

# GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

# GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, June 18, 2025 — 9:15 a.m. to 12:15 p.m., only

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

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

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

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

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

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

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

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

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

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

## Part I

### Answer all questions in this part.

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

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

. . . For seven centuries, from the late-12th century until 1868, Japan was ruled by a warrior elite. For over two centuries, beginning in the 1630s, the feudal government based in Edo (present-day Tokyo) had enforced a strict “closed country” (*sakoku*) policy that prohibited Japanese from leaving and foreigners from entering.

While Europe and the United States experienced scientific and industrial as well as political revolutions, and adopted expansionist policies, Japan turned inward—embracing seclusion and, at least at official levels, venerating [respecting] tradition.

Cities grew, commerce flourished, and literacy became widespread during this long period of isolation. Peace and relative prosperity spawned the vibrant popular culture we can still visualize vividly today through traditional woodblock prints (which first appeared in the 17th century). Still, in the mid-1800s Japan was a small, introverted, resource-poor, and fundamentally agrarian society. Even within the context of Asia alone, it seemed dwarfed in China’s shadow in every way—historically, culturally, physically, and on any imaginable scale of human and natural resources. . . .

Source: John W. Dower, “Throwing Off Asia I,” Massachusetts Institute of Technology, 2008

- |  |  |
|--|--|
| 1 Which claim is best supported by this passage?                                 | 2 This passage best describes which development in Japanese history? |
| (1) Japan challenged China for supremacy in Asia.                                | (1) the rule of the Tokugawa Shogunate                               |
| (2) Japan relied on natural resources for industrial growth.                     | (2) the arrival of Commodore Matthew Perry                           |
| (3) Japan made great industrial and territorial gains that rivaled world powers. | (3) the Meiji Restoration  |
| (4) Japan experienced a period of cultural development despite its isolation.    | (4) the annexation of Korea  |
-

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

. . .9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.

10. No one shall be disquieted [oppressed] on account of his opinions, including his religious views, provided their manifestation [display] does not disturb the public order established by law.

11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law. . . .

Source: *Declaration of the Rights of Man and of the Citizen*, 1789

3 Which group would be most likely to support the ideas presented in this document?

- |                  |                         |
|------------------|-------------------------|
| (1) the nobility | (3) the Third Estate    |
| (2) the clergy   | (4) the royal officials |

4 Which claim is best supported by this document?

- (1) People arrested should be presumed guilty until proven innocent.
- (2) The rights of all citizens should be respected with fairness and justice.
- (3) Religious practices should be limited by the government.
- (4) Freedom of speech should be restricted for the public good.

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

### Latin America: Dates of Colonial Independence



Source: Henry Brun et al., *Global History and Geography*, Amsco, 2004 (adapted)

- 5 The situation shown on this map was most influenced by the
- (1) French Revolution
  - (2) German Unification
  - (3) Balfour Declaration
  - (4) Treaty of Versailles

- 6 Which claim about Latin America is best supported by the information on this map?
- (1) European countries had control over most of the region until World War I.
  - (2) Most independence movements occurred in the 20th century.
  - (3) Nationalism became a growing force during the 19th century.
  - (4) Most countries gained independence before the Haitian Revolution.

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

Agriculture had dominated the British economy for centuries. During the 18th century, after a long period of enclosures, new farming systems created an agricultural revolution that produced larger quantities of crops to feed the increasing population. In early 19th-century Britain, land was of great political and economic significance: the aristocracy and gentry owned much of the countryside, and their tenants farmed and reared livestock. New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity. Indeed, despite the phenomenon of urbanization and industrialization, agriculture remained a principal provider of employment in the provinces, both supporting and being supported by industry. Geographical specialization of products was established, with south-eastern England specializing in grain, for example, and Scotland or Leicestershire in breeding cattle and sheep. Paper money such as that from Yorkshire or Herefordshire illustrates the importance of farming through idealized images of agricultural bliss.

Source: "The Industrial Revolution and the Changing Face of Britain," The British Museum online

- |  |  |
|--|--|
| 7 This passage would be most useful for  | 8 What was one way British farmers responded to the changes described in this passage? |
| (1) studying how urbanization affected British government policies             | (1) The enclosure system was eliminated.   |
| (2) explaining the economic benefits of the Agricultural Revolution in Britain | (2) Agricultural productivity in Britain decreased.                                    |
| (3) analyzing the distribution of natural resources in Britain                 | (3) Farmers specialized based on their location.                                       |
| (4) understanding how the Agricultural Revolution led to British imperialism   | (4) Most farmers in the provinces fled to the countryside.                             |
-

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

The Thames is a river that flows through London.



Source: *Punch*, July 3, 1858

9 Which statement best explains the cartoonist's perspective of conditions in London during this time period?

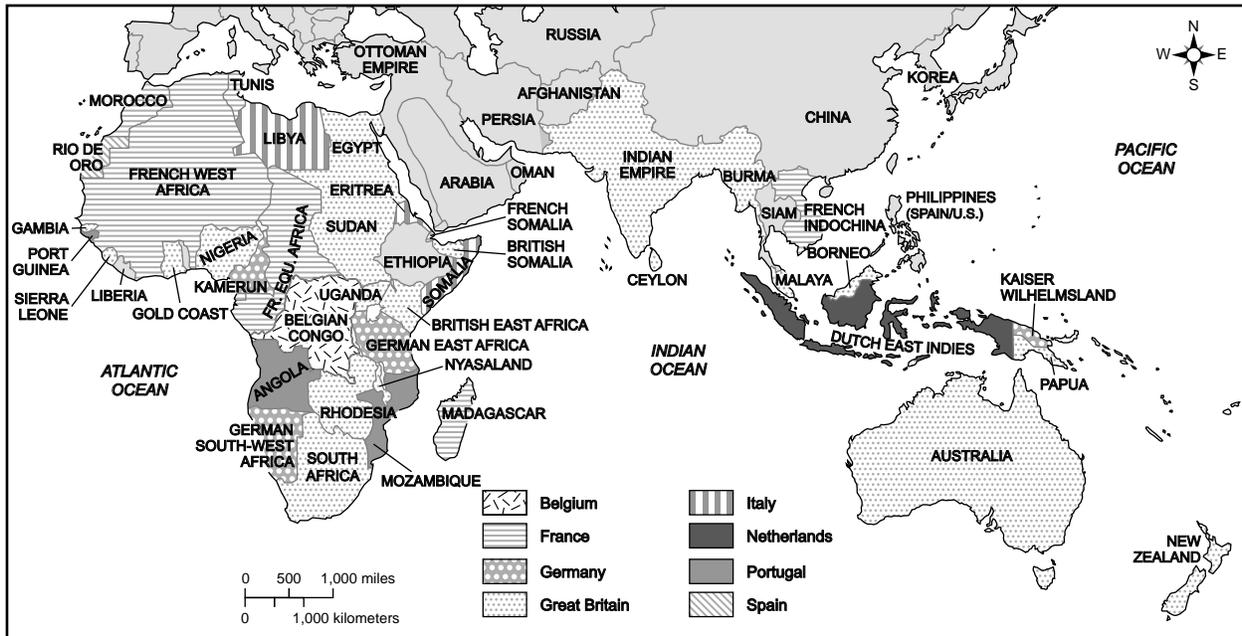
- (1) Industrialization led to contamination of water supplies and illness.
- (2) The growth of factories contributed to poor working conditions.
- (3) Urbanization caused a scarcity of food and mass starvation.
- (4) The church offered support to those living in urban poverty.

10 What was the cartoonist's purpose in creating this illustration?

- (1) to attract people to settle in London
- (2) to promote Queen Victoria's humanitarian efforts
- (3) to encourage the government to make reforms
- (4) to raise public awareness of the impacts of irrigation

Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.

### Africa and Asia, 1880-1914



Source: Kevin Reilly, *Worlds of History*, Bedford/St. Martin's, 2007 (adapted)

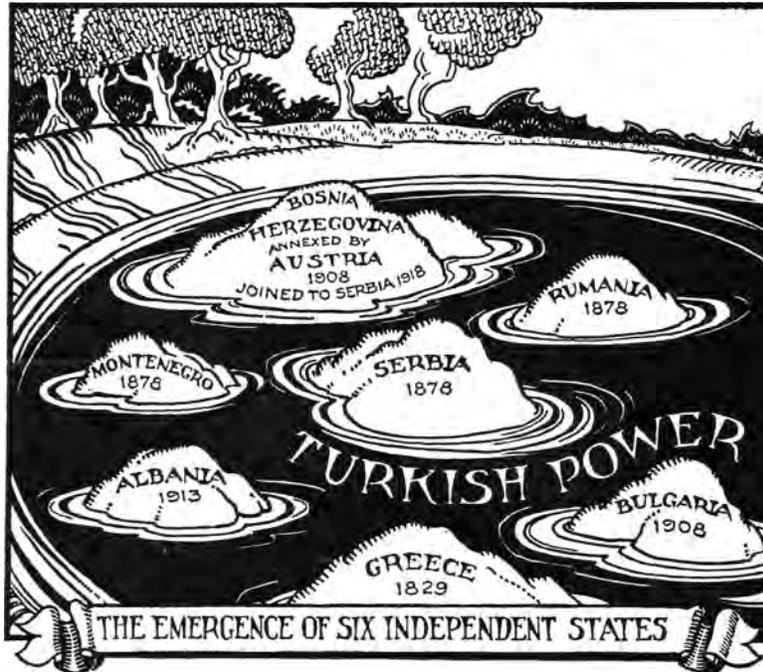
11 Based on this map, which two countries acquired the most foreign territory?

- (1) Great Britain and France
- (2) the Netherlands and Belgium
- (3) Spain and Portugal
- (4) Germany and Italy

12 The situation shown on this map was caused in part by European nations' desire to

- (1) import factory-made goods
- (2) encourage immigration into their countries
- (3) establish democratic governments worldwide
- (4) obtain raw materials for their industries

Base your answers to questions 13 and 14 on the illustration below and on your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford, 1948 (adapted)

13 Which empire's decline is depicted in this illustration?

- (1) Mughal Empire
- (2) Ottoman Empire
- (3) Austro-Hungarian Empire
- (4) British Empire

14 The conditions shown in this illustration played a major role in bringing about the

- (1) unification of Italy
- (2) start of World War I
- (3) Potsdam Conference
- (4) signing of the Warsaw Pact

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

**Turks Accused of Plan to Exterminate Whole Population—People of Karahissar Massacred.**

London, Wednesday, Aug. 18.—The Daily News has received from Aneurin Williams, M.P. [Member of Parliament], a copy of a letter from Constantinople, dated July 13, describing the terrible plight of the Armenians in Turkey. The letter says:

“We now know with certainty from a reliable source that the Armenians have been deported in a body from all the towns and villages in Cilicia to the desert regions south of Aleppo. The refugees will have to traverse [tread] on foot a distance, requiring marches of from one to two or even more months. . . .

Source: “Armenians Are Sent to Perish in Desert,” *New York Times*, August 18, 1915

- |   |   |
|---|---|
| 15 Which group faced treatment most similar to the group addressed in this article? | 16 A historian would find this article most useful for        |
| (1) the First Estate in pre-revolutionary France                                    | (1) identifying the cause of the incident                     |
| (2) the French in Haiti   | (2) researching the geography of Turkey                       |
| (3) Indians under the British Raj   | (3) supporting the claim that a genocide took place           |
| (4) Jews in Nazi Germany  | (4) determining the number of people affected by the incident |
-

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

. . .Workers, peasants, soldiers, youth, school students!

Oppressed and exploited fellow-countrymen!

The Indochinese Communist Party has been founded. It is the Party of the working class. It will help the proletariat lead the revolution waged for the sake of all oppressed and exploited people. From now on we must join the Party, help it and follow it in order to implement the following slogans:

1. To overthrow French imperialism and Vietnamese feudalism and reactionary bourgeoisie;
2. To make Indochina completely independent;
3. To establish a worker-peasant-soldier government;
4. To confiscate the banks and other enterprises belonging to the imperialists and put them under the control of the worker-peasant-soldier government;
5. To confiscate all the plantations and property belonging to the imperialists and the Vietnamese reactionary bourgeoisie and distribute them to the poor peasants; . . .
8. To bring democratic freedoms to the masses;
9. To dispense education to all the people; . . .

Source: Speech by Ho Chi Minh, February 18, 1930

17 Which claim is best supported by the evidence in this speech?

- (1) Under French control, the Vietnamese economy had grown.
- (2) The French had established education systems throughout Indochina.
- (3) Ho Chi Minh gained Western support for a democratic republic in Vietnam.
- (4) Ho Chi Minh intended to reclaim what the French had taken from his people.

18 Which statement best describes the author's purpose in delivering this speech?

- (1) to explain why he is supporting the Communist Revolution in Russia
- (2) to ask the French for independence
- (3) to explain the goals of a Vietnamese nationalist movement
- (4) to ask for international support for his revolution

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

. . . Then a tremendous flash of light cut across the sky. Mr. Tanimoto has a distinct recollection that it travelled from east to west, from the city toward the hills. It seemed a sheet of sun. Both he and Mr. Matsuo reacted in terror—and both had time to react (for they were 3,500 yards, or two miles, from the center of the explosion). Mr. Matsuo dashed up the front steps into the house and dived among the bedrolls and buried himself there. Mr. Tanimoto took four or five steps and threw himself between two big rocks in the garden. He bellied up very hard against one of them. As his face was against the stone, he did not see what happened. He felt a sudden pressure, and then splinters and pieces of boards and fragments of tile fell on him. He heard no roar. (Almost no one in Hiroshima recalls hearing any noise of the bomb. But a fisherman in his sampan [boat] on the Inland Sea near Tsuzu, the man with whom Mr. Tanimoto's mother-in-law and sister-in-law were living, saw the flash and heard a tremendous explosion, he was nearly twenty miles from Hiroshima, but the thunder was greater than when the B-29s hit Iwakuni, only five miles away). . . .

