

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, August 16, 2023 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

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

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

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

Part I

Answer all questions in this part.

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

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

. . .The samurai constituted the governing class. For the most part, they were compelled to withdraw from the countryside to the castle town, where they lived in segregated residential quarters. They retained the right to bear arms, something denied the other classes. The populace had been disarmed, settling one of the principal conflicts of the “country at war.” So the samurai held the monopoly on inflicting violence. Here Hideyoshi laid down the design plan for the rigid class system that matured under his successor regime, the Tokugawa shogunate, and lasted until that regime’s fall in 1868. . . .

Source: J.S.A. Elisonas, “The Epoch of Unification (1568–1615 AD),” Japan Society online, 2003

- 1 What was the main reason for implementing the system described in this passage?
- (1) to welcome outsiders (3) to allow social mobility
(2) to promote cultural exchange (4) to establish power and authority
-

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

Letter to Napoleon

27 Messidor, Year IX [July 16, 1801]

Citizen Consul:

The minister of the Marine, in the account he gave you of the political situation of this colony, which I devoted myself to making known to him, should have submitted to you my proclamation of last 16 Pluviose [February 5, 1801] on the convocation [start] of a Central Assembly, which would be able to set the destiny of Saint-Domingue [Haiti] through wise laws modeled on the mores [values] of its inhabitants. I today have the satisfaction of announcing to you that the final touch has just been put to this work. I hasten to send it to you in order to have your approval and the sanction of my government. Given the absence of laws, and the Central Assembly having requested to have this constitution provisionally executed, which will more quickly lead it to its future prosperity, I have surrendered to its wishes. This constitution was received by all classes of citizens with transports of joy that will not fail to be reproduced when it will be sent back bearing the sanction of the government.

Greetings and profound respect.

[signed: Toussaint Louverture]

Source: The Louverture Project online

2 Which historical turning point was directly influenced by the events described in this document?

- (1) Germany unified and industrialized, becoming a dominant world power by World War I.
- (2) Europeans lost profitable colonies in the Americas and sought new imperial holdings.
- (3) Japan shifted from a period of isolation to a more modernized state.
- (4) British Parliament began to pass legislation to address concerns over working conditions.

3 Which historical writing most influenced the circumstances described in this document?

- (1) John Locke's *Two Treatises of Government*
- (2) Olympe de Gouges' *Declaration of the Rights of Woman*
- (3) Karl Marx's *Communist Manifesto*
- (4) Adam Smith's *Wealth of Nations*

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

. . . “That the people of Ireland, in their bitter hours of misfortune, have the strongest right to impeach [condemn] the criminality of the ministers of the crown, inasmuch as it has pleased a merciful Providence to favour Ireland in the present season with a most abundant crop of oats. Yet, whilst the Irish harbours are closed against the importation of foreign food, they are left open for the exportation of Irish grain, an exportation which has already amounted in the present season to a quantity nearly adequate to feed the entire people of Ireland, and to avert the now certain famine; thus inflicting upon the Irish people the abject [wretched] misery of having their own provisions carried away to feed others, whilst they themselves are left contemptuously [cruelly] to starve. . . .

Source: John O'Rourke, *The History of the Great Irish Famine of 1847*,
James Duffy, 1902

- | | |
|---|--|
| 4 The passage was written to justify | 5 Which problem is identified in this passage? |
| (1) the export of Irish grain | (1) the low prices of agricultural products |
| (2) the importation of foreign food through English ports | (2) the exporting of much-needed food |
| (3) Irish protests against British trade policies | (3) the waste caused by grain overproduction |
| (4) the Great Famine | (4) the opening of ports to foreign merchants |
-

Base your answer to question 6 on the document below and on your knowledge of social studies.

“Some time ago a party of white men came into my country, the principal one appearing to be a man named Rudd. They asked me for a place where they could dig for gold, and said they would give me certain things for the right to do so. I told them to bring it to me, and I would see what I would do. A document was read and presented to me for signature. I asked what it contained, and was told that in it were my words and the words of those men. I put my hand to it. About three months after I heard from other sources I had given the right to all the minerals in my country. I called a meeting of my Indunas [advisors] and of the white men, and demanded a copy of the document. It was proved to me that I had signed away the right to minerals of the whole country to Rudd and his friends. I have since had a meeting of my Indunas, and they will not recognise the paper, as it contains neither my words nor the words of those who got it from me.”

Source: *The Parliamentary Debates*, 1893

- 6 Which British policy is most closely associated with the situation described in this document?
- | | |
|-------------------------|------------------|
| (1) neutrality | (3) imperialism |
| (2) collective security | (4) isolationism |
-

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

At dawn the ridge emerges massed and dun
In the wild purple of the glow'ring sun,
Smouldering through spouts of drifting smoke that
shroud
The menacing scarred slope; and, one by one,
Tanks creep and topple forward to the wire.
The barrage roars and lifts. Then, clumsily bowed
With bombs and guns and shovels and battle-gear,
Men jostle and climb to, meet the bristling fire.
Lines of grey, muttering faces, masked with fear,
They leave their trenches, going over the top,
While time ticks blank and busy on their wrists,
And hope, with furtive eyes and grappling fists,
Flounders in mud. O Jesus, make it stop!

Source: Siegfried Sassoon, "Attack," 1918

7 Which event influenced the writing of this poem?

- (1) World War I
- (2) the Russian Revolution
- (3) World War II
- (4) the Korean War

8 Siegfried Sassoon's primary purpose for writing this poem is to

- (1) promote nationalism and encourage soldiers to volunteer
- (2) show the horrors of the fighting and the cruelty of the war
- (3) encourage the development of more technologically advanced weapons
- (4) protect the environment from destruction by human actions

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

Mandates of the League of Nations

	Country or Region	Mandatory Power
Class A	Palestine, Transjordan, Iraq	Britain
	Syria/Lebanon	France
Class B	Tanganyika; part of Togoland; part of Cameroons	Britain
	part of Togoland, part of Cameroons	France
Class C	Ruanda-Burundi	Belgium
	South-West Africa	Union of South Africa
	Western Samoa	New Zealand
	Nauru	Britain/New Zealand/ Australia
	New Guinea	Australia
	North Pacific Islands	Japan

Source: Norman Lunger, *Global History and Geography: Readings and Documents*, Amsco School Publications, 2003

9 Why did Britain and France have power over many of the mandates identified in this chart?

- (1) They had strong cultural ties to these areas.
- (2) They defeated Germany, giving them a strong claim to its colonies.
- (3) There were large populations of British and French citizens living in these territories.
- (4) Their experience in decolonization made them the best choices.

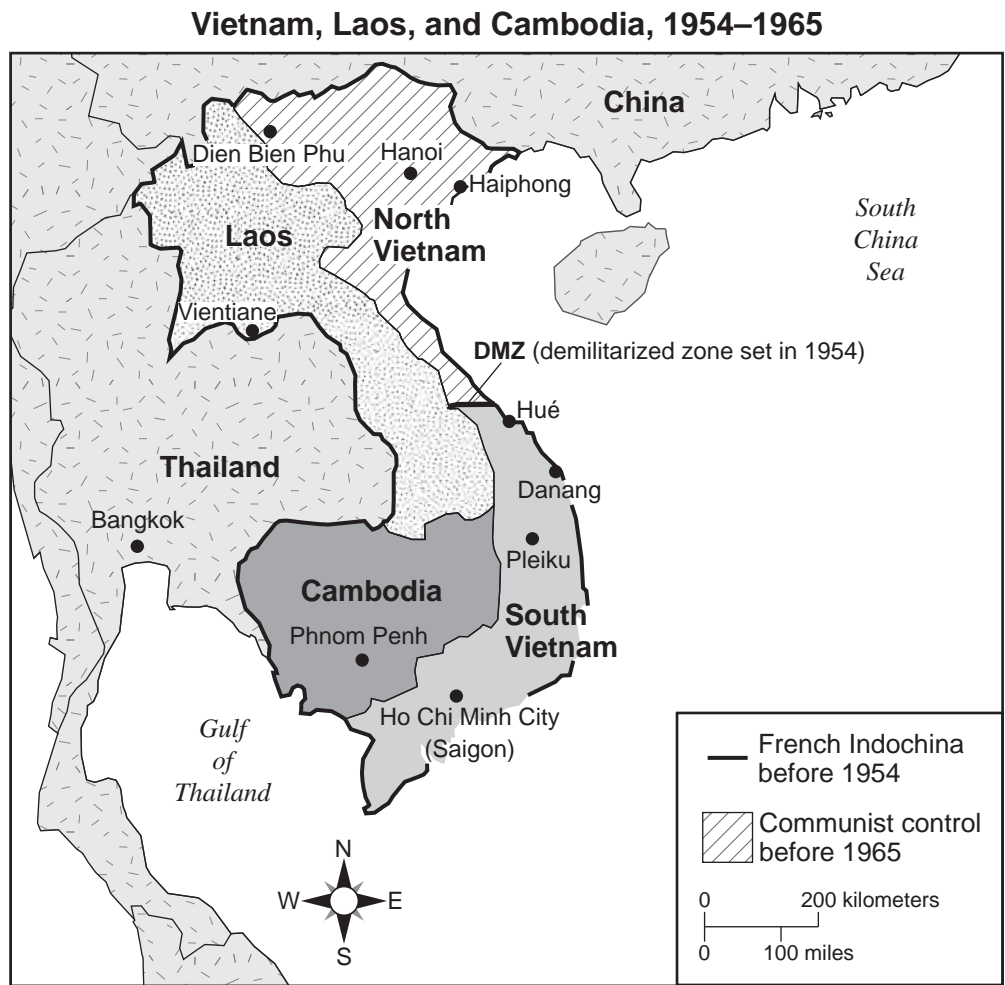
10 What was a consequence of the situation shown in this chart?

- (1) Nationalist movements developed in areas under European control.
- (2) Britain and France were bankrupted by the high cost of governing these mandates.
- (3) More mandates were created as nations struggled to govern themselves after World War II.
- (4) Germany regained substantial power in sub-Saharan Africa.

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

. . . In the eyes of the rest of Asia and of key areas threatened by Communism in other areas as well, South Vietnam is both a test of U.S. firmness and specifically a test of U.S. capacity to deal with “wars of national liberation.” Within Asia, there is evidence — for example, from Japan — that U.S. disengagement and the acceptance of Communist domination would have a serious effect on confidence. More broadly, there can be little doubt that any country threatened in the future by Communist subversion [disruption] would have reason to doubt whether we would really see the thing through. This would apply even in such theoretically remote areas as Latin America. . . .

Source: Memorandum from the U.S. Secretary of Defense, Robert S. McNamara to the President, 1964



Source: Brun et al., *Reviewing Global History and Geography*, AMSCO, 2008 (adapted)

- 11 Based on these documents, Secretary McNamara believed U.S. involvement in this region would prevent
- (1) rebellions against colonial rule
 - (2) genocides and human rights abuses
 - (3) the spread of communism
 - (4) civil wars in recently liberated nations

- 12 The conflict referred to in the documents is most closely associated with
- (1) the Chinese Civil War
 - (2) the Cold War
 - (3) the Cultural Revolution
 - (4) global terrorism

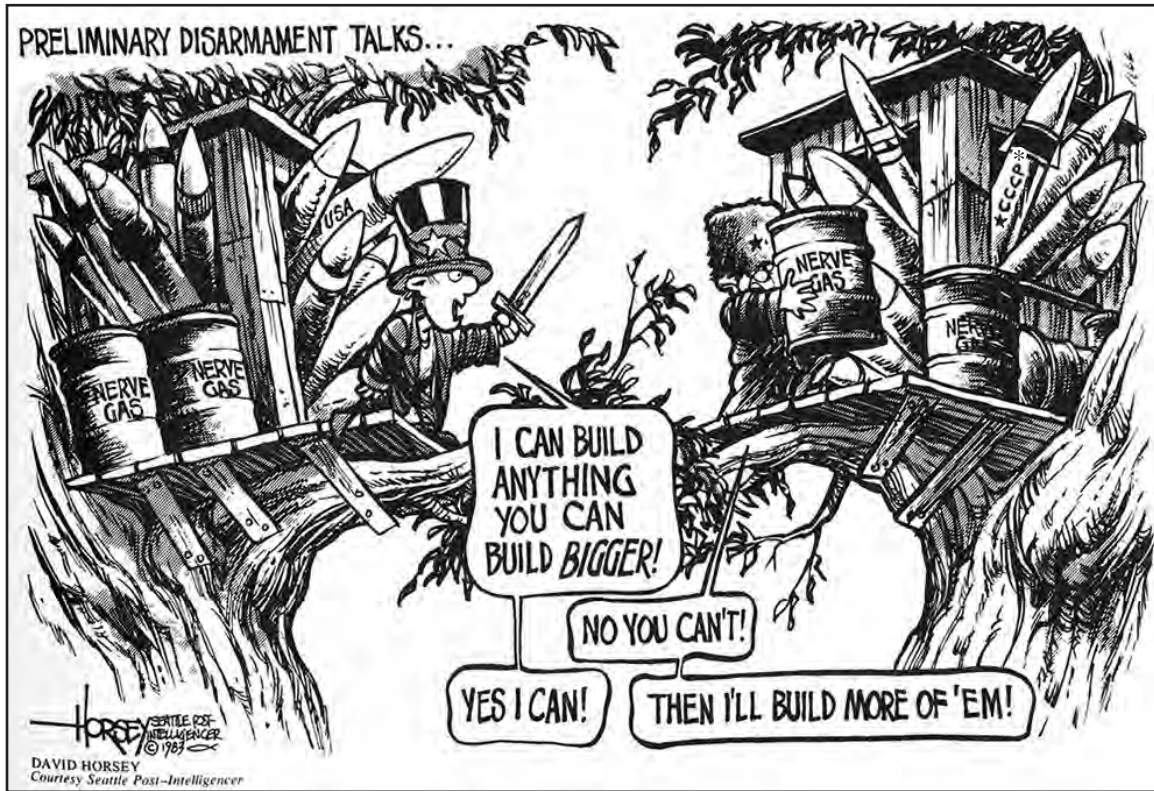
Base your answers to questions 13 and 14 on the document below and on your knowledge of social studies.

