

GLOBAL HISTORY AND GEOGRAPHY II

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Tuesday, August 19, 2025 — 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.

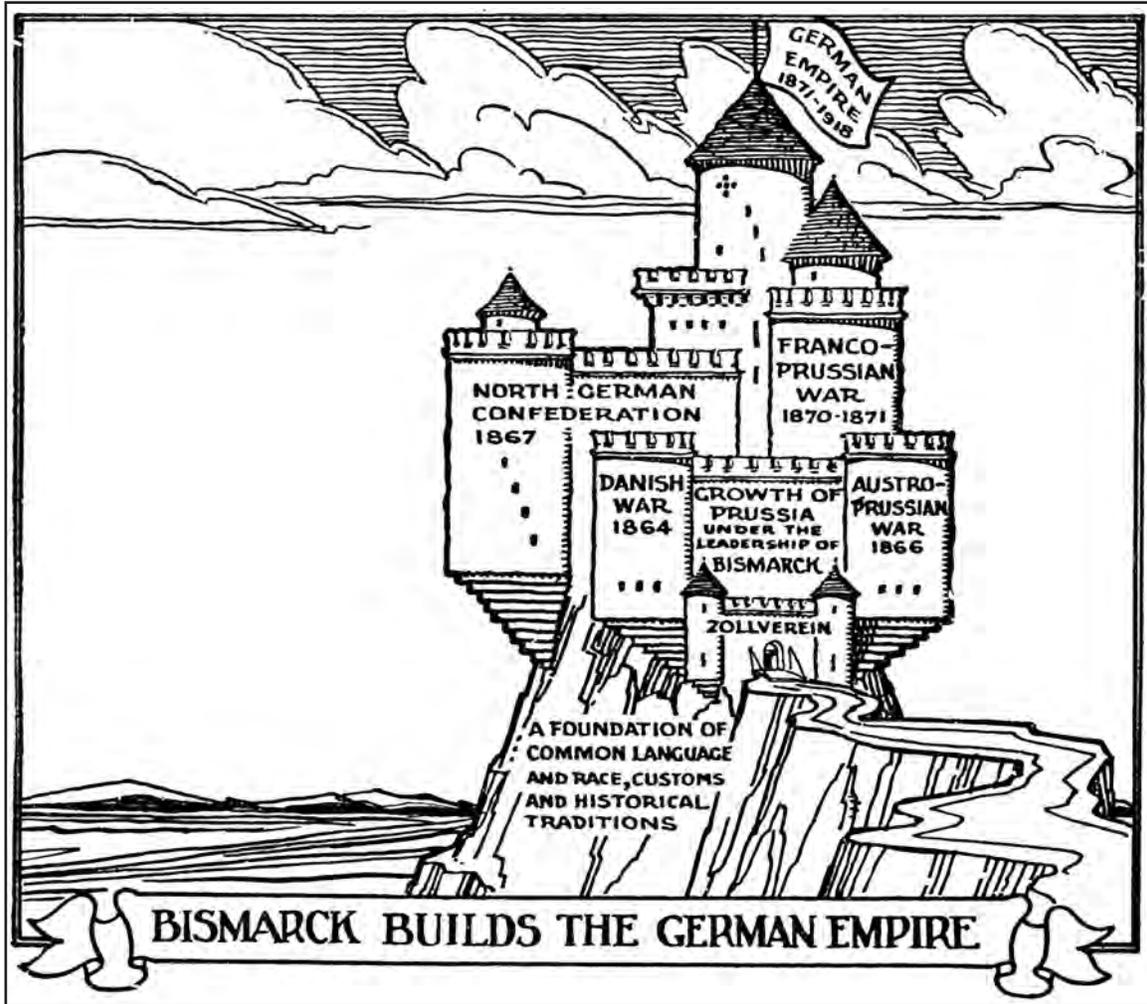
Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

. . . Stock [typical] descriptions of Tokugawa Japan depict the continuing trade through Nagasaki as a minor exception to an isolationist policy, seeing it as a “tiny loophole” or a “crack in the door.” I prefer the metaphor of a relay or an “antenna” by means of which Japan received a continual flow of knowledge and information from both China and the West, as well as countless cultural objects that worked their own ways of change. It is impossible to tell the story of Tokugawa art, for example, without reference to the transformations wrought [shaped] by continuing input from both Chinese paintings and Western copperplate prints. The highly developed internal network of communications in Japan by way of the *sankin kōtai* [alternate residence] further insured that new knowledge spread rapidly to even the most remote castle towns. . . .

Source: Henry D. Smith, II, “Five Myths About Early Modern Japan,” *Asia in Western and World History*, M.E. Sharpe, 1997

- | | |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 1 Which claim related to Tokugawa policies is best supported by this passage? | 2 What is the purpose of this passage? |
| (1) Japanese artists were banned from using Chinese and Western elements in their artwork. | (1) to challenge the idea that Tokugawa Japan was isolated |
| (2) Crackdowns by government officials led to the destruction of imported Chinese paintings. | (2) to describe the impact of trade reduction on the port of Nagasaki |
| (3) Nagasaki served as a passageway for a continuous flow of Chinese and Western cultural objects. | (3) to explain the Tokugawa government’s need to limit change |
| (4) Sankin kōtai prevented the spread of Western knowledge to Japanese castle towns. | (4) to question the importance of an internal network of communication |
-

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



Source: Philip Dorf, *Visualized World History*, Oxford, 1949

3 Based on this illustration, which claim about the formation of the German Empire is most accurate?

- (1) Conflict played a key role in unifying Germanic territories.
- (2) The German Empire was created through a series of public referendums.
- (3) Bismarck followed a strict policy of pacifism in international relations.
- (4) Bismarck had a minor role in German unification.

4 What was one result of the events depicted in this illustration?

- (1) France and Germany became close allies.
- (2) The new German constitution forbade aggressive war.
- (3) The balance of power in Europe shifted.
- (4) Nationalism contributed to the breakup of the German Empire.

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

The roots of the Opium War (or First China War) lay in a trade dispute between the British and the Chinese Qing Dynasty. By the start of the 19th century, the trade in Chinese goods such as tea, silks and porcelain was extremely lucrative for British merchants. The problem was that the Chinese would not buy British products in return. They would only sell their goods in exchange for silver, and as a result large amounts of silver were leaving Britain.

In order to stop this, the East India Company and other British merchants began to smuggle Indian opium into China illegally, for which they demanded payment in silver. This was then used to buy tea and other goods. By 1839, opium sales to China paid for the entire tea trade. . . .

Source: "Opium War," National Army Museum of the United Kingdom

- 5 Which statement is best supported by this passage?
- (1) Britain violated Chinese law in order to gain a more favorable balance of trade.
 - (2) China relied on goods produced by Britain during the Industrial Revolution.
 - (3) Britain enslaved many Indians in silver mines to finance their trade with China.
 - (4) China followed a policy of isolationism and refused all trade with the British.
- 6 Which statement identifies a long-term effect of the conflict described in this passage?
- (1) A series of unequal treaties granted Britain spheres of influence in China.
 - (2) The British implemented a policy of mercantilism in their American colonies.
 - (3) The Congress of Vienna led to the redrawing of political boundary lines in Europe.
 - (4) The Qing Dynasty was cut off from further trade with European countries.
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Base your answers to questions 7 and 8 on the passage below and your knowledge of social studies.

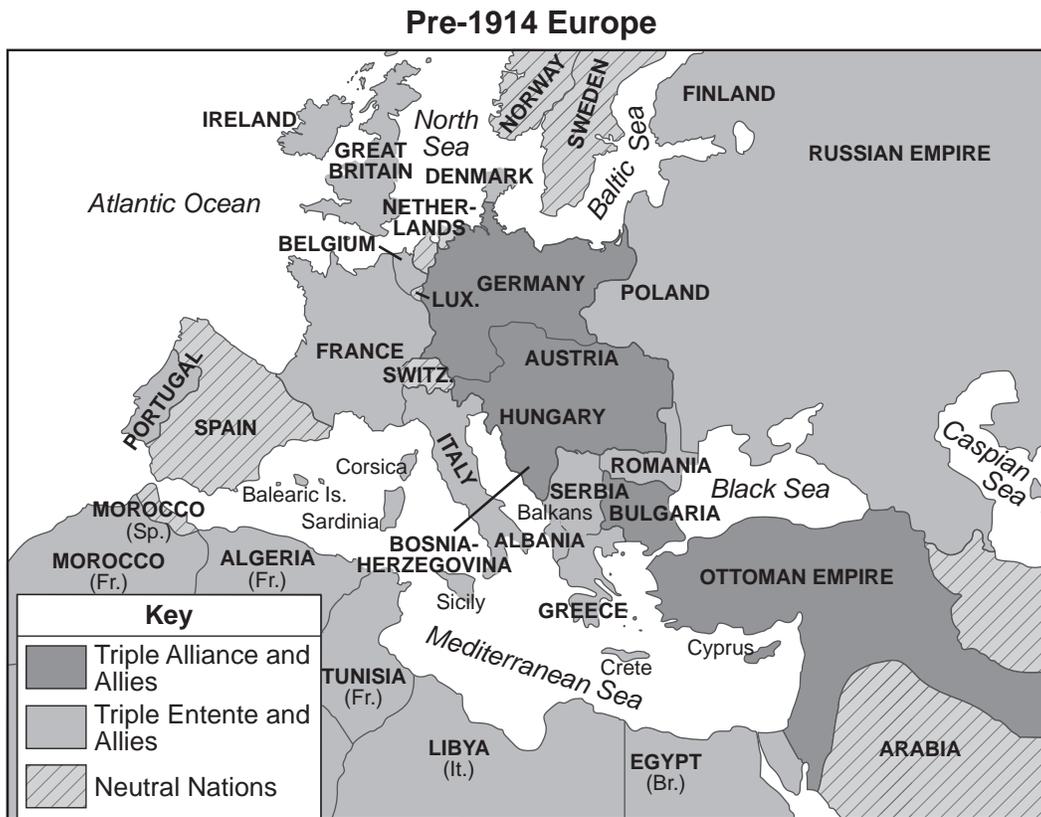
. . . The most terrible outbreak of cholera which ever occurred in this kingdom [Great Britain], is probably that which took place in Broad Street, Golden Square, and the adjoining streets, a few weeks ago. Within two hundred and fifty yards of the spot where Cambridge Street joins Broad Street, there were upwards of five hundred fatal attacks of cholera in ten days. The mortality in this limited area probably equals any that was ever caused in this country, even by the plague, and it was much more sudden, as the greater number of cases terminated in a few hours. The mortality would undoubtedly have been much greater had it not been for the flight of the population. Persons in furnished lodgings left first, then other lodgers went away, leaving their furniture to be sent for when they could meet with a place to put it in. Many houses were closed altogether, owing to the death of the proprietors; and, in a great number of instances, the tradesmen who remained had sent away their families: so that in less than six days from the commencement of the outbreak, the most afflicted streets were deserted by more than three-quarters of their inhabitants. . . .

Source: John Snow, *On the Mode of Communication of Cholera*, 1855

- 7 Which claim is best supported by this passage?
- (1) City officials took steps to address the epidemic.
 - (2) People stayed home and waited for the disease to end.
 - (3) Economic growth would not be affected by this epidemic.
 - (4) The spread of disease can impact both the victims and the survivors.

- 8 This passage could best be used to study which topic?
- (1) political complaints which led to the French Revolution
 - (2) the impact of the Age of Imperialism on colonized peoples
 - (3) living conditions for workers during the Industrial Revolution
 - (4) the impact of the Agricultural Revolution on food production

Base your answer to question 9 on the maps below and on the next page and on your knowledge of social studies.



Source: Henry Brun et al., *Reviewing Global History and Geography*, Amsco, 2003 (adapted)

Post-1918 Europe



Source: Henry Brun et al., *Reviewing Global History and Geography*, Amsco, 2003 (adapted)

9 Based on these maps, which statement best describes Europe following World War I?

- (1) Russia retained all of its pre-war territory.
- (2) New countries were created out of old empires.
- (3) World War I had little impact on Eastern Europe.
- (4) After World War I, the Austro-Hungarian Empire expanded.

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

. . . The most important duty of women is motherhood. If we remember that a child's first school is his mother's bosom, we can understand the utmost importance of this duty better. Our nation has decided to be a powerful one. One of the ways to ensure a powerful nation is to make sure our women are competent in every aspect. For that, our women will acquire scientific and technical information, and complete every phase of education that men complete. Thus women and men will walk side by side in social life helping and protecting each other.

Source: Speech by Mustafa Kemal Atatürk, 1923

- 10 Based on this passage, which statement best describes Atatürk's point of view?
- (1) Women should replace men as leaders in the workforce and the family.
 - (2) Women should focus completely on motherhood and the care of the home.
 - (3) Turkey would benefit from greater education and training for women.
 - (4) Turkey should establish strict separation of men and women.
- 11 What was one result of Atatürk's policies described in this passage?
- (1) Turkey aligned itself with the Soviet Union.
 - (2) Secularism began to influence many aspects of Turkish society.
 - (3) Turkey adopted a more restrictive approach to social issues.
 - (4) Islamic religious leaders gained greater influence over health care in Turkey.

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

. . . The Potsdam Conference is perhaps best known for President Truman's July 24, 1945 conversation with Stalin, during which time the President informed the Soviet leader that the United States had successfully detonated the first atomic bomb on July 16, 1945. Historians have often interpreted Truman's somewhat firm stance during negotiations to the U.S. negotiating team's belief that U.S. nuclear capability would enhance its bargaining power. Stalin, however, was already well-informed about the U.S. nuclear program thanks to the Soviet intelligence network; so he also held firm in his positions. This situation made negotiations challenging. The leaders of the United States, Great Britain, and the Soviet Union, who, despite their differences, had remained allies throughout the war, never met again collectively to discuss cooperation in postwar reconstruction.