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

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|--|---|---|
| 19 How could a historian best use this passage?                      | 1 | 20 The events described in the passage led to the |
| (1) to understand how the atomic bomb affected civilians             | : | (1) creation of spheres of influence in China     |
| (2) to investigate why the military dropped the atomic bomb          | : | (2) D-Day invasion of Normandy                    |
| (3) to illustrate how the war effort was affected by the atomic bomb | : | (3) Japanese surrender in World War II            |
| (4) to show how the atomic bomb changed government policy            | : | (4) collapse of the Soviet Union                  |
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Base your answers to questions 21 and 22 on the article below and on your knowledge of social studies.

On Christmas Eve in 1979, the Soviet Union invaded Afghanistan to rescue a Communist-leaning government under attack by Islamic rebels. These rebels were known as mujahedeen, or “holy warriors.” To hurt its Cold War foe, the U.S. began arming the mujahedeen in the 1980s. This helped the rebels secure a stalemate against the Soviet army, which finally pulled out its troops in 1989. With the Soviets gone, factions of mujahedeen battled each other. By 1996, the Taliban, a radical Islamist group, controlled the country. . . .

Source: *New York Times Upfront*, December 11, 2017

- 21 What claim is best supported by the evidence included in this article?
- (1) The United States attempted to eliminate the mujahedeen in the 1980s.
  - (2) The invasion of Afghanistan secured Soviet influence in the region.
  - (3) The mujahedeen supported the pro-communist government in Afghanistan.
  - (4) Cold War conflicts in Afghanistan contributed to the rise of the Taliban.
- 22 The American actions described in this article are an example of which policy?
- (1) perestroika
  - (2) containment
  - (3) globalization
  - (4) collectivization

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

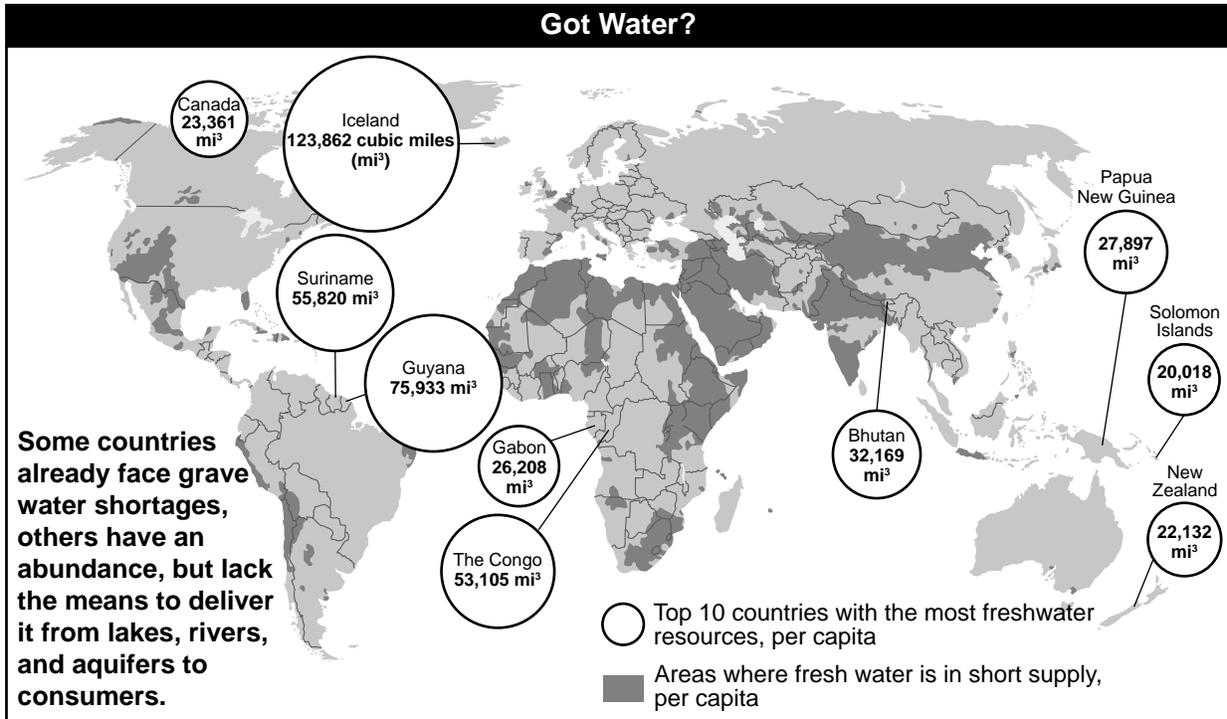
. . . The process of renovating the country and radical changes in the world community turned out to be far more complicated than could be expected. However, what has been done ought to be given its due. This society acquired freedom, liberated itself politically and spiritually, and this is the foremost achievement which we have not yet understood completely, because we have not learned to use freedom.

However, work of historic significance has been accomplished. The totalitarian system which deprived the country of an opportunity to become successful and prosperous long ago has been eliminated. A breakthrough has been achieved on the way to democratic changes. Free elections, freedom of the press, religious freedoms, representative organs of power, a multiparty (system) became a reality, human rights are recognized as the supreme principle. . . .

Source: Mikhail Gorbachev's resignation speech, December 25, 1991

- |  |  |   |
|--|--|---|
| 23 The policies described by Mikhail Gorbachev in this speech refer to |  | 24 This speech is most closely associated with the end of which international conflict? |
| (1) nuclear proliferation  |  | (1) the Vietnam War   |
| (2) glasnost   |  | (3) the Cold War  |
| (3) détente  |  | (2) the Korean War  |
| (4) nonalignment   |  | (4) the Persian Gulf War  |
-

Base your answer to question 25 on the infographic below and on your knowledge of social studies.



Source: *Newsweek*, October 18, 2010 (adapted)

25 Based on this infographic, which region is experiencing the greatest freshwater shortage?

- (1) Eastern Europe
- (2) Southwest Asia
- (3) South America
- (4) Australia

Base your answer to question 26 on the timeline below and on your knowledge of social studies.

### Timeline of Key Moments in United Nations History

1948	Universal Declaration of Human Rights adopted
1956	First full-fledged peacekeeping force deployed
1961	World Food Program established
1965	UNICEF wins Nobel Peace Prize
1968	Treaty on Non-Proliferation of Nuclear Weapons
1975	International Women's Year
1978	UNESCO names 12 initial sites for protection
1997	Kyoto Protocol
2001	Declaration of Commitment on HIV/AIDS
2014	First-ever U.N. Emergency Health Mission

Source: Sarah Pruitt, "10 Memorable Moments in United Nations History," The History Channel Online, 2015 (adapted)

- 26 This timeline would be most useful to a person attempting to prove
- (1) how effective the work of the United Nations has been in addressing epidemic disease outbreaks over time
  - (2) the degree to which the United Nations has been able to promote women's rights in developing regions
  - (3) the extent to which environmental policy has been supported by member states of the United Nations
  - (4) the range of United Nations efforts maintaining peace and providing humanitarian aid
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Write your answers to questions 29–34b in the spaces provided. Use a pen with black or dark-blue ink to answer these questions.

## Part II

### SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

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

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

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

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

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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**

. . .In Europe, the thirst for African land had become nearly palpable [clearly sensed]. There were some conflicting claims to be resolved, and clearly some ground rules were needed for further division of the African cake. Bismarck offered to host a diplomatic conference in Berlin to discuss some of these issues. To Leopold, the conference was one more opportunity to tighten his grip on the Congo.

On November 15, 1884, representatives of the powers of Europe assembled at a large, horseshoe-shaped table overlooking the garden of Bismarck’s yellow-brick official residence on the Wilhelmstrasse. The ministers and plenipotentiaries [diplomats] in formal attire who took their seats beneath the room’s vaulted ceiling and sparkling chandelier included counts, barons, colonels, and a vizier [minister] from the Ottoman Empire. Bismarck, wearing scarlet court dress, welcomed them in French, the diplomatic *lingua franca*,\* and seated before a large map of Africa, the delegates got to work. . . .

Source: Adam Hochschild, *King Leopold’s Ghost*, Mariner Books, 1999

\* *lingua franca*—used among a group of people as a shared or common language

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

29 Explain the geographic context for the historical development described in this passage. [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**

Patrice Lumumba was a nationalist leader and became the first prime minister of an independent Congo. On Congo’s Independence Day (June 30, 1960), Lumumba delivered this speech at the Palais de la Nation in Leopoldville. In the audience were newly elected Congolese politicians, Belgian officials, the international diplomatic corps, and national and foreign press.

Men and women of the Congo,  
Victorious independence fighters,  
I salute you in the name of the Congolese Government. . . .

Although this independence of the Congo is being proclaimed today by agreement with Belgium, an amicable [civil] country, with which we are on equal terms, no Congolese will ever forget that independence was won in struggle, a persevering and inspired struggle carried on from day to day, a struggle, in which we were undaunted by privation [poverty] or suffering and stunted [held back] neither strength nor blood.

It was filled with tears, fire and blood. We are deeply proud of our struggle, because it was just and noble and indispensable in putting an end to the humiliating bondage forced upon us.

That was our lot for the eighty years of colonial rule and our wounds are too fresh and much too painful to be forgotten.

We have experienced forced labour in exchange for pay that did not allow us to satisfy our hunger, to clothe ourselves, to have decent lodgings or to bring up our children as dearly loved ones.

Morning, noon and night we were subjected to jeers, insults and blows because we were “Negroes”. Who will ever forget that the black was addressed as “*tu*”, not because he was a friend, but because the polite “*vous*” was reserved for the white man?

We have seen our lands seized in the name of ostensibly [supposedly] just laws, which gave recognition only to the right of might.

We have not forgotten that the law was never the same for the white and the black, that it was lenient to the ones, and cruel and inhuman to the others.

We have experienced the atrocious sufferings, being persecuted for political convictions and religious beliefs, and exiled from our native land: our lot was worse than death itself. . . .

Source: Patrice Lumumba, speech at the ceremony of the proclamation of the Congo’s independence, June 30, 1960

30 Based on this passage, explain how the audience affects what Lumumba includes in his speech. [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**

. . . Other humiliating defeats followed in what one historian has called China’s “treaty century” (major aspects of the so-called “unequal treaties” were not formally voided until 1943). In 1843, France and the United States, and Russia in 1858, negotiated treaties similar to England’s Nanking (Nanjing) Treaty, including a provision for extraterritoriality, whereby foreign nationals in China were immune from Chinese law. To compel a reluctant China to shift from its traditional tribute\* based foreign relations to treaty relations, Europeans fought a second war with China from 1858-1860, and the concluding Treaty of Tientsin (Tianjin) and Convention of Peking (Beijing) increased China’s semi-colonial status. More ports were open to foreign residence and trade, and foreigners, especially missionaries, were allowed free movement and business anywhere in the country. . . .

Source: Dr. Sue Gronewold, “The Opium War and Foreign Encroachment,” *Asia for Educators*, Columbia University

\* Gift giving done with a show of respect and obedience.

32 Explain the historical circumstances that led to China’s century of “unequal treaties.” [1]

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Score

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

**Document 2**

. . . While the US is currently the world's largest economy, in purchasing-power terms China is expected to overtake it in 2016, according to the International Monetary Fund. China has benefited significantly from globalization. Over decades, it has invested in enhancing its capabilities and built economic links with many countries. It has become viewed as an important overseas partner and investor. . . .

Something China understands very well is the importance of connectivity — and hence transport infrastructure — for economic growth and development. Its major development framework is the One Belt One Road initiative with its two pillars, the Silk Road Economic Belt and the 21st Century Maritime Silk Road. This development project involves a territory equal to 55% of global GDP, 70% of the global population and 75% of its known energy reserves. “The investments will involve about 300 projects extending from Singapore to Turkmenistan,” reports Reuters.

One building block of One Belt One Road — also known as OBOR — is the Regional Comprehensive Economic Partnership (RCEP). This China-driven alliance will comprise Australia, New Zealand, China, India, Japan and South Korea — as well as the ASEAN [Association of Southeast Asian Nations] region. In 2014, ASEAN was the seventh-largest economic power in the world. It was also the third-largest economy in Asia, with a combined GDP of US\$2.6 trillion — higher than all of India. . . .

Source: Wolfgang Lehmacher, “Why China Could Lead the Next Phase of Globalization,” World Economic Forum, November 22, 2016

33 Based on this document, identify the author’s point of view regarding China’s economy in the 21st century. [1]

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Score

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

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

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

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

- a) Identify a similarity **or** a difference in China’s role in the world economy. [1]
- b) Explain the similarity **or** difference you identified using evidence from both documents. [1]

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34a Score

34b Score

**Part III**  
**(Question 35)**

**ENDURING ISSUES ESSAY**

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

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

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

**Task:**

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

**In your essay, be sure to**

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

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

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

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

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

## Document 1

. . . In cities all across Russia, police arrested anyone suspected of crimes against the tsar, imprisoning or exiling 38,000 so-called politicals, and executing another 5,000. Outspoken workers lost their jobs, their employers threatened with prison if they attempted to rehire them. Even children did not escape Nicholas's terror. Police routinely rounded up workers' children and beat them just to "teach them a lesson."

Things were worse in the countryside. Nicholas authorized what were known as Punitive Expeditions, detachments of tough, well-trained soldiers who restored order in the most brutal ways possible. Storming into a town or village, these soldiers killed citizens at random, burned entire communities without mercy, and left people wounded, homeless, and starving. "Don't skimp on the bullets" were the orders they received. And they didn't. . . .

Heads bowed, workers returned to their factories, peasants to their villages. By the saber and whip, order has been restored. The lower classes no longer acted out, recalled one noble, but their "courtesy, friendliness, bows [were replaced by] animosity [and] rudeness." Fear alone now kept the people in their place. . . .