When Kenyatta returned on the platform for the third time, after a few other speakers, he explained the flag. He said, “Black is to show that this is for black people. Red is to show that the blood of an African is the same colour as the blood of a European, and green is to show that when we were given this country by God it was green, fertile and good but now you see the green is below the red and is suppressed.” (Tremendous applause!) I tried to figure out this real meaning. What was meant by green being “suppressed” and below the red? Special Branch agents were at the meeting recording all the speeches so Kenyatta couldn’t speak his mind directly. What he said must mean that our fertile lands (green) could only be regained by the blood (red) of the African (black). That was it! The black was separated from the green by red; the African could only get to his land through blood.

Source: Barnett and Njama, *Mau Mau From Within*, Modern Reader Paperbacks, 1966

- | | |
|---|---|
| <p>13 The author interprets Kenyatta’s discussion of the Kenya African Union flag as a call for</p> <ul style="list-style-type: none">(1) a new monotheistic religious movement(2) a peaceful transfer of political power to Africans(3) removal of restriction on political speech(4) violent resistance against colonial authority | <p>14 Which event led most directly to the situation described in this document?</p> <ul style="list-style-type: none">(1) the French Revolution(2) the Berlin Conference(3) the Treaty of Versailles(4) the Truman Doctrine |
|---|---|
-

Base your answer to question 15 on the cartoon below and on your knowledge of social studies.



Source: David Horsey, 1983 (adapted)

*CCCP refers to the Union of Soviet Socialist Republics (U.S.S.R.)

15 Which statement best describes the point of view of this cartoonist?

- (1) Nuclear arms treaties have been highly effective.
- (2) The arms race was limited to nuclear missiles.
- (3) The threat of armed revolution was not taken seriously.
- (4) Disarmament talks had not been effective.

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



Source: Henry Payne, *Brief Review in Global History and Geography*, Prentice Hall, 2003 (adapted)

16 Based on this cartoon, what is being “fed” to the Chinese people?

- (1) Democratic philosophy
- (2) Communist ideology
- (3) Capitalist doctrine
- (4) Mercantilist principles

17 This cartoon suggests that the Chinese people and their government

- (1) wanted to continue Mao’s economic programs
- (2) saw the need to increase agricultural imports
- (3) disagreed on whether to adopt democratic reforms
- (4) had no interest in the principles of the Enlightenment

Base your answers to questions 18 and 19 on the photo below and on your knowledge of social studies.

The Day 100,000 Iranian Women Protested the Headscarf



Source: Hengameh Golestan, March 1979

- 18 This photo demonstrates a clash between
- (1) traditional cultural values and secularization
 - (2) localized trade networks and globalization
 - (3) economic inequality and socialism
 - (4) ethnic diversity and cultural homogenization

- 19 Which event most directly contributed to the action shown in this photo?
- (1) Iran's decision to become a member of OPEC
 - (2) passage of the Universal Declaration of Human Rights
 - (3) founding of the Mothers of the Plaza de Mayo
 - (4) the Ayatollah Khomeini's rise to power

Base your answers to questions 20 and 21 on the chart below and on your knowledge of social studies.

Global Summary of the HIV Epidemic in Women and Children, 2016

	Global	Sub-Saharan Africa	% of Global
Estimated number of women (15+) living with HIV	17,800,000	14,100,000	79%
Estimated number of pregnant women living with HIV	1,400,000	1,300,000	93%
Estimated number of children (<15) living with HIV	2,100,000	1,900,000	90%
Estimated number of children (<15) newly infected with HIV	160,000	140,000	88%
Estimated number of children (<15) dying of AIDS-related causes	120,000	100,000	83%

Source: United Nations Children’s Fund, UNICEF online

20 What is a correct inference based on the data presented in this chart?

- (1) Global migration trends reveal people increasingly moving to urban centers and living in overcrowded environments.
- (2) European imperialism has left many African nations with inadequate health care, a lack of education, and poverty.
- (3) Post-independence movements led some African nations to experience ethnic conflict, genocide, and an increase in refugee populations.
- (4) Modern societies continue to negatively impact the environment by polluting air and water in addition to depleting natural resources.

21 This chart would be most useful to a person or group advocating for

- (1) policies to slow climate change
- (2) free trade laws
- (3) collective security agreements
- (4) health and education funding

Base your answers to questions 22 and 23 on the documents below and on your knowledge of social studies.

Document A

. . . Unlike the Cold War system, globalization has its own dominant culture, which is why it tends to be homogenizing. In previous eras this sort of cultural homogenization [uniformity] happened on a regional scale—the Hellenization of the Near East and the Mediterranean world under the Greeks, the Turkification of Central Asia, North Africa, Europe and the Middle East by the Ottomans, or the Russification of Eastern and Central Europe and parts of Eurasia under the Soviets. Culturally speaking, globalization is largely, though not entirely, the spread of Americanization – from Big Macs to iMacs to Mickey Mouse – on a global scale. . . .

Source: Thomas L. Friedman, *The Lexus and the Olive Tree*, Farrar Straus and Giroux, 2000

Document B

. . . It is a myth that globalization involves the imposition of Americanized uniformity, rather than an explosion of cultural exchange. For a start, many archetypal [typical] “American” products are not as all-American as they seem. Levi Strauss, a German immigrant, invented jeans by combining denim cloth (or “serge de Nimes,” because it was traditionally woven in the French town) with Genes, a style of trousers worn by Genoese sailors. So Levi’s jeans are in fact an American twist on a European hybrid. Even quintessentially American exports are often tailored to local tastes. MTV in Asia promotes Thai pop stars and plays rock music sung in Mandarin. CNN en Espanol offers a Latin American take on world news. McDonald’s sells beer in France, lamb in India, and chili in Mexico. . . .

Source: Philippe Legrain, “Cultural Globalization is Not Americanization,” *The Chronicle of Higher Education*, May 9, 2003

- | | |
|---|--|
| 22 What is the primary focus of these documents?
(1) the need for cultural exchanges in Europe
(2) the value of immigration to German regions
(3) the role of American culture in globalization
(4) the importance of the Cold War in history | 23 Which claim about globalization is supported by these documents?
(1) It minimizes trade.
(2) It reshapes cultures.
(3) It discourages creativity.
(4) It restricts freedom. |
|---|--|
-

Base your answer to question 24 on the passage below and on your knowledge of social studies.

. . .China is the world's leader in e-commerce, with digital retail sales volume double that of the United States and accounting for a staggering 40 percent of the global total, according to digital business research company eMarketer. Last year, it also boasted four of the top 10 Internet companies in the world ranked by market capitalization, according to the data website Statista, including e-commerce giant Alibaba, social-media and gaming company Tencent and search specialists Baidu.

After two decades of Internet development under the Communist Party's firm leadership, he said, his country had struck the correct balance between "freedom and order" and between "openness and autonomy." It is traveling, he said, on a path of "cyber-governance with Chinese characteristics."

What China calls the "Golden Shield" is a giant mechanism of censorship and surveillance that blocks tens of thousands of websites deemed inimical [harmful] to the Communist Party's narrative and control, including Facebook, YouTube, Twitter and even Instagram. . . .

Source: Simon Denyer, "China's Scary Lesson to the World: Censoring the Internet Works,"
The Washington Post, May 23, 2016

24 Which conclusion about China can best be drawn from this passage?

- (1) It uses a communist economy based on Maoist principles.
 - (2) It rejects capitalism as an economic system but welcomes democratic ideals.
 - (3) It wants to completely isolate itself from contact with the rest of the world.
 - (4) It wants the economic benefits of capitalism without free speech and democracy.
-

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

My father was one of the million victims who were killed by the Khmer Rouge genocide politics. Up to this today I cannot comprehend the reason for the execution of my father and other millions of my fellow country men. My father was not a man of politics nor was he a criminal by any means. As a far as I can remember, he was a family man like any other Cambodian men in the country. He was a loving and caring father. A great protector and provider for his family and for those worked in his shipping company. He was a patriotic man. He did not abandon Cambodia during the 1970-75 civil war because he wished to devoted his energy and resource for the reconstruction of the country after the war. Unfortunately, his patriotism was not greeted with gratitude but it was received by punishment then execution. . . .

Source: Sisowath Doung Chanto, Cyber Cambodia

- | | | | | | |
|--|---|-----------------|-------------------|-------------|-----------------|
| <p>25 Which claim is best supported by the evidence in this passage?</p> <ul style="list-style-type: none">(1) Sisowath Doung Chanto questioned his father's patriotism.(2) The Khmer Rouge only arrested artists and authors.(3) Millions of Cambodians were executed during the civil war.(4) Many Cambodians resisted arrest by fleeing the country. | <p>26 The actions described in this passage are most closely associated with which leader?</p> <table border="0"><tr><td>(1) Ho Chi Minh</td><td>(3) Deng Xiaoping</td></tr><tr><td>(2) Pol Pot</td><td>(4) Sun Yat Sen</td></tr></table> | (1) Ho Chi Minh | (3) Deng Xiaoping | (2) Pol Pot | (4) Sun Yat Sen |
| (1) Ho Chi Minh | (3) Deng Xiaoping | | | | |
| (2) Pol Pot | (4) Sun Yat Sen | | | | |
-

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

Eighty million children do backbreaking work

. . . Deeply impoverished, millions of children around the world sacrifice their health, safety, and sometimes their lives, for just pennies a day. “Child labor is cheap labor,” says Darlene Adkins of the Child Labor Coalition. “Employers can pay children less than adults for the same work.” In many cases, young workers labor for months, even years, without receiving a single cent. “Some kids are bonded laborers,” says Robin Romano, a filmmaker who is shooting a movie about child labor around the world. “Their families need to borrow money, so they sell their children into slavery to pay off the loan. A debt as small as \$50 may put a family in bondage for a generation or more.”

Most countries have laws that forbid businesses from hiring children to perform dangerous work. However, employers are rarely punished for breaking the law.

“The biggest problem in child labor is enforcement,” says Romano. “You can write laws until you are blue in the face, but until countries have the political will and conviction to enforce them, the laws are meaningless.” . . .

Source: Karen Fanning, “Lost Childhoods,” *Junior Scholastic*, 2001

27 According to this author, what is the underlying reason for the exploitation of child labor?

- (1) increasing health costs
- (2) extreme poverty
- (3) government interventions
- (4) technological developments

28 Which statement best describes the difference between child labor laws and enforcement as described in this passage?

- (1) Most countries have no laws to protect children from dangerous labor situations.
- (2) Most employers are always punished for breaking child labor laws.
- (3) Unless people take action, little will change regarding child labor abuses.
- (4) Child labor laws are changing to ensure children are earning equal pay for equal work.

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

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

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

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

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

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

Short-Answer CRQ Set 1 Structure

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

Short-Answer CRQ Set 2 Structure

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

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

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

Document 1



IVORY & APES & PEACOCKS

East Africa. The land from which, men say, ages ago King Solomon's ships came sailing with their freight of rare and precious things, "gold and ivory, apes and peacocks."

To-day it is British—and of all the tropical domains of the Empire none is richer in promise than this vast territory twenty times the size of England. But to-day its wealth is of another kind. Coffee from the uplands of Uganda, Tanganyika and, above all, Kenya. Tobacco from Rhodesia and Nyasaland, which also sends us Tea. Cotton from Uganda. Sisal from Tanganyika and Kenya. Cloves from Zanzibar.

You have a personal interest in the future of East Africa. For as her new industries prosper, her orders for British goods grow larger year by year, and that means more employment and better times for all of us.

Drink Empire coffee—smoke Empire tobacco—use Empire binder twine. You'll be helping in one of the greatest colonising ventures to which the British race has ever set its hand.

EAST AFRICA

sends us

COFFEE—TEA—TOBACCO—COTTON—MAIZE
SISAL—HIDES & SKINS—CLOVES
COPRA—OILSEEDS—GUMS—BINDER TWINE

Issued by the Empire Marketing Board

Source: Empire Marketing Board, *The Times*, London, 1926-27 (adapted)

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

29 Explain the geographic context for the historical developments shown in Document 1. [1]

Score

GO ON TO THE NEXT PAGE ➞

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

Document 2

Wangari Maathai was an activist, environmentalist, and politician from Kenya. She won the Nobel Prize in 2004 for establishing The Greenbelt Movement. This organization planted over a million native trees between 1977 and the present.

. . . At about this time, something profound started happening in the hitherto pristine [formerly untouched] Aberdare forest. The colonial government had decided to encroach [intrude] into the forest and establish commercial plantations of nonnative trees. I remember seeing huge bonfires as the natural forests went up in smoke. By the mid-1940s, the British had introduced many exotic tree species into Kenya. Pines were transplanted from the northern hemisphere, and eucalyptus and black wattle from the southern hemisphere. These trees grew fast and strong and contributed to the development of the newly emerging timber and building industry.

