noble governments of the entente [alliance] in general and in particular to the honourable French government the following humble claims: . . .

2. Reform of Indochinese justice by granting to the native population the same judicial guarantees as the Europeans have, and the total suppression of the special courts which are the instruments of terrorisation and oppression against the most responsible elements of the Annamite people.
3. Freedom of press and speech.
4. Freedom of association and assembly. . . .

In the name of the group of Annamite [Vietnamese] patriots . . .

Nguyen Ai Quoc [Ho Chi Minh]

Source: Ho Chi Minh, "Demands of the Annamite People,"  
University of Massachusetts Library

### Document 3

The Declaration of Purna Swaraj was written by the Indian National Congress and publicly declared on January 26, 1930.

We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. We believe also that if any government deprives a people of these rights and oppresses them the people have a further right to alter it or to abolish it. The British government in India has not only deprived the Indian people of their freedom but has based itself on the exploitation of the masses, and has ruined India economically, politically, culturally, and spiritually. We believe, therefore, that India must sever the British connection and attain *Purna Swaraj* or complete independence. . . .

We hold it to be a crime against man and God to submit any longer to a rule that has caused this fourfold [enormous] disaster to our country. We recognize, however, that the most effective way of gaining our freedom is not through violence. We will therefore prepare ourselves by withdrawing, so far as we can, all voluntary association from the British Government and will prepare for civil disobedience, including nonpayment of taxes. We are convinced that if we can but withdraw our voluntary help and stop payment of taxes without doing violence, even under provocation, the end of this inhuman rule is assured. We therefore hereby solemnly resolve to carry out the Congress instructions issued from time to time for the purpose of establishing *Purna Swaraj*.

Source: *Declaration of Purna Swaraj*, 1930

## Document 4

After gaining freedom from czarist rule in 1918, Estonia was caught in the middle of the World War II conflict between Germany and the Soviet Union. This conflict ended with the Soviet Union once again annexing Estonia.

### Embracing Estonia's Singing Revolution

Song has long been a cherished Estonian form of expression, a way to keep hold of their national character, especially in the face of foreign domination. As long ago as 1869 (during another era of Russian subjugation [control]), Estonians gathered in massive choirs to sing and to celebrate their cultural uniqueness. Later, during the Soviet era, a brave choir master, Gustav Ernesaks, had the nerve in 1947 to lead singers in Estonia's unofficial national anthem. For planting the seeds of the singing revolution to come, Ernesaks is still revered.

Finally, as the USSR began to crumble, the Estonians mobilized again, using song to demand independence. In 1988, they gathered — 300,000 strong, a third of the population — at the Song Festival Grounds outside Tallinn. Locals vividly recall coming out to sing patriotic songs while dressed in folk costumes sewn years before by their grandmothers. The next year, the people of Latvia, Lithuania and Estonia held hands to make the “Baltic Chain,” a human bond that stretched 400 miles from Vilnius, Lithuania, to Riga, Latvia, to Tallinn. Some feared a Tiananmen Square-type bloodbath, but the Estonians just kept singing.

This so-called Singing Revolution, peaceful and nonviolent, persisted for five years, and in the end, Estonians gained their freedom. It was a remarkable achievement: one million singing Estonians succeeded against 150 million Russian occupiers. . . .

Source: Rick Steves, “Embracing Estonia's Singing Revolution,”  
*Seattle Times*, January 30, 2018



## Document 5

Hu Yaobang served as an official in China under Deng Xiaoping and Premier Li Peng.

### **Chinese Students Begin Protests at Tiananmen Square, 1989**

Six days after the death of Hu Yaobang, the deposed reform-minded leader of the Chinese Communist Party, some 100,000 students gathered at Beijing's Tiananmen Square to commemorate Hu and voice their discontent with China's authoritative communist government. The next day, an official memorial service for Hu Yaobang was held in Tiananmen's Great Hall of the People, and student representatives carried a petition to the steps of the Great Hall, demanding to meet with Premier Li Peng. The Chinese government refused such a meeting, leading to a general boycott of Chinese universities across the country and widespread calls for democratic reforms.

Ignoring government warnings of violent suppression of any mass demonstration, students from more than 40 universities began a march to Tiananmen on April 27. The students were joined by workers, intellectuals, and civil servants, and by mid-May more than a million people filled the square, the site of communist leader's Mao Zedong's proclamation of the People's Republic of China in 1949. On May 20, the government formally declared martial law in Beijing, and troops and tanks were called in to disperse the dissidents. However, large numbers of students and citizens blocked the army's advance, and by May 23 government forces had pulled back to the outskirts of Beijing. . . .

Source: "Chinese Students Begin Protests at Tiananmen Square," *History*

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## OPTIONAL PLANNING PAGE

### Enduring Issues Essay Planning Page

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

My Enduring Issue is: \_\_\_\_\_

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

Refer back to page 20 to review the task.

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

# REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

**June 2024 Regents Exam in Global History and Geography II**

**Scoring Key: Part I (Multiple-Choice Questions)**

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

MC = Multiple-choice question

## June 2024 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 '24	<b>Part II - 29</b>	-	CRQ	1	1
GHG II	June '24	<b>Part II - 30</b>	-	CRQ	1	1
GHG II	June '24	<b>Part II - 31</b>	-	CRQ	1	1
GHG II	June '24	<b>Part II - 32</b>	-	CRQ	1	1
GHG II	June '24	<b>Part II - 33</b>	-	CRQ	1	1
GHG II	June '24	<b>Part II - 34a</b>	-	CRQ	1	1
GHG II	June '24	<b>Part II - 34b</b>	-	CRQ	1	1
GHG II	June '24	<b>Part III - 35</b>	-	ES	5	3

CRQ = Constructed Response Question      ES = Essay

The chart for determining students' final examination scores for the **June 2024 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.

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# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## GLOBAL HISTORY AND GEOGRAPHY II

Tuesday, June 18, 2024 — 1:15 to 4:15 p.m., only

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

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

#### Contents of the Rating Guide

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

- A question-specific rubric

For **Part III** Enduring Issues Essay:

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

General:

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

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

## Mechanics of Rating

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

### Rating the CRQ (open-ended) Questions

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

*Introduction to the task—*

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

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

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

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

### Rating the Enduring Issues Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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



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

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

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

**Global History and Geography II  
Part II Question-Specific Rubric  
Constructed Response Questions  
June 2024**

**CRQ Set 1:**

**Document 1**



Source: Jean-Pierre Houël, *The Storming of The Bastille*, July 14, 1789, World History Encyclopedia

**29 Explain the historical circumstances that led to the scene shown in this painting.**

**Score of 1:**

- Correct response

*Examples:*

- the abuses of the Old Regime led to peasants taking action;
- unfair/heavy taxes led to riots;
- the Bastille was seen as a symbol of the king’s power/Old Regime so they attacked it;
- bad harvests caused famine/food/bread shortages that upset the peasants/poor city workers;
- rumors spreading that the king was cracking down on dissidents led the people to storm the Bastille to look for weapons;
- Third Estate/peasants/bourgeoisie were treated badly by Louis XVI/absolute monarch so they stormed the Bastille;
- the writings of Enlightenment thinkers encouraged the bourgeoisie/Third Estate to question the power of monarch;
- Louis XVI’s treatment of the Third Estate at the Estates General meeting enraged their members, leading to the storming of the Bastille;
- unfair taxation/a corrupt and ineffective monarchy led the peasants/bourgeoisie/urban residents to rebel against the monarch;
- the First Estate/aristocracy and the Second Estate/clergy resisted the monarch’s effort to make them pay taxes, causing the Third Estate to be overburdened by taxes/to rise up and rebel out of frustration;
- France entered into many wars, leading to debt and high taxes for the French people;
- the American Revolution provided a successful example of people overthrowing a monarch

**Score of 0:**

- Incorrect response

*Examples:*

- they stormed the Bastille;
- the French Revolution;
- the king was imprisoned;
- the Reign of Terror inspired the storming of the Bastille;
- meeting of the Estates General;
- violence/war

- No response

## Document 2

Jean-Paul Marat was a radical revolutionary who wrote political journals in Paris from 1789 until his death in July of 1793. His “Journal of the French Republic” was published daily and was one of hundreds of journals that emerged during this period. This article was published two days after the execution of King Louis XVI.

### The Execution of the Tyrant

The head of the tyrant has just fallen under the sword of the law; the same blow has overturned the foundations of monarchy among us. I finally believe in the republic. . . .

The rest of the day was perfectly calm; for the first time since the federation the people seemed animated by a serene joy: one would have thought they had just participated in a religious celebration, delivered from the weight of oppression that had weighed on them for so long; and, penetrated by the sentiment of fraternity, all hearts gave themselves over to the hope for a happier future.

The execution of Louis XVI is one of those memorable events that mark an epoch [era] in the history of nations. It will have a prodigious [vast] influence on the fate of the despots of Europe, and on those peoples who have not yet broken their chains. . . .

The execution of Louis XVI, far from troubling the peace of the state [France], will only serve to strengthen it, not only by containing the internal enemies through terror, but also the external enemies. It will also give the nation new strength to push back the ferocious hordes of foreign henchmen [accomplices] who would dare bear arms against it. For there is no way of going back, and this is the position in which we find ourselves today: we must win or perish, a palpable [visible] truth that Cambon\* rendered in a sublime image when he said at the tribune the day before yesterday: “We have finally docked on the isle of freedom, and we have burned the vessel that brought us there.”