Source: Candace Fleming, *The Family Romanov*, Schwartz & Wade Books, 2014

## Document 2

. . . It is important to remember the extreme extent to which civil liberties were destroyed in the course of the Nazi seizure of power. In the Third Reich it was illegal to belong to any political grouping apart from the Nazi Party or indeed any non-Nazi organisation of any kind apart from the Churches (and their ancillary [additional] lay organisations) and the army; it was illegal to tell jokes about Hitler; it was illegal to spread rumours about the government; it was illegal to discuss alternatives to the political status quo. The Reichstag Fire Decree of 28 February 1933 made it legal for the police to open letters and tap telephones, and to detain people indefinitely and without a court order in so-called 'protective custody'. The same decree also abrogated [abolished] the clauses in the Weimar Constitution that guaranteed freedom of the press, freedom of assembly, freedom of association and freedom of expression. The Enabling Law allowed the Reich Chancellor and his cabinet to promulgate [declare] laws that violated the Weimar Constitution, without needing the approval of the legislature or the elected President. The right of judicial appeal was effectively abolished for offences dealt with by the Special Courts and the People's Court. All this meant that large numbers of offenders were sent to prison for political as well as ordinary criminal offences. In 1937 the courts passed no fewer than 5,255 convictions for high treason. These people, if they escaped the death penalty, were put into a state prison, often for a lengthy period of time. From 1932 to 1937 the prison population increased from 69,000 to 122,000. In 1935, 23,000 inmates of state prisons and penitentiaries were classified as political offenders. The crushing of the Communist and Social Democratic resistance ensured that these numbers had fallen by more than 50 per cent by the beginning of 1939; nevertheless, they were still far more significant than the numbers of political offenders in the camps after 1937, when the camps expanded again; this time they really did function mainly as places of confinement for social rather than political deviants. . . .

Source: Richard J. Evans, "Coercion and Consent in Nazi Germany," British Academy, 2007 (adapted)

### Document 3

In Summer 1958 Mao pitchforked the entire rural population into new and large units called “People’s Communes.” The aim was to make slave-driving more efficient. He himself said that by concentrating the peasants into fewer units—26,000-plus in the whole of China—“it’s easier to control.” The first commune, “Chayashan Sputnik,” was set up in his model province Henan. Its charter, which Mao edited, and touted as “a great treasure,” laid down that every aspect of its members’ lives was to be controlled by the commune. All the 9,369 households had to “hand over entirely their private plots. . . their houses, animals and trees.” They had to live in dormitories, “in accordance with the principle of benefiting production and control”; and the charter actually stipulated that their homes were to be “dismantled” “if the commune needs the bricks, tiles or timber.” Every peasant’s life must revolve around “labour.” All members were to be treated as though in the army, with a three-tier regimentation system: commune, brigade, production team (usually a village). Peasants were allowed negligible [insignificant] amounts of cash. The communes were de facto [in fact] camps for slave-laborers. . . .

As befitted the labor-camp culture, inmates had to eat in canteens. Peasants were not only banned from eating at home, their woks and stoves were smashed. Total control over food gave the state a terrifying weapon, and withholding food became a commonplace form of “light” punishment, which grassroots officials could deploy against anyone they felt like. . . .

Source: Chang and Halliday, *Mao: The Unknown Story*, Anchor Books, 2006

#### Document 4

On March 21, 1960, police officers in the Black township of Sharpeville, South Africa opened fire on a group of people peacefully protesting oppressive pass laws, killing 69.



Source: Peter Magubane, 1960

## Document 5

One of the worst times was the fasting month of Ramadan in 2008. During Ramadan no food or drink can pass a Muslim's lips in daylight hours. The Taliban bombed the power station, so we had no electricity, then a few days later they blasted the pipeline, so we had no gas either. The price of the gas cylinders we used to buy from the market doubled, so my mother had to cook on a fire like we did in the village. She didn't complain—food needed to be cooked and she cooked it, and there were others worse off than us. But there was no clean water and people started dying from cholera. The hospital could not cope with all the patients and had to erect big tents outside to treat people.

Though we had no generator at home, my father bought one to install at the school, and fresh water was pumped from a borehole, which all the children in the neighborhood went to collect. Every day there would be lines of people waiting to fill jugs, bottles and drums. One of the neighbors got frightened. "What are you doing?" he asked. "If the Taliban find out you're giving water in the month of Ramadan they will bomb us!"

My father replied that people would die either of thirst or bombings. . . .

Source: Yousafzai and Lamb, *I Am Malala*, Little, Brown and Company, 2013

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

Refer back to page 24 to review the task.

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

GLOBAL HISTORY AND GEOGRAPHY II

**June 2025 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 '25	1	4	MC	1	1
GHG II	June '25	2	1	MC	1	1
GHG II	June '25	3	3	MC	1	1
GHG II	June '25	4	2	MC	1	1
GHG II	June '25	5	1	MC	1	1
GHG II	June '25	6	3	MC	1	1
GHG II	June '25	7	2	MC	1	1
GHG II	June '25	8	3	MC	1	1
GHG II	June '25	9	1	MC	1	1
GHG II	June '25	10	3	MC	1	1
GHG II	June '25	11	1	MC	1	1
GHG II	June '25	12	4	MC	1	1
GHG II	June '25	13	2	MC	1	1
GHG II	June '25	14	2	MC	1	1
GHG II	June '25	15	4	MC	1	1
GHG II	June '25	16	3	MC	1	1
GHG II	June '25	17	4	MC	1	1
GHG II	June '25	18	3	MC	1	1
GHG II	June '25	19	1	MC	1	1
GHG II	June '25	20	3	MC	1	1
GHG II	June '25	21	4	MC	1	1
GHG II	June '25	22	2	MC	1	1
GHG II	June '25	23	2	MC	1	1
GHG II	June '25	24	3	MC	1	1
GHG II	June '25	25	2	MC	1	1
GHG II	June '25	26	4	MC	1	1
GHG II	June '25	27	1	MC	1	1
GHG II	June '25	28	2	MC	1	1

MC = Multiple-choice question

## June 2025 Regents Exam in Global History and Geography II

### Scoring Key: Parts II and III

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	June '25	<b>Part II - 29</b>	-	CRQ	1	1
GHG II	June '25	<b>Part II - 30</b>	-	CRQ	1	1
GHG II	June '25	<b>Part II - 31</b>	-	CRQ	1	1
GHG II	June '25	<b>Part II - 32</b>	-	CRQ	1	1
GHG II	June '25	<b>Part II - 33</b>	-	CRQ	1	1
GHG II	June '25	<b>Part II - 34a</b>	-	CRQ	1	1
GHG II	June '25	<b>Part II - 34b</b>	-	CRQ	1	1
GHG II	June '25	<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 2025 Regents Exam in Global History and Geography II** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

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# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, June 18, 2025 — 9:15 a.m. to 12:15 p.m., only

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

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

#### Contents of the Rating Guide

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

- A question-specific rubric

For **Part III** Enduring Issues Essay:

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

General:

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

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

## Mechanics of Rating

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

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

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

*Introduction to the task—*

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

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

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

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

### Rating the Enduring Issues Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

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

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

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

**CRQ Set 1:**

**Document 1**

. . .In Europe, the thirst for African land had become nearly palpable [clearly sensed]. There were some conflicting claims to be resolved, and clearly some ground rules were needed for further division of the African cake. Bismarck offered to host a diplomatic conference in Berlin to discuss some of these issues. To Leopold, the conference was one more opportunity to tighten his grip on the Congo.

On November 15, 1884, representatives of the powers of Europe assembled at a large, horseshoe-shaped table overlooking the garden of Bismarck's yellow-brick official residence on the Wilhelmstrasse. The ministers and plenipotentiaries [diplomats] in formal attire who took their seats beneath the room's vaulted ceiling and sparkling chandelier included counts, barons, colonels, and a vizier [minister] from the Ottoman Empire. Bismarck, wearing scarlet court dress, welcomed them in French, the diplomatic *lingua franca*,\* and seated before a large map of Africa, the delegates got to work. . . .

Source: Adam Hochschild, *King Leopold's Ghost*, Mariner Books, 1999

\* lingua franca—used among a group of people as a shared or common language

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

**29 Explain the geographic context for the historical development described in this passage.**

**Score of 1:**

- Correct response

*Examples:*

- European industrialization led to the desire for Africa's raw materials/natural resources and new markets;
- European countries' desire for colonies led to the division of Africa;
- European technology allowed for the exploration of Africa and the sources of its rivers, resulting in better cartography of Africa;
- efforts by Europeans to colonize the interior of Africa prior to the Scramble for Africa were hindered by African diseases, such as malaria;
- Leopold wanted to tighten his grip on the Congo because of his desire for prestige among European powers/desire for a colony/desire for resources;
- during the Age of Imperialism, there was competition in Europe for colonies in Africa;
- conflicts between Europeans over control of certain territories led to the Berlin Conference;
- the Berlin Conference was held in Europe because it was European leaders who were deciding the future of Africa/wanted African land;
- Africa was rich in resources that were wanted by Europe;
- the conference takes place in Berlin because Germany was recently unified and Bismarck wanted to play an important part in world affairs

**Score of 0:**

- Incorrect response

*Examples:*

- Europeans made rules for the division of Africa;
- Leopold tightened his grip on the Congo;
- European representatives sat before a map of Africa;
- Europeans divided Africa;
- Age of Imperialism;
- Berlin Conference

- No response

## Document 2

Patrice Lumumba was a nationalist leader and became the first prime minister of an independent Congo. On Congo's Independence Day (June 30, 1960), Lumumba delivered this speech at the Palais de la Nation in Leopoldville. In the audience were newly elected Congolese politicians, Belgian officials, the international diplomatic corps, and national and foreign press.

Men and women of the Congo,  
Victorious independence fighters,

I salute you in the name of the Congolese Government. . . .

Although this independence of the Congo is being proclaimed today by agreement with Belgium, an amicable [civil] country, with which we are on equal terms, no Congolese will ever forget that independence was won in struggle, a persevering and inspired struggle carried on from day to day, a struggle, in which we were undaunted by privation [poverty] or suffering and stunted [held back] neither strength nor blood.

It was filled with tears, fire and blood. We are deeply proud of our struggle, because it was just and noble and indispensable in putting an end to the humiliating bondage forced upon us.

That was our lot for the eighty years of colonial rule and our wounds are too fresh and much too painful to be forgotten.

We have experienced forced labour in exchange for pay that did not allow us to satisfy our hunger, to clothe ourselves, to have decent lodgings or to bring up our children as dearly loved ones.

Morning, noon and night we were subjected to jeers, insults and blows because we were "Negroes". Who will ever forget that the black was addressed as "*tu*", not because he was a friend, but because the polite "*vous*" was reserved for the white man?

We have seen our lands seized in the name of ostensibly [supposedly] just laws, which gave recognition only to the right of might.

We have not forgotten that the law was never the same for the white and the black, that it was lenient to the ones, and cruel and inhuman to the others.

We have experienced the atrocious sufferings, being persecuted for political convictions and religious beliefs, and exiled from our native land: our lot was worse than death itself. . . .

Source: Patrice Lumumba, speech at the ceremony of the proclamation of the Congo's independence, June 30, 1960

**30 Based on this passage, explain how the audience affects what Lumumba includes in his speech.**

**Score of 1:**

- Correct response

*Examples:*

- knowing there were Congolese people in the audience, Lumumba wanted to make sure the story of the Congolese struggle for independence was addressed;
- he is talking to the men and women of the Congo and he wants them to be proud of their fight for independence;
- even though there were Belgians in the audience, Lumumba addressed his comments to the Congolese and acknowledged their efforts in gaining independence;
- he wanted the Congolese to hear him call out the Belgians for their abuses/policies in the Congo;
- he wants to distance the Congolese from the Belgian colonists in the audience and make it clear that the Congo owes Belgium nothing and the Congolese everything;
- he wants the Belgians in the audience to know that their insults and violence will not be forgotten;
- he wants the Congolese to feel strong/the Belgians to feel bad;
- he doesn't want the Congolese to forget their struggle for independence;
- he wants to assure the Congolese that they were justified in ending the humiliating bondage they suffered under the Belgians;
- he wanted to show the world that the Congolese have not been treated as equals;
- he wanted to broadcast/establish record with the press the Congolese version of the independence struggle

**Score of 0:**

- Incorrect response

*Examples:*

- he wants the Belgians to feel appreciated;
- he wants to start an independence movement;
- he wanted to inspire the Congolese to revolt;
- he wants to put an end to humiliating bondage;
- Lumumba salutes the Belgians in the audience

- 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 Scramble for Africa in the late 1800s led to independence movements during the 1960s;
- in Document 1, the Berlin Conference divided Africa among European powers, which led to African independence movements such as the Congolese independence movement discussed in Document 2;
- European countries colonized Africa, leading to horrible mistreatment of Africans;
- Belgian King Leopold’s efforts in the Congo led the Congolese to seek independence from the Belgians;
- the decolonization of Africa was inspired by a desire to seek independence from European colonizers that sat at the Berlin Conference;
- Bismarck hosted a diplomatic conference in Berlin in 1884, leading to the division of Africa and eventually to independence in the Congo in 1960;
- European thirst for African land leads to Africans fighting for independence to control their own lands;
- Patrice Lumumba’s speech was a reaction to divisions imposed upon Africa by the Berlin Conference 74 years earlier

### Score of 0:

- Incorrect response

#### *Examples:*

- the Berlin Conference led to the division of Africa;
- independence movements;
- the Congo fought for independence;
- Bismarck hosted a diplomatic conference in Berlin that led to the Congo becoming independent;
- in November of 1884, European powers assembled and exiled Africans from their native lands;
- Patrice Lumumba became the first prime minister of an independent Congo;
- the law was never the same for Whites and Blacks

- No response

## CRQ Set 2:

### Document 1

. . . Other humiliating defeats followed in what one historian has called China's "treaty century" (major aspects of the so-called "unequal treaties" were not formally voided until 1943). In 1843, France and the United States, and Russia in 1858, negotiated treaties similar to England's Nanking (Nanjing) Treaty, including a provision for extraterritoriality, whereby foreign nationals in China were immune from Chinese law. To compel a reluctant China to shift from its traditional tribute\* based foreign relations to treaty relations, Europeans fought a second war with China from 1858-1860, and the concluding Treaty of Tientsin (Tianjin) and Convention of Peking (Beijing) increased China's semi-colonial status. More ports were open to foreign residence and trade, and foreigners, especially missionaries, were allowed free movement and business anywhere in the country. . . .

Source: Dr. Sue Gronewold, "The Opium War and Foreign Encroachment," Asia for Educators, Columbia University

\* Gift giving done with a show of respect and obedience.