To popularize them, foresters gave many such seedlings to farmers free of charge. Farmers appreciated their commercial value and planted them enthusiastically at the expense of local species. However, these trees did damage, too. They eliminated local plants and animals, destroying the natural ecosystem that helped gather and retain rainwater. When rain fell, much of the water ran downstream. Over the subsequent decades, underground water levels decreased markedly and, eventually, rivers and streams either dried up or were greatly reduced. . . .

Source: Wangari Maathai, *Unbowed: A Memoir*, Alfred A. Knopf, 2006

30 Based on this excerpt, explain Wangari Maathai’s point of view on the introduction of non-native trees to Kenya. [1]

Score

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

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

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

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

Score

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

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

Document 1

. . . Despite the turmoil, the authorities could have contained the situation if they had avoided open conflict with the crowds. But the forces of the tsar [czar] opened fire, killing protesters. The demonstrations began to turn into a full-scale revolution as angry protesters broke into the barracks of the city's Pavlovsky Regiment. Rather than attack them, the soldiers joined the protesters, some even firing on their own officers. . . . Nothing less than Tsar Nicholas's abdication, meanwhile, could save the war campaign against Germany—all his senior generals told him so. The Duma also called on him to stand down. On March 2, 1917, Nicholas II gave up the throne. The end of the monarchy was marked by scenes of rejoicing throughout the Russian Empire. Symbols of monarchical power—emblems, coats of arms, double-headed eagles, and tsarist statues—were destroyed.

Source: Orlando Figes, *History Magazine*, National Geographic, October 25, 2017

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

Score

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

Document 2

On June 23, 1931, Joseph Stalin delivered a speech, “New Conditions — New Tasks in Economic Construction,” at a Conference of Business Executives. It was attended by representatives of the economic organizations united under the Supreme Council of the National Economy of the U.S.S.R. [Soviet Union] and by the People’s Commissariat of Supply of the U.S.S.R. The speech was published in the Soviet newspaper *Pravda* on July 5, 1931.

. . .As you see, we now have an entirely new situation and new conditions in regard to the supply of manpower for our factories.

What follows from that?

It follows, firstly, that we must no longer count on an automatic influx [increase] of manpower. This means that we must pass from the “policy” of letting things proceed automatically to the policy of *organized* recruiting of workers for industry. But there is only one way of achieving this—that of contracts of economic organizations with collective farms and collective farmers. As you know, certain economic organizations and collective farms have already adopted this method; and experience has shown that this practice yields important advantages both for the collective farms and for the industrial enterprises.

It follows, secondly, that we must pass immediately to *mechanization* of the heavier processes of labour and develop this to the utmost (timber industry, building industry, coal mining, loading and unloading, transport, iron and steel industry, etc.). This, of course, does not mean that we must abandon manual labour. On the contrary, manual labour will continue to play a very important part in production for a long time to come. But it does mean that mechanization of labour processes is for us the *new* and *decisive* force, without which neither our tempo nor the new scale of production can be maintained. . . .

Source: Speech by Joseph Stalin, 1931

33 Based on this excerpt, identify Stalin’s point of view regarding the Soviet economy. [1]

Score

GO ON TO THE NEXT PAGE ⇨

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

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

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

Score

This page left blank intentionally.

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

Industrial Revolution in England

. . .The small town of Manchester, England also grew rapidly and famously to become the quintessential [typical] industrial city. Its cool climate was ideal for textile production. And it was located close to the Atlantic port of Liverpool and the coalfields of Lancashire. The first railroads in the world later connected the textile town to Liverpool. As a result, Manchester quickly became the textile capital of the world, drawing huge numbers of migrants to the city. In 1771, the sleepy town had a population of 22,000. Over the next fifty years, Manchester's population exploded and reached 180,000. Many of the migrants were destitute farmers from Ireland who were being evicted from their land by their English landlords. In Liverpool and Manchester roughly 25 to 33 percent of the workers were Irish. . . .

Source: *Modern World History Textbook* online

Document 2

Following World War II, Germany was occupied by Great Britain, France, the United States and the Soviet Union. This occupation led to the division of Germany.

. . .Until 1961, however, Berlin represented a dangerous anomaly [inconsistency] from the East's point of view. Though a hundred miles inside East Germany, and surrounded by Soviet and East German forces, it remained under joint four-power Allied occupation and kept a special status, still more or less one city, in which fairly free movement was possible. Its porous [penetrable] boundaries represented a hole, an 'escape hatch' through which enterprising East Germans could head to the by-now booming West in pursuit of political freedom and a higher standard of living than their neo-Stalinist masters were prepared to allow them.

Between 1945 and 1961, some two and a half million fled in this way, reducing the GDR's (German Democratic Republic) population by around 15 percent. Ominously [threateningly] for the Communist regime, most emigrants were young and well qualified. The country was losing the cream of its educated professionals and skilled workers at a rate that risked making the Communist state totally unviable [useless]. During the summer of 1961, this exodus reached critical levels. Every day, thousands of East Germans slipped into West Berlin and from there were flown to West Germany itself along the so-called 'air corridors'. The regime was not prepared to abandon the political and economic restrictions that fuelled the haemorrhaging [loss] of its brightest and best. Hence, on that fateful August weekend, the Communists' vast undertaking to seal off East from West Berlin, to close the 'escape hatch.' . . .

The Wall shocked and amazed the world, a massive engineering and security project that before it was built many outsiders had dismissed as impossible. It extended for almost a hundred miles, with thirty or so of it dividing East from West Berlin, the rest sealing off the surrounding East German countryside. It was overseen by 300 watchtowers, manned by guards with orders to shoot to kill. The 'no man's land' between East and West was littered with lethal obstacles, alarms, and self-activating searchlights, with an eleven-foot-high clamber-proofed slab fence representing the final, on its own near-insuperable [impossible] obstacle. The structure would soon become notorious even in the farthest, darkest corners of the earth as the 'Berlin Wall'. . . .

Source: Frederick Taylor, *The Berlin Wall: A World Divided, 1961-1989*, Harper Collins Publishers

Document 3

Rural-to-Urban Migration in China

In 2009, there were 145 million rural-urban migrants in China, accounting for about 11 percent of the total population. Among them, an estimated 85 million to 100 million were born after 1980 — a period when three distinct government policies converged to shape the circumstances for increased rural-to-urban migration within China.

After its introduction in 1979, the controversial One Child Policy, which promoted late marriage and delayed child bearing and limited the number of children born in rural families to 1.5 (two for a first-born girl, otherwise one), was firmly implemented and shifted the vast rural China household structure — and thus, agricultural workforce — dramatically to fewer children.

Then in the mid-1980s, the *Hukou* System — a residence registration system devised in the 1950s to record and control internal migration and which ultimately hindered rural-to-urban movements — began to loosen in response to the demands of both the market and rural residents wishing to seek greater economic opportunity in cities.

At the same time, China's "Reform and Open" economic policy was already on track for creating unprecedented growth and ultimately resulted in a booming economy with increased incomes across China and large foreign investments directed to the manufacturing industry in Eastern urban areas. Slower income growth for rural families, increased demand for cheap labor in China's new manufacturing sector, and booming development that encroached [expanded] on rural lands pushed a large amount of rural surplus labor to the cities. . . .

Source: Xiaochu Hu, "China's Young Rural-to-Urban Migrants," Migration Policy Institute, January 4, 2012

Document 4



A refuge for many post-Partition, nearly five lakh [500,000] people poured into the city from western Punjab, Sindh, and the Northwest Frontier. New Delhi then did not have the infrastructure to support migration of this magnitude. The refugees moved into camps, gurudwaras, temples, schools, and military barracks. The less fortunate settled on pavements as well as parks and Delhi was never the same again.

Source: Ramachandra Guha, "Looking Backwards and Forwards from Partition," *Hindustan Times*, August 30, 2015 (adapted)

Document 5

Doctors Without Borders is an international non-governmental organization. Its goal is to provide medical treatment to regions in conflict and crisis.

There are now [August 2018] 68.5 million forcibly displaced people around the world—more than at any time in modern history. These are people who have fled extreme dangers, whether to escape relentless bombing, an invading army, gang violence, or other life-threatening circumstances.

Those who have been uprooted from their homes often face further struggles on their journey to find safety, including lack of access to essential needs like clean water, food, shelter, personal security, and health care.

Doctors Without Borders/Médecins Sans Frontières (MSF) works in a number of countries that have experienced massive population shifts due to conflict, including Syria, Iraq, Afghanistan, South Sudan, and Democratic Republic of Congo. We also treat large numbers of displaced people in the world's leading host countries for refugees, including Pakistan, Bangladesh, Jordan, Lebanon, Uganda, and Ethiopia.

Our teams are responding to a humanitarian crisis in Central America, providing medical and mental health care to tens of thousands of refugees and migrants fleeing extreme violence in El Salvador, Honduras, and Guatemala and in transit through Mexico. . . .

Under international law, refugees and asylum seekers have the right to protection from violence as well as access to food, shelter, and medical care. Increasingly, governments around the world—from the United States to members of the European Union—are closing their borders and enacting inhumane policies designed to deter refugees from seeking asylum. These policies trap vulnerable people in dangerous conditions and leave them exposed to further violence and persecution. . . .

Source: "Global Refugee and Migration Crisis," Doctors Without Borders online

OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

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

My Enduring Issue is: _____

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

Refer back to page 26 to review the task.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

Printed on Recycled Paper

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

August 2023 Regents Exam in Global History and Geography II

Scoring Key: Part I (Multiple-Choice Questions)

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

MC = Multiple-choice question

August 2023 Regents Exam in Global History and Geography II

Scoring Key: Parts II and III

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

CRQ = Constructed Response Question ES = Essay

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Wednesday, August 16, 2023 — 12:30 to 3:30 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

Copyright 2023

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

Mechanics of Rating

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

Rating the CRQ (open-ended) Questions

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

Introduction to the task—

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

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

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

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

Rating the Enduring Issues Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

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

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

CRQ Set 1:

Document 1



IVORY & APES & PEACOCKS

East Africa. The land from which, men say, ages ago King Solomon's ships came sailing with their freight of rare and precious things, "gold and ivory, apes and peacocks."

To-day it is British—and of all the tropical domains of the Empire none is richer in promise than this vast territory twenty times the size of England. But to-day its wealth is of another kind. Coffee from the uplands of Uganda, Tanganyika and, above all, Kenya. Tobacco from Rhodesia and Nyasaland, which also sends us Tea. Cotton from Uganda. Sisal from Tanganyika and Kenya. Cloves from Zanzibar.

You have a personal interest in the future of East Africa. For as her new industries prosper, her orders for British goods grow larger year by year, and that means more employment and better times for all of us.

Drink Empire coffee—smoke Empire tobacco—use Empire binder twine. You'll be helping in one of the greatest colonising ventures to which the British race has ever set its hand.

EAST AFRICA

sends us

COFFEE—TEA—TOBACCO—COTTON—MAIZE
SISAL—HIDES & SKINS—CLOVES
COPRA—OILSEEDS—GUMS—BINDER TWINE

Issued by the Empire Marketing Board

Source: Empire Marketing Board, *The Times*, London, 1926-27 (adapted)

29 Explain the geographic context for the historical developments shown in Document 1.

Score of 1:

- Correct response

Examples:

- East Africa had valuable resources/coffee/tea/tobacco/sisal/cotton that were sent to Britain;
- East Africa’s climate/fertile soil was ideal for growing cash crops;
- East Africa was less technologically developed and became a colony of Great Britain;
- the Industrial Revolution in Great Britain led to the desire for resources from East Africa;
- exploration of Africa led to European discovery of/desire for resources;
- the Berlin Conference led to a division of Africa and Britain gained control of East Africa;
- Great Britain wanted to expand its empire;
- Great Britain’s government was looking to expand economic opportunities through its African colonies;
- the British government created propaganda to gain support for imperialism in Africa;
- Great Britain created markets for industrial goods in East Africa

Score of 0:

- Incorrect response

Examples:

- King Solomon’s ships came sailing with their freights of rare and precious things;
- vast territory twenty times the size of England;
- elephants/apes/peacocks live in East Africa;
- East Africa

- No response

Document 2

Wangari Maathai was an activist, environmentalist, and politician from Kenya. She won the Nobel Prize in 2004 for establishing The Greenbelt Movement. This organization planted over a million native trees between 1977 and the present.

. . . At about this time, something profound started happening in the hitherto pristine [formerly untouched] Aberdare forest. The colonial government had decided to encroach [intrude] into the forest and establish commercial plantations of nonnative trees. I remember seeing huge bonfires as the natural forests went up in smoke. By the mid-1940s, the British had introduced many exotic tree species into Kenya. Pines were transplanted from the northern hemisphere, and eucalyptus and black wattle from the southern hemisphere. These trees grew fast and strong and contributed to the development of the newly emerging timber and building industry.

To popularize them, foresters gave many such seedlings to farmers free of charge. Farmers appreciated their commercial value and planted them enthusiastically at the expense of local species. However, these trees did damage, too. They eliminated local plants and animals, destroying the natural ecosystem that helped gather and retain rainwater. When rain fell, much of the water ran downstream. Over the subsequent decades, underground water levels decreased markedly and, eventually, rivers and streams either dried up or were greatly reduced. . . .

