

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

Monday, August 19, 2024 — 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 answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

. . . The Mughals failed because they made little, if any, effort to drag India out of the Middle Ages. The Mughal empire, writes Abraham Eraly, “lagged way behind Europe, behind even China, Japan and Persia. There was hardly any vigour in the economy, scant spirit of enterprise among the people. In agriculture, industry and trade, Indian practices were archaic [outdated]. There was no ferment of ideas. . . .” The Mughals were formidable conquerors but inept [ineffectual] governors. They did nothing to cure the endemic [native] weaknesses of Indian society and added fresh economic burdens through the profligacy [extravagance] of their courts and the cost of their military campaigns. . . .

Source: Philip Ziegler, “Decline and Fall of the Mughal Empire,” *The Telegraph*, May 25, 2003

- | | |
|---|---|
| 1 Based on this passage, what was one cause of the collapse of the Mughal Empire? | 2 Which course of action did the British take in response to the situation described in this passage? |
| (1) an entrepreneurial spirit and rapid expansion of trade | (1) moved the monarch’s headquarters to New Delhi |
| (2) widespread rebellions by the common people across the empire | (2) propped up the Mughal emperor’s government with troops and cash |
| (3) a lack of trained military forces to protect against invasions | (3) expanded British territorial control within the Indian subcontinent |
| (4) poor governing and excessive spending | (4) withdrew all British government representatives from the Mughal Empire |
-

Base your answer to question 3 on the passage below and on your knowledge of social studies.

. . .English agriculture differed from the European continent's in other, suggestive ways. The technical revolution in farming had been accompanied by an institutional revolution. The open fields were enclosed, and the small peasant holdings were amalgamated [combined] into large farms let to tenants who cultivated them with wage labour. By the nineteenth century, a unique rural society had emerged in England. This new society was characterized by exceptional inequality. English property ownership was usually concentrated. Rents had risen, while wages stagnated. By the nineteenth century, the landlord's mansion was lavish, the farmer's house modest, the labourer's cottage a hovel.

The revolution in rural life was occurring in an increasingly commercial society. From the sixteenth century, London was one of the most rapidly growing cities in Europe. In the eighteenth century this dynamism extended to the provincial towns. From a rustic backwater at the end of the middle ages, England became Europe's greatest commercial power in the eighteenth century, and the leading industrial nation in the nineteenth. . . .

Source: Robert C. Allen, *Enclosure and the Yeoman*, Oxford, Clarendon Press, 1992

3 According to this passage, what was one impact of the agricultural changes in England?

- (1) Social class distinctions were eliminated.
 - (2) Wage labor led to a growing gap between the rich and poor.
 - (3) Rural populations increased and urban populations declined.
 - (4) Property ownership was equally dispersed among the social classes.
-

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

Speaker A: The great and chief end, therefore, of men uniting into commonwealths, and putting themselves under government, is the preservation of their property; to which in the state of Nature there are many things wanting.

Speaker B: When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner.

Speaker C: Strengthen the female mind by enlarging it, and there will be an end to blind obedience to men.

Speaker D: A trade founded in iniquity [evil], and carried on as this was, must be abolished, let the policy be what it might, –let the consequences be what they would, I from this time determined that I would never rest till I had effected its abolition.

4 What impact did *Speakers C* and *D* have on world history?

- (1) Their arguments led to the creation of labor unions and changes in working conditions.
- (2) Their ideas helped establish the foundation of the suffrage and anti-slavery movements.
- (3) Their arguments caused an immediate shift from absolutist rule to democratic rule.
- (4) Their ideas eased transitions from mercantilism to capitalism.

5 These speakers' ideas and arguments were influenced by

- (1) beliefs developed during the Enlightenment
- (2) nationalist uprisings occurring in Southern Europe
- (3) colonial expansion happening in Africa after the Berlin Conference
- (4) practices developed at the beginning of the Industrial Revolution

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



Source: 1789 (adapted)

- 6 This cartoon could be used to explain the
- (1) causes of the French Revolution
 - (2) reasons Europeans moved from rural to urban areas
 - (3) challenges faced by the nobles in the 18th century
 - (4) disputes over property between the church and aristocracy

- 7 Which statement best represents a response taken by the Third Estate to the situation shown in the cartoon?
- (1) They ended the Reign of Terror.
 - (2) They declared themselves the National Assembly.
 - (3) They signed the Versailles Treaty.
 - (4) They appointed Napoleon as head of the government.

Base your answer to question 8 on the passage below and on your knowledge of social studies.

MOTHERS, daughters, sisters, representatives of the nation all, are demanding to be incorporated into the national assembly. Being of the opinion that ignorance, oblivion or mistrust of the rights of women are the sole causes of public misery and of the corruption of governments, they have resolved to expound [set forth] the natural, inalienable and sacred rights of women in a solemn declaration so that this declaration, constantly before the body of society, will always remind them of their rights and duties. The actions of women and men will be comparable at all times with the aims of political institutions, thereby becoming more respected, and women's demands, founded henceforth on simple and incontestable principles, shall revolve around upholding the constitution, morality and happiness of all. . . .

Source: Olympe de Gouges, *Declaration of the Rights of Woman and of the Female Citizen*, 1791

8 What problem did Olympe de Gouges hope to directly address with this passage?

- (1) oppressive rule by kings believing in divine right
 - (2) exclusion of women from political reforms
 - (3) threat posed by foreign enemies
 - (4) extensive debts accumulated during the war
-

Base your answer to question 9 on the passage below and on your knowledge of social studies.

. . . It was the new Western idea, nationalism, which seemed to spell the doom of the disintegrating [Ottoman] empire. After maturing for a long period among the subject peoples of the Turks, it broke out in a series of revolutions which shook the Turkish state to its core. It seemed as if this disintegrating state would fall easy prey to one of the great new powers of Europe, Russia. The tsar, it appeared, would be heir to the defenseless Turkish state and would gain access to Constantinople [Istanbul] and the Straits. But precisely this possibility was to ensure the continued though feeble existence of the Ottoman empire. England, the rival of Russia, would not tolerate Russian control in this area. As early as 1792 the younger [British Prime Minister William] Pitt had declared that "the true doctrine of the balance of power requires that the Russian empire should not, if possible, be allowed to increase, nor that of Turkey to diminish." . . .

Source: Woodbridge Bingham, et al., *A History of Asia*, Vol. II, Allyn and Bacon, 1974

9 Which claim about the Ottoman Empire is best supported by this passage?

- (1) Threats to Europe's balance of power increased as the Ottoman Empire became weaker.
 - (2) The Ottomans allied themselves with Russia to prevent their empire's disintegration.
 - (3) European leaders believed Ottoman reforms could strengthen the Turkish state.
 - (4) Nationalism caused diverse people in the Ottoman Empire to unite.
-

Base your answers to questions 10 and 11 on the cartoon below and on your knowledge of social studies.



Source: David H.T. Wong, *Escape to Gold Mountain*, Arsenal Pulp Press, 2012 (adapted)

*indemnity – reimbursement for loss

10 What was one reason the British wanted to increase the supply of opium to China?

- (1) to strengthen the power of the Qing (Ching) dynasty
- (2) to gain more profit from China's political instability
- (3) to promote peace between Europe and China
- (4) to encourage the growth of China's industries

11 In what way did the situations shown in this cartoon significantly affect China?

- (1) China was able to defeat Britain and isolate itself.
- (2) China unified its people and strengthened its imperial court.
- (3) China expanded its territory.
- (4) China was divided into European spheres of influence.

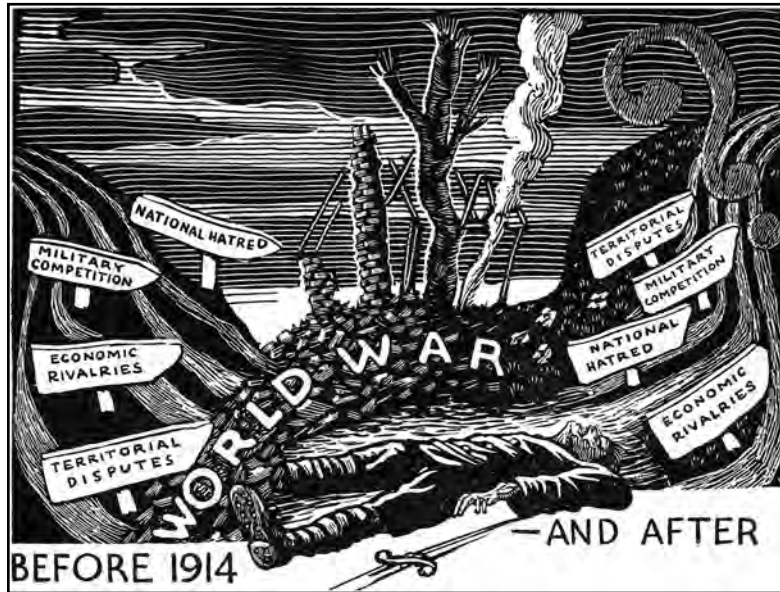
Base your answers to questions 12 and 13 on the passage below and on your knowledge of social studies.

. . .The importation of Western civilization opened a gaping chasm between town and country, between educated and uneducated, between connected and unconnected, and above all between the rich and poor. Nowhere were Japan's growing pains felt more sorely than in the countryside, where the weight of Meiji reforms crushed many farmers, who enjoyed few of the fruits of Japan's nineteenth-century enlightenment. In large part, the situation persisted until the abolishment of the tenancy system and the dramatic reforms initiated during the US occupation. . . .

Source: Brett L. Walker, *A Concise History of Japan*, Cambridge University Press, 2015

- 12 The Japanese social and economic changes of the late 19th century described in the passage were a result of
- (1) isolationist policies
 - (2) rapid industrialization
 - (3) the Russo-Japanese War
 - (4) Marxist labor reforms
- 13 Which claim about the impacts of foreign influence in Japan is best supported by this passage?
- (1) New agricultural technologies increased the demand for farm laborers.
 - (2) Public education opened new employment opportunities for Japanese women.
 - (3) Newly opened markets for exports enhanced the wealth of most Japanese farmers.
 - (4) Changes in methods of production increased social and economic inequality.
-

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



Source: Philip Dorf, *Europe in Our Day*, Oxford Book Company, 1939

14 Which claim is best supported by this illustration?

- (1) The same problems existed before and after the war.
- (2) Destruction and death brought countries together.
- (3) Rivalries and hatreds were settled by the war.
- (4) The use of weapons of mass destruction left few homes standing.

15 What was a direct outcome of the event in this illustration?

- (1) East Germany was occupied by the Soviets.
- (2) The League of Nations was created to settle conflicts.
- (3) Austria-Hungary expanded its empire.
- (4) The Triple Entente formed to offset concerns about the Triple Alliance.

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

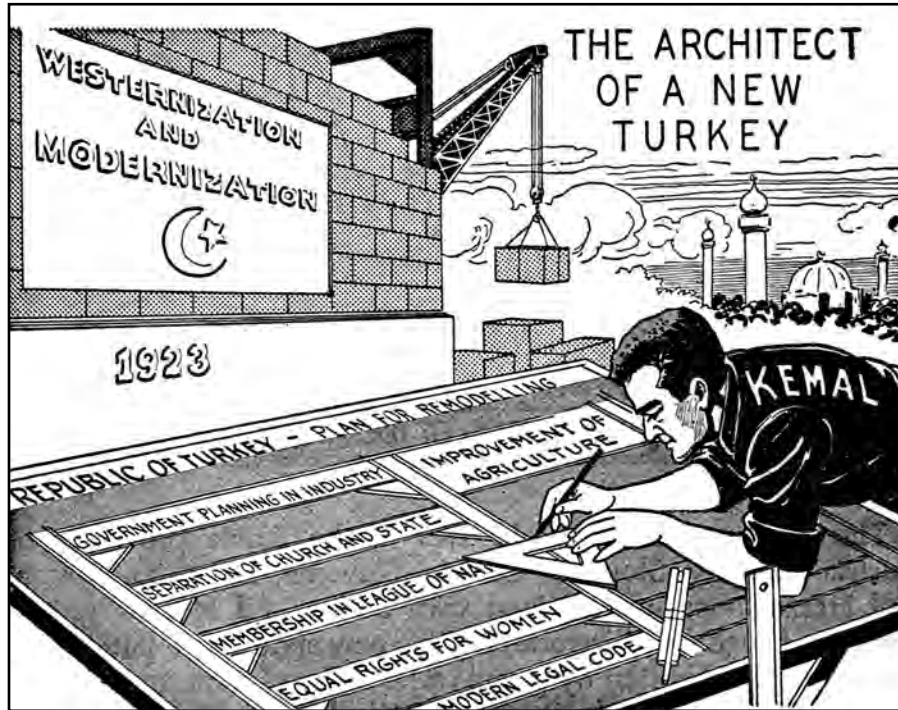
. . . In 1919, Woodrow Wilson arrived in France to sign the treaty ending World War I, and Ho [Chi Minh], supposing that the President's doctrine of self-determination applied to Asia, donned a cutaway coat [wore a western suit] and tried to present Wilson with a lengthy list of French abuses in Vietnam. Rebuffed, Ho joined the newly created French Communist Party. "It was patriotism, not communism, that inspired me," he later explained. . . .