### 32 Explain the historical circumstances that led to China's century of "unequal treaties."

#### Score of 1:

- Correct response

*Examples:*

- European imperialism in the second half of the 19th century led to a desire for markets and resources in Asia;
- China's reluctance to buy European-made products frustrated the Europeans;
- competing industrialized states sought to control new markets in China;
- the Qing Dynasty was weakening due to its unwillingness to change/reform;
- the British brought Indian-grown opium to China;
- China was defeated in the Opium Wars;
- Europeans used military strength to force China to open ports;
- China's trade policies caused Europeans to import more from China than they exported;
- Europeans wanted more trade ports opened and restrictions lifted;
- opium imports to China were banned by the Chinese government, however, Britain continued to sell it there because it boosted British trade;
- China suffered humiliating defeats by the Europeans;
- England refused China's efforts to stop the opium trade despite its harmful effect on China's people

#### Score of 0:

- Incorrect response

*Examples:*

- Europeans suffered humiliating defeats;
- foreigners/missionaries were allowed free movement and business anywhere in the country;
- foreign nations were immune to Chinese law/extraterritoriality;
- China was reluctant;
- the world wars increased China's semi-colonial status;
- China opened its ports to the world and allowed for free trade

- No response

## Document 2

. . . While the US is currently the world's largest economy, in purchasing-power terms China is expected to overtake it in 2016, according to the International Monetary Fund. China has benefited significantly from globalization. Over decades, it has invested in enhancing its capabilities and built economic links with many countries. It has become viewed as an important overseas partner and investor. . . .

Something China understands very well is the importance of connectivity — and hence transport infrastructure — for economic growth and development. Its major development framework is the One Belt One Road initiative with its two pillars, the Silk Road Economic Belt and the 21st Century Maritime Silk Road. This development project involves a territory equal to 55% of global GDP, 70% of the global population and 75% of its known energy reserves. “The investments will involve about 300 projects extending from Singapore to Turkmenistan,” reports Reuters.

One building block of One Belt One Road — also known as OBOR — is the Regional Comprehensive Economic Partnership (RCEP). This China-driven alliance will comprise Australia, New Zealand, China, India, Japan and South Korea — as well as the ASEAN [Association of Southeast Asian Nations] region. In 2014, ASEAN was the seventh-largest economic power in the world. It was also the third-largest economy in Asia, with a combined GDP of US\$2.6 trillion — higher than all of India. . . .

Source: Wolfgang Lehmacher, “Why China Could Lead the Next Phase of Globalization,” World Economic Forum, November 22, 2016

### 33 Based on this document, identify the author's point of view regarding China's economy in the 21st century.

#### Score of 1:

- Correct response

#### *Examples:*

- China has benefited from globalization;
- China could lead the next phase of globalization;
- the economic growth and development in China is positive;
- he sees China as an important overseas partner and investor for many countries;
- China is growing economically/growing more powerful;
- China's investments will help expand China's economy and power;
- China has become a world power that will rival the United States;
- China's investments have enhanced its economic links;
- China is an important economic leader;
- China's ability to understand the importance of connectivity/China's One Belt-One Road initiative has led to its economic growth

**Score of 0:**

- Incorrect response

*Examples:*

- he believes that China is weak economically;
- he thinks that the United States is going to overtake China;
- 21st-century Maritime Silk Road;
- China-driven alliance;
- China is the seventh-largest economic power

- No response

## Documents 1 and 2

### 34a Identify a similarity *or* a difference in China's role in the world economy.

#### Score of 1:

- Correct response

##### *Similarities:*

- China is an important trade partner;
- China is connected to other countries;
- China is linked economically to foreign countries in both documents;
- both documents show turning points/changes in the role that China played in the world economy

##### *Differences:*

- China's leadership role in trade is different;
- China's trading partners are different;
- China's economic relationship with other countries is different;
- globalization's effect on China is different

#### Score of 0:

- Incorrect response

##### *Examples:*

- both show unequal treaties;
- China is at war;
- both explain the importance of the Silk Road;
- both explain the usefulness of Chinese technology;
- a similarity is that they are about China, and a difference is the economy

- No response

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

**Score of 1:**

- Correct response

*Similarities:*

- in Document 1, Europeans fought wars to force China to trade, and in Document 2, China is a member of an important trade alliance;
- because of the unequal treaties, China was forced to open ports for Europeans in the 1800s; in the 21st century, China is investing in places like Turkmenistan and Singapore to expand its economic links, this time benefiting from globalization;
- Document 1 shows that some countries are making treaties with China to open trade, and Document 2 shows that China is a major player in the Regional Comprehensive Economic Partnership and ASEAN;
- in Document 1, other nations want to trade with China and Document 2 states that over the last few decades, China has built links with many other countries;
- in Document 1, China's role changes because they face setbacks, and in Document 2, China's role changes because of the One Belt One Road initiative

*Differences:*

- in Document 1, European countries are fighting wars to force China to trade with them because they felt China's policies were unfair in the 18th and 19th centuries, while in the 21st century, China is making trade agreements with many countries to expand trade and become powerful;
- Document 1 describes how China is exploited by foreign powers by unequal treaties/policies of extraterritoriality/European spheres of influence; in Document 2, China is expanding its connectivity to take advantage of trade partnerships and benefit from globalization;
- in Document 1, China is being forced into humiliating and unequal treaties with foreign governments; however, in Document 2, China is making treaties on their terms such as the alliance with ASEAN to expand trade;
- in the 1800s, China is being divided by Western powers into spheres of influence, and as a result, is being harmed by globalization; however, by the 2000s, China is an important partner and invests in global trade;
- in Document 1, Western powers were able to negotiate unequal treaties; but in Document 2, China is making trade agreements with other Asian nations;
- Document 1 focuses on China's weakened economic/political relationship with European powers through the unequal treaties forced on it; while in Document 2, the focus is on China's growing role as an economic power as seen in its links with neighboring ASEAN countries

**Score of 0:**

- Incorrect response

*Examples:*

- China faced humiliating defeats in Document 1, and the United States is the world's largest economy in Document 2;
- in Document 1, China was increasing its colonial status, and in Document 2, China is colonizing Asia;
- China created unequal treaties in Document 1 and Document 2;
- China controlled the world economy in both Documents 1 and 2;
- the documents describe China and globalization

- No response

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

**Task:**

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

**In your essay, be sure to**

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

**Scoring Notes:**

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

**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** how the issue has been affected by people **and** how the issue continues to be an issue **or** has changed over time
- Is more analytical than descriptive
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

**Score of 4:**

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

**Score of 3:**

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

**Score of 2:**

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

**Score of 0:**

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

## Issues found in documents

**Document 1:** Human rights violations; abuse of power; unequal distribution of power; inequality; impact of government policy; conflict; lack of security; scarcity; lack of food security; mass executions; lack of voice in government; lack of freedom

**Document 2:** Human rights violations; abuse of power; impact of government policy; censorship; loss of privacy; lack of freedom; loss of due process; lack of voice in government; inequality; lack of security; conflict

**Document 3:** Human rights violations; abuse of power; impact of government policy; lack of security; lack of food security; loss of privacy; disruption of livelihood; lack of freedom; lack of voice in government; conflict

**Document 4:** Human rights violations; abuse of power; impact of government policy; lack of security; lack of freedom; lack of voice in government; inequality; conflict

**Document 5:** Human rights violations; abuse of power; impact of government policy; lack of freedom; lack of voice in government; lack of security; scarcity; disruption of livelihood; conflict

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
Human rights violations	1, 2, 3, 4, 5
Abuse of power	1, 2, 3, 4, 5
Impact of government policy	1, 2, 3, 4, 5
Inequality	1, 2, 4
Lack of security	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

## Example Issue: Abuse of Power

***Identify and Explain:*** Abuse of power occurs when those in authority violate or limit the rights of people in an effort to gain or maintain control. Leaders and officials may wound or kill people, strip away personal rights and freedoms, destroy homes, destroy infrastructure, or deny basic goods and services to assert their dominance.

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

**Document 1:** Anyone suspected of crimes against Nicholas II was arrested and many were executed. The czar's troops burned entire communities without mercy and left people wounded, homeless, and starving.

**Document 2:** The Nazi government destroyed civil liberties such as freedom of speech, freedom of assembly, and the right to due process of law.

**Document 3:** Mao forced the entire rural population of China into "People's Communes", where peasants effectively became slave laborers.

**Document 4:** In Sharpeville, police officers opened fire on Black South Africans peacefully protesting pass laws, killing 69 people.

**Document 5:** In Pakistan, the Taliban bombed power stations and gas pipelines, leaving people without access to electricity, gas to cook with, and running water.

### Example Issue: Abuse of Power

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p><b>Doc 1</b>—In cities across Russia, anyone suspected of crimes against czar arrested by police (38,000 so-called politicals imprisoned or exiled; 5,000 executed)</p> <p>Jobs lost by outspoken workers; employers attempting to rehire them threatened with prison</p> <p>Workers’ children routinely rounded up by police and beaten to “teach them a lesson”</p> <p>Punitive expeditions authorized by Nicholas (order restored in most brutal ways possible by detachments of tough, well-trained soldiers storming into a town or village; citizens killed by soldiers at random; entire communities burned without mercy; people left wounded, homeless, and starving)</p> <p>Order restored with saber and whip (workers returned to factories and peasants to villages with heads bowed; lower class no longer acting out; courtesy, friendliness, bows replaced by animosity and rudeness)</p> <p>People kept in place by fear alone</p> <p><b>Doc 2</b>—Civil liberties destroyed to extreme extent during Nazi seizure of power (illegal to belong to any political grouping apart from Nazi Party or any non-Nazi organization of any kind apart from churches and their lay organizations and the army; illegal to tell jokes about Hitler; illegal to spread rumors about government; illegal to discuss alternatives to political status quo)</p> <p>Reichstag Fire Decree of February 28, 1933 (legal for police to open letters, tap telephones, and detain people indefinitely and without a court order in so-called protective custody)</p> <p>Clauses in Weimar Constitution abolished by Reichstag Fire Decree of February 28, 1933</p>	<p>Spread of ideas by Enlightenment philosophers about natural rights, equality, and consent of governed in response to oppressive, absolute monarchies (Locke; Montesquieu; Rousseau)</p> <p>Details about coercive labor (serfs in Russia; plantation labor in Haiti; Congolese under Belgian rule)</p> <p>Role of Robespierre during Reign of Terror</p> <p>Treatment of Irish by British during potato famine</p> <p>Abuses faced by working class from entrepreneurs/business owners during Industrial Revolution (child labor; long hours; unsafe working conditions; low wages; tenements)</p> <p>Negative effects of imperialism on colonial peoples (exploitation of land; coercive labor; loss of cultural identity; exploitation of resources)</p> <p>Details about abuses by Russian leaders to control their people (Nicholas II; Lenin; Stalin; Putin);</p> <p>Use of propaganda to promote authoritarian leadership (Mao’s Little Red Book; Nazi youth movement; public address systems in communes)</p> <p>Atrocities (pogroms; Holodomor; Holocaust; Cultural Revolution; mass murder of Armenians; Stalin’s purges; Killing Fields; Rwandan genocide)</p> <p>Soviet expansion of power into Eastern Europe during Cold War</p> <p>Suppression of Indians by British (Sepoy Rebellion; Amritsar Massacre; monopoly on salt)</p>

<p>(freedom of press; freedom of assembly; freedom of association; freedom of expression)</p> <p>Enabling Law (Reich Chancellor and his cabinet allowed to enact laws that violated Weimar Constitution without approval of legislature or elected president)</p> <p>Right of judicial appeal effectively abolished for offenses dealt with by Special Courts and People's Court (large numbers of offenders sent to prison for political as well as ordinary criminal offenses; in 1937, no fewer than 5,255 convictions for high treason passed by courts; punishment death penalty or state prison, often for lengthy period of time; from 1932-1937, increase in prison population from 69,000 to 122,000; 23,000 inmates of state prisons/penitentiaries classified as political offenders in 1935)</p> <p>After 1937, expansion of camps mainly as places of confinement for social rather than political deviants</p> <p><b>Doc 3</b>—Summer of 1958 entire rural population of China put into new and large units called "People's Communes" by Mao (aim to make slave-driving more efficient; easier to control peasants with fewer units)</p> <p>Charter of first commune, "Chayashan Sputnik," edited by Mao (every aspect of members' lives controlled by commune; all households to hand over private plots; all people to live in dormitories according to principle of "benefitting production and control"; homes dismantled if bricks, tiles, or timber needed by commune; every peasant's life to revolve around labor; all members treated as if in army; peasants allowed insignificant amounts of cash; camps for slave laborers)</p> <p>Inmates of labor camps required to eat at canteens (banned from eating at home; woks and stoves smashed; withholding food common form of "light" punishment; officials able to withhold food from anyone)</p>	<p>Restrictions of rights in Iran (Pahlavi—propaganda; use of secret police; exploitation of working classes; Khomeini—propaganda; limited rights for women; censorship of Western ideas)</p> <p>State-sponsored terrorism</p> <p>Details about apartheid (homelands; denial of citizenship for Black South Africans; Soweto; forced teaching of Afrikaans)</p> <p>Human rights violations (Augusto Pinochet; Deng Xiaoping; Slobodan Milosevic; Pol Pot)</p>
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**Doc 4**—March 21, 1960, a group of people in Black township of Sharpeville in South Africa fired on by police officers for peacefully protesting oppressive pass laws (69 people killed)

**Doc 5**—2008 bombing of power station and blasting of pipeline by Taliban (no electricity; no gas; price of gas cylinders needed to cook doubled)