Source: Wangari Maathai, *Unbowed: A Memoir*, Alfred A. Knopf, 2006

30 Based on this excerpt, explain Wangari Maathai's point of view on the introduction of non-native trees to Kenya.

Score of 1:

- Correct response

Examples:

- Maathai believed non-native trees did damage to Kenya;
- the non-native trees were harmful to the environment/ecosystem;
- non-native trees led to water issues/scarcity of water;
- non-native trees led to streams and rivers drying up;
- non-native trees contributed to the emerging timber/building industries;
- farmers benefitted from the free seeds of non-native trees;
- non-native trees led to the elimination of local plants and animals;
- farmers benefitted financially from growing and selling non-native trees at the expense of local species;
- the colonial government/British imperialism had a negative impact on Kenya's ecosystem

Score of 0:

- Incorrect response

Examples:

- Maathai established the Greenbelt Movement;
- Maathai won the Nobel Peace Prize
- Maathai believed non-native trees helped Kenya's environment;
- it helped increase underground water levels

- 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:

- British desire for cash crops/resources in Document 1 led to environmental damage in Africa in Document 2;
- British colonization of East Africa led to the introduction of non-native trees causing damage to Africa’s ecosystems;
- desire for resources led to cutting down of trees and destroying the Kenyan environment;
- British Imperialism led to exploitation of the environment in East Africa;
- imperialism led to exploitation of the environment in East Africa

Score of 0:

- Incorrect response

Examples:

- East Africa sends coffee and tea to Great Britain and Great Britain sends exotic trees to Kenya;
- Britain introduced environmental reforms in Kenya;
- Britain planted a lot of trees;
- non-native tree species resulted in the Greenbelt Movement

- No response

CRQ Set 2:

Document 1

. . . Despite the turmoil, the authorities could have contained the situation if they had avoided open conflict with the crowds. But the forces of the tsar [czar] opened fire, killing protesters. The demonstrations began to turn into a full-scale revolution as angry protesters broke into the barracks of the city's Pavlovsky Regiment. Rather than attack them, the soldiers joined the protesters, some even firing on their own officers. . . . Nothing less than Tsar Nicholas's abdication, meanwhile, could save the war campaign against Germany—all his senior generals told him so. The Duma also called on him to stand down. On March 2, 1917, Nicholas II gave up the throne. The end of the monarchy was marked by scenes of rejoicing throughout the Russian Empire. Symbols of monarchical power—emblems, coats of arms, double-headed eagles, and tsarist statues—were destroyed.

Source: Orlando Figes, *History Magazine*, National Geographic, October 25, 2017

32 Explain the historical circumstances that led to the developments described in this passage.

Score of 1:

- Correct response

Examples:

- the Czar had become unpopular due to World War I/autocratic rule;
- Russia was losing World War I and soldiers did not like the Czar;
- the Russian Monarchy/Romanov dynasty was weakening after many years in power;
- Bloody Sunday led to Russian discontent with the Czar;
- Communist leaders/Lenin spread their ideology in Russia;
- the Russian protesters no longer thought their Czar had divine right;
- Enlightenment philosophies inspired people to rebel against unjust governments;
- Czar Nicholas had made some reforms but the people were not satisfied

Score of 0:

- Incorrect response

Examples:

- Lenin returns to Russia;
- Czar Nicholas' abdication/execution;
- the Czar remained in power;
- there was turmoil

- No response

Document 2

On June 23, 1931, Joseph Stalin delivered a speech, “New Conditions — New Tasks in Economic Construction,” at a Conference of Business Executives. It was attended by representatives of the economic organizations united under the Supreme Council of the National Economy of the U.S.S.R. [Soviet Union] and by the People’s Commissariat of Supply of the U.S.S.R. The speech was published in the Soviet newspaper *Pravda* on July 5, 1931.

... As you see, we now have an entirely new situation and new conditions in regard to the supply of manpower for our factories.

What follows from that?

It follows, firstly, that we must no longer count on an automatic influx [increase] of manpower. This means that we must pass from the “policy” of letting things proceed automatically to the policy of *organized* recruiting of workers for industry. But there is only one way of achieving this—that of contracts of economic organizations with collective farms and collective farmers. As you know, certain economic organizations and collective farms have already adopted this method; and experience has shown that this practice yields important advantages both for the collective farms and for the industrial enterprises.

It follows, secondly, that we must pass immediately to *mechanization* of the heavier processes of labour and develop this to the utmost (timber industry, building industry, coal mining, loading and unloading, transport, iron and steel industry, etc.). This, of course, does not mean that we must abandon manual labour. On the contrary, manual labour will continue to play a very important part in production for a long time to come. But it does mean that mechanization of labour processes is for us the *new* and *decisive* force, without which neither our tempo nor the new scale of production can be maintained. . . .

Source: Speech by Joseph Stalin, 1931

33 Based on this excerpt, identify Stalin’s point of view regarding the Soviet economy.

Score of 1:

- Correct response

Examples:

- it must become more mechanized/organized;
- he thinks the economy must develop all industries/timber/building/coal mining/loading and unloading/transport/iron/steel;
- contracts must be made between economic organizations and collectives;
- manual labor cannot be abandoned, but the heavier processes of labor need to be mechanized;
- the state must control industry and farms;
- the automatic influx of manpower cannot be relied on;
- the new scale of production must be maintained;
- the Soviet Union must pass a policy to recruit and organize workers to industry;
- there is a new situation/conditions facing the Soviet economy in regard to manpower in factories;
- industrial production must be increased;
- organized recruiting will yield important advantages;
- tempo and production cannot be maintained without the mechanization of labor processes

Score of 0:

- Incorrect response

Examples:

- manual labor must be abandoned;
- supply of manpower for factories;
- neither tempo nor new scale of production can be maintained;
- this practice yields important advantages;
- making more farms and doing more farming for more profit;
- he believes in letting things proceed automatically in the economy

- No response

Documents 1 and 2

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

Score of 1:

- Correct response

Examples:

- the Russian Revolution;
- creation of the USSR;
- the rise of communism;
- the end of absolutism in Russia;
- the overthrowing/abdication of the czar/Czar Nicholas II;
- the Industrial Revolution in Russia;
- adoption of Marxism in Russia/Soviet Union;
- the rise of Bolshevik Revolution;
- World War I

Score of 0:

- Incorrect response

Examples:

- fascism;
- totalitarianism;
- Cold War

- No response

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

Score of 1:

- Correct response

Examples:

- people protesting conditions in Russia in 1917 led to the Russian Revolution and the eventual rise of Stalin to power;
- the Czar’s forces took harsh actions against protestors, which led to his eventual removal from power and to the rise of communism/Stalin;
- Document 1 shows the end of the Russian Monarchy and Document 2 indicates that communists/Stalin replaced old political systems with the U.S.S.R.;
- communist thinking helped inspire Russians to revolt in 1917 and Stalin used the ideology to create a totalitarian/communist regime;
- absolute monarchy of Czar Nicholas II was overthrown in a revolution and eventually replaced with the dictatorship of Stalin;
- the losses Russia suffered in World War I ushered in a massive change from monarchy to communism in order to promote industrial scale production and military strength

Score of 0:

- Incorrect response

Examples:

- turmoil in the city in Document 1 and the need to mechanize heavy industry in Document 2;
- World War I/World War II created conditions that allowed Stalin to lead the Bolshevik Revolution;
- Bloody Sunday/Revolution of 1905 led to Stalin collectivizing the farms;
- protests led to the mechanization of factory work;
- both documents show totalitarian leaders

- No response

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

Task:

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

In your essay, be sure to

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

Scoring Notes:

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

Score of 5:

- Clearly identifies and accurately explains *one* enduring issue raised in *at least three* documents (See Explanation and Evidence from Documents on page 17)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people *or* has been affected by them **and** how the issue continues to be an issue *or* has changed over time
- Is more analytical than descriptive
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Richly supports the task by incorporating substantial relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 4:

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

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

Fails to develop the task or may only refer to the 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: Impact of migration; need to migrate; inequities; impact of urbanization; impact of industrialization; impact of population shifts; need for jobs; unfair treatment; displacement; lack of security; demand for cheap labor; impact of government policy; impact of technology; abuse of power

Document 2: Impact of migration; need to migrate; inequities; restricted movement; impact of government policy; lack of security; conflict; border concerns; impact of partition/division of city; human rights violations; political oppression; abuse of power

Document 3: Impact of migration; need to migrate; restricted movement; impact of government policy; inequities; impact of industrialization; demand for cheap labor; impact of urbanization; abuse of power; political oppression; conflict

Document 4: Impact of migration; need to migrate; refugees; overcrowding; inadequate infrastructure; impact of government policy; impact of partition; inequities; conflict; urbanization; displacement; lack of security

Document 5: Impact of migration; need to migrate; inadequate infrastructure; displacement; violence; refugees; lack of security; human rights violations; border concerns; lack of essential needs; conflict; impact of government policy/of international law; inequities; impact of population change; restricted movement; abuse of power; political oppression

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

Possible Enduring Issues in the Documents	Documents Associated with Enduring Issue
Need to migrate	1, 2, 3, 4, 5
Impact of migration	1, 2, 3, 4, 5
Displacement	1, 4, 5
Impact of government policy	1, 2, 3, 4, 5
Inequities	1, 2, 3, 4, 5
Restricted movement	2, 3, 5
Conflict	2, 3, 4, 5
Lack of security	1, 2, 4, 5
Abuse of power	1, 2, 3, 5
Political oppression	2, 3, 5

Example Issue: Impact of Migration

Identify and Explain:

The need for political freedom and economic opportunities, the partition of territories, and the need to escape violence and life-threatening circumstances can drive people to migrate. These migrations can result in growth in population, changing demographics, strains on resources, and shifts in government policy.

Evidence from the documents to support the explanation:

Document 1: During the Industrial Revolution in England, Manchester's population exploded as a result of migrants from the countryside and destitute farmers from Ireland who were drawn to the promise of jobs in the textile capital of the world.

Document 2: Between 1945 and 1961, enterprising East Germans could head to the by-now booming West in pursuit of political freedom and a higher standard of living. This loss of educated professionals and skilled workers led to the construction of the Berlin Wall dividing East and West Berlin.

Document 3: In China, migrants from rural areas were pushed to seek greater economic opportunities in the cities, which led to a booming economy and unprecedented growth in Eastern urban areas.

Document 4: The Partition of British India led to hundreds of thousands of refugees living in areas that lacked the infrastructure to support the migration.

Document 5: As of August 2018, there were 68.5 million displaced people around the world who were fleeing extreme danger or other life-threatening circumstances in search of safety. They have been assisted by organizations such as Doctors Without Borders.

Example Issue: Impact of Migration

Document Information
How issue affected people/how people affected issue
<p>Doc 1—Destitute Irish farmers evicted by English landlords Migration of huge numbers of workers drawn to industrial cities such as Manchester (textile capital of world) Increase in population of Manchester Irish roughly 25 to 33 percent of workers in Manchester and Liverpool</p> <p>Doc 2—Movement of East Germans to West in pursuit of political freedom and a higher standard of living East Germany losing educated professionals and skilled workers “Shoot to kill” used by guards to prevent migration Construction of Berlin Wall by East Germany to seal off East and West Berlin and close ‘escape hatch’</p> <p>Doc 3—Booming economy in urban areas as result of China’s reforms and open economic policy Mid-1980’s Hukou System loosened (to meet demands of market; desire of rural residents seeking greater economic opportunities in cities) Migration to cities as result of slower income growth for rural families</p> <p>Doc 4—Refugees fleeing across borders as result of Partition of British India Settlement of refugees (camps; gurudwaras; temples; schools; military barracks) Settlement of less fortunate on pavement and in parks (creation of New Delhi slums; population growth quicker than growth of infrastructure)</p> <p>Doc 5—People fleeing extreme dangers and other life-threatening circumstances (relentless bombing; invading army; gang violence) Treatment of large numbers of displaced people in world’s leading host countries for refugees by Doctors Without Borders (lack of clean water, food, shelter, personal security, health care) Governments around the world closing borders and enacting inhumane policies designed to deter refugees from seeking asylum (United States; members of European Union) 68.5 million refugees on the move as of August 2018</p>