Source: Jean-Paul Marat, *Journal of the French Republic*, 1793 (adapted)

\* Joseph Cambon was a member of the Legislative assembly.

**30 Based on this excerpt, explain Marat’s point of view regarding the effect King Louis XVI’s execution will have on political developments outside of France.**

#### Score of 1:

- Correct response

##### *Examples:*

- future tyrants in other nations may be removed when the people of those countries rise up to break their chains;
- Marat feels the execution will influence the fate of the despots of Europe;
- he believes that the execution will begin a new era in the history of nations;
- Marat thinks that more political revolutions will take place;
- Marat thinks that the execution will influence those peoples who have not yet broken their chains;
- Marat believes the execution will make the hordes of foreign henchmen fear the French government/think more carefully about bearing arms against France;
- he thinks it will contain the external enemies of France;
- it will overturn monarchies elsewhere;
- the violence during the French Revolution led to fear being instilled in France’s enemies

**Score of 0:**

- Incorrect response

*Examples:*

- it will trouble the peace in France;
- it will strengthen nations;
- it delivered France from the weight of oppression;
- they cannot go back

- 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:*

- the storming of the Bastille led to the eventual execution of Louis XVI/the tyrant;
- the people rising up against the government in Document 1 led to the overthrow of the French monarchy in Document 2;
- the fall of the Bastille led to the eventual creation of the French republic;
- the French people were fed up/angry with the monarchy and this led to the death of Louis XVI;
- the French people took up arms against the government, which led to the death of the king;
- the head of the tyrant fell because of the French Revolution;
- Document 1 shows the beginning of the French Revolution and Document 2 explains that the king’s death was a result of the revolution and a desire for an end to oppression;
- the storming of the Bastille led to the radical political leaders demanding changes/reforms/the death of the king;
- social, political, and economic issues pushed members of the Third Estate to attack the Bastille, which eventually led to the death of Louis XVI and the end of his monarchy in France;
- the violence during the French Revolution led to fear being instilled in France’s enemies

### Score of 0:

- Incorrect response

#### *Examples:*

- King Louis XVI was executed at the storming of the Bastille;
- France caused the death of the king;
- people made paintings and journals about the French Revolution;
- Document 1 shows people at the Bastille and Document 2 states King Louis XVI fell under the sword;
- People rioting and the king dying

- No response

## CRQ Set 2:

### Document 1

. . . Colonialism changed African societies in significant ways. For example, colonial rulers shifted the focus of African economies toward trade with Europe and grouped diverse and hostile societies within new colonial borders. But this period was not a complete departure from those that came before it. Relations between Europeans and Africans stretched back hundreds of years. What made the nineteenth-century different was that Europeans wanted to take away African sovereignty—the right of Africans to rule themselves. . . .

Source: Colonization and Independence in Africa, The Choices Program, Brown University, January 2014

### 32 Explain the historical circumstances that led to the developments described in Document 1.

#### Score of 1:

- Correct response

*Examples:*

- the Industrial Revolution in Europe led nations to seek out natural resources to develop their economies;
- desire by Europeans for markets/resources led to the Scramble for Africa;
- improvements in technology/transportation/weapons/medicine led to European exploration of Africa;
- belief in Social Darwinism encouraged European expansion in Africa;
- belief in Social Darwinism/White Man’s Burden encouraged Europeans to spread their culture/religion to Africa;
- Europeans believed their culture was superior to those in Africa;
- intense national rivalries among European powers led to the dividing up of Africa;
- the Berlin Conference set the rules for the European division of Africa;
- the exploitation of Africans by Europeans as source of plantation labor prior to the 19th century weakened some African states and gave rise to others;
- the Trans-Atlantic slave trade weakened many African states and established slave trade ports, allowing for European domination

#### Score of 0:

- Incorrect response

*Examples:*

- colonialism;
- slavery;
- Industrial Revolution;
- the right of Africans to rule themselves

- No response

## Document 2

Harsh repression of African political activities made written African primary sources rare. The Song of Africa (Kenyan Song) was composed in 1957 by Kenyan political activists (Mau Mau) who were imprisoned by the British and provides an African perspective. Josiah Mwangi Kariuki, a fellow prisoner, published this song in 1963.

God gave to the black people  
This land of Africa  
Praise the God who dwells in the high places  
For his blessings

Chorus:  
We will continue in our praises  
Of the land of Africa  
From East to West  
From North to South

After much suffering  
The country of Egypt  
Was delivered from bondage  
And received Freedom

Abyssinia [Ethiopia] saw the light  
Shining down from the North  
Her people struggled mightily  
And rescued themselves from the mire

Now do we loudly rejoice  
To hear the story of Ghana  
The flag of Great Britain  
Has been lowered for all time there

If you look round the whole of Kenya  
It is only a river of blood  
For we have our one single purpose  
To lay hold of Kenya's freedom

Listen to the sobbing  
Of our brothers in South Africa  
Where they are being tormented  
By the tribe of Boers [also known as Afrikaners]

We shall greatly rejoice  
In the unity of all the black people  
Let us create in our unity  
A United States of all Africa.

Source: Todd Shepard, *Voices of Decolonization: A Brief History with Documents*,  
Bedford/St. Martin's Books, 2015



**33 Based on this excerpt, explain Josiah Mwangi Kariuki’s purpose for publishing the Song of Africa (Kenyan Song).**

**Score of 1:**

- Correct response

*Examples:*

- to promote African unity/Pan-Africanism;
- to show the problems associated with European imperialism;
- to show Africa’s history of struggles to gain freedom/remain free;
- to celebrate the independence of Egypt/Ethiopia/Ghana;
- to urge/motivate Africans to continue their struggle for freedom in Kenya/South Africa;
- to highlight the suffering caused by European colonialism and the continuing fight/struggle against it;
- to pass on information about events/independence struggles;
- to express the thoughts/ideas of the Kenyan political prisoners;
- to celebrate the success of African independence movements/efforts to gain freedom;
- to remind African peoples of their struggles under European rule;
- to call on African peoples to rejoice in unifying with the formation of a United States of Africa;
- to tell Africans they have a history and a voice they can use to resist Europeans/unify as a group;
- to continue the fight for freedom;
- because the vast majority of people in Africa at the time were illiterate but would understand a song

**Score of 0:**

- Incorrect response

*Examples:*

- justify colonialism;
- show European favor;
- he was a political activist

- No response

## Documents 1 and 2

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

### Score of 1:

- Correct response
  - Examples:*
    - growth/resurgence of African nationalism/pride;
    - rise of African independence movements;
    - decolonization/African revolutions;
    - decline of European imperialism;
    - World War II;
    - imperialism/colonialism

### Score of 0:

- Incorrect response
  - Examples:*
    - end of apartheid;
    - Green Revolution;
    - Cold War
- No response

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

**Score of 1:**

- Correct response

*Examples:*

- Africa was colonized by the Europeans, and this led many African nations to fight for and later win independence after World War II;
- European colonialism expanded in the 19th century, but by 1963, many African countries had become independent and were coming together to address problems;
- Europeans took over Africa for resources/power, but in the later 20th century, African countries organized independence movements against European powers;
- European colonization of Africa led to resentment and the rise of nationalist movements, and by 1963, many of their movements were successful in achieving independence;
- Africans showed their resilience and strength in their efforts to throw off European colonization and create the Organization of African Unity;
- European efforts to destroy African sovereignty led to African unity/independence movements;
- European oppression of Africa led to increasingly successful resistance;
- World War II led to a weakening of European powers, which helped colonies gain independence

**Score of 0:**

- Incorrect response

*Examples:*

- unity of all the Black people;
- apartheid led to African unity;
- in Document 1, colonialism changed Africa, and in Document 2, there was a United States of All Africa;
- both documents talk about Africans wanting to rule themselves;
- colonization and decolonization are in Documents 1 and 2

- 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

**In your essay, be sure to**

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

**Scoring Notes:**

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

**Score of 5:**

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

**Score of 4:**

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

**Score of 3:**

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

Fails to develop the task or may only refer to the 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

## Issues found in documents

**Document 1:** Protest; inequality; lack of access to power; lack of voice in government; conflict; human rights violations; grievances against the government; lack of freedom; oppression; use of violence; abuse of power

**Document 2:** Inequality; rejection of foreign rule; lack of voice in government; lack of access to power; lack of freedom; impact of nationalism; impact of imperialism; oppression; protest; grievances against the government; desire for self-determination/independence; conflict; human rights violations

**Document 3:** Inequality; lack of access to power; lack of voice in government; protest; impact of imperialism; impact of nationalism; rejection of foreign rule; conflict; human rights violations; exploitation; lack of freedom; desire for self-determination/independence; oppression; grievances against the government

**Document 4:** Rejection of foreign rule; oppression; protest; impact of nationalism; effects of authoritarian rule; desire for self-determination/independence; lack of freedom; human rights violations; conflict; need to preserve identity; lack of voice in government; grievances against the government

**Document 5:** Protest; oppression; impact of authoritarian rule; human rights violations; lack of voice in government; grievances against the government; lack of access to power; conflict; lack of freedom; inequality

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

Possible Enduring Issues in the Documents	Documents Associated with Enduring Issue
Protest	1, 2, 3, 4, 5
Human rights violations	1, 2, 3, 4, 5
Oppression	1, 2, 3, 4, 5
Conflict	1, 2, 3, 4, 5
Lack of voice in government	1, 2, 3, 4, 5
Lack of freedom	1, 2, 3, 4, 5
Grievances against government	1, 2, 3, 4, 5
Inequality	1, 2, 3, 5
Desire for self-determination/independence	2, 3, 4
Impact of nationalism	2, 3, 4
Rejection of foreign rule	2, 3, 4

## Example Issue: Protests

### *Identify and Explain:*

When people believe that their rights are being oppressed, they may take steps to challenge authority and to advocate for more rights and freedoms. These steps may include, but are not limited to, petitioning, picketing, writing declarations, marching, singing anthems, staging demonstrations, and engaging in civil disobedience.