Source: "The Potsdam Conference, 1945," Office of the Historian, United States Department of State

- 12 During which war did the conference described in this passage take place?
- (1) World War I
 - (2) World War II
 - (3) the Korean War
 - (4) the Vietnam War
- 13 One major effect of the historical developments described in this passage was
- (1) the start of a nuclear arms race
 - (2) decreased reliance on intelligence networks
 - (3) the easing of international tensions
 - (4) improved opportunities for negotiations

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

. . . Nevertheless, for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality and Fraternity, have violated our Fatherland and oppressed our fellow-citizens. They have acted contrary to the ideals of humanity and justice. . . .

Source: Speech by Ho Chi Minh, Declaration of Independence of the Republic of Vietnam, September 2, 1945

- 14 Which historical circumstance in Vietnam led to the statements in this speech?
- (1) famine
 - (2) colonial rule
 - (3) détente
 - (4) trade embargoes
- 15 The main purpose of this speech was to
- (1) prevent the people of Vietnam from fighting for their independence
 - (2) appeal to Western nations to support Vietnamese independence
 - (3) allow for the peaceful transition of power in Vietnam from France to the Allies
 - (4) rally support among the Vietnamese people to join forces with the French against the Allies

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

Article 2

. . . Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation or sovereignty.

Article 3

Everyone has the right to life, liberty and security of person. . . .

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance. . . .

Source: Universal Declaration of Human Rights, United Nations, 1948

- 16 Which statement best describes the purpose of this document?
- (1) to work to resolve environmental problems
 - (2) to unite nations under a joint military
 - (3) to protect individual freedoms
 - (4) to protect against economic depression
- 17 Which event most directly influenced the writing of this document?
- (1) the Great Depression
 - (2) the Holocaust
 - (3) the Iranian Revolution
 - (4) the Cold War

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

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

Source: Speech by Jawaharlal Nehru at the Asian-African Conference, April 24, 1955

18 According to Nehru, the best path forward is to

- (1) support nonalignment
 - (2) promote isolationism
 - (3) align with the Eastern Bloc
 - (4) join the Central Powers
-

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

. . . For centuries, Europeans dominated the African continent. The white man arrogated [claimed] to himself the right to rule and to be obeyed by the non-white; his mission, he claimed, was to “civilise” Africa. Under this cloak, the Europeans robbed the continent of vast riches and inflicted unimaginable suffering on the African people. . . .

It is clear that we must find an African solution to our problems, and that this can only be found in African unity. Divided we are weak; united, Africa could become one of the greatest forces for good in the world. . . .

Source: Kwame Nkrumah, *I Speak of Freedom*, Praeger, 1961

19 A major goal of this speech was to

- (1) support economic investment
 - (2) increase influences of Asian nations in Africa
 - (3) establish military rule across the continent
 - (4) encourage cooperation among African countries
-

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

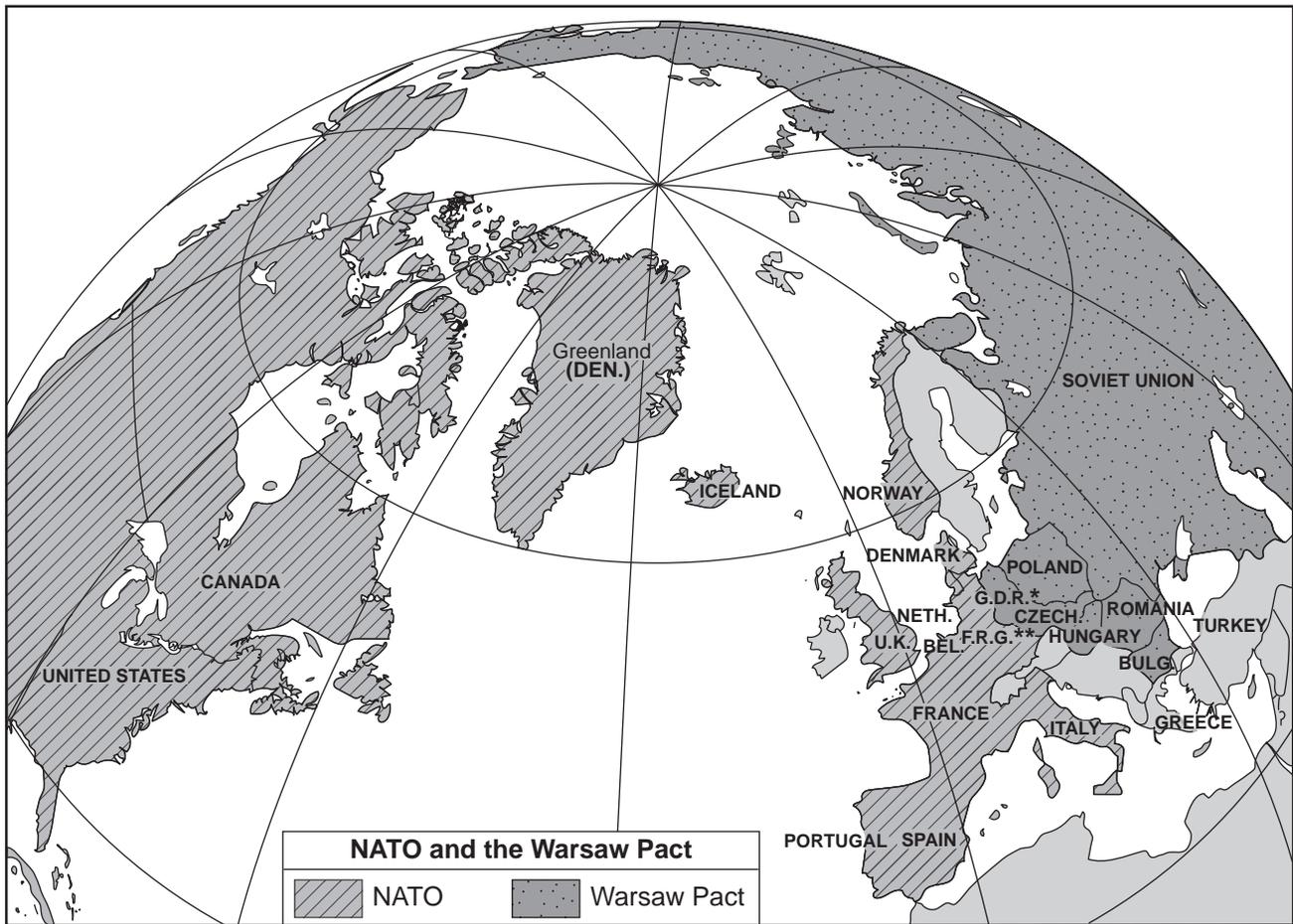


Source: Leslie Gilbert Illingworth, *Daily Mail*, October 29, 1962 (adapted)

- 20 Which statement best describes the cartoonist's purpose in creating this cartoon?
- (1) to build support for the Soviet Union's desire to spread communism
 - (2) to draw attention to United Nations peacekeeping efforts
 - (3) to highlight the dangers of mutual assured destruction
 - (4) to assess the ways proxy wars were fought
- 21 Which action was the direct result of the situation depicted in this cartoon?
- (1) using appeasement strategies
 - (2) abolishing international alliances
 - (3) implementing glasnost
 - (4) establishing nuclear arms control talks
-

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

NATO and the Warsaw Pact



Source: Peiser and Serber, *U.S. History 1865–Present & Constitutional Foundations*, Amsco, 2017 (adapted)

*G.D.R. – German Democratic Republic

**F.R.G. – Federal Republic of Germany

22 Which situation led to the creation of the alliances shown on this map?

- (1) the successful launching of Sputnik by the Soviet Union
- (2) the rejection of a military-industrial complex by the West
- (3) Nikita Khrushchev's goal to expand the Soviet economy
- (4) tensions between the Soviet Union and the United States

23 Which claim is best supported by this map?

- (1) The Soviet Union bordered all Warsaw Pact nations.
- (2) NATO membership was restricted to European countries.
- (3) All European countries belonged to either NATO or the Warsaw Pact.
- (4) NATO and Warsaw Pact nations shared some boundaries.

Base your answers to questions 24 and 25 on the passage below and on your knowledge of social studies.

In the late 1970s, China emerged from three decades of economic isolation imposed by Mao Zedong, the leader of China's communist revolution. Mao's policies had produced a society that valued equality and uniformity. China was able to feed and clothe its population, the largest in the world, but there were few opportunities for individual advancement.

At the time of Mao's death in 1976, Li Xiaohua was a peasant working on a state-run wheat farm in northern China. Like millions of his countrymen, Li closely followed the struggle for power among China's political elite that followed Mao's death. He was pleased when Deng Xiaoping emerged as the head of China's Communist Party, and he supported Deng's program of economic reform.

Today, Li is one symbol of China's transformation. He has become a multi-millionaire businessman, and drives around Beijing, China's capital, in a red Ferrari. He was the first person in China to own one. Under Mao, private cars were unheard of. As late as 1981, only twenty people in Beijing owned their own vehicles. The China that Deng and Li helped to create now has annual vehicle sales approaching twenty million. . . .

Source: *China on the World Stage*, Choices Program, Brown University, 2012

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| <p>24 Which of Deng Xiaoping's actions contributed most directly to the changes experienced by Li Xiaohua as described in this passage?</p> <ul style="list-style-type: none">(1) introducing elements of free market capitalism into China's economy(2) implementing the one-child policy to limit family size(3) directing that science education be prioritized in schools throughout China(4) restricting the ability of foreign banks to make investments in China | <p>25 Based on this passage, one can infer that the increase in vehicle usage in China has led to</p> <ul style="list-style-type: none">(1) the closure of public transportation systems(2) an increase in air pollution in China's cities(3) a decline in China's exports to Western countries(4) an increase in migration of people from urban to rural areas |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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Base your answer to question 26 on the cartoon below and on your knowledge of social studies.



Source: Wilkinson, *Rochester Democrat and Chronicle*, July 3, 2004

26 Which statement best describes this cartoonist's point of view?

- (1) International agreements positively impacted the Sudan.
 - (2) Population rates in Sudan will begin to increase.
 - (3) Sustainable agriculture has been achieved in Sudan.
 - (4) United Nations relief efforts in Sudan have been ineffective.
-

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

LAGOS, Nigeria — Rapidly growing countries generally see sharp increases in air pollution as their populations and economies expand. But a new study of air quality in Africa published on Monday has found the opposite: One of the continent’s most vibrant regions is becoming less polluted.

The study, published in Proceedings of the National Academy of Sciences, found that levels of dangerous nitrogen oxides, a byproduct of combustion, in the northern part of sub-Saharan Africa have declined sharply as wealth and population in the area have increased.

“The traditional paradigm [model] is that as middle and low-income countries grow you often see more emissions, and to see a different kind of trajectory [path] is very interesting,” said Jonathan Hickman, a researcher at the NASA Goddard Institute for Space Studies who was the lead author on the study. “It’s nice to see a decline occurring when you’d expect to see pollution increasing.”

The reason, according to researchers, is that an increase in pollution from industry and transportation in the area studied — from Senegal and Ivory Coast in the west to South Sudan, Uganda and Kenya in the east — appears to have been offset by a decline in the number of fires set by farmers. . . .

Source: Shola Lawal, “A Surprise in Africa: Air Pollution Falls as Economies Rise,” *New York Times*, February 8, 2021

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|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 27 A student would find this article most useful for researching the | 28 Which piece of evidence would best support the claim about the environment in this article? |
| (1) strategies used to address scarcity in sub-Saharan Africa | (1) a graph showing air pollution levels in Africa |
| (2) positive and negative effects of modernization | (2) a topographic map of Africa |
| (3) impact of industrialization on family structure | (3) a chart showing water flow rates of African rivers |
| (4) role of small business in developing countries | (4) a diary of an African mine worker |
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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 below and on your knowledge of social studies.

Document 1

Men being, as has been said, by nature, all free, equal and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent. The only way whereby any one divests [surrenders] himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it. This any number of men may do, because it injures not the freedom of the rest; they are left as they were in the liberty of the state of nature. When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic [state], where in the majority have a right to act and conclude the rest. . . .

Source: John Locke, *Second Treatise of Government*, 1690

29 Explain the historical circumstances that led to the ideas described in this document. [1]

Score

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

Document 2

Olympe de Gouges wrote pamphlets and plays on a variety of political and social issues. This excerpt is from the *Declaration of the Rights of Woman and of the Female Citizen*, which she modeled on the *Declaration of the Rights of Man and of the Citizen* (1789). The declaration was presented to the French Legislative Assembly on October 28, 1791, and was later published in the booklet *The Rights of Women*.

Article I

Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.

Article II

The purpose of any political association is the conservation of the natural and imprescriptible [undeniable] rights of woman and man; these rights are liberty, property, security, and especially resistance to oppression. . . .

Article IV

Liberty and justice consist of restoring all that belongs to others; thus, the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason. . . .

Article VI

The law must be the expression of the general will; all female and male citizens must contribute either personally or through their representatives to its formation; it must be the same for all: male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions, and public employment according to their capacity and without other distinctions besides those of their virtues and talents. . . .

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

30 Based on this excerpt, explain how audience affects what Olympe de Gouges includes in this document. [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 associated with the historical developments in Documents 1 and 2. Be sure to use evidence from **both** Documents 1 and 2 in your response. [1]

Score

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

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

Document 1

This excerpt is from notes taken by General Lieutenant Liebmann as he was listening to a speech by Adolf Hitler. This speech was delivered at a dinner party attended by the chiefs of the German army and navy on February 3, 1933.

. . . The sole aim of general policy: the regaining of political power. The whole State administration must be geared to this end (all departments!). . . .

2. Foreign policy: Battle against Versailles. Equality of rights in Geneva; but useless if people do not have the will to fight. Concern for allies.

3. Economics: The farmer must be saved! Settlement policy! Further increase of exports useless. The capacity of the world is limited and production is forced up everywhere. The only possibility of re-employing part of the army of unemployed lies in settlement. But time is needed and radical improvement not to be expected since living space too small for German people.

4. Building up of the armed forces: Most important prerequisite [requirement] for achieving the goal of regaining political power. National Service must be reintroduced. But beforehand the State leadership must ensure that the men subject to military service are not, even before their entry, poisoned by pacifism, Marxism, Bolshevism or do not fall victim to this poison after their service.