Example Issue: Impact of Migration

Outside Information
How issue affected people/how people affected issue
<p>Doc 1—Contribution of British policies to emigration of Irish to Britain, North America, Argentina, and Australia by Corn laws; export policies; absentee landlords; penal laws</p> <p>Environmental impact of rapid population growth (creation of slums in English cities; spread of cholera)</p> <p>Impact of cheap plentiful labor (abuse; child labor)</p> <p>Details about Agricultural Revolution, Industrial Revolution, and Enclosure Movement in England</p> <p>Doc 2—Wall stands until 1989</p> <p>People fleeing oppression (Stasi)</p> <p>Reuniting of families on other side of wall</p> <p>Doc 3—Abuse of migrant workers</p> <p>Doc 4—Causes of Partition</p> <p>Religious violence</p> <p>Details about Kashmir region</p> <p>Doc 5—Development of refugee camps in countries and areas near crisis zones (Afghanis in Iran and Pakistan; Rohingyas in Australia; Syrians in Turkey and Western Europe; Rwandan refugees in Congo and Central African Republic; Palestinian refugees; Central American refugees on United States border with Mexico)</p> <p>Economic borders allowed to dissolve or be weakened as result of trade agreements allowing people to move within or between countries to obtain jobs (Mexican maquiladoras along United States border)</p> <p>Other:</p> <p>Details about influx of migrants to cities (lack of infrastructure; strain on resources; lack of housing; overcrowding; slums; pollution)</p> <p>Jewish migration from Russia to western industrial cities as result of pogroms (Berlin; London; New York City)</p> <p>Migration of people as result of change in location of borders or regime change (formation of Israel; breakup of Yugoslavia; reunification of Germany)</p> <p>Settlement of missionaries during Age of Imperialism in foreign lands to open churches and convert indigenous peoples</p> <p>With decolonization in 20th century, movement of some colonized peoples to country of former colonial power in search of jobs and education or allegiance to that Western cultural identity (Algerians to France; Nigerians, Pakistanis, Indians to Britain)</p> <p>Migration of people as result of change in regime (rise of Hitler; rise of Khmer Rouge; establishment of Communist China under Mao; establishment of Castro's regime in Cuba; reunification of Vietnam under Communists)</p> <p>Details about civil and international conflicts resulting in migrations (treatment of Armenians in Ottoman Empire; coming to power of extremist Hutus in Rwanda; rise of ISIS; rise of gangs in El Salvador)</p> <p>Movement of people from rural areas to urban areas for job and educational opportunities (India; South Africa; Brazil; Mexico)</p> <p>Shift in globalization leading people to move to obtain jobs</p>

Example Issue: Impact of Migration

Document Information
How issue continued/changed over time
<p>Continuity:</p> <p>Doc 1—For 50 years during industrial period movement of migrants to Manchester in search of jobs</p> <p>Doc 2—Between 1945 and 1961 migration of millions of people from East Germany to West Germany</p> <p>Doc 3—Between 1950s and 1980s recording and control of internal migration in China under Hukou System</p> <p>Doc 5—Continuation of people to face struggles (lack of access to essential needs despite migration)</p> <p>Changes:</p> <p>Doc 1—Draw for huge numbers of migrants as result of growth of Manchester’s textile industry Increased desire of destitute farmers of Ireland to migrate with eviction</p> <p>Doc 2—West Germany destination for those in pursuit of political freedom and a higher standard of living Construction of a wall manned by East German guards with orders to shoot to kill in an effort to stop emigration of East Germans to West Brain Drain in East Germany as result of loss of their best and brightest</p> <p>Doc 3—Loosening of control over internal migration in China as result of changes to Hukou System in mid-1980s Convergence of Chinese government policies to increase rural to urban migration within China</p> <p>Doc 4—Mass migration as result of Partition of British India Nearly five lakh (500,000) people pouring into New Delhi forever changing the city Change in use of gurudwaras, temples, schools, and military barracks for refugees</p> <p>Doc 5—Forced displacement of 68.5 million people as result of extreme dangers and life-threatening circumstances Doctors Without Borders formed to deal with humanitarian crises Increasingly, governments around the world from United States to members of the European Union closing their borders and enacting inhumane policies designed to deter refugees from seeking asylum</p>

Example Issue: Impact of migration cont.

Outside Information
How issue continued/changed over time
<p>Continuity:</p> <p>Doc 5—Efforts to block large numbers of migrants when host country feels overwhelmed by cost of supporting migrants (infrastructure; jobs; education; medical care) Banning of immigrants by countries (Viktor Orban of Hungary)</p> <p>Other:</p> <p>Concerns of people in host country about preserving their cultural identity when large numbers of migrants enter a country (Tokugawa Japan; Chinese Exclusion Act; Quota system in United States; Nativist movement in United States; laws passed in France to ban religious symbols; Brexit) Desire for a better standard of living or greater economic stability push factor for migration Continuation of nationalist movements, war, and conflict often cause for migrations (World War I; World War II; Cold War conflicts; breakup of Yugoslavia; rise of extremist Hutus in Rwanda) Migrations as a result of changes in environment and increased demand for limited natural resources (deforestation; desertification; earthquakes; tsunami; nuclear disasters)</p> <p>Changes:</p> <p>Doc 2—1989 Fall of Berlin Wall (reopens Germany for migration within)</p> <p>Other:</p> <p>Increase in number of Irish immigrants as result of Potato Famine Efforts by governments to build walls to stem or stop migration (United States; Green Wall in Israel; DMZ between North and South Korea) Creation of slums as result of mass movement of people to urban centers Displacement of many people as result of construction of Three Gorges Dam Organizations within United Nations that aid or facilitate aid for refugees Organizations within United Nations that work to resolve civil and international conflicts</p>

A major enduring issue that has been present for thousands of years is conflict. Conflict can be described as the physical or social violence between groups of people, and is often fueled by differences in race, religion, ideology, nationality, or economic status, though it can sometimes be caused by other circumstances as well. Conflict has been present over time as shown by the conflict between the Soviet Union and western powers—by post World War II Germany, the partition of India, and the refugee crisis caused by ongoing wars in many countries around the world. Many individuals, groups, organizations, and governments have sought ways to reduce conflict. Peacekeeping organizations such as the UN have worked to both prevent tensions and assist people during conflicts, while also providing humanitarian aid to those affected by these disputes.

After World War II, the Soviet Union and the United States emerged as super powers, but they maintained completely opposite ideologies. During the Cold War era, the USSR operated under a pseudo-communist, totalitarian regime, while the US pursued capitalist ventures through democracy. This led to major conflict between the two global superpowers, with other western capitalist countries joining forces with the US under NATO (the North Atlantic Treaty Organization) and the Soviet Union forming the Warsaw Pact with a number of Eastern bloc countries in response. This conflict is apparent with the division of Germany between Eastern and Western states. Germany was divided into 4 zones, with the 3 western zones being controlled by Britain, France, and the U.S. and the eastern zone being occupied by the U.S.S.R. Berlin was also similarly divided by these powers although the city was located within eastern Germany. As a

result of millions fleeing from the east to the west the Berlin Wall was eventually built in 1961, and remained until its fall in 1989. The Cold War Era would see other regions that would become the sites of tremendous conflict and division, such as Vietnam, Korea, Cuba, and Afghanistan. In fact conflict in these regions is still very present and important in global politics today, as illustrated by the response of NATO and the western powers to Russia's invasion of Ukraine. Clearly, conflict is an enduring issue that has shaped and continues to shape the lives of people worldwide to this day.

Another major conflict is shown by the conflict between Muslims and Hindus during the partition between India and Pakistan. After the British left India in 1947, the conflict between the majority Hindus and minority Muslims grew, as fighting over who should live where and who should get power compounded. Though these groups were unified in their movement to drive out the British, a post-independent India proved more difficult. Gandhi's vision of a unified India failed when independence resulted in the creation of a free predominantly Hindu India under the leadership of Nehru and a separate free Muslim Pakistan under their new prime minister, Jinnah. With this partition, Muslims would get to rule over their own state to the East and West of India, leading to the formation of Pakistan and East Pakistan (now Bangladesh). However, this caused major conflict between groups of Hindus and Muslims who were in each others' territories, and major conflicts ensued especially among the border regions like Kashmir leading to the death of around 1 million people of both Hindu and Muslim faiths. The devastating aftermath of this event included the migration and displacement of huge groups of people due to

the splitting of land along religious lines. This affected the lives of millions, not just because of the ensuing violence but because of the wide spread displacement and impoverished conditions in which they lived. Where before, Muslims and Hindus often lived side by side with each other in peace, suddenly these people were forced, often violently and abruptly, to leave their homes and their livelihoods behind. The relations between the people of both religions and the countries have never recovered and tensions continue today.

It is clear that while conflict has been present for thousands of years, it is still a huge issue in the present day. The current global refugee crisis is a perfect example of this, as conflict, often civil wars, has led to the displacement of millions over fear of violence or lack of access to essential supplies. Throughout the world, most countries and NGOs (non-governmental organizations) have agreed to help these people. However, not every country has the resources or support in place to assist millions of refugees, who often have no money, food, or essential supplies, do not speak the language, and have experienced traumas due to the conflict that they have encountered. The fact that this refugee crisis is both ongoing and increasing shows the enduring nature of conflict, as violence is not an issue relegated to the past but one that millions of people have to face as their everyday reality. While the crisis, in terms of both the quantity of people and where they are coming from has drastically changed over time, the root of the problem is and always will be conflict between groups of people. Thankfully, organizations such as Doctors Without Borders has worked to provide humanitarian aid to refugees. These displaced people face increasing difficulties in finding regions to accept them and provide security

and basic necessities. Overtime other groups such as unicef have helped those displaced by conflict meet their basic needs.

Clearly, conflict is an issue that has been present for millenia, and is only most recently reflected in situations like the tensions between the Soviet Union and the United States, partition in India, and the global refugee crisis. Indeed, other examples of conflict throughout history include the crusades, the French Revolution, and battles during the Mongol Empire. Thus, conflict affects people in many places and over time. Conflict however can also be expressed in more peaceful ways such as protests, debates, and discussions. Indeed, conflict is so pervasive that it is a part of the everyday life of the almost 8 billion people in the world today, in either a small or large way, an experience that has remained unchanged since the first humans emerged millions of years ago.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *conflict* as an enduring issue raised in the documents (can be described as physical or social violence between groups of people; often fueled by differences in race, religion, ideology, nationality, or economic status though it can be caused by other circumstances; millions of people have had to face conflict as part of their everyday reality; can be seen in more peaceful ways such as protests, debates, and discussions)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (Berlin divided by Western and Soviet powers although the city located in East Germany; devastating aftereffects of problems in India included migration and displacement of huge groups of people due to splitting of land along religious lines; conflict after civil wars has led to displacement of millions over fear of violence or lack of access to essential supplies; not every country has resources or support in place to assist millions of refugees who often have no money, food, or essential supplies, do not speak the language, and have experienced trauma due to conflict they encountered; displaced people face increasing difficulties in finding regions to accept them and provide security and basic necessities)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (peacekeeping organizations such as United Nations have worked to both prevent tensions and assist people during conflicts, while also providing humanitarian aid to those affected by these disputes; during Cold War Era, USSR operated under a pseudo-communist, totalitarian regime while United States pursued capitalist ventures through democracy, leading to major conflicts; other western capitalist countries joined forces with United States under North Atlantic Treaty Organization and Soviet Union formed Warsaw Pact; Berlin Wall remained until its fall in 1989; Cold War Era would see other regions become sites of tremendous conflict and division, such as Vietnam, Korea, Cuba, and Afghanistan; conflict continues and is still present and important in global politics as illustrated by the response of NATO and Western powers to Russia's invasion of Ukraine; after British left India in 1947, conflict between majority Hindus and minority Muslims grew as fighting over who should live where and who should get power compounded; Gandhi's vision of a unified India failed when independence resulted in creation of a free predominantly Hindu India under leadership of Nehru and a separate free Muslim Pakistan under new prime minister Jinnah; major conflict between Hindus and Muslims in each other's territories especially in the border regions such as Kashmir leading to death of around one million people of both faiths; before partition, Muslims and Hindus often lived side by side with each other in peace and now suddenly forced often violently and abruptly to leave their homes and livelihoods behind; relations between people of both religions and countries have never recovered and tensions continue today; other examples of conflict throughout history include Crusades, French Revolution, and battles during the Mongol empire)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The narrative demonstrates a depth of understanding, especially in the connections between historical and current circumstances. Substantive relevant historical details support document interpretation in an analytic discussion.

An enduring issue is a problem which repeatedly happens throughout the course of history in many different places, times, and nations around the world. One enduring issue in particular is the migration of people from their land or residence to another place, which can often lead to more problems. Some reasons for migration to occur is due to religion, nationalism and economic or political instability, or violence. Both the causes and effects of migration can be a problem. Places where migrants have faced this enduring issue are Germany, China, and India, each with their own specific circumstances. This issue has continued overtime and up to today. Many groups and governments have found ways to assist migrants.

After World War 2 ended, the Cold War started and a period of tensions between the United States and the Soviet Union due to their having opposing political ideologies emerged. Churchill claimed an Iron Curtain had descended. Western Europe was capitalist under the protection of NATO, and eastern Europe was communist under the control of the Soviet Union. During this time, Germany was occupied and divided into 4 distinct zones. The capitalist west was controlled by the U.S, Britain, and France while the communist east was maintained by the Soviet Union. Berlin in Eastern Germany was divided in a similar way, the west being controlled by the United States, France, and Great Britain, while the east was controlled by the Soviet Union. The Berlin Wall was built separating the eastern part of the city from the west. Since the west was capitalist and the east was communist, people from the east wanted to migrate from east to west, so the wall was eventually built by the Soviet Union to prevent this (Doc 2). Many people feared that the communist east would be repressive

and offer little economic opportunity. The western portion seemed more attractive both politically and economically which led to mass numbers of people migrating. This was a huge problem for the people in both sides of Germany, as families were divided and the country was torn between two very different systems of government. Fortunately, in the 1980s, the introduction of the new leader of the Soviet Union, Mikhail Gorbachev, eventually led to Germany reunifying and the end of the Cold War. The Berlin Wall was taken down and Germany once again became a single nation. This event led to the eventual fall of the Soviet Union in the 1990s.