### *Evidence from the documents to support the explanation:*

**Document 1:** In the early 20<sup>th</sup> century, British suffragettes attempted to petition the king to gain the right to vote. Although they were met with resistance, their story was carried in the newspaper, helping to spread their ideas.

**Document 2:** Ho Chi Minh petitioned leaders at the Paris Peace Conference in 1919, hoping to gain their support for the independence of Vietnam from the French and for increased freedoms for the Vietnamese people. His petition was rejected.

**Document 3:** In 1930, the Indian National Congress passed the Declaration of Purna Swaraj to publicly declare the reasons for their dissatisfaction with British rule and to announce their desire for self-determination.

**Document 4:** Estonians gathered in large groups and sang patriotic songs while wearing traditional folk costumes as a way of challenging the oppressive rule of the Soviet Union.

**Document 5:** In China, students joined in a general boycott of Chinese universities across the country in the hope of gaining more democratic rights and freedoms. They were joined by workers, intellectuals, and civil servants in mass demonstrations.



## Example Issue: Protests

Document Information
How issue affected people/how people affected issue
<p><b>Doc 1</b>—Use of violence by British government against protesters Attempt by suffragettes to raise awareness by attempting to petition the king Equal rights wanted by British women Use of media to spread ideas March by militants to Buckingham Palace</p> <p><b>Doc 2</b>—Attempt by Ho Chi Minh to meet with Allied leaders to discuss Vietnamese independence “Demands of Annamite People” written by Ho Chi Minh Allied leaders petitioned by Ho Chi Minh at Paris Peace Conference Appeals of Ho Chi Minh rejected by Paris Peace Conference Annamite people denied freedom of speech, freedom of assembly, and equality within justice system Native population of Vietnam denied same judicial guarantees as Europeans (special courts instruments of terror and oppression against most responsible elements of Annamite people) Ho Chi Minh leader of Communist Party in Vietnam in 1930</p> <p><b>Doc 3</b>—British government deprived Indian people of freedom and exploited masses India ruined politically, economically, culturally, and spiritually by British rule Belief of Indian National Congress that its connection with British must be severed to obtain complete independence Declaration of Purna Swaraj by Indian National Congress to outline grievances and desire for freedom Civil disobedience encouraged by Indian National Congress (nonpayment of taxes; withdrawal of voluntary help)</p> <p><b>Doc 4</b>—Long periods of foreign subjugation experienced by Estonians Songs used by Estonians to celebrate their cultural uniqueness and pride and to protest foreign subjugation Holding of hands by people of Latvia, Lithuania, and Estonia to make “Baltic Chain,” a 400-mile-long mass protest Use of peaceful and nonviolent protests to gain freedom by Estonians</p> <p><b>Doc 5</b>—Gathering of one hundred thousand students in Tiananmen Square in 1989 to voice discontent with China’s authoritative communist government Petition demanding to meet with Chinese leaders carried by student representatives to Great Hall of the People Widespread calls for democratic reforms Chinese universities boycotted March of students from more than forty universities in Tiananmen Square Students joined by workers, intellectuals, and civil servants Warnings of violent suppression ignored by students holding mass demonstrations Martial law as result of demonstrations Troops and tanks called in to disperse dissidents Army’s advance blocked by students and citizens forcing government to pull back to outskirts Beijing</p>

## Example Issue: Protests

Outside Information
How issue affected people/how people affected issue
Details about participation of British women in demonstrations to gain more rights (the Pankhursts)
Inspiration from writings of Enlightenment thinkers for revolutions and social movements (Locke; Montesquieu; Rousseau; Wollstonecraft; Wilberforce; de Gouges)
Men and women protesting in the streets leading to the French Revolution (inequalities; unfair treatment; abuse of power; Bread Riots; Storming of Bastille; Women's March on Versailles)
Declarations written by revolutionary leaders/groups outlining abuses of power and goals for new governments (L'Ouverture; Bolívar; Jefferson; French National Assembly)
Those in authority and power challenged during Industrial Revolution (Marx and Engels; labor unions; Luddites)
Challenges to imperialism (Sepoy Uprising; Boxer Rebellion; Taiping Rebellion; Zulu resistance; Mau-Mau Uprising)
Details about resistance efforts (Gandhi; Ho Chi Minh)
Details about apartheid and resistance efforts (African National Congress; Nelson Mandela; Desmond Tutu)
Details about resistance to Soviet occupation in Eastern Europe (Hungary; Czechoslovakia; Poland)
Examples of other revolutions of twentieth century (Russian Revolution; Chinese Communist Revolution; Cuban Revolution; Iranian Revolution)
Response of governments, groups, and individuals to human atrocities committed in twentieth and twenty-first centuries (Mothers of the Plaza de Mayo; Hutus; the United Nations; Amnesty International; Human Rights Watch)
Using clothing/traditional elements of culture to protest (Gandhi wearing homespun fabric; refusal to shave beards under Peter the Great; continuing to wear fez under Atatürk; wearing or not wearing hijab/chador; white headscarves worn by Mothers of the Plaza de Mayo)

## Example Issue: Protests

Document Information
How issue continued/changed over time
<p><b>Continuity:</b></p> <p><b>Doc 1</b>—Women denied equality and representation</p> <p><b>Doc 2</b>— Under French rule, Vietnamese people deprived of freedoms</p> <p><b>Doc 3</b>—Throughout British rule, Indian people deprived of freedoms and exploited</p> <p><b>Doc 4</b>—Ongoing domination of Estonia by foreign powers</p> <p>Ongoing use of songs as an expression of national identity</p> <p>Russian/Soviet desire for control of Baltics throughout centuries</p> <p><b>Doc 5</b>—Citizens denied democratic rights by communist government of China</p> <p><b>Changes:</b></p> <p><b>Doc 1</b>—Arrests and resistance as result of protests by suffragettes</p> <p><b>Doc 2</b>—Allied leaders attending Paris Peace Conference in 1919 petitioned by Ho Chi Minh to seek support for Vietnamese self-determination</p> <p>Ho Chi Minh’s petition rejected</p> <p><b>Doc 3</b>—Declaration of Purna Swaraj written by Indian National Congress to gain freedom from British</p> <p>Use of nonviolent civil disobedience called by Indian National Congress to protest against British</p> <p><b>Doc 4</b>—Role of songs and mass protest in peaceful removal of foreign rulers</p> <p><b>Doc 5</b>—Protests in Tiananmen Square to gain democratic freedoms (students; workers; intellectuals; civil servants)</p>

## Example Issue: Protests

Outside Information
How issue continued/changed over time
<p><b>Continuity:</b></p> <p>Protests when people denied equality (American colonies; French Revolution; Mary Wollstonecraft's writings; movements against apartheid in South Africa; Gandhi's writings and actions; Iranian Revolution; Iranian headscarf protests)</p> <p>Revolutionaries and leaders of nationalist independence movements inspired by Enlightenment ideas (Bolívar; L'Ouverture; Gandhi and Indian National Congress; Sun Yixian (Sun Yat Sen))</p> <p>Appeals made to organizations or governments requesting intervention or support on behalf of oppressed groups (governments asked by British missionaries to condemn Leopold's actions in Belgian Congo and demand removal of Leopold as leader of Congo; appeal to United Nations on behalf of Tutsis in Rwanda; Rainbow Bridge movement on behalf of LGBTQ+ people in Chechnya; appeal of Bishop Desmond Tutu for sanctions against companies doing business in South Africa during apartheid; refugees seeking asylum)</p> <p>Protests led by/participated in by students and young people in effort to change status quo (Malala Yousafzai attending school; Soweto Uprising; Arab Spring; White Revolution and Green Movement in Iran; Black Hand in Sarajevo; French students in 1848; Prague Spring)</p> <p>Violence used by some governments to crack down on protestors (violence at Dharasana Saltworks; Napoleon's use of cannons against protestors in Paris; Bloody Sunday 1905 in Russia; Amritsar Massacre; Sharpeville Massacre; response to Soweto uprising; details about Tiananmen Square massacre; Oscar Romero's funeral)</p> <p><b>Changes:</b></p> <p>Possible radicalization and increased violence of people and movements when grievances not addressed in a timely and satisfactory manner (actions against apartheid; Young Turks within Ottoman Empire; Emmeline Pankhurst and other suffragettes and bombing campaign; Easter uprising in Ireland; storming of the Bastille)</p> <p>Use of news media and technology to spread information and awareness about inequities or protest movements (social media and Arab Spring; Radio Free Europe and Hungarian Revolution; Gandhi's use of newspapers, radio, and newsreels to show injustices of British rule in India; Malala Yousafzai's use of her blog to draw attention to girls' education; documentary films on YouTube about child soldiers)</p>

As soon as some states have arisen they have oppressed certain groups of people, keeping them down economically and socially, and limiting their opportunities. This has happened throughout time and place as all enduring issues do, whether it is the Protestant Huguenots in France under Louis XIV or the oppression of the Dalit caste in India, or the Anglicans in England by Queen Mary. In all these cases, government and society actively targeted people because of their religion or religious status in life. In the modern period, conflicts and persecutions are done for other political reasons. However, the reason endures—groups of people are punished and persecuted to increase the power of others. State oppression and persecution is a significant enduring issue because it limits the opportunities and prosperity of millions of people and at times even causes the murder of those that oppose the state. To this very day, we see this demonstrated by the Chinese against the Uyghurs, the government of Myanmar against the Rohingya, and the Russian government against political opponents. In addition French State's colonial oppression in Indochina, the oppression of Indians under the British Empire's colonial regime, and the Chinese oppression of those unhappy with the government are all examples of government oppression, repression, and persecution.