### Example Issue: Abuse of Power

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
<p><b>Continuity:</b></p> <p><b>Doc 1</b>—Terror in cities across Russia and countryside during reign of Czar Nicholas II (executions; rounding up workers’ children and beating them; punitive expeditions; burning communities without mercy)</p> <p><b>Doc 2</b>—Civil liberties limited during Third Reich (freedom of press; freedom of assembly; freedom of association; freedom of expression)</p> <p><b>Doc 3</b>—Labor-camp culture under Mao (live in dormitories; eat in canteens; state total control over food; all members treated as if in the army)</p> <p><b>Doc 4</b>—Blacks in South Africa subject to oppressive pass laws</p> <p><b>Doc 5</b>—2008 Taliban bombings against civilians during Ramadan</p> <p><b>Changes:</b></p> <p><b>Doc 1</b>—Return of workers to factories and peasants to villages after terror of Czar Nicholas II; lower classes replaced courtesy, friendliness, and bows with ainosity and rudeness; political unrest replaced by fear</p> <p><b>Doc 2</b>—Civil liberties destroyed during Nazi seizure of power</p> <p>Invasion of privacy allowed under Reichstag Fire Decree (legal for police to open letters, tap telephones, detain people indefinitely; abolished clauses of Weimar Constitution)</p> <p>Passage of Enabling Law (allowed Reich Chancellor and cabinet to enact laws that violated Weimar Constitution without approval of legislature or president)</p> <p>From 1932-1937 increase in prison population from 69,000 to 122,000; 23,000 inmates of state prisons</p>	<p><b>Continuity:</b></p> <p>Continuation of restriction of rights during revolutionary period in France through reign of Napoleon</p> <p>Imperialism accompanied by exploitation of land and labor (Spanish America; Belgian Congo; British Raj; economic imperialism)</p> <p>Attempts by Russian leaders to maintain control over people (Nicholas II; Lenin; Stalin; Putin)</p> <p>Use of propaganda to promote authoritarian leadership (Mao’s Little Red Book; Nazi youth movement; public address systems in communes)</p> <p>Atrocities (pogroms; Holodomor; Holocaust; Cultural Revolution; mass murder of Armenians; Stalin’s purges; Killing Fields; Rwandan genocide)</p> <p>Restrictions of rights in Iran despite Revolution (Pahlavi—propaganda; use of secret police; exploitation of working classes; Khomeini—propaganda; limited rights for women; censorship of Western ideas)</p> <p><b>Changes:</b></p> <p>Spread of ideas by Enlightenment philosophers about natural rights, equality, and consent of governed and abolition in response to oppressive, absolute monarchies (Locke; Montesquieu; Rousseau; Wilberforce)</p> <p>Successful slave rebellion led against French by Toussaint L’Ouverture in Haiti</p> <p>Overthrow of Louis XVI and Marie Antoinette and establishment of Directory</p> <p>Responses to abuses faced by working class during industrialization (rise of labor unions;</p>

<p>and penitentiaries classified as political offenders in 1935</p> <p>Suppressing of Communist and Social Democratic resistance by beginning of 1939</p> <p><b>Doc 3</b>—Rural population put into new large units called “People’s Communes” by Mao in 1958</p> <p><b>Doc 4</b>—Police officers opening fire on peaceful protesters in Sharpeville, South Africa</p> <p><b>Doc 5</b>—Destruction of infrastructure by 2008 Taliban bombings in Pakistan (power station; pipeline; access to water)</p>	<p>passage of protective legislation; rise of Marxism; expansion of voting rights)</p> <p>Resistance to foreign oppression (Zulu; Boxer Rebellion; Gandhi)</p> <p>Gorbachev’s implementation of glasnost and perestroika</p> <p>Responses to human rights violations (Nuremberg Trials; Tokyo Trials; creation of United Nations; United Nations Declaration of Human Rights; creation of International Criminal Court)</p> <p>Use of media to expose unjust policies and organize support for reform (Facebook, Twitter and other social media used to organize Arab Spring protests; Radio Free Europe; Malala Yousafzai’s blog; documentary films on YouTube; hashtag activism)</p> <p>Anti-apartheid movement (African National Congress; Nelson Mandela; F. W. de Klerk; Desmond Tutu; Truth and Reconciliation Commission)</p> <p>Overthrow of Pahlavi with Iranian Revolution, 1979</p>
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Over the course of history, human civilization has experienced several enduring issues. One such issue is inequality as a result of the struggle for power. States have been gaining and consolidating power for thousands of years, even going back to ancient Sumer with Sargon the Great's Akkadian Empire. These states had varying methods to acquire and maintain their power, with religion being predominant among these early states. However, divides were inevitably formed between those in power and those they ruled over, at times creating brutal systems of inequality. Several examples of this can be seen even during the last centuries, like in Russia, Germany, and the Middle East.

The Romanov Family of Russia was its final ruling dynasty, reigning from the 1600s to the early 1900s. Most infamous among them is the last Czar, Nicholas II. He himself admitted he may not have been the most qualified leader, but this did not stop him from attempting to solidify his hold on the Russian people. This desire to maintain autocratic rule existed throughout the Romanov dynasty. Peter the Great limited the power of the boyars by instituting the Table of Ranks and requiring a less traditional and more Western style of dress. Additionally, Catherine the Great often saw popular uprisings against her authority, such as the Cossacks and Pugachev's Rebellion. They fought for the right as they viewed noble privileges and their own lives as gravely unequal. Similarly, another scenario played out during Nicolas' reign (Document 1) to industrialize sooner and solidify Russian power to the rest of the world had led to humiliating defeats like the Russo-Japanese War. Combined with the growing suffering of the working class and the peasantry, Nicholas' subjects

began to lose faith in their monarch. In 1905, masses of people in Russia marched with Father Gapon to petition Nicholas, in hopes of achieving better working conditions. This protest was met with Russian troops opening fire on an unarmed crowd. This suppression of the unequal lower class continued between 1905 and 1907 as Nicholas authorized the Punitive Expeditions. Again, the Imperial response was brutal (Document 1). Tens of thousands of people were arrested for being suspected of being dissidents. Workers were beaten, threatened, and fired. Groups of soldiers were dispatched to countryside villages, mercilessly slaughtering and pillaging without hesitation. The nobles recalled that, for the time being, the lower classes were once again tamed. However, it was fear and brutality that kept them in place, not loyalty. This provided an example for future Russian leaders and regimes, who learned they could attempt to keep power by inflicting the same inequalities on their people as the Romanovs had done. This was apparent during the reign of 20th-century totalitarian leaders like Joseph Stalin.

Somewhere else in Europe not long after the rise of the aforementioned brutal Russian regime, another began to emerge in Germany. Hitler's Nazi party was able to gain influence because of the festering hatred Germany was feeling post WWI. They felt humiliated and disrespected after signing the Treaty of Versailles. As Germany struggled with a widespread economic depression, hyperinflation, and the devastation of WWI, a new leader with a new political ideology emerged. Adolf Hitler saw an opportunity by heavily using nationalism to raise support, and, to create even more power for himself. In time, he began deconstructing the democracy of the German Weimar

Republic. He was able to seize power but not without opposition. Like the Romanovs, Hitler responded by brutally suppressing his opponents. Those considered a threat to Hitler's rise to power were treated as unequal and marginalized as he sought to maintain control. During the night of the Long Knives many political enemies were assassinated. Further thousands were imprisoned, and the number of convicts nearly doubled in 5 years from 1932 to 1937 (Document 2). Civil liberties were also taken away, adding to the barbaric inequality barrier the Nazis were building. Some of these including removing free speech, even for something as little as joking about Hitler. Through these methods he was able to keep his power over the Nationalists or Communists, who he also prohibited allegiance to as well. His antisemitic attacks against the Jews were yet another example of a group Hitler attempted to suppress in an effort to increase his power and create more living space (Lebensraum) for the Aryan race. His measures included the enactment of the Nuremberg Laws, using propaganda, calling for boycotts of Jewish businesses, Kristallnacht, and eventually displacing Jewish people to ghettos or concentration camps. It would not be until after WWII and the defeat of the Nazi Party that the Nuremberg Trials would be held. This international tribunal allowed the allied powers to hold Nazi officers who had committed crimes against humanity during WWII accountable. Millions of Jews suffered and were killed in camps at the hands of the Nazis. Hitler used brutal tactics in order to solidify his power and continued to marginalize those he viewed as enemies throughout his time in power.

Even in the modern 21st century there are vast amounts of inequality connected to the desire for power. Malala Yousafzai

remembered how the tyrannical Taliban regime kept many people in check through fear. Malala was a Pakistani girl who advocated for the right for girls to receive an education. In response, the Taliban targeted her by shooting her while she was on a bus riding home from school. Thankfully, she survived this attack and has continued her work in advocating against inequality and for more opportunities for girls. The Taliban bombed power stations and pipelines, which hurt the people more than the foreigners they wanted to leave. Malala remembered the holy Islamic month of Ramadan, where Muslims would have to fast during the day. The Taliban heavily enforced this to make sure no one was eating or drinking. They did this because they follow a strict form of Sharia Law and use it as a way to maintain their authority and power. Some, nonetheless, resisted, not caring for any retribution by the Taliban. This shows how desperate they were and how poorly treated some were.

Over time, history has seen its fair share of tyrannical regimes. One of the most effective ways was to rule by fear and brutality, for thousands of years, from the Romanovs of Russia to the Nazis of Germany in the 1900s and the Taliban today. However, even before there were other brutal dictators, like Vlad the Impaler of Romania, Tarquin the Proud of Rome, and Bloody Mary of England. Still today authoritarian regimes oppress people, with the Taliban recently banning higher education for women. These authoritarian individuals and groups have marginalized those that they see as a threat to their control. In doing so, the maintenance of inequality has proved to be a method of sustaining power.

## Anchor Level 5

### **The response:**

- Clearly identifies and accurately explains *inequality* as an enduring issue raised in the documents (divides inevitably formed between those in power and those they ruled over, at times creating brutal systems of inequality; authoritarian individuals and groups marginalized those they most see as a threat to their control; maintenance of inequality proved to be a method of sustaining power)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (Czar Nicholas II admitted he may not have been most qualified leader but did not stop him from attempting to solidify his hold on Russian people; suppression of unequal lower class continued between 1905 and 1907 as Nicholas authorized brutal Punitive Expeditions; fear and brutality rather than loyalty kept lower classes in place; Nicholas provided an example for future Russian leaders and regimes such as 20th century totalitarian leader Stalin; like Romanov, Hitler responded by brutally suppressing his opponents; Hitler used brutal tactics to solidify his power and continued to marginalize those he viewed as enemies throughout his time in power; Taliban strictly enforced rules of not eating and drinking during Ramadan)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 5
- Richly supports the task by incorporating substantial relevant outside information (Peter the Great limited power of boyars by instituting Table of Ranks; Catherine the Great often saw popular uprisings against her authority, such as Cossacks and Pugachev's Rebellion; in 1905, masses of people in Russia marched with Father Gapon to petition Nicholas in hopes of achieving better working conditions; as Germany struggled with widespread economic depression, hyperinflation, and devastation of World War I, a new leader with a new political ideology emerged; during Night of Long Knives many political enemies assassinated; Hitler's measures included enactment of Nuremberg laws using propaganda, calling for boycotts of Jewish businesses, Kristallnacht, and eventually displacing Jewish people to ghettos or concentration camps; international tribunal allowed Allied powers to hold Nazi officers who had committed crimes against humanity during World War II accountable; Malala, a Pakistani girl, advocated for girls' right to receive an education; in response Taliban targeted her by shooting her while on a bus riding home; she survived and has continued her work in advocating against inequality and for more opportunities for girls; Taliban follow a strict form of Sharia Law and used it as a way to maintain authority and power in Afghanistan)
- Demonstrates a logical and clear plan of organization; includes an introduction that explains the enduring issue and a conclusion that mentions other examples of tyrannical regimes

**Conclusion:** Overall, the response fits the criteria for Level 5. An analytic discussion of inequality as a result of the struggle for power as an enduring issue is thoroughly supported by insightful document interpretation, substantive details, and relevant outside information about different societies throughout history. Thoughtful conclusions reflect a good historical understanding of the consequences surrounding brutality employed by tyrannical dictators during different times in history.

An example of an enduring issue is oppressive totalitarian governments. This issue can be defined as the governments that hold total control over their people and as a result the people often have very few or no personal liberties. Oppressive totalitarian control has endured throughout time and can be seen as early as the rule of Qin Shi Huangdi in China to present day. North Korea where Kim Jong Un controls the lives of his people. Oppressive totalitarian control has affected people as seen by their lack of freedom of speech, press, and assembly, often paired with controlling laws in authoritarian nations. Examples of these types of governments include Russia under Czar Nicholas II, South Africans during the time of apartheid, and China under Mao Zedong.

One place in which an oppressive totalitarian government limited its people's freedom was in Russia. Historically, Russia was controlled by autocratic government under the Romanovs where the people had little to no say on how they were to be governed. Conditions for both workers and peasants in early twentieth century Russia were challenging. Many faced low wages, poor working conditions, inflation, and a lack of land. During the 1905 protest that came to be known as Bloody Sunday and in subsequent years many Russians began to speak out against these issues and lack of voice in government. In response the Russian peasants faced brutality when they expressed dissent against tsar Nicholas. These brutalities included beatings, imprisonment, and even execution of Russians. These displays of control by tsar Nicholas instilled a sense of fear in the Russian people curbing revolt or others from speaking out against Nicholas. In present day Russia, the people are still governed by an all powerful government under Putin as they

continue their long history of an oppressed population.

European imperialism also created oppressive control by foreign rulers in imperial colonies. The legacy of imperialism in South Africa was no exception. Despite being the minority of the population white officials instilled oppressive apartheid laws in South Africa. Black South Africans had no say in the creation of these laws. Apartheid established legal segregation of Blacks and Whites in South Africa. Under these laws Blacks and Whites were required to live in separate areas, use different facilities, and Blacks were mandated to carry pass books. Apartheid was one way of oppressing Black South Africans which led to many protests. Protests like the one in Sharpeville resulted in 69 casckets carrying the victims of a shooting at the hands of South African officers. These individuals were shot for simply protesting oppressive laws instilled by their government. This shows that the oppressive government controlled the people's right to protest and therefore restricted their freedom of speech. In present day South Africa, oppressive totalitarian control is no longer an issue faced by South Africans but the sharp inequity between blacks and whites is ever present and continues to linger.

Absolute control displayed by a government also affects people's daily lives. In communist China, Mao Zedong controlled nearly every aspect of Chinese people's lives. In the summer of 1958 Mao effectively moved China's rural population into large units known as "Peoples Communes" where every aspect of their lives would be controlled. People were forced to give up all of their land and animals. During this policy of The Great Leap Forward, collectivization and backyard industry initiatives directly impacted the daily lives of Chinese citizens. It also

ended in famine that killed millions of citizens. More recently, under the rule of Deng Xiaoping a large group of college students protested at Tiananmen Square. The Chinese government authorized the military to deploy tanks and suppress the rebellion. In response to their call for democracy, many were met with death or injury. In this same period China also instilled a one child-policy further invading Chinese people's personal life. It is clear that since the end of dynastic China, the nation's leaders have maintained autocratic principles to control its population.