China has faced migration movements as well but for a different reason, namely economic circumstances. China was a large country with a huge population, which created a strain on the resources. In 1979 under the leadership of Deng Xiaoping the One Child policy was passed to limit the population growth. This was a problem in rural areas that relied on bigger families for an agricultural workforce. This combined with the relaxing of the Hukou System led to the migration of Chinese from rural to urban areas. These people moving to urban areas would face new challenges but the nation benefitted economically as it industrialized. Similarly, this occurred in Great Britain during the Industrial Revolution, where people moved from rural to urban areas to work at industrialized jobs in the city instead of working in agriculture. Additionally, the migration of people to urban areas in both modern China and industrialized Britain in the 18th century led to many urban problems. Pollution, overcrowding, disease, and an increase in crime were and are common problems. The mass movement of large numbers of people to any city can lead to these issues.

India faced a force migration as well, caused by a lot of tensions in religion. India was one country, mixed with different religious groups, but the two main religious groups were Muslims and Hindus. Although these two groups came together to call for independence from the British, tensions occurred between the two groups after independence. To end the tensions and fighting, India was split into Pakistan and Bangladesh, two smaller countries which were predominantly Indian Muslim while the rest of the subcontinent was predominantly Hindu. Ironically, this partition caused even more tensions, and the violence between the nations persisted. Perhaps one of the most well known migrations occurred in Ireland in the mid-19th century. The Irish potato famine plagued millions of Irish peasants who did not have enough food as a result of the potato blight. Many died, and of those who survived many decided to leave their homeland. As many Irish migrated to places like the U.S. they faced new challenges and were often discriminated against. This is a common set of circumstances that many immigrants face today.

In summary, migration is something that occurs continuously, and for various reasons, including fear, seeking freedom or opportunity, or because of force. East Germany's migrations past World War II were caused by political problems, China's rural to urban migrations were caused by economic problems, and India's migrations were caused by religious problems. It is clear that migration is a complicated situation. Over time people continue to face challenges, sometimes significant enough that they are driven from their homeland.

Anchor Level 4

The response:

- Identifies and accurately explains *migration* as an enduring issue raised in the documents (migration of people from their land or residence to another place can often lead to more problems; some reasons for migration to occur is due to religion, nationalism, and economic or political instability, or violence; both causes and effects of migration can be a problem; many groups and governments have found ways to assist migrants; occurs worldwide continuously and for various reasons including fear, seeking freedom or opportunity, or because of force)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (many people feared communist East would be repressive and offer little economic opportunity; western portion seemed more attractive both politically and economically; huge problem for Germany in that families divided and country torn between two very different systems of government; China a large country with a huge population which created a strain on resources; rural areas relied on bigger families for agricultural workforce; people moving to urban areas would face new challenges but China benefitted economically as it industrialized; China and Great Britain similar in that people moved from rural to urban areas to work in industrial jobs instead of working in agriculture; ironically, partition of India created even more tensions and violence between nations)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, 3, and 4
- Supports the task by incorporating relevant outside information (after World War II ended, Cold War started and a period of tensions between United States and Soviet Union, due to their having opposing political ideologies, emerged; Western Europe capitalist under protection of NATO; capitalist West controlled by United States, Britain, and France; in 1980s, introduction of new leader Gorbachev eventually led to Germany reunifying and end of Cold War; Berlin Wall opened and Germany once again became a single nation which eventually led to fall of Soviet Union in 1990s; One Child Policy passed under leadership of Deng Xiaoping; migration to urban areas in China and Great Britain led to many urban problems which included pollution, overcrowding, disease, and an increase in crime; tensions between religious groups in India but came together to call for independence from British; to end tensions and fighting, India was split into Pakistan and Bangladesh, two smaller countries which was predominantly Indian Muslim and rest of subcontinent of India would be predominantly Indian Hindu; Irish potato famine plagued millions of Irish peasants who did not have enough food as a result of potato blight; many Irish died and of those who survived, many decided to leave their homeland; as many Irish migrated to places like the United States faced new challenges and often discriminated against)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Historical details are integrated with relevant outside information and thoughtful comparisons establishing a good foundation for a discussion of the various reasons that force people to migrate. However, explanations, especially in the treatment of comparisons, lack the depth of a Level 5.

Ever since the dawn of time circumstances have led people to be forced into deserting their homes and migrating elsewhere. Whether it be the cause of warfare, extreme poverty, or new opportunities, people have always been migrating. People migrated for different reasons and these migrations resulted in different outcomes. Whether it was in Germany, India, or war torn areas such as the Middle East or central Africa, people across time and place choose to migrate in search of better conditions.

Document two depicts the mass exodus of East German civilians fleeing to the west to escape the totalitarian communist regime and to find new opportunities. The historical context of document two is that after World War Two, countries in Eastern Europe that fell under Soviet influence were subject to becoming puppet regimes with Communist governments. Soviet Communism led to a lack of development and little opportunity. People were poorer than they were before and many people wanted to leave to go to western capitalist nations, particularly young and skilled workers. This enduring issue of a desire to migrate is shown in document two because it was millions of East Germans that escaped to the west. At one point it was thousands every day. This would end up being a problem because these people were needed in communist East Berlin. Document two is also significant because it highlights the fact that the Soviet communist governments failed to keep its citizens content. This dissent and general unrest paved the way for the eventual fall of the Berlin wall and the failing of communism in the Eastern Bloc and the Soviet Union. This is not the only time in history the people of a nation have been forcibly separated from another part.

Document four is a text about the post-partition crisis in India involving Hindus, Muslims, and Sikhs. The historical context of the partition is that when India was a British Colony, Muslims, Hindus, and Sikhs lived together. But when India won its independence from the British two separate nations were created, India and Pakistan. This act created around a million migrants. The enduring issue is shown in the document because Hindus lived in Muslim land and vice versa. The partition made many Hindus want to move to India and many Muslims wanted to move to Pakistan. They gave up everything they had to trek to a new place where they were an ethnic majority. Sikhs were not given a country of their own which led to later conflicts primarily in India when they struggled for self-rule. The impact of this is that this has led to conflict between the three groups over religious sites and territorial disputes that have continued until today. The partition just like the division of Germany or even the Berlin wall did not result in a peaceful solution but rather led to further problems. The territorial division between the groups led to hatred for one another and fierce competition. Other migrations happened for other reasons, such as religious persecution in past history but migrations continue to happen.

Document five is what appears to be the mission statement for the "Doctors Without Borders" foundation. The historical context of this is that during a forced migrations throughout the world have resulted in refugee crisis. People have wound up being malnourished or severely injured during their relocation effort. Many people flee their homes on account of a war that's ravaged their homes or gangs who hurt and intimidate people who get in their way. The enduring issue is shown

in this document because it shows that people migrate for various reasons. The results of these migrations however vary based on the time, conditions, and place. The treatment of refugees whilst they're seeking asylum is bad enough that they need doctors and other sources of aid to keep them afloat. The doctors have to provide medical aid, clean water, and shelter because the refugees are from various destitute countries. This document is significant because it reflects the foreign policies of nations that facilitate the poverty that migrants who became refugees are afflicted with. The problems of the refugees don't escape them when they flee what pushed them away so they need a helping hand which is what the foundations is there for. The "Doctors Without Borders" foundation is not the only organization that helps internationally with refugees and other humanitarian crises. Organizations like the red cross collect money and use it to aid refugees and people afflicted by other things such as national disasters or epidemics. Luckily, with things such as the United Nations wars are less common and massive floods of refugees doesn't happen as often.

Refugees are destined to come with any sort of conflict or disaster. What's important is the way they're received and cared for by the international community. Documents two, four, and five are all examples of a scenario that's caused a refugee crisis or the efforts being made to handle it.

Anchor Level 3

The response:

- Identifies and explains *effects of migration* as an enduring issue raised in the documents (causes for migration have included warfare, extreme poverty, or new opportunities; forced migrations throughout the world have resulted in refugee crises; people have ended up being malnourished or severely injured during their relocation effort; many people have fled their homes because of the ravages of war or gangs who hurt and intimidate people who get in their way)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (people migrated for different reasons resulting in different outcomes; mass exodus of East German civilians fled to the West to escape totalitarian communist regime and find new opportunities; Soviet communism led to a lack of development and little opportunity; people poorer than before World War II and many wanted to go to western capitalist nations, particularly young and skilled workers; millions of East Germans escaping to the West a problem because people needed in communist East Berlin; partition of India just as division of Germany or even Berlin Wall did not result in a peaceful solution but rather led to further problems)
- Includes some relevant evidence that includes facts, examples, and details from Documents 2, 4, and 5
- Includes relevant outside information (after World War II countries in Eastern Europe that fell under Soviet influence subject to becoming puppet regimes with communist governments; difficult for Soviet communist government to keep citizens content which paved way for eventual fall of Berlin Wall and failure of communism in Eastern Bloc and Soviet Union; India's post-partition crisis involved Hindus, Muslims and Sikhs; when India was a British colony, religions lived together but when India won its independence from the British, they created two separate nations—India and Pakistan, creating around a million migrants as Hindus lived in Muslim land and vice versa; partition made many Hindus want to move to India and many Muslims wanted to move to Pakistan; migrants in India gave up everything they had to trek to a new place where they were an ethnic majority; Sikhs not given a country of their own which led to later conflicts primarily in India when they struggled for self-rule leading to conflict between the three groups over religious sites and territorial disputes that have continued until today; organizations such as Red Cross collect money and use it to aid refugees and people affected by natural disasters and epidemics)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. All aspects of the task are addressed with supporting facts and details and some good relevant outside information, especially in the treatment of Germany and India. However, isolated analysis and sometimes simplistic development weakens the discussion.

A very significant enduring issue that took place in the 20th century was immigration to find jobs or just happiness, and it also had huge positive and negative impacts on population. Capitalist countries like Great Britain and the United States of America benefitted from migration because now they have more workers to help increase economic stability. Immigrants loved to move to bigger cities for a chance at getting better money and also better opportunities.

In document 1, for example, Irish farmers felt the need to move into bigger cities and find work because farming just wasn't cutting it for them anymore. English landlords treated the Irish farmers so poorly making them want to migrate into the small town of Manchester, England. As more and more Irish farmers moved into Manchester, with the help of the industrial revolution, it created so many jobs that the population had a massive increase, but not all were Irish immigrants. Within 50 years Manchester's population went from 22,000 to 180,000, only 25-33 percent of workers migrated from Ireland. This massive increase in population in such a short period of time really effected England's economy and trade with other countries.

Some countries, however, did not want their population to decrease because people were moving out. East Germany in document 2 was a communist country controlled by the USSR government, while West Germany shares a border with them, making East Germany's population decrease because more people saw better opportunity across the border. West Germany was owned by Great Britain, France, and the United States of America, which are all capitalist countries with a better economy than the USSR causing people to move to the west for work. This is good for West Germany but bad for East Germany, causing

the USSR to create the famous Berlin wall. Normally walls are built as a defence to keep things out, but because migrant workers wanted nothing to do with East Germany, the Berlin wall was actually made to keep people in the east side of the wall. People ended up losing their lives trying to get past this wall in search of better opportunities

Massive increase in population can be a very good thing as long as there is enough jobs and places to stay. Unlike in document 4 when New Delhi's population exploded, adding 500,000 people to the city. Most people that migrated in weren't very sure about their next step and New Delhi's infrastructure was not prepared for this increase in population. So the many that moved there didn't have very many choices, the immigrants were sent to live in camps, schools, and temples. Others were forced to live on the streets. This is a prime example of how migration could be a very bad thing if nobody is prepared for the increase in population.

Anchor Level 2

The response:

- Identifies and explains *migration* as an enduring issue raised in the documents (immigrants moved to bigger cities for a chance at getting better money and for better opportunities)
- Minimally develops both aspects of the argument
- Is primarily descriptive (Irish farmers felt the need to move into bigger cities and find work because farming just was not cutting it for them anymore; English landlords treated Irish farmers so poorly it made them want to migrate; as more and more Irish farmers and others moved into Manchester with the help of the Industrial Revolution, it created many jobs which massively increased the population; massive increase in population in such a short period of time really affected England's economy and trade with other countries; some countries, such as East Germany, did not want their population to decrease because people were moving out; East Germans saw better opportunities across the border; normally, walls are built as a defense to keep things out but because workers wanted nothing to do with East Germany, the Berlin Wall was actually built to keep people on the east side of the wall; people ended up losing their lives trying to get past this wall in search of better opportunities; a massive increase in population can be a good thing as long as there are enough jobs and places to stay; most people who migrated to New Delhi were not certain about their next step); includes faulty application (West Germany was owned by Great Britain, France, and the United States of America)
- Includes few relevant facts, examples, and details from Documents 1, 2, and 4
- Presents little relevant outside information (capitalist countries such as Great Britain and the United States benefitted from migration because they have more workers to help increase economic stability)
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information demonstrate a limited understanding of migration as an enduring issue. Some analytic statements and good conclusions are included but lack of supporting facts and details weaken their effectiveness.

Population growth is an issue that has endured over time.

Population growth is a significant issue and has effected many parts of the world.

In document three, it talks about rural and urban migration to China. This document has to do with population growth because it states "In 2009, there were 145 million rural-urban migrants in China, accounting for about 11 percent of the total population," which shows how many people were in China at the time.

In document one, it discusses the industrial revolution in England. This document has to do with population growth because in the document, it says "In 1771, the sleepy town had a population of 22,000. Over the next fifty years, Manchester's population exploded and reached 180,000."

In document four, it shows a photo of a refuge. This document has to do with population growth because it says "A refuge for many post-Partition, nearly five lakh (500,000) poured into the city from western Punjab, Sindh, and the Northwest Frontier."