One example of state oppression and repression was the French regime's treatment of the native Indochinese, which is modern day Vietnam, Cambodia, and Laos. The French colonized the land in the 19<sup>th</sup> century in order to gain access to more natural resources to keep their newly industrialized economy expanding. During this time period the idea of Social Darwinism was very popular in Europe, and the French believed that they were biologically/racially superior to the

native Vietnamese, and as such treated them very poorly. The French did not grant them freedom of press and speech, equal standing before the law, or freedom of assembly (Document 2). When leaders such as Ho Chi Minh advocated for more rights during the Paris Peace Conference after World War I, he was rejected even though the leaders of the Peace Conference advocated for self-determination. After Ho Chi Minh's appeals were rejected, the French re-established rule and again actively denied the rights of the Vietnamese. Without Western support, Ho Chi Minh fought the French for independence, and founded the Communist Party. However, after the French pulled out, Vietnam was divided and soon after that the Vietnam War started. During the war, people on both sides were oppressed and targeted. Governments actively try to end threats to their power, which often leads to people being hurt and abused.

Another example of state oppression and persecution in history is the British Empire's oppression of the Indians. The British had colonized India for similar reasons to the French, and India was the Crown Jewel of the British Empire as it made the British very wealthy. The British extracted natural resources like cotton and opium. The British were thus eager to hold on to the colony which they did for much of the 19<sup>th</sup> and early 20<sup>th</sup> centuries. During this time the Indians were greatly oppressed. They were ruined economically as the British destroyed India's manufacturing sector and forced them to work on agriculture/ raw material production in plantation-like conditions. They were socially, culturally, and spiritually oppressed. The British also oppressed the Indian nationalist struggle, which can be seen through the massacres they committed against peaceful protestors such as in

Amritsar and their arrests of Indian nationalist leaders. Leaders like Gandhi and Nehru tried to show the world their oppression and abuses of the British in protests such as the Salt March where the British government attacked and beat many peaceful protesters who simply wanted the right to make salt. Clearly, Britain's oppression of India killed millions (through famines like the Bengal famine) and hurt many more.

Another example of state oppression and persecution is Chinese government's oppression of those unhappy with the government and the advocating for democracy during the Tiananmen Square Massacre in 1989. When Deng Xiaoping came to power he liberalized and allowed some capitalism into the Chinese economy, but he still did not liberalize China politically, meaning that the Chinese population still had little say in their government. These sparked many protests but the biggest and most famous took place in Tiananmen Square in the spring of 1989. The Chinese government killed some thousands of peaceful Chinese protesters who had set up peaceful camps in the square. The Chinese government eventually sent in tanks to crush the protests. While the world watched in horror a famous picture, the "tank man," went around the world and came to symbolize the struggle of individuals against the strong and uncaring Chinese government. However this was not the only time the Chinese government oppressed/persecuted people who didn't agree with or like the government. The Chinese government under Mao for example sent anyone who criticized the government to do hard labor especially during the Cultural Revolution. Even today the Chinese government has targeted and abused the Uyghurs in western China as well as the Tibetan Buddhists.

In all these cases, the government wanted to end criticism by groups. So we see the Chinese government has oppressed its citizens for a long time.

Through there is now less state oppression than there was in earlier days oppression still exists in many countries. Digital censorship/oppression has become more prevalent, state oppression still remains a large problem in states like China, Russia, Turkmenistan, and many more. Governments throughout the world at different times struggled to maintain power and control so they actively oppressed and persecuted those who agitated for change and reform or even just for the right to exist. Whether it was the British government or almost any other government's suppression of women's rights (document 1) or the Russian suppression of Estonia's self-determination (document 4) government will often act violently in order to maintain their power and control. However, equally enduring is the act of rising up against unfair governments and laws. This is the enduring spirit of justice.



## Anchor Level 5

### **The response:**

- Clearly identifies and accurately explains *state oppression and persecution* as an enduring issue raised in the documents (as soon as some states have arisen, they have oppressed certain groups of people, keeping them down both economically and socially, and limiting their opportunities; in the past, government and society actively targeted people because of their religion or religious status in life; in the modern period, conflicts and persecutions are done for other political reasons)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (Ho Chi Minh's appeal for more rights during the Paris Peace Conference was rejected even though the leaders advocated for self-determination; Chinese population had little say in their government, which sparked many protests; the protest in Tiananmen Square is not the only time the Chinese government oppressed protesters; digital censorship has become more prevalent; governments throughout the world at different times struggled to maintain power and control, so they actively oppressed and persecuted those who agitated for change and reform, or even just for the right to exist)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all of the documents
- Richly supports the task by incorporating substantial relevant outside information (examples of enduring issues are Protestant Huguenots in France under Louis XIV and Anglicans in England by Queen Mary; examples of murder of those that oppose the state are Chinese against Uyghurs, government of Myanmar against Rohingya, and Russian government against political opponents; France colonized Indochina in 19th century to gain access to more natural resources to keep newly industrialized economy expanding; Social Darwinism was very popular in Europe, and French believed they were biologically and racially superior to native Vietnamese, and so treated them very poorly; France re-established rule in Vietnam after Paris Peace Conference and again actively denied Vietnamese rights; India was the "Crown Jewel" of British Empire as it made British very wealthy; British extracted resources such as cotton and opium from India; British eager to hold on to India, which they did for much of 19th and early 20th centuries; British destroyed India's manufacturing sector and forced them to work in agriculture in plantation-like conditions; British also oppressed Indian nationalist struggle, which can be seen through massacres they committed against peaceful protesters, such as in Amritsar, and their arrest of Indian nationalist leaders, such as Gandhi and Nehru, for protests such as Salt March; when Deng Xiaoping came to power, he liberalized and allowed some capitalism into Chinese economy, but he did not liberalize China politically; Chinese government killed some thousands of peaceful protesters who had set up peaceful camps in the square; anyone who criticized the government under Mao's rule sent to hard labor, especially during Cultural Revolution; today, Chinese government targeted and abused Uyghurs as well as Tibetan Buddhists)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that explains why state oppression and persecution is an enduring issue

**Conclusion:** Overall, the response fits the criteria for Level 5. Good relevant outside information and analytic statements are integrated throughout the discussion and effectively support the thesis that governments have employed oppression and persecution to maintain control. The narrative demonstrates a depth of understanding, especially in the treatment of connections between different societies.

Throughout history, and around the world, the suppression of free speech and other rights is an enduring issue. Free speech is an individual's right to voice their opinion, even against their government such as freedom of assembly, free press, freedom of religion, and other rights. People are oppressed in many ways leading to a denial of rights. This is a significant issue in that people should be entitled to their rights against an oppressive government. While this often happens in authoritarian governments, many different types of governments including democracies, colonial governments, and others, suppress people's rights to speech, religion, press, and democracy. The suppression of freedoms is a significant enduring issue as demonstrated by Indian nonviolent protest against British colonizers, Vietnamese petitions advocating for freedom of speech from French colonizers, and Chinese students protesting against Deng Xiaoping's oppressive rule in Tianamen Square. From the Catholic Church trying people for heresy to the Spanish silencing the native cultures in Latin America to the denial of the rights of women in some Muslim countries, governments have suppressed people's freedom of speech to strengthen their control of the people.

An example of the desire of people to retain their free speech is in India, as they try to gain freedom from their British colonizers (Document 3). In India the British colonizers had taken control of India for many years and into the 20<sup>th</sup> century. The British exploited India for their resources and took away their right to rule independently. Indian rulers were stripped of their power and their right to represent their people. This was done after the Sepoy Rebellion by direct rule of the British Raj. Because of India, the British increased

their land and power which helped contribute to their economic development and dominance. This enduring issue of the repression of freedom of speech was a significant one in India because it led to the discontent and divide of the people. The British passed laws limiting Indians' freedom of the press and citizens' rights to assemble, protest, and speak against the government. However, as part of their protest and fight for independence, many people, including Gandhi, purposely broke the British laws that tried to silence the Indian people. Many went to jail or were killed, but they continued fighting against the British government to gain their freedom. As a result of decades of protest, India was granted independence but was separated into two countries, separated by religion. Even today there are still issues with the denial of free speech as well as the denial of freedom of religion. Because of this, India's colonization by British powers and discrimination against non-Hindus in India are effective examples displaying the suppression of free speech and religion and its impacts.

This can also be seen through Vietnam's resistance to French rule (Document 2). In Ho Chi Minh's petition at the Paris peace conference, he pleads for freedom of press and speech. Vietnam was colonized in the 1800s by the French who exploited their land for resources and power up into the 20<sup>th</sup> century. The people of Vietnam were not pleased by this unfair rule and wanted to speak out against their colonizers, yet their right to free speech was limited. The suppression of free speech was a problem as people could not know the news of what was happening around them because they could not speak up. After Ho Chi Minh's petition was rejected, he led an independence movement against the French. After Vietnam gained its freedom, Ho Chi Minh fought to

establish a communist state which furthered the suppression of freedom of speech. In Vietnam, the lack of free speech hindered their right to speak up against oppression.