How should political power be used when it has been gained? That is impossible to say yet. Perhaps fighting for new export possibilities, perhaps—and probably better—the conquest of new living space in the east and its ruthless Germanization. Certain that only through political power and struggle can the present economic circumstances be changed. The only things that can happen now—settlement—stopgap measures. . . .

Source: Noakes and Pridham, eds., *Nazism 1919–1945*, Exeter University Press, 2000

32 Explain the historical circumstances that led to the ideas expressed in these notes taken from Adolf Hitler’s speech. [1]

Score

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

Document 2

Hashimoto Kingorō was a colonel in the Imperial Japanese Army and the founder of a Japanese ultranationalist society. This excerpt is from a speech he delivered in response to criticism of Japan’s expansion into Manchuria.

We have already said that there are only three ways left to Japan to escape from the pressure of surplus population. We are like a great crowd of people packed into a small and narrow room, and there are only three doors through which we might escape, namely emigration, advance into world markets, and expansion of territory. The first door, emigration, has been barred to us by the anti-Japanese immigration policies of other countries. The second door, advance into world markets, is being pushed shut by tariff barriers and the abrogation [discontinuation] of commercial treaties. What should Japan do when two of the three doors have been closed against her?

It is quite natural that Japan should rush upon the last remaining door.

It may sound dangerous when we speak of territorial expansion, but the territorial expansion of which we speak does not in any sense of the word involve the occupation of the possessions of other countries, the planting of the Japanese flag thereon, and the declaration of annexation to Japan. It is just that since the [world] Powers have suppressed [restricted] the circulation of Japanese materials and merchandise abroad, we are looking for some place overseas where Japanese capital, Japanese skills, and Japanese labor can have free play, free from the oppression of the white race.

We would be satisfied with just this much. What moral right do the world powers who have themselves closed to us the two doors of emigration and advance into world markets have to criticize Japan’s attempt to rush out of the third and last door?

If they do not approve of this, they should open the doors which they have closed against us and permit the free movement overseas of Japanese emigrants and merchandise. . . .

Source: Hashimoto Kingorō, “The Need for Emigration and Expansion,” *Address to Young Men*, 1937

33 Based on this excerpt, explain how Hashimoto’s speech shows bias in his description of the treatment of Japan. [1]

Score

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

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

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

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

- a) Identify a similarity **or** a difference between the foreign policies of Japan and Germany in the 1930s. [1]
- b) Explain the similarity **or** difference you identified using evidence from **both** documents. [1]

34a Score

34b Score

Part III
(Question 35)

ENDURING ISSUES ESSAY

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

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

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

Task:

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

In your essay, be sure to

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

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

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

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

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

Document 1

Martinique is an island in the Caribbean Sea.

Great General [Governor of the Colony of Martinique]:

. . . We end our reflections by declaring to you that the entire Nation of Black Slaves united together has a single wish, a singly desire for independence, and all the slaves with a unanimous voice send out only one cry, one clamor to reclaim the liberty they have gained through centuries of suffering and ignominious [humiliating] servitude.

This is no longer a Nation that is blinded by ignorance and that trembles at the threat of the lightest punishments; its suffering has enlightened it and has determined it to spill to its last drop of blood rather than support the yoke of slavery, a horrible yoke attacked by the laws, by humanity, and by all of nature, by the Divinity and by our good King Louis XVI. We hope it will be condemned by the illustrious [Governor] Viome'nil. Your response, Great General, will decide our destiny and that of the colony. Please send it to the parish priests who will inform us about it at the announcements at the end of mass. We await it with the greatest impatience, but without leaving behind the respect that is due to your dignity, and the Nation asks you to believe it to be, [Great] Grand General, your most humble and obedient servant.

Signed,

The Entire Nation

Source: Letter from the Slaves of Martinique, August 29, 1789

Document 2



Timeline: India & Pakistan

1858 British Colony

The India Act transfers power from the British East India Company—a private company that became a dominant force in India after 1757—to the British government.



1919-30 Gandhi's Rise

After Britain's 1919 violent crackdown on protesters, Gandhi launches a nonviolent campaign that includes sit-ins and boycotts. In 1930, his National Congress party declares independence the goal.

1940 Muslims v. Hindus

Amid growing tensions between Muslims and Hindus, Muslim leader Mohammad Ali Jinnah calls for the partition of British India into two nations: a Hindu India and a Muslim Pakistan.



1947 Independence

Financially depleted after WWII, Britain lets its colony go; Pakistan and then India become independent nations. More than 10 million Muslims and Hindus flee, Muslims to Pakistan and Hindus to India.



1947-71 Kashmir & Bangladesh

In 1947, war breaks out between the two countries over Kashmir; a second war over Kashmir is fought in 1971, East Pakistan becomes Bangladesh after a bloody fight for independence.

1998 Nuclear Powers

India and Pakistan are revealed to be nuclear powers, prompting the U.S. and other nations to impose sanctions on both countries.

Source: *New York Times Upfront*, January 30, 2012 (adapted)

Document 3

Estonia broke free from Soviet occupation after 45 years.

Perhaps more than any other country in the world, the history of the Baltic nation of Estonia is a story set to song. Whether under German, Danish, Swedish, or Soviet occupation, Estonians have long turned to music as a way of preserving some semblance [appearance] of national identity amid foreign domination. The country's massive song festivals, which date back to 1869, feature a choir of roughly 20,000 to 30,000 singers and have drawn audiences of more than 100,000 people—nearly a tenth of the population. But lately, as Estonia has opened up to the world, the world has been opening up the country's music scene to diverse influences. Which raises a couple questions: Has Estonian music lost its essence [spirit]? And, if so, is that something to mourn or cheer?

During the Soviet era, Estonia's song festivals included plenty of Soviet propaganda, but they also offered Estonians an opportunity to celebrate their language and traditions. For the 1947 song festival—the first under the rule of the U.S.S.R.—the composer Gustav Ernesaks set an old poem, “Mu Isamaa On Minu Arm” (My Country Is My Love), to music. Estonians defied Soviet authorities and performed the song during subsequent festivals, and it soon became something of an unofficial national anthem. Other music was less overtly nationalistic: By writing songs ostensibly [seemingly] about Lenin's sayings on freedom, composers like Veljo Tormis gave their music double meanings. The music expressed Estonians' desire for self-determination and pointed out how the Soviet Union had failed to live up to the principles of its founders—all within the confines of communist censorship.

In the late 1980s, music was the mechanism by which Estonia split from the Soviet Union. During the “Singing Revolution,” large groups of people managed to organize for independence under the guise [appearance] of gathering to sing. In June 1988, 100,000 Estonians gathered for five nights to sing protest songs until daybreak. Singing “Mu Isamaa On Minu Arm” at festivals “is our nation's most glorious form of self-expression,” wrote the activist Heinz Valk that month. “A nation who makes its revolution by singing and smiling should be a sublime example to all.” The movement culminated [ended] in Estonia achieving independence, nonviolently, in 1991.

Source: Katherine Schwab, “A Country Created Through Music,” *The Atlantic*, November 12, 2015

Document 4

. . . Mohammad Reza Shah Pahlavi, commonly referred to as “the Shah,” governed Iran from 1953 through 1979 as a secular and authoritarian ruler. The Shah rose to power after his father was forced to step down, and the Shah’s relationship with the U.S. flourished over time. His government grew increasingly pro-Western as it sought to modernize the country and burnish [improve] its international image. However, as the Shah’s relationship with the U.S. strengthened and his international profile grew, many of his own people grew displeased with his leadership. In 1978, riots and demonstrations broke out across the country, and by 1979 these protests increased in frequency, power, and violence. Of particular concern to the protestors were two things they perceived to be linked: the Shah’s lack of emphasis on religious values and his government’s close relationship with the U.S. Iranians were concerned that another country, rather than his own people and their values, were a priority.

As turmoil around the country and the pressure on the Shah increased, he lost much of his power and U.S. support diminished. The Shah left Iran in January 1979, and the country was soon declared an Islamic Republic by the Ayatollah Ruhollah Khomeini, a previously exiled opponent of the Shah. The Ayatollah took over Iran as a religious leader and centralized power even further. Very quickly, Iran had changed from one of the U.S.’s most powerful and prominent allies in the Middle East to an openly anti-American (but still very oil-rich) country. . . .

Source: Understanding the Iran-Contra Affairs, Brown University Online

Document 5

After the death of communist dictator Josip Broz Tito in 1980, Yugoslavia entered a period of uncertainty.

The Bosnian War began in 1992 and lasted until 1995, though the cause of the Bosnian War has roots in World War II and its impact is still being felt in 2017. The war led to the deaths of around 100,000 people. It also spurred a genocide of at least 80 percent Bosnian Muslims, also called Bosniaks.

In the aftermath of the Second World War, the Balkan states of Bosnia-Herzegovina, Serbia, Montenegro, Croatia, Slovenia and Macedonia became a part of the People's Republic of Yugoslavia, a communist country held together by its leader Josip Broz Tito. Part-Croat and part-Slovene, Tito checked both separatism and ethnic nationalism with stiff jail sentences.

Tito rebuilt Yugoslavia as a Communist federation of six equal republics, but ethnic conflict was never far from the surface. Serbians disliked Tito's recognition of the Macedonians and the Muslims of Bosnia-Herzegovina as distinct nationalities. However, these bad relationships alone were not the cause of the Bosnian War. The collapse of Communism in the Balkan states was punctuated by Tito's death in 1980. Following this, the Balkan states clamored for independence.

Slobodan Milosevic rose to power in Yugoslavia in 1986 as a lightning rod for nationalism. Milosevic was a leader who deliberately created conflict between Serbians, Croatians and Muslim Bosniaks (the three main ethnic groups in the region). Milosevic, also called "The Butcher of the Balkans" took advantage of the ethnic tensions that would be the cause of the Bosnian War. . . .

Source: "What Was the Cause of the Bosnian War?," The Borgen Project, January 6, 2018

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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 **24** to review the task.

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

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

MC = Multiple-choice question

August 2025 Regents Exam in Global History and Geography II

Scoring Key: Parts II and III

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
GHG II	August '25	Part II - 29	-	CRQ	1	1
GHG II	August '25	Part II - 30	-	CRQ	1	1
GHG II	August '25	Part II - 31	-	CRQ	1	1
GHG II	August '25	Part II - 32	-	CRQ	1	1
GHG II	August '25	Part II - 33	-	CRQ	1	1
GHG II	August '25	Part II - 34a	-	CRQ	1	1
GHG II	August '25	Part II - 34b	-	CRQ	1	1
GHG II	August '25	Part III - 35	-	ES	5	3

CRQ = Constructed Response Question ES = Essay

The chart for determining students' final examination scores for the **August 2025 Regents Exam in Global History and Geography II** will be posted on the Department's web site at <https://www.nysedregents.org/ghg2/> on the day of the examination. Conversion charts provided for the previous administrations of the Regents Exam in Global History and Geography must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY II

Tuesday, August 19, 2025 — 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 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 2025

CRQ Set 1:

Document 1

Men being, as has been said, by nature, all free, equal and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent. The only way whereby any one divests [surrenders] himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it. This any number of men may do, because it injures not the freedom of the rest; they are left as they were in the liberty of the state of nature. When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic [state], where in the majority have a right to act and conclude the rest. . . .

Source: John Locke, *Second Treatise of Government*, 1690

29 Explain the historical circumstances that led to the ideas described in this document.

Score of 1:

- Correct response

Examples:

- thinkers like Locke began to put their faith in reason;
- the Scientific Revolution influenced political thinkers like John Locke to apply natural law to politics;
- Locke’s writings were in response to abuses by divine right monarchs/absolute monarchs/absolutism;
- questioning of traditional authority/beliefs/divine right;
- monarchs used religion/tradition to justify government/monarchy;
- the Enlightenment/social contract challenged tradition;
- British documents such as the Magna Carta established traditions of democracy;
- Enlightenment ideas began to spread in the 17th century, leading to challenges against traditional beliefs

Score of 0:

- Incorrect response

Examples:

- the beginning of political societies;
- men are free/equal/independent;
- there was a war;
- the French Revolution;
- absolutism;
- tyranny

- No response

Document 2

Olympe de Gouges wrote pamphlets and plays on a variety of political and social issues. This excerpt is from the *Declaration of the Rights of Woman and of the Female Citizen*, which she modeled on the *Declaration of the Rights of Man and of the Citizen* (1789). The declaration was presented to the French Legislative Assembly on October 28, 1791, and was later published in the booklet *The Rights of Women*.

Article I

Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.

Article II

The purpose of any political association is the conservation of the natural and imprescriptible [undeniable] rights of woman and man; these rights are liberty, property, security, and especially resistance to oppression. . . .

Article IV

Liberty and justice consist of restoring all that belongs to others; thus, the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason. . . .

Article VI

The law must be the expression of the general will; all female and male citizens must contribute either personally or through their representatives to its formation; it must be the same for all: male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions, and public employment according to their capacity and without other distinctions besides those of their virtues and talents. . . .

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

30 Based on this excerpt, explain how audience affects what Olympe de Gouges includes in this document.

Score of 1:

- Correct response

Examples:

- she is addressing the French Legislative Assembly to encourage them to broaden the rights to include women;
- she models the language on a piece of legislation passed earlier in the Revolution so that the Legislative Assembly would take it more seriously;
- she includes the rights of women/blames male tyranny to appeal to the women of France;
- de Gouges models the language of her document on previous legislation/Enlightenment ideals to give her proposals credibility before the Legislative Assembly;
- feminist ideas/women’s rights were left out of the Declaration of the Rights of Man, therefore Olympe wrote the Declaration of the Rights of Woman to present to the Legislative Assembly

Score of 0:

- Incorrect response

Examples:

- women could gain more rights/equality;
- the audience/legislature did not like her ideas;
- she is in favor of women’s rights;
- she published a booklet;
- the audience is the French Legislative Assembly

- No response

Documents 1 and 2

31 Identify *and* explain a cause-and-effect relationship associated with the historical developments in Documents 1 and 2. Be sure to use evidence from *both* Documents 1 and 2 in your response.