In 1940, Japan's legions swept into Indochina and French officials in Vietnam, loyal to the pro-German Vichy administration in France, collaborated with them. Nationalists in the region greeted the Japanese as liberators, but to Ho they were no better than the French. Slipping across the Chinese frontier into Vietnam—his first return home in three decades—he urged his disciples to fight both the Japanese and the French. There, in a remote camp, he founded the Viet Minh, an acronym for the Vietnam Independence League, from which he derived his nom de guerre [alias], Ho Chi Minh—roughly "Bringer of Light." . . .

Source: Stanley Karnow, "Ho Chi Minh," *Time*, April 13, 1998

- 16 Which evidence best supports the claim made by Ho Chi Minh in this passage when he said "It was patriotism, not communism, that inspired" him?
- (1) He reached out to the U.S. president for support for Vietnamese independence.
 - (2) He regularly compromised with French officials to ease the transition of power.
 - (3) He consistently favored Japan as an ally.
 - (4) He sought to form alliances exclusively with countries under communist rule.
- 17 Based on this passage, which action was being recommended by Ho Chi Minh?
- (1) boycott
 - (2) armed rebellion
 - (3) disarmament
 - (4) peaceful protests

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



Source: Philip Dorf, *Visualized World History*, Oxford Book Company, 1958

18 Which event led to the situation depicted in the illustration?

- (1) the fall of the Ottoman Empire
- (2) the rise of the Soviet Union
- (3) the unification of Germany
- (4) the partition of India

19 Based on this illustration, which course of action is being recommended by Mustafa Kemal Atatürk?

- (1) promoting traditional and religious roles
- (2) avoiding involvement with foreign powers
- (3) adopting social and political changes
- (4) strict following of Sharia law

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

On Feb. 18, 1943, two students at the University of Munich were arrested and taken into police custody. Hans Scholl, 25, and his sister Sophie, 22, were members of the White Rose, an underground anti-Nazi resistance group founded in 1942 by a handful of students at the University of Munich. The Nazis were committing genocide against the Jews and other “undesirables” in Germany and the parts of Europe it occupied. By discreetly placing anti-Nazi leaflets in public places across Germany, the group hoped to rouse people to action against Adolf Hitler’s totalitarian Nazi regime. . . .

Source: Robert K. Elder, “The White Rose,” *New York Times Upfront Magazine*, December 9, 2013

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|--|---|--|
| 20 What was the purpose of this article?
(1) to confirm the goals of the German totalitarian regime
(2) to illustrate the geographic extent of Nazi control within Europe
(3) to draw attention to resistance efforts against the Nazis
(4) to prove University of Munich students were frequently targeted for arrest |

 | 21 Based on this article, the type of action taken by Hans and Sophie Scholl can best be described as
(1) appeasement
(2) nonviolent protest
(3) terrorist sabotage
(4) scapegoating |
|--|---|--|
-

Base your answer to question 22 on the passage below and on your knowledge of social studies.

. . . NATO was the first peacetime military alliance the United States entered into outside of the Western Hemisphere. After the destruction of the Second World War, the nations of Europe struggled to rebuild their economies and ensure their security. The former required a massive influx of aid to help the war-torn landscapes re-establish industries and produce food, and the latter required assurances against a resurgent Germany or incursions from the Soviet Union.

The United States viewed an economically strong, rearmed, and integrated Europe as vital to the prevention of communist expansion across the continent. As a result, Secretary of State George Marshall proposed a program of large-scale economic aid to Europe. The resulting European Recovery Program, or Marshall Plan, not only facilitated [helped] European economic integration but promoted the idea of shared interests and cooperation between the United States and Europe. Soviet refusal either to participate in the Marshall Plan or to allow its satellite states in Eastern Europe to accept the economic assistance helped to reinforce the growing division between east and west in Europe. . . .

Source: Office of the Historian of the United States Department of State, North Atlantic Treaty Organization, 1949

- 22 Based on this passage, what was the main purpose for the establishment of the North Atlantic Treaty Organization (NATO)?
- (1) to prevent the spread of democracy to European nations
 - (2) to provide stability to the war-torn countries of Europe
 - (3) to encourage countries like the United States to remain isolated
 - (4) to punish Germany and the Soviet Union for their acts of aggression
-

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

Squeeze Play



Source: Art Wood, 1950 (adapted)

23 Which statement best represents the position of the world in this cartoon?

- (1) Economic costs restricted other countries from gaining weapons.
- (2) Competing powers in the arms race embraced the world's desire for peace.
- (3) The destructive power of atomic weapons put the world in a compromised position.
- (4) Many governments did not see the superpowers as potential threats to international security.

24 Which later development was a result of the political situation shown in this cartoon?

- (1) Soviets and Americans negotiated treaties to limit nuclear weapons.
- (2) European nations united in opposition to both the Soviet Union and the United States.
- (3) The United Nations oversaw the destruction of all atomic weapons.
- (4) The superpowers maintained total control over nuclear bombs.

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

. . .To extend government control and promote Westernization, the shah overhauled the administrative machinery and vastly expanded the bureaucracy. He created an extensive system of secular primary and secondary schools and, in 1935, established the country's first European-style university in Tehran. These schools and institutions of higher education became training grounds for the new bureaucracy and, along with economic expansion, helped create a new middle class. The shah also expanded the road network, successfully completed the trans-Iranian railroad, and established a string of state-owned factories to produce such basic consumer goods as textiles, matches, canned goods, sugar, and cigarettes.

Many of the Shah's measures were consciously designed to break the power of the religious hierarchy. His educational reforms ended the clerics' near monopoly on education. To limit further the power of the clerics, he undertook a codification of the laws that created a body of secular law, applied and interpreted by a secular judiciary outside the control of the religious establishment. He excluded the clerics from judgeships, created a system of secular courts, and transferred the important and lucrative task of notarizing documents from the clerics to state-licensed notaries. The state even encroached [intruded] on the administration of *vaqfs* (religious endowments) and on licensing of graduates of religious seminaries. . . .

Source: Helen Chapin Metz, ed., *Iran: A Country Study*, Library of Congress, 1987

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|--|---|
| 25 Which group in Iran most likely opposed the policies of Shah Pahlavi described in this passage? | 26 Which event would later reverse many of the changes described in this passage? |
| (1) merchants | (1) Arab Spring |
| (2) religious leaders | (2) September 11th terrorist attacks |
| (3) college students | (3) establishment of the Muslim League |
| (4) women | (4) Iranian Revolution |

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

. . .The Maritime Silk Road [MSR] was initially proposed by President Xi Jinping during a speech to the Indonesian Parliament. The MSR aims to reach Europe, originating from cities on China’s southeastern coast and using a system of linked ports and infrastructure projects. The planned sea route begins in Fuzhou, China and goes via Vietnam, Indonesia, Bangladesh, India, Sri Lanka, the Maldives, and East Africa. Along the African coast, China plans to develop ports in Kenya, Djibouti, Tanzania, and Mozambique. The MSR would then continue from the African coast into the Red Sea and through the Suez Canal to the Mediterranean. After passing Athens, the road terminates in Venice, where it joins the land-based ‘belt’ route. (The land-based route will start from the Chinese city of Xi’an, traveling through Central Asia, West Asia, and the Middle East, before reaching Europe and ending in Venice.). . .

A number of factors pose a threat to the project, including wars, territorial disputes, and concerns over China’s growing geopolitical power. Regional concerns include the crisis in Ukraine, territorial disputes in the South China Sea, and a border contention [dispute] between India and China. . . .

The Maritime Silk Road and the Silk Road Economic Belt present a fresh opportunity for China to increase demand for its industrial output and revitalize its economy amid slowing economic growth. Moreover, if geopolitical obstacles can be overcome, China will deepen its economic, political, and cultural ties with the numerous countries participating in the venture.

Source: Dan Blystone, “China and the Maritime Silk Road,” Investopedia, 2015

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|---|--|--|
| 27 Based on this article, what major problem is China attempting to overcome? | | 28 Which claim about the Maritime Silk Road is best supported by this article? |
| (1) China’s slowing economic growth | | (1) It will connect countries in Africa, Asia, and Europe for trade. |
| (2) China’s growing geopolitical power | | (2) It is more important to China’s economy than overland routes. |
| (3) territorial debates in the South China Sea | | (3) It will give China control of the Suez Canal and India. |
| (4) border disputes between Vietnam and China | | (4) It will turn Southeast Asia and East Africa into Chinese colonies. |

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

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

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

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

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

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

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

. . .In the earlier epochs [eras] of history, we find almost everywhere a complicated arrangement of society into various orders, a manifold [diverse] gradation [levels] of social rank. In ancient Rome we have patricians, knights, plebeians, slaves; in the Middle Ages, feudal lords, vassals, guild-masters, journeymen, apprentices, serfs; in almost all of these classes, again, subordinate gradations.

The modern bourgeois society that has sprouted [grown] from the ruins of feudal society has not done away with class antagonisms [tensions]. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

Our epoch, the epoch of the bourgeoisie, possesses, however, this distinct feature: it has simplified class antagonisms. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other—Bourgeoisie and Proletariat. . . .

Source: Karl Marx and Friedrich Engels, “Manifesto of the Communist Party,” 1848

29 Explain the historical circumstances that led to the events described in this passage. [1]

Score

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

Document 2

Comrades, the workmen's and peasant's revolution, the need of which the Bolsheviks have emphasized many times, has come to pass.

What is the significance of this revolution? Its significance is, in the first place, that we shall have a soviet government, without the participation of bourgeoisie of any kind. The oppressed masses will of themselves form a government. The old state machinery will be smashed into bits and in its place will be created a new machinery of government by the soviet organizations. From now on there is a new page in the history of Russia, and the present, third Russian revolution shall in its final result lead to the victory of Socialism.

One of our immediate tasks is to put an end to the war at once. But in order to end the war, which is closely bound up with the present capitalistic system, it is necessary to overthrow capitalism itself. In this work we shall have the aid of the world labor movement, which has already begun to develop in Italy, England, and Germany.

A just and immediate offer of peace by us to the international democracy will find everywhere a warm response among the international proletariat masses. In order to secure the confidence of the proletariat, it is necessary to publish at once all secret treaties.

In the interior of Russia a very large part of the peasantry has said: Enough playing with the capitalists; we will go with the workers. We shall secure the confidence of the peasants by one decree, which will wipe out the private property of the landowners. The peasants will understand that their only salvation is in union with the workers. . . .

Source: Speech by Vladimir Lenin, 1917

30 Explain Lenin's point of view regarding the impact of the Russian Revolution, based on this passage. [1]

Score

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

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

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

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

Score

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

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

Document 1

Riots Climax in South Africa, June 19, 1976

. . .Police in white-ruled South Africa used automatic weapons against black rioters and military reservists were placed on alert yesterday, the third day of the nation's bloodiest racial uprising.

Government spokesmen claimed last night that police were in control and the riots were subsiding.

Unofficial reports said at least 101 persons were killed and more than 1,000 were injured in the revolt sparked by student demonstrations against a rule requiring that some courses be taught in the whites' Afrikaans language.

Scores of shops, beer halls, government buildings, schools and cars were set ablaze in at least seven black townships as the demonstrations grew into a violent protest against South Africa's racial policies.

The townships serve as segregated residential areas for blacks who travel in buses and trains daily to work in zones reserved for whites.

Government officials did not release updated casualty figures after confirming 58 dead and 788 wounded yesterday morning. Separate death reports indicated the total was higher. . . .