Suppression of rights including free speech can also be seen when Chinese students protested in Tiennemann Square (Document 5) under the leadership of Deng Xiaoping. Deng Xiaping led China in the 20<sup>th</sup> century after Mao Zedong died. He changed China's communist state and allowed limited capitalism. However, while he allowed capitalist reforms, he did not allow political reforms such as freedom of speech assembly, or democracy. Similarly to Mao Zedong, Deng Xiaoping silenced anybody who spoke against his oppressive rule. The protesters gathered in the square initially to mourn the death of Hu Yaobang, who advocated for reform and change in the Communist Party. However, more people joined and the protests expanded and continued, the Communist government had enough and went about ending the protests. They took down and destroyed the makeshift "protest villages" in Tiananmen and finally sent in the army. During the massacre thousands of students were brutally killed. This had people in fear to voice their opinion. The people were oppressed and could not speak of the matter without the fear of being killed. As a result, Chinese people lived in allegiance to the government in fear. After the crackdown, it became illegal to research, discuss, or teach about the protest or massacre. This suppression of rights continues beyond the Tiananmen Square Massacre. Social media, the Internet, and public forums are monitored by the government and people who speak out against the government are targeted and punished. The suppression of free speech and other rights is an important enduring issue then and now.

The suppression of free speech and other rights is an enduring issue in that it is one that has limited people's freedom throughout time and across history, as demonstrated by India's colonialization by Britain, Vietnam's colonization by the French, and China's repressive communist regime. Freedoms are important as they allow people to be informed about the world around them, and voice their opinion on important matters and fight for equal rights. Even today, people's voices are being silenced. This is seen in Iran where women are being oppressed and after the death of Mahsa Amini, the government shut down the internet to hide evidence of their massacres. People have fundamental rights and freedoms, but governments have often taken those rights away. This issue has endured because of the desire for power by governments which they do by controlling their populations. Overall, the suppression of free speech is an important issue that we must work together to eliminate.

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## Anchor Level 4

### **The response:**

- Identifies and accurately explains *suppression of free speech and other rights* as an enduring issue raised in the documents (individual's right to voice opinion even against their government; people oppressed in many ways, leading to denial of rights; people's freedom limited throughout time and across history; even today, people's voices being silenced; governments use it to control population)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (while suppression of rights often happens in authoritarian government, many different types of governments, including democracies, colonial governments, and others, suppress people's rights to speech, religion, press, and democracy; British exploited India for resources and took away their right to rule independently; British rule in India led to discontent and divide of Indian people; people of Vietnam wanted to speak up against colonizers, but their right to free speech was limited; as more people joined protests in Tiananmen Square, Communist government had enough and went about ending protests; after Tiananmen, people feared to voice their opinion for fear of being killed; free speech important as it allows people to be informed about world around them, voice their opinion on important matters, and fight for equal rights)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Supports the task by incorporating relevant outside information (from Catholic Church trying people for heresy to Spanish silencing native cultures in Latin America to denial of rights of women in some Muslim countries, governments have suppressed people's freedom of speech; Indian rulers stripped of their power and their right to represent their people after Sepoy Rebellion by direct rule of British Raj; because of India, British increased their land and power, contributing to their economic power and dominance; British passed laws limiting Indians' rights to assemble, protest, speak against the government, and fight for independence; many people, including Gandhi, purposely broke British laws; many Indians went to jail or were killed, but they continued fighting against British government; as a result of decades of protest, India was granted independence and became two countries separated by religion; Vietnam colonized by French in 1800s and their land exploited for resources and power; after Vietnam gained freedom, Ho Chi Minh sought to establish a communist state which further suppressed freedom of speech; Deng allowed capitalist reforms, but not political reforms such as freedom of speech, assembly, or democracy; government took down and destroyed makeshift "protest villages" and finally sent in army; during massacre in Tiananmen Square, thousands of students brutally killed; after government crackdown, became illegal to research, discuss, or teach about protest or massacre; social media, internet, and public forums monitored by government, and people who speak out against government targeted and punished; in Iran, women oppressed, and after death of Mahsa Amini, government shut down internet to hide evidence of massacre)
- 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 interpretation of document information. Although good relevant outside information is mentioned, additional explanation would have strengthened the overall response.

Systems of power and governments have been the foundation for society throughout time. However, oftentimes people are ruled by others of different background that don't align with their traditional culture and values. They often have been conquered and have had to endure great difficulties under the rule of foreign governments. This creates conflict between the ruled and rulers which leads to a power struggle for self determination. Self determination has been an enduring issue for societies and cultures as demonstrated by growing Indian independence movements from British rule, Vietnamese independence from France, and the singing revolution in Estonia in opposition of Soviet Rule. In each of these situations, people have fought for independence, self-rule, and more rights and the occupying ruling government has tried to stop them, often violently.

One example of a struggle for self determination is Indian independence movements. During the period of colonial rule by Britain, India was reduced to a colony used merely for raw material and economic benefit for Britain. Many Indian industries were destroyed and Indians were forced to be reliant on the British so that the British could increase profits. This was achieved by the British through creating a divide in India and calculatedly gaining political influence. They "ruined India economically, politically, culturally, and spiritually." (Doc 3) The Indian people were discontent with British rule because they faced oppression and lack of freedom. They decided to do something about it and decided to use civil disobedience to attain self determination.

This struggle for Indian self determination was also due to British disrespect of Indian cultural values. For example, in 1857, the bullets

of Muslim and Hindu soldiers were rumored to be greased with pig and cow fat, which is blatantly forbidden in both religions, respectively. This led to the Sepoy Revolt against the British, and while it did fail, it serves as a symbol of Indians' struggle for self-determination against British Rule. Often the British used violence against the Indian non-violent protests. The British fought hard to maintain power and control of India because it was so profitable to them.

Cultural differences, disregard, and oppression leading to a struggle for self-determination is also demonstrated in doc 4 with the Singing Revolution in Estonia. Russia had controlled them at different times in history but Estonians resisted their rule through singing as long ago as 1869 and in 1947. After World War II and during the Cold War the Soviet Union had held power and dominated in Eastern Europe, Estonia being one of these countries. Doc 4 describes how, due to foreign rule by the Soviets, Estonians and other Baltic nations joined together in singing traditional songs that were not those of the Soviets to "celebrate their cultural uniqueness" and express their desire of independence. This shows that self-determination has been an enduring issue throughout time as Estonians had revolted against Russian rule and struggle for independence multiple times throughout history. A major difference from the Indian struggle was that the Estonians were often allowed to peacefully protest and sing.

This struggle for self-determination can also be seen in Vietnam. Doc 2 describes Ho Chi Minh's hopes for a more free and independent Vietnam. Vietnam's colonial power was France. Similar to India, France used Vietnam to increase their economic well-being and their profits. Vietnam was denied fair courts, and freedom of press, speech, and



assembly by the French. Decolonization had been a common theme for many colonies during the early 20<sup>th</sup> century with weakened European powers from WWI. Ho Chi Minh went to the Paris Peace Conference hoping to win rights and freedoms. The word "Freedom" is constantly repeated in Ho Chi Minh's petition, which shows that self-determination had been an issue with Vietnam as that was his hope for the future of Vietnam. However, the western powers, including France, denied Ho Chi Minh's petition and the French reasserted their control over Vietnam. This eventually led to a violent war that killed many Vietnamese people.

The struggle for self-determination has been an enduring issue. Those who wanted self-determination were often faced with violence or anger by their occupying country.

### Anchor Level 3

**The response:**

- Identifies and explains *self-determination* as an enduring issue raised in the documents (people often have been conquered and have had to endure great difficulties under rule of foreign governments, which creates conflict between the ruled and rulers that leads to a power struggle for self-determination; people have fought for independence, self-rule, and more rights and the occupying ruling government has tried to stop them, often violently)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (systems of power and government have been foundation for society throughout time; often people ruled by others of different backgrounds that do not align with their traditional culture and values; during period of rule by Britain, India reduced to a colony used merely for raw materials and economic benefit for Britain; Britain calculated how to gain political influence in India; Indian people were discontent with British rule because they faced oppression and lack of freedom; Russia controlled Estonia at different times in history, but Estonians resisted their rule through singing as long ago as 1869, and in 1947; “freedom” constantly repeated in Ho Chi Minh’s petition, showing that self-determination was an issue since that was his hope for the future of Vietnam)
- Includes some relevant evidence that includes facts, examples, and details from Documents 2, 3, and 4
- Includes relevant outside information (many Indian industries destroyed, and Indians forced to be reliant on British so that British could increase profits; in 1857, bullets of Muslim and Hindu soldiers rumored to be greased with pig and cow fat, which is blatantly forbidden in both religions; led to Sepoy Rebellion which, although it failed, serves as a symbol of Indian struggle for self-determination against British rule; British fought hard to maintain power and control of India because it was so profitable for them; after World War II and during Cold War, Soviet Union held power and dominated Eastern Europe; a major difference from India’s struggle was Estonians often allowed to peacefully protest and sing; similar to India, France used Vietnam to increase their economic well-being and their profits; decolonization a common theme for many colonies during early 20th century with weakened European powers from World War I; French reasserted their control over Vietnam, eventually leading to a violent war that killed many Vietnamese people)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Interpretation of document information frames the response and is supported by relevant outside information. Some good conclusions are included in the comparisons, but more analysis and greater depth would have improved the discussion.