Score of 1:

- Correct response

Examples:

- the ideas of Enlightenment thinkers such as John Locke inspired women like de Gouges during the French Revolution to demand rights for women;
- John Locke’s idea of natural rights/freedom/equality/liberty influenced the creation of the *Declaration of the Rights of Woman*;
- Locke’s ideas about consent of the governed/laws of nature/natural law was then used by de Gouges to justify including women in the laws;
- ideas from the Enlightenment were used to challenge more traditional ideas of gender roles/forms of government;
- rights of women were not included in the writings of Enlightenment philosophies, so de Gouges wrote the Declaration to include women

Score of 0:

- Incorrect response

Examples:

- creation of the *Declaration of the Rights of Woman*;
- John Locke worked with Olympe de Gouges to create better government;
- John Locke wrote that all people are equal;
- feminism;
- Document 1 talks about liberty and Document 2 talks about women;
- both documents talk about inalienable rights

- No response

CRQ Set 2:

Document 1

This excerpt is from notes taken by General Lieutenant Liebmann as he was listening to a speech by Adolf Hitler. This speech was delivered at a dinner party attended by the chiefs of the German army and navy on February 3, 1933.

. . . The sole aim of general policy: the regaining of political power. The whole State administration must be geared to this end (all departments!). . . .

2. Foreign policy: Battle against Versailles. Equality of rights in Geneva; but useless if people do not have the will to fight. Concern for allies.

3. Economics: The farmer must be saved! Settlement policy! Further increase of exports useless. The capacity of the world is limited and production is forced up everywhere. The only possibility of re-employing part of the army of unemployed lies in settlement. But time is needed and radical improvement not to be expected since living space too small for German people.

4. Building up of the armed forces: Most important prerequisite [requirement] for achieving the goal of regaining political power. National Service must be reintroduced. But beforehand the State leadership must ensure that the men subject to military service are not, even before their entry, poisoned by pacifism, Marxism, Bolshevism or do not fall victim to this poison after their service.

How should political power be used when it has been gained? That is impossible to say yet. Perhaps fighting for new export possibilities, perhaps—and probably better—the conquest of new living space in the east and its ruthless Germanization. Certain that only through political power and struggle can the present economic circumstances be changed. The only things that can happen now—settlement—stopgap measures. . . .

Source: Noakes and Pridham, eds., *Nazism 1919–1945*, Exeter University Press, 2000

32 Explain the historical circumstances that led to the ideas expressed in these notes taken from Adolf Hitler’s speech.

Score of 1:

- Correct response

Examples:

- Germany was defeated in World War I and this motivated Hitler to seek power;
- the harsh terms of the Treaty of Versailles contributed to economic hardship in Germany;
- there were a series of economic depressions/a period of inflation/scarcity in Germany after World War I that caused hardship for the Germans;
- Hitler believed the signing of the Treaty of Versailles brought humiliation to Germany;
- the Nazi party rose in response to the humiliation felt by Germans after World War I;
- Hitler desired to regain the land lost in World War I as a result of the Versailles Treaty;
- the rise of nationalism/militarism came about in response to Germany’s defeat/humiliation in World War I;
- Hitler had just become Chancellor and was laying out his goals/plans for Germanization/concerns about the influence of Marxism/Communism in Germany to show Germany would no longer be the “weak” country created by the Versailles Treaty;

- poor leadership/divisions within the Weimar Republic led to the Nazis rising to power;
- Germany desired more lebensraum/“living space” for its people;
- racial/Ethnic political tensions in 1920s Germany;
- the historic circumstances that led to these ideas was the Treaty of Versailles/World War I

Score of 0:

- Incorrect response

Examples:

- the idea of communism/Marxism
- World War II;
- German support of pacifism;
- Hitler delivered a speech;
- General Lieutenant Liebmann attended a dinner party;
- the Holocaust;
- Hitler was a dictator

- No response

Document 2

Hashimoto Kingorō was a colonel in the Imperial Japanese Army and the founder of a Japanese ultranationalist society. This excerpt is from a speech he delivered in response to criticism of Japan's expansion into Manchuria.

We have already said that there are only three ways left to Japan to escape from the pressure of surplus population. We are like a great crowd of people packed into a small and narrow room, and there are only three doors through which we might escape, namely emigration, advance into world markets, and expansion of territory. The first door, emigration, has been barred to us by the anti-Japanese immigration policies of other countries. The second door, advance into world markets, is being pushed shut by tariff barriers and the abrogation [discontinuation] of commercial treaties. What should Japan do when two of the three doors have been closed against her?

It is quite natural that Japan should rush upon the last remaining door.

It may sound dangerous when we speak of territorial expansion, but the territorial expansion of which we speak does not in any sense of the word involve the occupation of the possessions of other countries, the planting of the Japanese flag thereon, and the declaration of annexation to Japan. It is just that since the [world] Powers have suppressed [restricted] the circulation of Japanese materials and merchandise abroad, we are looking for some place overseas where Japanese capital, Japanese skills, and Japanese labor can have free play, free from the oppression of the white race.

We would be satisfied with just this much. What moral right do the world powers who have themselves closed to us the two doors of emigration and advance into world markets have to criticize Japan's attempt to rush out of the third and last door?

If they do not approve of this, they should open the doors which they have closed against us and permit the free movement overseas of Japanese emigrants and merchandise. . . .

Source: Hashimoto Kingorō, "The Need for Emigration and Expansion," *Address to Young Men*, 1937

33 Based on this excerpt, explain how Hashimoto's speech shows bias in his description of the treatment of Japan.

Score of 1:

- Correct response

Examples:

- Since Hashimoto was an ultranationalist/propagandist he uses terms like "oppression" and "suppress" to depict the Japanese as victims;
- Hashimoto was a colonel in the Japanese army, so he brings in the poor treatment of the Japanese in history to support his argument for expansion;
- Hashimoto is excluding Western perspectives from his argument because he wants to depict the Japanese as victims of "oppression of the White race";
- Hashimoto did not include any facts about the invasion of Manchuria or where Japan has expanded;
- He focuses on the negative treatment the Japanese received from Westerners/world powers;
- the speaker uses strong language/the word "suppressed" to show how Western powers have limited Japanese/Japan's economic opportunities;
- Hashimoto was casting blame on world powers for their treatment of the Japanese/Japan;
- Hashimoto is one sided because he only shows the Japanese viewpoint and the way he feels Western powers have treated Japan/Japanese

Score of 0:

- Incorrect response

Examples:

- the doors are closed;
- Hashimoto is Japanese/a colonel;
- he says it is dangerous for Japan;
- he is addressing young men;
- world powers frustrate him;
- he wants the doors opened

- No response

Documents 1 and 2

34a Identify a similarity *or* a difference between the foreign policies of Japan and Germany in the 1930s.

Score of 1:

- Correct response

Similarities:

- both wanted to justify to others their policies of conquest/expansion;
- both wanted to expand their territory;
- Germany and Japan wanted to help their economies;
- both were willing to use force/military/army;
- both were militaristic;
- the countries wanted more power;
- both were looking to right the wrongs that they believe were done against them;
- both foreign policies were influenced by a lack of land

Differences:

- the justification for the expansion is different;
- the geographic focus of foreign policy is different;
- the German and Japanese views on world trade are different;
- the countries differ in their approach to foreign settlement

Score of 0:

- Incorrect response

Examples:

- they are allies;
- both are fighting World War II;
- both want to address unemployment;
- Germany and Japan both rely primarily on diplomacy;
- Liebmann and Hashimoto are both military leaders;
- one leader is from Europe the other is from Asia

- No response

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

Score of 1:

- Correct response

Similarities:

- Germany wanted to expand throughout Europe/into the East and Japan wanted to expand throughout Asia/into China to increase their power;
- Germany wanted land to save their farmers and Japan wanted a place laborers could have freedom/to sell their merchandise/to address their economic concerns;
- Hitler was speaking to leaders of the army/navy to explain his goals of expansion and Hashimoto was justifying the use of the military for expansion into markets/Manchuria/Asia to increase their power;
- in response to perceived injustices, Germany wanted to end/tear up the Versailles Treaty and Japan wanted to find ways to open doors for trade/emigration

Differences:

- Germany’s geographic focus was Europe, and Japan’s foreign policy was centered on Asia;
- the Germans are unsure about the value of exports, and Japanese want to become active in world trade;
- Germany wanted to acquire land for settlement, and Japan wants free movement overseas;
- to strengthen their economies, the Germans wanted to reclaim industrial lands lost under the Treaty of Versailles, while the Japanese wanted to become the dominant power in Asia with access to Asian resources

Score of 0:

- Incorrect response

Examples:

- radical improvement was sought;
- battles were fought against Versailles and Manchuria;
- Japan was peaceful and Germany was not;
- Liebmann was general lieutenant in the German military, and Hashimoto was a colonel;
- Document 1 focuses on Hitler and Europe, and Document 2 focuses on Japan and Asia;
- they criticized others

- No response

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

Task:

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

In your essay, be sure to

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

Scoring Notes:

1. Some examples of enduring issues that students may identify in *at least three* documents are provided. However, other issues may be identified if they are supported by accurate facts and examples from both the documents and outside information.
2. The discussion of the issue must be related to the documents, accomplish the task, *and* be supported by accurate facts and examples.
3. The identification and explanation of the enduring issue may be included in the discussion of why the issue is significant and how it has endured across time.
4. Information used to discuss how the enduring issue affected people *or* has been affected by people may also be used to discuss how the issue has endured across time.
5. The enduring issue may be discussed from different perspectives as long as the position taken is supported with accurate historical facts and examples.
6. A specific time period or era need not be identified as long as it is implied in the discussion.
7. A response may discuss either how the 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.
12. The rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score, (e.g., if the response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point).

Score of 5:

- Identifies and clearly and accurately explains *one* enduring issue raised in *at least three* documents (see Explanation and Evidence from Documents on page 19)
- Develops an even, thoughtful, and in-depth argument about how the enduring issue has affected people *or* how the issue 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* how the issue has been affected by people *and* how it continues to be an issue *or* has changed over time *or* develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other aspect
- Is both descriptive and analytical
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from *at least three* documents
- Supports the task by incorporating relevant outside information
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

Fails to develop the task or may only refer to the theme 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: Desire for independence/self-determination; slavery; revolution; lack of rights; impact of imperialism/colonialism; conflict; abuse of power; human rights violations; resistance to oppression; impact of government policy; impact of nationalism; protests

Document 2: Desire for independence/self-determination; impact of imperialism/colonialism; human rights violations; resistance to oppression; impact of nationalism; conflict; protest; lack of rights; revolution; abuse of power; impact of government policy; protests

Document 3: Protest; desire for independence/self-determination; resistance to oppression; lack of rights; censorship; impact of government policy; conflict; impact of nationalism; use of propaganda; revolution; abuse of power; protests

Document 4: Protest; conflict; response to foreign influence; impact of government policy; traditional vs. modern; revolution; impact of nationalism; rejection of foreign ideas; lack of rights; abuse of power; protests; desire for independence/self-determination

Document 5: Conflict; human rights violations; genocide; impact of nationalism; abuse of power; resistance to oppression; impact of war; impact of government policy; lack of rights; desire for independence/self-determination

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
Revolution	1, 2, 3, 4
Lack of rights	1, 2, 3, 4, 5
Conflict	1, 2, 3, 4, 5
Abuse of power	1, 2, 3, 4, 5
Resistance to oppression	1, 2, 3, 5
Impact of government policy	1, 2, 3, 4, 5
Impact of nationalism	1, 2, 3, 4, 5
Desire for independence/self-determination	1, 2, 3, 4, 5
Human rights violations	1, 2, 5
Protests	1, 2, 3, 4

Example Issue: Revolution

Identify and Explain: Revolutions occur when groups challenge existing authorities that are often seen as oppressive. These movements can involve resistance to oppression, calls for self-determination, or changes to government policies. Revolutions can occur through war and/or nonviolent campaigns.

Evidence from the documents to support the explanation:

Document 1: In Martinique, enslaved Blacks called for independence from France in an effort to gain liberty. In their letter, the enslaved people suggested that they would rather fight and die than continue to live under French oppression and slavery.

Document 2: In 1858, Britain became the dominant force in India. Over time, opposition to British rule grew and was met with violent crackdowns by the British. This led people such as Gandhi and Jinnah to lead a campaign for independence which was eventually gained in 1947. Throughout this campaign, nationalistic tensions grew between Hindus and Muslims, leading to partition and violence between the two groups.

Document 3: The nation of Estonia was under the control of the Soviet Union. The people used song as a way to unify, as well as to resist Soviet domination nonviolently. They succeeded in gaining independence in 1991.

Document 4: In 1978, riots and demonstrations broke out across Iran against Shah Reza Pahlavi because the people were displeased with his leadership and close relationship with the United States. The Shah fled Iran in 1979 and the country was soon declared an Islamic Republic. Iran changed from one of the United States' prominent allies in the Middle East to an openly anti-American country.