Source: *The Michigan Daily*, June 19, 1976

32 Explain the historical circumstances that led to the demonstrations discussed in this 1976 newspaper excerpt. [1]

Score

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

Document 2

American teenager Ava Ng [AN] conducted an interview with her mother, Shelly Ng [SN], who lived through the protests that took place in China at Tiananmen Square in May and June 1989.

AN: Who were the Tiananmen Square protesters?

SN: Many of the protesters were young college students. Most were from Beijing, but some were students who came from other states in China. There were also many people in China who didn't take part in the demonstrations but believed in the same things the students were protesting for.

AN: Why were the students protesting?

SN: The students felt the government was wronging the citizens of China in many ways. They were protesting against their government for freedom and democracy. Citizens everywhere supported the students because they did not support the government either.

AN: What kinds of changes did you want to see the government make?

SN: Back then, the government was very strict with us. We weren't allowed to do many things we wanted to. We did not have the right from the First Amendment to free speech [like in the United States]. Openly criticizing the government would have consequences. I had to be careful about what I said. I would have liked to see the government give us more freedom. Censorship was really big in China, especially with news-related topics. Also, when I was at school, a lot of what we were taught was biased toward the Communists. We were told to praise the Communist party and believe what the government told us.

AN: What is your opinion of the government calling in the military to break up the protests?

SN: I thought it was very wrong for the government to use military force on its own people. The students were peacefully protesting and were not causing any violent trouble. The government could have compromised or at least listened to what the students had to say. After this terrible event happened, no one wanted to do anything that would put them in danger again.

Source: Ava Ng, "Beijing Standoff," *Junior Scholastic*, April 24, 2017

33 Based on this excerpt, identify Shelly Ng's [SN] point of view regarding the Chinese government. [1]

Score

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

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

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

- a) Identify a similarity **or** a difference between the use of protest in South Africa in 1976 and in China in 1989. [1]
- b) Explain the similarity **or** a difference you identified using evidence from **both** documents. [1]

34a Score

34b Score

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Part III
(Question 35)

ENDURING ISSUES ESSAY

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

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

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

Task:

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

In your essay, be sure to

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

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

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

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

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

Document 1

Urban Growth

Change creates a momentum of its own, creating ever more change. During the 19th century, towns grew at a phenomenal rate. Large urban settlements developed around the sites of new factories, their growth brought about by inadequate transportation and long working hours, which meant that workers were obliged to live in close proximity to their places of work. Industrial towns grew rapidly and haphazardly [carelessly] with almost no planning and no provision of public services. Parks and green space were virtually nonexistent and air quality was poor, polluted by smoke from thousands of chimneys. The Industrial Revolution gave rise to large, dismal industrial cities that were overcrowded, dirty, unhealthy, and the breeding ground of a range of problems for future generations. . . .

Source: Nigel Smith, *The Industrial Revolution*, Raintree Steck-Vaughn Publishers, 2003

Document 2

. . . I am told over and over again that the smog in Beijing is caused by a combination of coal and vehicle emissions, as well the strong dust storms that blow in from the Gobi desert. The latter is said to be getting worse due to climate change, and the rapid economic development in recent years is also blamed. As a result, the city proposed a ban on older vehicles, on factories pumping out pollutants, and has begun fining street vendors who barbecue food outside on smoggy days. . . .

The environmental disaster China is experiencing now goes back to the time of the Great Leap Forward in the late 1950s. To transform China into the dreamed-of industrial superpower Mao envisaged, it needed a huge amount of steel. Forests were destroyed as trees were felled to feed backyard furnaces. Many of the mountainous regions throughout China were deforested.

Deforestation had devastating consequences, causing regular soil erosion and sandstorms. In some areas, it turned paddy fields into sandy beaches and farmland into bogs. The Gobi desert might be a natural phenomenon, but the massive deforestation during the Great Leap Forward enlarged it. . . .

Source: Xun Zhou, "Deforestation to Blame for Beijing's Pollution," *South China Morning Post*, April 1, 2013

Document 3

Disadvantages experienced under the Green Revolution

. . . In addition to physical problems, there are many social problems. Tenant farmers and small producers, too poor to afford the high costs of fertilisers and pesticides, are either kept in debt by the high interest charges made by moneylenders or they remain dependent on aid, much of which comes from overseas. Many farmers have been forced to give up. Thus the Green Revolution has accelerated the drift of people to the cities. Farm labourers are replaced by machines or suffer from the impact of drought. Ironically, many are displaced by major dam construction schemes. In India, for example, up to 700 people a day arrive in the streets of Mumbai (formerly Bombay) from rural areas. They simply add to the shanty towns, slum development and poverty in which one-third of Mumbai's population already live. . . .

Source: David Elcome, *Natural Resources*, Stanley Thornes, 1998 (adapted)

Document 4

Green cities are cities that are trying to lessen their negative environmental impacts through efforts such as reducing waste, adopting renewable energy, and expanding open spaces.

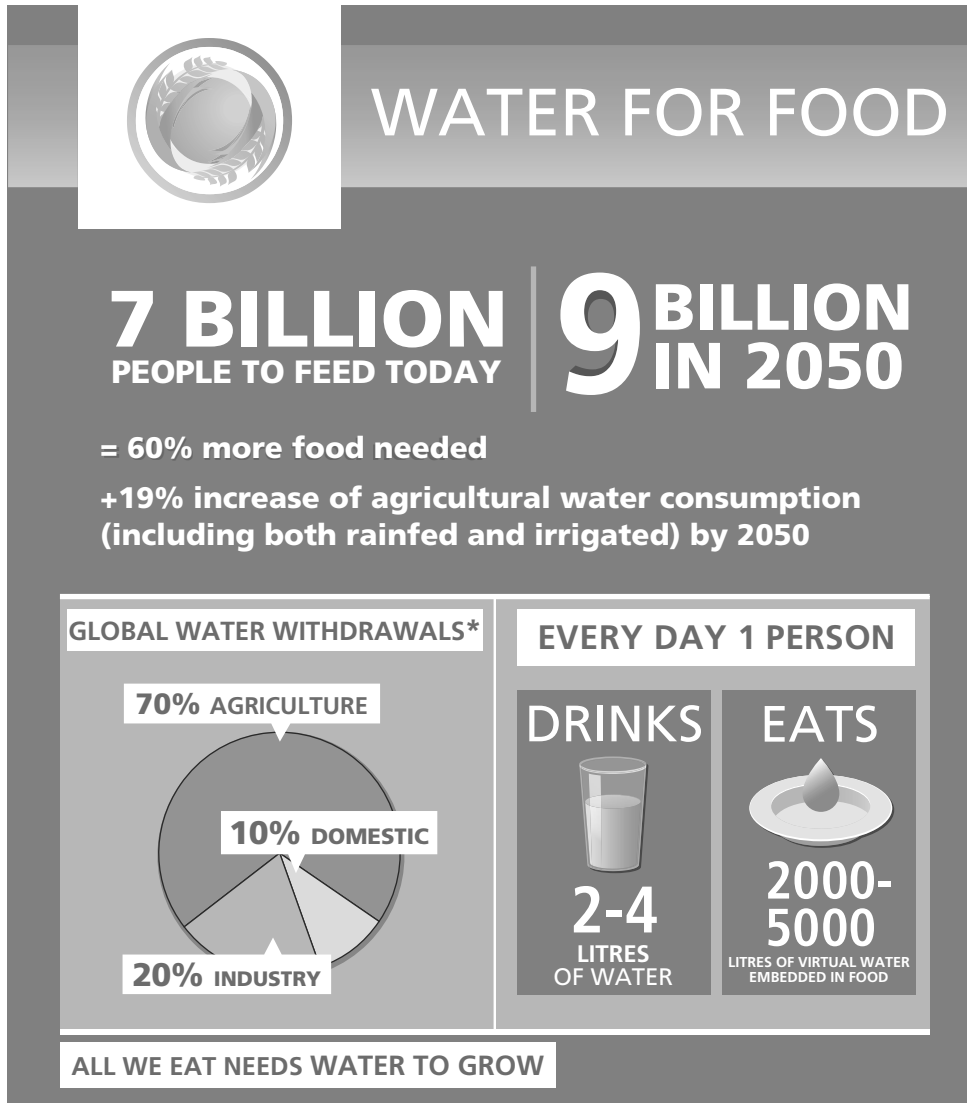
Jul 04, 2017 (The New Times/All Africa Global Media via COMTEX) – Efforts to encourage green growth and sustainable development have got a boost following an announcement by the Ministry of Natural Resources to develop part of the City of Kigali as model green city. According to officials plans are already underway to develop one urban area of city into a model for green cities that will be replicated by other Rwandan cities to ensure green urbanisation and resilient cities.

Speaking to Business Times last week, Dr. Vincent Biruta, the Minister for Natural Resources, said the green model area would be located in Kinyinya, Gasabo District, adding that the initiative would later be replicated in other cities saying this is “essential to create cities that are resilient to climate change besides protecting the environment.” . . .

Eng [Environmental Engineer] Coletha Ruhama, the Director General of Rwanda Environment Management Authority (REMA), said there is need for stringent [strict] measures to ensure sustainable urbanisation “considering that Rwanda’s annual urban growth rate is 4.5 per cent far exceeding the worldwide average of 1.8 per cent”.

“With increased urbanisation and population growth, we must look at what could affect people’s lives and natural resources. We need strong water and waste management initiatives, and we should also ensure that practices that led to deforestation like charcoal use for cooking in cities are reduced,” Ruhama said. . . .

Source: Michel Nkurunziza, “Gasabo to be Transformed into ‘Model Green City,’” *Africa News Service*, July 4, 2017



Source: U.N. Factsheet on Water for Food online, 2013 (adapted)

*Withdrawals — used for

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OPTIONAL PLANNING PAGE
Enduring Issues Essay Planning Page

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

My Enduring Issue is: _____

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

Refer back to page 26 to review the task.

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

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

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REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY II

August 2024 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 '24	1	4	MC	1	1
GHG II	August '24	2	3	MC	1	1
GHG II	August '24	3	2	MC	1	1
GHG II	August '24	4	2	MC	1	1
GHG II	August '24	5	1	MC	1	1
GHG II	August '24	6	1	MC	1	1
GHG II	August '24	7	2	MC	1	1
GHG II	August '24	8	2	MC	1	1
GHG II	August '24	9	1	MC	1	1
GHG II	August '24	10	2	MC	1	1
GHG II	August '24	11	4	MC	1	1
GHG II	August '24	12	2	MC	1	1
GHG II	August '24	13	4	MC	1	1
GHG II	August '24	14	1	MC	1	1
GHG II	August '24	15	2	MC	1	1
GHG II	August '24	16	1	MC	1	1
GHG II	August '24	17	2	MC	1	1
GHG II	August '24	18	1	MC	1	1
GHG II	August '24	19	3	MC	1	1
GHG II	August '24	20	3	MC	1	1
GHG II	August '24	21	2	MC	1	1
GHG II	August '24	22	2	MC	1	1
GHG II	August '24	23	3	MC	1	1
GHG II	August '24	24	1	MC	1	1
GHG II	August '24	25	2	MC	1	1
GHG II	August '24	26	4	MC	1	1
GHG II	August '24	27	1	MC	1	1
GHG II	August '24	28	1	MC	1	1

MC = Multiple-choice question

August 2024 Regents Exam in Global History and Geography II

Scoring Key: Parts II and III

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	August '24	Part II - 29	-	CRQ	1	1
GHG II	August '24	Part II - 30	-	CRQ	1	1
GHG II	August '24	Part II - 31	-	CRQ	1	1
GHG II	August '24	Part II - 32	-	CRQ	1	1
GHG II	August '24	Part II - 33	-	CRQ	1	1
GHG II	August '24	Part II - 34a	-	CRQ	1	1
GHG II	August '24	Part II - 34b	-	CRQ	1	1
GHG II	August '24	Part III - 35	-	ES	5	3

CRQ = Constructed Response Question ES = Essay

The chart for determining students' final examination scores for the **August 2024 Regents Exam in Global History and Geography II** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Monday, August 19, 2024 — 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

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

Mechanics of Rating

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

Rating the CRQ (open-ended) Questions

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

Introduction to the task—

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

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

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

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

Rating the Enduring Issues Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

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

Global History and Geography II
Part II Question – Specific Rubric
Constructed Response Questions
August 2024

Document 1

. . .In the earlier epochs [eras] of history, we find almost everywhere a complicated arrangement of society into various orders, a manifold [diverse] gradation [levels] of social rank. In ancient Rome we have patricians, knights, plebeians, slaves; in the Middle Ages, feudal lords, vassals, guild-masters, journeymen, apprentices, serfs; in almost all of these classes, again, subordinate gradations.