History is long and very detailed and no government is ever perfect, no matter how good they think they may be. There are always some enduring issues that governments are unable to prevent. These are issues that have an effect over large amounts of people over a considerably long period of time. The enduring issue present in the available documents is Protests, or protesting. This can be defined as a citizen(s) attempt towards a change or a reform of ideas or policies that the government in power has control over.

Protests may not always be successful, however often times there may be something of worth gained from the endeavor. Document 1 shows and tells of a woman at the gates of the Buckingham Palace, trying to present a petition to the king. She ended up getting arrested, and very possibly injured as she did fall. This was her way of protesting whatever idea was written down on that piece of paper. Although this protest was unsuccessful, it is possible that her courage sparked interest with other citizens, that may next time be more likely to join the protest. Document 3 tells of a declaration written by the Indian National Congress which believes people should have the right to protest the British government in India, given that the government has deprived people of their natural rights. The declaration also says that people should prepare for civil-disobedience in a non-violent manner. This is in the attempt to gain freedom from the British government. The document never tells of the effects the protests had but taking into consideration that they were non-violent protests, as well as the fact that today India is not a part of Britain, it is a safe assumption that the protests were effective. Document 5 details students and universities carrying and petition and leading a march, in an attempt

to protest ideas that they did not like. These students could have been face to face with death, since the Chinese government did in fact call the military. These students stood their ground and eventually forced the military to pull back. Having an overall positive effect.

The examples given in these documents are just a few of the countless instances that groups of people have protested against certain ideas or policies. This also wasn't just a past idea or concept, people are still protesting today, recently the BLM group walked the streets of cities in protest for Black lives. The act of protesting has been an idea carried out in past history, in present history, and will continue, well into the history of the future.

## Anchor Level 2

### **The response:**

- Identifies and explains *protests* as an enduring issue raised in the documents (has an effect over large amounts of people over a considerably long period of time; citizens' attempts towards a change or a reform of ideas or policies that the government in power has control over; may not always be successful, but oftentimes, there may be something of worth gained from the endeavor)
- Minimally develops both aspects of the argument
- Is both analytical and descriptive (no government is ever perfect, no matter how good they think they may be; always some enduring issues that governments are unable to prevent; although the protest in Britain was unsuccessful, it is possible that Pankhurst's courage sparked interest with other citizens who might be more likely to join the next protest; Indian National Congress believed people should have the right to protest the British government given that it had deprived people of their natural rights; India wanted people to prepare for civil disobedience in a nonviolent manner; students carried petitions and marched in China in an attempt to protest ideas they did not like; students in China could have been face to face with death as the Chinese government did in fact call in the military); includes faulty analysis (students forced military to pull back, having an overall positive effect)
- Includes few relevant facts, examples, and details from Documents 1, 3, and 5
- Presents little relevant outside information (safe assumption that Indian protests were successful as today India is not part of Britain; recently a Black Lives Matter group walked the streets of cities in protest for Black lives)
- Demonstrates a weakness in organization as all three examples of protests are included in one paragraph; includes an introduction and a conclusion that discusses current protests

**Conclusion:** Overall, the response fits the criteria for Level 2. Brief summaries of document information demonstrate a limited understanding of protests as an enduring issue. Some analytic conclusions are scattered throughout the response, and current relevant protests are mentioned, but the lack of supporting facts and details weaken their effectiveness.

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## Anchor Paper – Enduring Issues Essay—Level 1

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Protests are events that occur everywhere and are addressed by all societies & governments.

In Britain during 1914, women marched & protested for rights and freedoms in their country. Document 1 portrays a suffragette being arrested for this.

Document 4 explains Estonia's singing revolution. Estonians were fighting for their freedom against the USSR. They used song as a way to bind & strengthen their movement.

Lastly, document 5 explains events in Tiananmen square during 1949. 100,000 students gathered in Tiananmen square & protest against the communist government.

These events are all examples of ways people in society expressed discontent towards their governments, and stood up & protested for what they believed in.

### Anchor Level 1

**The response:**

- Identifies and implies *protests* as an enduring issue raised in the documents (occur everywhere and are addressed by all societies and governments; ways people in society express discontent towards their governments; way people stood up for what they believed in)
- Minimally addresses both aspects of the argument; includes an inaccuracy (Tiananmen Square during 1949)
- Is descriptive (in 1914, women marched and protested for rights and freedoms in Britain; Estonians used song as a way to bind and strengthen their movement against the USSR; students gathered in Tiananmen Square to protest against the communist government)
- Includes minimal facts, examples, and details from Documents 1, 4, 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. Brief general summaries of three documents minimally address the task and demonstrate a basic understanding of protest as an enduring issue. The response is limited in scope and lacks development.

An enduring issue that we have seen in history is controlling. In this case controlling is taking rights away, fighting for land. In document three it shows how the British took over India for their own need. The British took rights, culture, and beliefs away from India to make life easier for them. In document four it shows how the Estonia's sang in order to peacefully gain their independence. Russia was controlling their rights and they used singing as an escape! In document five it shows how the leader in china got so wrapped up in communism, he starting taking rights away from the people. The people reacted by peacefully asking for democracy.

In document three we see British taking control over India. First of all they did this because of the need for raw materials and natural resources, Because Brittan was trying to industrialize they needed certain resources to run their factories. They chose a weak area like India to Colonize and practically steal their resources. Not only were they doing this but they were changing the culture, beliefs, and religion of India. The doc states "The British government in India has not only deprived the Indian people of their freedom." The British government is controlling the people of India and taking away the rights they were born to have. The text also states "we reconize, however that the most effective way of gaining our independece is not through violence." The people of India respond with peace, to make the British look very bad.

People use distractions to keep their mind off something that is bothering them. This is exactly what the people of Estonia did. Russia was controlling them, destroying their rights and culture. Instead of responding with war and violence the people of Estonia sang. In the document it states "a way to keep hold of their national character,

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**Enduring Issues Essay—Practice Paper – A**

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especially in the face of foreign domination. While Estonia was getting taken over, losing rights, changing religions, singing would always be the one way to remember their culture. Document four also states "using song to demand independence." The people used song as their fight for independence, a way to peacefully gain rights.



The struggle for the rights of the people is a common issue that has existed throughout history. This issue can be seen in many places of the world including South Asia, East Asia, and Southeast Asia, among other regions. Often this struggle is caused by the oppression of the people by governments. People have sought to achieve these rights in a variety of ways, from protesting non-violently to more violent insurrections. The results of these efforts have also been mixed, with some people achieving the rights they desired while others remained oppressed.

Native Indians in South Asia struggled for freedom and rights for much of history during the British Raj, especially during the early 20<sup>th</sup> century. In this time, India was still under the control of the British and Britain was abusing their power over the Indian people, depriving Indian people of their rights. Indians lacked a voice in government, were exploited economically, and worked solely for the benefit of the British. The British maintained a monopoly on certain goods, rejected cultural traditions, and caused many Indians to live in poverty. The Indian National Congress was able to officially speak for the people, and give them a voice as a way to advocate for independence and therefore better rights.

Similarly, Chinese students had gone to Tiananmen Square to protest the communist government under Deng Xiaoping. The students were hoping to reform the government to more of a democratic one as they already had experienced economic reforms under the Four Modernizations policy. Student representative had even brought a petition to try and civilly meet with the government to discuss the ways of society; they were completely refused, leading to a large boycott

by Chinese universities (Doc 5). The boycott angered the government officials who warned against mass demonstrations. The protests at Tiananmen Square led to the complete oppression at them with the massacre of many unarmed students. This had a large effect on the people, causing many to fear the outcomes of protesting even if it was a call for their own rights.

Lastly, this issue can be seen in Vietnam, also known as French Indochina. In 1919, Ho Chi Minh had petitioned a list of the deserved rights of the people, many of which would end up giving the native population the same rights as the Europeans, their colonizers. There were reforms for the general population as well, some of which included freedom of press, speech, association and assembly. These new proposed rights were a major start towards the creation of Vietnamese independence. It would not be until the 1950s that full independence would be recognized. Ho Chi Minh would lead a number of guerilla attacks in an effort to achieve this freedom. However, the rise of the communist state in Vietnam also severely restricted individual rights.

The struggle for rights can also be seen outside of Asia. One example of this would be the woman's suffrage movements in Britain and America. Historically, woman's suffrage was rejected by governments to perpetuate patriarchy and a male-dominated political system. Women in many countries had to fight and struggle to gain simple human rights for many years, and many women are still fighting today. Women in Britain engaged in both peaceful and violent methods of protest. Figures like Emmeline Pankhurst led women in their fight for equality. After World War I, British women finally achieved this right and others would follow suit. Still, women around

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**Enduring Issues Essay—Practice Paper – B**

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the world continue to call for equity in terms of things like equal pay.

Another fight that was seen as a desire for rights was people fighting to be free from slavery. One of the examples of this was during the Haitian Revolution, which was known as the first successful slave revolt. Led by Toussaint L'Overture, the enslaved people of Haiti were able to revolt against the federal government and earn independence for Haiti, which became its own nation in 1804, and the people gained more equitable rights. Other Latin American nations would follow.

The struggle for rights is a common issue that can be seen even up to the modern day. Many different peoples in Asia and Africa fought similar battles to earn the basic rights that they deserved. This was also seen outside of Asia, through women trying to earn their rights, as well as the enslaved trying to abolish slavery. While many of these struggles end in success, many do not and continue to be a struggle throughout history.