Example Issue: Revolution

Document Information	Outside Information
How issue affected people/how people affected issue	How issue affected people/how people affected issue
<p>Doc 1—Call from enslaved peoples for independence from France Expression of desire to end slavery Centuries of suffering, servitude Threats of violence made by enslaved population</p> <p>Doc 2—Indian people dominated by British rule Violent crackdowns faced by protestors Nonviolent campaign launched by Gandhi Independence declared as goal of Congress party Independence of India and Pakistan Crossing of Indo-Pakistani border by millions Bloody fight for independence in East Pakistan</p> <p>Doc 3—Estonians oppressed by Soviet rule Estonian music used to preserve national identity Soviet authorities challenged by Estonians (public gatherings; traditional songs; music festivals; nonviolence)</p> <p>Doc 4—Rule of Shah in Iran, 1953–1979 Pro-Western stance adopted by Shah government Traditional ideas challenged by modernization Eruption of riots and demonstrations Shah forced to flee Iran Iran declared Islamic Republic Control of Iran gained by Ayatollah Khomeini Anti-American stance adopted by Iran in 1979</p>	<p>Absolutism challenged by Enlightenment thinkers (Locke; Rousseau; Montesquieu; Voltaire; Jefferson; Wollstonecraft; de Gouges; Wilberforce)</p> <p>Details about revolutions (American; French; Haitian; Latin American; Chinese; Russian; Cuban; Iranian; Cambodian)</p> <p>Meiji overthrow of Tokugawa Shogunate</p> <p>Rebellions against foreign occupation (Sepoy; Boxer; Taiping; Ukrainian; Zulu; Mau Mau)</p> <p>Details about other Soviet bloc countries gaining independence (Latvia; Lithuania; Poland; Czechoslovakia; Hungary; Yugoslavia)</p> <p>Details about decolonization (India; Vietnam; Kenya; Ghana; Algeria)</p>

Example Issue: Revolution

Document Information	Outside Information
How issue continued or changed over time	How issue continued or changed over time
<p>Continuity: Doc 1—Centuries of suffering and servitude Doc 2—Indian people dominated by British, 1757–1947 Doc 3—Estonians oppressed by Soviet rule, 1947–1991 Estonian music used to preserve national identity while under Soviet control Doc 4—Rule of Shah in Iran, 1953–1979 Pro-Western stance held by Shah, 1953–1979</p> <p>Changes: Doc 1—Call for independence from French by enslaved Blacks Threats of violence made by enslaved population Doc 2—Transfer of power from East India Company to British government by India Act Nonviolent campaign launched by Gandhi Independence declared as goal of Congress party Independence for India and Pakistan Migration across Indo-Pakistani border after partition Independence for East Pakistan after bloody fight Nuclear weapons acquired by India and Pakistan Imposition of sanctions by foreign nations due to potential nuclear threat Doc 3—Challenge to Soviet authorities begun by Estonians after 1980 (public gatherings; traditional songs; music festivals; nonviolence) Independence gained by Estonians, 1991 Doc 4—Increase in pro-Western stance during Shah’s reign Traditional life increasingly challenged by Shah’s modernization Breaking out of riots and demonstrations Shah forced to flee Iran Iran declared Islamic Republic Control of Iran gained by Ayatollah Khomeini Anti-American stance adopted by Iran</p>	<p>Continuity: Revolutions as a result of oppression (American; French; Haitian; Latin American; Chinese; Russian; Cuban; Iranian; Cambodian) Failure in some rebellions (Sepoy; Boxer; Taiping; Zulu; Mahdi)</p> <p>Changes: Spread of Enlightenment ideas inciting revolution (natural rights; consent of the governed; religious toleration; separation of powers; freedom of speech; freedom of press; abolitionism) Consequences of revolutions (new government; increase or decrease in rights; independence; human rights violations; economic growth or turmoil) Meiji overthrow of Tokugawa Shogunate and beginning of modernization process Independence from foreign rule with some rebellions (Mau Mau; Vietnam; Haiti; Latin America; Algeria) Independence for other Soviet bloc countries (Latvia; Lithuania; Poland; Czechoslovakia; Hungary; Yugoslavia)</p>

An Enduring Issue is an issue that exists throughout history. One example of an enduring issue is conflict. Which can be explained as the struggle between two people, groups, or nations that arises when one party tries to achieve power, usually at the expense of the other. During the fight for Indian and Latin American independence, the Iranian Revolution, and the Bosnian War, the issue of conflict has resurfaced time and time again. Conflict has existed across time and place with the emergence of global conflicts, nationalist movements, and imperial conquests. In some instances, these conflicts have ended with peaceful resolutions while others have left lasting tensions, death, and destruction. It is organizations like the United Nations that have taken steps to address these situations and mitigate conflicts globally.

One example in which conflict can be seen is the struggle for Indian independence from Britain in the 20th century. In 1858, the year following the Sepoy Mutiny, the rule of the British Raj began. It was during this time that Indians faced exploitation by the British. Indians were forced to work on plantations producing cash crops to benefit the British economy. In response, a nationalist movement emerged. In 1919, the British government had a violent crackdown on protestors who gathered at Amritsar. For years, conflict existed between both groups. Led by Gandhi, the call for independence was shaped by boycotts, the production of homespun cloth, the Salt March, fasting, and other efforts of civil disobedience. These actions were met with suppression by British authorities, often with the use of violence by the imperial government. It would not be until 1947 that Indian independence would be fully recognized. Just before Indian independence, conflict which had largely subsided between Muslims and Hindus, reemerged

leading ultimately to the creation of a Muslim Pakistan and a Hindu India. Wars broke out between the two countries and along the border region, specifically Kashmir. These are all examples of conflict, however, it shows how the issue can change in terms of what groups are involved over time. At first, Hindus and Muslims were united to combat British imperialism. During the Industrial Age, Britain used their colony in India to extract raw materials and produce goods such as tea. However, Britain did those things by exploiting the locals. This is the result of conflict against Britain that united Hindus and Muslims. But after Britain was kicked out, the united Hindus and Muslims began to turn on each other. This shows how conflict can persist but change as the goals of the individual groups change. Because the goal of Indian independence had been met, Ali Jinnah sought an independent state for his Muslim people. This led to the two groups that were once united to be in conflict once again. Another example of conflict stemming from a fight for independence and ultimately leading to tensions among the groups that united to achieve home rule can be seen in Simon Bolívar's vision and fight for a united South America. At this time, places like Martinique, Haiti, and Mexico were under the control of the colonial governments. In the Age of Old Imperialism, Bolívar was able to achieve independence from Spain, which had controlled much of South America. Bolívar had hoped this would result in the creation of one united Gran Columbia. However, after the fight against Spain concluded, a new conflict emerged within South America. The region could not stay united as he had hoped because of the inner conflicts among the diverse regional groups in the area. Therefore, both Indian and Latin American independence movements highlight examples of a

change in the conflict from between the colonies and mother countries to conflict between the very groups who fought together for freedom.

Another example of conflict is the Iranian Revolution of 1979. Prior to the revolution, the Shah took power from his father, and established a very pro-Western relationship with the United States. Over time, this led to many people being displeased with the Shah's rule. Riots broke out and Ayatollah Khomeini came to power resulting in Iran reestablishing theocratic rule under the religion of Islam. This conflict was significant because it changed the relationship between Iran and the US as well as affecting the lives of many Iranian people within their own country. For example, the transition from the Shah to Ayatollah meant many women lost significant rights almost immediately as they now have to abide strictly the Sharia. Women were restricted in what they could wear, employment opportunities, and the degree to which they could participate in the public sphere. The Iranian people faced a stark contrast in their lifestyles as compared to life under the Shah. Western culture, including books, movies, and music, were banned. Additionally, the government turned very authoritarian, repressing the rights of anyone seen as disloyal. Nationalization of most industries and services occurred as the strict Islamic state took charge.

Another example of conflict is the Bosnian War. In 1942, the ethnic conflict between the Serbians and both Macedonians and Muslims emerged in the Balkans. Yugoslavia under the leadership of Josip Tito was an authoritarian and communist state. Tito allowed for more freedoms in Yugoslavia—more than many other communist nations. Tito still had repressive policies, especially towards those seen as political dissidents, through the use of a secret police force. Tito's recognition of the various ethnic groups combined with the later

desire for independence fueled the Bosnian War. This conflict led to the genocides of Bosnian Muslims called Bosniaks. By 1986, Tito had died and Slobodan Milošević had risen to power and worsened conflicts between Serbians, Croats, and Bosniaks. Ultimately, at least 100,000 people were killed and many more became refugees. Although Milošević would be charged with war crimes for his actions, he would die before he had the chance to stand trial. Conflicts historically surround genocides. In modern times the Armenian genocide saw the persecution of innocent Armenian Christians by the Ottoman Turks against the backdrop of WWI. Similarly, the Holocaust was the Nazi persecution of Jewish people and others in the WWII era. Any place in time in which genocide or human rights violations occur, there is evidence of conflict.

The Enduring Issue of conflict is present in fights for independence, revolutions, and wars. Conflict usually brings some degree of harm to the people involved and at times results in the mass killing of people or restrictions of individuals basic rights. Yet there is hope. Conflict can be significant because it can cause change to policies and, in turn, improvements for people. Many governments have created laws to help protect the people. Organizations have been created with the intent of intervening in regions experiencing violence and/or providing humanitarian aid. The UN has served as a source of peacekeeping in many areas of the world. Furthermore, the creation of international courts to hold accountable those who committed atrocities or war crimes has hopefully served as a deterrent. Though conflict has persisted from early times with wars, corrupt leaders, and struggles between various social classes, it is being addressed now more than ever. Hopefully the world can recognize the factors that lead to conflict and address them before they become too large.

Anchor Level 5

The response:

- Clearly identifies and accurately explains *conflict* as an enduring issue raised in the documents (struggle between two people, groups, or nations that arises when one party tries to achieve power, usually at the expense of the other; has existed across time and place with emergence of global conflicts, nationalist movements, and imperial conquests; in some instances, conflicts ended with peaceful resolutions while others have left lasting tensions, death, and destruction)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (actions of Indian protestors met with suppression by British authorities often with use of violence; both Indian and Latin American independence movements highlight examples of change in conflict from between colonies and mother countries to conflicts between groups who fought together for freedom; Shah of Iran established a very pro-Western relationship with United States that, over time, led to many people being displeased with his rule; Tito's recognition of various ethnic groups combined with later desire for independence fueled Bosnian War)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 4, and 5
- Richly supports the task by incorporating substantial relevant outside information (in 1858, following Sepoy Mutiny, role of British Raj began and Indians faced exploitation by British; Indians forced to work on plantations producing cash crops to benefit British economy; violent crackdown by British government against protestors gathering at Amritsar; call for independence shaped by boycotts, production of homespun cloth, Salt March, and other efforts of civil disobedience; just before Indian independence, conflict that had largely subsided between Muslims and Hindus reemerged; region could not stay united as Bolivar had hoped because of inner conflicts among diverse regional groups; transition from Shah to Ayatollah in Iran meant many women lost significant rights almost immediately as they were restricted as to what could wear, employment opportunities, and degree to which they could participate in public sphere; government turned very authoritarian, repressing rights of anyone seen as disloyal; Tito had repressive policies, especially towards those seen as political dissidents, through use of a secret police force; although Milosevic charged with war crimes for his actions, he died before his trial; Armenian genocide saw persecution of innocent Armenian Christians by Ottoman Turks against backdrop of World War I; Holocaust Nazi persecution of Jewish people and others in World War II era; organizations created with intent of intervening in regions experiencing violence and/or providing humanitarian aid; creation of international courts to hold accountable those who committed atrocities or war crimes hopefully serves as a deterrent)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant historical details establish an effective context for how conflict can continue in a region yet change in terms of which groups are at odds with one another. A critical appraisal of document information establishes a sophisticated understanding of the issues surrounding conflict.

Revolution has been the result of oppression for almost as far back as we can remember. The misuse of power results in people standing up for what is right, whether that is during the Enlightenment or the French Revolution, or even more recently in places like India, Iran, and Estonia. Because this issue has endured through not only different people, but also in different eras of history, oppression is an enduring issue. There are many reasons why governments oppress their people, whether it is greed taking over leadership, the citizens' humane desire for freedom, the leader's desire for more power, or just plain abuse. Revolution is the result of the people pushing back against a leader whom they believe isn't protecting their rights. It is when a leader is more concerned with something else other than his own people and their values (Doc 4). Once the people are fed up with the oppression and see no other solution, revolution happens. However, revolution often looks different in different places. It can be the formation of new political ideas, violent attacks, nonviolent protests, or outright war. No matter how it is done, people will react to oppression and try to seek out a way to change the situation. Sometimes this results in positive changes. Other times more oppression and violence can occur.

The Enlightenment led to the French Revolution because it revealed the oppression of Louis XVI on the Third Estate. The Enlightenment rejected the oppression of divine right rule and argued that people had natural rights, including the right to rule themselves. In France, Louis XVI controlled the people strictly. He did not allow the Third Estate, which was 98% of the population, to have a true say in the government. The estates system gave 2% of the population the right to outvote them. Because the people were oppressed, they revolted against the government.

When slavery was introduced into society, the enslaved people were oppressed by plantation owners and slave traders on the island of Martinique in the Caribbean Sea. Black slaves were treated cruelly. They were forced to work on plantations to produce sugar and other cash crops. Many were beaten or worked to death. Eventually, because of the oppression, the slaves of the nation united together and wrote to the Governor of Martinique, expressing their wish for independence. They declared that since the nation was not blinded by ignorance, that they should be given their freedom after centuries of suffering. This cry in itself is a definition of Revolution. They protested as one united force against the government to claim the rights they deserved. People have been affected by the misuse of power for centuries, such as in the Civil War in the U.S., when we finally got rid of slavery in the “land of the free and home of the brave”. Martinique shows how the issue of oppression endures by showing the differences in time of an oppression through those with skin a different color. The letter depicts something written in 1789, as the issue of slavery ended in the United States in 1865, but there is still oppression of non-white races even today.

The enduring issue of oppression has also continued through history in more passive forms. Estonians finally broke free from the Soviets after 45 years of occupation. They revolted by expressing their culture against the Soviet authoritarian government. Estonians had been under German, Danish, and Swedish occupation in the past, but they still managed to push their culture into the light through their music festivals. When the Soviets occupied and controlled Estonia, the Estonians again used music to promote nationalism and show their desire to be freed from their Soviet chains. During the Singing

Revolution in the late 1980s, people organized for independence by protesting through song. They used music to split from the Soviet Union and claim their freedom. Though while still under Soviet Rule, they had their music to gather large peaceful protests. This relates to the Enlightenment, and how writers such as Locke and Voltaire wrote for freedoms the government did not want them to have. These were both more calm forms of Revolution though they show the endurance of it through their different ways of expression. A nation who makes its revolution by singing and smiling should be a sublime example to all. This shows revolution is enduring as this was happening around 1991. Music had become a huge part of their culture and they managed to use that for the protest of this country's rights.