The modern bourgeois society that has sprouted [grown] from the ruins of feudal society has not done away with class antagonisms [tensions]. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

Our epoch, the epoch of the bourgeoisie, possesses, however, this distinct feature: it has simplified class antagonisms. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other—Bourgeoisie and Proletariat. . . .

Source: Karl Marx and Friedrich Engels, "Manifesto of the Communist Party," 1848

29 Explain the historical circumstances that led to the events described in this passage.

Score of 1:

- Correct response

Examples:

- horrible working conditions at the beginning of the Industrial Revolution led to hostility;
- business owners were making large profits off poorly-paid factory workers;
- Marx and Engels were attempting to address the problems the working class was facing as a result of the Industrial Revolution;
- capitalists were taking advantage of the working class;
- the Industrial Revolution created new class divisions/new forms of oppression;
- people grew tired of the long hours/low pay/dangerous working conditions;
- business owners were earning huge profits while the factory workers were living in poverty;
- the capitalist system led to unfair wages for factory workers;
- Marx and Engels were responding to the income gap between factory workers and factory owners

Score of 0:

- Incorrect response

Examples:

- Industrial Revolution;
- societal classes;
- capitalism;
- capitalism was overthrown worldwide

- No response

Document 2

Comrades, the workmen's and peasant's revolution, the need of which the Bolsheviki have emphasized many times, has come to pass.

What is the significance of this revolution? Its significance is, in the first place, that we shall have a soviet government, without the participation of bourgeoisie of any kind. The oppressed masses will of themselves form a government. The old state machinery will be smashed into bits and in its place will be created a new machinery of government by the soviet organizations. From now on there is a new page in the history of Russia, and the present, third Russian revolution shall in its final result lead to the victory of Socialism.

One of our immediate tasks is to put an end to the war at once. But in order to end the war, which is closely bound up with the present capitalistic system, it is necessary to overthrow capitalism itself. In this work we shall have the aid of the world labor movement, which has already begun to develop in Italy, England, and Germany.

A just and immediate offer of peace by us to the international democracy will find everywhere a warm response among the international proletariat masses. In order to secure the confidence of the proletariat, it is necessary to publish at once all secret treaties.

In the interior of Russia a very large part of the peasantry has said: Enough playing with the capitalists; we will go with the workers. We shall secure the confidence of the peasants by one decree, which will wipe out the private property of the landowners. The peasants will understand that their only salvation is in union with the workers. . . .

Source: Speech by Vladimir Lenin, 1917

30 Explain Lenin's point of view regarding the impact of the Russian Revolution based on this passage.

Score of 1:

- Correct response

Examples:

- people will no longer be oppressed;
- the new government will be created by the working class without the bourgeoisie;
- the new government shall be a socialist one;
- the Russian Revolution will end Russian involvement in World War I;
- it will spread a labor movement into other areas/countries;
- working conditions will improve;
- a new government will replace the old government;
- private property will be wiped out;
- the peasants will align with the factory workers

Score of 0:

- Incorrect response

Examples:

- bourgeoisie should have more power;
- it will create new machinery;
- private property will be protected;
- new land owners

- 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:

- oppressed workers in Russia will overthrow the bourgeoisie identified by Marx and Engels;
- Russia will become the 18th country to have a workers’ revolution using the ideas of Marx and Engels;
- Marx’s ideas about the rights of workers/proletariat led to revolutions such as the Russian Revolution;
- Lenin used the ideas of Karl Marx to stage the Russian Revolution;
- the history of class struggles would lead to the Bolshevik Revolution;
- the ideas/theories presented by Marx and Engels became the basis of the Russian Revolution

Score of 0:

- Incorrect response

Examples:

- society split into bourgeoisie and proletariat;
- the revolution has come to pass;
- it is necessary to push all at once;
- Karl Marx led the Russian Revolution;
- Lenin inspired Marx to write the “Communist Manifesto”

- No response

CRQ Set 2:

Document 1

Riots Climax in South Africa, June 19, 1976

... Police in white-ruled South Africa used automatic weapons against black rioters and military reservists were placed on alert yesterday, the third day of the nation's bloodiest racial uprising.

Government spokesmen claimed last night that police were in control and the riots were subsiding.

Unofficial reports said at least 101 persons were killed and more than 1,000 were injured in the revolt sparked by student demonstrations against a rule requiring that some courses be taught in the whites' Afrikaans language.

Scores of shops, beer halls, government buildings, schools and cars were set ablaze in at least seven black townships as the demonstrations grew into a violent protest against South Africa's racial policies.

The townships serve as segregated residential areas for blacks who travel in buses and trains daily to work in zones reserved for whites.

Government officials did not release updated casualty figures after confirming 58 dead and 788 wounded yesterday morning. Separate death reports indicated the total was higher. . . .

Source: *The Michigan Daily*, June 19, 1976

32 Explain the historical circumstances that led to the demonstrations discussed in this 1976 newspaper excerpt.

Score of 1:

- Correct response

Examples:

- the apartheid system oppressed Black South Africans, causing them to protest;
- White minority rule led to demonstrations/riots in South Africa;
- the White South African government imposed laws that violated Black South Africans' rights;
- imperialism led to a system of apartheid in South Africa;
- Whites imposed apartheid to maintain control over economic resources in South Africa;
- the government of South Africa imposed racist laws/policies;
- the legal segregation of races in South Africa led to demonstrations;
- South African police had a history of using violence against Black protestors;
- Black leaders from the African National Congress encouraged demonstrations against racist policies;
- rules requiring classes to be taught in Afrikaans were one cause of the riots

Score of 0:

- Incorrect response

Examples:

- racism;
- apartheid;
- riots in South Africa;
- 101 people were killed;

- No response

Document 2

American teenager Ava Ng [AN] conducted an interview with her mother, Shelly Ng [SN], who lived through the protests that took place in China at Tiananmen Square in May and June 1989.

AN: Who were the Tiananmen Square protesters?

SN: Many of the protesters were young college students. Most were from Beijing, but some were students who came from other states in China. There were also many people in China who didn't take part in the demonstrations but believed in the same things the students were protesting for.

AN: Why were the students protesting?

SN: The students felt the government was wronging the citizens of China in many ways. They were protesting against their government for freedom and democracy. Citizens everywhere supported the students because they did not support the government either.

AN: What kinds of changes did you want to see the government make?

SN: Back then, the government was very strict with us. We weren't allowed to do many things we wanted to. We did not have the right from the First Amendment to free speech [like in the United States]. Openly criticizing the government would have consequences. I had to be careful about what I said. I would have liked to see the government give us more freedom. Censorship was really big in China, especially with news-related topics. Also, when I was at school, a lot of what we were taught was biased toward the Communists. We were told to praise the Communist party and believe what the government told us.

AN: What is your opinion of the government calling in the military to break up the protests?

SN: I thought it was very wrong for the government to use military force on its own people. The students were peacefully protesting and were not causing any violent trouble. The government could have compromised or at least listened to what the students had to say. After this terrible event happened, no one wanted to do anything that would put them in danger again.

Source: Ava Ng, "Beijing Standoff," *Junior Scholastic*, April 24, 2017

33 Based on this excerpt, identify Shelly Ng’s [SN] point of view regarding the Chinese government.

Score of 1:

- Correct response

Examples:

- Shelly Ng believes the Chinese government was wrong for using force against the protestors;
- she believes the government should have compromised/listened to the students;
- she thought they were wrong for using military force on their own people;
- Shelly Ng believed the government was wronging the students of China;
- she thought the government was not supported by its citizens;
- she believed the government was very strict;
- she believed that openly criticizing the government would have consequences;
- she believed the Chinese government should give its citizens more freedom;
- she believed that the Chinese government made education biased towards their beliefs;
- she believed that the Chinese government should have compromised with the students

Score of 0:

- Incorrect response

Examples:

- Shelly Ng believed the protestors were young college students;
- she believed the same things the students were protesting for;
- the government supported freedom and democracy;
- she believed that all Chinese people supported their government;
- she believed all that the government told her

- No response

Documents 1 and 2

34a Identify a similarity or a difference between the use of protest in South Africa in 1976 and in China in 1989.

Score of 1:

- Correct response

Similarities:

- students in both South Africa and China led protests;
- protests were used to fight for freedom;
- both were protesting against an unfair/undemocratic government;
- the use of protest ended with government force being used in both countries;
- both resulted in deaths/injuries of protestors

Differences:

- the reasons for the protests were different;
- the levels of violence of the protestors were different

Score of 0:

- Incorrect response

Examples:

- the protests were in different countries;
- the protests happened at different times in history;
- both protests were used to fight communism

- No response

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

Score of 1:

- Correct response

Similarities:

- in Document 1, students led a protest against the teaching of courses in the Whites’ Afrikaans language, and in Document 2, students led a protest against the government for freedom and democracy;
- in South Africa, the police used automatic weapons to stop the protests much like China, where the military used force on its own people;
- the use of force to stop the protests resulted in at least 101 deaths and over 1,000 injuries in South Africa, and in China, the protests led to people being harmed and killed;
- both groups were protesting unfair treatment by their government

Differences:

- the protests in South Africa were about racial discrimination, and the protests in China were against a communist dictatorship;
- in Document 1, the protests in South Africa were against the teaching of courses in the Whites’ Afrikaans language, whereas in Document 2, the protests in China were against the government for freedom and democracy;
- South African demonstrations grew into violent protests, while Ng states that the Chinese students were peaceful;
- Black Africans in South Africa were protesting unfair White rule, and Chinese students were protesting unfair censorship

Score of 0:

- Incorrect response

Examples:

- in Document 1, the protests were happening in South Africa, whereas in Document 2, the protests were happening in China;
- the protests happened in South Africa in 1976 and in China in 1989;
- the Soweto protests were to fight communism in South Africa, and the Tiananmen Square protests were fighting communism in China

- 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 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 the discussion. However, if two or more enduring issues are addressed in separate discussions only the first one should be scored.

Score of 5:

- Clearly identifies and accurately explains *one* enduring issue raised in *at least three* documents (See Explanation and Evidence from Documents on page 16)
- 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 documents
- Develops both aspects of the argument with little depth *or* develops only one aspect of the argument with some depth; may include minor inaccuracies
- Is more descriptive than analytical
- Includes some relevant evidence that includes facts, examples, and details from some of the documents
- Includes limited relevant outside information
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Score of 2:

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

Score of 1:

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

Score of 0:

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

Issues found in documents

Document 1: Impact of urbanization; impact of technology; human impact on environment; pollution; impact of industrialization; lack of urban planning; unhealthy cities/environment; strain on resources; lack of green space; overcrowding; inadequate transportation; poor working conditions; impact of population growth; need for sustainability

Document 2: Pollution; human impact on environment; impact of industrialization; desertification; reliance on fossil fuels; loss of farmland; deforestation; scarcity; strain on resources; impact of urbanization; climate change; impact of natural disasters; impact of technology; need for sustainability

Document 3: Impact of urbanization; human impact on environment; impact of migration; impact of population growth; economic inequality; impact of industrialization; impact of modernization; drought; impact of technology; poverty; debt; strain on resources; tradition vs. modernization; lack of urban planning; displacement of people; need for sustainability

Document 4: Climate change; impact of urbanization; human impact on environment; lack of urban planning; deforestation; impact of population growth; scarcity; strain on resources; need for waste management; need for sustainability; impact of technology

Document 5: Human impact on environment; impact of population growth; impact of industrialization; scarcity; strain on resources; food insecurity; need for sustainability

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
Human impact on environment	1, 2, 3, 4, 5
Impact of urbanization	1, 2, 3, 4
Impact of industrialization	1, 2, 3, 5
Impact of population growth	1, 3, 4, 5
Lack of urban planning	1, 3, 4
Strain on resources	1, 2, 3, 4, 5
Impact of technology	1, 2, 3, 4
Need for sustainability	1, 2, 3, 4, 5

Example Issue: Human Impact on Environment

Identify and Explain:

Wherever humans live, they change the world around them. Human actions and activities can alter or affect their surroundings. Settlement patterns, the development of industry, and government policies, or the lack thereof, have contributed to changing global landscapes.