In Pakistan, an Islamic extremist organization known as the Taliban also tried to oppressively force extremist views on the Pakistani people. During the fasting month of Ramadan in 2008, the Taliban bombed the power station and gas pipelines. These bombings had a direct impact on people's ability to cook, access clean water, and provide medical care. Malala herself was shot on a school bus after speaking out against the Taliban's restriction of girls receiving an education. Malala survived and continues to be an advocate for her cause. The Taliban still exists today using terrorism to impose its ideals on the people it controls.

Oppressive totalitarian control has affected people as seen by lack of freedom of speech and invasive control of various practices in citizens' lives. This issue persists in present day North Korea, until today. People do not have complete access to the internet as it is controlled by the North Korean government and the dictator, Kim Jong Un. North Korean people are also forbidden from leaving the country and must revere Kim Jong Un. North Korean people believe they live in the best country in the world because their government controls the media and censors all information that is disseminated. Every aspect of

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**Anchor Paper – Enduring Issues Essay—Level 4**

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a North Korean person's life, down to what they are able to think, is controlled by the government and is enforced by fear of repercussion by the North Korean government. Agencies like the United Nations (UN) have worked to combat absolute rule. As the world works towards a better future, it should prevent the formation of more Absolute control governments because as history proves, the results on people are devastating.

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## Anchor Level 4

### **The response:**

- Identifies and accurately explains *oppressive totalitarian governments* as an enduring issue raised in the documents (government holds total control over their people, and as a result, people often have very few or no personal liberties; lack of freedom of speech, press and assembly often paired with controlling laws in authoritarian nations)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (Russian peasants faced brutality when they expressed dissent against Tsar Nicholas, including beating, imprisonment, and even execution; Black South Africans shot for simply protesting oppressive laws instituted by their government; oppressive totalitarian control no longer an issue faced by South Africans but sharp inequity between Blacks and Whites ever present and continues to linger; in summer of 1958, Mao effectively moved China’s rural population into large units known as “Peoples Communes” where every aspect of their life controlled; in Pakistan, an Islamic extremist organization known as Taliban tried to force extremist views on Pakistani people, directly impacting people’s ability to cook, access clean water, and provide medical care)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 3, 4, and 5
- Supports the task by incorporating relevant outside information (conditions for both workers and peasants in early 20th century Russia challenging as many faced low wages, poor working conditions, inflation, and a lack of land; during 1905 protest known as Bloody Sunday, and in subsequent years, many Russians began to speak out against these issues and lack of voice in government; in present-day Russia, people still governed by an all-powerful government under Putin as they continue their long history of an oppressed population; European imperialism also created oppressive control by foreign rulers in imperial colonies; Black South Africans had no say in creation of apartheid laws which established legal segregation of Blacks and Whites; during policy of Great Leap Forward, collectivization and backyard industry initiatives directly impacted lives of Chinese citizens, ending in famine that killed millions of citizens; under rule of Deng Xiaoping, large group of college students protested at Tiananmen Square; Chinese government authorized military to deploy tanks and suppress rebellion; in same time period, China instilled a one-child policy, further invading personal lives of Chinese; in Pakistan, Malala shot on a school bus after speaking out against Taliban’s restriction of girls receiving an education; North Koreans forbidden from leaving country and must revere Kim Jong Un; every aspect of a North Korean’s life, down to what they are able to think, controlled by government and enforced by fear of repercussion by government)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses totalitarian control in North Korea

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion is framed by a detailed interpretation of document information. Thoughtful insights are reflected in some analytic conclusions that would have benefited from additional explanation.

Enduring issues are seen all over the world with varying affects on societies that have been plagued with such issues. One such issue is the Abuse of power many societies suffered through. The Enduring issue of Abuse of power is an sitituation in which power is held by someone or a group and used for nerferious means that negativty affects the people in and outside the Nation.

The Abuse of power is a signifceant enduring issue because it leads to the Deaths and sufferings of many, as demostrated by Russia's rule under Tsar Nicholas II (Document 1), the Nazi's rule over Germany (Document 2), and Mao's attempt to Modernize China (Document 3).

As seen in the Tsarist system of government in Russia tsars held an Iron rule over Russia for centuries maintaining power by any means necessary. Russia for most of its history was very rural and the peasants had few rights and were often abused by the nobles called boyars or kulaks. The tsars supported the boyars or kulaks. The tsars supported the boyars in order to keep their support. As Russia forced the peasents to work, the Tsar's Iron rule only made the system harsher on them, leading to years of pent up resentment and anger as their needs were ignored by the Tsar and Russian nobles who grew rich from the peasents mistreatment. This resulted in attempted revolts to change the status quo, as the Peasents got tired of being treated like Dirt. One such revolt started on Bloody Sunday, which then led to the 1905 Revolution against Tsar Nichoals' II rule. After the peasants and others revolted, the tsar responded with extreme violence and scare tactics. He imprisoned or exiled people because they were "political." Many people were executed without trials. People lost their jobs and even their children were punished. This demonstrates the Enduring issue of abuse of

power by showing how the Tsar imprisoned or exiled anyone who were suspected of crimes against him, weather or not they had proof. Along with allowing violence to be used again the peasants to envoke fear, Thus abusing his power as the Tsar to force peasants to work under harsh conditions without a single care. Because of his abuse of power over the peasants of Russia, the peasants eventually held a successful revolt.

The 1905 Revolution ended with promises of reform, but when the tsar didn't follow through with these reforms, The Boslville revolution started in 1917 as a result of abuses in power by the Tsar.

Another example of Abuse of power is the Nazi party's rule over Germany headed by Adolf Hilter, at the time leader of the Nazi party in Germany. Hilter's rise to power led to many of his ideals be populized and adopted by Germany. Most Notably, his Anti-semetic ideas and ideology seen in his book, Mein Kampf and the implementation of the Nuemburg Laws (OI). Hilter also legitimized his power by making laws to ensure no on would or could go against him, inducing fervor among the populace. He made it a violation to go against him or to join groups that weren't Nazi-affiliated and even made it a crime to tell jokes about him or spread rumors against the government. This shows an abuse of power because, Hilter used his control to envoke fear by taking away people's privacy and would not hesitate to imprision people for one wrong move. This continued and expanded in the Holocaust during WWII, where Hilter's suspicions and desire for power and ideologies led to millions of people detained in concentration camps, most notably Jewish people, leading to the deaths of millions. Hilter's and the Nazi's abuse of power led to the deaths and suffering of millions.

Another example is Mao's attempting to modernize in China. After gaining support from the peasants during the Communist Revolution, Mao started implementing his communist ideas on the peasants harshly during the Great Leap Forward. The Great Leap Forward was an attempt to speed up production both in factories and the countryside. In the rural areas, he forced people onto communes, where he said every aspect of the people's lives should be controlled by the commune. As a result, many were forced to starve and work under harsh conditions, which is an abuse of power because Mao forced peasants to work with a plan that starved and forced many out of their homes, without any help from Mao or the Chinese government. Mao's ideologies failed and caused the deaths of more than 30 million peasants.

Therefore the abuse of power is a significant enduring issue because people suffered and many died needlessly. People deserve human rights. They should be given the right to live, work, and get paid, and the right to advocate for a better life. Mao, Hitler, and Tsar Nicholas did not allow people their rights and the people suffered as a result. At times, this led to eventual changes in the government, as with the overthrow of the tsar after the Bolshevik Revolution or the loss of the Nazis after World War II. But sometimes people's actions do not cause change and people continue to suffer.

### Anchor Level 3

#### **The response:**

- Identifies and explains *abuse of power* as an enduring issue raised in the documents (varying effects on societies that have been plagued with issue; situation in which power held by someone or a group of people and used for nefarious means that negatively affects people in and outside the nation; leads to deaths and suffering of many)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (as Russia used peasants to work, control, and gain the tsar wealth and crops, his iron rule made system harsher on them; system led to years of pent-up resentment and anger from peasants because they were ignored by tsar and nobles who grew richer from their mistreatment; attempted revolts tried to change status quo as peasants got tired of being treated like dirt; after peasants and others revolted, tsar responded with extreme violence and scare tactics; tsar imprisoned or exiled anyone suspected of crimes against him whether or not he had proof; Hitler made it a violation to go against him or join groups not Nazi-affiliated and even made it a crime to tell jokes about him or spread rumors against government; people's privacy taken away and Hitler did not hesitate to imprison people who made one wrong move; Mao forced peasants onto communes where every aspect of life controlled; many forced to starve and work under harsh conditions)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 2, and 3
- Includes some relevant outside information (for most of its history, Russia was rural and peasants had few rights and were often abused by nobles called boyars or kulaks; tsars supported boyars to keep their support; revolt on Bloody Sunday led to 1905 Revolution against Tsar Nicholas' rule; 1905 Revolution ended with promises of reform, but when tsar did not follow through with reforms, Bolshevik Revolution started in 1917; Hitler's antisemitic ideas and ideology in his book "Mein Kampf" and implementation of Nuremberg laws to ensure no one could go against him induced fear among populace; fear continued and expanded during Holocaust during World War II where Hitler's suspicions and desire for power and ideologies led to millions of people being detained in concentration camps, most notably Jewish people; millions suffered and died; after gaining support from peasants during Communist Revolution Mao started implementing his ideology on peasants during Great Leap Forward, which attempted to speed up production both in factories and countryside; Mao's ideologies failed and caused death of 30 million peasants)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response addresses all aspects of the task with relevant facts and details and some good outside information, although most of the treatment centers on Nicholas II. In addition, some isolated analysis and limited development weakens the discussion.

Over the course of centuries, government control of people has restricted them to specific political and religious beliefs. With police and military forces, the high powered people have been able to warp the minds of the people, make them follow everything they do or say. An enduring issue that has occurred and continues today is total control of the people through force, food, and threats.

Many governments build up their military to fight against foreign powers and protect the people. Others use their military powers for different reasons. In Russia and Nazi Germany, the military was used to keep the people under their control and follow their specific beliefs. In Russia it was follow the government or die. They use force to keep people from going against the government. If you went against the Tsar powers of Russia in any way, you will likely be executed, imprisoned, or exiled (Document 1). Those who spoke out at work were fired and if their employers were to rehire them, they were “threatened with prison” (Document 1). The Russian military would kill or imprison anyone who went against the government or thought differently than their rulers. In Nazi Germany, you had to believe in what Nazi’s believed or you would be detained or executed. Hitler was a cruel ruler using his power to initiate the Holocaust because he didn’t like those who had opposing viewpoints to him. He wanted total control over what people thought and said. Military powers were used to gain power and maintain it by destroying “civil liberties” (document 2). Many regions use total control through military by execution, imprisonment, or threatening to do such.

With military instituting total power, police forces were as well. Governments gave more power to the police in order to maintain control

over the thoughts and actions of people. Police forces were allowed to use force to take down protests against the laws governments had and even could get away with killing peaceful protesters (document 4). In Nazi Germany, the police could “open letters and tap telephones, and detain people indefinitely” whether they did something or not (document 2). This allowed the German police to do as they pleased in order to keep the people thinking the right way. Even today, you can see corruption in police forces in order to maintain total control. In the United States, for instance, police are using their power to keep the people “safe” and not get harmed by others.

Total control can also be seen in China, under the rule of Mao Zedong. Mao was urged to restore power in China as quickly as possible. His plan for economic restoration was called The Great Leap Forward. His plan was to rapidly grow crops using peasants by taking their private lands and making them work. In doing this, he created more problems than before and stole more from the peasants. He took “total control over food” (document 3) and didn’t supply them with any unless he felt like it. This was used as a “light punishment” (doc 3) in order to keep the people following his rule and keeping him in power. Total control over resource supply is also seen by the Taliban over Muslim people during Ramadan. The Taliban cut off all power, gas, and food to the Muslim population they controlled in order to keep the power they had gained (document 5). Total control of resources can also be seen in today’s world in multiple regions. Those who are less fortunate in our world are not supplied the food they need for survival. In Afghanistan, the Taliban has control over the lives of the Muslim people.

Total control over people through force, food supply, and threats is an issue that has endured over time. People have been starved, imprisoned, and murdered for the maintaining of power throughout time and still today.

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### Anchor Level 2

**The response:**

- Identifies and partially explains *government control of people* as an enduring issue raised in the documents (has restricted people to specific political and religious beliefs; high-powered people have used police and military forces to warp the minds of people, making them follow everything they do or say; force, food, and threats have been used to totally control people)
- Minimally develops both aspects of the argument
- Is primarily descriptive (many governments build up their military to fight against foreign powers and protect people; Russia used force to keep people from going against tsar; people who went against the tsar would likely be executed, imprisoned, or exiled; in Nazi Germany, one had to believe in beliefs of Nazis or be detained or executed; Hitler wanted total control over what people thought and said; civil liberties destroyed in Nazi Germany by military powers used to gain power and maintain it; governments gave more power to police to maintain control over thoughts and actions of people; police forces allowed to use force to take down protests against laws governments had and could even get away with killing peaceful protesters; in Nazi Germany, police could open letters, tap telephones, and detain people indefinitely whether they did something or not allowing them to do as they pleased to keep people thinking the right way; Mao’s plan to rapidly grow crops by using peasants and taking their private lands and making them work; Taliban cut off all power, gas, and food to Muslim population they controlled to keep power they had gained)
- Includes few relevant facts, examples, and details from all the documents
- Presents little relevant outside information (Hitler a cruel ruler who used his power to initiate the Holocaust because he did not like those who had opposing viewpoints; corruption in police forces today as in United States where police use their power to keep people “safe” and not get harmed by others; Mao’s plan for economic restoration in China called Great Leap Forward; in Afghanistan, Taliban has control over lives of Muslim people)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Some relevant outside information is included in the discussion; however, it lacks supporting facts and details. An understanding of the task is demonstrated, but lack of explanation and simplistic statements diminish the effort.