In India, Gandhi revolted against the oppressive British government through a similar sublime way—through walks like the Salt March, boycotts of British goods, and fasting. Because the British were facing international shame and economic hardship, they had to eventually give India its freedom in 1947 (Doc 2).

The enduring issue of oppression has not only changed life in France, Estonia, and India, but also in Iran. Iran's reaction to oppression is more like France. The increased intensity of the abuses of Mohammed Reza Shah Pahlavi caused the Iranian people to protest against this secular and authoritarian ruler. In the late 1970s, riots and demonstrations became increasingly more violent and more frequent, leading to the Shah fleeing the country and the Ayatollah Khomeini taking over and establishing an Islamic theocratic state. In Iran, the people were concerned that their leader was more concerned with keeping their relationship with the U.S. and his own power rather than

protecting the rights of their people. This resulted in a violent revolution with his power diminishing and the loss of U.S. support. This is not only a repeat of the past, but with the weaponization that had taken place, the overthrow of power became more dangerous than in previous years. The pro-Westernization that resulted in hatred in the people caused even more issues, due to the intense connections we now all have. Oppression has managed to not only stay the same through its basic nature, but evolved as we have evolved as countries and societies. Modern revolutions against oppression have become increasingly more violent, causing great numbers of dead, such as in the Congo or in the Sudan.

Revolution is the action of going against a power that has not been protecting the rights of its people and that has oppressed its people. Oppression has existed for hundreds of years. People have endured it and reacted to it through peaceful and not so peaceful revolutions.

Anchor Level 4

The response:

- Identifies and accurately explains *oppression* as an enduring issue raised in the documents (revolution the result; misuse of power will result in people standing up for what is right; many reasons why governments oppress their people, including greed taking over leadership, citizens' humane desire for freedom, leader's desire for power, or just plain abuse; people have endured it and reacted to it through peaceful and not so peaceful revolutions)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (revolution result of people pushing back against a leader whom they believe is not protecting their rights; revolution can be formation of new political ideas, violent attacks, nonviolent protests, or outright war; way people try to change oppression sometimes results in positive changes, while other times more oppression and violence can occur; when slavery introduced into Martinique, enslaved people oppressed by plantation owners and slave traders; slaves protested as one united force against the government to claim rights they deserved; Estonians revolted by expressing their culture against Soviet authoritarian government; nation who makes its revolution by singing and smiling should be a sublime example to all; because British facing international shame and economic hardship, they eventually gave India its freedom in 1947; Iran's reaction to oppression more like France; Iranian people concerned leader more concerned with keeping their relationship with United States and his own power rather than protecting rights of his people)
- 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 (Enlightenment led to French Revolution because of oppression of Louis XVI on Third Estate; Enlightenment rejected oppression of divine right rule and argued people had natural rights, including right to rule themselves; Louis XVI did not allow Third Estate, which was 98 percent of population, to have a true say in government; slaves treated cruelly and forced to work on plantations to produce sugar and other cash crops; Civil War in United States finally got rid of slavery in "land of free and home of brave"; issue of slavery ended in United States in 1865 but still oppression of non-white races today; writers such as Locke and Voltaire wrote for freedoms that the government did not want people to have; Gandhi revolted against oppressive British government through walks such as the Salt March, boycotts of British goods, and fasting; increased intensity of abuses of the Shah caused Iranian people to protest against secular and authoritarian ruler; modern revolutions against oppression increasingly more violent causing great numbers of dead, such as in the Congo or in the Sudan)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Analytic statements and thoughtful conclusions support document interpretation. While the narrative focuses on the difference between peaceful and not so peaceful revolutions as an answer to end oppression, additional supporting facts and details would have strengthened the argument and resulted in a higher score.

An enduring issue is one that exists and persists throughout time, which societies have attempted to address with varying degrees of success. One example of an enduring issue that we often see throughout history is the violation of human rights. This issue too frequently is a result of corrupt leadership and poor governing, and can sometimes be linked to colonialism. Colonial powers often exploit the people and resources of the territory they control for their own profit. As expected, this is often met with resistance and sometimes large scale movements calling for independence.

In 1789, the colony of Martinique writes a letter urging to be granted independence from King Louis XVI of France. In this letter, the author states that the colony is willing to suffer high casualties in order to escape the horrors of colonial rule, namely slavery. Clearly slavery is a violation of human rights not only in Martinique, but also in other European colonies throughout the Caribbean. Similarly, the French colonized Haiti in this period and profited greatly from the sugar produced by Haitian slaves. In response, Black slaves led by Toussaint L'Ouverture would rebel, seeking independence. The island of Martinique is attempting a more diplomatic approach in this letter. In a later period, the people of the French colonies in Asia, such as French Cambodia and Vietnam were also subject to a number of human rights violations. Similarly colonial peoples were forced to do harsh labor on plantations for the benefit of the mother country.

Another example in which human rights were violated was with Soviet control over Estonia. The Soviet Union under the leadership of Stalin and subsequent communist leaders oppressed many of the people they colonized. These people lacked a political voice and many

basic freedoms. In response, Estonians sought a way to independence from the Soviets through singing as a way to protest. Large festivals of singing took place as a way to express dissent over Soviet rule. The songs which they sang included lyrics which often reflected nationalist ideals, celebrating Estonian culture and tradition. Therefore, colonies, in this case a satellite nation under the U.S.S.R. suffered from the violation of human rights while under Soviet control. Other Eastern European countries faced similar restrictions under Soviet leadership. Many would eventually see independence, but not through a Singing Revolution, as Estonia did. It was around the 1980s, as the Soviet Union began to decline with Gorbachev's changing government policies that many of these satellite nations, or "buffer states", gained independence. Ultimately, the Soviet Union dissolved, resulting in freedom for many nations and peoples.

The Bosnian Civil War was another event in which human rights violations took place. The country of Yugoslavia was ruled by Tito, and was comprised of many ethnic groups within the country. Tito, at the time of his rule, punished supporters of separatism and ethnic nationalism with jail sentences. Despite this, ethnic tensions and growing discontent continued. After Tito died, the nation broke out into civil war as Bosnians wanted independence and Serbs fought for their own autonomy. Ultimately, a genocide would occur in which non-Serbian populations were targeted by the Bosnian Serbs. In this case, human rights violation took place both as a result of the leadership and policies of Tito and during the genocide that surrounded the Bosnian War. Some officials were eventually charged with war crimes, including Slobodan Milosevic who was put on trial by the ICC. He was

never sentenced because he died in prison.

Human rights violations are indeed an enduring issue, as they clearly have occurred throughout time in different nations under different rulers and in different time periods. The French colony of Martinique is shown to have suffered through slave labor and harsh colonial rule. Estonia suffers under Soviet governance, while Yugoslavia broke out into a civil war as a result of unjust Communist rule. Though today, human rights violations are being addressed by large international peace organizations such as the United Nations. We must reflect on the horrors that humans have suffered from throughout history, and make every effort to try not to repeat these injustices.

Anchor Level 3

The response:

- Identifies and explains *human rights violations* as an enduring issue raised in the documents (frequently a result of corrupt leadership and poor governing; can sometimes be linked to colonization; colonial powers often exploit people and resources of territory they control for their own profit; often met with resistance and sometimes large-scale movements calling for independence)
- Develops both aspects of the argument with some depth
- Is both descriptive and analytical (Martinique willing to suffer high casualties to escape horrors of colonial rule, namely slavery; colonial peoples forced to do harsh labor on plantations for benefit of mother country; Martinique attempted a more diplomatic approach to end slavery than Haiti; Soviet subjects lacked a political voice and many basic freedoms; Estonian songs often included lyrics that reflected nationalist ideals celebrating Estonian culture and traditions; Tito punished supporters of separation and ethnic nationalism with jail sentences; when Tito died, nation broke out in civil war as Bosnians wanted independence and Serbs fought for their own autonomy)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 3, and 5
- Includes relevant outside information (slavery in European colonies throughout Caribbean; French colonized Haiti and profited greatly from sugar produced by Haitian slaves; Black slaves led by Toussaint L'Ouverture rebelled, seeking independence; people of French colonies in Asia such as Cambodia and Vietnam subject to number of human rights violations; Soviet Union under leadership of Stalin and subsequent communist leaders oppressed many of the people they colonized; other Eastern European countries faced similar restrictions to Estonia under Soviet leadership and many would eventually seek independence, but not through a Singing Revolution; around 1980s, as Soviet Union began to decline with Gorbachev's changing government policies, many satellite nations or "buffer states" gained independence; ultimately Soviet Union dissolved, resulting in freedom for many nations and peoples; a genocide occurred in Yugoslavia in which non-Serbian populations targeted by Bosnian Serbs; Milosevic charged with war crimes and put on trial but not sentenced because he died in prison; today human rights violations being addressed by large international peace organizations, such as the United Nations)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Important concepts and relevant document interpretation support a narrative that demonstrates a good understanding of violations of human rights as an enduring issue. Additional supporting facts and details would have benefited the treatment of individual cases.

The violation of human rights has been an issue for almost as long as humans have existed as there are always groups of people that view themselves as superior to others. Colonization has greatly contributed to this issue since it exploits a country or countries for its natural resources with no regard of the people living there. These issues, however, have a way of inspiring nations.

The colonization of Martinique, for example, clearly violates human rights by directly targeting the people and taking them as slaves. Document 1 describes the suffering of Martinique's people as well as their desire for freedom. This can be seen when the text states, "This is no longer a nation that is blinded by ignorance and that trembles at the threat of the lightest punishments; its suffering has enlightened it and has determined it to spill to its last drop of blood rather than support the yoke of slavery..." (Document 1). Slavery has been one of the most evident examples of the violation of human rights being an issue throughout history and at the root of it, colonization. However, the people of Martinique display Nationalism through their defiance toward the colonizers in an attempt to take back their rights as fellow human beings.

Another great example of this pattern is Britain's occupation of India. Document 2 shows the timeline of India's fight for independence. The document describes how during their occupation, India began to protest for their independence using methods like sit-ins and boycotts and they were met with violent crackdowns and even the massacre of many peaceful protestors. The human right to freedom was taken and even the right to live. But despite the attempts at suppressing India's resistance, the people of India kept fighting as they held onto

Nationalism. This led to Britain eventually pulling out of India, now partitioned into India and Pakistan.

Estonia had a similar story except they had been colonized and occupied by many countries and still clung onto their pride as a country. Estonia's people had been dominated by country after country but still used singing as a way of inspiring Nationalism and peacefully protesting. The text states, "During the Soviet era, Estonia's song festivals included plenty of Soviet propaganda, but they also offered Estonians an opportunity to celebrate their languages and traditions" (Document 3). The document later states, "In the late 1980s, music was the mechanism by which Estonia split from the Soviet Union. During the "Singing Revolution," large groups of people managed to organize for independence under the guise of gathering to sing" (Document 3). Again we see the violation of rights followed by Nationalism.

In conclusion, the enduring issue presented by these documents is "Violation of Human Rights" and it's still prevalent today. But the pattern seems to be that the natural human response to rights being violated is to fight for those rights. This issue is a problem because it dehumanizes people and in some cases, entire countries and divides humanity.

Anchor Level 2

The response:

- Identifies and explains *impact of human rights violations* as an enduring issue raised in the documents (colonization contributes to issue as it exploits a country or countries for natural resources with no regard to the people living there; human rights violations divide humanity)
- Minimally develops both aspects of the argument
- Is primarily descriptive (has been an issue for almost as long as humans have existed as there are always groups of people who view themselves as superior to others; inspires nationalism; colonization of Martinique directly targeted the people and made them slaves; people of Martinique displayed nationalism through their defiance towards colonizers in an attempt to take back rights as fellow human beings; Indians met with violent crackdowns in their protests; despite attempts to suppress their resistance, Indians kept fighting; Estonians colonized and occupied by many countries but still clung to their pride as a country; Estonians used singing as a way to inspire nationalism; Estonians managed to organize for independence under the guise of gathering to sing; natural human response to human rights violations is to fight for rights)
- Includes relevant facts, examples, and details primarily copied from Documents 1, 2, and 3
- Presents little relevant outside information (colonization at the root of slavery, which is one of the most evident examples of violation of human rights and an issue throughout history; massacre of many peaceful protesters in India)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Quotations and brief explanations of document information are employed to discuss how the violation of human rights was influenced by colonization. A few good conclusions are included, but lack of explanation weakens the development.

I chose to write about conflict as my enduring issue. I am using documents 2, 4, and 5 because they have the strongest details pointing towards this enduring issue.

In document 2 it is a timeline of India and Pakistan highlighting important conflicts that led to the independence of both nations. In 1919 Britain enforced a violent crackdown on protesters, but Gandhi responded to the violence with peaceful boycotts. In 1940 tensions rose between the Muslims and Hindus that caused a separation amongst the two, "a Hindu India and a Muslim Pakistan".

Document 4 talks about "the Shah", how at first the Shah flourished a relationship with the U.S. and started to westernize his government. As time went on the Shah kept their relationship with the U.S. but started to lose their relationship with their own people. The people were unhappy with the Shah's idea of westernization because they felt a lack of emphasis from the Shah about life long traditions being tossed from their lives. "In 1978, riots and demonstrations broke out across country". In 1979 these protests increased in frequency, power, and violence". The Shah lost relations with the U.S and fled the country. Under new leadership Iran went from prominent and powerful allies of the U.S to an "openly anti-American country."

In document 5 it talks about the period of uncertainty in Yugoslavia after it's former communist dictator's death. After the death of Tito (Yugoslavia's former dictator) Slobodan Milosevic rose to power in 1985. Milosevic was the encouragement for the Bosnian War due to his action of deliberately causing conflicts between "the three main ethnic groups in the region".

All three of the documents I chose are in my opinion perfect

Anchor Paper – Enduring Issues Essay—Level 1

examples of conflict based off of the evidence I provided in the paragraphs above. Documents 2, 4, and 5 are all based off of conflict by depicting the evidence and idea's of violence against on another, and the disagreements of a group of people's beliefs, versus the beliefs the government forces them to live by.