Evidence from the documents to support the explanation:

Document 1: During the Industrial Revolution, towns grew into urban settlements where factories were built that polluted the air and water.

Document 2: The Great Leap Forward led to deforestation and desertification as trees were cut down to power backyard furnaces. Environmental degradation continues today in China due to vehicle emissions and the burning of coal.

Document 3: In India, the Green Revolution and dam construction displaced small farmers, leading to the growth of unplanned parts of cities such as Mumbai.

Document 4: Due to urbanization and population growth in Rwanda, the government is taking steps to protect the environment by developing sustainable green cities.

Document 5: Human activity in domestic, industrial, and agricultural spheres has contributed to increased water consumption throughout the world.

Example Issue: Human Impact on Environment

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p>Doc 1—People exposed to unhealthy urban conditions (disease; air pollution; overcrowding; dirty living conditions) Failure to plan for urban growth and to maintain green space</p> <p>Doc 2—Steel production encouraged at expense of forests (Great Leap Forward; government policies) Desertification sped up by deforestation, causing regular soil erosion/sandstorms Air pollution in China from emissions (coal-burning factories; vehicles) Government proposing legislation to lessen/curb environmental degradation, such as banning older vehicles and fining street vendors who barbeque food outside on smoggy days</p> <p>Doc 3—Movement of farmers into India’s cities accelerated by Green Revolution Dams constructed, increasing number of people moving to cities Many people moving to cities living in slums and shantytowns</p> <p>Doc 4—Rwandan government officials embracing a green model of sustainable cities Strong water and waste management systems created to lessen strain on resources Attempts to reduce deforestation</p> <p>Doc 5—Increased need for water (growing food; running industries; domestic activity) United Nations drawing attention to how population increases are leading to water scarcity</p>	<p>Agricultural techniques (terrace farming; irrigation; chiampas; slash-and-burn) Details about Agricultural Revolution and environmental conditions (enclosure movement; rural to urban migration; crop rotation; use of new farming technologies) Expansion of roads and railroads leading to deforestation in India or other locations Expansion of communication systems changing landscape (telegraph; telephone; cell towers) Impact of World War I and World War II (destruction of cities; use of trenches) Deforestation in Amazon and Southeast Asia (wood for furniture and ships; expansion of cattle production or soy production in Amazon; palm production in Southeast Asia) Extraction of natural resources (minerals; fossil fuels; extraction of fossil water; draining of aquifers) Soil degradation and growth of cash crops (shrinking of Aral Sea) Details about Green Revolution (genetic modification; effects of pesticide and fertilizer use) Increase in food production Details about climate change Efforts to desalinate water/compromised water supplies/water industry Details about fracking Details about eco-tourism Nuclear accidents (Fukushima; Chernobyl) and disposal of nuclear waste Efforts at international cooperation (Kyoto Protocol; Paris Treaty) Threats to wildlife (overfishing; introduction of invasive species)</p>

Example Issue: Human Impact on Environment

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
<p>Continuity: Doc 1—Urban problems during industrialization (overcrowded; dirty; unhealthy; breeding ground for other problems) Doc 2—Economic development consistently favored by China at expense of its environment since 1950s Doc 4—Model cities such as Kigali an example for sustainability Doc 5—Strain on natural resources typical as result of population growth</p> <p>Changes: Doc 1—Rapid growth of large urban settlements (reduced parks and green space; contribution to poor air quality; lack of public services) Doc 2—Development of smog in Beijing as result of coal and vehicle emissions Reforms proposed by Beijing as result of environmental problems (ban on older vehicles) Gobi Desert enlarged by deforestation from Great Leap Forward Doc 3—Drift of people to cities accelerated by Green Revolution Many people in India displaced by construction of dams Doc 4—Stringent measures to ensure sustainable urbanization and environmental protection for the future called for by Rwanda Environment Management Authority Doc 5—Increased global water withdrawals and agricultural water consumption as a result of increasing population</p>	<p>Continuity: Pollution and degradation of soil often result of industrialization and development of technologies (Thames River; Ganges River; e-waste) Environmental changes made by humans sometimes cause people to migrate (building of Three Gorges Dam; building of Aswan Dam; building of Grand Canal in China; building of Suez Canal; relocation of people from Chernobyl after nuclear accident; climate migration due to climate change) Development of slums/shantytowns often result of scarcity and poverty in cities (human settlement pattern; development of favelas in Brazil; people living in dumps to earn a living in various cities around the world)</p> <p>Changes: Emergence of slums or shantytown areas that process e-waste in cities in China and Ghana Governments and organizations beginning to use policies to mitigate environmental effects caused by human actions (Kyoto Protocol; Paris Treaty; recycling policies; waste management policies; drinking water policies in various countries and cities) Pollution on grander scale and climate change as result of industrialization (shrinking of ice caps/Arctic; opening of Northwest Passage area; competition between countries for mineral rights; loss of species habitat; rising sea levels; rising ozone levels; catastrophic storms)</p>

In history, revolutions and policies have caused major transformations in society. These transformations have led to major changes in the economy and how people live, work, and function. They also have major effects on the environment. The environmental impacts that occur because of industrial revolutions and policies have been an enduring issue that has occurred all over the world and at different times. Environmental impacts caused by industrialization is one of many enduring issues that nations around the world face. This term is used to describe the way the environment affects people and vice versa. Past events that were aimed at improving society ended up negatively impacting the environment. The world now suffers from air pollution and scarcity of clean water. This in turn puts human life in jeopardy and the solution may be difficult to find.

The Industrial Revolution led to major urban changes starting in England. The Industrial Revolution transformed the way manufacturing took place. Goods went from being produced by hand to being produced by newly invented machines that could manufacture goods faster and cheaper than ever before. The goal was to promote industrial growth and improve the standard of living by accumulating massive amounts of wealth for the business owners and wealthy investors and entrepreneurs who made large amounts of money by selling cheap goods to foreign and domestic markets. While this goal was achieved for some, it came at the expense of the environment and the lives of many. During the Industrial revolution there was a tremendous urban growth; millions of people migrated to the city from rural areas to work and live. But, this happened very quickly and couldn't be adequately planned in many cases.

Tenement housing was built in a makeshift way almost always without bathrooms or safety features. According to Nigel Smith's "The Industrial Revolution" the sudden arrival of newcomers to cities forced planners to create new living spaces that virtually eliminated parks and fields. This destroyed many habitats in the process and upset the balance of the ecosystem. Additionally, as factories increased in number the amount of smoke in the air increased. Many factories were powered by wood and coal, which are incredibly dirty sources of power. Workers and urban dwellers would often get sick. Factories also dumped their waste and by-products into rivers, which led to pollution in the waterways. Because of the massive and quick urbanization, sewage was not dealt with properly, often ending up in these same rivers and waterways. The worst part is this was also their fresh water source. Many people became sick with diseases such as cholera. This led to devastating pollution that contributed to many other deadly medical conditions such as lung disease and cancer. The environment suffered a great deal back then and still does today.

The Industrial Revolution led to economic and technological advancement in Europe in the 1800s. They expanded their power and wealth by imperializing other areas such as Africa and many parts of Asia. Some nations, such as Japan, chose to industrialize using the European model. Others fell under imperialism until they became independent in the 1900s. One such country was China, which was divided into spheres of influence. However, after Japanese occupation and the end of World War II, communist leader Mao Zedong won the civil war and realized that China needed to industrialize. Mao Zedong introduced the "Great Leap Forward" a five year plan. In the 1950s the

Great Leap Forward was Mao's attempt to quickly industrialize China to compete with Western industrialized nations. To promote rapid industrialization, he collectivized agriculture and organized peasants into farming communes in the countryside. Every commune was given quotas for production and encouraged to produce steel and other products to promote industrialization. People built "backyard furnaces" to make steel by melting down any metal they could find, including things like pots and pans and bicycles. This had a massive negative effect on the environment because the people used firewood to power these furnaces. His idea resulted in rapid deforestation. Mao's plan continues to affect the environmental state of Beijing. Deforestation caused soil erosion and sandstorms which can last for months. Often, Beijing is covered in suffocating smog which has damaging health effects on people. Furthermore, deforestation has led to the loss of habitat for several species in the modern world.

Another example of an industrial revolution that had massive negative environmental effects is the Green Revolution. While the Green Revolution was primarily an agricultural revolution because it used industrial technology, the effects were the same. The use of fertilizers and pesticides polluted waterways and water sources. When small tenant farmers could not compete against the massive corporate farmers, many had to flee their land and move to cities like Mumbai. This caused urban problems such as overpopulation, waste pollution, unplanned building of shantytowns and slums as well as disease that comes from polluted water, land and air. People have tried to reduce their negative impact on the earth. There is an abundance of pollutive waste, and a lack of water which is destined to lead to a loss of many lives. In

order to resolve these issues green cities have developed in an attempt to lessen waste, and eliminate practices that lead to deforestation. An article published on July 4, 2017 by Michel NKurunziza from Africa News Service stated that the Ministry of Natural Resources are trying to regulate urban growth as it is currently at a rate of 4.5%. By doing so waste will not build up as fast nor as much. Green cities could be the first step to eliminating pollution and saving the environment. Other cities are limiting the growth of cities through building green belts that builders cannot expand into. Another plan is to move away from fossil fuels and make cities and even countries more green by using more renewable energy sources. Countries like Germany currently have more than half of their energy use from renewable energy sources. Actions like these are trying to slow or reverse the negative environmental effects of industrialization.

Past decisions aimed at economic improvement have resulted in irreversible damage to the environment. Presently, the world suffers from heavy pollution in cities and deforestation. Some have tried to prevent the situation from getting worse because soon most people will suffer from fatal conditions brought on by the destruction of the environment and we don't want that to happen.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *environmental impacts caused by industrialization* as an enduring issue raised in the documents (past events aimed at improving society ended up negatively impacting environment; air pollution and scarcity of clean water put human life in jeopardy; devastating pollution contributed to many deadly medical conditions; environment suffered a great deal in 1900s and still does today)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (migration of people from rural areas to cities happened very quickly and could not be adequately planned in many cases; elimination of parks and fields destroyed many habitats in process and upset balance of ecosystem; China's backyard furnaces had a massive negative effect on the environment because people used firewood to power furnaces, resulting in rapid deforestation; often Beijing covered in suffocating smog resulting in damaging health effects; when small tenant farmers could not compete against massive corporate farmers, many had to flee the land and move to cities; mass movement to cities caused overpopulation, waste pollution, unplanned building of shantytowns and slums, as well as disease that comes from polluted water, land, and air; green cities could be first step to eliminating pollution and saving environment)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from all the documents
- Richly supports the task by incorporating substantial relevant outside information (Industrial Revolution transformed way manufacturing took place; goal of Industrial Revolution to promote industrial growth and improve standard of living by accumulating mass amounts of wealth for business owners and wealthy investors and entrepreneurs; tenement housing built in a makeshift way almost always without bathrooms or safety features; many factories powered by wood and coal, which are incredibly dirty sources of power; because of massive and quick urbanization, sewage not dealt with properly, often ending up in rivers and waterways; many people became sick with diseases such as cholera, lung diseases, and cancer; Europe expanded its power and wealth by imperializing other areas such as Africa and many parts of Asia; some nations such as Japan chose to industrialize and imperialize using European model; China divided into spheres of influence; after Japanese occupation and end of World War II, Communist leader Mao Zedong won civil war and realized China needed to industrialize; to promote rapid industrialization Mao collectivized agriculture and organized peasants into farming communes in countryside; every commune given quotas for production and encouraged to produce steel and other products to promote industrialization; while Green Revolution primarily an agricultural revolution because it used industrial technology, effects the same as use of fertilizers and pesticides polluted waterways and water sources; some cities limiting growth by building green belts which builders cannot expand into; counties such as Germany currently get more than half their energy use from renewable energy sources)
- 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 evaluation of the environmental impacts of the Industrial Revolution across time and place and the resulting changes in the economy and how people work and function is the strength of the response. Strong analytic statements highlight the positive and negative impacts of the destruction of the environment.