Governments help control and maintain their people and country. Without a government or leader there is no order within a country or society. Governments are supposed to have limited control but there are many cases in which they or one person within the government abuses their power. Throughout history there have been governments and leaders that have abused their power to benefit themselves but at the expense of their people.

Three examples of this governmental abuse of power is the Russian government control in 2014, Mao Zedong's rule in China in the 1900s, and the Nazi party's control during WWII. In each of these examples, the governments abused their power. The Russians killed citizens (38,000) and arrested many more if they were believed to be against the tsar. Mao Zedong completely controlled every aspect of the peasants life. He controls where they live, when they eat, and when they work. The Nazi party also controlled its people in the same way Russia did. People could not speak out against the government and were arrested if they did. All of these governments went beyond their control or what they are supposed to control. This led to totalitarian governments that controlled almost every aspect of people's lives in order to maintain and build their power, ensuring that they lasted as long as possible.

## Anchor Level 1

### **The response:**

- Identifies and explains *abuse of power* as an enduring issue raised in the documents (governments supposed to have limited control but many cases in which one person within the government abuses their power; throughout history, governments and leaders have abused their power to benefit themselves at expense of their people; governments go beyond their control or what they are supposed to control)
- Addresses both aspects of the argument; includes inaccuracies (government abuse of power is Russian government's control in 2014; Russians killed 38,000 citizens)
- Is descriptive (governments help control and maintain their people and country; without a government or leader, no order within a country or society; Russians killed citizens and arrested many more if believed to be against the tsar; Mao Zedong completely controlled every aspect of the peasants' life—where they lived, when they ate, and when they worked; Nazi Party controlled its people in same way Russia did; people could not speak out against Nazi government and were arrested if they did)
- Includes minimal facts, examples, and details from Documents 1, 2, and 3
- Presents limited relevant outside information (control by Nazi Party during World War II; totalitarian governments control almost every aspect of people's lives to maintain and build their power and ensure that they last as long as possible)
- Demonstrates a general plan of organization; includes an introduction and a concluding sentence about totalitarian governments

**Conclusion:** Overall, the response fits the criteria for Level 1. Although a minimal understanding of government abuse of power is indicated, the explanation of document information is general and weak. The discussion lacks supporting facts and details.

An enduring issue is a problem or issue that presents itself through history affecting societies and people across time and place. It may continue or change over time, simultaneously with mankind. Specifically, inequities especially between a government (or dictators) and its citizens is a significant enduring issue because it denies people's lives, endangers many lives, and allows corrupt govts to rule, as demonstrate by the Romanov Dynasty (Russia), the ruling of the Nazi Regime (Germany), and by the apartheid in South Africa.

During the Romanov Dynasty (document 1) inequity between the rulers and the citizens proved deadly. The Romanov Dynasty, more specifically the Tsar Nicholas II, ruled over Russia in late 19th and 20th century creating deep animosity within the people. When people were upset with conditions and what the government was doing, Nicolas ordered the Punitive Expeditions which involved soldiers storming villages and randomly killing many innocent civilians. Police arrested anyone who was considered "political." People who were outspoken lost their jobs and many were executed for their crimes against the tsar. Overall these expeditionist actions endangered many people, further allowing the corrupt Tsarist Regime to continue. People were silenced for fear of arrest, prison, even death if they spoke out at all. However, the rule of the Tsar sparked civil unrest within Russia. This inequity eventually led to the Russian Revolution of 1917, and the Bolshevik Revolution, led by Vladimir (outside context) Lenin. The inequality within Russian society was promoted by Tsar Nicolas II. The terror created to silence those who wanted more rights and freedoms, especially for the lower classes led Lenin to push not for reform but for a total change in the government. Looking on the larger scale, not only did this evident inequity affect peoples lives, but it had also impacted

the future of Russia and its govt as the Revolution resulted in a fully communist led country.

Another example of inequity is seen in Document 2. The Nazis essentially destroyed/took away all aspects of a citizens liberty/civil freedom. Because of the dictatorship under Hitler and the Nazi regime, a larger disparity grew between the people and the government. Citizen rights were limited greatly. People could not even join groups besides the Nazis or the Church. Freedom of speech, privacy, and fair justice were denied people in order to increase the power of the government. Furthermore, the Nazi Regime had also violated human rights during the Holocaust, (outside context) capturing, isolating, and committing a mass genocide against millions of the Jewish people, Romani, homosexuals, and others in Europe. They were denied their identity and their lives because they didn't fit the Nazi definition of who was an acceptable German or person. The inequities displayed by the Nazi Regime had resulted in the deaths of millions, and ultimately had destabilized all of Europe during and after WW2. Overall, those inequities led to casualties, political destabilization and overall humanitarian consequences across the world.

In South Africa the system of apartheid was established in the mid 1900s. During this time period, South Africa was deep in political/social turmoil due to the Apartheid laws. Apartheid was a system of abuse and separation. Black South Africans were denied their citizenship and right to own property or even move freely as they were forced to live in substandard "homelands." These oppressive laws led to countless civil protests across the country. This racial inequity was caused and also implemented by the government of South Africa. Protests to Apartheid led to the unfortunate murders of many innocent

people. These casualties were caused by police officers opening fire on peaceful protests. Furthermore, this political inequity is displayed through the wrongful imprisonment of Nelson Mandela, (outside info) who was a prominent leader of Apartheid protests. Mandela had been captured & imprisoned for protesting and fighting against the unjust government. Only after several protests and worldwide political, social, and economic condemnation was Nelson Mandela released from prison, after which he eventually became South Africa's first Black president. While apartheid has ended inequities still persist. White South Africans still hold most of the wealth and power, and many Black South Africans have remained in poverty. Overall this inequity came out by the South African govt against the majority of its citizens and displays the fact that inequity results in the endangerment and casualties of innocent lives.

All in all, inequity is a significant enduring issue because it most often results in avoidable casualties and political consequences of continuing corrupt governments, as shown by the Tsarist Regime in Russia, the Nazi Regime in Germany, and by Apartheid in South Africa. Furthermore, this enduring issue has lasted throughout our history, and can even be displayed in our modern world. For example, the genocide against Uighur Muslims in China have been continuously persecuted and placed into prisons and relocation camps within China. They are forced to work, w/little food and no proper care. It is a mass genocide that has still been occurring today. The reason inequity is so significant is because it has been endured by so many people around the world, and it brings people together. It is a uniting force that displays humanity's perseverance and indomitable spirit that has been with mankind throughout history.

Human rights violation is a significant enduring issue because it has been present throughout many points in history as demonstrated by the Holocaust, police brutality in Russia, and the people's commune created by Mao in China. Human's rights have been violated through many other events in order for the leaders to stay in power. They would drive fear into the people so no one would retaliate against them.

In document 1 the Russian police would beat the children of the workers to show the consequence of anyone who would attempt to go against the tsar. By beating the children the workers would not dare to speak out since their children would be enduring the consequences. Along with this the Russian police would kill people at random and arrest anyone they suspected. They would not need a reason, they would go only on suspicion. The tsar had used fear to keep the lower class from acting out. The tsar's rule was built on fear alone and not loyalty.

In document 2 the people were denied from having any other political opinion. The people were to follow the Nazi Party and no other organization. If the people went against this rule they would be arrested. People were discovered by the police tapping telephones and opening letters. This would remove the little privacy people had. In addition the freedom of press, assembly, and association and freedom of expression had all been abolished and stripped from the people. The people were shown only what the government wanted them to see, to gain their loyalty through fear.

In document 3 Mao had created slave camps. This was done to make slave-driving more efficient for the country. The peasants were moved to units, called "people's communes." In the communes they were no longer in control of anything. They had to eat in canteens, as they were

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

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prohibited from eating at home. They were only given small portions of food or starved as a light punishment. This would keep the lower class in check as they would fear going against Mao. They would be exploited for labor.

Human rights violation is a significant enduring issue because it has impacted many people throughout history as shown by the police brutality in Russia, the Holocaust, and Mao's communes. Human rights violation has been demonstrated through many events such as labor exploitation, rights being removed, and inhumane living conditions. In document 2 the Nazis had gone against the Weimar constitution and removed the rights people had, similarly to how the United States government has taken away rights from women.

The Desire for Power is a significant enduring issue because, throughout history, in an effort to gain power, many peoples and governments have fought and cracked down on others. The desire for power has caused violent, civil, and unfair treatment of others as demonstrated by the arresting of random innocent people in Russia (Document 1), the removal of people's civil liberties in Nazi Germany (Document 2), and the use of commune farms which limited people's rights in Communist China during the Great Leap Forward (Document 3). In all three examples, the leaders, Tsar Nicholas II, Hitler, and Mao gained power by systematically abusing the people. The Desire for Power is the use of political influence to affect people's thoughts and actions to accomplish a goal.

The Desire for Power can be seen in Russia with the arrest of protestors (Document 1). Protests occurred against Tsar Nicholas II's reign which occurred during the late 1800s to early 1900s (1890's to 1917). The state of Russia was economically and socially backwards to the rest of Europe. The people were poor and they demanded action and reform especially after Bloody Sunday and the 1905 Revolution which resulted in promised reforms but nothing that tangibly made people's lives better. During the 1905 Revolution the people of the land demanded change and to be given some power to rule in the government rather than having 1 autocratic Tsar as the leader. They desired the power to govern which eventually led to Tsar Nicholas II giving the people the "Duma" or parliament. These protests continue with the historical trend of people of a society demanding change in order for them to be represented by a government that helped them. After the Revolution, problems still persisted, especially in the urban areas

and factories where working and living conditions were horrendous. Tsar Nicholas II targeted those who he saw as dangerous and wanted change calling them “politicals” and imprisoning, executing, and exiling them. This denial of basic human rights was for his benefit and allowed him to strengthen his autocratic rule. In other situations, he seemed to only want to terrorize people into submission as during the Punitive Expeditions. An example of this would be during the French Revolution where the people protested the tyrannical monarchy of Louis XVI. In this case, the Third Estate was able to overthrow him, try him for treason, and execute him. Nicholas II was similarly executed by the Bolsheviks after they took power in Russia.

Another example of the Desire for Power is the Nazi government controlling the lives of the population (Document 2). As the Nazis seized power in Germany, civil liberties were destroyed. They made it illegal to belong to any political group other than the Nazis and silenced people’s speech, destroying their natural rights. The Nazi government wished to spread its hateful ideology to the population so it cracked down on people’s thoughts and freedoms. Thousands of people were convicted of high treason, many for political offenses. All these actions of locking up those who resisted Hitler and the Nazi party were to drive away anybody that could challenge the Nazi order. The people were forced to live in a draconian society where small offenses were met with imprisonment or death. The Nazi government sought to control the people and their thoughts so they passed laws which they ruthlessly enforced. Another example of a government’s consolidation of power by limiting civil liberties is in Soviet Russia. The autocratic communist government under Joseph Stalin arrested people for speaking out

against the government and removed civil liberties in order to consolidate power and hold onto that power. (O.I.) People such as artists, writers, intellectuals, and critics like Solzhenitsyn were arrested and sent to the gulags because they challenged or criticized Stalin's rule.

Another example of the Desire for Power is Document 3. It takes place in Communist China during the summer of 1958 which was during Mao Zedong's Great Leap Forward. Mao sought to gain more power for his nation of communist China so he launched a plan to modernize and transform China into a major industrial power through new large working units called "People's Communes". In an effort to modernize China, Mao Zedong sought to put people on farms to make more crops to feed China's growing population and achieve economic and agricultural self-sufficiency. Mao targeted increasing steel production and industrial output as well as increasing food production. In both of these instances it was a complete failure. Communes resorted to using backyard furnaces to increase steel production, resulting in almost useless steel. On the agricultural communes, overfertilization as well as overly-intensive practices resulted in a famine that killed about 30 million people. While this failed at giving Mao economic power, it did increase his political power as he could then control the population to do what he wanted. The people under this system had to revolve around the labour communes. People and families had to live together in dormitory-style commune barracks as though in the army (Document 3) Because Mao wanted to control the population in order to increase production, he launched his Great Leap Forward. This mirrors Stalin's 5 year plans where Stalin put people to work in factories and modernized the nation at the expense of people's liberties (O.I.). Many

people died from starvation, poor conditions, and mistreatment.

The Desire for Power is the use of influence to affect the people's thoughts and actions to accomplish a goal. The Desire for Power is a significant enduring issue because of the limiting of civil liberties or changing of social orders in order to achieve power, as demonstrated by the arresting of protestors in Russia, the crackdown of social liberties in Nazi Germany, and the Great Leap Forward in Communist China. The Desire for Power has continued to this day in forms of totalitarian dictatorships such as North Korea where the government seeks to hold and expand power by various means such as a strong military. The Desire for Power will continue to endure because of the people's desire for freedom and democracy and the government's response to the expansion of power by the cracking down on civil rights.

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## Enduring Issues Essay—Practice Paper – D

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An enduring issue is a recurring problem throughout history. Conflict is a disagreement or fight between society and/or the government. Conflict can be seen in documents 1, 3 and 4.

In Document 1 conflict can be seen because many people were beaten, imprisoned, and executed, if the government even suspected you of committing a crime against the tsar. This made many people very scared and obey.

Conflict is present in Document 3 because Mao Zedong made all the peasants hand over their land, homes, and animals, and live in "People's communes" which were homes for many slaves because it's easier to keep track of them.

In Document 4 conflict is shown because a black township in South Africa were simply having a peaceful protest against oppressive laws and police officers open fired on them killing 69 people.

Enduring issues are problems that reoccur throughout history and conflict can be seen in these documents.

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Throughout history, the enduring issue and the desire for power has appeared world wide. This has been a problem that has continued throughout history and across different places and times. The desire for power involves leaders that wanted to increase and strengthen their influence and standing, consolidating and centralizing their power over their subjects. This issue has been apparent in Russia under Tsar Nicholas, Germany under Hitler and the Nazi Regime, and China under Mao Zedong. In all three of these examples, the people who were perceived as threats to their leader's power were targeted, and in some cases purged from society. As a result of the abuses that were committed as these leaders gained and maintained power, many people, groups, and organizations demanded change.