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The problem of human rights violations has existed for decades. People have been denied basic rights for years, leading to an increase in protests. This sparked movements like the woman's suffrage movement and calls for human rights. Oftentimes these protests have led to conflict, and sometimes the protesters are met with violence and brutality when they speak out. This issue can be demonstrated by examining the Tiananment Square protests, the women's suffrage movement, and the call for Indian independence.

One example of a significant human rights violation created from a protest was the Tiananment Square Massacre. These protests started after the death of Hu Yaobang, leader of the Chinese Communist Party. Students gathered and called for democratic reforms and an increase in rights. 100,000 students assembled at Tiananmen Square in Beijing expressing their dissatisfaction with China's authoritative communist government. Students assembled peacefully carrying banners and posters. They hoped Deng would reform the current government to make China less repressive. In response, the government sent troops and tanks to disperse the protesters by force. This led to mass violence, injuries, and death among the protesters, who just wanted their voices heard. An event similar to this was the Amritsar Massacre, in which thousands of Indians peacefully assembled during India's call for independence. The British government responded with violence, opening fire on the crowd. Men, women, and children were killed. Governments that want to maintain power often violate the human rights of their subjects, especially when they protest.

Another example of a human rights violation starting because of a protest was during the suffrage movement in Britain. Emmeline

Pankhurst was a suffragette in Britain in the early 1900s. During this time, women didn't have many rights, including the right to vote. Pankhurst and hundreds of other women gathered outside the gates of Buckingham Palace in an attempt to present a petition to the king. She was arrested shortly after, along with some of the other women protesting with her. Over time, the suffragette movement would become more violent. However, these women did face terrible conditions including assaults by police officers, imprisonment, and forced feedings. Though British women eventually gained the right to vote, it was a right they were denied until 1928 and it came at a cost. An event similar to this would be Nelson Mandela being arrested after protesting against the South African institution of apartheid. He was locked up for 27 years before finally being released after outcry from the international world. Mandela would work to heal the racial divide as South Africa's president.

One final example of a significant human rights violation starting from a protest was treatment of Indians during the call for independence. The Declaration of Puna Swaraj was written by the Indian National Congress and describes ideas that Indians should be free and not controlled by the British as they were under the British Raj. The British reacted to this by continuing to exploit the Indians' land, labor, and resources, ruining India economically. This made Indians follow calls for civil disobedience by Gandhi, where many boycotted goods, marched in protest, and assembled for speeches. Abuses such as police brutality, the Amritsar Massacre, and the imprisonment of protesters was common. Ultimately, India would achieve independence in 1947 after years of struggle against the

British empire.

Many governments over time have oppressed their people and denied their subjects of basic human rights. These governments hope to maintain their power in the process. In response, some people choose to protest against these governments, which can lead to conflict. The degree of success of these groups has varied over time. However, it is important for people whose human rights are being violated to continue to demand change.

Lack of rights has been an issue that has endured across many different times and places. Often, people who lack rights are mistreated, feel unequal, and lack any voice or power to change their circumstances. Many times these people form a movement or attempt in some way to fight back against their government or the group opposing them. It's important that those who are oppressed speak up because if they don't they will continue to struggle with the inhumane or unfair conditions facing them. An early example of people challenging oppressive leadership was during the Age of Enlightenment when many began to question absolute monarchy. Other examples of instances where people challenged oppressive regimes include the Haitian revolution, the women's movement in the Middle East, and even today with movements like BLM (Black lives matter) and LGBTQ+ events.

Women have lacked equal rights compared to men in many places historically and continue to face inequity in regions today. This inequity has led many women to advocate for the right to vote which spurred a suffrage movement in Britain and many other countries. In 1914 Emmeline Pankhurst, a British suffragette, was arrested for attempting to give the king of England a petition. Suffragettes engaged in many peaceful demonstrations, rallies, and marches pushing for the right to vote. When those tactics did not lead to change, Pankhurst helped organize and lead a more militant campaign of suffragettes. These women faced arrest, forced feedings, and altercations with police. Pankhurst and her followers were eventually successful after World War I when the suffragettes would earn the right to vote. However, women today are still seeking rights in some countries

and are trying to make a change (Doc 1).

In 1940 Estonia, a country caught in the middle of the U.S.S.R and Germany conflict during WWII, was annexed by the Soviet Union. Under Soviet control, Estonians faced the harsh repression of a communist state. This occurred in many other Eastern European countries where many people lacked basic freedoms and rights such as freedom of speech and religion. In response Estonians, known for their singing, started the Singing Revolution. Their songs spread and eventually led to the now famous Baltic Chain, a line of singers, holding hands, over 400 miles long. Estonia became free again in 1991 when the Soviet Union collapsed under Gorbachev, ending the Cold War and the Soviet occupation of Estonia.

Another example in which the government oppressed the rights of people took place in China. In 1989 Chinese students gathered at Tiananmen Square to mourn a fallen leader, Hu Yaobang. The students created a petition intended to be given to Premier Li Peng, asking for more political rights, but when the government refused this request thousands of workers and students boycotted and protested peacefully in Tiananmen Square. At this time China was under the leadership of Deng Xiaoping. Under his policy of the Four Modernizations, Deng had already moved China economically to incorporate elements of capitalism. Many students and others in China began to look towards a more democratic political system. Tiananmen Square became the site of this massive peaceful protest for democracy. Li Peng saw this protest act as treason and declared martial law, sending in tanks and soldiers. This is not the only instance of people attempting to seek change from their leader and the result being a massacre. This has



also been evident in 1905 in Russia during Bloody Sunday. When Father Gapon led many Russian peasants to petition Czar Nicholas II. Again in this instance the government opened fire against peaceful protesters wounding and killing many. The issue of lack of rights is also reflected in Indian history under the British Raj. Indians were practically enslaved and treated inhumanly by the British. The British exploited Indians as laborers and exported raw materials back to their industrial nation. In turn they created an economic relationship that benefitted Britain at the expense of India. Indians had no voice in government or ability to change their circumstances. Eventually Gandhi led a movement using civil disobedience that led to Indian independence.

Even today society still grapples with this issue. Women in many places still lack the rights that men have. Minority groups routinely face inequity. Governments can still be oppressive and deny their people fundamental freedoms. It is the work of groups and organizations that expose and help those living within these circumstances. All of these nations or people throughout history facing unethical or inhumane conditions were fighting for equality not to be better but to be free and equal.

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## Enduring Issues Essay—Practice Paper – E

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in documents one, three, and five all contain the same enduring issue, protesting. We see protesting for democratic reforms, presenting petitions to higher authority, and lastly having the right to freedom.

in document one, we see a suffragette fainting, and a woman by the name of Emmeline Pankhurst, being arrested after trying to present a petition to the king.

in document three, we see people in india protesting for freedom, due to the fact that the british government ruined india economically, politically, culturally, and spiritually. However, due to india's spirituality, they do not believe in protesting violently but believe in protesting through not paying taxes, withdrawing voluntary association, and civil disobedience.

in document five, we see Chinese students starting a protest at tiananmen square to voice their discontent with China's authoritative communist government. Students from over 40 universities began to march, while being joined by workers, intellectuals, and civil servants who end up overtaking the Chinese military.

in the end, we see people fighting for their rights and freedom, to live a better life.

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## Practice Paper A—Score Level 2

### **The response:**

- Identifies but does not clearly explain *control* as an enduring issue raised in the documents (taking away rights; fighting for land)
- Minimally develops both aspects of the argument
- Is both analytical and descriptive (the British took rights, culture, and beliefs away from India to make life easier for them; Estonians sang to peacefully gain their independence; Russia was controlling Estonian rights and the Estonians used singing as an escape; leader in China got so wrapped up in communism he started taking rights away from the people; the people reacted by peacefully asking for democracy; Britain changed the culture, beliefs, and religion of India; Britain took away the rights Indians were supposed to have; people of India responded to the British with peace and make them look very bad; people use distractions to keep their mind off something that is bothering them and that is what Estonians did; Russia controlled Estonians destroying their rights and culture; Estonians sang instead of responding with war and violence; Estonians saw singing as a way to keep hold of their national character, especially in the face of foreign domination; singing would always be the way Estonians remember their culture)
- Includes few relevant facts, examples, and details from Documents 3, 4, and 5
- Presents little relevant outside information (Britain took control of India because of their need for raw materials and natural resources; because Britain was trying to industrialize, they needed certain resources to run their factories)
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Quotations and brief summaries of document information address the enduring issue of control and demonstrate a limited understanding of the task. A few examples of relevant outside information about British control in India, a brief mention of communism in China, and some analytic statements are included, but lack supporting facts and details.