In the 1800's and 1900's, industrialization became a major issues for many countries. The impact of this industrialization is represented throughout the documents provided. The impacts of industrialization include massive urban population growth (doc 1), the destruction of forests, the overuse of resources (doc 2), and the replacement of human labor in exchange for machines (doc 3). These changes had devastating impacts not only on the people, but also on the cities in which they lived in. The impacts of industrialization forced cities to become overpopulated, polluted and unhealthy, forests to be destroyed, leading to the destruction of the natural environment and the use of nonrenewable energy sources, and people losing their jobs and having to look for work in cities and other places.

Although industrialization was caused by the people who wanted to improve the way manufacturing was done, it significantly affected them in ways they could not predict. As people became dependent on factories, more were built, and these factories needed workers. In England, which is where industrialization began in the Industrial Revolution, people moved to cities and had to work long working hours and workers had to live in close proximity to each other in tenement housing. This was hazardous because there were few housing regulations and many people lived in dirty overcrowded conditions because of polluted air near the factories on top of dangerous working conditions near heavy machinery. Factories were often fueled by wood and coal, which produced a lot of waste that was dumped into the waterways, polluting the drinking water as well. The Industrial revolution gave rise to large, industrial cities that were overcrowded, dirty, unhealthy, and the breeding ground of a range of problems for

future generations (doc 1). It wasn't until the government stepped in and passed laws to improve working and living conditions that the situation in England improved.

Another issue with industrialization was the deforestation and the consequences that came with it. In the 1950's, China began the Great Leap Forward where China began its shift towards becoming an industrial superpower. The Great Leap Forward was Mao's attempt to modernize China. He did this by organizing peasants into farming communes, and industrializing both the rural and urban areas. They built backyard furnaces to produce steel by melting down any metals that could be used for industrial purposes. However, this didn't work because the steel was weak and unusable. Moreover, the forests were destroyed as trees were cut down to feed these backyard furnaces and many of the mountainous regions were destroyed (doc 2). In more recent years, after the industrialization that developed as part of the Four Modernizations, the smog and poor air quality in places like Beijing have made the air unhealthy. Making the situation worse is Beijing's location and population. Dust storms from the Gobi Desert and the factory and car emissions from Beijing's high population make it unhealthy to be outside. China has tried to address these problems by forcing the city to ban old cars as well as instating a set of strict laws to reduce the amount of smog present. Another solution that China has attempted is its investment in green energy. These results of industrialization led to the possible endangerment of China's people and has forced China to come up with solutions to its problems.

Finally, another example of industrialization was the Green Revolution. Many farmers were too poor to afford what they needed to

keep their crops alive and were eventually forced to give up and had to migrate to find work in the city, accelerating the moving of people to the cities to find poor, cheap housing (doc 3). These farmers jobs were replaced by newer, more effective machines. By some estimates, hundreds of people a day arrived in the streets of Mumbai looking for housing and work (doc 3). This led to even more poverty and unlivable conditions for the people seeking work.

Many people have been forced to live in the slums of Mumbai and take whatever jobs they can, often working in horribly dangerous jobs or scavenging to take care of themselves and their families.

Industrial problems have impacted many people at different times in different places. In many of these places, attempts to fix these problems have worked or are starting to work. Let's hope that in the future, India will come up with solutions to help solve the problems that developed due to industrialization.

The impact of industrialization continues to be a problem today. As of July 4, 2017, "the Ministry of Natural Resources [plans] to develop part of the city of Kigali as a model green city" (doc 4). This plan will hopefully encourage other cities to follow this plan and begin to plant more trees to restore the Earth's environment. However, this proves that the effects of industrialization are still present today and affect us still. The rapid growth of cities, deforestation, and work by machines had major consequences in the 1800's and 1900's and still affect us today, allowing us to realize the great impact of industrialization.

Anchor Level 4

The response:

- Identifies and accurately explains *impact of industrialization* as an enduring issue raised in the documents (includes massive urban population growth, destruction of forests, overuse of resources, and replacement of human labor in exchange for machines; led to destruction of natural environment, use of nonrenewable energy sources, and people losing their jobs and having to work in cities and other places)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (changes as result of industrialization had devastating impacts not only on people, but also on cities they lived in; although industrialization caused by people wanting to improve way manufacturing was done, it significantly affected them in ways they could not predict; as people became dependent on factories, more were built and these factories needed workers; cities became a breeding ground for a range of problems for future generations; China began its shift towards becoming an industrial superpower with the Great Leap Forward; Beijing's location and population made air more unhealthy; many farmers too poor to afford what was needed to keep their crops alive and eventually forced to give up and migrate to find work in the city; increasing migration to Mumbai led to even more poverty and unlivable conditions for people seeking work; in many places, attempts to fix problems have worked or are starting to work; plan to make Kigali a model green city will hopefully encourage other cities to follow their plan and begin to plant more trees to restore Earth's environment)
- 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 (Industrial Revolution began in England; workers had to live in close proximity to each other in tenement housing which was hazardous because few housing regulations; people worked in dangerous working conditions near heavy machinery; factories often fueled by wood and coal, which produced a lot of waste that dumped into waterways, polluting drinking water as well; situation in England did not improve until government stepped in and passed laws to improve working and living conditions; Mao attempted to modernize China by organizing peasants into farming communes and industrializing both urban and rural areas; produced steel by melting down any metals to be used for industrial purposes, resulting in steel that was weak and unusable; industrialization developed in China as part of Four Modernizations and after; China has attempted to solve environmental problems by investing in green energy; in Mumbai people take whatever jobs they can, often working in horribly dangerous jobs or scavenging to take care of themselves and their families)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Critical appraisal of document information and relevant outside historical information is integrated throughout the discussion. However, the inclusion of additional supporting facts and details would have strengthened the historical analysis.

Urbanisation and its effect on the environment is an issue that has surfaced time and time again in history. The beginning of this issue can be traced all the way back to the 19th century and the effects can still be seen today in the 21st. Urbanisation has directly caused developments such as overpopulation, the building of factories, and deforestation. Each of these situations in turn has led to negative effects on our environment. This is a serious issue that could determine the future of human life on Earth and needs to be dealt with immediately.

Urbanization, or the growth of cities, has been a consequence of industrial activity in many places and times. It is often associated with the industrial era and the birth of the factory system, increased population densities, and a changing landscape. It can be argued that urbanization has contributed to climate change and global warming. Human activity is continuing to kill our environment often by how we live, the type of work we perform, our methods of travel, and the consumption of goods we have. In England, the problem of urbanisation began in the 19th century during the Industrial Revolution. Towns grew exponentially and that was primarily due to the introduction of factories. This led to living space being tight, air quality being poor, and pollution covering land, water, and air. As people began to crowd into cities, they lived in close proximity to one another. This shows how humans began negatively affecting the environment and in turn, negatively affected the population. In current times, Beijing is another area being affected by pollution. A majority of China's environmental issues can be traced back to the 1950's under the leadership of Mao Zedong. During this time, forests were destroyed to feed backyard

furnaces. These furnaces were encouraged by Mao to smelt metal so that it could be used in another way to support the state. However it harmed the environment by turning paddy fields into sandy beaches and farmland into bogs while extending desert regions and expanding the Gobi.

This problem of urbanization impacting the environment has persisted for generations. The environment is one of the few things all humans have in common — we all live on the same planet, breath the same air, and drink the same water. If we stop caring about our environment, we could perish as a species. People in the 19th and 20th centuries were not concerned about (or possibly aware of) what they were doing to the environment. People continued to urbanise new areas, factories continued to be built, and forests continued to be cut down. One way this issue has changed for the past two centuries or so is that it has gotten worse. Luckily some people are starting to care more about the environment and are beginning to fix what we created. One perfect example of what humans can do to reverse the damage dealt is the establishment of “green cities.” In Africa there are already plans to develop one urban area into a model for a “green city.” Green cities are created with the intent of lessening waste produced by a city and reducing harmful practices such as deforestation. It has been seen in the past that making amends in our harmful practices can acutally have positive effects on the environment, such as reducing the use of aerosols to replenish our ozone layer. There have also been efforts to remove plastics from the ocean in an effort to preserve ocean water and habitats for wildlife.

Whether 19th century urbanisation of the west is blamed or 20th

Anchor Paper – Enduring Issues Essay—Level 3

century deforestation of China, one thing is clear; urbanisation has had terrible effects on our environment. This problem has persisted for almost if-not 200 years thanks to the continued activity of humans and mediocre efforts to resolve it. If we continue to ignore the issue, we could see serious problems arise as soon as 2050 when the UN predicts agricultural water consumption will reach higher levels. It could eventually be problematic for the survival of the human race. Thankfully we have begun to work against this issue as a society, but it needs to be a more concentrated effort and faster. This issue has persisted too long, it can persist no longer.

Anchor Level 3

The response:

- Identifies and explains *environmental impact of urbanization* as an enduring issue raised in the documents (beginning of issue can be traced all the way back to 19th century and effects can still be seen today in 21st century; urbanization directly caused developments such as overpopulation, building of factories, and deforestation, in turn leading to negative effects on environment; Industrial Revolution led to space being tight, air quality being poor, and pollution covering land, water, and air; in Africa, already plans to develop an urban area into a model green city; could eventually be problematic for human survival and the human race)
- Develops both aspects of the argument
- Is more descriptive than analytical (issue could determine future of life on Earth and needs to be dealt with immediately; urbanization a consequence of industrial activity in many places and times; urbanization often associated with industrial era and birth of factory system, increased population densities, and a changing landscape; human activity continues to kill our environment often by how we live, type of work we perform, our methods of travel, and our consumption of goods; towns grew exponentially during Industrial Revolution primarily due to introduction of factories; majority of China's environmental issues can be traced back to Mao's Great Leap Forward; environment one of few things all humans have in common—we all live on same planet, breathe same air, and drink same water; people in 19th and 20th centuries not concerned about or possibly not aware of what they were doing to environment; luckily people starting to care more about environment and beginning to fix what has been created; green cities created with intent of lessening waste produced and reducing harmful practices such as deforestation)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 2, 4, and 5
- Includes relevant outside information (can be argued that urbanization contributed to climate change and global warming; farmers encouraged by Mao to smelt metal so it could be used in another way to support the state; making amends to past harmful practices can actually have positive effects on environment, such as reducing use of aerosols to replenish our ozone layer; efforts to remove plastics from ocean in an effort to preserve ocean water and habitats for wildlife)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. An understanding of how urbanization can negatively affect the environment as an enduring issue over time is demonstrated utilizing interpretation of document information. Some good analytic statements are scattered throughout the discussion, but lack of supporting facts and details weakens their effectiveness.

Although a world without factories, large cities and machines is hard to imagine, once it was a reality. The world was also in a lot better condition. We believe that we are making our lives easier, which in most cases it does, by using these things like factories and machines. But we aren't making things easier for the Earth. With the beginning of industrialization during the 19th century we started using machines and factories not knowing the negative outcomes. Through industrialization the world has been negatively effected, especially the environment and the citizens who work with nature.

The earth has suffered a lot since the start of industrialization. Once it began, factories were built and workers needed to be near the factories. They would urbanize the area around the factory and create large cities. Nigel Smith says "Park and green space were virtually nonexistent and the air quality was poor, polluted by smoke from thousands of chimneys." (Doc. 1) The factories would power the machines through coal & this would produce smoke. This smoke effects the atmosphere and pollutes the air we breathe. The ignition of these factories since have boosted our economy & well being by a landslide but in the case of our environment & our future we have been negatively affected.

Not only has the start of industrialization affected our environment, it has affected the livelihood of the people. With the machines taking over jobs people could do, this causes for workers to be fired. This creates a lack of jobs. In the book, Natural Resources, David Elcome says "Tenant Farmers and small producers, too poor to afford the high cost of fertilisers and pesticides, are either kept in debt by the high interest charges made by money lenders or they remain dependent on aid" (Doc 3) This shows that the booming of

industrialization impacted society negatively.

Some have begun to catch on to these horrible affects and have tried to think about ways we can prevent the outcomes. In Kigali they are creating a model green city in hopes that this will keep our environment clean & safe. As the Director General of Rwanda Environment Management Authority, Eng Coletha Ruhamya said “considering that Rwanda’s annual urban growth rate is 4.5% far exceeding the worldwide average of 1.8%” (Doc. 4) This shows that if the rest of the world adapted the green city culture & tricks then we could combat the negative affects of industrialization.

The start up of industrialization has created many great things in the world that we live in. We have to clearly view all the impacts it has made though. Because of these impacts our environment is not in a good place & livelihood were affected. The Green city is a step in the right direction to finding a solution. But to live our lives happy and healthy we must find out how we can live in harmony with industrialization.