Anchor Level 1

The response:

- Identifies and minimally explains *conflict* as an enduring issue raised in the documents (disagreement of group's beliefs versus beliefs government forces them to live by)
- Minimally addresses both aspects of the argument; includes an inaccuracy (Milosevic rose to power in 1985)
- Is descriptive (in 1919, Britain enforced violent crackdown on protesters but Gandhi responded with peaceful boycotts; in 1940, tensions rose between Muslims and Hindus that caused the separation into a Hindu India and Muslim Pakistan; Shah of Iran at first flourished a relationship with the United States and started to westernize his government, which resulted in his losing his relationship with his own people; people of Iran felt lack of emphasis on their life-long traditions being tossed from their lives; Shah lost relationship with the United States and fled the country; under new leadership, Iran went from a prominent and powerful ally of the United States to an openly anti-American country; Milosevic was the encouragement for Bosnian War due to his action of deliberately causing conflicts between ethnic groups in the region)
- Includes minimal facts, examples, and details, some of which is copied from Documents 2, 4, and 5
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes an introduction and a conclusion that explains conflict as an enduring issue

Conclusion: Overall, the response fits the criteria for Level 1. The information that is presented superficially addresses all aspects of the task and demonstrates a basic understanding of conflict as an enduring issue. The response is limited in scope as it mentions statements and lacks development.

The enduring issue conflict, is an enduring issue that's affect people all over the world. The enduring issue of conflict is when multiple countries are not getting along, having systemic problems and wars against each other. This issue is very evident in these docuements.

In Docuement 2 the british colony became a dominant force in India after 1757. After Britains violent crackdown on protesters in 1919 Gandhi starts a nonviolent campaign including sit-ins and boycotts. War breaks out between two countries over Kashmer soon after india gets independence in 1947. Which this is an example of the enduring Issue Conflict. I affected people because not only of britains rule over India but the war between to countries had people protesting and fighting for independence. This has continued to be an issue because India still struggles against other Nations and another war started over Kashmir in 1971 which is more recent, and the affects of Pakistans struggle for independence is still an issue today.

The enduring Conflict is also evident in Document 4, where while "the Shah" governed Iran from authoritan rule. The people grew displeased with his leadership due to his pro-western modernization of the countries image. In 1978 riots and demonstrations broke out across the country. This shows the enduring conflict because this turmoil and riots under "the shah's" rule caused the protest to get more violent and affected people by him losing much of his power and in 1979 he was exiled. This still affects people today because Iran became "anti-American" Country, which some actions lead that to believe that Iran is still that way.

In Doceument 5 it talks about the Bosnian War that started in 1992 and lasted till 1995. The war led to the deaths of around 100,000

Enduring Issues Essay—Practice Paper – A

civilians and soldiers. This shows the enduring issue conflict because how this affected people is in the death of war but after the war Tito rebuilt Yugoslavia as a communist federation of six equal republics, "but ethnic conflict was never far from the surface." Following this, the Balkan States clamored for independence. Seems as though this enduring issue of conflict is continuing because in the documents it states, "Milosevic was a leader who deliberately created conflict between Serbians, Croats, and Muslim Bosnians." This shows how the affects of this are still ongoing today by conflict between these nations.

In conclusion these three documents all endured the enduring issue conflict. And this has affected people with struggle, death, changes in government, protest, etc. And a lot of the affects of conflict are still affecting people today.

Oppression by one group over others has historically caused major problems that have resulted in major changes by those who have been denied power or even their basic human rights. Whether it is colonization, as seen in India and Rwanda, or oppression by another group, as seen in the former Yugoslavia, Estonia, and Rwanda, the result is the same pattern of oppression and mistreatment colonized groups experience. The pattern is sometimes met with violence, sometimes with nonviolent resistance, and other times with full-out genocide and revolution. Some of these have been more successful than others, but they have all made a lasting impression on the people and on history.

One way this oppression and mistreatment materializes is from misunderstanding, or mishandling ethnic relations. This can be seen in the former Yugoslavia under Josip Tito and the rise of Slobodan Milosevic in 1986. Tito, who was a communist dictator, took over this incredibly diverse place after World War II. Through harsh policies he controlled all different ethnicities in a harsh and often violent dictatorial way. When he died in 1980, many ethnicities, including Serbians, Croats, Bosnians, and others, wanted more self-rule and to change the policies of Tito. Many disliked policies such as the recognition of Macedonians and Bosnian Muslims, called Bosniaks, as distinct nationalities. When Slobodan Milosevic rose to power in Yugoslavia in 1986, he took advantage of the ethnic tensions and encouraged the conflict between the Serbians, Croats, and Bosniaks, which eventually started a war and genocide under Milosevic. It took NATO forces and U.S.-led negotiations to end the fighting. The oppression by Tito and then Milosevic led to the Bosnian

war and the genocide of Bosniaks, both of which led to the deaths of around 100,000 people.

Another historical example similar to this was the Rwandan genocide. When Europe colonized Africa they did not take the people into account, leading them to bunching tribes with a long history of rivalry together. This was only worsened when they promoted and supported one tribe over others. In Rwanda, the minority tribe, known as the Tutsis, were promoted over the Hutus by the Germans and then the Belgians. After independence, the majority Hutus gained power. Pro-Hutu and Anti-Tutsi discrimination continued until the Tutsis were blamed for the death of the president, leading to mass killings of Tutsis during the Rwandan genocide.

In 100 days, almost a million people, mostly Tutsis and sympathetic Hutus, were killed. In this case, Tutsis and Hutus were oppressed by European colonial powers. After independence, the Hutus oppressed the Tutsis. This oppression and mistreatment resulted in a genocide that only ended when the exiled Tutsi army took over the government.

Another way oppression and mistreatment presents itself is the insistence on government norms. An example of this is in Estonia and other republics which were ruled by the Soviet Union for over 45 years. Like other times that the Estonians were controlled by others, such as the Germans, Danish, or Swedish, the Estonians held onto their national identity. Due to the heavy censorship and Soviet propaganda Estonians were told that they could not sing about what they wished. Something so important to the Estonian people was being controlled by people who absolutely did not care about their history

or them. Eventually 100,000 Estonians gathered and sang for 5 nights straight as an act of nonviolent protest, and eventually this worked and they achieved freedom. Oppression and mistreatment by the Soviets was met by the Estonians with nonviolence, in this case singing folk songs that promoted Estonian history and their national identity. While the Estonians were successful in their nonviolent protests, others were less successful. Chinese students were oppressed because they wanted democratic reforms and protested in Tiananmen Square in the late 1980s. After Deng Xiaoping's Four Modernizations opened up China's economy to capitalism, many students wanted political reforms to allow for more democracy and voice in the government. They gathered for nonviolent protests in many cities, including most famously in Tiananmen Square in Beijing. There they participated in sit-ins, boycotts of classes, hunger strikes, and other actions for months. This culminated in what became known as the Tank Man Incident when a nameless man stood in front of a tank to stop them from entering and violently ending the protests. These acts were not successful because the Chinese government eventually did violently end the protests, killing many. Some nonviolent protests such as Estonia were successful, but others were not and led to little to no change in how the government treated its people. However, in these places there are still some people who continue to struggle and fight.

Even before the British government colonized India, the British East India Company abused the people of India. The British East India Company monopolized Indian markets making it significantly harder for Indians to find jobs outside of it. And even if Indians did work with the company as sepoy, the company did not respect them.

In fact the company lied about how they cased the bullets, actually using a method that broke the religious rules of Sepoys. This led to the Sepoy Rebellion against the British East India Company. The British government had to step in and violently put down the rebellion, making India a British colony. Under colonization, the British greatly abused India. They destroyed many of India's industries and made them dependent on British goods. This led to strikes and nonviolent protests that attempted to support India's traditional industries and culture. One famous protest was the Salt March, which Gandhi led against the salt tax that the British placed on Indian-made salt. Gandhi also protested with the Homespun Movement, which encouraged Indians to stop buying British-made goods. This protest was similar to the Singing Revolution because it promoted traditional culture as a way of uniting the people against an oppressive power. It took until after WWII for Britain to pull out of India. By this point, Gandhi awakened a national movement that could not be stopped and Britain had so many costs from the war and could not afford to keep India as a colony. However, after independence, both India and Pakistan often oppressed certain populations. For example, in India, the Sikhs in Kashmir wanted independence and were violently put down. More recently, India has targeted their non-Hindu population.

Oppression, injustice and mistreatment has existed throughout history and has led to many injustices and mistreatments. In fact it does more times than not, as even today nations are still fighting. Whether it is the enslavement of the Jews in Egypt, the abuse of women throughout time, or the treatment of indigenous people by the Spanish, people have abused and oppressed others. People have reacted differently

Enduring Issues Essay—Practice Paper – B

to this abuse, sometimes fleeing or fighting for their people, either violently or nonviolently with marches, sit-ins, or even singing. We know oppression cannot last forever. Justice will eventually prevail.

In all of these documents (1, 2, 3) they show human rights violations.

In document 1 it shows this because it is saying how the entire nation of black slaves all have one wish and that is to be independent. This is a human rights violation because they are saying that they don't want to be slaves anymore and they want to be free and independent. They also call themselves the most humble and obedient servants.

In document 2 it shows this again that people want to be independent because in the time line in 1919 it says how Gandhi launches a nonviolent campaign. But in 1930 it says how they want to become independent and that's their goal.

In document 3 it says how Estonia broke free from the Soviet Union. In the late 1980's music was what helped Estonia break off from the Soviet Union.

All three of these documents are similar because they all are talking about how they want to be independent and want to be free.

An enduring issue is a challenge or problem that people have faced in different places and at different times. These issues are enduring because while the results and events may be different, the issue at hand has remained the same throughout time. One prominent enduring issue is the mistreatment and abuse of people by governments. In India, Estonia, and the former Yugoslavia, people have been abused by the powers that controlled them. This has often led to nationalist struggles and war in order to stop the abusive situation.

In the late 1850s, India was under the British East India Company and later the British crown. Harsh treatment of the people and extreme poverty led to rebellions such as the Sepoy rebellion, which happened because the British did not respect the religion of its Indian soldiers. It was no better under British rule. The British disregarded and downplayed Indian culture and achievements, forcing Indians to work under horrible conditions for the benefit of the British. The British also encouraged hatred between Hindus and Muslims in order to easier maintain control. This led to a peaceful protest movement led by Gandhi. Although Gandhi wanted a unified India, the hatred between the two caused the British to partition India upon independence in 1947.

Once the area became free countries, people of Hindu and Muslim faiths turned on each other. Before the British leave India, Parliament suggests splitting the country into a Muslim Pakistan and a Hindu India. Millions of Muslims fled India to go to Pakistan and millions of Hindus fled to India. In the process, anger, resentment, and hatred caused many outbreaks of violence, killing thousands if not millions. However both countries believe that they should have more

of the land so even today tensions are very high. This is a result of British imperialism because if Britain hadn't left India in such a poor, desperate, anger-filled, weakened state, a less violent and more stable agreement may have been made.

Another example of the mistreatment of people was the breaking off of Soviet satellite nations after the Cold War. After the Cold War many previous satellite nations such as Estonia started nationalist movements to gain independence from the Soviets. One example of a movement was in Estonia, when Estonians sang unauthorized nationalist songs during their music festival, including their unofficial national anthem, causing many to reject Soviet rule. This movement inspired nationalism because like the Nazi Party hanging flags around Berlin, it created a sense of national unity and pride. It also allowed for a reemergence of national traditions and identity. It showed an impact of abuse because the Soviet Union denied Estonia the right to rule themselves and often silenced their ideas in order to maintain power. Estonia responded to this by peacefully rebelling against Soviet rule. One more example of the mistreatment of people is in Yugoslavia. After World War II, Yugoslavia went into a dark period. It was controlled by the dictator Josip Broz Tito, who violently controlled this multiethnic area through repression, purges, and the suppression of any opposing voices. Once Tito died, a hole was left that was filled by Slobodan Milošević. Milošević deliberately created conflict between Serbians, Croats, and Muslim Bosniaks that eventually led to the Bosnian War and the genocide of the Bosniaks. Both under Tito and then Milošević, the people were being abused because they were not allowed to rule themselves.

Enduring Issues Essay—Practice Paper – D

This shows the direct impact the abuse had on the people within the newly independence countries. Although the people now had freedom, they were not always free from terror or safe.

The abuse and mistreatment of people has been a very important issue because it effects the day-to-day life of people worldwide. People have been abused and mistreated because a larger power wants more power. This has been seen throughout time and space. Whether in colonies in Africa or in modern day countries, power has caused people to act badly and abuse people. This has led to nationalist movements, as well as conflict all throughout history. Abuse of people has occurred in the past and probably will occur in the future which is why it's so important to study it's impacts on the world and people.

Throughout history many people have been subject to rulers of different nationalities. For example, the Ukrainians under the Russians or the Greeks under the Turks. Some empires allowed toleration of other cultures, while others didn't. The lack of freedom of expression and the lack of tolerance toward different cultures and identities has led many to fight for self-rule. This suppression of national identity is the driving force behind many issues across many empires and often has led to revolution. Without being able to express their culture, many turned to violence to gain their power which is still happening to this day.

A modern conflict in history representative of ethnic tensions is the Yugoslav Wars. What started out simply as economic trouble and a lack of a strong leader spiraled into nationalist movement across Slovenia, Croatia, and Bosnia. Without a harsh leader like the authoritarian leader Tito, these movements grew stronger as they weren't being suppressed as much as before. The people in the various states of Yugoslavia clamored for more recognition after the death of Tito in 1980. Many of the nationalities and ethnicities wanted self-rule and to form their own governments. When Slobodan Milosevic rose to power and tried to control and put down ethnic groups like the Serbians, Croats, and Muslim Bosniaks, a violent war broke out because people wanted self-rule. This led to the deaths of 100,000 people and spurred a genocide against the Bosniaks. All of this is a result of the attempted suppression of different ethnic groups by the Serbian Yugoslav government. The suppression of ethnic groups led to genocide, concentration camps, and hatred that we can still see in different states today. There is a correlation between the suppression of national

identity and horrific tragedies.