Population growth is an issue that has endured, and will continue to endure, over time.

Anchor Level 1

The response:

- Identifies and implies *population growth* as an enduring issue raised in the documents
- Minimally addresses both aspects of the argument
- Is descriptive (population growth has affected many parts of the world)
- Includes minimal facts, examples, and details and some quotations from Documents 1, 3, and 4
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a one-sentence conclusion that states population growth is an enduring issue

Conclusion: Overall, the response fits the criteria for Level 1. A brief quotation from each document is employed to state how population growth is an enduring issue in different time periods and different areas of the world. The information that is presented superficially addresses most aspects of the task and demonstrates a basic understanding of the issue.

An enduring issue is a problem that has affected many people over a long period of time. The enduring issue that I chose is Population Growth. Population Growth is when the population of a place rises due to either migration of people or rise in birth rates. Population Growth is an enduring issue because it has affected many people over time, and mostly in a negative way.

Population Growth can be seen in Document 1 which is about the industrial revolution. During the Industrial Revolution the population of industrialized cities grew because people could gain more money from factories. The document says, "Over the next fifty years, Manchester's population exploded and reached 180,000." (doc 1, prg. 1). This quote shows that the population grew to 180,000 in only fifty years because of the Industrial Revolution. All in all, because of population Growth the amount of people in one place rises.

Population Growth can also be seen in Document #3 which is about migration in China. China's population was growing at an alarming rate, so Government officials implemented systems that would hopefully slow down the population growth. Document 3 says, "... 145 million rural-urban immigrants in China, accounting for about 11 percent of the total population." (Doc. 3, Prg. 1). This quote shows that the population of people grew so much that 11 percent of the population was in Rural-Urban areas. In conclusion the population grew to 145 million Rural-Urban migrants during 2009.

Lastly, population growth can be seen in Document #4, which is about migration to New Delhi. During this time many people were being pushed from their homes and fleeing to other places such as New Delhi. Document 4 states, "New Delhi then did not have the

Enduring Issues Essay—Practice Paper – A

infrastructure to support migration of this magnitude." (Doc. 4, p. 1). This quote shows that due to the sudden growth in population, New Delhi was negatively impacted. Finally, New Delhi couldn't support the new people migrating over.

An Enduring Issue is a problem that has affected many people over time, as we can see from the articles that span from 1771 to 2015. In conclusion, population growth is an enduring issue that has affected many people over several centuries.

Due to mass amounts of migration of people seeking better economic and social conditions, the population within cities has increased immensely over time. Some migrants were in search of safety, a better livelihood, or essentials, such as access to clean water, food, and shelter. Regardless of when or where migration occurred, it is clear that it was often prompted by unfavorable conditions in the home country and migrants faced both benefits and challenges in the places they moved to. The impact of migration has had a variety of effects on people and left many groups and governments to look for ways to improve situations for those in need of assistance. In 18th century England, new innovations such as the railroads connected people and products and ideas together, resulting in the ability of people in the rural country side or migrants in port cities to easily commute to urban centers. Manchester became the ideal spot for textile production because of its climate, but also because the railroads connected the port city of Liverpool and the coal fields of Lancaster to it. Manchester grew with its textile production and attracted migrants seeking employment. Some of these migrants came from Ireland as they faced eviction by English landlords. By the mid 19th century many Irish faced famine due to the potato blight and over a million more would migrate out of Ireland—many to places like the United States. Migration provided Irish farmers with a place to go and for opportunities to work. There were definite benefits and drawbacks for migrants entering urban areas. During the age of industrialization many migrants found work, had access to consumer products, and perhaps had a higher standard of living compared to circumstances in their home country. However, the influx of migrants grew, the

population putting a strain on urban resources. Similar experiences are being felt today. Urban areas struggle to provide adequate housing, and clean water. They have to address issues such as pollution, crime, and sanitation as population pressures burden urban resources.

Migration for many people to urban areas benefits themselves, others, and the economy yet can still pose increasing challenges as governments handle growing populations.

The post World War II division of Germany resulted in many East Germans trying to escape to the rising West Germany where they would have the opportunity for a better life. They would be provided with better living conditions, economic opportunities, and political freedom. Like in England many immigrants migrated from the East to escape from their current conditions and hoped for a better livelihood. As the influx of migrants out of the East continued the Berlin Wall was created, separating the East from the West and preventing migration. Through its creation, the Soviet Union hoped to retain people in the East under its communist ideology. Conditions in the East drastically lagged behind those in the West, resulting in a disparity of industry, wealth, and standard of living.

In the mid 20th century, the partition of India between India and Pakistan also contributed to major migration movements between the new nations and as a result widespread conflict. This tension and violence was prevalent along border regions. When migrants finally settled in droves it led to overcrowding and again a strain on resources. These refugees occupied whatever buildings were available and in some cases ended up living on the street. Today, tensions between the two nations exists as well as tremendous urban poverty. Many

organizations continue to seek ways to improve conditions for all involved.

Sometimes people migrate to escape hardship with no clear destination to go to. As documented in 2018, there were 68.5 million forcibly displaced people around the world that were facing harsh conditions, many not because they wanted to, but because they had to. They had to flee their homes because of fear, war and violence. The numbers of people fleeing due to conflict drastically increased and countries had massive population shifts. Due to this, organizations have intervened such as Doctors Without Borders that provided migrants with health care and basic necessities. Life in refugee camps is challenging. This can be seen in places such as the Congo, Syria, and South Sudan and still today in places such as Poland where many migrants are entering from Ukraine. Similar to other places that have experienced a rapid influx of people, the strain on resources has been significant. Housing, medical care, food and water, sanitation facilities, clothing, etc. have all been challenges in these places. UNICEF is one organization that has worked to assist those struggling today in such places as Ukraine.

As populations increased often due to migration, many people were both positively and negatively affected. While some benefitted economically, many have suffered tremendously, enduring harsh living conditions, facing tensions, and lacking adequate necessities. It is through the work of government programs and NGOs that some immigrants have been able to rise out of these circumstances.

Enduring Issues Essay—Practice Paper – C

The enduring issue that has occurred in these documents is migration. In document two Berlin was separated in half, one (East) being controlled by the Soviet Union/Germans while the other (West), run by the Allies. In the text it states; "Hence, on that fateful August weekend, the communists' vast undertaking to seal off East from West Berlin, to close the 'escape hatch'." In document one migrants in Liverpool were evicted from their land. In the text it states: "Many of the migrants were destitute farmers from Ireland who were being evicted from their land by their English landlords". This however sent these farmers to Liverpool to start a new life. In document five 68.5 million people were around the globe, many escaping horrific and depressing dangers. The document states: "These people have fled extreme dangers, weather to escape relentless bombing, and invading army, gang violence, or other life-threatening circumstances." These documents showed my enduring issue.

The Enduring Issue that has been chosen is the issue with Conflict. Conflict is shown in all documents presented, but stands out the most in Documents #2, #3, and #5. Document #2 is about the Berlin Wall. Document #3 is about China, the One-Child Policy, and the economic policy called "Reform and Open." Document #5 is about people who migrated in order to not be injured or killed during bombings and other violent acts during wars.

The first document that shows conflict is #2. This document talks about the Berlin Wall, which was built in Berlin, Germany in the 1960s. After WWII Germany was divided between the USSR, who controlled East Germany and the United States and its allies who controlled West Germany. Because the United States rebuilt after the war, many people from East Germany migrated to West Germany for a better life and more opportunities. This was especially becoming a big problem in Berlin which was similarly divided into East and West. The wall was built to separate East and West Berlin. It was started while everyone was sleeping during the night. The wall caused many people to lose jobs, as some people worked on the other side of the wall. It also prevented many children from going to school. Movement between East and West was severely limited and controlled through a few check points. The wall was eventually built to be bigger and more secure, equipped with watchtowers, barbed wire, and patrolling guards. Many people tried to escape from East Berlin, but were mostly spotted and killed on sight. The wall extended for nearly a hundred miles, with thirty plus miles separating the two sides while the rest closed off the East Germany countryside. Many people had family on the other side, and were angry with the wall. The wall is often considered a hot spot in

the larger conflict of the Cold War between the United States and the Soviet Union. Both sides seemed to hate each other and Germany was stuck in the middle of this massive conflict. The wall remained in this conflict until it was taken down in November of 1989, letting people reunite with family and friends. A few years later in 1991, the USSR fell and the Cold War ended.

The next document that demonstrates conflict is #3, which is about China and its economic policies. The One-Child Policy that was introduced in 1979, was very controversial. It promoted late marriages, delayed child birth, and limited the # of children that were born into rural families. The policy was firmly implemented and vastly changed the rural Chinese households and the agricultural workforce. This caused many problems in the rural areas but people were forced to stay in the rural areas because of the Hukou System. When this system was changed in the 1980s many people in search of jobs and other opportunities moved to urban areas mainly because the new economic policy, "Reform and Open" was on its way to unprecedented growth. This led to a booming economy with increased incomes and larger foreign investments in cities. Many things pushed a huge amount of rural surplus labor to big cities, encouraging even more development, and an increased demand for cheap labor. The conflict between rural and urban was worsened by the poor treatment that these rural workers now faced in the factories. They were forced to work long hours in unsafe factories and had to live in extremely bad living situations. Also the conflict was worsened by the massive number of rural to urban migrants. In 2009 there were 145 million rural to urban migrants causing the urban areas to have to deal with too many migrants in a

short period of time.

The final document is #5. It speaks about regions in conflict and crises where people were fleeing their homes. The people originally left their homes to escape bombings, killings, invading armies, or violence from gangs. Many have also lost their homes and have worse struggles, such as lack of essential needs like food, clean water, clothes, shelter, and health care. This is all due to political conflict that caused wars in many African and Asian countries. Because of conflict people lacked access to essential needs like clean water, food, shelter, personal security, and health care. A nongovernmental organization called Doctors Without Borders works in different countries that have gone through a population shift because of conflict. This organization treats large #s of people that have been displaced due to conflict as well as in leading host countries for refugees. Under international law, asylum seekers and refugees have the right to protection from violence as well as access to medical care, shelter, and food.

The Documents all show one issue, conflict. Conflict has caused problems for years, with people adding to it or attempting to resolve it. Conflict will never go away, but it has decreased and increased over years and years. No matter the reason for conflict people are being hurt and are dying. Unfortunately, there is not an easy solution to conflict except to end it like the Cold War. No matter what happens the effects of conflicts will be longlasting.

An enduring issue is a problem that has affected many societies as time goes on. Many people have tried to prevent, stop, or fix this issue but it has endured over time and space. Human rights violation is an important enduring issue because it is and was used by many leaders against groups of people who were being treated unfairly, were abused, or got important rights taken away from them. This issue has been around for many years and in many places continues to this day, for example in Germany, India, and more recently in places such as Syria, Iraq, Afghanistan, Honduras, and El Salvador where many refugees had to flee for their lives, and in the current war between Russia and Ukraine.

The division of Germany that occurred after World War II led to the eventual building of the Berlin Wall which divided Berlin into West Berlin and East Berlin and created a major conflict between the communist East and the noncommunist West. When the Soviet Union took control of East Germany and made it a communist state which was an unenjoyable place to live Western Germany was assisted primarily by the United States. Berlin which was located in East Germany was also divided. Life was so harsh and bad in East Berlin that many East Germans would try and escape to West Berlin where life was better. Before the wall was built in the early 1960s many succeeded and that scared the Soviets because this meant the communist city of East Berlin would lose its most valued inhabitants. In response to this the Soviets built up the wall to keep East Germans and East Berliners in. This was a human rights violation because East Germans and people from East Berlin have the right to leave and that was being taken away from them. They were forced to stay on

their side of the Berlin wall and if they were caught trying to leave, they would be killed or captured and sent back. The wall was barricaded with armed men, bombs, and other dangerous and deadly weapons. This is important because the right to leave and travel freely should not be taken away. People should be allowed to leave a country if they please and should not get killed for doing so. This affected East Germans because it could've gotten them killed and they lived in fear and unhappiness due to the Soviet Union. This issue continued for another 30 or so years, with the Berlin wall dividing East and West Berlin. Families were torn apart by this and many relationships were ruined. Something similar to this event is happening at the border that separates United States and Mexico. Many people are prevented from traveling freely. People who are looking for a better life are not allowed to travel and move to where their families could live better lives and be happier. At this "wall" families are being torn apart and ruined similar to how they were with the Berlin wall. This "wall" is restricting people from entering the country like how the Berlin wall prevented East Germans from going to West Berlin.

After the partition of India, hundreds of thousands of people from western Punjab, Sindh, and the Northwest frontier flooded into the city of New Delhi. New Delhi was not even close to being prepared for the amount of people that would be crowding into the city. The city allowed as many refugees as possible into camps, temples, schools, etc but there was not enough room. People crowded on to the streets and soon the streets were littered with refugees. This is also a human rights violation because of the conditions the refugees had to live in. Although the city of New Delhi tried to help the people, the streets were still filled

with many refugees. They lived on the roads or in parks, or anywhere possible. They changed the city of Delhi and people are still living in makeshift housing. This is significant because these people were living in horrible conditions and extreme poverty. They were suffering and they did not have basic human necessities. This has affected both the refugees and the city unfairly. This issue affected the refugees because they are lacking human requirements and were living in poor conditions. This affected Delhi horribly because it was unfairly flooded by around 500,000 people all at once with hardly any time to truly prepare. The streets and parks were taken over by large numbers of people who have nowhere else to go. This event is similar to the refugee crisis in Syria due to the Civil War where hundreds of thousands of people rushed out and evacuated their home to avoid being killed. There are many refugees that are struggling to find safe places to live and struggling to leave.