The desire of power can be seen as a significant enduring issue when you evaluate the rule of Tsar Nicholas II over Russia. Tsar Nicholas came into power in the late 1800s as a absolute monarch. Many of the peasant and working classes were upset with the conditions they faced in Russia and the fact that they lacked voice in their government. In 1905, a group of these people marched to the Winter Palace to petition Nicholas for change. In response, Nicholas ordered the military to open fire. He continued to rule as an autocrat as the tsar of Russia. In order to maintain his power, Tsar Nicholas employed soldiers to maintain "peace" (Doc 1). These soldiers were used to maintain order under the name of the tsar during the Punitive Expeditions (Doc 1) while controlling and threatening any enemies of the tsar (01). This helped strengthen tsar Nicholas's power, but destroyed the lives of the people he governed. This is similar to how Hitler used the Gestapo or secret police that enforced Nazi ideology, killing

and interrogating enemies without many restrictions to maintain his rule. As shown in Tsar Nicholas's rule (doc1) and Nazi Germany (O1) rulers used special forces to instill fear into the people in an attempt to create less dissent. This led to brutal and dehumanizing treatments of people under their leadership.

Germany, under the leadership of Hitler and the Nazi Regime, is another example of how the desire for power has been a significant enduring issue in past history. As a result of the conditions of the treaty of Versailles the Nazi regime, led by Hitler overthrew the Weimar Republic, setting up a fascist state. While in power, Hitler instituted many laws limiting the power of certain people and groups while increasing his own. For instance, laws were passed limiting basic freedoms including the right to free speech. This was meant to prevent people from speaking up or going against the Nazi Regime. It also became illegal to be part of any party other than the Nazi Party, meaning that people couldn't go against them. This led to the German people doing whatever the Nazi's wanted out of fear. In Hitler's desire for power through extreme nationalism, many groups became targets. Most notably, European Jews were met with anti-Semitic laws and restrictions on civil liberties, and millions would lose their lives.

Another leader who restricts the rights of his people is Kim Jung Un, leader of North Korea. Kim has passed laws to restrict the movement of his people and censored information to maintain his power (O1). These leaders demonstrated how desire for power can often lead to repressive laws, limiting the rights of their people.

When analyzing China, under the rule of Mao Zedong, it can also be seen how desire for power is a significant and enduring issue.

After defeating the Nationalist Party in the 1900s, Mao Zedong led the communists to power. Two policies dominated Mao's rule – the Great Leap Forward and the Cultural Revolution. During the Great Leap Forward, all of China had to focus its labor on industrialization and agricultural production. As a result, property was taken under collectivization and the lives of peasants revolved around labor on communes to strengthen China. Anyone who resisted was also sent to re-education camps until they were willing to follow Mao Zedong (OI). Propaganda was also supposed to make sure people followed what Mao Zedong said. During the Cultural Revolution, Mao purged any political dissidents that challenged his leadership. This shows how Mao Zedong enforced strict policies to increase his support and essentially his power.

As demonstrated by Russian, Chinese, and German leaders, desire for power has been a significant enduring issue as it leads to strict and brutal lifestyles for the people of these countries. This enduring issue has endured as some seek to gain power and improve their own standings at the expense of others. There are numerous examples of similar leaders such as Benito Mussolini of Italy. It would not be until others responded to these abuses that change would occur – although not always for the better. Nicolas II would be overthrown by the Bolsheviks, Hitler would fail in maintaining his power and his empire, while the Kim regime remains in power in North Korea.

## Practice Paper A—Score Level 4

### **The response:**

- Identifies and accurately explains *inequities between a government and its citizens* as an enduring issue raised in the documents (denies people’s lives, endangers many lives, and allows corrupt governments to rule; inequity often results in avoidable casualties and political consequences of continuing corrupt governments)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (when people upset with conditions and what government was doing, Nicholas II ordered Punitive Expeditions, which involved storming villages and randomly killing many innocent civilians; outspoken people lost their jobs and many executed for crimes against tsar, further allowing corrupt regime to continue; because of dictatorship under Hitler and Nazi regime, a larger disparity grew between people and government; freedom of speech, privacy, and fair justice denied people to increase power of government; overall inequities of Nazis led to casualties, political destabilization, and overall humanitarian consequences across the world; oppressive apartheid laws led to countless civil protests across the country; enforcement of apartheid led to unfortunate murders of many innocent people)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 4
- Supports the task by incorporating relevant outside information (civil unrest sparked by rule of tsar eventually led to Russian Revolution of 1917 and Bolshevik Revolution led by Lenin; terror created to silence those who wanted more rights and freedoms, especially for lower classes, led Lenin to push not for reform but for a total change in government; inequity impacted future of Russia and its government as Revolution resulted in a fully communist-led country; Nazi regime violated rights during Holocaust, capturing, isolating, and committing a mass genocide against millions of Jewish people, Romani, homosexuals, and others in Europe; inequities displayed by Nazi regime resulted in deaths of millions and ultimately destabilized all of Europe during and after World War II; system of apartheid established in mid-1900s in South Africa creating political and social turmoil; Black South Africans denied citizenship and right to own property or even move freely as forced to live in substandard “homelands”; after several protests and worldwide political, social, and economic condemnation, Mandela released from prison and eventually became South Africa’s first Black president; South Africans hold substantial wealth and power today, but many Black South Africans have remained in poverty; genocide against Uighur Muslims in China continuously persecuted and placed into prisons and relocation camps within China and forced to work with little food and no proper care)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss why inequity is a significant enduring issue

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of inequities between governments and their citizens as an enduring issue is supported by thoughtful document interpretation and some good conclusions. While relevant outside information is referenced, additional facts and details would be needed to support a higher-level paper.

## Practice Paper B—Score Level 2

### **The response:**

- Identifies and partially explains *human rights violations* as an enduring issue raised in the documents (present throughout many points in history; used by leaders to stay in power; used to drive fear into people so no one would retaliate against leaders; demonstrated by many events such as labor exploitation, removal of rights, and inhumane living conditions)
- Minimally develops both aspects of the argument
- Is primarily descriptive (Russian police would beat children of workers to show consequences of anyone who attempted to go against the tsar; workers would not dare to speak out as their children would suffer the consequences; Russian police would kill people at random with no reason, only suspicion; fear alone used by tsar to keep people from acting out, not loyalty; people to follow Nazi Party and no other organization or be arrested; people shown only what government wanted them to see and gain their loyalty through fear; Mao created communes where people no longer in control of anything)
- Includes few relevant facts, examples, and details from Documents 1, 2, and 3
- Presents little relevant outside information (Holocaust; United States government has taken rights away from women)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information is appropriately selected and minimally addresses all aspects of the task. General summative statements are included but lack of supporting facts and details detracts from their effectiveness.

## Practice Paper C—Score Level 5

### **The response:**

- Clearly identifies and accurately explains *desire for power* as an enduring issue raised in the documents (to gain power many peoples and governments have fought and cracked down on others; caused violent, civil, and unfair treatment of others; used political influence to affect people’s thoughts and actions to accomplish a goal)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (in Russia, working and living conditions horrendous in urban areas and factories; Tsar Nicholas II targeted those he saw as dangerous and imprisoned, executed, and exiled them; denial of basic human rights allowed Nicholas to strengthen his autocratic rule; during Punitive Expeditions, Nicholas seemed to want to terrorize people into submission; as Nazis seized power in Germany civil liberties destroyed; illegal to belong to any political group other than Nazis, and people’s speech silenced, destroying natural rights; locking up those who resisted Hitler and Nazi Party to drive away anyone who could challenge Nazi orders; people forced to live in draconian society where small offenses met with imprisonment or death; although Mao failed to gain economic power, did gain political power so he could control population)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, and 3
- Richly supports the task by incorporating substantial relevant outside information (in late 1800s to early 1900s, Russia economically and socially backwards compared to rest of Europe; Russian people poor and demanded action and reform especially after Bloody Sunday and 1905 Revolution; demands eventually led Tsar Nicholas II to give people the “Duma” or parliament; during French Revolution, people protested tyrannical monarchy of Louis XVI; Third Estate overthrew Louis XVI and tried him for treason and executed him; Nicholas II similarly executed by Bolsheviks after they took power in Russia; under Stalin, Russian people such as artists, writers, intellectuals, or critics such as Solzhenitsyn arrested and sent to gulags for challenging or criticizing Stalin’s rule; Mao’s Great Leap Forward sought to modernize and transform China into a major industrial power through communes to feed China’s growing population and achieve economic and agricultural self-sufficiency; communes resorted to using backyard furnaces to increase steel production, resulting in almost useless steel; on agricultural communes, overfertilization and over-intensive practices resulted in a famine that killed about 30 million people; totalitarian dictatorship in North Korea uses a strong military to hold and expand power)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that mentions a current example of desire for power

**Conclusion:** Overall, the response fits the criteria for Level 5. The integration of numerous historical details effectively supports a critical appraisal of document information and demonstrates desire for power as an enduring issue. Analytic conclusions appear throughout the response and reflect how the desire for power has played a major role in many different societies throughout history.

## Practice Paper D—Score Level 1

### **The response:**

- Identifies and minimally explains *conflict* as an enduring issue raised in the documents (disagreement or fight between society and/or the government)
- Minimally addresses both aspects of the argument
- Is descriptive (many people beaten, imprisoned, and executed if government even suspected them of committing a crime against the tsar, which made people very scared and obedient; Mao made people live in communes because easier to keep track of them; police officers in South Africa opened fire on a peaceful protest in a Black township)
- Includes minimal facts, examples, and details from Documents 1, 3, and 4
- 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. The discussion demonstrates a basic understanding of the task. While an attempt is made to address the task and use the documents, the information presented lacks sufficient explanation.

## Practice Paper E—Score Level 3

### **The response:**

- Identifies and explains *desire for power* as an enduring issue raised in the documents (appeared worldwide throughout history; involves leaders who wanted to increase influence and standing, and consolidating and centralizing power over subjects; often leads to repressive laws limiting rights of people)
- Develops both aspects of the argument with some depth
- Is more descriptive than analytical (during Punitive Expeditions, soldiers controlled and threatened enemies of tsar, helping strengthen Nicholas’ power but destroying lives of people; Hitler and Gestapo enforced Nazi ideology, killing and interrogating enemies without many restrictions; Nicholas II and Hitler used special forces to instill fear in people to create less dissent, leading to brutal and dehumanizing treatment; Hitler instituted laws limiting power of certain people and groups while increasing own power; limiting basic freedoms such as freedom of speech meant to prevent people from speaking up or going against Nazi regime; German people feared to go against Hitler as illegal to be part of any party except Nazis; lives of peasants in China revolved around communes; Mao enforced strict policies to increase support and essentially power; would not be until others responded to these abuses that change would occur—although not always for the better)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 2, and 3
- Includes some relevant outside information (Nicholas II came into power in late 1800s as absolute monarch; in 1905, groups of Russians marched to Winter Palace to petition for change; Nicholas ordered military to open fire and used soldiers to maintain autocratic rule; as result of Treaty of Versailles, Nazi regime overthrew Weimar Republic, setting up a fascist state; in Hitler’s desire for power through extreme nationalism, many groups targets; most notably European Jews met with antisemitic laws, restrictions on civil liberties, and millions lost their lives; Kim Jong Un in North Korea passed laws to restrict movement of people and censored information to maintain power; during Great Leap Forward, China focused on industrialization and agricultural production; property taken under collectivization; peasants who resisted communes sent to re-education camps until willing to follow Mao; during Cultural Revolution, Mao purged any political dissidents who challenged his leadership; other leaders include Mussolini of Italy)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Document interpretation and some historical outside information frame a response that discusses why, despite change, abuse of power continues to be an enduring issue. Although good references are included, additional supporting facts and details would have benefited the argument.

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

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

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

***The Chart for Determining the Final Examination Score for the June 2025 Regents Exam in Global History and Geography II will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students’ final scores for this administration.***

### **Online Submission of Teacher Evaluations of the Test to the Department**

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

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

## June 2025 Regents Exam in Global History and Geography II

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

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I and Part II score of 26 would receive a final examination score of 80.

### Part III Essay Score

		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Part I and Part II Score	0	0	5	10	15	20	25	29	33	38	42	45
	1	3	8	13	18	23	28	32	36	40	44	48
	2	7	12	17	21	26	31	35	39	43	47	50
	3	10	15	20	25	29	33	38	42	45	49	52
	4	13	18	23	28	32	36	40	44	48	51	54
	5	17	21	26	31	35	39	43	47	50	53	57
	6	20	25	29	33	38	42	45	49	52	55	58
	7	23	28	32	36	40	44	48	51	54	58	60
	8	26	31	35	39	43	47	50	53	57	59	62
	9	29	33	38	42	45	49	52	55	58	61	64
	10	32	36	40	44	48	51	54	58	60	63	66
	11	35	39	43	47	50	53	57	59	62	65	67
	12	38	42	45	49	52	55	58	61	64	66	69
	13	40	44	48	51	54	58	60	63	66	68	70
	14	43	47	50	53	57	59	62	65	67	70	72
	15	45	49	52	55	58	61	64	66	69	71	73
	16	48	51	54	58	60	63	66	68	70	72	74
	17	50	53	57	59	62	65	67	70	72	74	76
	18	52	55	58	61	64	66	69	71	73	75	77
	19	54	58	60	63	66	68	70	72	74	76	78
	20	57	59	62	65	67	70	72	74	76	78	80
	21	58	61	64	66	69	71	73	75	77	79	81
	22	60	63	66	68	70	72	74	76	78	80	82
	23	62	65	67	70	72	74	76	78	80	81	83
	24	64	66	69	71	73	75	77	79	81	83	84
	25	66	68	70	72	74	76	78	80	82	84	86
	26	67	70	72	74	76	78	80	81	83	85	87
	27	69	71	73	75	77	79	81	83	84	86	88
	28	70	72	74	76	78	80	82	84	86	88	89
	29	72	74	76	78	80	81	83	85	87	89	91
	30	73	75	77	79	81	83	84	86	88	90	92
	31	74	76	78	80	82	84	86	88	89	91	93
	32	76	78	80	81	83	85	87	89	91	93	95
	33	77	79	81	83	84	86	88	90	92	94	96
	34	78	80	82	84	86	88	89	91	93	96	98
35	80	81	83	85	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