Anchor Level 2

The response:

- Identifies and explains *impact of industrialization* as an enduring issue raised in the documents (during 19th century beginning of industrialization factories and machines started to be used; factories built, and workers needed to be near factories leading to urbanization; air quality poor, polluted by smoke from thousands of chimneys; industrialization created many great things in world we live in)
- Minimally develops both aspects of the argument
- Is primarily descriptive (a world without factories, large cities, and machines hard to imagine; people believe factories make lives easier, which in many cases it does; industrialization not making things easier for the earth; through industrialization world negatively affected, especially the environment and citizens who work with nature; machines taking over jobs caused people to be fired, creating a lack of jobs; tenant farmers kept in debt by high interest charges made by moneylenders or remained dependent on aid; some people have started to catch on to the horrible effects of industrialization and have tried to think about ways outcomes can be prevented; hoping that creating a model green city in Kigali will keep environment clean and safe; to live lives happy and healthy must find out how people can live in harmony with industrialization)
- Includes few relevant facts, examples, and details from Documents 1, 3, and 4
- Presents little relevant outside information (factories would power machines through coal which would produce smoke)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information and some quotations of that information generally address all aspects of the task. Most of the discussion is focused on a general treatment of the negative effects of industrialization. Although some analytic statements are included, additional supporting facts and details would have strengthened the effort.

Anchor Paper – Enduring Issues Essay—Level 1

The enduring issue is that industrialization causes many environmental and health problems over time. As country's become more industrialized it begins to cause major environmental damage which leads to health issues. "Industrial towns grew rapidly and haphazardly with almost no planning and no provision of public services. Parks and green space were virtually nonexistent and air quality was poor" this shows that industrial towns and cities had little to no parks or public service which lead to pollution. "I am told over and over again that the smog in Beijing is caused by a combination of coal and vehicle emissions" this shows that industrialized Beijing caused enough air pollution with coal and vehicle emissions that the city is covered in smog. "thus the green revolution has accelerated the drift of people to the cities" this shows that the green revolution caused many people to move to cities which would add to the pollution the factories in the cities cause. In conclusion industrialization causing environmental and health problems is an enduring issue.

Anchor Level 1

The response:

- Identifies and explains *impact of industrialization on the environment* as an enduring issue raised in the documents (industrial towns grew rapidly and haphazardly with almost no planning and no provision for public services; industrialized Beijing caused enough air pollution with coal and vehicle emissions to cover city in smog)
- Minimally addresses both aspects of the argument
- Is descriptive (as countries become more industrialized it begins to cause major environmental damage which leads to health issues; Green Revolution accelerated drift of people to cities adding to pollution)
- Includes minimal facts, examples, and details from Documents 1, 2, and 3
- 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. Quotations from the documents and simplistic explanations demonstrate a basic understanding of the task. Generalizations and lack of supporting facts and details further weaken the effort.

Throughout history there have been several enduring issues such as the impact of industrialization. An enduring issue is a challenge or problem that is frequently debated over time and when addressed can have various success rates, depending on the society. The impact of industrialization is very significant and has come across many societies such as Great Britain in the 1800's, modern China, and even in present day societies. There have been efforts to help address some of the issues that have arisen from the impacts of industrialization.

In Great Britain's industrial revolution in the 1800s, there were many positive and negative effects. It led to urbanization and the existence of many cities. Urbanization was a consequence of people migrating from rural areas to move into the larger cities, primarily seeking more economic opportunities. Although this did occur in Great Britain and other societies, it led to the cities becoming crowded, dirty, and polluted (Doc 1). In Great Britain, people in the large cities lived in tenements, which provided crowded and unsanitary living conditions. Pollution worsened with the increasing number of factories and people contributing to smog and extremely harmful contaminants in the environment (Doc 2). Pollutants from factories, waste, trash, and sewage from people in these cities proved to be problematic (Doc 2).

Deforestation was another negative consequence of industrialization. During Mao Zedong's Great Leap Forward in Communist China during the 1950's, many forests were completely wiped out. The lumber was being used to fuel the backyard furnaces that Mao wanted to use to help improve China's industrial output. Deforestation harms our environment in many negative ways including causing soil erosion and sandstorms. Despite the harm

human activity surrounding industrialization does, there are a few model cities out there who are changing their ways and trying to become more green and less toxic. It is important to these cities in Africa that they preserve the environment and natural resources, protect wildlife, and determine efficient ways to organize cities (Doc 4). Yes, in history many societies have experienced negative aspects of industrialization, but in present day we are coming up with effective ways to help these urbanized cities become more environmentally friendly. Many countries have acknowledged the negative impacts that industrialization has created on the environment. They have taken measures to set limits on carbon emissions and charge companies money if they violate these standards. This has helped to reduce some of the negative environmental damage that humans create.

In addition to environmental problems industrialization can cause, there are various social aspects. In Great Britain, industrial workers had very limited rights to challenge their poor working conditions. Most workers were poor and worked in unsanitary and dangerous factories and mines. Children labored as well, working long, monotonous work days and were paid almost nothing. This brought lots of tension and anger between the workers and the factory owners. Eventually the workers developed labor unions to advocate for their rights. It is clear that industrialization affected a variety of factors in society.

Throughout history, numerous enduring issues have been acknowledged, and we see them repeat and expand over time. The enduring issue of the impact of industrialization has been seen in Great Britain, China, and even present day. Wherever industrial cities

Enduring Issues Essay—Practice Paper – A

rise, challenges and problems follow. It is important that we continue to find ways to address these situation as they arise.

Throughout history, the devastation of the environment, including natural resources, by humans has been a constant enduring issue. Pollution created by humans has occurred due to the use of machines and the unsanitary disposal of waste products in industrial centers.

The consequences of industrial activity and urbanization has occurred in both the past and present. Additionally, human activity centered around farming has depleted and contaminated water resources. In response to this situation, there are several groups and organizations that have attempted to address environmental destruction by humans. For example, Kigali is an African city that is trying to go green, and in doing so, counteract the pollution caused by humans. There have also been several organizations that have worked to protect the environment, including Greenpeace and the Nature Conservancy.

A classic example is the destruction of the environment by humans that occurred during the Industrial Revolution. The pollution was largely a result of factories and the growth of urban centers during the Industrial Revolution in 18th-century Britain. There were many new inventions that promoted industry and business, but at the same time, horribly polluted the environment. Coal burning engines are one such example. One city that demonstrated exceptional devastation of nature was London. While industrializing many factories polluted the air and rivers leading to unsanitary conditions, especially in the slums where workers had to live. It was common for rivers such as the Thames to turn black due to factory and human waste being deposited into it. Smog was thick and soot covered the buildings and trees. It would take time for these environmental factors to be addressed. As diseases such

as cholera emerged and people recognized that the disease was the result of contaminated water, governments began to address the issue. Proper sanitation disposal reduced some of the negative environmental impact from urbanization.

This issue of human impact on the environment not only affected the air and water in the 19th century, but also into the 20th century. In China, Mao launched the Great Leap Forward, which was a plan to transform China's economy and industry. As the goal of the Great Leap Forward was to improve industrial output, the destruction of China's forests occurred. The devastation of nature is clearly shown here, where deforestation had negatively impacted the region. This was in part spurred by Mao's call for backyard furnaces, which came as a result of the idea that steel could be mass produced if everyone in China made it. The lumber from Chinese forests was fueling these backyard furnaces. However, despite the fact that this took many resources, the quality of the steel made was subpar. Other communist leaders such as Joseph Stalin also sought a growth in industry that similarly failed to fully achieve the goals of the state while negatively impacting the environment. It is evident that wherever industry is born, environmental consequences surface. It is clear that the devastation of nature has negatively impacted both people and the earth itself.

Even though pollution from human activity has been caused by events such as industrialization, many people realize this as an enduring issue and are trying to do something to prevent the further destruction of nature and natural resources. In Africa, there have been groups who have recognized the continued growth in population and urban centers and the challenges to the environment this has caused.

Cities are taking the initiative to improve their pollution output and going green, demonstrating that some people recognize the severity of this issue. These cities have realized pollution is a real problem and have begun to counteract it by using green energy, such as wind turbines, solar generators, and water wheels. By using these forms of green energy, cities are able to lessen the negative impact they have on the planet when they use fossil fuels and charcoal, and in doing so, make these places better to live in. On a smaller scale, some towns and cities are working to improve their own environments. Community gardens, alternative energy sources, and recycling efforts have attempted to combat the negative environmental impacts humans have created.

Another way that humans have affected the environment is through the depletion of water resources. A variety of human activities have contributed to this situation, including the use of water in agriculture, domestic consumption, and industrial purposes. The water supply required for good production for a growing global population has strained water resources and negatively impacted the environment. Efforts to conserve water in some communities has been made.

Throughout history, it has been clear that the devastation of nature and depletion of natural resources by humans is an enduring issue. This is an issue that has persisted all the way from the Industrial Revolution to the present day, and has negatively impacted the earth and the people who live in polluted areas. To solve this enduring issue, people in recent years have tried to reduce the amount of pollution they create, leading to a healthier and cleaner world. Organizations have also stepped up to protect the environment. For example, Greenpeace has exposed places where environmental destruction has occurred,

Enduring Issues Essay—Practice Paper – B

and advocated peacefully for changes to greener practices. The Nature Conservancy is another organization that works to protect the environment and the habitat of many animal species.

An enduring issue that has been around for many years is the rapid increase in population due to the urbanisation. The rapid increase in population has affected many. Making them live in poor conditions, in poverty and with lost hopes.

Nigel Smith states that “During the 19th century, towns grew at a phenomenal rate.” (Doc 1). This increase in population was also making pollution become more common which in return affected the lives of people living near by. the cities were overcrowded, dirty and unhealthy (Doc 1). In Mumbai people just kept moving into the cities with a daily increase of up to 700 people a day (Doc 3). David Elcome says that since tenant farmers were losing money the Green revolution eventually accelerated the drift of people to the cities (Doc 3).

The population growth was so drastic that it exceeded the world wide average of 1.8% with a 4.5% (Doc 4). The population growth not only affected their surroundings, but also their water supply.

One of the world's main problems that has been an enduring issue for centuries is overpopulation. Overpopulation causes overcrowding, bad living conditions, and environmental problems. Too many people can cause a scarcity of food, which can lead to famine. Overpopulation has been a major problem for many societies in both the past and the present.

The problem of overpopulation goes back all the way, even to the industrial revolution of the 1600's - 1800's. In the 1600's, an Agricultural Revolution started after the Enclosure Acts and the invention of things like the seed drill, mechanical reaper, and thresher. These inventions increased the production of food and led to better health, lower infant mortality, and longer life expectancy. In the 1800's urban centers and cities were growing at an astonishing rate because of the Industrial Revolution, which was helped by the large number of working class people who were flooding into the cities. One of the reasons for this was the lack of high-speed forms of transportation. This meant that when all the factories were in the same area, all the workers for these factories had to be very close to them. Factories were clustered in cities around rivers and canals so that they could easily sell and export the products they manufactured. As this happened, no thought was put into planning or organizing the cities. This resulted in no urban parks and very tight living environments. People lived in cramped tenement housing and suffered from diseases such as tuberculosis and cholera, which spread quickly in these crowded unhealthy places. These dirty cities were not only unhealthy but also polluted. Soot and smog made the air unhealthy and made people sick. This all resulted from this overpopulation and affected many people who

lived in these poor conditions.

Another place that suffers from the problem of overpopulation is India's Mumbai (formerly Bombay). As present farming technology has advanced due to the Green Revolution, it has caused a reliance on automation and a decrease of human input. As the costs of farming rises, many Indian farmers who cannot afford to be farmers anymore have been moving to the city to look for work and a different life in the city. This translates to "700 people a day arriving in the streets of Mumbai." However, because of the ever growing urban population the city has become overpopulated and people end up living in impoverished slums. These people are living in poverty and hunger as a direct result of overpopulation and that is how they are affected by it.