In a less modern conflict, we see the same suppression of ethnic identity—Ukrainians under Stalin. Stalin tried to silence and end Ukrainian identity by forced migrations of ethnic Russians into Ukraine. When that didn't work, he sent leaders to the gulags and staged a forced famine to kill off those who dissented. This policy of ethnic suppression was seen at other times in the Soviet Union. In the 1980s, people in Estonia wanted self-rule to maintain and promote their ethnic identity. They led a more peaceful protest of national identity which resulted in Estonia's secession from the USSR in 1991. Because the Estonians could never match the Soviet military, they took to the streets and sang for their freedom. They chose to sing nationalistic and ethnic songs because they are representative of Estonian culture. In this way, they cried out a distaste for their Soviet overlords and a love for their country. With songs like, "Mu Isamaa On Minu Arm" the Estonians gained a national spirit again after many years of Soviet rule which would help them gain their independence in 1991.

Another violent expression of national identity comes from the British Raj. Indians were forced to learn English and become more culturally British in clothing, government, economy, and behavior. They were told that Indian culture was less civilized than British culture and that they had to follow British ways of life. The Indians rejected this and adopted a nonviolent form of protest by choosing Indian products and culture. This was exemplified by Gandhi, who rejected the British suits he wore in England to wear traditional Indian clothes that he made himself. Many Indians followed suit and refused to learn English, wear western clothes, or eat western foods. While this

is only one reason why Britain eventually gave India its freedom in 1947, it was a way for Indians to promote their ethnic identity. After gaining independence from Britain, the Muslim minority led by Mohammed Ali Jinnah demanded a separate home for Muslim Indians. This was amidst growing religious tensions in the region between the more numerous Hindus and the minority Muslims. The separation of Pakistan and India from Britain was incredibly violent, leading to the great migration that killed up to a million people. The Bangladeshi also fought for their independence in 1971 while the Indians and Pakistanis fought for Kashmir, a religiously mixed region. These ethnic and religious tensions eventually became nationalist tensions as the Indian, Pakistani, and Bangladeshi identities were defaced. To this day, ethnic and national identities are fighting in the area. India is the largest democracy in the world, but this has caused problems for those who are not part of the Hindu majority.

To conclude, many conflicts and protests have emerged in history among countries because different peoples weren't able to express themselves under foreign rule. The Croats in Yugoslavia, Ukrainians and Estonians in the USSR, the Indians under the British Raj, and the Muslims under the Indian sub-continent are all prime examples of the issues that arose from the suppression of national identity. These issues still exist today in various places and people such as the Kurds in Turkey, the Uyghurs in China, and the Rohingya in Myanmar show that this is an enduring issue. The suppression of nationalism is a major enduring issue.

Practice Paper A—Score Level 2

The response:

- Identifies and partially explains *conflict* as an enduring issue raised in the documents (happens when multiple countries do not get along and have systematic problems and wars against each other; affects people with struggle, death, changes in government, and protest)
- Minimally develops both aspects of the argument
- Is primarily descriptive (after Britain’s violent crackdown on protesters, Gandhi starts a nonviolent campaign including sit-ins and boycotts; Indians protested and fought for independence; India still struggles against other nations; effects of Pakistan’s struggle for independence still an issue today; Iranian people displeased with Shah’s leadership due to his pro-Western modernization of country’s image; Shah’s rule caused protests to get more violent, and in 1979 he was exiled; Iran became an anti-American country and some believe it still is; Tito rebuilt Yugoslavia as a communist federation of equal republics, but ethnic conflict never far from the surface); includes faulty and weak application (war between countries of Britain and India)
- Includes few relevant facts, examples, and details from Documents 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. Document information is the focus of the discussion and demonstrates a general understanding of conflict as an enduring issue. Some good statements are included, but the lack of supporting facts and details weakens their effectiveness.

Practice Paper B—Score Level 5

The response:

- Clearly identifies and accurately explains *oppression* as an enduring issue raised in the documents (historically caused many problems, resulting in major changes by those denied power or basic human rights; sometimes met with violence, sometimes with nonviolent resistance, and other times with full out genocide and revolution; can be result of misunderstanding or mishandling of ethnic relations)
- Develops an even, thoughtful, and in-depth argument for both aspects of the task
- Is more analytical than descriptive (Tito controlled all different ethnicities in a harsh, often violent dictatorial way; Milosevic took advantage of ethnic tensions and encouraged conflict, which eventually started a war and genocide; due to heavy censorship and Soviet propaganda, Estonians were told they could not sing folk songs that promoted their history and national identity; while Estonians were successful, others were less successful as little change in how government treated people; Indian protests similar to Singing Revolution by promoting traditional culture as a way of uniting people against oppressive power; Britain could not afford to keep India as a colony because Gandhi awakened a national movement that could not be stopped)
- Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Richly supports the task by incorporating substantial relevant outside information (in Rwanda, minority Tutsis promoted over Hutus by Germans and then Belgians; after independence, majority Hutus gained power; pro-Hutu and anti-Tutsi discrimination continued until Tutsis were blamed for death of President; oppression and mistreatment of Tutsis resulted in a genocide that only ended when exiled Tutsi army took over government; after Four Modernizations opened up China's economy to capitalism, many students wanted political reforms to allow for more democracy and a voice in government, and gathered in many cities for protests; students participated in sit-ins, boycotts of classes, hunger strikes, and other actions for months, culminating in Tank Man Incident; even before British government colonized India, British East India Company abused Indian people; British East India Company lied about how they cased bullets, using a method that broke religious rules, leading to Sepoy Rebellion and British colonization; Britain destroyed many of India's industries and made Indians dependent on British goods, leading to strikes and nonviolent protests; Gandhi led Salt March against salt tax and also protested with Homespun Movement, which encouraged Indians to stop buying British made goods; after independence, both India and Pakistan treated and often oppressed certain populations, such as the Sikhs in Kashmir and the non-Hindu population in India)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant outside information and analytic statements support effective document interpretation. A good understanding of the varied circumstances surrounding oppression in different locations and times of history is demonstrated.

Practice Paper C—Score Level 1

The response:

- Identifies, but does not explain, *human rights violations* as an enduring issue raised in the documents
- Minimally addresses both aspects of the argument
- Is descriptive (entire nation of Black slaves all have one wish, and that is to be independent; they do not want to be slaves anymore as they want to be free and independent; in 1930, Indians want to become independent and that is their goal; music helped Estonia break free of the Soviet Union)
- Includes minimal facts, examples, and details from Documents 1, 2, and 3
- Presents no relevant outside information
- Demonstrates a general plan of organization; includes a one-sentence introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Aspects of the task are mentioned, but development is limited, and details are lacking. Simplistic statements based on document information indicate a basic understanding of human rights violations as an enduring issue.

Practice Paper D—Score Level 3

The response:

- Identifies and explains *mistreatment and abuse of people by governments* as an enduring issue raised in the documents (people abused by powers that control them; often leads to nationalistic struggles and war to stop abusive situation; even though people within newly independent countries had freedom, not always free from terror or safe; affects day-to-day life of people worldwide)
- Develops both aspects of the argument with some depth
- Is both descriptive and analytical (although Gandhi wanted a unified India, hatred between Hindus and Muslims caused British to partition India upon independence; once India became a free country Hindus and Muslims turned on each other; if Britain had not left India in such a poor, desperate, anger-filled, weakened state, a less violent and more stable agreement may have been made; Singing Revolution allowed for a reemergence of national traditions and identity; Soviet Union denied Estonia right to rule themselves and often silenced their ideas in order to maintain power; Estonians responded to Soviet violence by peacefully rebelling against Soviet rule; after World War II, Yugoslavia went into a dark period; dictator Josip Tito violently controlled multi-ethnic area through repression, purges, and suppression of any opposing voices; Milosevic deliberately created conflict between Serbians, Croatians, and Muslim Bosniaks that eventually led to Bosnian War and genocide of Bosniaks; under both Tito and then Milosevic people being abused because they were not allowed to rule themselves)
- Includes some relevant evidence that includes facts, examples, and details from Documents 1, 2, 3, and 5
- Includes relevant outside information (harsh treatment of Indian people and extreme poverty led to Sepoy Rebellion, which happened because British did not respect religion of Indian soldiers; British disregarded and downplayed Indian culture and achievements, forcing Indians to work under horrible conditions for benefit of British; British also encouraged hatred between Hindus and Muslims to maintain easier control; both India and Pakistan believe they should have more land, so even today tensions are very high; after Cold War, previous satellite nations started nationalist movements to gain independence from Soviets; Singing Revolution inspired nationalism because, like Nazi Party hanging flags around Berlin, it created a sense of national unity and pride)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation is supported by good explanations and some analytical statements. Although important concepts are referenced, additional explanation and details would have strengthened the discussion.

Practice Paper E—Score Level 4

The response:

- Identifies and accurately explains *suppression of ethnic identity* as an enduring issue raised in the documents (lack of freedom of expression and lack of tolerance towards different cultures and identities has led many to fight for self-rule; many turned to violence to gain power, which is still happening today; clear correlation between suppression of national identity and horrific degradation)
- Develops a thoughtful argument in some depth for both aspects of the task
- Is both descriptive and analytical (Yugoslav Wars started out simply as economic troubles and lack of a strong leader spiraled into a nationalistic movement across Slovenia, Croatia, and Bosnia; without a harsh leader such as authoritarian Tito, nationalist movements grew stronger as people were not being suppressed as much as before; after death of Tito, many of the nationalities and ethnicities in Yugoslavia wanted self-rule and to form their own governments; result of attempted suppression of different ethnic groups by Serbian Yugoslav government led to deaths of 100,000 people and spurred a genocide against the Bosniaks; because Estonians could never match the Soviet military, they took to the streets and sang for freedom; Estonians chose singing nationalist and ethnic songs representative of their culture, and showed a distaste of their Soviet overlords and a love for their country; Indians adopted a nonviolent form of protest by choosing Indian products and culture; Bangladesh fought for independence while Indians and Pakistan fought for Kashmir, a religiously mixed region)
- Supports the task by incorporating relevant evidence that includes facts, examples, and details from Documents 2, 3, and 5
- Supports the task by incorporating relevant outside information (suppression of ethnic groups led to concentration camps and hatred still seen in different states today; Stalin tried to silence and end Ukrainian identity by forced migrations of ethnic Russians into Ukraine, and when that did not work, he sent leaders to gulags and staged a forced famine to kill dissenters; Indians forced to learn English and become more culturally British in clothing, government, economy, and behavior; Indians were told their culture was less civilized than British culture and they had to follow British ways of life; Gandhi rejected British suits he wore in England to wear traditional clothes he made himself; many Indians followed Gandhi and refused to learn English, wear Western clothes, or eat Western foods; separation of Pakistan and India from Britain incredibly violent and led to the great migration that killed up to a million people; India largest democracy in the world, but this has caused problems for those not part of Hindu majority; issues still exist today in various places and people, such as Kurds in Turkey, Uyghurs in China, and the Rohingya in Myanmar)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. While document interpretation is generally thoughtful, additional supporting facts and details would have strengthened the effort. Analytic statements are scattered throughout the discussion and lead to good conclusions.

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

Question Number	Key Idea
1	10.1
2	10.1
3	10.2
4	10.2
5	10.4
6	10.4
7	10.3
8	10.3
9	10.5
10	10.8
11	10.8
12	10.5
13	10.6
14	10.7
15	10.7
16	10.10
17	10.10
18	10.7
19	10.7
20	10.6
21	10.6
22	10.6
23	10.6
24	10.7
25	10.9
26	10.10
27	10.9
28	10.9
29	10.2
30	10.2
31	CT
32	10.5
33	10.5
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 2025 Regents Exam in Global History and Geography II will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of any Global History and Geography examinations must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

August 2025 Regents Exam in Global History and Geography II

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

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part II score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3.5 and a total Part I and Part II score of 26 would receive a final examination score of 80.

Part III Essay Score

		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Part I and Part II Score	0	0	5	10	14	19	23	27	32	36	39	43
	1	3	8	13	17	22	26	30	34	38	42	45
	2	7	11	16	20	25	29	33	37	41	44	48
	3	10	14	19	23	27	32	36	39	43	46	50
	4	13	17	22	26	30	34	38	42	45	49	52
	5	16	20	25	29	33	37	41	44	48	51	54
	6	19	23	27	32	36	39	43	46	50	53	56
	7	22	26	30	34	38	42	45	49	52	55	58
	8	25	29	33	37	41	44	48	51	54	57	60
	9	27	32	36	39	43	46	50	53	56	59	61
	10	30	34	38	42	45	49	52	55	58	61	63
	11	33	37	41	44	48	51	54	57	60	62	65
	12	36	39	43	46	50	53	56	59	61	64	66
	13	38	42	45	49	52	55	58	61	63	66	68
	14	41	44	48	51	54	57	60	62	65	67	70
	15	43	46	50	53	56	59	61	64	66	69	71
	16	45	49	52	55	58	61	63	66	68	70	72
	17	48	51	54	57	60	62	65	67	70	72	74
	18	50	53	56	59	61	64	66	69	71	73	75
	19	52	55	58	61	63	66	68	70	72	75	77
	20	54	57	60	62	65	67	70	72	74	76	78
	21	56	59	61	64	66	69	71	73	75	77	79
	22	58	61	63	66	68	70	72	75	77	79	81
	23	60	62	65	67	70	72	74	76	78	80	82
	24	61	64	66	69	71	73	75	77	79	81	83
	25	63	66	68	70	72	75	77	79	81	83	85
	26	65	67	70	72	74	76	78	80	82	84	86
	27	66	69	71	73	75	77	79	81	83	86	87
	28	68	70	72	75	77	79	81	83	85	87	89
	29	70	72	74	76	78	80	82	84	86	88	90
	30	71	73	75	77	79	81	83	86	87	89	91
	31	72	75	77	79	81	83	85	87	89	91	93
	32	74	76	78	80	82	84	86	88	90	92	94
	33	75	77	79	81	83	86	87	89	91	94	96
	34	77	79	81	83	85	87	89	91	93	95	98
35	78	80	82	84	86	88	90	92	94	97	100	

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