## Practice Paper B—Score Level 4

### **The response:**

- Identifies and accurately explains *struggle for rights* as an enduring issue raised in the documents (caused by oppression of people by governments; people have sought to achieve these rights in a variety of ways from protesting non-violently to more violent insurrections; results of efforts have been mixed with some people achieving rights they desired while others remained oppressed)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (Britain abused their power over the Indian people, depriving them of their rights; Indians lacked a voice in government, were exploited economically, and worked solely for the benefit of the British; Indian National Congress able to officially speak for the people and give them a voice as a way to advocate for independence and, therefore, better rights; Chinese students hoping to reform the government to a more democratic one; boycott angered government officials who warned against mass demonstrations; Ho Chi Minh's proposed rights a major start towards the creation of Vietnam independence; women in Britain engaged in both peaceful and violent methods of protest)
- 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 (native Indians in South Asia struggled for freedom and rights for much of history during the British Raj; British maintained a monopoly on certain goods, rejected cultural traditions, and caused many Indians to live in poverty; Chinese people had already experienced economic reforms under the Four Modernizations policy; protests at Tiananmen Square led to massacre of many unarmed students, causing many people to fear the outcomes of protesting even if it was a call for their own rights; it would not be until the 1950s that full independence for Vietnam would be recognized; Ho Chi Minh would lead a number of guerilla attacks in an effort to achieve Vietnamese freedom; rise of the communist state in Vietnam severely restricted individual rights; women's suffrage rejected by governments in an effort to perpetuate patriarchy and male-dominated political system; women in many countries had to fight and struggle to gain human rights for many years, and many women are still fighting today; post-World War I British women finally achieved suffrage and others would follow suit; still women around the world continue to call for equity in terms of things such as equal pay; people also fought to be free from slavery such as in the Haitian Revolution, the first successful slave revolt; led by Toussaint L'Ouverture, enslaved people of Haiti were able to revolt and earn their independence and gain more equitable rights in 1804; other Latin American nations would follow Haiti's example)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Historical details are integrated with relevant outside information and establish a good foundation to demonstrate how the struggle for the achievement of rights can be seen in different societies and throughout time. At times, few supporting facts and details weaken the discussion.

## Practice Paper C—Score Level 3

### **The response:**

- Identifies and explains *human rights violations* as an enduring issue raised in the documents (people denied basic rights for years, leading to an increase in protests; sparked movements such as women’s suffrage movement and calls for human rights; oftentimes protests have led to conflict, and sometimes protesters are met with violence and brutality when they speak out; governments who want to maintain power often violate human rights of their subjects, especially when they protest)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (students gathered in Tiananmen Square and called for democratic reforms and an increase in rights; students wanted to express their dissatisfaction with China’s authoritative communist government; students in China hoped Deng would reform the current government to make China less repressive; British reacted to declaration by continuing to exploit Indians land, labor, and resources and ruining India economically; important for people whose human rights are being violated to continue to demand change)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 3, and 5
- Includes relevant outside information (students assembled peacefully in Tiananmen Square carrying banners and posters; the government sending in tanks to Tiananmen Square led to mass violence, injuries, and death among protesters who just wanted their voices heard; Amritsar Massacre, which was similar, threatened thousands of Indians who peacefully assembled during India’s call for independence; British government responded to the Indians with violence, opening fire on the crowd and killing men, women, and children; over time, suffrage movement would become more violent; women faced terrible conditions including assaults by police officers, imprisonment, and forced feedings; though British women eventually gained right to vote, it was a right they were denied until 1928 and it came at a cost; similar to protests for women’s suffrage was Nelson Mandela being arrested after protesting against South African institution of apartheid; Mandela locked up for 27 years before finally being released after outcry from international world; Mandela worked to heal racial divide as South Africa’s president; Indians followed calls for civil disobedience by Gandhi where many boycotted goods, marched in protest, and assembled for speeches; abuses such as police brutality, Amritsar Massacre, and imprisonment of protesters common; ultimately India would achieve independence in 1947 after years of struggle against British empire)
- 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 outside information. Thoughtful conclusions are scattered throughout the discussion, but limited development and analysis weaken their effectiveness.

## Practice Paper D—Score Level 5

### **The response:**

- Clearly identifies and accurately explains *lack of rights* as an enduring issue raised in the documents (often people who lack rights mistreated, feel unequal, and lack any voice or power to change their circumstances; many times people form a movement or attempt in some way to fight back against their government or group opposing them; important that those who are oppressed speak up because if they do not, they will continue to struggle with inhumane or unfair conditions; minority groups routinely face inequity; governments can still be oppressive and deny their people fundamental freedoms)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (inequity has led many women to advocate for right to vote which spurred a suffrage movement in Britain and many other countries; women today still seeking rights in some countries and trying to make a change; Estonia caught in the middle of the USSR and Germany conflict during World War II; Estonian singing spread and eventually led to famous Baltic Chain; Tiananmen Square became site of massive peaceful protest for democracy; Li Peng saw the protest as an act of treason and declared martial law; under British Raj, Indians were practically enslaved and treated inhumanely by British; groups and organizations work to expose and help those living under unfair circumstances; people who face unethical or inhumane conditions fight for equality not to be better, but to be free and equal)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 3, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (early example of people challenging oppressive leadership during Age of Enlightenment when many began to question absolute monarchy; other examples of instances where people challenged oppressive regimes include the Haitian Revolution, women’s movement in the Middle East, and even today with movements such as Black Lives Matter and LGBTQ events; when tactics did not lead to change, Pankhurst helped organize and lead a more militant campaign of suffragettes; women faced arrest, forced feedings, and altercations with police; Pankhurst and her followers eventually successful after World War I; under Soviet control, Estonians faced harsh repression of communist state which occurred in many other Eastern European countries; Estonia would become free again in 1991 when Soviet Union collapsed under Gorbachev, ending Cold War; many students and others in China began to look towards a more democratic political system; in Russia in 1905 during Bloody Sunday, Father Gapon led many Russian peasants to petition Czar Nicholas II and government opened fire against the peaceful protesters, wounding and killing many; British exploited Indians as laborers and exported raw materials back to their industrial nation, creating an economic relationship that benefitted Britain at expense of India; eventually, Gandhi led a movement using civil disobedience that led to Indian independence)
- 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 relevant historical details support document interpretation in an analytical discussion that compares and contrasts historical and current societies. Thoughtful conclusions add depth to the discussion.

## Practice Paper E—Score Level 1

### **The response:**

- Identifies and implies *protest* as an enduring issue raised in the documents (people protest for democratic reforms, present petitions to a higher authority, and protest for the right to freedom; people protest for their rights and freedom to live a better life)
- Minimally addresses both aspects of the argument
- Is descriptive (suffragette Emmeline Pankhurst tried to present a petition to the king; British government ruined India economically, politically, culturally, and spiritually; because of their spiritual beliefs, Indians do not believe in violent protest but believe in protesting by not paying taxes, withdrawing voluntary associations, and civil disobedience; Chinese students protested in Tiananmen Square to voice their discontent with China’s authoritative communist government)
- Includes minimal facts, examples, and details from Documents 1, 3, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a one-sentence conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. A basic understanding of the task is generally addressed with simplified explanations of document information. Generalizations and lack of explanation further weaken the effort.

**June 2024 Regents Examination in Global History & Geography II**  
**Test Questions by Key Idea**

Question Number	Key Idea
1	10.3
2	10.3
3	10.2
4	10.2
5	10.3
6	10.6
7	10.2
8	10.2
9	10.3
10	10.4
11	10.5
12	10.7
13	10.8
14	10.8
15	10.10
16	10.10
17	10.5
18	10.6
19	10.6
20	10.6
21	10.6
22	10.6
23	10.10
24	10.10
25	10.10
26	10.10
27	10.9
28	10.9
29	10.3
30	10.3
31	CT
32	10.4
33	10.7
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 2024 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 2024 Regents Exam in Global History and Geography II

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

To determine the total score for Part I and Part II, add the total number of Part I multiple-choice questions answered correctly to the total credits received for Part II. For example, a student answering 22 multiple-choice questions correctly on Part I and receiving 4 credits on Part II would have a total score for Part I and Part II of 26:  $22 + 4 = 26$ .

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I and Part II score of 26 would receive a final examination score of 86.

### Part III Essay Score

		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Part I and Part II Score	0	0	6	12	17	22	27	32	36	40	44	48
	1	4	10	15	20	25	30	34	39	43	46	50
	2	8	13	19	24	28	33	37	41	45	49	52
	3	12	17	22	27	32	36	40	44	48	51	54
	4	15	20	25	30	34	39	43	46	50	53	56
	5	19	24	28	33	37	41	45	49	52	55	58
	6	22	27	32	36	40	44	48	51	54	57	60
	7	25	30	34	39	43	46	50	53	56	59	62
	8	28	33	37	41	45	49	52	55	58	61	64
	9	32	36	40	44	48	51	54	57	60	63	66
	10	34	39	43	46	50	53	56	59	62	65	67
	11	37	41	45	49	52	55	58	61	64	66	69
	12	40	44	48	51	54	57	60	63	66	68	70
	13	43	46	50	53	56	59	62	65	67	69	72
	14	45	49	52	55	58	61	64	66	69	71	73
	15	48	51	54	57	60	63	66	68	70	72	74
	16	50	53	56	59	62	65	67	69	72	74	76
	17	52	55	58	61	64	66	69	71	73	75	77
	18	54	57	60	63	66	68	70	72	74	76	78
	19	56	59	62	65	67	69	72	74	76	77	79
	20	58	61	64	66	69	71	73	75	77	79	80
	21	60	63	66	68	70	72	74	76	78	80	82
	22	62	65	67	69	72	74	76	77	79	81	83
	23	64	66	69	71	73	75	77	79	80	82	84
	24	66	68	70	72	74	76	78	80	82	83	85
	25	67	69	72	74	76	77	79	81	83	84	86
	26	69	71	73	75	77	79	80	82	84	86	87
	27	70	72	74	76	78	80	82	83	85	87	89
	28	72	74	76	77	79	81	83	84	86	88	90
	29	73	75	77	79	80	82	84	86	87	89	91
	30	74	76	78	80	82	83	85	87	89	90	92
	31	76	77	79	81	83	84	86	88	90	92	94
	32	77	79	80	82	84	86	87	89	91	93	95
	33	78	80	82	83	85	87	89	90	92	94	97
	34	79	81	83	84	86	88	90	92	94	96	98
35	80	82	84	86	87	89	91	93	95	97	100	

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