In 2013, the world's population was already struggling to hydrate the 7 billion-plus people that call it home. But water is not just used for drinking though. Water is used for all the food we consume too. All our food has water incorporated some way in the cultivation or creation of the food. As our population grows to the projected minimum of 9 billion people in 2050, our need for water grows in parallel to our population growth. In recent years, places around the world, like Cape Town, South Africa are experiencing catastrophic levels of drought. In Cape Town specifically, people are rationed water and do not receive much in their homes, but must go to a municipal center to receive their rations. This is a result of multiple problems including overpopulation. The lack of water for a growing population can cause famines such as in Somalia. Overpopulation can lead to overuse of scarce resources, which can lead to major environmental and population problems.

While we face countless amount of issues domestically, and

Enduring Issues Essay—Practice Paper – D

globally, it is irrefutable that overpopulation is a major threat to this planet's people's well being and has been a problem for many years and in many places. Overpopulation has led to problems for peoples' health, the environment, and our resources.

During the nineteenth and twentieth centuries there were several enduring issues that posed a threat in society. One important example of a persistent and enduring issue was pollution and environmental destruction. This issue was first introduced during the rapid industrialization period of European and other nations. Since then, this issue has gotten progressively worse in most countries, despite some government action.

Pollution and environmental destruction are important issues that have progressed over time during rapid urbanization and industrialization. These two factors were the majority cause of these environmental issues. These issues affected many large countries, like China and England. In document 1, it is stated that many cities continue to urbanize over time, leading to overcrowded cities with factories that pollute the air. This is unhealthy for the people living in the big cities, as well as the environment as a whole. Document 1 also explains how the Industrial Revolution was a major factor for this issue and will lead to more problems in the future as well. In document 2, it is mentioned that China was experiencing a great economic disaster. There was a layer of smog in the air due to pollution from factories and much of China was deforested. Pollution was and still is a very important issue in society.

This issue also affected the people living in these countries. In document 5, statistics are provided about the people and how to address this issue. It shows that as population increases rapidly, there is a demand for more food and environmental changes. Also, there was some attempt by the government of these countries to prevent this issue from getting worse. For example in document 2, it was stated

Enduring Issues Essay—Practice Paper – E

that China attempted pollution reforms, such as banning old cars and reprimanding street vendors. Also, in document 4, it explains government attempts to make green cities to promote environmental growth.

In conclusion, pollution and environmental damage was a huge issue and continues to be an issue in modern society. This enduring issue will continue to develop in time if not dealt with more aggressively.

Practice Paper A—Score Level 3

The response:

- Identifies and explains *impact of industrialization* as an enduring issue raised in the documents (have been efforts to address some issues that have arisen from impacts of industrialization; led to urbanization and existence of many cities; deforestation harms environment in many negative ways; wherever industrial cities rise, challenges and problems follow)
- Develops both aspects of the argument with little depth
- Is more descriptive than analytical (urbanization a consequence of people migrating from rural areas to move into larger cities, primarily seeking more economic opportunities; pollution worsened with increasing number of factories and people contributing to smog and extremely harmful contaminants in environment; many forests in China completely wiped out as part of Mao's Great Leap Forward to help improve China's industrial output; despite harm human activity surrounding industrialization does, a few model cities are changing their ways and trying to become more green and less toxic; cities in Africa trying to preserve natural resources, protect wildlife, and determine efficient ways to organize cities)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 2, and 4
- Includes relevant outside information (in Great Britain, people in large cities lived in tenements, which provided crowded and unsanitary living conditions; many countries have taken measures to set limits on carbon emissions and charge companies money if they violate standards, helping to reduce some of negative environmental damage that humans create; in Great Britain, industrial workers have very limited rights to challenge their working conditions; most workers in Britain poor and worked in unsanitary and dangerous factories and mines; children labored and worked long, monotonous days and paid almost nothing; brought lots of tension and anger between workers and factory owners; eventually workers developed labor unions to advocate for their rights)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation and some historical outside information frame a response that discusses the negative impacts of industrialization. Although good references indicate the impacts of industrialization over time, additional supporting facts and details would have benefited the argument.

Practice Paper B—Score Level 5

The response:

- Clearly identifies and accurately explains *human impact on the environment* as an enduring issue raised in the documents (pollution created by humans occurred due to use of machines and unsanitary disposal of waste products in industrial centers; human activity centered around farming depleted and contaminated water resources; many factories polluted air and rivers leading to unsanitary conditions especially in slums where workers had to live; people have been impacted from Industrial Revolution to present day)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (pollution largely a result of factories and growth of urban centers during Industrial Revolution; as goal of Great Leap Forward to improve industrial output, destruction of China’s forests occurred; deforestation in China spurred in part by Mao’s call for backyard furnaces which came as result of idea that steel could be mass-produced if everyone in China made it; devastation of nature negatively impacted both the people and earth itself; in Africa, groups have recognized challenges to environment caused by continued growth in population and urban centers; water supply required for food production for a growing global population has strained water resources and negatively impacted environment; in recent years, people have tried to reduce amount of pollution they create, leading to a healthier and cleaner world)
- 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 (several organizations have worked to protect environment, including Greenpeace and the Nature Conservancy; in 18th-century Britain, many new inventions such as coal burning engines that promoted industry and business, but at same time, horribly polluted environment; common for rivers to turn black, such as Thames due to factory and human waste being deposited into it; smog thick and soot covered buildings and trees; as diseases such as cholera emerged and people recognized that disease was result of contaminated water, governments began to address issue; proper sanitation disposal reduced some of negative environmental impact from urbanization; quality of steel made in China subpar; other Communist leaders such as Stalin also sought growth in industry which similarly failed to fully achieve goals of state while negatively impacting environment; some cities have realized pollution the real problem and have started to counteract it by using green energy, such as wind turbines, solar generators, and water wheels; by using forms of green energy, cities able to lessen negative impact they have on the planet when use fossil fuels and charcoal; community gardens, alternative energy sources, and recycling efforts have attempted to combat negative environmental impacts humans have created; Greenpeace has exposed places where environmental destruction has occurred and advocated peacefully for changes to greener practices; Nature Conservancy works to protect environment and habitat of many animal species)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a depth of understanding of the connections between historical and current circumstances. Analytic statements and thoughtful conclusions effectively support document interpretation.

Practice Paper C—Score Level 1

The response:

- Identifies and implies *impact of urbanization* as an enduring issue raised in the documents (rapid increase in population as a result of urbanization; cities overcrowded, dirty, and unhealthy; not only affected surroundings, but also water supply)
- Minimally addresses both aspects of the argument
- Is descriptive (people live in poor conditions, in poverty, and with lost hopes; during 19th century, towns grew at a phenomenal rate; increase in population made pollution more common which affected lives of people living nearby; since tenant farmers losing money, Green Revolution eventually accelerated drift of people to cities)
- Includes minimal facts, examples, and details from Documents 1, 3, and 4
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. All aspects of the task are briefly referenced with simplistic summaries of document information. Generalizations further weaken the effort, but demonstrate a limited understanding of the task.

Practice Paper D—Score Level 4

The response:

- Identifies and accurately explains *overpopulation* as an enduring issue raised in the documents (overpopulation causes overcrowding, bad living conditions, and environmental problems; too many people can cause scarcity of food, which can lead to famine; major problem for societies in both the past and present; people living in poverty and hunger as direct result of overpopulation; can lead to overuse of scarce resources, which can lead to major environmental and population problems)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (in 1800s, urban centers and cities growing at an astonishing rate because of Industrial Revolution; lack of high-speed forms of transportation and factories in one area was reason workers had to be very close; no thought put into planning or organizing cities, resulting in no urban parks and very tight living environments; cities not only unhealthy, but also polluted; present farming technology has advanced due to Green Revolution, which caused a reliance on automation and a decrease of human input; as cost of farming rises, many Indian farmers who cannot afford to be farmers anymore have been moving to cities to look for work and a different life; all our food has water incorporated in some way in its cultivation or creation)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 1, 3, and 5
- Supports the task by incorporating relevant outside information (in 1600s, Agricultural Revolution started after Enclosure Acts and invention of things such as seed drill, mechanical reaper, and thresher; inventions increased production of food and led to better health, lower infant mortality, and longer life expectancy; factories clustered in cities around rivers and canals, so could easily sell and export products they manufactured; people lived in cramped tenement housing and suffered from diseases such as tuberculosis and cholera, which spread quickly in crowded unhealthy places; in recent years, places around the world such as Cape Town, South Africa experiencing catastrophic levels of drought; water is rationed in homes and people must go to a municipal center to receive their rations; lack of water for a growing population can cause famines such as in Somalia)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Effects of overpopulation are discussed across time and place and demonstrate a good understanding of this topic as an enduring issue. The connection between population and water shortages is mentioned, but lack of development limits its effectiveness.

Practice Paper E—Score Level 2

The response:

- Identifies and explains *pollution and environmental destruction* as an enduring issue raised in the documents (first introduced during rapid industrialization period of Europe; issue progressively worse in most countries despite some government action; have progressed over time during rapid urbanization and industrialization; affected many large countries such as China and England; urbanization led to overcrowded cities with factories that polluted the air)
- Minimally develops both aspects of the argument
- Is primarily descriptive (unhealthy for people who live in big cities as well as for the environment as a whole; Industrial Revolution will lead to more problems in the future; as population rapidly increases, there is a demand for more food and environmental changes; governments have attempted to make green cities to promote environmental growth; problem needs to be dealt with more aggressively)
- Includes few relevant facts, examples, and details from Documents 1, 2, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information address all aspects of the task. Although generalizations which lack development characterize the overall response, the inclusion of a few analytic statements strengthen the discussion.

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

Question Number	Key Idea
1	10.1
2	10.4
3	10.3
4	10.2
5	10.2
6	10.2
7	10.2
8	10.2
9	10.2
10	10.4
11	10.4
12	10.4
13	10.4
14	10.5
15	10.5
16	10.7
17	10.7
18	10.8
19	10.8
20	10.10
21	10.10
22	10.9
23	10.6
24	10.6
25	10.8
26	10.8
27	10.9
28	10.9
29	10.3
30	10.5
31	CT
32	10.10
33	10.10
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 2024 Regents Exam in Global History and Geography II will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the exam. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

August 2024 Regents Exam in Global History and Geography II

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

To determine the total score for Part I and Part II, add the total number of Part I multiple-choice questions answered correctly to the total credits received for Part II. For example, a student answering 23 multiple-choice questions correctly on Part I and receiving 4 credits on Part II would have a total score for Part I and Part II of 27: $23 + 4 = 27$.

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 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	29	33	38	41	45
1	4	9	14	19	23	28	32	36	40	44	47
2	7	12	17	22	26	31	35	39	43	46	50
3	10	15	20	25	29	33	38	41	45	49	52
4	14	19	23	28	32	36	40	44	47	51	54
5	17	22	26	31	35	39	43	46	50	53	56
6	20	25	29	33	38	41	45	49	52	55	58
7	23	28	32	36	40	44	47	51	54	57	60
8	26	31	35	39	43	46	50	53	56	59	62
9	29	33	38	41	45	49	52	55	58	61	63
10	32	36	40	44	47	51	54	57	60	62	65
11	35	39	43	46	50	53	56	59	62	64	67
12	38	41	45	49	52	55	58	61	63	66	68
13	40	44	47	51	54	57	60	62	65	67	70
14	43	46	50	53	56	59	62	64	67	69	71
15	45	49	52	55	58	61	63	66	68	70	72
16	47	51	54	57	60	62	65	67	70	72	74
17	50	53	56	59	62	64	67	69	71	73	75
18	52	55	58	61	63	66	68	70	72	75	76
19	54	57	60	62	65	67	70	72	74	76	78
20	56	59	62	64	67	69	71	73	75	77	79
21	58	61	63	66	68	70	72	75	76	78	80
22	60	62	65	67	70	72	74	76	78	80	82
23	62	64	67	69	71	73	75	77	79	81	83
24	63	66	68	70	72	75	76	78	80	82	84
25	65	67	70	72	74	76	78	80	82	83	86
26	67	69	71	73	75	77	79	81	83	85	86
27	68	70	72	75	76	78	80	82	84	86	88
28	70	72	74	76	78	80	82	83	86	87	89
29	71	73	75	77	79	81	83	85	86	88	90
30	72	75	76	78	80	82	84	86	88	90	92
31	74	76	78	80	82	83	86	87	89	91	93
32	75	77	79	81	83	85	86	88	90	92	95
33	76	78	80	82	84	86	88	90	92	94	96
34	78	80	82	83	86	87	89	91	93	95	98
35	79	81	83	85	86	88	90	92	95	97	100

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