Refugees from many struggling countries around the world are trying to migrate to safer areas but some of these safer areas are shutting them out. Some of these areas where people are seeking help from are closing their borders in an attempt to keep the poor people from coming in. Many/most of these refugees are fleeing their home countries because of violence and unsafe situations they are being exposed to. Document 5 explains how human rights violations are happening because of the violence. Another violation happens when these people are trying to leave. It also explains how some of the safe countries these refugees are trying to go to are shutting them out, leaving them exposed to these unsafe environments they were trying to avoid and get away from. This is preventing them from leaving which

takes away the human rights of theirs to leave, which is a human right violation. It takes away a right of theirs which causes them to continually be exposed to unsafe environments. If they are able to leave many of these refugees end up going to unsafe refugee camps where their human rights are violated once again because they are denied adequate food, shelter, education, and freedom of movement. In some refugee camps women are unsafe and have been sexually violated. This is significant because it causes these refugees to be stuck in violent places and risk getting violated or killed. Violence is occurring in places such as Syria, Iraq, Afghanistan, Honduras, El Salvador, and more. There is bombing, violence, killings, invading armies, gangs, and dangerous drug cartels in those places which make them unsafe and dangerous places to live. This causes people to leave and flee their home but in the end, though suffering with small amounts of food/water and medical help, they get turned around and shut out. They are being turned away because it is unbeneficial to the countries that these desperate people are fleeing. Their right (the refugees) of protection under international law is stripped away by these borders. They have a right to protection, food, medical care, and shelter as refugees but aren't being granted that right, which is a human rights violation.

Enduring Issues happen over time and place. Whether it happened in Berlin in the 1960s-1980s, India after partition, presently in refugee camps, or at the United States/Mexico border, people are being denied their basic human rights of freedom of movement. But in this process they are also often denied other human rights such as access to food, shelter, sanitary conditions, and personal safety. Many governments and groups have tried to prevent and help fix these problems, such as

Enduring Issues Essay—Practice Paper – E

Doctors Without Borders. This organization helps those who have been physically hurt as do the EU countries that have agreed to help and accept migrants from various regions. However, the problem continues and will continue in the future because countries have borders and need to protect themselves from outsiders.

Practice Paper A—Score Level 2

The response:

- Identifies and explains *population growth* as an enduring issue raised in the documents (it affected many people over a long period of time; it happens when the population of a place rises due to either migration of people or rise in birth rates; it affects people mostly in a negative way; as a result, the amount of people in one place increases)
- Minimally develops both aspects of the argument
- Is primarily descriptive (during Industrial Revolution, population of cities grew because people could gain more money from factories; China’s population grew at an alarming rate so government officials implemented systems that would hopefully slow down population growth); includes faulty application (population of people grew so much that 11 percent of the population was in rural-urban areas)
- Includes few relevant facts, examples, and details and some quotations 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 2. Quotations and brief summaries of document information address the enduring issue of population growth and demonstrate a limited understanding of the task. Methodical and simplistic use of document information and brief summary statements that lack supporting facts and details weaken the effort.

Practice Paper B—Score Level 5

The response:

- Clearly identifies and accurately explains *impact of migration* as an enduring issue raised in the documents (due to mass amounts of migration of people seeking better economic and social conditions, population within cities increased immensely overtime; regardless of when or where migration occurred, clear that often prompted by unfavorable conditions in home country; migrants faced both benefits and challenges in places they moved to; numbers of people fleeing due to conflict drastically increased and countries had massive population shifts)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (some migrants in search of safety, a better livelihood, or essentials such as access to clean water, food, and shelter; impact had variety of effects on people and left many groups and governments to look for ways to improve situations for those in need of assistance; in 18th century England, new innovations such as railroads connected people, products, and ideas together, resulting in ability of people in rural countryside or migrants in port cities to easily commute to urban centers; migration can pose increasing challenges as governments handle growing populations; East Germans trying to escape to West Germany where opportunity for a better life with better living conditions, economic opportunities, and political freedom; through creation of Berlin Wall, Soviet Union hoped to retain people in East under its communist ideology; conditions in East Berlin drastically lagged behind those in West, resulting in disparity of industry, wealth, and standard of living; sometimes people migrate to escape hardship with no clear destination to go to)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 2, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (by mid-19th century many Irish faced famine due to potato blight and a million more would migrate out of Ireland—many to places such as United States; during age of industrialization, many migrants found work, had access to consumer products, and perhaps had a higher standard of living compared to circumstances in their home country; today, urban areas struggle to provide adequate housing and clean water; urban areas have to address issues such as pollution, crime, and sanitation as population pressures burden urban resources; even those who made it over the Wall, sometimes left family and friends behind; barrier that separated families in Berlin maintained for more than two decades; by end of Cold War, Germany reunited but economic legacy of Western and Eastern occupation zones still remains in Germany; in mid-20th century, partition of India between India and Pakistan also contributed to major migration movements between new nations and as a result widespread conflict and prevalent tension and violence along border regions; many migrants entering Poland today because of situation in Ukraine; UNICEF one organization that has worked to assist those struggling today in such places as Ukraine; through the work of government programs and NGOs, some immigrants have been able to improve their circumstances)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Good historical examples from different time periods form the basis of the discussion. A critical appraisal of document information establishes a strong evaluative basis for assessing the impact of migration and why it continues to be an enduring issue that needs to be addressed.

Practice Paper C—Score Level 1

The response:

- Identifies, but does not explain *migration* as an enduring issue raised in the documents
- Addresses both aspects of the argument
- Is descriptive (Berlin was separated in half, the East being controlled by the Soviet Union and the West being run by the Allies; Irish farmers evicted from their land started a new life in Liverpool)
- Includes minimal facts, examples, and details and some quotations from Documents 1, 2, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introductory and a concluding sentence

Conclusion: Overall, the response fits the criteria for Level 1. Although migration is not specifically defined, the other aspects of the task are addressed with quotations of document information and brief explanations that demonstrate a basic understanding of the task. It is implied that migration continues to be an issue but the attempt lacks supporting explanation and details.

Practice Paper D—Score Level 3

The response:

- Identifies and explains *conflict* as an enduring issue raised in the documents (conflict between people or government has existed in many times and places; caused by opposing political and economic ideas which have caused wars, migrations, and other problems which has caused conflict and suffering for people; people in regions in conflict fleeing their homes to escape bombings, killings, invading armies, or violence from gangs; many people lost homes and faced worse struggles such as lack of essential needs such as food, clean water, clothing, shelter, and health care; conflict caused problems for years with people adding to it or attempting to resolve it)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (many people from East Germany migrated to West Germany for a better life and more opportunities; migration becoming a big problem in Berlin which was similarly divided into East and West Berlin; Wall built to separate East and West Berlin; movement between East and West Berlin severely limited and controlled through a few checkpoints; many people tried to escape from East Berlin but were mostly spotted and killed on sight; One Child Policy very controversial and vastly changed rural Chinese households and agricultural workforce; economic policy of Reform and Open led to a booming economy with increased incomes and larger foreign investments in cities; urban areas forced to deal with too many migrants in short period of time; unfortunately not an easy solution to conflict except to end it)
- Includes some relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Includes relevant outside information (after World War II, Germany divided between the USSR who controlled East Germany and the United States and its allies who controlled West Germany; United States rebuilt West Germany after the war; Berlin Wall started while everyone sleeping during the night; Wall caused many people to lose jobs as some people worked on the other side of the wall; wall prevented many children from going to school; many people had family on the other side and were angry with the wall; Wall often considered a hot spot in larger conflict of Cold War between United States and Soviet Union; both sides in Cold War seemed to hate each other and Germany stuck in middle of massive conflict; wall remained in conflict until taken down in November, 1989 letting people reunite with family and friends; in 1991, USSR fell and Cold War ended; conflict between rural and urban areas worsened by poor treatment rural workers faced in factories; forced to work long hours in unsafe factories and had to live in extremely bad living situations which worsened by massive number of rural to urban migrants)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Detailed interpretation of document information and relevant outside historical details demonstrate a good understanding of the task. Some good conclusions are included but more analysis and greater depth would have improved the argument.

Practice Paper E—Score Level 4

The response:

- Identifies and accurately explains *human rights violations* as an enduring issue raised in the documents (is and was used by many leaders against a group of people being treated unfairly, being abused, or got important rights taken away from them; right to travel freely should not be taken away; human rights violated when people denied adequate food, shelter, education, and freedom of movement; human rights violations in places where bombing, violence, killings, invading armies, gangs, and dangerous drug cartels; refugees right to protection, food, medical care, and shelter)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is more descriptive than analytical (building of Berlin Wall created a major conflict between communist East and non-communist West; East Germany an unenjoyable place to live; life so harsh and bad in East Berlin that many East Germans would try and escape to West Berlin where life better; fleeing East Germans scared Soviets because it meant East Berlin would lose its most valued inhabitants; right for East Germans to leave being taken away from them; East Germans lived in fear and unhappiness; people looking for a better life not allowed to travel and move to where families could live better lives and be happier; New Delhi not even close to being prepared for amount of people crowding into city; refugees in New Delhi suffering in horrible conditions and extreme poverty affecting both them and the city unfairly)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 4, and 5
- Supports the task by incorporating relevant outside information (refugees currently fleeing Ukraine because of war with Russia; West Germany assisted primarily by United States; families torn apart by Berlin Wall and many relationships ruined; events at United States—Mexican border similar to those between East and West Germany; people being prevented from entering United States at border between Mexico and United States similar to what happened at Berlin Wall; city of New Delhi tried to help people but streets still filled with many refugees; people in New Delhi still living in makeshift housing; New Delhi crisis similar to refugee crisis in Syria as result of civil war where hundreds of thousands struggling to leave and evacuating homes to find safe places to live and avoid being killed; some areas where refugees seeking help closing borders and leaving them exposed to unsafe environments they were trying to avoid and get away from; if able to leave, many refugees end up going to unsafe refugee camps where human rights violated; in some refugee camps, women unsafe and have been sexually violated; some European Union countries have agreed to help and accept migrants from various regions)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside historical details and the integration of current examples throughout the discussion support general document interpretation that explains how human rights violations can become a negative problem that must be dealt with. The inclusion of additional specific supporting facts and details would have improved the overall development of the task.

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

Question Number	Key Idea
1	10.1
2	10.2
3	10.2
4	10.3
5	10.3
6	10.4
7	10.5
8	10.5
9	10.5
10	10.5
11	10.6
12	10.6
13	10.7
14	10.4
15	10.6
16	10.7
17	10.7
18	10.8
19	10.8
20	10.9
21	10.9
22	10.9
23	10.9
24	10.8
25	10.10
26	10.10
27	10.10
28	10.10
29	10.4
30	10.9
31	CT
32	10.5
33	10.6
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 August 2023 Regents Exam in Global History and Geography II will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the exam. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

August 2023 Regents Exam in Global History and Geography II

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

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 2.5 and a total Part I and Part II score of 27 would receive a final examination score of 80.

Part III Essay Score

	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
0	0	5	10	15	20	25	30	34	38	42	46
1	3	9	14	19	24	28	33	37	41	45	48
2	7	12	17	22	27	31	36	40	44	47	51
3	10	15	20	25	30	34	38	42	46	50	53
4	14	19	24	28	33	37	41	45	48	52	55
5	17	22	27	31	36	40	44	47	51	54	57
6	20	25	30	34	38	42	46	50	53	56	59
7	24	28	33	37	41	45	48	52	55	58	61
8	27	31	36	40	44	47	51	54	57	60	63
9	30	34	38	42	46	50	53	56	59	62	65
10	33	37	41	45	48	52	55	58	61	64	67
11	36	40	44	47	51	54	57	60	63	66	68
12	38	42	46	50	53	56	59	62	65	67	70
13	41	45	48	52	55	58	61	64	67	69	71
14	44	47	51	54	57	60	63	66	68	71	73
15	46	50	53	56	59	62	65	67	70	72	74
16	48	52	55	58	61	64	67	69	71	73	76
17	51	54	57	60	63	66	68	71	73	75	77
18	53	56	59	62	65	67	70	72	74	76	78
19	55	58	61	64	67	69	71	73	76	77	79
20	57	60	63	66	68	71	73	75	77	79	81
21	59	62	65	67	70	72	74	76	78	80	82
22	61	64	67	69	71	73	76	77	79	81	83
23	63	66	68	71	73	75	77	79	81	82	84
24	65	67	70	72	74	76	78	80	82	84	86
25	67	69	71	73	76	77	79	81	83	85	87
26	68	71	73	75	77	79	81	82	84	86	88
27	70	72	74	76	78	80	82	84	86	87	89
28	71	73	76	77	79	81	83	85	87	88	90
29	73	75	77	79	81	82	84	86	88	90	92
30	74	76	78	80	82	84	86	87	89	91	93
31	76	77	79	81	83	85	87	88	90	92	94
32	77	79	81	82	84	86	88	90	92	94	96
33	78	80	82	84	86	87	89	91	93	95	97
34	79	81	83	85	87	88	90	92	94	96	98
35	81	82	84	86	88	90	92	94	96	98	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